



OFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:10am.
- II. **Roll Call**
Members present: Anna Alessi, Tony Burman, Sandy Comstock, Sean Davis, Rica French, Thao Ha, Jim Julius, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Aaron Roberts, Denise Stephenson, PDP Coordinator
Members absent: Giana Carey, Rachel Hastings, Dominique Ingato, Serena Mercado
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **Changes to Agenda Order** – None.
- V. **Consent Calendar**
A. Regular Meeting Sept 10, 2021
The consent calendar was approved by unanimous consent.
- VI. **Reports**
 - A. Coordinator**

PDP Coordinator, Denise Stephenson has been attending webinars and is busy with first Fridays for new tenure track faculty. Preparation is underway for a January bus trip to different community sites with both last year and this year's cohorts. Movement is occurring to build broader connections among existing MCC entities for culturally responsive pedagogy; as things develop, the MCC community will be informed.
 - B. C3**

Teacher in Residence, Sean Davis is currently developing a Hyflex resource page for the C3 website and requesting classrooms to be outfitted for Hyflex. There will be a need for support staff and technology. SAFE Topics podcasts are back and started with the episode, "Back on Campus, Kinda." This includes interviews with faculty, staff, and students. The number one concern for students was not knowing how many people are not vaccinated on campus. There will be other episodes coming including topics such as ethnic studies, for and against spring break, and more.
 - C. Online Education**

Online Education Coordinator, Jim Julius, announced that an Online Teaching Certification has been negotiated by the college and unions and is in the new union contracts. This requires three hours of training and is compliance-focused on accessibility, copyright, and privacy/FERPA. The District is working on putting something together and completion will not be required until next fall with a refresher every four years. Self-certification of faculty is also required to be completed to indicate understanding of the requirements of AP4105 and the online class quality guidelines. This is a district initiative and will be required of all faculty with no grandfathering of faculty who have been teaching online. Julius indicated that he has encouraged the district to make the training as contextualized and meaningful as possible, and that he, Davis, Stephenson, and Luke Lara have also discussed with the district the possibility of connecting the required training to other more pedagogically focused, faculty-led online professional learning opportunities.

Julius further encouraged faculty to read the Educational Master Plan (EMP) stressing that it is an important document. Part of the process was to gather input widely to provide goals, but it's not clear how the invitation to contribute was circulated. A number of the goals have to do with professional learning. There is an opportunity as this moves forward for PDP to take a look and provide unity. He encouraged the PDP committee members to take a look at the document and provide feedback to their AS representative. It will come to AS next week for a first read.

D. NCHEA

NCHEA Coordinator, Rachel Hastings was not present. However, it was noted that NCHEA met last night. Grants are available for meetings among the three campuses.

E. DEqCC

PDP liaison, Aaron Roberts, noted that DEqCC is tossing open the question of how to focus Thursday of spring flex week since there will not be a CCC. The day is now more open and DEqCC would like to discuss this with PDP. Stephenson pointed out that there is interest in focusing the day on Guided Pathways. It was noted that there will not be a PDP meeting in November due to the Veteran's Day holiday; however, a meeting can be scheduled at a different time to further discuss this issue for input. It was suggested a taskforce of PDP can be created and they can share the suggestions at the December PDP meeting. Volunteers for this task force include: Aaron Roberts, Thao Ha, Tony Burman, and Denise Stephenson.

VII. New Business

A. Flex Categories—Revision Time?

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.

It was suggested that it is time to talk about the flex categories and the flex system. There are categories in the current flex system which meet the state system guidelines, currently faculty record their own activities and say they are meeting the guidelines for flex. It was pointed out how much of the current professional development being done such as watching a webinar video, does not fit in the current categories in the system. The categories may not be discrete, rather, there are overlaps and gaps. It was asked if this committee could come up with a better list. The timing is ripe because of the move to MIST which begs a reexamination of this issue.

