



Creating a Cohesive Process

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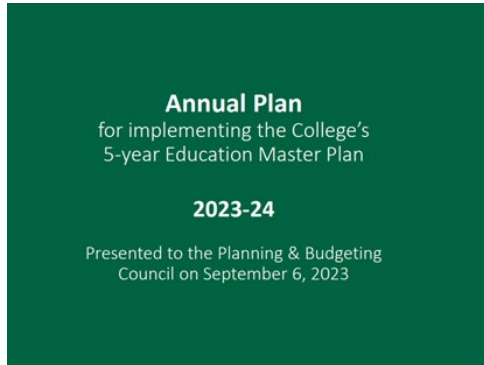
Work Group Members (open to all): PDPC, Prof. Ellen Young, Prof. Lezlee Ware, EAPC Tri-Chair, Krystal Martinez and/or their representatives, Prof. Ray Lapuz (FLP), Roz Young (Classified lead for PDPC), and invite others so all constituencies are represented. Consider District HR PD as well (especially the IDEAL program).

The charge

The process

The guiding principles

The charge



Priority #1:
Create and sustain an inclusive, antiracist, and equity-minded campus culture

2.8 *Provide regular, accessible, planned and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.*

Who will do what on EMP 2.8?

Work Group Lead: Dean Anniqua Rana

Work Group Members (open to all): PDPC, Prof. Ellen Young, Prof. Lezlee Ware, EAPC Tri-Chair, Krystal Martinez and/or their representatives, Prof. Ray Lapuz (FLP), Roz Young (Classified lead for PDPC), and invite others so all constituencies are represented. Consider District HR PD as well (especially the IDEAL program).

Desired Outcome: Contribute to the draft college-wide professional development plan and recommendations with a focus on social justice and antiracism.

Timing: Initial recommendations to PBC before the end of the Fall 2023 term. PDPC to prepare and present a draft College and Professional Development no later than Spring 2024.

Professional Development

Overview

Professional Development Plan

Committees and Groups

Professional Development Fund Application

Faculty

Classified Staff

Administrators/Academic Supervisory

Flex Day

PDPC Meetings

Contact Us

Overview



Statement of Intention

The intention of the Cañada Professional Learning Framework is to provide the foundation for a comprehensive professional learning program that meets the college's needs through supporting existing campus-wide professional learning opportunities and creating a path for further campus-wide professional efforts.

Mission

To actively engage faculty, staff, and administrators in Professional Learning that supports our changing student population, strengthens our diverse campus community, and promotes personal growth and professional learning,

