



**Resolution 2025.5.1 – Support for Professional Development for Teaching and Learning:** Updated 09/15/25

Kim Lacher & Christina Crosby (Introduced to SDMC AS by Senator at Large Ryan Mongelluzzo)

Mover: Moore

Seconder: Kushkaki

**Whereas**, San Diego Mesa College has committed to supporting student equity and excellence<sup>1</sup>, and equitable and effective teaching requires robust support and ongoing professional development for teaching and learning to ensure high-quality accessible<sup>2</sup> instruction, foster student engagement, and implement best, equity-infused practices in andragogy<sup>3</sup>; and

**Whereas**, San Diego Community College District and San Diego Mesa College have previously supported professional development for teaching and learning through funding and reassigned time allocated for Mesa's Ongoing Support for Teaching (MOST), which helps with all modalities; Online Faculty Mentors (OFM), which helps with our growing demand for and changes to online education<sup>4,5</sup>; Accessibility Mentors, which helps ensure equity for all students; alongside many other opportunities<sup>6</sup>; and

**Whereas**, per the aforementioned support, Mesa has received multiple accolades<sup>7</sup> including a commendation from ACCJC (the accrediting board)<sup>8</sup> as well as national recognition for our faculty-led professional development such as MOST's work with hundreds of faculty through cohorts, workshops, individual coaching; Faculty Inquiry Groups (FIGs); Curriculum Equity and Excellence Review (CEER); ultimately affecting more than 450 courses and over 13,500<sup>9</sup> students; and

**Whereas**, demand for aforementioned professional development opportunities has continued to increase<sup>10</sup> but support (financial funding as well as reassigned time), has decreased for MOST and Online Faculty Mentors, amongst other things (equaling more than a 65% decrease in support starting in Fall 2025<sup>11</sup>); which means that faculty who are involved in developing, implementing, and participating in professional development will receive less compensation for all the additional time required for the kind of pedagogical improvements that have led to the aforementioned accolades Mesa received; therefore

**Be it Resolved**, that the San Diego Mesa College Academic Senate urges the San Diego Mesa College administration to prioritize and expand support and resources, including institutionalized financial compensation and appropriate reassigned time to develop, participate in, and implement professional learning opportunities for faculty teaching in all modalities, including training in accessibility best practices and innovative instructional strategies to enhance student success.

**Be it further Resolved**, that the San Diego Mesa College Academic Senate also urges the San Diego Community College District administration to prioritize and expand support and resources, including financial compensation and appropriate reassigned time to develop, participate in, and implement professional learning opportunities for faculty teaching in all modalities, including training in accessibility best practices and innovative instructional strategies to enhance student success.

If you have any problems accessing the links below, please reach out to:

Kim Lacher (4) or Christina Crosby ([ccrosby@sdccd.edu](mailto:ccrosby@sdccd.edu))

## Footnotes

1. [2022-2025 Equity Plan Executive Summary](#)
2. Ensuring accessibility in all courses is essential to providing equitable learning opportunities for all students, including those with disabilities, in compliance with legal and ethical standards
3. [How San Diego Mesa College Transforms Online Teaching Through Faculty Development](#)
4. Online education constitutes a significant and growing percentage of course offerings at our college, providing critical access and flexibility for a diverse student population; and according to the [ASCCC \(2023\)](#) "Professional learning is critical to ensuring that students in online courses have high quality educational experiences"
5. [Regular and Substantive Interaction](#) is integral to the learning experience, closing equity gaps, and is a required component of the accreditation evaluation
6. Mesa's Ongoing Support for Teaching (MOST), Faculty Inquiry Groups (FIGs), Online Faculty Mentor (OFM), Accessibility Mentor, Curriculum Equity and Excellence Review (CEER), Peer Online Course Review (POCR), Strong Workforce Faculty Institute (SWFI),
7. Some of MOST Accolades:
  - LOFT
  - professional learning, including MOST, only commendation in Accreditation Peer Report
  - Identified as an Innovation in Higher Education, in California Competes Article
  - MOST Team members asked to present at conferences
  - MOST Cohort content adopted by other California Community Colleges and the SDCCD Online Faculty Certification Program
  - MOST Cohorts accepted for UCSD Extension credit
  - [MOST success data from program Review](#) (This includes data on MOST's Include cohort that showed a slight increase in student success for Include participants. This was data that was shared in the Strengthening Student Success presentation in Oct. 2023")
  - [SDCCD DE Student Success data](#)
8. [San Diego Mesa College Peer Review Team Report Accreditation](#)
9. Course and student numbers are approximated using an estimate for the number of faculty that have participated in the 13 MOST cohorts, 3 CEER institutes, and multiple FIGs. Each tends to include an average of at least 25 faculty and for an average class size of 30 (acknowledging that some courses have higher or lower caps). This estimate is likely quite an underestimate as faculty have most likely applied what they have learned to multiple courses but we are only counting one course per faculty in this estimate.
10. Consistently, more faculty have signed up to participate in MOST Cohorts than there were seats available.
11. Just looking at reassigned time for MOST team members and OFMs, we are seeing a reduction of about 2,560 hours down to the approximate equivalent of 906 hours for the 2025-2026 academic year, meaning that, going forward, there will only be 35% of past support. The actual reduction is likely even more extreme if we factor in other cuts (e.g., funding for faculty participation compensation).

Presented to the SDMC AS: May 12, 2025

Approved by the SDMC AS: September 15, 2025

The votes are delineated on page 3:

1. Carlynne Allbee
2. Henry Browne
3. Jennifer Cost
4. Nellie Dougherty
5. Ian Duckles
6. Justin Estep (Abstain)
7. Erin Evans
8. Jennifer Frost Moreno
9. Veronica Gerace
10. James Hinton
11. Andrew Hoffman
12. Alex Holowicki
13. Geoff Johnson
14. Dante Jones
15. Jesse Keller
16. Wendell Kling
17. Mariam Kushkaki
18. Sam Lee
19. David Lizarraga
20. Thekima Mayasa
21. Ryan Mongelluzzo
22. Danica Moore
23. Roger "Rusty" Nichols
24. Mychal Odom
25. Miriam Pacheco
26. Scott Plambek
27. Anthony Reuss
28. Michelle Rodriguez
29. Jessica Sardo,
30. Scott Suarez (Proxy to Ryan Mongelluzzo)
31. Ngoc "Kim" Tran
32. Richard Unis
33. Louis Valenzuela
34. Karen Wait
35. Michael Williams