



Professional Development Program Regular Meeting

Friday, April 8, 2022 ~ 11:00am – 1:00pm

ZOOM Meeting Information Below

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AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing Meetings
 - A. Teleconferencing Meeting 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.*
- IV. Individuals Wishing to Address the Committee (*on items not on the agenda*)
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Regular Meeting Minutes of March 11, 2022
- VII. Reports
 - A. Coordinator – *Stephenson*
 - B. C3 – *McFall*
 - C. Online Education – *Julius*
 - D. NCHEA – *Hastings*
 - E. DEqCC – *Roberts*
- VIII. Old 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.*
 - 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. New Business

A. Update Needed: PDP mission and functions

Description: It's time to stop asking what PDP is and tell the Academic Senate how we envision our role at the college. While details of our flex-related role is spelled out on the MCC website and Canvas page, we need the succinct mission and functions AS requires.

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, Sandy Comstock (Rica French, Rachel Hastings, Dominique Ingato, Jim Julius, Lauran McFall, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Aaron Roberts, Denise Stephenson, PDP Coordinator
Members absent: Giana Carey, Thao Ha, Serena Mercado
Others present: Charlie Ng, Denée Pescarmona, Nadia Khan
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **Teleconferencing**
This meeting is within the 30-day window from the last meeting and so the committee did not need to vote on teleconferencing.
- V. **Changes to Agenda Order**– None.
- VI. **Consent Calendar**
 - A. **Special Meeting Minutes of February 11, 2022**
 - B. **Regular Meeting Minutes of February 11, 2022**

The consent calendar was approved by unanimous consent.
- VII. **Reports**
 - A. **Coordinator – Stephenson**
PDP Coordinator, Denise Stephenson, reminded the committee that PDP is in need of a succession plan for the PDP coordinator position. If no one from the committee has stepped forward, she will report this to the AS President for a campus-wide call. If interested, the committee was encouraged to let her know. She advised that the position comes with .4 reassigned time equal to 6 LHE. She recommended looking at who has accepted AS leadership so you are aware of those faculty with whom you would be working closely. Stephenson can talk to anyone interested about what is involved.
 - B. **C3 – McFall**
Jim Julius reported prior to this report by C3 interim Teacher in Residence, Lauren McFall. She noted that the C3 is looking at how we are treating people of different areas of power including students. McFall applauded Julius and thanked him for doing this work and making a space to do it as noted in his report. McFall also announced that on Monday, March 14th, there will be an Educator Burn Out Workshop hosted by the C3 with speaker Jonathan Malesic who wrote a book on the subject. Last week, she hosted her first podcast discussion. She has been meeting with the Cultural Curriculum Collective group looking at how it is related to the C3. The C3 will bring back show-and-tells along with other things such as interactive games later this semester.
 - C. **Online Education – Julius**
Online Education Coordinator, Jim Julius, shared that MOE had a couple of incidents during meetings that were microaggressions, silencing people of color by white males, who were talking and not acknowledging. This has been a wakeup call as a committee and so they are setting aside everything in order to re-envision who they are, including how they operate and interact. Violeta Sanchez came to the meeting today and helped with that. It has been painful but important. There is hope in the wakeup call collectively. This is not just a MOE issue, but this is what people experience in many different spaces. We don't do a good job of talking about it. They are hopeful that what comes out of it will be useful. Julius expressed his personal feelings that MOE has not exemplified the antiracist movement during this online environment over the past two years.
A workshop was suggested to talk about what MOE has learned. It was noted that many at the college don't know how to act or behave in such a situation. They are hopeful that what MOE works towards

will be able to help others learn from. MOE will re-write their mission. There will be opportunities to share what they have learned along the way but it is too soon. Comstock suggested that it would be great to add this to the three-hour requirement for Online Teaching in MIST.

D. NCHEA – Hastings

NCHEA Chair, Rachel Hastings, indicated there has not been much movement in determining the future of NCHEA. She sent a summation to Dr. Cooke regarding where the NCHEA Board stands and it was sent to Palomar College. Cal State San Marcos cannot host NCHEA in this next cycle and so they are in need of a new hosting institution. Palomar will have a meeting on 3/18 to determine if they can pick up the responsibility. It is felt they will likely be able to be the hosting college. On a positive note, NCHEA will still put out promotions for grants and has extended the deadline for proposals to April 15th. Look for emails with promotional materials and apply or share with others. The current board is still invested and wants to keep NCHEA going.

E. DEqCC – Roberts

DEqCC representative, Aaron Roberts, noted that they have been working on their Canvas webpage including definitions of terms. They feel there is a need for a shared understanding of what equity means. They are creating content. They will be discussing the faculty read recommendations and will talk about that at their meeting next week regarding what text the faculty will choose to read.

