

Riverside Community College District  
**PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT SUB-COMMITTEE**  
October 31, 2025

Minutes

**Committee Members Present:**

Tammy Few, Vice Chancellor, Human Resources & Employee Relations  
Kyla Rankin, Assistant Professor, Psychology, MVC  
Nancy Quinones, Assistant Professor, Ethnic, NC  
Melissa Harman, Associate Professor, Chemistry, RCC  
Natalie Halsell, Professional Development Coordinator, RCC

**Guest:**

Christopher Blackmore, Associate Vice Chancellor,

**District Staff:**

Rosa Espinoza-Leal, Executive Administrative Assistant

- I. Welcome and Call to Order
  - a. Meeting called to order at 10:03 a.m.
- II. Approval of Minutes
  - a. 10/06/25 Meeting Minutes
    - i. Motion to approve: Rankin/Halsell
    - ii. Minutes approved.
- III. Presentation(s)/Guest(s)
  - a. [RCCD Technology Plan – 2020 \(Spring 2025 Update\)](#) – C Blackmore
    - i. Limited IT marketing across a large, complex institution contributes to slow adoption of new technology (Pg 5, Weaknesses, Bullet 1)
      1. Marketing is tied to Blackmore sending RCCD email; basic level documentation; no in depth training or any consistent approach; huge weakness; not getting value out of existing technology due to not training appropriately; should have some level of training as ongoing process; should be delivered consistently; most training comes out of project budgets
      2. Important to offer training to users i.e. in AI, need to have presentation as to the lack of training and the need for it
    - ii. Lack of well-structured training programs for the technology services offered by the District (Pg 5, Weaknesses, Bullet 2)
      1. No training budget in IT for staff/end users; current training comes from existing resources
      2. Cybersecurity, is mandated training, included in BP, funding came from State level, not District provided
      3. Colleges have been able to offer training in IT space, challenge is that not coordinated well, is individual at College level
  - iii. 6.1 Programs – Develop and maintain ongoing technology training opportunities (Pg 27)

1. Would like to have some level of training academy, training division, that has portfolio of available classes that are provided on an ongoing basis; such as...AI literacy training, education on basics, training on all of our major systems, office 365 platform training; IT has not resources to put this in place
2. NH Suggestion that training does not have to be live training, can be videos for most commonly used applications posted on VRC; there is an AI application called Hey Jen that can create videos using outlines/scripts; RCC trying to curate library of AI literacy courses; there may be way of making a simple catalog of training
  - a. It willing to partner with Colleges to put this together; would like to see the need from the College perspective; IT signed up for Google Gemini, working to get that set up as quickly as possible; need to think on how to make training available
  - b. Basic app training videos would be great to have when onboarding new employees, establish culture where they understand that is part of doing their job and using available resources; what training could be and what it means
  - c. VRC has available basic training
3. It was asked about proposals shared with the Chancellor from a cost standpoint; maybe is something that multiple departments can partner on; multiple entities providing funding
  - a. Challenge is with participation; current cybersecurity training usually has less than 10% participation; non represented groups have to comply when told to; CSEA JDs also have language that says that they have to participate in District sponsored training; is discussion; impact/effect bargaining, have to push it through and give them opportunity to bargain
4. Thinking about how to increase participation on Faculty side; FA Dept Chair send email regarding upcoming monthly training; push in last month or two of an academic year; having list that could be sent out could assist with engagement; work with chairs to promote
  - a. Formalize professional learning opportunities for department chairs; HRER committed to putting infrastructure in place for this

#### iv. Next Steps

1. Share proposals; opportunities to collaborate as begin to progress, ramp up professional learning opportunities (IT/HRER)
2. Continue to look at development of proposals; have to do report; once a year; overarching DSPC committee needs to look at what that report would look like; possibly talking about resources needed to put infrastructure in place
3. Goal:
  - a. Do an assessment
    - i. Need to find a vendor; compile list to narrow down (TF/NH)
      1. NH to go to 4CPD to get information, suggestions on vendors
      2. TF to reach out to CPS Consulting
    - ii. Come up with what core looks like

- iii. Framework/infrastructure
- iv. Coordination and how to dissect data

IV. Updates and Discussion  
(None)

V. New Agenda Item(s)  
(None)

VI. Action Item(s) - Assignee, Description/Information, Due Date, Status, Comments  
(None)

VII. Next Meeting

a. TBD

- i. Do we want to select date now or wait until have list of vendors, etc; reach out to others as to what questions they would like to put out in assessment/survey; finding vendors before next meeting is good idea; how can share available apps would be good place to start (with new employees); focus on what have, then what need, then what want
- ii. Explore, data collect, share info, post info in Teams site; come together after have things to share

Meeting ended 10:51 a.m.

Screenshots of items provided “chat” during meeting:

Copilot identified these:  **Comprehensive PD & Assessment Vendors**

1. **Catapult Learning**
  - Offers customizable professional development tracks including instructional excellence, leadership development, and student behavior.
  - Includes a **PD Needs Assessment** tool to help districts identify areas of growth.
  - [Explore Catapult Learning \[catapultlearning.com\]](https://catapultlearning.com)
2. **Amplify Education**
  - Provides curricular and assessment tools for K–12 schools.
  - Offers data-driven PD planning and virtual/in-person training.
  - [https://amplify.com/ \[thecenterf...arters.org\]](https://amplify.com/thecenterforarts.org)
3. **Carnegie Learning**
  - Specializes in high-dosage tutoring and professional learning.
  - Offers tailored PD experiences aligned to school needs.
  - [https://www.carnegielearning.com/ \[thecenterf...arters.org\]](https://www.carnegielearning.com/thecenterforarts.org)
4. **Bureau of Education & Research (BER)**
  - Offers seminars, conferences, and online courses focused on practical strategies.
  - Covers a wide range of topics including classroom management, STEM, and special education.
  - [https://www.ber.org/ \[thecenterf...arters.org\]](https://www.ber.org/thecenterforarts.org)
5. **Learning Forward**
  - Provides standards-based professional learning services and tools.
  - Offers a **Standards Assessment Inventory** to evaluate PD effectiveness.
  - [Visit Learning Forward \[learningforward.org\]](https://learningforward.org)

I can ask my colleagues on the 4CPD board if they have recommendations they can share.