



Professional Development Program Regular Meeting
Friday, May 13, 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 April 8, 2022
 - B. Approve PDP Travel Funds for Full-time and Associate Faculty for the 2022-2023 Fiscal Year
Description: *Each year the PDP committee determines the amount of travel funds they will allocate to each faculty member for purposes of professional development. The allocated amount has been \$650 for both full-time and associate faculty for the last number of years. The committee will consider continuing allocating this amount for the upcoming fiscal year.*
- VII. Reports
 - A. Coordinator – Stephenson
 - B. C3 – McFall
 - C. Online Education – Julius
 - D. NCHEA – Hastings
 - E. DEqCC – Roberts
- VIII. Old Business
 - A. MIST
Description: *After meeting with Caroline Bischel to learn how much work it would take for Flex offerings to use the MIST system, questions were posed specifically about the intricacies of reporting functions needed for associate faculty. While some complex reports could be built, interface issues between MIST and both Workday and SURF would mean that several processes which are currently automated would need various kinds of hands-on attention twice a year for our hundreds of associates. The PDP vote to pilot MIST in the fall does not seem viable.*

B. PDP Spring Survey Results

Description: *The agreed upon methodology to survey AS and Dept chairs was increased by adding Associate faculty and AS Senators. Though there were some issues which arose, 29 faculty responded. This information may be useful in establishing the mission and functions of PDP.*

C. Update Needed: PDP mission and functions

Description: *Further work will be done to refine and prioritize the functions of PDP.*

D. Flex Workshop Proposals

Description: *An update on flex proposals.*

IX. 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 11:02am.
- II. **Roll Call**
Members present: Anna Alessi, Tony Burman, **Giana Carey**, Rica French, **Thao Ha, Rachel Hastings**, Dominique Ingato, Jim Julius, Lauren McFall, Serena Mercado, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Aaron Roberts, Denise Stephenson, PDP Coordinator
Members absent: Sandy Comstock
Others present: Nadia Kahn, Charlie Ng, Suganya Sankaranarayanan,
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **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.*
MSU (Roberts / Mercado) to approve teleconferencing the PDP meeting pursuant to AB 361.
- V. **Individuals Wishing to Address the Committee (on items not on the agenda)** – None.
- VI. **Changes to Agenda Order** – None.
- VII. **Consent Calendar**
A. Regular Meeting Minutes of March 11, 2022
The consent calendar was approved by unanimous consent.
- VIII. **Reports**
A. Coordinator
PDP Coordinator, Denise Stephenson, reported that the campus-wide professional learning leadership got together two weeks ago discussing what is important in terms of PD on campus. They will be meeting roughly monthly. Keep this in mind when discussing PDP's mission and functions today. PDP will continue as a subcommittee of AS.
The MIST progress was slow. Debby Adler, Rica French, and the PDP coordinator met with Caroline Bischel. French, Adler and Stephenson will meet on Monday to discuss concerns about what MIST may not be capable of doing that would prevent faculty from using it for reporting PD.
The TREK, PDP, DEqCC retreat has been changed to April 15th from 9am to 11am. Vision for TREK is to revise the tenure process before the next contract opening in spring of 2023. The trajectory is a year to redesign the process to create a new vision and system that is more mentor-oriented.
Ng just came from a chief diversity officer national roundtable meeting where one of the points of the discussion was faculty primacy over hiring, professional development, retention and tenure with the point of the conversation centering on how faculty have a huge accountability piece in the effectiveness and outcomes of maintaining diversity on the faculty side. Our faculty take this very seriously and he wanted to acknowledge and commend MCC faculty and how they take accountability for the work that's happening around diversity, equity, and inclusion.

B. C3

Interim Teacher in Residence, Lauren McFall, reported on last month's workshop about and need for a follow-up on the topic of burnout. She's collaborating with Nadia Khan, Chris Hill, and Luke Lara to develop an asynchronous futures thinking workshop. Also, Lauren is collaborating with PDP about how we will show appreciation to other faculty and to make our colleagues feel special and celebrate their work over the last two years. Finally, she's hoping to do some upcoming show-and-tells with C3C3 and potentially with some faculty doing work with video games and games in general.

