



## MiraCosta College ~ Professional Development Program

Regular Meeting – March 9, 2018

11:30am to 1:30pm — Room: Library / TIC (1253b)

### ***Minutes***

**Members present:** Anna Alessi, Tony Burman, Sandy Comstock (administrator), Jim Julius, Bruce Hoskins, Elise Lindgren, David Parker, Lynne Miller, Jim Sullivan (coordinator)

**Members absent:** Kelly Hagen, Alina Kim (student rep), Lisa Lane, Christian Perez (student rep), Sue Simpson

**Others present:** Amelia Cavallini, Sean Davis, Paulino Mendoza, Nick Mortaloni, Annie Ngo, Thong Nguyen,

- I. **Call to Order** – The meeting was called to order at 11:33.
- II. **Individuals Wishing to Address the Committee** (*on items not on the agenda*) – None
- III. **Changes to Agenda Order** – None
- IV. **Minutes: Review & Approval**
  - A. **Regular Meeting February 9**

**MSU (Miller / Hoskins)** to approve the regular meeting minutes of February 9, 2018 as corrected.

- Correct wording for the FA to note they had concerns.
- Sandy Comstock was not present at the meeting.

- V. **New Business**

- A. **Equity Pedagogy Discussion** - *Jim Sullivan, Bruce Hoskins*

Description: *As a follow up to a week of equity pedagogy joyful tidings email messages (available in Canvas via our [Joyful Tidings archive](#)), the committee will discuss strategies for celebrating, cultivating and connecting equity work in our face to face and online teaching and learning spaces. Enthusiastic, ambivalent, and skeptical voices are all welcome to this discussion!*

- Committee members and visiting faculty were asked to share their thoughts and personal stories.
- Jim Sullivan noted that program review data documented how Latino students do not have the same pass rates in other groups in his literature and humanities classes. He has been struggling to address that disparity.
- It was asked if there are things that could be done differently to change this and various faculty in the room responded with various strategies they use.
- It was suggested that instructors can use grades as a motivator rather than an assessment tool. Students can be given the opportunity to decide what they want to do in order to receive the grade they want. One way is to offer unlimited re-writing of assignments, provide extra sources. The grade does not have to demotivate students but instructors can turn grades into a motivator for students. It was noted that the ball is in the students' court and so it is not required that the student receive the grade they selected at the beginning of the semester. Check-ins are not formally set up or required; however, when work is returned to the student, the instructor can work with the student to figure out a game plan. There could be challenges if there are group assignments in this scenario and so team-based assignments are graded on the process and the student's individual contributions to the group project.
- A Flex workshop was suggested in which there could be two panels; one panel comprised of those who are focused on specific teaching approaches like Problem Based Learning and other techniques and a second panel focused on strategies designed to support specific equity groups. This could lead to an equity conference day during Flex week.

- The [PKAL conference](#) in Los Angeles was noted as a whole-day of conference and workshops featuring research related to equity. This particular conference relates to STEM.
- Extra credit can be given if students come and discuss their exams or assignments.
- Individual instructors should all get equity data in their classes. Instructors can look in Tableau for data on each of their classes.
- The question of causality is lurking behind every pedagogy.
- Could the faculty in residence of the TLC be a consultant and guide with faculty in looking at data and doing other forms of Scholarship of Teaching and Learning? What role would this person have? This idea has not been specifically addressed; however, it could be a very valuable direction to move in and be a goal of the TLC. It would be very valuable for this person to conduct an analysis of the causes for the equity gap.
- Data was shared about what happened when students were asked, on a scale of 1-10, how motivated they are to reach their educational goals. It was noted that one group was higher than the others, and it was Chicano Latinos. What kind of questions does this raise for how we are teaching?
- Hoskins shared that he and his students have collected equity-related, MiraCosta-specific data in his classrooms. Data should be driven by the data from MCC which can facilitate data-driven conversations.
- It is important to discuss underrepresented and underserved Latinos in CA as they will be huge in the near future. It is vital to look at the demographic changes and the importance it is in our discussions.
- For a rich quantitative data set, there is a need to collect interviews with students and attach student voices to the data.
- Is PDP or PADE or the Diversity and Equity group or a partnership between all three the place to spearhead this conversation? Perhaps a taskforce should be formed to generate and explore quantitative and qualitative data. Take examples and see what other classes could be a part of this investigation to inform a better understanding.
- Instructors can try to collect racial and ethnic data at the beginning of each semester by asking students to journal something about their ethnic background in order to collect the data.
- When students don't return to class, trying to find the causality can be very tricky when trying to get at the problems and the solutions. Is it possible to develop resources to collect data from the students who leave? It's also important to collect data on MiraCosta's success stories and learn not only how to avoid negative outcomes, but also to reinforce positive outcomes.
- It was noted that the majority of students who don't make it through the nursing program is usually because of difficult financial situations.
- The majority of students have outside factors that affect attendance. The realities of our students has changed; a theme that has developed is that quite a few of our students are reporting feeling different which is not always race and ethnicity. There are other subpopulations around age, the LGBTQIA community, students who cannot connect to their faculty and peers. Some of the reason these students are not in the discussion is because some of these groups are not in our data. This needs to be included in program review.
- It was asked if being data driven is always the best answer. Often, students don't even know what is going on. We tend to adopt models instead of creating something new. We teach different populations and where you teach i.e. OC or SAN, can also make a difference.
- The financial issue is a big part of students dropping classes. Motivation for students is also an issue. If they are not motivated by an instructor, they could likely not complete the class.

