Professional Development Program Regular Meeting
Friday, October 11, 2024 ~ 11:30am – 1:30pm
Hyflex room OCT250 (C³/TLC) and via ZOOM
1 Barnard Drive, Oceanside, CA 92056

OFFICIAL MINUTES

I. **Call to Order –** The meeting was called to order at 11:37am.

II. **Remote Member Attendance**
Description: *PDP will consider remote participation of members under the provisions of AB2449, if any.*
No members of the PDP committee requested remote participation under the provisions of AB2449.

III. **Roll Call**
Members Present: Aaron Roberts (coordinator), Amena Coronado, Xuchi Eggleton, Rica French, Ansina Green, Jade Hidle, Bruce Hoskins, Tricia Hoste, Dominique Ingato, Jim Julius, Brian Page, Zica Perovic, Denée Pescarmona (administrative representative), Andrea Petri, Jim Sullivan
Members Absent: Ghada Osman
Others Present: curry mitchell, dara

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

V. **Changes to Agenda Order**
Old Business agenda item: Academic Senate Advisory: Amount and Placement of Flex Days, will be discussed before Reports.

VI. **Consent Calendar**
A. Approval of the Regular Meeting Minutes of September 13, 2024
The consent calendar was approved by unanimous consent. Brian Page and Zica Perovic were not present for the vote.

VII. **Reports**
A. Coordinator – *Aaron Roberts*
Roberts is working on the next Vibe publication with the theme, Under Construction. Each committee member received a paper with the question, "How do you construct your classrooms?" Roberts instructed folks to think about this and consider what practices they do in their classroom that contribute to the success and care of their classes.
NCHEA and PDP have a relationship. Palomar, MCC, and CSSM work together. They have recently constructed a larger team and wanted more buy-in from administrators from all the colleges. The purpose is to think about how the three schools can work together to face the challenges in the region. There are NCHEA collaboration grants. They are due November 1st and are up to $4,000 this year. They are available for any event, collaboration, or project that brings the colleges together.
A larger issue around NCHEA is getting people to show up. There is a lot of work but not a lot of support. Roberts is a standard board member; Wojick and Roberts are the only two attending from MCC. He is reaching out for support from the PDP committee and asking if any members would be interested in attending NCHEA meetings. He noted that events surrounding AI and HSI efforts are being planned. The challenge is that anyone who does not have reassigned time to be there, will not want to be there. Is there a way to encourage folks who are supposed to be there to attend?
Hoskins noted that he was unable to do it when he was PDP coordinator and at that time someone was given 20% reassigned time to attend the meetings as the MCC representative. It is supposed to rotate leadership and the host school is the fiscal agent. Palomar says they have no fiscal agent and so it is always MCC taking on this role. Meetings are held on the first Thursday of each month and this is information that Roberts will need to forward to the next PDP coordinator.
B. C3 – *Jim Sullivan*
Sullivan has been working with Wendy Stuart and the IDEA office and promoting the college-wide book, *Viral Justice* by Ruha Benjamin. A first discussion has taken place. Members of PDP were encouraged to grab a free book as part of the program. The first pedagogy session will take place on Zoom. This session will explore the meanings of pedagogy and Cariño. Meetings are scheduled for the fourth

Friday of each month at 10:30 AM. Additionally, the Teaching STEM thread started last Friday, with three of the four strands now running.

C. Online Education – *Jim Julius*

MOE is currently evolving from a supportive environment for faculty into a focus on regulatory and policy issues. They now meet once a month instead of twice. The organization is enhancing support for onboarding faculty new to online teaching by creating guidelines and resources for department chairs, leaders, and mentors to establish a structured approach. There is a growing recognition of the importance of hybrid modalities in the post-pandemic landscape, leading to the development of resources focused on creating effective hybrid classes. JahB Prescott is exploring alternative assessment tools and developing resources to share with colleagues. Typically, hybrid classes have a mentor to support faculty, as this mentorship is crucial for success. An AS-approved document addresses whether faculty are sufficiently fluent with technology, and those new to Hyflex should be able to request technical assistance in their classrooms. It may be beneficial for MOE to present to the Academic Senate and then to the Dean of Instruction, although this would need to go through the resource allocation process. Additionally, examining data on Hyflex success rates could provide valuable insights.

D. DEqCC – *Xuchi Eggleton*

In Spring 2025, Wendy Stewart and Chelsea Chavira will work on the details for the USC EMTI (Equity Minded Teaching Institute), designed for classroom faculty. The sessions will be held on the last Friday of each month from January to April, via Zoom, from 8 AM to 12 PM. Participants are encouraged to attend even if they have participated before, as new information will be provided, making it a valuable resource for becoming an equity-minded teacher. Additionally, there will be a Pom Pom after-party for DEqCC on November 8th, where attendees can continue the conversations started at the last conference. On November 14th at 2pm will be Teatime with DEqCC surrounding cultural conversations. DEqCC is looking for help with recruitment from STEM.

VIII. Old Business

A. Academic Senate Advisory: Amount and Placement of Flex Days — *Aaron Roberts*

Description: The committee will finalize its recommendation to the Academic Senate for the amount and placement of the Flex days in the new calendar. We will also discuss a plan to utilize new days spaced throughout the year that are considered independently scheduled.

