



Professional Development Program Regular Meeting
Friday, February 10, 2023 ~ 11:00am – 1:00pm
Hyflex room OC 3101 and ZOOM Link: information below
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/210696310>

Meeting ID: 210 696 310

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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 October 14, 2022
 - B. Approval of the Regular Meeting Minutes of December 9, 2022
- VII. Reports
 - A. Coordinator – *Roberts*
 - B. C3 – *Davis*
 - C. Online Education – *Julius*
 - D. DEqCC – *Eggleton*
 - E. CCC – *Prescott*
- VIII. Old Business
 - A. Achieving the Dream Possibility Statements and Professional Learning Report – *Roberts*
Description: *The subcommittees worked on revising the possibility statements for the committee. The committee will review the statements to approve them. Once the statements are approved, they will be forwarded to Academic Senate. Statements are attached to the agenda.*
- IX. Information/Discussion
 - A. Structured Professional Development—*Davis*
 - B. Team Time—*Roberts*
Description: *The committee will begin working in smaller groups to build our PDP program. This time will be used to get into groups, discuss, plan, and work together.*
- X. Adjournment

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 Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance.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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@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 Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.



UNOFFICIAL MINUTES

I. **Call to Order** – The meeting was called to order at 11:05am.

II. **Roll Call**

Members present: Aaron Roberts (coordinator), Giana Carey, Sean Davis, Xuchi Eggleton, Rica French, Thao Ha, Tricia Hoste, Dominique Ingato, Jim Julius, Lynne Miller, Brian Page, Zica Perovic, JahB Prescott

Members absent: Anna Alessi, Bruce Hoskins

Others present: Jd Banks, Tina Walker

III. **Teleconferencing Meetings**

A. Teleconferencing Meeting Pursuant to AB 361 - Roberts

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.*

MSU (Hoste / Miller) to approve teleconferencing the PDP meeting pursuant to AB 361.

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

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

VI. **Consent Calendar**

A. Regular Meeting Minutes of September 9, 2022

The consent calendar passed by unanimous consent.

VII. **Reports**

A. Coordinator

Aaron Roberts shared a jam board to check in with committee members and asked everyone to share “What’s Hot and What’s Not” noting he is feeling tired and behind but loving the powerful conversations he has been having with students and others. Committee members shared some of their “what’s hot” and “what’s not.”

B. C3

Sean Davis deferred to Jim Julius for this report.

C. Online Education

Jim Julius discussed the renewal of the online mentors. Folks have thrown their hats in the ring. He met with VPI, Pescarmona, yesterday and they are thinking about next steps considering the new MOU. There will be three groups; one with 1:1 mentoring; a second group establishing an online course review process with peer input; and a third group is creating institutional professional learning opportunities for faculty similar to @One classes but will adapt them to be MCC-specific. They are establishing processes and courses and perhaps looking to pilot and roll them out in the spring. The workload will be shared and there will be perspective from different disciplines. Although the call has gone out and will get started with folks who have responded, there will be continued opportunities and compensation available under the terms of the new MOU. This is very open-ended.

D. DEqCC

Xuchi Eggleton reported DEqCC just had their meeting this morning. Violeta Sanchez and Edward Pohlert presented at NCORE and shared some of their presentation with DEqCC committee. A video also consisted of interviews with former and present members and the idea was to look at the origins of DEqCC.

E. CCC

JahB Prescott reported the CCC is in the third iteration this semester and welcoming 13 associate faculty and four faculty members and one instructional specialist. They started laying out the plan for this semester to build artifacts that represent changes implemented without our course, based on the reflection of our data dashboard. Cohort members can select which are they want to focus on such as syllabus, community building, culture within the classroom, or supporting disproportionately impacted students. The focus of the facilitators are working together to guide them, not only as mentors, but as people who have been through the facilitation process. Part of the CCC this year will be a deeper dive into data and work through some data coaching. Ingrid Bairstow presented her project at KAESOL, titled Teachers of English to Speakers of Other Languages in California. She presented the way she was implementing work to help students, specifically in noncredit who were learning English for the first time.

VIII. New Business

A. Black and Brown Nerds Expo—JahB Prescott

JahB Prescott introduced Jd Banks to talk about the upcoming Black and Brown Nerds Expo event and how PDP can support it. He noted Banks creates programming that is fun for our students and informative for faculty. Each spring MCC hosted the Black Nerds Expo and Banks worked with many faculty and staff members to create the first ever Black and Brown Expo this fall. Banks noted the Black and Brown Nerds Expo is modeled after the Black Nerds Expo. Every spring MCC has hosted the Black Nerd Expo. This new event will be a free space to celebrate and educate, while folks can participate in different activities that surround such things as literature, comics, STEM science, engineering, and math careers. Its focus is on black and brown created items and industries. She is looking for support to promote the event to students or being a presenter at the event.

