Professional Development Program Regular Meeting
Friday, December 9, 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 - *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.*

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 October 14, 2022

VII. Reports
A. Coordinator – *Roberts*
B. C3 – *Davis*
C. Online Education – *Julius*
D. DEqCC – *Eggleton*
E. CCC – *Prescott*

VIII. New Business
A. Achieving the Dream Possibility Statements and Professional Learning Report – *Ng*
   [Time certain 11:40am]
Description: *Vice President of Human Resources, Charlie Ng, comes to PDP 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. See attached documents.*

IX. Information/Discussion
A. Cultivating Human Connection: A Collaboration Between Senates – *mitchell* **[Time Certain 11:20am]**
Description: *curry mitchell, the Academic Senate VP, will join us to discuss the collaboration between Academic and Classified Senates for a special event during Flex week.*

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.*
C. Spring 2023 Flex Week – *Roberts*
Description: *Flex week is upon us. We will need a few PDP volunteers to help with the Thursday event and, hopefully, some Hallway Chats. We will also discuss PDP members documenting and sharing cool Flex resources.*

X. Adjournment

A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

> (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
> (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

> (e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
> (A) The legislative body has reconsidered the circumstances of the state of emergency.
> (B) Any of the following circumstances exist:
> (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.

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*
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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 to 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**.

Over a period of 2 years, over 20 participants in the Achieving the Dream conferences noted the clear connection between transformational work of the college to professional development. To support our Student Success and Equity work the college is interested in understanding the current state of professional learning from multiple perspectives and working with different employee groups to think about how to build a comprehensive Professional Learning program. In fall of 2021, the college engaged the services of an Achieving the Dream coach to focus on this.

The coach used an Appreciative Inquiry process including phases of Discover, Dream, Design and Deliver. The first phase – Discover is complete, and the second phase – Dream is nearing completion.

First, the college engaged in the Discover phase, where there was an assessment of the then-current state through interviews with about 45 faculty, classified professionals, and administrators, resulting in a report on the findings (attached). Briefly, the findings showed a widely held value for professional learning, an investment in some current programs and structures, and a desire for expanded opportunities. What came through most clearly was that while there was support and ownership of components of existing professional learning, there was also a sense that it could be better – more holistic, more aligned and more intentional.

Following discussion of the report with those interviewed, which completed the Discover phase, the Dream phase began. The college convened a group representing faculty, classified professionals, management exempt and administration, (including those who held positions directly related to professional learning such as PDP Coordinator, Joyful Teacher, MOE, DEqCC and the Academic Senate President) with the charge to develop a vision for professional learning at MiraCosta. It should be noted that participants changed somewhat due to turnover in assignments but there was a strong core of individuals throughout this phase of the process. There was an in person in the Spring and then continued with virtual meetings into the summer.

The results of those meetings produced a set of Possibility Statements which reflect the work of the group. It became evident that a brief vision statement, as one usually thinks of it, would not be sufficient to capture the broad institutional requirements as well as the individual constituent group needs. In an effort not to lose the many perspectives and ideas that were brought forward by attempting to cram them into a brief vision statement, it was decided to submit these Possibility Statements as a collective. They will provide a solid starting place for future work that can serve as guiding principles against which to test the design of professional learning at MiraCosta.

The next step in the process is to share these statements with the broader college community for feedback and prioritization. The outcome of these conversations will complete the Dream Phase and will form the framework for a smaller group to lead Phase 3 – Design. The charge to the group will be to design concrete plans for Professional Learning at the institutional and employee group level and across the lifespan of employees that reflect the Possibility

Statements and identify structures, supports and resources needed to implement a cohesive, coordinated program of professional learning that aligns with the college's strategic vison and priorities and include appropriate voices.

MiraCosta College
Professional Learning Report
Dr. Mary Spilde (ATD Coach)

The focus of the Achieving the Dream (ATD) coaching is professional learning. To that end, I have met with approximately 27 people including senior leadership, classified professionals, faculty in key leadership positions related to professional learning and other faculty at large with an interest in professional learning. Generally, our conversations focused on the following three questions. Regarding professional learning:

- o What's working?
- o What do you want more of?
- o If you were building it now, what might it look like?

This report provides a brief summary of themes and patterns that emerged from the meetings leading to my observations/tentative conclusions and a set of recommendations for next steps. It should be noted that I do not have deep knowledge about the college and that my conclusions may not account for certain nuances or, indeed, may be misinterpretations of the context.