C. Online Education

Online Education Faculty Director, Jim Julius, noted that at last meeting he talked about MOE and equitable interaction within the committee itself. As MOE is talking about rethinking itself, doing a substantial review of their charter, they will add statements, values, and commitments grounded in anti-racism. They will move away from the meeting time for information and will figure out another way to disseminate the information. However, they will replace that time using MOE as a place of a community of practice to invite the wider community to engage in a professional learning space.

D. NCHEA – Hastings

Stephenson reported for Rachel Hastings that there is still a week that NCHEA is accepting grant proposals. Send ideas you'd like to see happen between MCC, Palomar, and CSUSM. When Hastings joined the meeting, she noted that the last time she reported, they were not sure of the future of NCHEA. Yesterday, Palomar College agreed to take on the leadership of NCHEA for one year to give CSUSM a chance to get new leadership. They are aiming to have the president's breakfast in May along with an annual report for NCHEA.

E. DEqCC – Roberts

DEqCC was unable to meet last month. They are currently seeking new DEqCC members and encourage folks to consider joining the committee.

IX. 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.

A group has met and had an excellent conversation. This is a good opportunity. Once on the same page and ready to move forward there will be change for our students. One uncertainty is what IPRC would be doing. There are questions of how to scale it up, without it being mandatory. VPI, Pescarmona, wants to throw a data coaching party and invite potential folks before the semester ends.

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.

It was reported that they are not at the point of having anything definitive as yet. DEqCC was slowed down by a cancelled meeting. Those who have watched the trainings, were asked to share their thoughts. Aaron Roberts indicated he was skeptical at first, but was impressed with the trainings. It has good potential to add to departments for onboarding.

Rica French felt the information was good but concerned it felt corporate even though the words were education-related. It came from the perspective that assumed everyone is aware of the topics.

Concerned about the folks who are on the opposite end of the spectrum. Felt the examples were canned examples with no new ones.

JahB Prescott was also skeptical but noted they were put together well. The information is similar to what students would learn. The information is teachable from a faculty perspective. Like French noted, he is afraid how people could be passive when receiving this information. The quizzes give the answers which can help folks be passive about the information. To have accountability it must be rooted in a framework with some form of implementation. There is not a lot about how you implement it or how to apply it. These can be a baseline of training but then the conversation must continue. There also needs to be a cultural shift beyond the training.

French also noted there was not a lot of additional contribution beyond the slides. You can read this and study it and it is a good overview as a handout. She wanted more examples and commentary and wanted something to do. It is a good jumping off point for an apprentice situation.

Nadia Khan agrees with everything said and that it is a baseline and springboard into the overall work. But the work needs more supplemental hands-on activities as tools to engage with this work in the practical world.

Charlie Ng added that from an administrative perspective, this is about awareness training to set the basic vocabulary and awareness on the non-faculty side, as well. It is not bad as a starting point but it is strictly basic level vocabulary learning.

Lauren McFall asked if there a way to let folks know this is a first step.

Anna Alessi noted that as an AF member, it felt like she was checking a box. If an AF member were just starting at MCC and this is part of the onboarding process, she likes the idea of including where to go next and to include your department. Worries about how departments like English and Math would handle such huge numbers of AF to deal and follow-up with and continue to provide experiences for them. She encourages to remember AF have completely different schedules at multiple institutions and do some of these things on all of those campuses as well.

Stephenson pointed out that this feedback would be shared with Luke Lara who would present the faculty position to Charlie Ng as soon as DEqCC had an opportunity to complete their review.

X. 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.

At end of year, AS President, Luke Lara, asks the subcommittee chairs to provide a report. In doing that, Stephenson realized we are a year out of step with other subcommittees to make sure a mission, functions, and committee members all be posted on the websites. When she entered as PDP Coordinator, we were talking about what is PDP's real charge. This is our opportunity to start the work now and finish with the new coordinator in the fall so that person has a hand in it. In breakouts at the last meeting, one of them was the vision of PDP. A link was shared showing the notes of the visions breakout group

The question was asked, what is the charge of this committee in terms of the work we do?

The committee discussed the functions of the PDP committee.