B. PDP Logistics Resources

Description: We will discuss how we can update PDP access points for the campus, including our Canvas page, videos discussing how to record Flex, videos describing what Flex is, what PDP can fund and how to ask for funds, and other logistical resources.

The committee did some active learning work together in order to put some plans in action.

Started looking at access points for PDP information. Talked about getting a team together at the last meeting, to possibly get some content made. Would like to update what we have and make some changes so that specifically, how would a new person who's never experienced Flex or accessed travel funds know how to access PDP and those things. When we make changes, what can we do to revise some of our access points? Today will be a lot about making the front-facing portion of PDP a little more polished. A Google document was shared that could be a workspace for the committee:

<https://docs.google.com/document/d/1sJC7KaUp8VBMpQHWgpsKHQTsmNHj7EW9ZrSYV9pznfA/edit?usp=sharing>

Committee members were divided into two teams, Flex and Travel groups, to discuss and edit the document to include some action items that can be checked off by adding to the statement at the bottom of the document, "Before the next meeting, we will..." This document will be shared at every upcoming meeting moving forward. For the Flex team, they looked at what already exists for Flex. What is available for someone who wants to do Flex or to understand what Flex is? The most common question asked: "Is this Flex-eligible?" This is information that should be front and center for someone new to Flex. The same applies for travel in that it is asked, "Can PDP pay for this thing?" For this process, the committee was instructed to open the Canvas page for PDP and perhaps the MCC PDP webpage. The teams were asked to put notes in the document during their discussions.

The teams returned to the main Zoom room to discuss what was talked about in both breakout rooms.

The main theme in the conversation from the Flex team: Tricia Hoste noted passionate discussion focused around what is flex-eligible and what is not and whether it can be made clear so people can feel supported in what they engaged in helped them grow professionally. They also discussed deadlines how many hours are needed for Flex, which Flex days are mandatory such as All College Day but professional development days during Flex week are not mandatory. Further, they discussed possible ways to record flex differently and include them on the webpage for looking at them at a later time. Flex is the language that has a long history and it feels like it should be simple such as here's what Flex is and here's how to record it, but it's not that simple and there is also state oversight and the possibility of a potential audit. The idea is not to reinvent the wheel but how to whittle it down to what's necessary and keep the flexibility of Flex.

Roberts asked the committee how they access Flex and the process they use for recording their Flex hours. He noted that when you access the Canvas PDP page, it is not a page you want to explore or doesn't seem like you know exactly what to do. There will be discussion about how to update the Canvas page as a whole as part of this process. Step three was to create a simple definition of what is Flex eligible. This needs to be defined more clearly. The Flex Test is a good starting point for indicating what is or is not Flex-eligible. There is a trust factor that the faculty member is the expert in their discipline and if they feel it contributes to their professional development, then they should decide. The existing materials can definitely be streamlined. Each committee member should be able to be educated and be proactive to know what flex is and don't be afraid to ask. Web links need to be clear. Don't need to change the information but need to streamline the existing materials and change the package on the PDP Canvas page. We can eliminate the need to ask if the information is presented better.

The main theme in the conversation from the Travel team:

There was not time to go into this conversation; however, Roberts and Adler are going to work on this and do a recording of Roberts applying for PDP travel funds and how to do it the right way.

Final thoughts included that moving towards a culture of professional learning that's continuous and intentional, should inform us about getting away from worrying so much about a Flex workshop and Flex weeks and just that there is professional learning that happens all the time. Whether it's Flex or not should not be the first thing people are worried about.

With this as the focus, what does the committee want to do before the next meeting?

Before next meeting we will...

Find one thing that needs to be clarified.

Find one thing that is not useful at all.

Is there anything we can do to help with development with the January Flex week schedule?

December meeting could be dedicated to January Flex week. Hope this will be a collective activity and a discussion as to what shape that takes. There is no meeting in November.

IX. Old Business

A. Update Needed: PDP mission and functions

Description: *Continue discussion about the work to refine and prioritize the functions of PDP.*

This agenda item was tabled.

B. PDP Goal setting, group expectations, and task forces

Description: *Continue to discuss what we are doing as a committee and what we want to accomplish this year.*

Together, the committee will work to set goals for the year and create a set of expectations for how we work and interact with one another on the committee.