Themes and Observations

1. It must be recognized that everyone involved has just gone through a very challenging moment in the college's history. The pandemic affected people in different ways. Overall, there is a sense that the college administration rose to the occasion, provided lots of resources and nurtured flexibility. People felt supported and that the college did a good job bridging the gap with mental and emotional support. The lack of a sense of community was hard, especially for new faculty and staff, including those in the tenure process. That said, there continues to be a sense of overwhelming uncertainty and volatility of the pandemic which causes many people (not all) to focus on what is immediately in front of them as opposed to envisioning the future of professional learning. This may suggest the need for some attention to trauma-informed practice

2. The college is well positioned to make progress on a comprehensive, holistic professional learning framework and plan. The board is interested in allocating resources and senior leadership sees the value in making strategic investments and is prepared to move forward with concrete action steps, in collaboration with faculty and staff. In addition, there appears to be a willingness to participate in collective efforts – "there are a lot of people willing to do a lot of things."

3. Professional learning systems at Mira Costa are very siloed with different reporting structures. For example, the PDP Coordinator reports to the Academic Senate. There is no structural connection with administration so collaboration, if it occurs, is dependent on the person in the position and their goals. Most of the work relates to planning for flex week activities and faculty onboarding and is very dependent on the interests of the person holding the position as opposed to being part of a collaborative and intentional framework for faculty learning support. Regarding the PDP Coordinator there was some discussion about the length of tenure in this position and how dependent it is on Coordinator's focus resulting in lack of continuity and institutionalization of the efforts. The short duration of each coordination does not seem to lend

itself to building on previous work; rather it felt to some that there were a series of short term strategies that did not make a lasting difference over time.

The half time assignment for Teaching and Learning/Online Learning is very much appreciated, especially given the changes that faculty needed to make to adapt to a virtual environment in a short period of time. Yet, I also heard that additional work is needed to tie an intentional strategy to support student success. Further it was suggested that in the future, this position be less tied to technology issues and more focused on the craft of teaching.

The Joyful Teacher position has a relationship with faculty leadership and also with the Vice President. I heard that this may be where the most energy and sense of possibility for taking faculty professional learning to the next level resides in a collaborative way.

The LodeStar program received mixed reviews. Some had a very positive experience; others did not. It seemed to me that the program itself was supported but changes would need to be discussed and acted upon in terms of a more systematic approach overall. Perhaps orientation for mentors, intentional matching up of faculty, rules of engagement and, possibly, compensation. There was also some discussion about extending the LodeStar program through the tenure process.

Faculty value the number of opportunities that are available to them in terms of professional learning and value the flexibility to choose how they want to engage. Yet I also heard some frustration with this level of flexibility, especially related to learning about how to advance equity. Prescribing versus incentivizing was recognized as a tricky proposition. There are concerns about the opportunities for associate faculty as well as the timing of events. For example, flex week activities exclude counselors as they are busy with students at this time.

It seemed to me that few are completely happy with the way faculty professional learning is currently organized yet there are feelings of ownership and protection that lead to a reluctance to consider partnering more intentionally with administration. That said, there is also a sense of optimism about collaboration with the new Academic Senate President and PDP coordinator. This might open up the possibility for rich conversations about what could be co-created.

4. There is a sense of frustration evident with classified staff. It was reported that classified staff feel undervalued; faculty are prioritized and classified staff are not respected in the same way as faculty even though they are the "workhorses" in the college. There are also concerns that classified staff are "too busy for professional development;" they need the ability to get to training (support of supervisor) and/or dedicated time. At the same time Classified staff appreciate the Classified Leadership program, the "amazing" district opportunities and The Healthy Adventures program. There is a sense that what is provided is very fragmented and situational and that people do not know what is available and that the resources expended could be invested more effectively.

5. The college has a commitment to racial justice. One place where this is exhibited is in the Cultural Competence Conference which works well because it centers students and faculty. Everyone spoke very highly of this annual event. Yet, some believe that equity and social justice efforts are "farmed out" instead of growing them within the institution. It is seen as not a question of money but of will and commitment. Efforts to create a sense of belonging,

particularly for faculty of color, are needed. For example, recognizing that new faculty and faculty of color need to be "seen" in the culture as well as understanding that they have a lot to teach as well as learn would be a step forward. Some indicated a desire to develop a structure that includes Joyful Teacher, Online Learning and a possibly new Faculty Equity Leader.