- It was suggested to integrate the LGBTQ discussion as a workshop during Flex week. An example was given of transgender students feeling uncomfortable if the instructor calls their listed name on the roster as June, when they are now going by the name, John.
- The committee was asked to think about what they want to do, what role PDP should play in the research process of discussions of the different groups and different strategies that could make a difference. There will be a need to reach out to solicit people to do certain things.
- When talking about equity on campus it is important to remember to add associate faculty in the conversation. What are we doing to make sure we are being equitable in terms of that?
- Contact Sullivan with any further thoughts.

## VI. Old Business

### A. Flex Week Development and Planning Process – Jim Sullivan, Debby Adler

Description: As a follow up to our February discussion, Adler will share [data on fall 2017 flex week attendance](#) and the group will discuss possible changes to how we solicit proposals for, organize, and promote our coming fall 18 flex week and related ideas such as mini or alternative flex weeks and a more systematic approach to year-round offerings.

- The data was sent to the PDP committee earlier this week.
- The obvious was that anything that had to do with Canvas had large numbers and all online workshop were also highly attended.
- It was interesting that the attendance numbers are very low considering that at any given time there could be as many as 700 faculty on campus. The data shows that at any given hour, there are only about 100 people attending workshops.
- It was asked if there is a need to offer these many workshops and are they being offered at the right places and times.
- The current model is set up so that it is not necessary to attend workshops during Flex week.
- It is time to do another audit in order to see how faculty are completing their flex hours and to look at the patterns.
- Should the current model remain while encouraging folks to conduct workshops? Would argue for filtration; be more up front with the flex offerors and let them know to be prepared that their workshop(s) may not be approved.
- To what extent is Flex just PD or an opportunity for community building for MCC faculty. Flex week may not be just about getting them to attend but about building a community instead.
- Could a theme day potentially open opportunities so faculty end up in conversation and receive flex hours? We could sell a 'day' and not a 'workshop.' Tuesday is Associate Faculty day where the lunch is the 'selling' point and then AF attend other activities that day.
- If the number of Flex days is reduced, the semester will start earlier. This conversation is already happening.
- There is some history with faculty inquiry groups. Community groups are formed to focus on some particular purpose. There has been some small success with these groups such as Highly Supported English (HSE).
- It was suggested, for example, to change the space and provide lunch. The cafeteria could be set up with tables for different discussions. This is another shift in the PDP paradigm to reach out to folks to participate in something like this. This can be paired with an 'unconference' to split out into different rooms for those folks you want to hang out with. This could also connect to the Joyful Tidings/Blog or FIG (faculty inquiry group) in order to continue the discussions.
- The challenge here is that the PDP committee does not meet again until April. Therefore, for the Fall '18 Flex week the following ideas will be worked on:

- Luncheon to incorporate many tables with different discussions over two hours. One could wind up sitting at 12 different tables during the two-hour period.
- Unconference including people who get together. This is not a predetermined breakout session or topics but just coming together to talk about interesting topics.
  - Speed dating in the morning and rooms open in the afternoon for the unconference.
  - This would have to take place on Monday of Flex week.
  - Canvas Fridays.
  - Is there anything that can be done for AF day (Tuesday) such as compress things so after lunch, departments could meet with associates for FT and AF rather than AF having to come back to campus on Wednesday for a department meeting.
- Faculty need to reclaim a role in All College Day for multiple voices and decent to be heard.

**B. [Proposal for Revising Flex Hours Recording](#) - Lisa Lane, Jim Sullivan**

Description: *In this follow up to last month's discussion the group will decide whether or not to shift to the new model for recording flex hours presented and discussed at the February meeting.*

- Currently there are two options; workshops and other activities.
- The new proposal is to move everything to other activities tab and to not have a checklist for the workshops any longer. This will make all approaches equivalent and reflective for reporting Flex activities.
- Things to note about keeping the current system but getting rid of the workshops page:
  - Lose the convenience of the list.
  - No pre-registration = no information for facilitators as to how many people may show up to their workshops.
  - Can still take attendance so attendees can use it as documentation if they would like.
  - Sign-in sheets would no longer be required.
- This new model will be implemented for the fall.

## **VII. Future Agenda Items**

### **A. Teaching and Learning Center Update**

Description: *For our next meeting we should be able to provide an update on the key C3 issues raised in our March meeting: creating a job description, recruiting a joyous teacher in residence, negotiating the MOU, and plans for renovations and August opening of the center.*

- The TIC will be renovated over the summer and open by Flex week in the fall.
- Dr. Cooke and Brad Byrom are working on an MOU for reassigned time for the joyous teacher in residence. The idea is that this will be a two-year trial period. Formal negotiations are being conducted for the MOU to work on the terms. It should take until April to iron out the details and job description. Some interest has been shown for this position.
- A formal update will be presented at the next PDP meeting.

## **VIII. Adjournment** – The meeting adjourned at 1:17pm.