

**MEMORANDUM OF UNDERSTANDING**  
**between the**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**AND ITS GLENDALE COMMUNITY COLLEGE CHAPTER #76**  
**and the**  
**GLENDALE COMMUNITY COLLEGE DISTRICT**

The following Memorandum of Understanding reflects the agreement of the California School Employees Association and its Glendale Community College Chapter #76 (hereinafter "CSEA") and the Glendale Community College District (hereinafter "District") regarding the following:

In furtherance of supporting meaningful and cohesive employee professional learning to align with individual career goals, college priorities, and tailored needs based on employee self-reflection and received feedback, the District shall establish pilot goal setting and self-evaluation programs for the 2025-26 Fiscal Year in response to the District's 2024-27 successor opener in these areas. Extension of these requirements beyond 25-26 shall be by mutual agreement, with the understanding that it is the Parties' intent to respond in good faith to the District's 2024-27 openers in these areas of the CBA.

For this purpose, CSEA and the District agree:

1. Personal Professional Development Goal(s): Effective July 1, 2025 and through at least June 30, 2026, each bargaining unit employee ~~shall will be required to~~ develop an individual professional development plan (one or more annual goals). that at least in part, addresses This brief plan will primarily be for the employee's own professional use to help support identifying their professional development interests and/or needs. The plan shall not be evaluated for its content by the District but must be responsive to the information requested. The plan will not be a part of a bargaining unit employee's evaluation, unless the bargaining unit employee requests of their supervisor that it be considered when the next evaluation is being completed. The employee will retain the right to determine whether to share their professional development goal with their supervisor. Bargaining unit employees are encouraged to take into account the employee's prior goals established in their last evaluation, to the extent goals if any have been cited were established between by the employee or and their supervisor, but this is not required. if required, a bargaining
  
2. Bargaining unit employees will shall record their plan on the established form (Appendix P) in writing and submit it to the District's Office of Professional Development by November 1, 2025. Bargaining unit employees shall will not be penalized based on the substance of their submitted plans.

3. Additionally, effective September 1, 2025, the District ~~shall will~~ require all bargaining unit employees to complete a brief self-reflection as a part of their evaluation evaluations during each their regular evaluation cycle for all bargaining unit employees. Bargaining unit employees ~~shall will~~ provide their own written reflection on how their selected professional development during the period of evaluation supported their ability to better meet the responsibilities of their assignment. At minimum, all bargaining unit employees shall use this self-reflection to describe reflect on how they have contributed during the period of evaluation to promoting an equitable environment at the College advancing principles of diversity, equity, inclusion, and accessibility in their role. Additionally, ~~E~~employees ~~shall will~~ be encouraged to discuss their professional development goals as well as address any feedback they received in their last evaluation or other relevant setting as an option. Additionally, ~~all bargaining unit employees shall will~~ reflect on how they have contributed during the period of evaluation to advancing principles of diversity, equity, inclusion, and accessibility in their role. Bargaining unit employees ~~shall will not~~ be penalized based on the substance of their submitted self-reflections; however, reflections that are thoughtfully responsive to outlined goals and feedback may factor in positively to an employee's evaluation rating as appropriate.

Evaluation records shall be retained in the Office of Human Resources and will only be made available to an employee or District administrators as is necessary for the evaluation process.

The Parties shall negotiate and agree to forms to be used by bargaining unit employees to memorialize their efforts to meet these new requirements no later than July 2025. Such forms will be established as an addendum to this MOU and cited as Attachments A and B.

This Memorandum of Understanding shall be effective upon signing, review, and ratification by CSEA (if required by CSEA policy) and adoption by the District Board of Trustees and shall be implemented according to the terms above.

Attachment A: Annual Professional Development Goal Form Plan (PLAY Goal)

Attachment B: (To be established)

Date of Agreement: June ~~11~~17, 2025

 06/12/25

Irina Shumakova, Chief Negotiator  
CSEA and its Chapter #76



Brittany Grice, Chief Negotiator  
Glendale Community College

 6/17/25

Bridget Howze, CSEA Labor Relations Representative

Attachment A

#### Appendix P

#### P.L.A.Y. (Professional Learning And You) Plan Annual Professional Development Goal(s)

#### Reflect and Set Your Development Goals for the Academic Year

Please take a moment to review your most recent evaluation or reflect on your current role to identify one or more areas you would like to focus on during the academic year.

Remember, your goal does not need to address a shortcoming or problem. It can reflect a desire to grow, strengthen existing skills, or improve processes that support students, your team, or the college community.

#### Here are some prompts to guide your reflection:

- Talk with your supervisor, colleagues you admire, or students.
- Consider skills or knowledge you would like to develop to better support students and the college.
- Think about ways to improve processes, workflows, or student interactions.
- Explore opportunities to become more engaged with the campus community.
- Identify areas where you would like to better understand how things work at GCC.

#### Additional prompts to inspire your goal setting:

### *Service & Process Improvement*

- What day-to-day task could be improved with a new approach or tool?
- Are there any repetitive tasks that could be streamlined or automated?
- How can I help reduce bottlenecks or delays in student services or departmental operations?

### *Communication & Collaboration*

- How can I strengthen communication with students, colleagues, or supervisors?
- How can I overcome the fear of public speaking?
- Are there opportunities to improve how information is shared across departments?
- Could cross-training with another department help us work more efficiently?

### *Student Support & Experience*

- What can I do to make students feel more welcome and supported in my area?
- How do students experience our services and how can I make that experience better?
- What challenges do students bring up most often when they come to our office?

### *Technology & Tools*

- Are there software tools or systems I would like to learn more about (e.g., Adobe Sign, Excel, Canvas, Canva)?
- What is one digital skill that could make my work faster or more accurate?
- Could I benefit from training on cybersecurity, data privacy, or new tech platforms?