6. I also heard a desire for a cohesive, broader, holistic strategy, which includes deliverables and accountability, for professional learning. This strategy would span the life cycle spectrum of faculty and staff and be strategically tied to the college goals as well as provide some options to pursue individual areas of interest. It became evident that the faculty experience differed depending on the department suggesting that the approaches are fragmented. There appears to be some appetite for more collaboration especially regarding equity and onboarding. Some pointed out that imagination, collaboration, intentionality, and resources are needed. This is favored over tweaking or incremental "fixing" which is not likely to work. It seems possible to balance the anathema for a "top down" approach with a more organic intentional design that brings together a collaborative triumvirate of faculty, staff and administration.

7. There was some concern that not enough attention was being paid to building the internal capacity of the college to address issues. This manifests itself in bringing in "big names" for one-off gatherings as opposed to developing "homegrown" talent and capability to lead professional learning efforts. It seems that there could be a balance achieved that builds organizational capacity and capability while at the same time periodically tapping into the energy that outside speakers provide.

8. Human Resources has a role in professional learning but appears to lack the staffing to develop and execute a strategy. They are very aware of the fragmentation among groups and the heavy lift it would be to coalesce around a comprehensive, inclusive strategy. They would like to see a comprehensive action plan that includes onboarding, culture building, leadership development at all levels and the systems and structures to support it.

9. The investments that are currently being made are appreciated but there are questions about whether they are the "right" investments and if there is a college-wide connection to the commitment to equity, racial justice, and institutional goals.

Opportunities:

The following recommendations include the approach of looking at professional learning holistically and designing a comprehensive program that answers the question: if we were building it now what would we create? It also outlines some incremental steps that can be taken that will still advance professional learning initiatives at the college.

1. It seems that there is an important decision point as to whether you want to take on a bold, broad agenda regarding professional learning or take a more incremental approach. The pros and cons of each should be identified and, recognizing the political aspects, a clear direction articulated. This decision could be finalized following the completion of Recommendation #3 below.

2. Additionally, a decision could be made about the appropriate balance of building organizational capacity for the long term (using internal resources to develop programs, using consultants in limited ways such as facilitating design and conducting "train the trainer" programs) or outsourcing the design and the delivery.

3. There is an opportunity at this moment with new people in the roles of PDP Coordinator and Academic Senate President to partner with administration and other key classified and faculty leaders to envision a holistic, coherent strategy for all groups across the career cycle. Further, a unifying structure that connects the siloes that exist, while recognizing the power of grass roots efforts, should be considered. I recommend that a meeting(s) be convened to co-create such a strategy. This should include a review of any data you collect regarding professional learning – participation, dollars invested etc. Consideration should be given to the components that are common to all employee groups, those that are specific to a particular employee group, the structures and systems required to execute on such a strategy, and the investments that would need to be made. It would be important to emphasize that this effort is not about "taking away" but about enhancing the college's capacity. It would have to be clear from the outset that concrete action would have to follow such a meeting in a timely way. Even if the intention is not to advance comprehensive action immediately, it would help to know what your ultimate, high-level goals are so that you can align efforts to move in that direction.

4. Simultaneously, conversations can begin with faculty leaders (Senate President, PDP Coordinator, Joyful Teacher and Online Learning Coordinator) to discuss a faculty-led effort to design a professional learning program for faculty that supports not only individual interests but also the student success and equity goals of the college.

5. Similarly, conversations with Classified staff and managers could begin to identify their needs and design a talent development and leadership programs that rise up to the challenges of our current environment.

MiraCosta report, Mary Spilde, PhD, ATD Leadership Coach

6. Onboarding was brought up in every conversation. Thought should be given to intentional onboarding as culture building. What is needed to build a sense of community and belonging across all employee groups and what needs to be in place that is more specific for each employee group?

7. Attention should also be given to onboarding at the department level. Once there is a design for a college-wide onboarding, expectations for Deans and Directors should be clarified and set so that there is consistency across all departments as opposed to a fragmented, happenstance approach. Every employee should be provided a similar experience.

8. Consideration should be given to those topics where there may need to be an institutional effort to align with strategic priorities such as Equity. What would a comprehensive program around equity both employee and student-centered look like? In addition, there may be topics to culture building – Emotional Intelligence, Resilience, Mindset, Providing Constructive Feedback; others may be more practical such as Facilitating Effective Meetings.

9. Focus groups with faculty and staff at various stages in their career cycle should be organized to hear directly what people believe they need in terms of professional learning to identify opportunities.