This agenda item was tabled.

C. MiraCosta Professional Learning Report and Achieving the Dream Plan

Description: *Dr. Mary Spilde has been working with members of MCC for the last year to develop a professional learning plan for the campus. PDP will be a big part of this plan as it shifts into the implementation phase.*

Members should reflect on their desire to be involved in this work if they feel that they are able and willing. At the last PDP meeting, a taskforce was formed to keep the committee updated on the campus-wide work, as well as help shape the implementation of any plans that come from this work.

This agenda item was tabled.

X. Adjournment – The meeting adjourned at 1:01pm.



UNOFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at **11:03am**.
- II. **Roll Call**
Members present: Aaron Roberts (coordinator), Giana Carey, Sean Davis, Xuchi Eggleton, Rica French, Thao Ha, Bruce Hoskins, Tricia Hoste, Dominique Ingato, Jim Julius, Lynne Miller, Brian Page, Zica Perovic, JahB Prescott
Members absent: Anna Alessi
Others present: curry mitchell, Charlie Ng, Leila Safaralian
- III. **Teleconferencing Meetings**
 - A. **Teleconferencing Meeting Pursuant to AB 361 - Roberts**
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.*
MSU (Hoskins / Davis) to approve teleconferencing the PDP meeting pursuant to AB 361.
Before the meeting got underway, Aaron Roberts asked everyone to share what has moved them this semester. Everyone shared some of the ups and some of the challenges of this semester. Roberts shared about the new approach to orientation and Loadstar for new faculty. Chad Tsuyuki and he have partnered to revamp the approach to mentorship and new faculty members.
- IV. **Individuals Wishing to Address the Committee** (*on items not on the agenda*) – None.
- V. **Changes to Agenda Order** – None.
- VI. **Consent Calendar**
 - A. **Regular Meeting Minutes of October 14, 2022**
The consent calendar was tabled until February.
- VII. **Reports - No reports were given due to time certain presentations and a lack of time.**
 - A. **Coordinator** – Aaron Roberts
 - B. **C3** – Sean Davis
 - C. **Online Education** – Jim Julius
 - D. **DEqCC** – Xuchi Eggleton
 - E. **CCC** – JahB Prescott
- VIII. **New Business**
 - A. **Achieving the Dream Possibility Statements and Professional Learning Report** – Ng
Vice President of Human Resources, Charlie Ng, attended the meeting to talk about the possibility of the professional learning statements and the ongoing work with Achieving the Dream. After discussion by the PDP committee and in order to vote on a recommendation to send the statements forward to Academic Senate, PDP is being requested to suspend the rules to do a first and only read of the possibility statements.
MS (Hoskins / Julius) to suspend the rules in order to vote on the Achieving the Dream Possibility Statements and Professional Learning Report.
Hoskins withdrew the motion.
After extensive discussion, no motion was made to approve the Possibility Statements and Professional Learning Report.

Ng gave an overview of where things are in the process. Prior to Covid, many attended the Achieving the Dream conferences. The key takeaway from a couple of the trips over a couple of years was that some of the organizations around the country that have been doing transformative work for students have very robust professional development programs that have certain features and facets around what they do. With that takeaway, MCC hired an achieving the dream coach to assess where we are with professional development. We want to see if there are any options to make some improvements on the good work we already do. The coach did many interviews with faculty, classified professionals, and administrators. The bottom line was that she produced a report and identified all the things that we are doing well and some opportunities we have. The report was circulated to different groups on campus. After that, the first step was to build a foundation of some understanding around what the future can look like. The activity ended up being a list of ideas on what the possibilities would like and then how we could get there. They did not want a single vision statement but, instead, a collection of thoughts that ultimately became the possibility statements. They would then commission a design team in the spring which would include faculty and other constituent stakeholders and then the next step to actually put together what something would look like based on these statements. These are making the rounds for feedback and hopefully support.

Roberts noted that the goal of PDP is to recommend to Academic Senate what we think about these statements and this work.