- The committee is administratively facing sometimes. PDP participates in checks and balances in regards to what administration wants us to do. Who are we facing? Administration and at times other faculty. Need to look at the audiences.
- For every group there is a function of relationship between other groups i.e. DEqCC, etc. How we relate to them can inform what our functions are.
- Got the sense that we wanted to be people developing workshops and not so one-off.
- The primary function for PDP has become facilitating and protecting the environment of independent professional learning that is important to faculty. Gives us the space to develop topics for workshops. Not prescribing that everyone must look at that area.
- To summarize, we are a hub for PD and connected with administration and with other committees and individual faculty and departments. We help faculty make a framework for their PD and they help us with their ideas.
- Came to PDP wanting to create content and make workshops. What if we put together one training per semester. It feels more like we put the Flex schedule together but could we also do the shaping of the workshops.
- Once upon a time, the teaching academy was a thing and there were panels. There is overlap in what we do. We've become a largely administratively committee, but the state does not give you clarification with the exception about providing PD. For some background, there is a guidelines document written in late 90's or early 2000's and not helpful. It is largely administrative and does not give you the sense of the PD aspect but devolved into how we will account for that. Flex is the administrative part of PD which most people call Flex. The terminology and messaging is still a problem.
- The cross disciplinary conversations aspect was highlighted.
- A quote was shared; – "Colleges and universities should be professional development, as in their best interest. It's a window to the outside world, without which institutions can grow strange and insular." They seem to be referring to the fact that we have so many great people doing so many great things here. What is the additional work they have to do? One of the things to do is to bring folks from the outside to see a different perspectives.

- Should there be goals for the year with PDP at the beginning of the year? What are two or three things we think we could help to emphasize for PD or need more or some are passionate about and make those for the year? Adding in our own threads to the overall tapestry of PD.
- Added that this conversation will have to take into consideration, the C3. Be careful of thinking only within the parameter of PDP. We said if we create the C3 that is the place for content. There could be potential of services between PDP and C3. Highlighting, don't negate the existence of the C3.
- One of the understandable things that has not happened yet (C3 is young and needs to get on its feet) is the understanding of how do the two entities fit together (PDP & C3).
- When you think about other committees, PD happens in many different ways. What role does PDP play in the bigger picture?
- Stephenson noted having conversations with Jim Julius concerning whether his role on this committee and whether he, Jim, was on the committee or whether he was here to represent MOE. Next year there should also be a conversation as to whether Nadia as instructional designer should have a role on this committee and whether that should come with a vote. The more we can do to understand how the faculty pieces fit together, the better we can have that larger campus conversation.

This conversation will be pulled together as a list that will come back next time and then try to prioritize. We will also need to do a survey this spring. It was noted that the surveys are pretty ineffectual. The response rates are low. It was suggested to get the survey to the committees which could provide more valuable information. Burman will send the wording to Stephenson. French suggested setting a context as a single question and it could be interesting to send it to most of the committees and not just the ones PDP has a relationship with. Could receive more meaningful response. Stephenson sees this as possibly more valuable and doable and asked that any suggestions for wording be sent her way. She will send this out and will work on prioritization of what was generated today with a goal to send it forward into next year.

