



Professional Development Planning Committee

Second Tuesday of the Month

March 10, 2026

12:30pm to 1:30 pm

Location: 13-337

Join Zoom Meeting:

<https://smccd.zoom.us/j/87815878562?pwd=O86HyuNnbmLATA8bSbsFPq66ilmldw.1>

Meeting ID: 878 1587 8562

Passcode: 979542

MINUTES

Tri-chairs:

- ASLT Division Dean: Anniqua Rana
- Faculty Rep: Ellen Young
- Classified Rep:

[Professional Development Plan 2024-27](#)

MINUTES:

[Recording](#) Passcode: e^xj1xrL

Item	Notes
Welcome and introductions Cañada College Land and Labor Acknowledgement	During introductions, the group shared a strong focus on finalizing and organizing April Flex Day , with emphasis on confirming schedules, securing presenters, and communicating dates early so staff can plan accordingly. Rosie highlighted the urgency of locking in the schedule, while Roz focused on coordinating contracts and participation. Ameer expressed willingness to support wherever needed, and Sarah noted interest in both Flex planning and updates from Leading from the Middle. The student representative, Neve, shared that she is working on Know Your Rights and ICE response workshops and is interested in increasing student involvement in Flex. Overall, the introductions reflected a shared priority around coordination, communication, and ensuring that both staff and student perspectives are meaningfully included in upcoming professional development efforts.

<p>April 16 Flex</p>	<p>Flex Day planning was a central focus of the discussion, with an emphasis on finalizing and communicating the schedule as early as possible so faculty and classified staff can plan ahead. There was recognition that the day is very full, with many proposed sessions—particularly in the morning—creating challenges around timing, overlap, and overall flow. The opening session will introduce a theme centered on trauma-informed pedagogy and de-escalation, with additional sessions throughout the day covering topics such as teaching practices, student support, institutional history, and professional skills.</p> <p>There was also a strong effort to ensure balance in the program, combining heavier topics (e.g., trauma-informed work, anti-war history) with community-building and restorative sessions, such as poetry activities and a closing wellness/somatic session.</p> <p>Participants emphasized the importance of making Flex accessible to classified staff, encouraging them to attend sessions that support their roles, especially since the college will be closed that day.</p> <p>Finally, organizers noted the need for flexibility and feedback, as the agenda is still in draft form, and highlighted ongoing coordination (e.g., confirming facilitators, filling gaps, and possibly adjusting sessions). Overall, the goal is to create a well-rounded, engaging, and meaningful professional development day that supports both institutional priorities and individual well-being.</p>
<p>Leading From the Middle updates- classified PD</p>	<p>The update focused on addressing a key gap identified in a 2022 professional development survey: limited access and participation in PD for classified staff, along with inequities in available opportunities. A cross-functional team attended the Leading from the Middle (LFM) program to develop strategies to better support classified professionals and to think more intentionally about how to assess the impact of PD.</p> <p>A major development is that classified staff now have access to increased funding—up to \$2,500—for professional development, which can be used for conferences, education, or training. There is a strong push to encourage classified staff to actually use these funds, along with clearer guidance on how to apply. The group also emphasized creating more opportunities for shared learning, such as having classified staff who attend trainings (e.g., conferences or Colegas) report back and share what they learned and how it impacts their work.</p>

	<p>Looking ahead, the LFM team is working on building a more intentional structure for PD, including:</p> <ul style="list-style-type: none"> • Encouraging teams to identify problems or projects and attend LFM together • Supporting both leadership development and project-based work • Creating a more systematic way to evaluate the impact of PD on programs and student outcomes <p>Overall, the goal is to institutionalize equitable, meaningful professional development for classified staff, while also ensuring that the college can clearly demonstrate its effectiveness, especially for accreditation.</p>
<p>Accreditation discussion and PD assessment</p>	<p>The conversation focused on how the college can demonstrate the impact of its professional development (PD) efforts as part of the accreditation process. While the institution has made significant progress—such as expanding PD opportunities, strengthening an equity focus, and improving communication across faculty, classified staff, and administrators—the key question from accreditors is: how do we know this work is actually making a difference?</p> <p>Up to now, assessment has relied largely on participation data and surveys, often in collaboration with PRIE. However, the group acknowledged that this is not sufficient. There is a need for a more structured and intentional framework to evaluate:</p> <ul style="list-style-type: none"> • The range and depth of PD impact • How PD influences program practices and institutional effectiveness • Whether it leads to meaningful improvements in student outcomes <p>The discussion also highlighted challenges, such as:</p> <ul style="list-style-type: none"> • The difficulty of measuring long-term impact • The need for clearer communication (e.g., avoiding overuse of acronyms without explanation) • Ensuring participants in shared governance understand their roles and can bring knowledge back to their teams

