Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/210696310
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+1 646 876 9923 (US Toll); +1 253 215 8782 (US Toll); +1 301 715 8592 (US Toll)
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 Sept 10, 2021

VI. Reports
   A. Coordinator– *Stephenson*
   B. C3 – *Davis*
   C. Online Education – *Julius*
   D. NCHEA – *Hastings*
   E. DEqCC – *Roberts*

VII. New Business
   A. Flex Categories—Revision Time?
   Description: *Concerns have recently been raised from two fronts about the current flex categories in the MyFlex system. One concern is that faculty continue to use terminology which suggests specific activities are flex-eligible when the current system is based in individual responsibility. The second concern arises from many types of current professional development, such as watching videos of workshops/webinars, which don't seem to easily fit the current categories. Especially with a possible move to MIST, there's a timely opportunity to revise.*

VIII. Old Business
   A. Revisiting Vision Resource Center/ MIST
   Description: *Check on faculty entering flex items.*
   B. Mentorship Among MiraCosta Faculty
   Description: *Stephenson met with Tsuyuki (TREC) and Lopez (DEqCC) to discuss mentorship more broadly. Each is asking their committee to seek anyone interested in talking about possible ways to proceed.*

IX. Information / Discussion
   A. Strengthening the Academic Senate Professional Development in California's Community Colleges
   Description: *The linked report by Hernandez-Hamed, Chase, and Bensimon reviews ASCCC webinars from September 2018 to June 2020 and finds they lack the critical race lens and explicit, equity-minded language to deliver on two statewide CCC "game changing policies": 1) "(AB705) addresses the negative impacts of remedial education," and 2) the "focuses on Guided Pathways." The study suggests that professional development must "ensure racial equity is viewed as a responsibility that must be owned by all practitioners." With MiraCosta's mission and values focused on being a racially just campus, what role, if any, can PDP play at in the quest for racial justice?*

https://files.constantcontact.com/9481f4e9201/f4c39fe0-f17d-46df-9d79-52fc1cec8772.pdf

X.   Adjournment

UNOFFICIAL MINUTES

I. **Call to Order – 11:03am.**

II. **Roll Call**
Members Present: Anna Alessi, Tony Burman, Giana Carey, Sandy Comstock, Sean Davis, Rica French, Thao Ha, Rachel Hastings, Dominique Ingato, Jim Julius, Serena Mercado, Lynne Miller, Brian Page, Zica Perovic, JahB Prescott, Aaron Roberts, Denise Stephenson, PDP Coordinator

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

IV. **Changes to Agenda Order –** Prior to the Consent Calendar, added introductions of the committee including their role at the college.

V. **Consent Calendar**
   A. Minutes of the Regular Meeting of May 14, 2021

   The Consent Calendar was approved by unanimous consent.

VI. **Reports**
   A. Coordinator – *Stephenson*
   PDP Coordinator, Denise Stephenson, discussed the ease of transition into the role. Bruce Hoskins made it easy and had done most of the work concerning the fall Flex week schedule and sent the required document to state Chancellor's Office. Fall Flex week went well. Stephenson discussed the reasons for taking on the coordinator role for PDP. She would like to include projects that connect MiraCostans and go across boundaries, connecting long-term, and diving deeper into things we care about. It was noted that associate faculty are often left out of the equation. Her door is always open and she is happy to hear from anyone with PD-related and writing-related activities and issues.
   B. C3 – *Davis*
   Teacher in Residence, Sean Davis, noted there is a lot going on in the Teaching and Learning Center (TLC). The cultural curriculum 3.0 is being passed on to three new facilitators. They are doubling the size of the cohort to 24 and have already hit the ground running. Trying to be equitable and get participation from AF. There is a $1500 stipend. The C3 website is live and open. James Garcia and Davis have produced it. The C3-2-1 newsletter comes out on Fridays. Julius and McFall are conducting the Tuesday Show and Tell with Davis; next week they will be concentrating on icebreakers and community building in class. C3 continues to promote the SAFE Topics podcast which will be featuring Hyflex, transitions program, being back to campus, the Ethnic Studies program, and more.
   C. Online Education – *Julius*
   Online Education Faculty Director, Jim Julius thanked all who facilitated the online Flex workshops. Online Ed is looking at considering a conferencing format for that day moving forward for future flex weeks. The college is continuing to fund online mentors. There are about ten mentors to support faculty with anything related to online teaching. The mentoring program was streamlined by publishing the list of faculty. Mentors are compensated. This is flex-eligible time for faculty who meet with mentors. Would like to institutionalize faculty mentorship and online instruction. Although off to a good start, would like this committee's advice and input to make sure this does not disappear. In terms of faculty support, there is a newly hired full-time faculty instructional designer, Nadia Kahn, and she has also been one of the online mentors. It was suggested there be mentoring training to give folks the tools they need to give them more confidence moving forward.
   D. NCHEA – *Hastings*
   NCHEA President Rachel Hastings, reiterated that NCHEA is a combination of MCC, Palomar, and CSUSM. Their first meeting was last week. Focus areas were received from each NCHEA president last year. Representatives from all three campuses were there and they are interested in how they can support the movement toward ethnic studies programs. They are also looking at credit for prior learning and making a stronger pipeline with CSUSM. A Transfer to CSUSM Expo will occur sometime

in October. If MCC faculty or departments are interested, encourage folks who want to get together with other colleagues to apply for a NCHEA grant for up to a $3K. The deadline to apply is November 1st. There will be a webinar on October 1st, on how to apply for the grant.