XI. Adjournment – The meeting adjourned at 12:29 pm.

Questions Responses 29 Settings

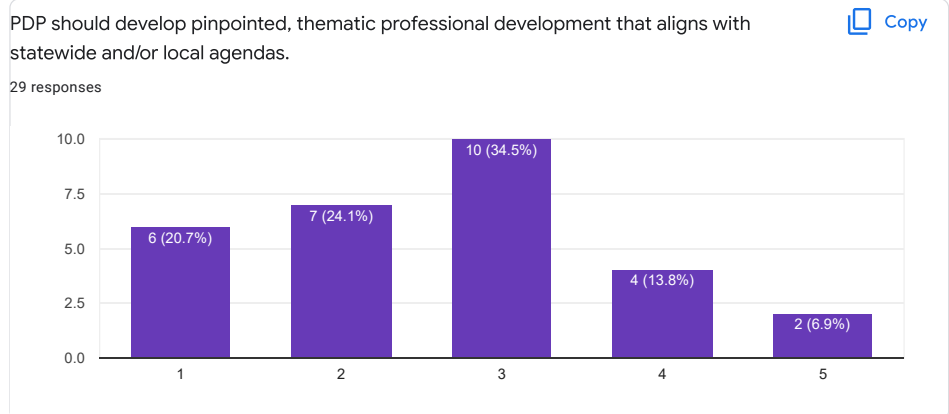
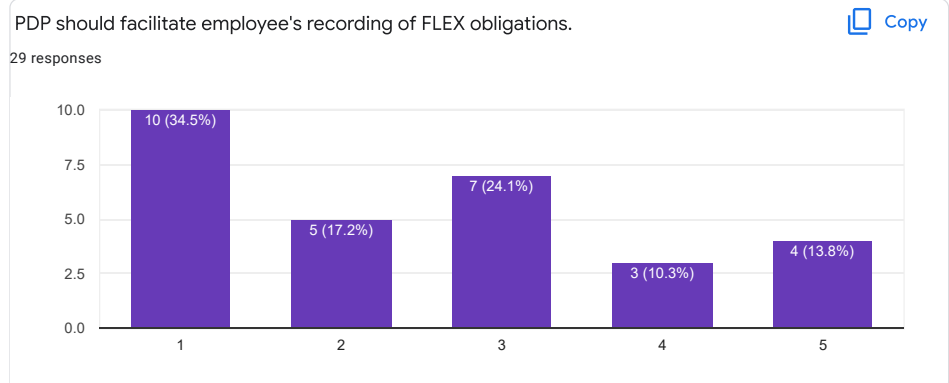
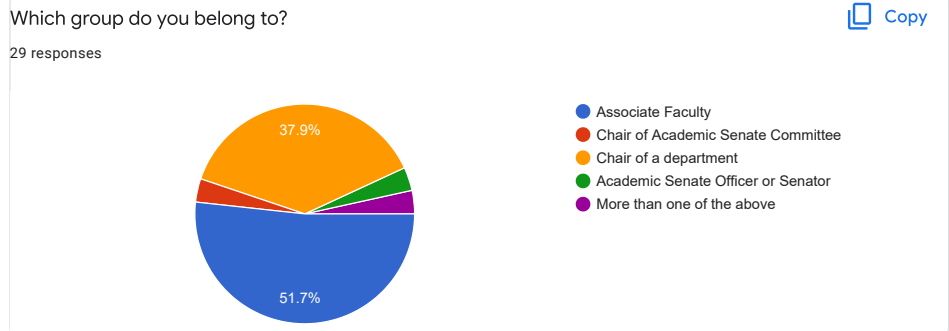
29 responses

Not accepting responses

Message for respondents

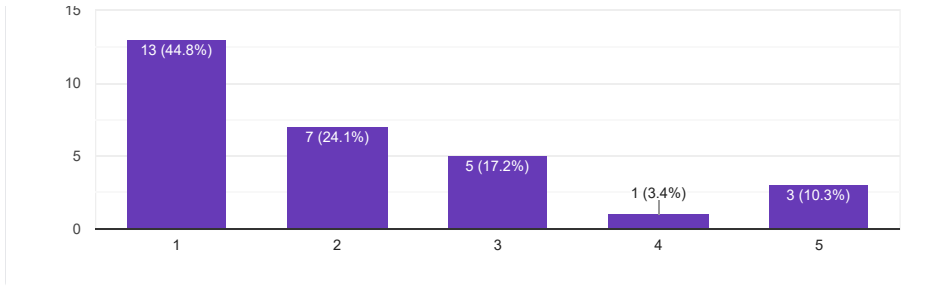
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Summary Question Individual



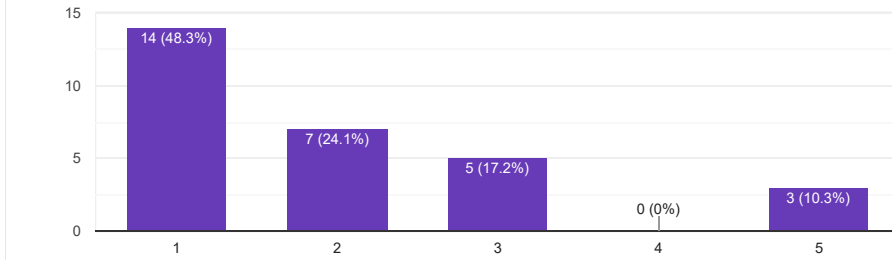


Questions Responses 29 Settings



PDP should provide an archive/clearinghouse of professional development resources that faculty can access. [Copy](#)

29 responses



Do you have suggestions for how PDP can better serve faculty?

11 responses

Training seems to move around on different platforms. It makes it difficult to keep track of. Maybe one location for everything would be best and maintain it permanently.

I am happy with the selection and variety of PDP opportunities throughout the year. Thank you for your hard work.

Allow us to sign out of flex activity transcript instead of just leaving it as is.

