



Professional Development Planning Committee

February 13, 2024

12:30-1:30 pm

Location: 13-337 and

<https://smccd.zoom.us/j/81910821354?pwd=QXhOQUxLNzNRV1hQUUxEOWM3aIRzUT09>

Please email Jacky Ip <ipjacky@smccd.edu>, ASLT Division Assistant, for meeting information.

Tri-chairs: ASLT Division Dean: Anniqua Rana, Faculty Rep: Ellen Young, Classified Rep: Jacky Ip

Minutes

Introductions and check-in (All 10 minutes)

The meeting began with acknowledgment of participants' contributions, highlighting the theme of "mattering" in both personal and professional contexts. A participant expressed gratitude for utilizing shared activities, emphasizing the importance of feeling valued. Another shared a poignant experience where a student gained confidence through supportive teaching methods. Throughout the discussion, themes of community, support, and creativity emerged as essential elements in fostering a positive environment. Participants reflected on instances where they felt supported and valued by colleagues, underscoring the significance of mutual encouragement. Transitioning into the agenda, the group discussed plans for professional development, emphasizing the assessment of activities to gauge their impact on building community and enhancing work practices.

Final Professional Development Plan-- [Professional Development Plan 2024-27](#) (PDPC Chairs 20 minutes) [PowerPoint and PD Plan 2024-27\(draft\)](#) (Please share with your constituents for feedback between Feb 20 and March 29. The chairs will email google doc for your constituents to add comments. Reference documents: [Professional Development Feedback.pptx](#))

Discussion about Assessment of the Professional Development Plan

- Last semester, the team ended with an assessment document and received feedback from team leads.
- Ellen, Jackie, and Anniqua pulled together this feedback to create a comprehensive professional development plan.
- The plan is titled "Building Excellence at Canada College: Professional Development, Collaboration, Assessment, Equity, and Anti-Racism."
- The plan focuses on equity-minded and anti-racist college culture, aligned with the college's educational master plan.
- The presentation will cover the plan's summary, equity and anti-racism focus, support for classified staff, faculty and management perspectives, and a timeline.
- The plan aims to enhance individual and organizational capabilities, contributing to transformative experiences through ongoing collaboration, communication, and assessment.

- The Office of Equity will provide experiential learning workshops, cultural events, and resources for campus community development.
- The Equity and Anti-Racism Planning Council is researching best practices and organizing campus-wide training, along with creating an equity and anti-racism resource Canvas shell.
- For classified staff, there will be continued partnership with the Equity office, workshops on health and well-being, and improvements in orientation processes.
- The plan underscores the importance of collaboration, support, and ongoing development to create a positive and equitable work environment.

Classified PD

- Previously, classified employees had access to a tuition reimbursement pilot program, where the district fully reimbursed tuitions for associate, bachelor, or master's degrees, with a commitment to work in the district for a corresponding period after completing the degree.
- There's a need for training in areas such as grant writing/reporting, essential for advancement to academic supervisory positions.
- Mentoring and training for new positions or transfers are lacking, leading to difficulties in transitioning and understanding job roles.
- Office processes and technology training are essential, including business procedures and technology setup for printing and support requests.
- Collaboration with an IEPI grant offers opportunities for additional funding and guidance for professional development initiatives.
- The focus is on addressing gaps in training and support to enhance the professional development of classified staff members.

Faculty PD

- Faculty perspective in the professional development plan emphasizes understanding roles in providing an equitable environment and eliminating racism.
- Areas of focus include managing work interactions post-COVID, integrating existing initiatives like the faculty teaching and learning lounge, and continuing faculty cohorts and professional development initiatives.
- Initiatives like faculty mentoring, technology training, and equity training for managers are also highlighted.
- Flex days serve as crucial times for professional development, particularly in addressing equity and anti-racism themes and fostering partnerships across departments.
- Efforts are being made to make professional development more accessible to classified employees, focusing on Flex days in April and October.
- Changes in district-wide Flex days and the need for increased administrative support for professional development initiatives are acknowledged.

Assessment and Communication

- The professional development plan emphasizes assessing the impact of initiatives focused on equity and anti-racism.
- Coordination with groups like IEPI and EAPC is vital for providing vision and feedback.

- The plan includes creating more structure for classified staff development and strengthening existing faculty professional development initiatives.
- Assessment methods include surveys for in-the-moment feedback and long-term impact assessment through program review reports.
- Assessing professional development impact is complex and requires ongoing engagement and intentionality.
- The plan outlines a timeline for activities over the next three semesters, with a focus on building momentum and revisiting strategies based on feedback.
- The detailed plan document will be available for review and feedback early next week.

Faculty professional development

<https://canadacollege.edu/professional-dev/faculty.php>

- There are areas in the professional development plan that need refinement to avoid surprises when reviewed.
- A discussion about the program review process's inclusion of professional development and its importance for faculty development.
- The application process for professional development opportunities has been updated to be more user-friendly.
- Short-term and long-term professional development opportunities are available, including attending conferences, workshops, and pursuing special projects.
- Alison shares her positive experience as a recent recipient of long-term professional development funding, emphasizing the value of applying for such opportunities.
- The discussion is open to faculty for sharing thoughts, questions, and ideas regarding professional development.
- Discussion about various examples of professional development activities undertaken by faculty members across different academic disciplines.
- Clarification on eligibility for professional development opportunities: full-time faculty members, including those with tenure.
- Advice on completing the long-term application for professional development, emphasizing the importance of providing detailed information about the proposed activity, its relevance to teaching or academic field, and how it benefits the institution.
- Suggestions on the length and content of the application document, highlighting the need for thorough documentation of expenses for reimbursement and ensuring alignment with contractual parameters.
- Emphasis on the importance of accountability when using public funds for professional development activities.

In the discussion, various faculty members shared examples of professional development activities they undertook, ranging from hosting lectures and discussions on history and social science topics to submitting articles for publication and attending conferences. They emphasized the importance of disseminating knowledge gained through such activities and integrating it into their teaching practices. The conversation highlighted how diverse experiences, such as creative writing or exploring local histories, contribute to enriching classroom instruction and academic disciplines. Despite the meeting's

end, participants expressed interest in continuing the discussion further, underscoring the value of sharing experiences and insights in faculty development.