It was noted that recording flex hours is a requirement of the state and the idea of flex and PDP is to promote and stimulate faculty to do PD so promoting in a better way would be helpful. It was further indicated that flex recording has changed several times in the last few years so in that perspective it changes when it really needs to. Since, at this point in time, there is an inevitable change with the introduction to MIST, if there is going to be a change it makes sense to do it now to avoid change-upon-change.

Prior PDP Coordinator, Rica French noted that the core problem is around the messaging issue with respect to PDP in that there has been enough change to cause confusion. Either the message is not clear enough or it is not being heard. Change for the sake of change is not where we want to go. If we are moving towards the inevitable MIST, then this is the right time. She also noted that student, staff and instructional improvement is mandated by Title 5 and must be adhered to. The list in the MyFlex system is from this committee. The categories were needed for filing the program with the state. The big list of categories came from that. If the recording prescription has changed, which it likely has not, then there needs to be discussion about getting rid of the list altogether. It was further noted that PDP tried to define locally what that meant; instructional meant related to the classroom, staff was other things that improved the ability to do one's job in an educational setting, and student meant, how do faculty deal with student improvement, i.e. how do I advise students who may have mental or health issues.

A concern is that a larger issue is about local vs. state control. Looking at how MIST works will direct those to the above PD activities.

Stephenson asked if a good first step was to look at the state reports and look at our list of categories to compare them. She said she would bring that comparison, along with the list of Title V categories housed within MIST to the next meeting.

VIII. Old Business

A. Revisiting Vision Resource Center/ MIST

Check on faculty entering flex items.

The committee was asked if they tried submitting activities in MIST and what they thought about the system. Some thoughts included: current ways of thinking about flex do not clearly and neatly line up with Title 5 categories; there will be a learning curve; felt MIST is a bit of a click maze. It was further noted that almost any PD activity can probably fit into the categories; faculty simply pick what looks good.

It was suggested to have one day during spring flex week for technology catch up day.

The takeaway from this discussion is that those who tried MIST felt it is not friendly to our current system, but things could be entered easily. If PDP moves to MIST, it is anticipated that one could potentially sign up for things such as flex workshops ahead of time which would be simpler.

Before the next meeting, Stephenson and Adler will look into whether or not PDP's categories can be added to the list in MIST, and whether the Title 5 categories currently within MIST can be changed or if we are stuck with them as is.

B. Mentorship Among MiraCosta Faculty

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.

TREC, DEqCC and PDP have different campus roles and thereby different interests in mentorship. PDP's have to do with 1st year tenure track faculty and the role we play. TREC is interested in whether or not the faculty evaluation process could have a mentoring piece to it. From DEqCC's perspective, they are looking at equitable mentorship for faculty.

Suggesting that a small group get together to see if there is an interest in mentorship at MCC. There is a meeting next Friday, October 15th at 10am on Zoom being facilitated by Chad Tsuyuki, Alicia Lopez, and Denise Stephenson. Each is asking their respective committees if they want to be involved.

Volunteers include Tony Burman, Jim Julius, Lynne Miller, Zika Perovic, JahB Prescott, and Aaron Roberts

IX. Information / Discussion

A. Strengthening the Academic Senate Professional Development in California's Community Colleges

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>

This is a dense document examining what problems were seen and asking what can be done next. It was a concern that this is a report looking at one type of ASCCC workshop for a race awareness presentation and found it seriously wanting. Does this report suggest anything in terms of PDP at MCC might need to do as an anti-racist campus? PDP is in charge of what is offered on this campus, so should we, could we, or would we monitor language usage regarding equity? It was noted that PDP does not currently look at a title or description and interrogate as to whether or not someone is offering something racist in the title or description.

A wide-ranging discussion ensued which explored the specificity of the document, questions of why PDP was asked to look at it and by whom, the authors of the report being outside of the CCC system, acknowledgement of the equity moves MCC has been and is engaged in, a desire to look at what we take for granted due to systemic patterning, questions of PDP's role in curation vs something else and ways of being intentional regarding equity sessions offered through flex.

From the PDP Coordinator's perspective, this is a discussion item and if there was something from the meeting today that the committee would like to discuss further, email ideas to her.

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