



Professional Development Program Regular Meeting

Friday, May 14, 2021 ~ 11:00am – 1:00pm

ZOOM Meeting Information Below

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Meeting ID: 210 696 310

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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. Changes to Agenda Order
- V. Consent Calendar
 - A. Regular Meeting April 9, 2021
- VI. Reports
 - A. Coordinator– *Hoskins*
 - B. C3 – *Davis*
 - C. Online Education – *Julius*
 - D. NCHEA – *Hastings*
 - E. DEqCC – *Murico*
 - F. Other reports
- VII. New Business
 - A. PDP Travel Funds Allocation for 2021-2022 – *Hoskins*
Description: *Each year the PDP committee determines the amount of travel funds to be allocated for full-time and associate faculty for the next academic year.*
- VIII. Old Business
 - A. Vision Resource Center – *Hastings, Hoskins, Julius*
Description: *The PDP committee has discussed the benefits and concerns of the VRC system. They will decide whether or not to adopt this new system for implementation in the fall.*
- IX. Information / Discussion
 - A. Fall Flex Week – *Hoskins*
Description: *An update about the fall flex week schedule will be presented and discussed.*
 - B. Introduction to the C3 Website – *Davis*
Description: *Teacher in Residence, Sean Davis, is excited to present the preliminary design for the official C3 Teaching and Learning website. He will present an overview and test drive of the new site to the PDP committee and provide an open call for collaboration and feedback.*
- 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 11:03am.
- II. **Roll Call**
Members Present: Anna Alessi, Tony Burman, Sandy Comstock (administrator), Sean Davis, Rica French, Rachel Hastings, Bruce Hoskins (coordinator), Dominique Ingato, Jim Julius, Lynne Miller, Leslie Nemour, Brian Page, JahB Prescott, Aaron Roberts
Members Absent: Angelito Della Cruz, Serena Mercado,
Others present: Maria Figueroa, curry mitchell, Shane Anderson
- III. **Individuals Wishing to Address the Committee** (*on items not on the agenda*)
- IV. **Changes to Agenda Order**
- V. **Consent Calendar**
A. Regular Meeting Minutes of March 12, 2021
Consent Calendar A. Regular Meeting Minutes of March 12, 2021 was approved by unanimous consent.
- VI. **Reports**
A. Coordinator– Hoskins
Congratulated Sean Davis for being elected as Joyful Teacher in Residence again and to Rachel Hastings who will fill in during his sabbatical next spring.
B. C3 – Davis
No report.
C. Online Education – Julius
No report.
D. NCHEA – Hastings
Last month NCHEA had a great career fair with 146 attendees. Thirty-eight folks participated as experts or interviewers and more. Surveys were given to students surveys to see if the fair was valuable. There were no negative responses. The NCHEA Board would like to bring this career fair back again next year. The Board is preparing for their annual breakfast. They would love to increase the activity and visibility of the organization. The goal is to continue to raise awareness and how funds can be taken advantage of moving forward.
E. DEqCC – Murico
No report.
F. Other reports
None.
- VII. **New Business**
A. Supporting Professional Development Programs – mitchell, Figueroa
curry mitchell and Maria Figueroa shared information about two professional development programs planned for the end of spring semester and the beginning of summer. In particular, they are asking for support for a mentorship program within the Letters Department – a program that might also be adopted college-wide for all MiraCosta departments that emphasizes developing asynchronous teaching techniques with a focus on discipline expertise.
The Letters Department is exploring ways to expand knowledge around online pedagogy specifically in the area of composition.
A [link](#) to their proposals was shared and called “TeachingwithMachines: Hallway Conversations.” They want to create a space for connections and collaboration.
They are working on two things between now and end of spring semester and before the budget period is over.

Hallway conversations is organized around small groups to:

Share: Join a small group of colleagues to contemplate a year of teaching remotely and choose one Letters Teaching principle as a focus of your own professional growth.

Collaborate: Meet again as a cohort (or in pairs) to share activities and content from your course. Listen and offer supportive collaboration.

Plan: Gather one final time for reflection and planning for what you will adjust or develop in preparation for the fall. Optional, post your cohorts' reflections to their blog.

They would like to fund this. Everyone who participates can be paid up to four hours of their non-classroom rate. Teaching with machines will happen in the month of June. There are five faculty members in the Letters Department who are discipline experts and who have experience with asynchronous classes. One-on-one mentorship sessions are planned for the fall to have a conversation about asynchronous teaching strategies. The idea is for each faculty member to have ten hours to schedule over the month of June. Folks in the department can sign up for an hour. Pay the mentor 10 hours and each faculty member would be paid 1 hour for participating. They would love some support for Letters but this can also be shared college-wide for PDP to propose and facilitate with individual departments and empower discipline experts who have experience teaching asynchronously.

It was asked if there a dollar amount they have in mind. The cost is approximately \$100/hour non-classroom rate with benefits. The June program will figure up to 100 hours.

Jim Julius shared that Brad Byrom sent an email today to full-time faculty about negotiations discussions regarding faculty requirements around online teaching. Felt it was worth mentioning in the context of this conversation. There is a lot of value in this as a demonstration of an approach of a compensated support for faculty. It would be good to draw on expertise of colleagues and draw on each other. Need to advocate for these kinds of things as a way of providing support for colleagues. Seems there may be larger conversation with PDP specifically.

MSU (French / Roberts) to allocate \$5600 of PDP funds to the Letters Department to support the Letters Department Professional Development Program as presented.