Vision

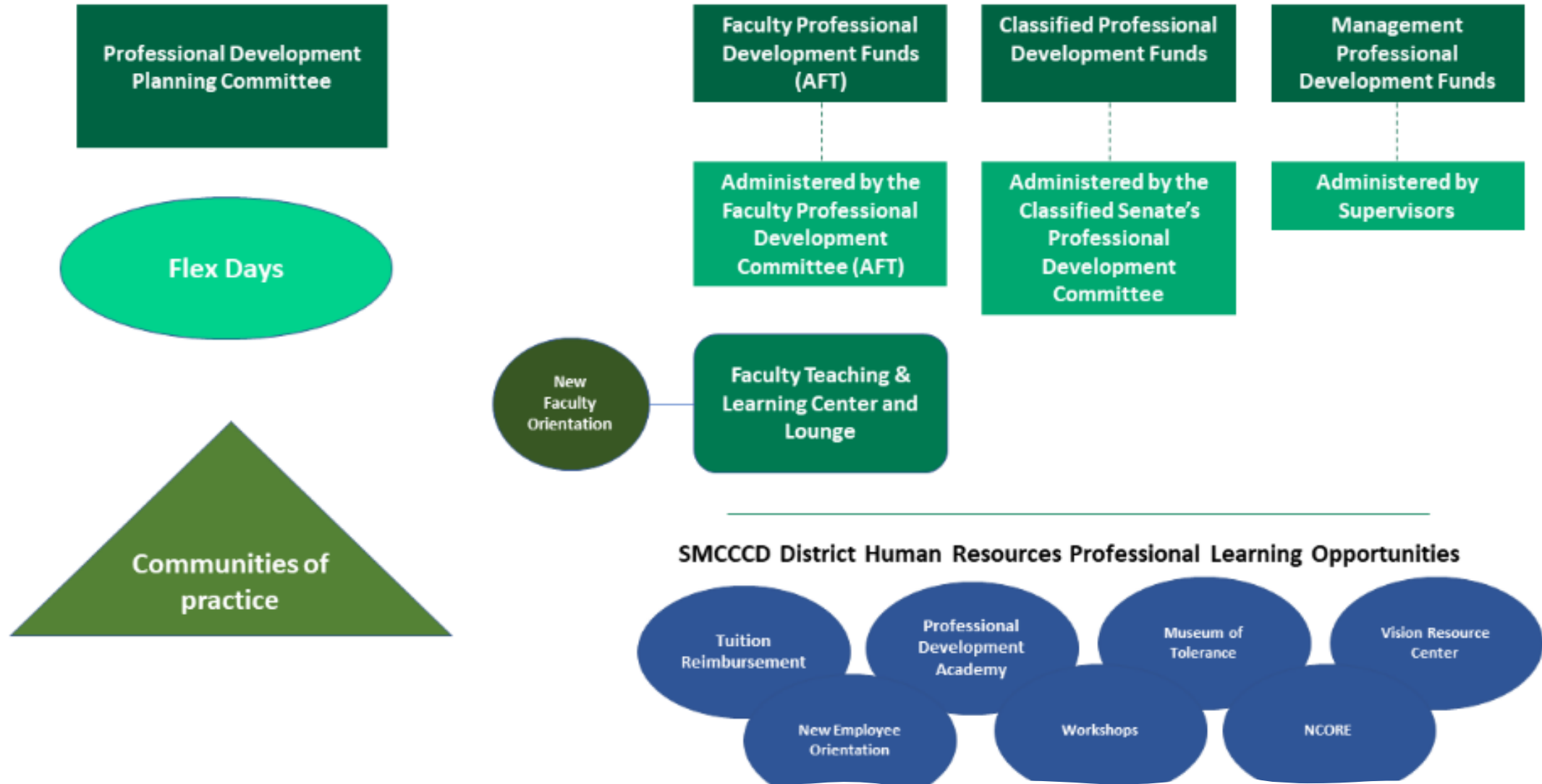
Our vision is to foster an ongoing community of lifelong learning that embraces and responds to change through promoting innovative and equitable practices campus wide.

Values

We respect and recognize our campus community members are both learners and educators. Professional learning serves as the vehicle for personal and professional growth and transformation. Professional learning at Cañada embraces the following values:

- Professionalism, leadership, and collaboration
- Creativity, ingenuity, and innovation
- Inclusion, social justice, and sustainability
- High academic standards, integrity, and expertise

Professional Development Structure as of June, 2023



The process

Fall 2023

- Identify Professional Development opportunities on campus
- Identify gaps and respond to them in the plan
- Create the plan outline to present to PBC