	<p>To address this, two groups (classified PD/LFM team and faculty PD leads) will work together to:</p> <ul style="list-style-type: none">• Develop a shared assessment framework• Create clearer structures for evaluation and communication• Begin implementing this approach in the next academic year <p>Overall, the goal is to move beyond counting participation to demonstrating meaningful, sustained impact of professional development across the institution.</p>
<p>ZTC Course Conversion Program and associated PD training</p>	<p>The ZTC Course Conversion Program is being restructured across the district, particularly in how faculty are trained and compensated. Previously, the program relied on stipends, but due to policy changes, it has shifted to a more structured model that emphasizes training + project-based work, with alignment across all three campuses.</p> <p>A key shift is moving from simply encouraging adoption of ZTC materials to supporting deeper engagement, especially:</p> <ul style="list-style-type: none">• OER (Open Educational Resources) remixing and adaptation• Providing more intentional training pathways for faculty <p>Several new PD training options were introduced:</p> <ul style="list-style-type: none">• A core OER Basics course (required for faculty doing course conversion work)• Micro-courses (e.g., copyright, accessibility, ZTC pathways), typically short and compensated• Expanded accessibility training, likely tied to MOCA (Making Online Courses Accessible)• Training available year-round, not just tied to specific cohorts <p>There is also a stronger emphasis on:</p>

	<ul style="list-style-type: none"> • Consistency across campuses in training and structure • Tracking participation and compensation more carefully (with some logistical challenges around systems like BRC) • Ensuring faculty are adequately prepared before engaging in conversion work <p>Importantly, the redesign integrates student voice and impact data, highlighting how ZTC courses affect students financially and academically. This student-centered perspective is being embedded into training to reinforce the equity purpose of the program.</p> <p>Overall, the program is shifting from a simple adoption model to a more intentional, structured, and equity-driven professional development and course design initiative.</p>
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TOPICS:

- **Flex Day follow-up**
This will remain a standing topic, including final updates and reflections.
- **Documentation and transition planning for PD roles**
Especially important with upcoming leadership transitions (e.g., Flex Day coordination)
Suggestion to review and share documents to ensure continuity
Focus on making materials clear and usable for whoever steps into the role next
- **Institutionalizing processes**
Emphasis on documenting workflows so future coordinators don't have to **"reinvent the wheel"**
- **Potential share-out from coordinators**
Opportunity for current leads to explain their work and processes
Could also support recruitment/interest in future coordinator roles
- **Leading from the Middle (LFM) follow-up**
Possibility of inviting the LFM team to present **more concrete action items and next steps**
- **Ongoing PD communication and opportunities**
Reminders about available trainings (e.g., PDA offerings, building captain training)
Encouraging participation, especially among classified staff
Overall, the next meeting will likely focus on **continuity, documentation, and sustaining PD efforts**, alongside regular updates like Flex Day.

Visit <https://www.pda.training> to view descriptions and to register.

Working Success Series

This series is offered either Thursdays from 12:00 PM to 1:00PM or Fridays from 11:00 AM to 12:00 PM.

- Intro to Artificial Intelligence (AI) (3/13)
- Basic Negotiating Skills (3/20)

Office Technology Series

This series is offered Thursdays or Fridays from 10:00 to 11:00 AM.

- Excel- Preparing for Automations (4/2)
- Manage your Projects in the NEW Planner (4/30)
- How to Use ChatGPT in your Daily Work (5/1)
- Navigating the New Version of Microsoft Teams (5/7)
- How to Use Google Gemini and Notebook LM (5/15)

Leadership Development Series

This series is offered either Thursdays from 12:00PM to 1:00PM or Fridays from 9:00 to 10:00 AM.

- The Art of Asserting Yourself without Offending Others (3/27)
- Transitioning from Peer to Supervisor (4/3)
- Building and Repairing Trust in the Workplace (4/17)
- How to Say Anything to Anyone: Managing Critical Conversations (4/24)
- Robert's Rules of Order and Meeting Tips (5/8)

Building Captain Training

This training is offered from 9:00AM to 4:00PM.

- Building Captain Training (DO) Day 1 (4/16)
- Building Captain Training (DO) Day 2 (4/17)

Flex days: <https://canadacollege.edu/professional-dev/flexday.php>

- Thursday, April 16th: Due March 13th, 2026
- August 2026: Due May 15th, 2026

Next Meeting:

- [April 14, 2026](#)
- [May 12, 2026](#)