



Professional Development Program Regular Meeting

Friday, March 11, 2022 ~ 11:00am – 1:00pm

ZOOM Meeting Information Below

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AGENDA

- I. Call to Order
- II. Roll Call
- III. Individuals Wishing to Address the Committee (*on items not on the agenda*)
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Professional Development Committee. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- IV. Teleconferencing for Meetings
 - A. Teleconferencing Meetings Pursuant to AB 361 - *Stephenson*
Description: The Professional Development Program (PDP) Committee will consider whether to authorize teleconferencing meetings pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. In order to continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the teleconferenced meeting and to make those findings every 30 days thereafter. PDP will consider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person OR if state and local officials have imposed or recommended measures to promote social distancing.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Special Meeting Minutes of February 11, 2022
 - B. Regular Meeting Minutes of February 11, 2022
- VII. Reports
 - A. Coordinator – *Stephenson*
 - B. C3 – *McFall*
 - C. Online Education – *Julius*
 - D. NCHEA – *Hastings*
 - E. DEqCC – *Roberts*
- VIII. New Business
 - A. Data Coaching Proposal
Description: Research on data coaching was pulled together by an AS task force. PDP has been asked to create a proposal for a data coaching program. See attachment.
 - B. Cultural Competence Onboarding
Description: Charlie Ng would like to make a set of cultural competence workshops mandatory for all MiraCosta employees. PDP and DEqCC have been asked to review the proposed trainings to decide whether or not we see merit in faculty being required to take them.

IX. Information / Discussion

A. TREC Retreat

Description: *Based on responses from their recent candidate experience survey, TREC has invited PDP and DEqCC to a retreat dedicated to reimagining the tenure review process. That retreat will be April 23 from 9-11. All PDP welcome, but those who have attended recent mentor meetings may be especially interested.*

B. Brainstorming Breakouts

Description: *Multiple breakouts will give members an opportunity to consider a variety of professional development items including the age old question: what is the PDP committee's main role?*

X. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Meetings will be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to top of the agenda.

Therefore, the Professional Development Program committee meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Professional Development Program committee Administrative Assistant at 760.795.6873 or 760.757.2121, extension 6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Professional Development Program committee in advance of their meetings may be viewed at the Office of the Professional Development Program Coordinator, One Barnard Drive, Oceanside, California, or by clicking on the Professional Development Program's website at <http://www.miracosta.edu/instruction/pdp/index.html>. Such writings will also be available at the Professional Development Program committee meeting. In

addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Secretary to the Professional Development Program Coordinator, at 760.795.6873 or by email at dadler@miracosta.edu.



UNOFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:01am.
- II. **Roll Call**
Members present: Anna Alessi, Tony Burman, Rica French, Thao Ha, Rachel Hastings, Jim Julius, Lauren McFall, Serena Mercado, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Denise Stephenson, PDP Coordinator
Members absent: Giana Carey, Sandy Comstock, Dominique Ingato, Aaron Roberts
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **New Business**
 - A. **Teleconferencing Meetings Pursuant to AB 361 - Stephenson**
Description: The Professional Development Program (PDP) Committee will consider whether to authorize teleconferencing meetings pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. In order to continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the teleconferenced meeting and to make those findings every 30 days thereafter. PDP will consider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person OR if state and local officials have imposed or recommended measures to promote social distancing. Suspension of the rules are requested to take action at this meeting.
MSU (Miller / French) to approve teleconferencing meetings pursuant to AB 361.
- V. **Adjournment** – The meeting adjourned at 11:04am.



UNOFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:05am.
- II. **Roll Call**
Members present: Anna Alessi, Tony Burman, Sandy Comstock (arrived after votes), Rica French, Thao Ha, Rachel Hastings, Jim Julius, Luran McFall, Serena Mercado, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Denise Stephenson, PDP Coordinator
Members absent: Giana Carey, Dominique Ingato, Aaron Roberts
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **Changes to Agenda Order**
- V. **Consent Calendar**
 - A. **Special Meeting Minutes of December 10, 2021**
 - B. **Regular Meeting Minutes of December 10, 2021**

The consent calendar was approved by unanimous consent. [Sandy Comstock not present for the vote.]
- VI. **Reports**
 - A. **Coordinator**

PDP Coordinator, Denise Stephenson, noted that during flex week, the mentorship group got together with 4th year candidates to learn about their experiences. In terms of the loadstar program, she heard that when a faculty member gets a good match it is real mentorship but if it is not a good match, it's nearly non-existent. This calls for more work in terms of improving the loadstar program. Academic Senate Goal #1 recommendation #6 was for PDP and DEqCC to work together to provide professional learning opportunities for classroom management strategies in teaching controversial topics, managing microaggressions. They are trying to put together a workshop to address this. After a meeting yesterday with Ghada Osman, faculty/mental health counselor, she noted there are issues with mental health counselors offering a workshop beyond a student focus because of their licensure. If this is a faculty issue, they cannot create such a workshop. Stephenson reached out to Edward Pohlert to talk about other ideas. DEqCC, will present a microaggression workshop for the new faculty at a First Friday meeting.