The goal of this discussion is to arrive at a solid recommendation for the Academic Senate. At the last meeting, it was agreed that the new calendar will include ten flex days. There was extensive discussion about the optimal placement of these days within the academic calendar. It was noted that prior conversations with PDP indicated a desire to distribute these days throughout the semester. There is excitement around using flex days for assessment activities and end-of-year reflections, engaging departments in meaningful discussions.

It was further highlighted that, in conversations with associate faculty colleagues, the specific placement of the days was less of a concern compared to the availability of flexible options, such as recordings for associate faculty to access flex activities as needed. Another concurred that maintaining ten flex days is wise and suggested that it may be less critical how those days are utilized since much professional development (PD) occurs outside of MCC. Spreading the flex days out to better serve constituencies and effect meaningful, long-term change, aiming to implement best practices in PD, instruction, and leadership was encouraged.

There was also a feeling that there should be more intentionality about scheduling specific activities on the days that replace instructional time. This need for this purpose seems to conflict with the goal of allowing faculty the freedom to pursue their own professional development. It may be more acceptable to allocate some of these days for faculty to design their own activities.

The importance of not overwhelming faculty was emphasized, while still fostering a collaborative spirit. Perhaps there should be designated days for collective PD, as well as days for individual pursuits, and that blending the two could be beneficial. If faculty do not take the initiative to use PD days collaboratively, those opportunities may be defined for them. Therefore, it is essential to balance individual and collaborative development.

The approach to the five flex days should remain consistent, with the primary difference being their distribution throughout the semester. Faculty should have the option to choose from these days, even if they fall on different dates in the calendar. It's also important to remind faculty of alternative PD methods beyond traditional workshops on flex days, such as asynchronous and synchronous activities

spread throughout the semester. For instance, a month-long activity could involve asynchronous discussions culminating in a live meeting.
In the DEqCC meeting this morning, the lack of follow-up on these initiatives was discussed, as many faculty expressed a desire for more opportunities to engage with their colleagues. Structured reflection could lead to more fruitful discussions. If this framework is established, we can effectively market it to faculty, emphasizing their professional agency. We should ensure this foundational structure is communicated clearly, providing a list of scheduled and unscheduled options. Additionally, we want to schedule meaningful activities on mid-semester days.

MSP (Sullivan/ French) [Pescarmona and Amenia abstained; Brian Page and Zica Perovic were not present for the vote] to maintain ten flex days throughout the year with two to three Flex days at the beginning of the semester and two or three Flex days during the semester as appropriate with a follow up and continued evaluation by PDP.

IX. Information/Discussion

A. Proposed Changes to BOG title 5 Regulations – *Aaron Roberts, Denée Pescarmona*

Description: *Proposed title 5 language changes regarding the flexible calendar will be discussed. This is the first time any changes have been made to this language in almost 20 years.*

Pescarmona noted it would be good for a PDP member to serve on the AAC calendar committee for a direct line of communication. French volunteered.
It was noted that there has been no change to title 5 language regarding the flex calendar for the past 20 years. However, there will now be some big changes for the role of faculty and faculty professional development (PD) in title 5. Prior to this iteration, counselors and librarians were not encouraged to do flex. The language is deliberate in that instructional faculty must do flex, recognizing that counselors and librarians will need to do PD as well. The language is now significantly more inclusive and now broad and says all employees. It's now inclusive of anyone who provides service to the school and not just instruction. This means support staff, i.e. classified professionals. There are bargaining implications that will come out of this. The Statewide Classified Senate has sent this out to all its members to let them know they might have to negotiate to include this in their contract.
Another change is that the annual report will now be every three years for Flex certification for everyone's PD involvement. Currently, it is yearly.
For each group specified by the district, the district will provide the time in lieu of job duties on designated days. Normal hours will be substituted.
There are also some modifications as to what kinds of activities qualify for Flex.
Once you start putting everyone together under one PD umbrella, you move to a training model. If we make a move to a PD Learning Center run by a classified professional, it could move away from the current model of PDP. They want to redirect PD as a tool for advancing. The hope is that we can do better work locally with a better ethos of the why of what is happening. Classified don't have time to engage in their own professional learning. This language change can advocate for them. These changes have already gone to the first board of governors for approval.
Every group should self-determine what their professional learning should be with good collaboration across groups. How we do it locally is important, and in which there is some agency. There could also be a Classified Professional Development group and an Administrator group.
The state initiative does not seem to be the same. We need to simultaneously partnership with Pescarmona by attending meetings. We can protest and collaborate.

B. Committee Roles and Responsibilities for the Year — *Aaron Roberts*

Description: The committee assigned roles for the year, set timelines for work to be completed, and determine working arrangements between meetings. Updates will be shared.

Petri is working on the survey.
Osman and Green are working on the travel process.
The Flex audit needs to get started.
Planning to send the flex call out following the next meeting.
Perovic and Roberts are working on the Canvas pages.

X. Adjournment – The meeting adjourned at 1:30pm.