I think "should" in the questions above is rather strong. It would be great if PDP was able to provide information on professional development that pertains to applicable issues, but that could be a full-time job and I don't know how much release time the chair of PDP has on top of their other duties. It would be nice to have an archive to visit and find relevant professional development resources, but again, setting up and maintaining the archive would be time-consuming and constantly need to be maintained and updated. Reassigned time would need to be provided for that responsibility.

Please do not implement top-down control. Faculty are professionals who can and should determine the own course of their professional development based on their interests and needs within the context of their discipline. The consultant's reports represents a move in the wrong direction.

PDP Survey Results 2022

Which group do you belong to?	PDP should facilitate employee's recording of FLEX obligations.	PDP should develop pinpointed, thematic professional development that aligns with statewide and/or local agendas.	PDP should provide awareness of the multitude of professional development opportunities that exist at the local, statewide, and national levels.	PDP should provide an archive/clearinghouse of professional development resources that faculty can access.	Do you have suggestions for how PDP can better serve faculty?
Associate Faculty	5	5	5	5	Training seems to move around on different platforms. It makes it difficult to keep track of. Maybe one location for everything would be best and maintain it permanently.
Chair of a department	2	2	2	2	
Chair of a department	1	1	1	1	
Associate Faculty	1	3	1	1	
Associate Faculty	1	3	3	3	I am happy with the selection and variety of PDP opportunities throughout the year. Thank you for your hard work.
Associate Faculty	4	3	4	3	Allow us to sign out of flex activity transcript instead of just leaving it as is.
Chair of a department	4	4	3	3	I think "should" in the questions above is rather strong. It would be great if PDP was able to provide information on professional development that pertains to applicable issues, but that could be a full-time job and I don't know how much release time the chair of PDP has on top of their other duties. It would be nice to have an archive to visit and find relevant professional development resources, but again, setting up and maintaining the archive would be time-consuming and constantly need to be maintained and updated. Reassigned time would need to be provided for that responsibility.
Chair of a department	5	4	1	1	Please do not implement top-down control. Faculty are professionals who can and should determine the own course of their professional development based on their interests and needs within the context of their discipline. The consultant's reports represents a move in the wrong direction.
Chair of a department	2	3	1	1	Keep up the conversations and cross-pollination on-campus! As our faculty body starts to grow again, we'll be transitioning into more of a medium-sized organization...and if Guided Pathways has taught us anything, we need to minimize or reduce the siloing effect as scale goes up. (also, fyi: I'm a department chair *and* AS committee chair, but the first question only allowed a single answer)
Chair of a department	3	3	1	1	Broaden focus of MCC professional development options and topics/themes. Often the 'days' are so scripted it doesn't allow for a breadth of offerings. Keep reporting and recording simple for all faculty.
Chair of a department	2	2	1	2	
Associate Faculty	3	3	2	2	It can be very helpful to be made more aware what is going on at the local, state and national levels especially for faculty where teaching is not their full time position and often are not aware of what is going on outside of the school in which they teach!
Associate Faculty	5	2	2	3	
Associate Faculty	1	3	2	2	
Associate Faculty	3	2	1	1	
Chair of Academic Senate Committee	3	2	2	1	
Associate Faculty	3	1	1	1	
Associate Faculty	1	1	1	1	
Associate Faculty	2	2	2	1	
Chair of a department	1	1	1	1	
Chair of a department	4	4	5	5	

Chair of a department	5	3	2	2	Thematic pdp is good, but only as an option. Don't mandate it. But having an option for say, 3 videos, that show up one each week, that build on each other, would be good. Right now it's all a bunch of 1 hour content blasts. Tidbits are cool, but no deep learning happens this way. Not sure what "facilitate recording of flex obligations" means. Does this mean that someone from pdp talks to each person? Or is this the same thing as now? Confused.
Associate Faculty	1	1	1	1	
Associate Faculty	1	2	1	1	
More than one of the above	3	3	3	3	your doing a great job
Academic Senate Officer or Senator	1	5	5	5	PDP should reflect on its demographic composition and consider what perspectives are missing and marginalized. PDP can be more active in producing PD, soliciting PD, and promoting PD for faculty. While faculty can still have the flexibility to select PD for their own needs, PDP should be setting the tone for PD around DEI and anti-racism, teaching and learning, guided pathways, and other college priorities.
Associate Faculty	2	3	3	2	
Associate Faculty	1	1	1	1	
Chair of a department	3	4	3	2	