Regarding inclusive teaching, there was a discussion between leaders of committees. There have been a number of faculty concerns about requests being made by students where faculty aren't certain what they are required to do or being asked to do. Stephenson is pursuing a flex session to address this.

Stephenson announced that she will be retiring this summer. Her role as PDP Coordinator will need to be filled. Recommendations are requested.
 - B. **C3 – McFall**

Interim Joyful Teacher in Residence, Lauren McFall, reported that one of things the C3 is focusing on is offering sustainable teaching i.e. burnout and what can be done to achieve balance. The way she is trying to frame it is to look for outside speakers to address this and asking what choices are faculty making and what choices can we unmake to give ourselves self-care.

There are two ways to look at this:

 1. Micro-level – things we can do for ourselves.
 2. Macro-level – what can we ask of the college.

A PDP C3 taskforce noted the most challenging thing is connection. The idea is to get people together. Looking for a Podcast Club as an easy way to do something collectively. Asked the C3 taskforce for ideas of episodes and good opportunities of discussion for faculty.

One flex session that stood out was offered by Lynne Miller and Curry Mitchell who had already returned to campus. There will be an announcement soon about rules for returning to campus. There could be a drop-in Q&A for those returning to discuss what they should do. This could happen

potentially after the all college webinar. Math and Sciences is asking PIO for one short video for how to return to campus including using the app to be on campus. Denise Stephenson and Lynne Miller volunteered to help.

C. Online Education – Julius

Jim Julius reported there is a wider understanding of the online compliance training. He was able to get a variety of faculty to help with the 10 elements of the checklist required of the three-hour training. The due date is July 31st.

Julius shared the screen discussing the new Canvas course called MiraCosta Teaching Collaborative. There are weekly challenges this Spring. This could expand to something more. Nadia Khan is the designer of this site. There is a schedule with different activities designed to be done within one to three hours to polish up their online class environments. Self-enrollment course.

Canvas site can be found at: <https://miracosta.instructure.com/courses/30317>

D. NCHEA – Hastings

NCHEA Chair, Rachel Hastings noted that NCHEA is going through a deep self-reflection as an organization. MCC will not be the host institution as of July 2022. San Marcos will not be able to be NCHEA host because their director will not be there. As a 30-year organization, what is their mission, is NCHEA still bringing value to the region, what are the fiscal issues? Joanne Gonzales and Hastings have cleaned up the books. Dr. Cooke has been informed of the situation. The Future of NCHEA Report is being finalized. They are deciding whether an outside person should come in to assess NCHEA. Should there even be NCHEA? This crisis is being brought to the college presidents and they are looking for steps for the regional organization. The Board of Trustees has also had a conversation about this. Hiring someone to do an assessment of the NCEHA Board is a good idea. At the next meeting, Palomar College should let them know if they can take on the next rotation. Now is a perfect time to evaluate.

April 1st is new deadline for grants, but it will not be promoted in the event college presidents want to press pause to determine the outcome of NCHEA. Will know in early March if there will be a grant cycle in April.

E. DEqCC

Stephenson reported on behalf of Aaron Roberts. DEqCC had their first meeting with their new Chair, Violeta Sanchez. They are being active with smaller PDs instead of the spring CCC. They will be organizing a workshop around Dr. Bensimon's book, *From Equity Talk to Equity Walk* this semester, as well as, revising their training on micro aggressions for new faculty. Wanted to remind everyone that they have an endorsement process for events that would like to use DEqCC branding for marketing purposes and would like to request support from DEqCC. This is not new but the shift to online learning and workshops post pandemic meant that there have not been too many endorsement requests, as there is no need for snacks and other items that might require support at an in-person event.

VII. Old Business

A. Revisiting Vision Resource Center (MIST)

Description: District-wide discussion of professional learning meeting with Lara. Task force needed to help Denise move forward with setting up MIST for faculty.

Since before Denise arrived, the committee has been talking about moving the MIST. If we don't do something this semester, it will then go to yet another PDP coordinator. The issues with MyFlex have made us look more closely at MIST. The college is going to have us do things in MIST as employees, not only as faculty. After meeting with Luke Lara and talking with this committee, it was noted he does not feel MIST is a mandate. It is a vehicle and we will push back if we need to. The hope is to have a small taskforce to help Stephenson get into MIST and get ideas that would we be able to label things to help people navigate MIST.

Stephenson and Debby Adler will be training next week with Caroline Bischel. However, there is almost no point in doing this if the committee does not want to move forward with MIST.

McFall offered that she considers MIST as a platform rather than a vehicle. It's not laborious not just for us reading the content but for taking the content in. There are other things this platform can do that may resolve issues such as legal requirements for participation. Potentially in terms of sorting ability such as using a calendar, stability, will cancel an activity on your calendar for you if a workshop is cancelled.

Julius also noted that as part of group initially trained on MIST last spring, he found notes of his original concerns such as faculty self-reporting, being integrated with the Chancellor's Office and can they spy on us or inject their own agenda, there is weird terminology that doesn't match our culture such as workshops called events, self-paced training is an online class, package learning objects are called curriculum. However, one of the cool things is ability of creating the training production of something – the system calls that on the job training and observations when uploading materials. You can't customize what is baked into the system.

