



## OFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:05am.
- II. **Roll Call (see special meeting)**  
**Members present:** Anna Alessi, Tony Burman, Giana Carey, **Sandy Comstock**, Sean Davis, **Rica French**, Thao Ha, **Rachel Hastings**, Dominique Ingato, **Jim Julius**, Serena Mercado, Lynne Miller, Brian Page, Zika Perovic, JahB Prescott, Aaron Roberts, Denise Stephenson, PDP Coordinator  
**Others present:** Robin Allyn, Lauren McFall
- III. **Individuals Wishing to Address the Committee** – None.
- IV. **Changes to Agenda Order** – None.
- V. **Consent Calendar**
  - A. **Special Meeting October 8, 2021**
  - B. **Regular Meeting October 8, 2021**

The Consent Calendar was approved by unanimous consent.
- VI. **Reports**
  - A. **Coordinator**

PDP Coordinator, Denise Stephenson, thanked everyone for their responses to the survey and contributions to the spring Flex schedule. The proposals continue to come. There is a large focus on CTE, equity, online and technology productivity, pedagogy, and some of the usual sessions. Academic Senate's Goal #1 recommendation 6, includes PDP. AS recommended PDP work with DEqCC and the Dean of Student Affairs to provide professional learning opportunities for classroom management strategies in teaching controversial topics, managing micro aggressions. Denise Stephenson, Edward Pohlert, and Nick Mortaloni are working on something to present during Flex week. She has also been attending monthly meetings of the California Community Colleges Council for Staff Development (4CSD) sessions and has been hearing positive stories about the Vision Resource Center (VRC), what MCC calls MIST. There were concerns raised there that it was not designed for Flex, specifically. Additionally, PDP, DEqCC and TREC have been meeting and talking about mentorship in general at MCC, including where we are currently and where would we like to be with mentorship, particularly, for full time faculty but also being open to how this might roll out for associate faculty. Denise has been carrying the banner of the loadstar program as a mentorship piece. During Flex week but not as a Flex activity, they will be gathering fourth year candidates to ask them questions about their experience at MCC to inform the group of what their needs might be.
  - B. **C3**

Teacher in Residence, Sean Davis, announced that Lauren McFall will be the interim Joyful Teacher in Residence while he is on sabbatical this spring semester. She always has great ideas about teaching and learning and was an informal consultant for the website. She will be a great interim and bring a lot of fresh perspective. Davis will meet with McFall a few times before the end of the semester in order to handoff some things and talk about some new things she would like to implement.
  - C. **Online Education**

Fresh from the MOE meeting, Jim Julius shared details about the mandatory online compliance training that was introduced in an email from the District recently. It is up to a three-hour compliance training. Focus is on compliance with three main issues of accessibility, copyright, and FERPA. It is not a training for quality online teaching. It includes a self-certification checklist directly from MCC online guidelines produced by MOE and related to teaching and less about compliance. MOE will provide resources when faculty are self-certifying. The plan is for five workshops during Flex week to help offer the resources that faculty can look to when thinking through the self-check list. Hayley Schwarzkopf of HR came to the MOE meeting and shared that the time doing this is Flex-eligible. If AF complete the training prior to 7/31/22 (the deadline for any one teaching online in fall '22), they may be paid rather

than claim the hours for Flex. Training starts in Canvas and then ends in MIST where you can get the certificate and submit it to the Dean's office with the checklist. Full time faculty can also consider this as part of their institutional service and not for Flex. All faculty will be paid and it is a matter of what way. After 7/31/22 associate can no longer be paid for the training; they can only use the hours towards Flex. French re-emphasized that technically it is not appropriate to prescribe something as Flex eligible across the board. It is up to the faculty member whether something is or is not flex-eligible. If the District requires us to participate, it is not flex-eligible, unless it was specifically negotiated with the District. After looking at the full-time contract, Julius noted that there is nothing about Flex for this requirement. Stephenson will continue to investigate but currently, Byrom, Schwartzkopf, Ng, and Pescarmona are all saying that faculty can use these hours for Flex.