E. DEqCC – *Roberts*
DEqCC Chair, Aaron Roberts, noted that the goal of DEqCC is to have more communication with PDP, especially for flex week concerning which submissions are for CCC and which are for Flex. They would like the submission process streamlined. Along the same line, would also like more opportunities beyond Flex week. A couple of non-classroom faculty, specifically counseling, indicated that Flex is their peak week for enrollment and so Flex week is a time they feel they are unable to participate. Therefore, another goal is to see if Flex week can be readjusted and to have more opportunities throughout the year as well as, spread workshops throughout the semester. There will not be a CCC in the spring. It will only be in the fall moving forward. There may be a smaller version of the CCC in the spring. DEqCC will have a new chair next semester.

VII. Old Business
A. Revisiting Vision Resource Center, now MIST
Updates on the status of MIST and how committee members can test drive the new system for possible flex recording in the future.
It is known as VRC around the state but at MCC, it is called MiraCosta Innovative Source for Training (MIST). Last spring, the PDP committee decided that this committee would record in MyFlex and experiment in MIST to decide if and when they might use the system to record PD hours in the future. Some questions or concerns include questions around reporting, holding the actual offerings, proposal and scheduling not integrated, and whether the system can communicate with Canvas.
Debby Adler shared the screen and demonstrated how to log into MIST and enter outside flex activities. Before the next meeting, the committee was asked to commit to enter at least one outside activity in MIST.

B. Task Force for C3
In the spring, PDP discussed the idea of a Joyful Taskforce to work with the faculty coordinator of the C3 Teaching and Learning Center on TLC-specific planning and programming. To revisit this conversation, PDP will decide if this is viable and, if so, subsequently ask for members to volunteer for this work.
Sean Davis discussed the Joyful Taskforce that was decided upon last spring. This is a great opportunity for the C3 to become a go-to resource and for folks who work with the coordinator to see if they would have interest in becoming the Joyful Teacher in the future. There is a need to make the link with C3 stronger. Celebrate, cultivate, and connect (C3), can be in line with offering more PD opportunities throughout the semester and not just during Flex week. The connection can be getting faculty together to learn. The C3 and PDP mission statements overlap. It was asked if there should be a C3 team of members from the PDP committee. If so, what would it look like and are there folks who would like to work with Davis? Aaron Roberts, JahB Prescott, Tony Burman, Lynne Miller, Rachel Hastings, and Serena Mercado volunteered. Jim Julius and Denise Stephenson are happy to be involved, as well, or be resources for this taskforce.
There are three potential goals related to celebrate, cultivate, and connect. Folks are missing the connect portion and it was suggested to meet once or twice a month. The taskforce will be asked to come back to PDP at end of semester with an update. There were many names suggested for the taskforce, including Joy Force, Joy Squad, and the most popular was, Joy Division.

VIII. Information / Discussion
A. Policy and Procedure Assessment Schematic
Designed by College Council, this schematic is meant to provide an equity-minded structure and systemic evaluation of BPs and APs at every step of the process. Though PDP has limited AP/BP work, this structure can be applied to other policies, procedures, processes, and documents that are created by the committee.
The idea is to be attentive within each entity in terms of equity and in terms of what is being done. The five areas include: Stakeholders, Purpose, Equitable Impact, Requirements, and Recommendation. This was brought forward because it is one of the newest tools on campus to work towards a more systemic equity in terms of the entire campus. Specifically, this was about APs and BPs but AS

President, Luke Lara, suggested we share it more broadly. The committee was encouraged to look at it and come back with questions and/or suggestions.

B. Mentorship Among MiraCosta Faculty

Chad Tsuyuki is exploring a mentorship model for TREC in seeking best practices of Diversity, Equity, and Inclusion (DEI). PDP currently leads the New Faculty Orientation and enacts the Lodestar program which suggests there may be opportunities for collaboration of mentorship offerings.

A general discussion ensued gathering thoughts for what it looks like from a PDP perspective. Issues raised included:

- Whether the label mentor is intimidating
- Consider the model of online mentors
- Could mentors form a hedge against the compliance issues the district has started raising in certain teaching areas?
- What role PDP might take in terms of mentorship?
- How might MIST factor into mentoring?
- A need for attentiveness to new TT faculty's incoming knowledge
- Questions of how this might fit with or extend the lodestar program
- How would mentoring fit with onboarding?
- Could mentoring be combined with small groups and/or a resource library including videos and a list of names for contacts?
- Formal vs informal considerations were raised
- Departmental vs college-wide
- Could this reduce the amount of time taken up with first year introductions through first Fridays?

Stephenson noted that part of what Tsuyuki is suggesting has to do with deepening and developing the skillset. Actual mentorship is a more ongoing and connected process then one shot or one semester. In a real mentorship situation a bond is developed. It was further suggested it would be good to hear from Tsuyuki about his vision.

There is also a need to envision associate faculty and their needs, as well. There is a lot of information disseminated during flex week for AF but very little follow up. The AF office where faculty from all disciplines spend some time, is a great place to connect with others but that hasn't existed during the pandemic.

Stephenson said she would get more information from Tsuyuki about his vision.

C. Flex for Everyone

Concerns were raised that at least one flex workshop was not welcoming to non-faculty. It was asked what PDP can do to ensure an inclusive spirit in Flex offerings.

It was noted that there was one Flex workshop that suggested sending classified folks away. While Flex trade classroom time for PD time, PD involves the entire campus. It was asked if we are communicating well enough that this is a campus-wide endeavor which includes everyone. It should be a priority to market PD for everyone and explain why classified staff should be in the room with faculty. It is okay to say everyone is welcome but you may not be interested. Workshop descriptions can encourage everyone to attend.

It was suggested to look at the chart Lara put together and apply it to Flex week before the Flex schedule goes out. Use this as a lens for thinking about and reaching out for additional workshops.

It was further noted that things with the Brown Act are still not worked out. After September 30th, the AS committees could need to meet in person.

IX.   Adjournment – The meeting was adjourned at 1:00pm.