



**Professional Development Program Special Meeting**  
**Friday, March 14, 2025 11:30am - 1:30pm**  
**Hyflex Room OCT250 (C3) Teaching and Learning**

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/86925674027>  
Meeting ID: 869 256 74027  
Find your local number: <https://miracosta-edu.zoom.us/j/86925674027>

**AGENDA**

- I. Call to Order
- II. Remote Member Attendance  
*Description: PDP will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Individuals Wishing to Address the Committee (*on items not on the agenda*)
- V. Changes to Agenda Order
- VI. Consent Calendar
  - A. Approval of the Regular Meeting Minutes of [December 13, 2024](#)
  - B. Approval of the Regular Meeting Minutes of [February 7, 2025](#)
- VII. Reports
  - A. Coordinator - [Roberts](#)
  - B. C3 - [Sullivan](#)
  - C. Online Education - [Julius](#)
  - D. DEqCC - [Naungayan Eggleton](#)
- VIII. Information / Discussion
  - A. Budget Review
  - B. [Flex Week 25](#)  
*Description: This agenda item is our collective work preparing for Fall Semester Flex Week August 8-14, 2025. The committee will determine a mid-semester Flex Lite day, discussion on Monday kick-off and targeted recruitment for Flex workshops.*
- IX. Adjournment

1

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's open meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish. In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District, Academic Senate and its subcommittees in advance of their meetings, may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's Committees website at <https://www.miracosta.edu/governance/academic-senate/committees.html>. Such writings will also be available at the meetings. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at [alocke@miracosta.edu](mailto:alocke@miracosta.edu). Audio recordings of meetings may be available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at [alocke@miracosta.edu](mailto:alocke@miracosta.edu)



## UNOFFICIAL MINUTES

I. **Call to Order** – The meeting was called to order at 11:34am.

II. **Remote Member Attendance**

Description: *PDP will consider remote participation of members under the provisions of AB2449, if any.*

**No members of the PDP committee asked to attend the meeting via remote participation.**

III. **Roll Call**

**Members present:** Aaron Roberts (coordinator), Xuchi Eggleton, Rica French, Ansina Green, Jade Hidle, Trisha Hoste, Dominique Ingato, Jim Julius, Ghada Osman, Brian Page, Zica Perovic, Denée Pescarmona, (administrator), Andrea Petri, Jim Sullivan

**Members absent:** Amena Coronado, Bruce Hoskins

IV. **Individuals Wishing to Address the Committee** (*on items not on the agenda*) – None.

V. **Changes to Agenda Order** – None.

VI. **Consent Calendar**

**A. Approval of the Regular Meeting Minutes of November 8, 2024**

**The consent calendar was approved by unanimous consent.**

VII. **Reports**

**A. Coordinator** – *Aaron Roberts*

The role of PDP committee is part procedural and is important as actors on this campus who care about growth and development. The committee shared their experiences with growth in themselves and/or their students this semester.

**B. C3** – *Jim Sullivan*

It was shared that Sullivan and Ingato are teaching a STEM series as part of the Hyflex strand. Every session has something great about teaching. STEM faculty are involved in creative pedagogy, especially the Biology department.

Over the break all the STEM videos will be packaged into a series and will be shared.

In last week's technology session, Sullivan met with five students in Zoom and asked what does and does not work for them as an online student. They talked for 45 minutes, and this will be shared with everyone after the new year. There isn't a way to be a great online instructor. There are a lot of moving parts, and the students see this.

A book campaign will be started to renew the C3's library. Will ask folks to think about post-pandemic work. The idea is to get two copies of each book, one to stay in the C3 and one can be checked out. Sullivan will also work with MCC library to see if he can acquire electronic copies. Pescarmona has agreed to subsidize this effort.

**C. Online Education** – *Jim Julius*

Julius noted that he and curry mitchell are part of the design group working with Kitchell for the new professional learning building, a recreation of the 3700 building. They are meeting this Tuesday to talk about the final plans. They are looking at walking into the space with a lounging area, kitchen, flexible offices, hyflex classroom, and a media production studio. Julius will forward the email and can asks for their thoughts and feedback about the plan.

Planning is advancing for the fifth Friday AI event. There will be a keynote speaker in the morning with panels. Breakout sessions will follow in the afternoon. In the Online newsletter, there is a link to the form for this mini conference. The sessions will be breakout for in person, zoom only, and hyflex across campus. Lunch is planned in the courtyard between the 3500 and 3600 buildings.