### *Growth & Leadership*

- What skills or knowledge would help me grow in my current role or prepare for the next one?
- How can I mentor a newer employee or be mentored by someone with more experience?
- Is there a committee, initiative, or workgroup I would like to be more involved in?

### *Campus Engagement & Culture*

- How can I contribute more actively to a positive and inclusive campus culture?
- Are there campus events, trainings, or committees that align with my interests?
- What does being part of a “Caring Campus” mean to me and how can I embody that?

### *Using Feedback & Data*

- Have I received feedback that could guide my development?
- What do surveys or evaluations in my area tell me about where we can improve?
- Are there metrics or reports I can better understand to inform my work?

**Once you have reflected on your focus, please write a short statement that will:**

1. Identify one or more of the following focus areas:

- Building Belonging – Cultivating an inclusive environment for all
- Data, Feedback, and Assessment – Noticing areas of need and using data and feedback to improve processes with intention
- Growing Your Potential – Recognizing your strengths and areas for growth

- Engaging Students – Improving student services and interactions
- Technology and Innovation – Embracing new tools and technologies
- Other – (Please specify)

Here are some example statements for inspiration:

- How can I develop better communication strategies to improve collaboration within my department?
- I want to explore new tools for managing student records more efficiently, which I believe will lead to faster response times and better service for students.

2. Describe how your selected focus area(s) will benefit:

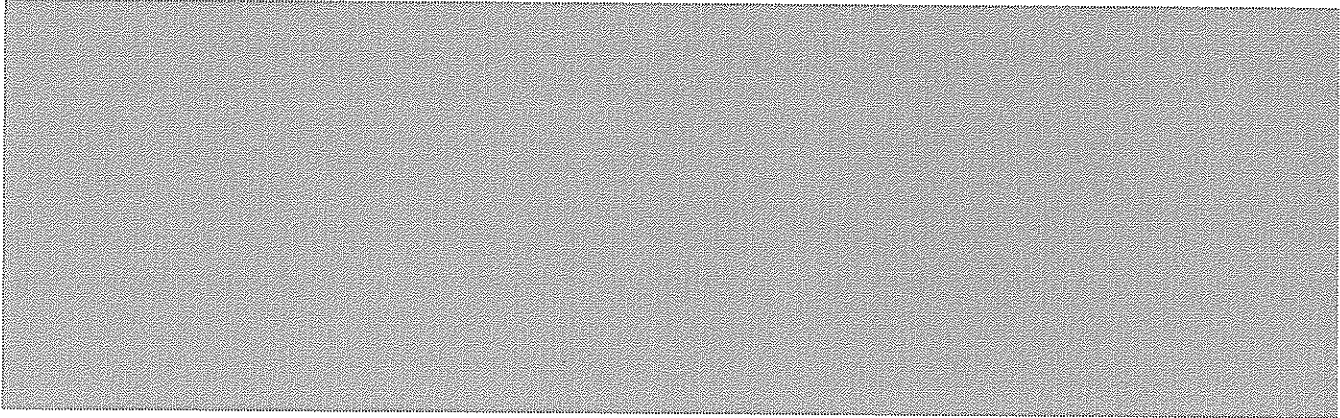
- Students
- Your department/team
- The college as a whole

3. Describe concrete steps you plan to take throughout the academic year to implement your professional learning.

Here are some example of concert steps for inspiration:

- I will volunteer to lead or help lead implementing the use of Microsoft Teams in my department this year.
- I will research and develop a new workflow to streamline student requests for making appointments in my area.
- I will establish a tracking or ticketing system to establish metrics or data on the types of service calls I/my department handles to support efficiency and our program review process.
- I will lead a professional development session on breaking down barriers to communication in the workplace.
- I will volunteer to be a student club advisor.
- I will seek out and establish a formal mentoring relationship with a colleague outside my department, on my own or through GCC's existing mentorship program(s) for employees.

- I will attend at least three workshops on customer service excellence and apply these



techniques when interacting with students and staff.

As you move forward, remember to track your professional learning activities and the time spent. These reflections not only guide your growth but also help support a stronger, more student-centered college community.

HELP ENSURE THE OFFICE OF PROFESSIONAL DEVELOPMENT OFFERS APPROPRIATE TRAINING BY IDENTIFYING THE AREAS OF TRAINING YOU WOULD LIKE TO USE THIS COMING YEAR TO HELP YOU ATTAIN YOUR PROFESSIONAL DEVELOPMENT GOALS

**SELECT ALL THAT YOU MIGHT EVEN CONSIDER**

**EFFECTIVE COMMUNICATION**

- Improving email and in-person communication
- Techniques for active listening
- Managing challenging conversations
- Overcoming the fear of Public Speaking
- Cross-departmental communication strategies

**STUDENT SUPPORT SERVICES**

- Understanding and utilizing student services
- Embedding career relevance in student interactions

- Strategies for supporting student success outside the classroom

**DEIA AND EQUITY**

- Supporting language equity in communication
- Uncovering bias in workplace practices
- Cultural humility and cross-cultural awareness in the workplace
- Increasing understanding of accessibility

**PROCESS IMPROVEMENT**

- Time management and efficiency techniques
- Workflow optimization and project management
- Innovative approaches to problem-solving

**TECHNOLOGY**

- Utilizing student-facing or other technologies like Canvas, Pronto, Padlet, Adobe, Canva, etc.

- AI tools for task automation and efficiency
- Creating engaging digital content for internal communications
- Technology troubleshooting and support

**OTHER DEPARTMENT/AREA SPECIFIC TRAININGS**

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(fill in the blank)