It was suggested that PDP might want to spearhead more of these projects to other disciplines in the future.

VIII. Old Business

No old business at this time.

IX. Information / Discussion

A. PDP Committee: who are we now? – Hoskins

Creating the Joyful Teacher position caused the PDP committee to rethink who we are and what we do. The PDP committee will decide if they need to make a recommendation to Academic Senate about its composition. Hoskins noted we are not necessarily trying to change the mission of PDP, but instead wanted to have more purposeful recruitment for the Joy Squad, a standing subcommittee of this group. They would be more hands on in regard to presenting, creating, and developing workshops.

PDP, the way it stands, is a lot more about the administrative issues such as the Flex calendar.

It was suggested that this not be codified, but discussed at more length. If the nature of PDP is shifting, then it needs to be shared with the campus community. If, whoever is going to be the new PDP coordinator will be doing a different job, it needs to be clear for those who may be wanting to step up to do the job. Based on discussions this semester, the coordinator will be an advocator for other PD which will be very necessary. Advocacy is a part of the position but it has been more pronounced during this time. We need to be clear that the PDP coordinator is more administrative and the Joyful Teacher does more of the creative aspect of PD.

It was asked if the annual PDP agenda is set by the committee or by the coordinator and raises the discussion of where does the annual agenda come from. Hoskins noted the agenda is actually driven by the coordinator. Jim Sullivan advised him that this is what the committee is were doing and to do with it as you will. There is continuity on the committee and so, with that, the new coordinator can either continue or go in a new direction. The Joyful Teacher should be in charge of joyful teaching and how they define that. The PDP coordinator should be more on the administrative side.

French further advised that the PDP coordinator position is also driven in part by the Chancellor's Office. Every time there is a new bill that should affect funding at CCCs then that aspect won't go away and is why the position exists. It would be nice if the position is largely administrative but not exclusively administrative and would be able to help the committee to shape them into a more holistic group with perspectives from them and give a fresh perspective of the rules and guidelines. As well, not to lose the faculty sense of faculty PD. The coordinator is there to facilitate and form these bridges of collaboration.

The idea of co-coordinators for PDP was suggested. Different coordinators could be responsible for different parts of the administrative duties. It was asked if the Joyful Teacher could be co-chair of this committee as a collaborative effort between PDP and C3. As co-chair the Joyful Teacher would have a piece of the agenda. French noted that PD for faculty seemed to be an afterthought. MCC got on board early on so her role was largely administrative at that time to meet the requirements of the program. This is the opportunity to say that we can still be a primary consideration with all its connections with MOE, online, and the C3 giving more support for a co-chair model. One of them can be getting all of the other groups on board and allow the other co-chair to deal with the administration. The Joyful Teacher has 9 LHE of release time and asking them to co-chair would be asking them to take on more of a load. Therefore, the Joyful Teacher would not be a co-chair, but instead there would be two co-chairs of PDP plus one Joyful Teacher in Residence. Hoskins has a meeting with AS next week and will give an update and will include this idea. AS permission is not needed for the co-chair unless the committee is asking for more LHE than currently allocated for a single coordinator.

B. Academic Calendar and Flex Week – Hoskins

The PDP committee discussed how the possible changes to the academic calendar could affect how Flex week is scheduled. There will be further discussion as to whether the committee wants to make any changes to the themes of each day of Flex week. The Academic Affairs Committee (AAC) invited Hoskins to their discussion. He was asked what PDP would think if they were to move days on the flex calendar into the week of Thanksgiving. We would be able to take the week of Thanksgiving off from in-classroom teaching but assign two of those days of the Flex calendar into that week. It would mean taking one day from fall and one day from spring and moving them into Thanksgiving week. Those days during the beginning of the fall would become teaching days. There would be four flex days in fall and four flex days in the beginning of spring. There is a lot of history but it is much more complicated than what is being said. The bigger issue is how the state counts instructional time i.e. days versus weeks. There also has to be a certain number of minutes to make hours, certain number of hours to make a day, and certain number of days to equal a week.

Hoskins will take another look at this. This will also move the start a week earlier in the summer and then shift those days around. This will come back to PDP and then will give a recommendation if the committee is willing to consider this option.

C. Debrief with Denise – Stephenson

Denise Stephenson discussed and debriefed the committee about the anti-racism workshop series she facilitated. Hoskins noted that he saw the amazing series of workshops provided by Stephenson and the folks she was able to bring together. He wanted to give her the opportunity to talk about the experience. Stephenson feels she did something that was long overdue. She wanted to be a white face to dismantle white supremacy and shared this idea with Hoskins and other colleagues; calling out that we are not doing our work and that we need to. The title of the series became, Why Am I Uncomfortable? Discussions About Race. Brought in eight other faculty who helped co-coordinate this effort. While she put together the curriculum and was the primary presenter, the other eight individuals each sent out a notice before their version of the workshop which meant getting a broader swath of campus because each of those people knew different people. There were eight sessions last semester and 90 people attended. This morphed into this semester starting affinity groups with around 36 people still participating in each of those discussions to keep learning and moving forward.

Came to the conclusion that in order to win this fight against all the phobias and "isms" we need to create more troops/people who can fight the fight.

Stephenson's had a final note was to share: do what your heart says to do and don't do what the administration says. We need to encourage faculty to be that way.

X. Adjournment – The meeting adjourned at 1:00pm.