**D. DEqCC** – *Xuchi Eggleton*

It was noted that 37 faculty from credit to noncredit, full-time and associates have signed up for equity-minded group for USC in the spring. It overlaps with the AI conference. DEqCC is working with Wendy Stewart and partnering with IDEA on January 14<sup>th</sup> for an Understanding Bias and Microaggressions workshop during Flex week. It will likely take place on Zoom and has yet to be confirmed. The goal of this session is to build community and collectively explore specific ways that we, as a community, can uphold the college's commitment to creating a racially just campus climate. This workshop will provide participants with an understanding of the formation and impact the biases, the interplay between privilege, power, and prejudice and effective strategies for addressing microaggressions. There will be interaction with the activities.

## VIII. Information/Discussion

### A. Flex Planning — Aaron Roberts

Description: *The committee will review the data from our recent survey of professional development needs and put plans in place for the upcoming Flex week in the Spring.*

Roberts has a few ideas and there is data from the survey to look over. Would like to end this meeting with marching orders for what to do for spring Flex. Spring flex is a nice opportunity for folks to Zoom into workshops and a time where we can have important conversations. Would like a few topics to have a conversation about, for each day. The committee looked at some of the things from the data or in their own lives.

The committee broke into two groups; the first group discussed the report run from the MyFlex system showing the total number of completed Flex hours by activity name and the second showing the total number of completions by category, while the second group discussed the [survey results](#).

The two groups came back together to share their thoughts about the data discussed.

The first group looked at titles and categories and looked at how to view them and/or possibly delete some of the categories. There is a lot of uncertainty about what flex is. There is an uncertainty of the modality of workshops where 52% answered this question with "it depends." The committee took a few minutes to talk about the Flex data from the survey.

Another noted DEI could be used to talk about offering workshops about teaching diverse populations. There is a lot of work to explore change, but we don't collectively explore change in ways that actually change things. Faculty are engaging in these things but doing it individually and not collectively; therefore, it does not look like things are being or getting done. Seems there may be a lack of communication about all the things going on at the college.

It was asked what a campus-wide engagement would look like. A more department-centered approach is needed. It was asked what it looks like for smaller departments when the workload is so much for a single or double full-time faculty department. Not enough time and effort is given to inform students that all classes and instructors will be different, and the diversity of instruction is not articulated to students. How can faculty interact with students to teach them these things? Perhaps be less concerned with content and more concerned about the people. Should faculty give up the first two weeks with students to get them acclimated vs. teaching. There has been blame put on students but there is not a belief that it is the case. There is also highlighting the structural problems that come from faculty turning students out to the four-year university. Students are doing more remarkable things than those who are not.

Survey comments are speaking to issues but do not see solutions at this time. Flex offerings could be drop-in and could have a round table to discuss students who did great things above and beyond and not required of them. This is an exchange such as what can I, as an instructor, take away from this. Roberts shared a show and tell idea as a way to demonstrate these things.

### B. Updates on Proposed Revisions to Title 5, California Code of Regulations related to Flexible Calendar — Aaron Roberts

Description: *The Board of Governors of the California Community Colleges is proposing a substantial change to the language regarding the Flexible Calendar program. The proposed changes may impact the makeup, charge, and reporting structure of the Professional Development Committee as well as impact professional development at the college. The [text of the changes](#) and [the 15-day notice for public comment](#) are linked.*

Roberts offered an update on the proposed revisions to Title 5 regarding the Flexible calendar. The language changes that were proposed were not included in the wording of Title 5. There were folks in ASCCC meeting saying it didn't go far enough; there was some public comment; it was noted that one school in particular was concerned about this but they did not name the school.

It is felt that In effect, this PDP committee will no longer be an AS committee but, instead, an advisory committee to the college.

While we are looking at all the great work being done at MCC, there are other colleges where titles are being stripped from them. What we desire, doesn't any longer stay just here with us. Why are we talking about DEI? The more this comes up, the more we see what we can and can't do. There will be frustrations and challenges. We may have lost something in this language change.

As of now, there is no information on what this may mean for PDP. The worry is we won't have control in what we are learning and will need to ask permission. However, what stops board policies to intervene? You can have an administrative procedure (there is Ed Code, Title 5, then board policy is in alignment with ed code, title 5 and educational standards), but the AP is how we do things locally; so it can be worth having a conversation about the AP.