#### **D. NCHEA**

NCHEA Chair, Rachel Hastings, noted they had their interview event in November co-sponsored with the San Diego Chapter of the American Association of women in Community Colleges. A large number of faculty staff, and students got to listen to a workshop on how to organize ideas in professional interviews and then actually practices with some career and communication experts.

Next semester their focus will shift and they will be taking with the social justice ADT focusing on credit for prior learning. The new grant cycle is on April 1<sup>st</sup>. Think about applying for a NCHEA grant. In conjunction with Nate Scharff, Hastings worked on a strong workforce grant which was accepted with a sizable amount of money. The focus will be on the open doors project that takes the digital training she's been doing with disproportionately impacted students over the last year. Students will have \$18/hour paid internships. The first students will join in January.

#### **E. DEqCC**

DEqCC chair, Aaron Roberts, noted that DEqCC will welcome Violeta Sanchez as chair in January. At their retreat in January, the committee will focus on what they want to do going forward and will report to PDP after that.

### **VII. New Business**

#### **A. Campus Equity Reads**

Description: *Leadership invited Denise to collaborate on the all-campus equity reads. Spring '23 will provide an opportunity for a pedagogically focused equity text. Grading for Equity by Joe Feldman and We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love were suggested texts. What process should PDP use to arrive at a text choice for wide distribution in Spring 23?*

PIO announced the times to pick up the first equity reads book, "From Equity Talk to Equity Walk." The summer read will be a memoir. There have not been faculty in this workgroup until now and there were two books discussed that were pedagogically focused. The group was going to pass over them indicating faculty need to do their own thing but it was argued that classified also need to do the classified thing and that maybe there should be a semester where the college pays for these books and faculty can do a campus read together. Therefore, it was agreed that in the spring of 2023, the focus will be on our roles at the college so there may be multiple reads. There are currently two book suggestions; *Grading for Equity* by Joe Feldman and *We Want to do More than Survive Abolitionist Teaching and the Pursuit of Educational Freedom* by Bettina Love. In the meantime, we need to come up with a process to select a book so that when spring 23 comes around we can suggest it and get the books purchased and provided in a timely way.

Discussion ensued as to how selecting a book might happen. Ultimately someone will decide and at the moment, this committee has been given that opportunity, but how democratic do we want the process to be? It was felt that DEqCC should be involved in the decision-making.

It was asked if there were a couple of people who would like to work on a process for this. It should be done by mid-fall next year so books can be purchased for spring '23. Think about interest, willingness, for volunteering and come back to this in February. Roberts will take this to DEqCC.

#### **B. Professional Development is being reconsidered district-wide**

Description: *Please review the [Professional Learning Report](#) by ATD Coach, Dr. Mary Spilde. AS President Luke Lara has asked for PDP's input on potential changes in the configuration of MiraCosta's professional development.*

The overarching recommendation is a more comprehensive professional learning at MCC across all groups. Jim Julius, Sean Davis, and Denise Stephenson will be talking with Luke Lara in terms of the faculty response to this report. Stephenson is most interested in concentrating on what things are seen

as opportunities to work in a more collaborative way in terms of professional learning and what are the cautions.

Opportunities discussed:

- If we were not isolated as faculty PDP but working with classified and administrators, more opportunities of looking at the culture and having an impact; i.e. onboarding all the way through the mentorship period and five-years in.
- PD and learning is important – glad there is focus on onboarding and mentorship. In the scope of onboarding and mentoring, as a first generation faculty of color and to ensure racial equity and recruitment of faculty of color and retention, we must be more intentional in recruitment. We are under a new VPI who seems to be more open and has an equity-minded lens. Would advocate for Stephenson to bring forward that focus and recommendation. Read opportunity #4. PDP, in collaboration with DEqCC, should lead the way. This is already happening. Strengthen and amplify what is in place for #4.
- Appreciates the inclusion of the Joyful Teacher and his role in OE. If as grand and formalized and centralized that this report is or we continue to do a better job or reaching across silos. Student success and equity is central to what we are doing but feels like some of the top level folks are pushing for certain things to happen because we are in an accreditation cycle and other colleges are doing things differently. As long as faculty are doing really good things and making good progress, we should not turn over the reins to folks higher up. It's possible to have a negotiated requirement with compensation for AF. Collectively, as faculty, we can bring to FA and the district to formerly support this. Online-specific thoughts with the evolution of what we are doing.
- Target #11. There are people on campus already doing this. If we are going to hire someone, that person needs to be someone who is good and trained and specifically hire people of color.
- Many years ago when PDP was designated in the Program Review system, one thing put forth was the need for a dedicated position that would allow the person in the position to draw all the threads together. It's hard to affect meaningful change when doing things piecemeal. A full-time position was proposed to draw all the PD threads together. Don't know what was involved in bringing the consultant to do this but, maybe now is the time to push the button for a person who can champion social justice, equity, and inclusion.
- The report feels like top down or someone will determine what PDP is. This is counter to what the committee has been the last few years; allowing individual people to have more say in their PD. Understands the need to bring together silos. We are acting as a coordinating or facilitating group.