Safaralian noted that professional development is the primacy of faculty and is #8 under the 10+1. We do not want to let go of anything that is under the primacy of faculty. When asked, Ng noted that the reason to start this work of Professional Learning in spite of the great work PDP is doing right now is that the data around the report is the genesis for what was learned from ATD. The report basically says these are the good things happening and here is where we could improve. A need was identified through the interviews. Plenty of faculty and classified professionals said we can do better on some things. If we don't change anything, then all the voices who made those concerns will not be heard or prioritized. Administration fully recognizes the primacy around professional development. The idea of collaborating is what we are trying to do without going into primacy or giving up 10+1. It also includes other training things that are required for the job but not for PD. The report does not say anything about taking over primacy nor about losing control and he does not know where that is coming from. There is a desire for collaboration and address specific issues identified by the interviews of MCC employees; not to change things that are already good but to do something that's better for the entire school as a whole. The Board and administration are willing to commit resources to this, as well.

Thao Ha echoed what Ng said and noted this conversation is about transformational change at the institutional level. That means everyone needs to be on board. The current way we have PD and learning is that we are not all collaborative or in the same space. There have been concerns that administration or the institution is forcing this down our throats and taking this away from faculty. However, where is the evidence that this will happen and what are the fears? She noted that we are changing a structure, but the ethos of professional development will always maintain itself in the primacy of the Senate for faculty. But, if we want our classified staff and student government to help us push the things that we need to do, then why not?

Roberts noted two spots that could use an adjustment in order for primacy to be maintained. One statement is in the "how" which says, "outcomes and expectations are written into policies and procedures." However, outcomes and expectations of faculty PD should not be written into policies and procedures. There is another statement that says, "blend of institutional and individual learning, for example, for full-time faculty, 80% of their professional learning could be personal and specific to their own needs, with the other 20% institutional based." He thinks anything that is institutional based is optional. He further discussed the difference between a theme versus institutional training. If these could be addressed, he would be more comfortable with this document.

It was further agreed by others that some things need to be clarified so it does not point to faculty giving up any kind of control or allowing certain things to be dictated to them. Perhaps the idea of institutional needs to be changed in the way it is said to reflect a lot of the things that have been talked about in PDP over the years and trying to get outside of the flexible flex week box trying to develop community that is sustained over time.

Ng thanked everyone and noted that the design team will be commissioned whether the statements are approved or not. It is about giving them the opportunity for them to work on something. Overall, PDP would like to massage these existing statements. Ng said that if the committee wants to delay this to the spring because more time is needed, then take the time. He is looking for an endorsement of collaboration and to keep up the momentum but if there is a need to slow down and get on board with the collaboration piece, then that is fine. He doesn't see any reason why the design team can't be formed while the possibility statements are being worked on.

Roberts noted that PDP can vote at the next meeting in February.

For this complete conversation, visit the recording of this meeting at this [LINK](#).

IX. Information/Discussion

A. Cultivating Human Connection: A Collaboration Between Senates – *mittchell*

curry mittchell, the Academic Senate VP, joined the meeting to discuss the collaboration between Academic and Classified Senates for a special event during Flex week. They are putting together an event on Thursday, January 19th, to take place on the Oceanside campus in the dining hall. It is titled Cultivating Human Connection and was an idea collaborated between Leila Safaralian, Robin Ally, and mittchell. Further, Carl Banks and Lori Schneider have joined the discussion as well as Jim Sullivan. The flyer has been shared by email with the campus community and folks have already started to respond. The agenda is for classified professionals, academic, and administrative groups to work together, and individually, to connect can collaborate with one another and grow as a college. The day is to get together as all members of the community and collaborate as silos at one point and break out and then come back together as a whole body and collaborate again. Safaralian noted that the reason they wanted to have this event was for more collaboration with classified professionals and so to have a day when all MiraCostan's could get together and build relationships. There will be a team building activity at the beginning. It is also the hope that this will be an annual event in the spring during flex week. Ng noted that this event helps address points in the campus climate survey to create community, a sense of belonging, getting to know each other, and more. Faculty have more flexibility to attend but we need to get more classified to be able to come as well.

B. CARE Team Training – *Roberts*

Description: The CARE team approached SAS and PDP leadership to discuss the need for a training for students in crisis and/or students causing disruption during classes. There have been an increasing number of CARE referrals for class disruption this semester. Instruction and Student Services will partner on developing a training for the campus to support the needs of staff, faculty, and students. There was not enough time to discuss this item. It will come back to a future meeting.

C. Spring 2023 Flex Week – *Roberts*

Description: Flex week is upon us. A few PDP volunteers are needed to help with the Thursday Flex week event and, hopefully, some Hallway Chats. The committee will discuss PDP members documenting and sharing some cool Flex resources.

There was not enough time to discuss this item. It will come back to a future meeting.