PDP will take direction from Academic Senate.

When changes to title 5 are received, there will be a memo from the Chancellor's office about implementation and the VPI will send this to the AS president and PDP coordinator.

**IX. Adjournment** – The meeting adjourned at 1:36pm.



### **UNOFFICIAL MINUTES**

- I. **Call to Order** - The meeting was called to order at 1:42pm.
- II. **Remote Member Attendance:** Xuchi Eggelton, Dominique Ignato. Acknowledgement: No request to attend the meeting under any provision of AB2449 was submitted.  
*Description: PDP will consider remote participation of members under the provisions of AB2449, if any.*
- III. **Roll Call**  
**Members present:** Aaron Roberts, Jade Hidle, Ansina Green, Brian Page, Tricia Hoste, Ghada Osman.  
**Members Absent:** Xuchi Eggleton and Dominique Ignato. Quorum was not met.
- IV. **Individuals Wishing to Address the Committee** (*on items not on the agenda*)
- V. **Changes to Agenda Order**
- VI. **Consent Calendar**
  - A. **Approval of the [Regular Meeting Minutes of December 13, 2024](#)**  
Quorum needed to approve. Consent Item A. moved to next Agenda.
- VII. **Reports**
  - A. **Coordinator - Roberts**  
Working on establishing stronger processes for the next PDP Coordinator, including a new Google Drive for agenda development and workflow management.  
Discussion: Tricia asked if there was follow-up with regards to a restructuring of professional development? Aaron commented that PD has been sidelined a bit due to the conversation of AI that is sweeping our nation, education and on our campus at this time, PDP is the entity that will continue to organize professional development for the foreseeable future.
  - B. **C3 - Sullivan**  
Absent
  - C. **Online Education - Julius**  
Absent

D. DEqCC - *Naungayan Eggleton*

**Committee Discussion:** Xuchi shared that the next DEqCC meeting is on February 11th, which falls outside the committee's regular meeting time, as no meeting was held today. She highlighted the success of the recent January workshop, *Understanding Cultural Biases & Microaggressions*, which was hosted in collaboration with the IDEA office. Given its strong reception, DEqCC is considering making this workshop an annual event and developing it into a Canvas resource for broader accessibility.

Additionally, Xuchi provided an update on her work with the Culture, Practices, and Pedagogy (CRPP) grant, emphasizing the importance of capturing student experiences in the classroom - particularly as they relate to social and cultural identities. A key component of this effort will be upcoming student listening sessions aimed at gathering first hand insights. A growing area of interest within DEqCC is the intersection of AI with Diversity, Equity, and Inclusion (DEI); faculty are particularly interested in ensuring that AI is examined through a critical DEI lens. Especially in light of the recent announcement that CSU institutions have formally adopted OpenAI across their campuses. As MiraCosta recently held its own AI conference, and faculty have begun integrating its uses within its courses Ghada shared concerns from her constituents - echoing discussions in Academic Senate - regarding how MiraCosta will address the known cultural biases embedded in large language models (LLMs) and generative AI e.g. chatgpt.

VIII. Information / Discussion

A. **Collecting and Marketing Ongoing Flex Opportunities—Roberts**

*Description: The committee will discuss ways we can collect and disseminate opportunities for flex credit throughout the year to provide a more comprehensive way for faculty to access professional development.*

**Committee Discussion:** There is a need to market Spring '25 Flex opportunities to gain more traction with the Faculty. Feedback from Flex week indicated that faculty felt the schedule was "light." How can we better disseminate flex credit opportunities throughout the year? Suggestions included restructuring the Canvas page, adding recordings, themed learning tracks, and more asynchronous content. Concerns were raised about faculty burnout and a lack of engagement, potentially due to the state of the nation and transition of power. The suggestion was made to contract out flex week facilitation and put focus on health and wellness. The committee emphasized the need to:

- subcommittee list review for task assignment
- Analyze attendance data and YouTube channel engagement from flex week 24
- survey faculty on engagement and effectiveness  
address faculty burnout through wellness events / panel talks

B. **Enhancing PDP Systems and Practices**

- i. The committee will pick up prior work on revising our [mission/goals/best practices](#) to create a set of yearly, semesterly, and monthly practices for the committee.

**Discussion:** Continued work on refining mission, goals, and structured planning for yearly, semesterly, and monthly committee practices.