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.*

Prescott explained what data coaching is. He noted that as an instructional resource teacher in a secondary school, he worked with data of different grade levels and their grading ability. He instructed teachers how to read their data and then assist their students. When the C3C3 was offered, Prescott jumped at the chance with the first cohort consisting of full time and associate faculty engaged at looking at data dashboards, and looking at success and retention, as well as, designing interventions within our classrooms to see if we could impact the data. With C3C3 we engage faculty members with examining their data and connect that to learning resources at MCC to design interventions. He is co-leading a cohort of 20 this semester with Nate Scharff and Kris Coats. That cohort model gives us the opportunity to look at data at the course level to design interventions to help students who are disproportionately impacted. As a committee, PDP has been charged by AS to work with the C3C3 and the Strong Workforce Institute who are doing similar work in hopes of creating something that will become institutionalized. Stephenson is calling for folks to volunteer for a task force. Volunteers from the breakout session include: JahB Prescott, Brian Page, Lauren McFall, Rica French, and Jim Julius.

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.*

NG has suggested cultural competence onboarding for all MiraCostans. The Chancellor's Office has been working to create trainings for the state as a resource. The training is designed to bring an awareness and basic understanding in terms of bias and cultural competence. It would be two hours and fifteen minutes in total when faculty onboard into the college. This is not intended to be a solution but an entrée into the institution so people can be equipped to have conversations. This is designed to prop up the basic level of all employees in the District. In the fall this will be part of onboarding during orientation. The District would like this to happen for all employee groups, but AS has primacy in terms of faculty professional development.

Proposed Cultural Competency Training was shared: 1) I Don't See Color, I Just See People: Becoming Culturally Competent, described as: A one-hour module that examines the way in which the U.S. educational system perpetuates inequity and introduces various frameworks that can be leveraged to promote cultural competence and develop culturally affirming policies, practices that improve students' experience on campus. 2) Playing Behind a Screen: The Implicit Bias in Our Colleges, described as: A one-hour, 15 minute module introduces implicit bias and how it manifests on a college campus. The module offers strategies to address implicit bias at the institutional level to improve the educational outcomes for students and experiences for everyone on out campuses by creating culturally affirming and equity-centered policies and practices.

Stephenson is looking for two, three, or four volunteers to watch the videos and bring back their findings to the next meeting in order to bring it forward to AS. Today is more about information and asking for volunteers. Aaron Roberts volunteered but also asked about the title of the first one. Ng noted that the title is a misstep but the content is correct. Both DEqCC and PDP was charged by AS to gather information and look at these particular items. Burman asked if there has been discussion about how the impact of mandatory trainings will be evaluated, noting there have been concerns about the effectiveness of these mandatory trainings. It was noted that this requires not just the content in terms of communicating the message but also incorporating this in our work as we move forward. This is just a starting point. Rica French, Rachel Hastings, JahB Prescott, along with Aaron Roberts volunteered to watch the videos. Nadia Khan, visiting the meeting, also volunteered.

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 22 from 9-11. All PDP welcome, but those who have attended recent mentor meetings may be especially interested.*

TREC deployed a constituent survey and are reviewing the results. They want to move TREC from hazing culture to one of support and mentorship as well as streamlining the process. In this context, PDP is responsible for the Lodestar program and New Faculty First Fridays. This is one of the topics for breakout rooms today titled, Mentoring. It was suggested to brainstorm various ideas that might be incorporated. Volunteers from the breakout included: Dominique Ingato, Lynne Miller, Aaron Roberts, Rachel Hastings, and Thao Ha.

In the document provided in the breakout rooms, include who wants to be involved in the retreat.

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?*

The committee divided into four breakout rooms; 1. Visions of PDP, 2. Data Coaching; 3. Mentoring, and 4. Let's Spend PDP \$. After 25 minutes, members were encouraged to move to a different room. After returning, the committee discussed some of their takeaways from the breakout rooms.

Roberts was in the PDP Visions and noted it was nice to see six members there came to PDP because they wanted to be involved with creating PD but don't feel this has been done. Instead, the only thing done is the two-hour meeting. They want to do more. McFall added they would like to emphasize and celebrate teaching through these remote times and she'll work on that with Rachel, Anna, Rica, Dominique and Tony. They were asking how they can use funds to help celebrate what the faculty have been doing the last two years. Hastings was also in the Vision of PDP breakout room and felt seen. They were talking and listening to everyone and she was not the only one who feels like this. It feels good to be around similar people.

French noted she felt the energy at this meeting was higher, perhaps because of the shift back to the classroom in person.

Prescott was in the Data Coaching breakout room and was excited to hear the interest of members and weighing in on what it might look like for the foreseeable future.

X. Adjournment – The meeting adjourned at 12:46pm.