X. Adjournment – The meeting adjourned at 1:09pm.

[Original Achieving the Dream Documents](#)

[Achieving the Dream Organization Website](#)

MiraCosta Professional Learning Dream Phase: Possibility Statements PDP Edits

What do we want to create?

- A commitment to professional learning that leads to career, campus, and community growth and the student success.
- Our professional learning creates a more equitable and socially just community.
- An empowered community that feels secure and supported to take risks, try new things, be creative, and productively struggle in their journey.
- A coherent model for professional learning that promotes continual and consistent improvement.
- Cultivating a culture of participation, care, and collaboration in professional learning
- A strategic professional learning and development plan that provides an overarching vision, aligns with the college mission and commitments, supports the professional interests and choices of individual faculty and staff members, and allows for personalized learning. The plan will include district-wide professional learning opportunities while maintaining the individual freedom/autonomy of faculty and staff to design their own professional learning plans that fit their unique goals.
- User friendly central space (virtual and physical) which provides opportunities, resources, and support for all employees
- A program of Professional Learning with clear outcomes, priorities, and measures – both quantitative and qualitative.
- Opportunities for ongoing learning opportunities that offer long-term partnerships and collaborations.
- Universal Design principles
- A high level of autonomy and confidence for classified professionals and associate faculty to pursue Professional Learning. Supported by stipends or hourly remuneration.
- A blend of systematic, sequential learning opportunities as well as impromptu offerings to respond to the moment or foster connections.
- A culture of professional learning that informs, reflects and exemplifies the equity practice-informed learning environments we seek to provide to our students
- Make it easy to access, desirable, relevant and interesting for associate faculty to participate in creating programming or participating in professional learning
- A program that promotes a broad, personal understanding of professional development for individual faculty members' professional interests, whether those involve on-campus,

group activities or individual activities such as research, and reading, and/or artistic creation.

- For Us, By Us—A community-driven ethos for professional development that prioritizes what we can grow and offer from within our talented community of faculty and staff
- A program that focuses on students and student success by way of faculty and staff professional development
- Clear communication and coordination between faculty, staff, and administration in regards to professional development plans, initiatives, and opportunities (Human Connection Event as example of collaboration)
- Mentorship opportunities available to all employees that build from the newly-revised Lodestar program philosophy:
 - “**Lodestar** is designed to provide candidates with unique support during their first year of tenure review. One of the primary goals of the program is to [cultivate a sense of belonging](#) through ongoing dialogue between mentors and mentees. By supporting, inspiring, and empowering candidates through a [cohort model](#) that fosters relationships, the Lodestar program aims to help candidates become the best versions of themselves so they can serve students, thrive in various settings, and enjoy a sustainable career.”
- Welcoming the various cultures, learning styles, and resources of our employees. When the culture an employee brings is seen as an asset and welcomed into the community, we empower them to show up as their authentic selves and the college benefits

How do we want to create it?

- Authentic, meaningful human interaction at the center
- Identify and engage champions of Professional Learning to advocate for and lead college efforts
- Supported by leadership, embedded in scheduled working hours, without monetary or time barriers
- A one stop Professional Learning office with dedicated leadership (PDP Coordinator, Joyful Teacher, Online Education Faculty Director, Classified Professional Development and Learning Committee) and supported staff who would coordinate institutional level Professional Learning, communicate with campus Professional Learning leaders, collect and curate resources, be flexible and serve faculty/staff professional learning needs. This office will include an information hub, with a calendar of events, support for individual activities, clear reporting procedures, and easy-to-use data analysis for reporting to other levels.
- Collaboratively developed Professional Learning that works across boundaries and decreases siloed efforts

- Interest themed cohort model that includes attending conferences together allowing for continuous conversations across all employee groups
- Includes experimental and experiential learning with practical takeaways and applications
- Multiple avenues to connect with one another
- Captures interests of all employees who want to learn
- Cohort, retreat-style leadership training–train the trainer
- Blend of institutional and individual learning opportunities uniquely crafted by the employee
- People should know how to and be able to plan out their own professional development plan that fits their own needs
- Meeting the needs of employees, with consideration for where they are in their career
- Creating a culture of transparent feedback to help employees develop confidence and competence, seeking feedback from others with the intention to help develop skills and talents, not criticize their performance
- Assess what is working for each employee group
- Prioritize associate faculty professional development opportunities that include stipends, hourly compensation, and learning group certificates.
- Specific Professional learning offerings/cohorts for associate faculty (equity training, leadership training, institutional knowledge training). Similar to SDICCCA.
- Take what we have already and synthesize, build, rework, and enhance rather than start from scratch