It doesn't matter what the platform is as long as it is usable. Hoping everyone agrees that the Google doc is not the right platform. MIST is not the only option but is the one that is available to us.

Regarding the previous questions about financial buy-in at a discount and discussion of all constituencies or whether the faculty remains a separate entity, it was noted that the program was free to the District at the time they got it. So the question is do we jump on the bandwagon or keep with our current MyFlex system. It is McFall's understanding that there is a push to move away from home grown systems at the college. MCC will be using MIST no matter what. Even though Flex is required for faculty only, many classified and administrators attend workshops so if they are going to be using MIST for that, it would be one system. French noted that MyFlex exists because we wanted to dump the paper and wanted a way to move our recording online without overhead and this is what we ended up with. Julius suggested to ask Charlie Ng, that if the state stops supporting Cornerstone will MCC be sticking with it. Sandy Comstock noted that Ng and HR finds it works well for them to do the mandatory training. They want this because it makes it easier for them to track.

The committee took a quick vote to as to whether they should 1. stop talking about it and staying where we are, 2. let's explore deeper, 3. let's go to MIST and stop talking about it, 4. small taskforce, and 5. let's pilot in fall.

It was decided to pilot MIST in the fall. Volunteers to help pilot MIST for the fall '22 semester include: Rica French, Denise Stephenson, Debby Adler, and Lauren McFall.

The question arose as to whether or not PDP should be making this decision for the entire faculty. It is a huge decision to make for everyone.

PDP will try it for one semester and if it fails, can go back to MyFlex.

B. Campus Equity Read

Description: Leading Campus Conversations on Equity Talk to Equity Walk. Who wants to work on the faculty-focused equity read for S23? Project with DEqCC?

Discussion ensued regarding the two questions posed in the description for this agenda item.

1. Who wants to work on the faculty-focused equity read for S23?

There is a new Canvas course from DEqCC with resources.

There are currently two book titles but this is a year away and something else may emerge in that time. Roberts can take this to DEqCC and Stephenson will talk to Roberts.

2. Project with DEqCC?

DEqCC is both talking as a committee reading *Equity Talk to Equity Walk* and will conduct campus conversations. Stephenson is willing to offer a session on campus but would like another to help facilitate. Thao Ha volunteered to help. Other volunteers are welcomed.

VIII. Information / Discussion

A. Spring Flex Week

Description: What was your experience? What did you hear from others? Any considerations we should document for Fall Flex 22?

Stories about what happened personally or insights for this committee. Perhaps typical categories and institutional priorities can be listed on the flex proposal form to be made available to attendees. These could be in a format for easier navigation than a google doc. The DEqCC endorsement form could also be added to the form.

IX. Adjournment – The meeting adjourned at 12:48pm.

Recommendations from Goal #2 Taskforce

Goal #2: One of our goals at the Academic Senate is to provide Data Coaching for faculty and create mentor faculty who can lead data coaching in MiraCosta College. Professors Hossein Ravanbaksh, Tyrone Nagai, and Leila Safaralian are the members of this taskforce.

The taskforce completed the following from September 2021 through January 2022:

- Held three taskforce meetings and four interviews with Data Coaching leaders inside and outside MiraCosta College.
- The taskforce interviewed Dr. Giovanni Sosa, Dean of Office of Institutional Effectiveness, Research, & Planning at Crafton Hills College and Laura Gonzalez and Xi, Data Coaching Coordinators at Miramar College.
- The taskforce interviewed Dean of Strong Work Force at MiraCosta College, Ben Gamboa.
- The taskforce interviewed the Cultural Curriculum Collective facilitators at MiraCosta College, JahB Prescott and Nate Scharff.
- The taskforce met with Dr. Denise Stephenson, PDP Coordinator at MiraCosta College and discussed the possibility of Data Coaching program at MiraCosta College.
- The results of the interviews and research were shared with the Academic Senate in December 2021.
- The Academic Senate Senators received feedback from their constituents regarding this research and shared them during the Academic Senate meeting in February 2022.

Recommendations:

Based on an cursory assessment of local data coaching programs (Strong Work Force and Cultural Curriculum Collective) and external data coaching programs, we recommend the Academic Senate support the development of a broader faculty data coaching program in collaboration with current program leadership (i.e., Strong Work Force and Cultural Curriculum Collective) and the Office of Research, Planning and Institutional Effectiveness, and administration to do the following:

- Train faculty in data coaching to analyze course success rates with an equity lens.
- Provide pedagogical interventions to respond to disproportionate impacts.
- Track the success rate of the participants for two years and provide collective untraceable data to the Academic Senate for review and individualized private data to participants.
- Provide incentives to faculty participants.
 - Including stipends or reassigned time for leadership or mentoring roles

The development of a broader data coaching program will scale data coaching efforts across all disciplines, create a data informed culture, leverage faculty-to-faculty data literacy, and enhance faculty's relationship with the RPIE Office.