10. There are many organizations in the professional learning space that provide excellent content, both virtually and face-to-face. Consideration should be given to how these organizations can enhance the college's internal efforts. Similarly, faculty in particular have opportunities for discipline connections that can improve pedagogy. The value of discipline or subject-matter affinity groups should be taken into account in design.

11. It needs to be someone's job to lead this effort, pulling together people, planning. design and developing ownership and a sense of co-creation. Consideration should be given to where it best fits in the organizational structure.

MiraCosta Professional Learning
Dream Phase: Possibility Statements

What do we want to create?

Professional Learning leading to career, campus, and community growth, success of students – more enrollment, transfer, and completion - and everyone in the organization understands the power of the learning experience

Our professional learning creates a more equitable and socially just community

An empowered workforce supported and encouraged by its' leadership

A coherent program with various components that is sustained over time and supports a continual process of growth resulting in radical development and learning

Positive culture change where continual learning is simply a way of being resulting in success and excellence

A strategic professional learning and development plan that is unified, provides an overarching vision, and aligns with initiatives across the district (DEIA, Guided Pathways, etc.).

A place for everyone and every person on campus participates in a culture of learning

Provides district-wide professional learning opportunities to serve the institution's priorities while providing freedom/autonomy to decide additional professional learning to serve the employees' priorities

Completely and easily accessible central place (virtual and physical place) which provides opportunities for all and where everyone can go to find resources

Consistent and systematic (not random) program of Professional Learning with clear outcomes, priorities, and measures – both quantitative and qualitative.

Continuous learning –not one and done – threads that continue throughout semester/year

Sense of co-creation and grass roots efforts to define Professional Learning program

A plan that is characterized by learning with care, that supports sustained meaningful experiences and is connected to college priorities

Universal Design that provides sustained learning in community and choice in learning

Raise the level of autonomy and confidence for classified professionals and associate faculty to pursue Professional Learning

Create a culture of learning that includes plans for systematic, sequential learning as well as impromptu offerings to respond to the moment

The culture of professional learning will inform, reflect and exemplify the equity –minded learning environments we seek to provide to our students

How do we want to create it?

Promoting and understanding that Professional Learning is value added

Professional Learning outcomes and expectations are written into policies and procedures

Human interaction at the center

Identify and engage champions of Professional Learning to advocate for and lead college efforts

Supported by leadership, embedded in work day, with no barriers- monetary or timewise

A one stop, centralized Professional Learning office with dedicated staff who would handle institutional level Professional Learning, coordinate with Professional Learning leaders (e.g. PDP Coordinator, Joyful Teacher) provide resources, be flexible with regards to faculty/staff professional learning needs

Collaboratively developed Professional Learning that works across boundaries and decreases fragmentation

Interest themed cohort model that extends to attending conferences together; using the cohort approach would rid the college of the 'one and done' concept allowing for continuous conversations across all employee groups

Includes experimental and experiential learning with immediate applicability

Multiple avenues to connect with one another

Captures interests of all employees who want to learn

Cohort, retreat-style leadership training with project-based learning and practice assignments with immediate applicability

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

Meeting the needs of employees, regardless of where they are in their career

Inclusive approach to development e.g. Governance Groups and Professional Learning committees could develop themes and content. Grows from the bottom up – individuals > Professional Learning committee (collection) > determine theme (s) > to Professional Learning Office

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

Include training expectations for management as well

Assess what is working for each employee group and sunset what is not
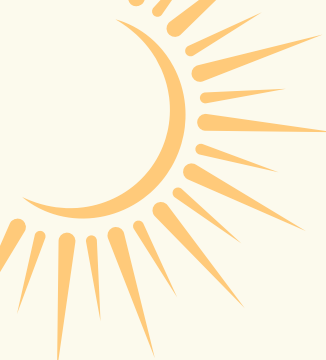
Classified Senate, Academic Senate,
and PDP <u>invite the entire college</u> to join
us for...

Cultivating Human

Connection

**Thursday, Jan. 19th
9am-3pm
OCN Dining Hall
(B3400)**

Hopes and Intentions

As a collective representing all facets of our college, we will explore how we can use problem solving to connect students to...

- each other
- their instructors
- support services
- their cultures
- and their communities

Click here
to RSVP

Agenda

Classified, Academic, and Administrative groups will work together, and individually, to connect with one another and grow as a college. Collaboration and barrier breakdowns, along with breakfast and lunch, will be served. Please RSVP, we have plenty!