Cautions discussed:

- Complete support of a more robust and intentional onboarding system and mentoring support for faculty of color, in particular. Asked where is this coming from exactly? Are we seeing an outcome or issue that is apparent? How and why does this come up? Looks at tenure and evaluation process that is successful in objective ways.
- Removes the agency of the different constituencies.
- Is the position a title or are there threads woven into the institutional fabric of the college? The person in this position should be accountable and not just a title.
- As PD exists now, you get to decide what your PD is and if the college has certain missions and goals, how do you focus attention on ensuring effectively meeting those goals. How to effectively build a program that's developed for an entire institution? What are the principles going into PD at other institutions? Is it more unified elsewhere? It's different at MCC. What's missing? Where are we not seeing this unification? It's difficult to be an expert in your discipline in addition to other things, as well. Why did this report get developed in the first place?
- One can say when we talk about PD that this committee and PG&E are working together. We are more concerned about providing PD opportunities and PG&E is working on the process of tenure review for each candidate. So where we offer more opportunities, nurturing culture of PD is a big thing; not just an individual thing. At universities, most departments have departmental seminars and it is expected to be there and meet all your colleagues or hear a specific presentation. This could be a good joined process instead of individual. Structuring something without too much structure, i.e. meet once a month or also a once-a-month college-wide workshop.

- Interested in the relationship between PD and student success. What are the various ends in regard to where we are aiming with PD? Faculty are hired in order to teach. That should be the focal point of the aims here and not obscure that with other conversations.
- Given when the conversations took place, where did they take place, who participated, how many AF took part in this conversation? AF work at multiple campuses; where the majority of people teach on this campus fit in this discussion. It was noted that there were no AF leadership nor classified at the meeting for this conversation when it took place.

## VIII. Old Business

### A. Revisiting Vision Resource Center (MIST) & Flex Categories

Description: *Debby Adler will let us know what changes can and cannot be made in MIST. Stephenson provides the [attached document](#) comparing MyFlex categories and the Title V list found in MIST with state reporting needs.*

The right hand categories on the attached document are in MIST and what the state requires us to report on at the end of the year. The FLEX list in the left hand column does not sort well into those categories (on the left side of the shared sheet).

If we make the change to MIST for reporting Flex, would faculty struggle with a new set of categories? It's difficult to report to the state with our current categories. The list in Title V was explained. Although there has to be some accounting, there is no guidance from the Chancellor's Office. We fit our workshops into the Title V categories and it is just that we are following through. The category list on the left came from the committee. Nowhere in Title V does it say that our workshops have to fit in the list of categories, specifically.

VCR is preloaded with statewide items, however, we can add anything local we want. We can have all faculty use it. State trainings are also available to us; it's being used as part of the system to collect and deliver those, as well. It has this larger institutional purpose that can't be ignored. Although it seems to solve a lot of problems, there are various issues. The fact is, it was not built for Flex and that is a problem for all. It was suggested to be careful and asked if we are going to create another situation by changing categories again. If we move to MIST, the sessions we offer would be easy to enter. If participating in activities beyond our offered workshops, faculty would need to choose the category for that activity.

Want to see where the other conversation is going and learn more before transitioning to MIST. It was asked this can be done so faculty want to get onboard.

## IX. Information / Discussion – None.

## X. Adjournment – The meeting adjourned at 12:45pm.