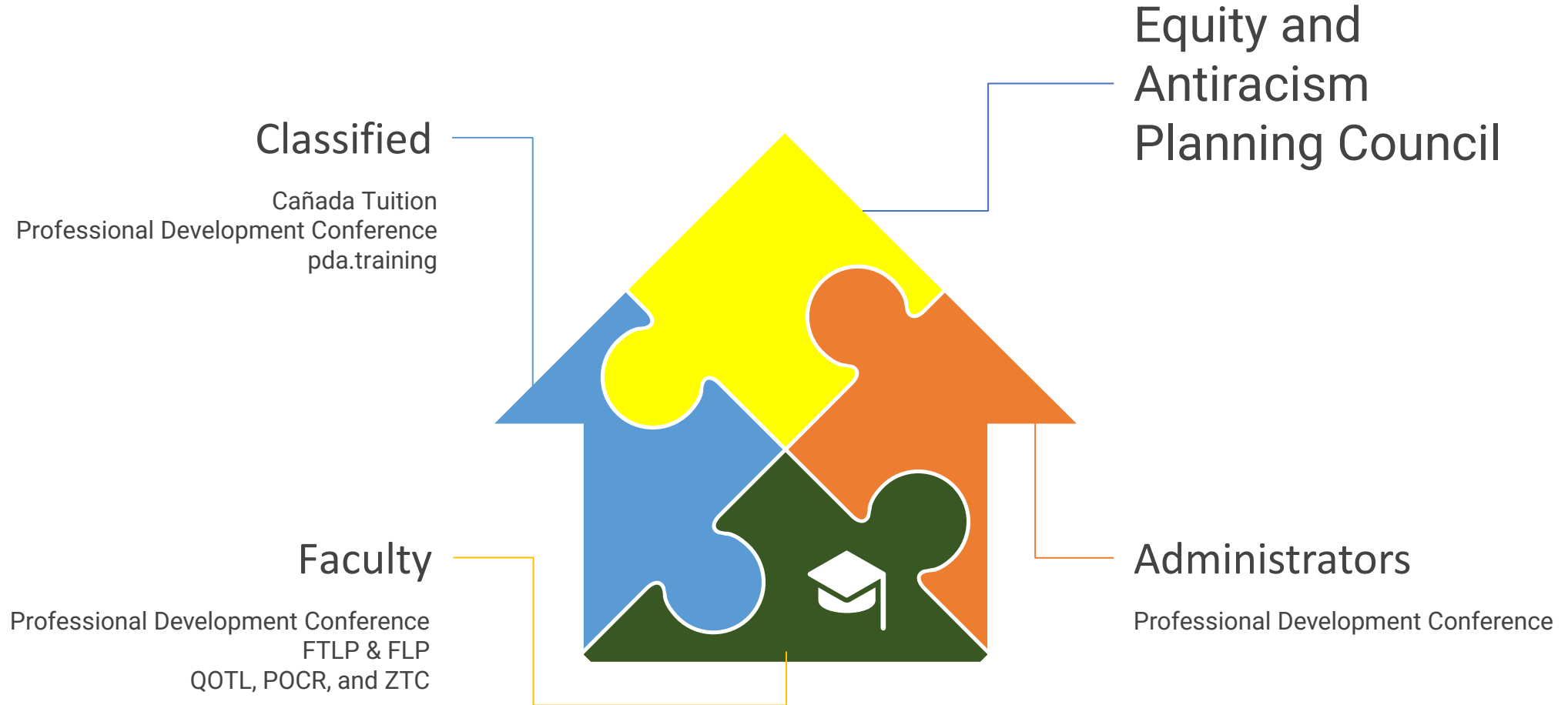
Spring 2024

- Expand plan with details
- Finalize plan
- Submit to shared governance committees

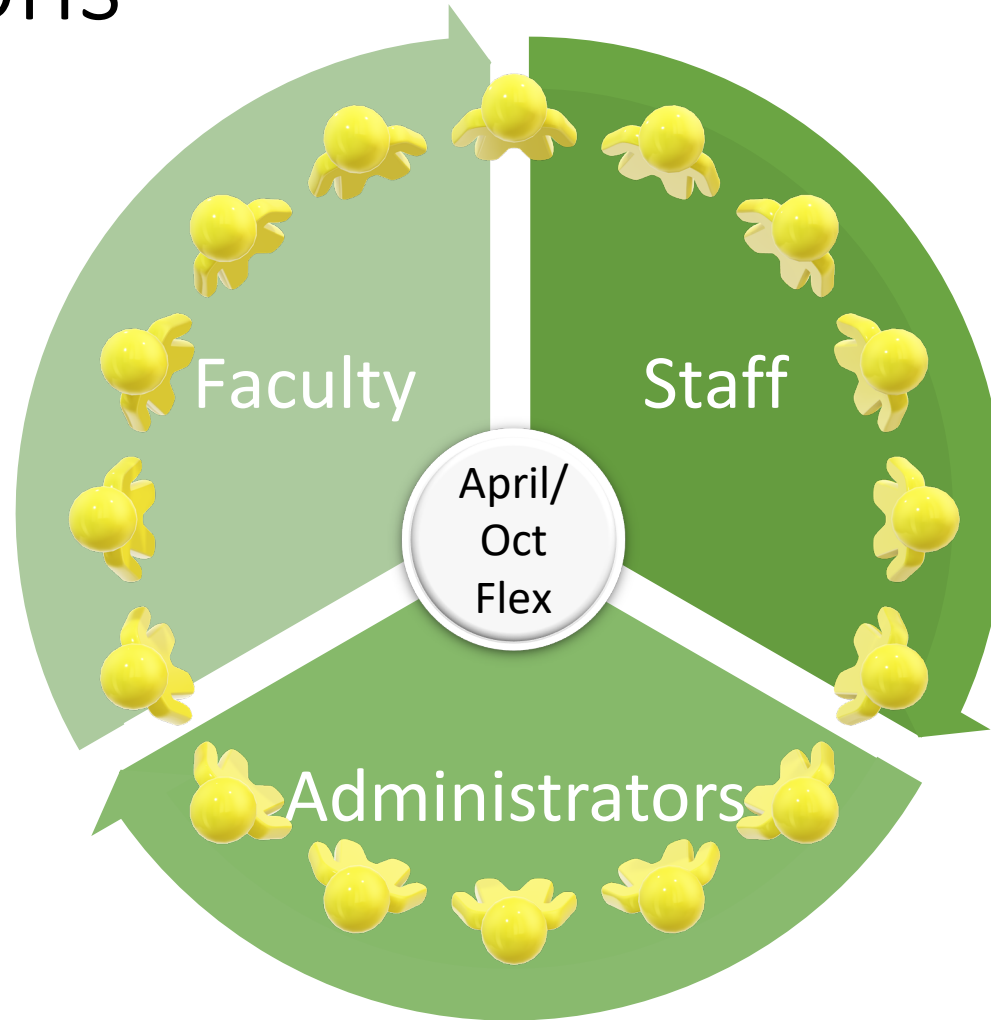
Discussion:

- **Who else should be included?**
- **Suggestions about process.**

The Individual and the Team



Intersections



The guiding principles

- Increase individual and organizational capacity in alignment with the college's dedication to social justice and racial equity in transforming lives.
- Provide access to learning opportunities and resources for all employee groups.
- Provide opportunity for all employees to be current and successful in their jobs.

non-linear,
iterative
process

DESIGN THINKING



Empathize

Understanding people



Define

Figuring out the problem



Test

Refining the product



Ideate

Generating your ideas



Prototype

Creation and experimentation



Student Access, Success, and Completion:

Input: Resources allocated to enhance instructional programs to keep them relevant, inclusive, and diverse.

Output:

- Improved pedagogical skills among faculty lead to the creation of more inclusive and transformative instructional programs.
- Enhanced student support services tailored to empower students
- Improved institutional processes resulting from professional development programs that target barrier identification and removal

Outcome:

- Increased access to programs that cater to diverse student needs and promote success and completion.
- Streamlined processes that enhance student access, retention, and completion rates.

Equity-Minded and Antiracist College Culture:

Input: Programs focus on creating inclusive and antiracist educational environments.

Output: Faculty, staff, and administrators trained in equity-minded teaching practices foster a sense of belonging among students from diverse backgrounds.

Outcome: Increased student engagement and success due to a more inclusive and supportive environment.

Community Connections:

Input: Collaboration with external partners to develop programs that create seamless educational pathways.

Output: Enhanced partnerships and programs that facilitate smooth transitions for students.

Outcome: Improved success rates as students navigate through various educational stages with greater support and guidance.

Accessible Infrastructure and Innovation:

Input: Investment in technological advancements and physical infrastructure to support innovative teaching methods.

Output: Accessible physical and virtual spaces that cater to diverse learning needs.

Outcome: Improved educational outcomes across the diverse community served by Cañada College due to equitable access to resources and support.



Suggestions and Comments

