

SAN DIEGO MESA COLLEGE
Campus Employee Learning Committee
MEETING MINUTES
September 26, 2018 3:30 – 5:00 pm
LOFT

In attendance: Andy MacNeill (Dean of LRAS, Co-Chair)

Janue Johnson (Professional Learning Coordinator, Co-Chair)

Committee Members: Anda McComb, Denise Rogers, Eva Parrill, Katie Palacios, Kristan Clark, Larry Maxey, Leticia Lopez, Mark Manassee, Veronica Gerace, Todd Williamson, Ed Helsher (representing CPLC), Monica Romero (representing CAT)

Absent: Aracely Bautista, Carla Grossini-Concha, Cassandra Hamel, Erika Higginbotham, Ingrid Jayne, Krista Stellemacher, FPLC Rep

- I. Call to Order at 3:37
- II. Welcome and Introductions
 - a. Attendees introduced themselves
 - b. This is the umbrella committee for all professional learning that occurs on campus
- III. Embedding PL into our meeting (15 mins)
 - a. Sample activity & feedback
 - i. Janue attended BSILI, ESCALA, and NCORE over the summer and can share some of the activities that she participated in
 - ii. There are 3 articles, each person should take an article and read it, and at the next meeting we will discuss
- IV. PL Funding Request (40 mins)
 - a. Previous Year Review: Rubric, Timeline, Form
 - i. Last year we created a form and rubric, had a subgroup to review requests
 - b. New Funding Approach:
 - i. PLC Reviews and Approves requests that are under a certain amount (for example, \$1000)
 - ii. Threshold Amounts for PL request

- iii. This is similar to the way CAT committee functions, requests for under a certain amount are decided by the committee chair, it is very efficient
- iv. Other ideas: review Group: Funding Proposals go through CPLC and FPLC
 - 1. Criteria set by sub-committees
 - 2. Do we want to split these groups? Do they have different interests?
 - 3. These groups are already doing a lot of work with planning mini-conferences and events
- v. Monica- requestors should have an outcome in mind for an activity, what are they trying to accomplish? Can they leverage the resources on campus? With this discussion, the focus moves toward the outcome instead of the money
 - 1. You see the overlaps in interests/needs
- vi. Lety/Anda- there is a dropdown in program review “What kind of professional learning is required to meet the goals of the department?”
 - 1. This may take a couple years to get up and running but would work
 - 2. We won’t be able to make changes to the BARC/FHP/CHP process this year, but we can work toward future years
- vii. Can ensure that assessments happen for professional learning
- viii. How frequently would calls for PL proposals happen? Once a year, once a semester?
- ix. Each funding source has different requirements, some have different fiscal years/timelines
- c. New Idea: Advertise PL Resources Available For Spring 2020
 - i. Timeline: October 2 – November 1
 - 1. People can apply for spring support
- d. How do we put the constituent groups in the “drivers seat”?
 - i. Fit within needs, fit within their schedule?

- ii. Denise- find the pre-existing audience, go to the department and school meetings that people are already attending; work with chairs – “How can we support PL within your disciplines?”
- iii. Ed- the success of ClassiCon is because attendees are given choices, many Faculty are talking that they want a similar event.
 - 1. FPLC: Catalyst is a teaching-focused mini-conference on campus
 - a. Options for other topics
- iv. Maxey- funding is set aside for equity-minded practices, can work specifically with academic units to get the best ideas for things that they need. If we (the LOFT, Deans, committees) are making the menu, people may not come. We have to allow the constituents to take the lead on their own learning.
- v. Strategically work with groups
- vi. How do we target the groups we are not reaching so far
- vii. How can we frame the request, what can we help you with that relates to equity
 - 1. Clarifying “what is equity” because there confusion
 - 2. Larry- there is a definition of equity, we need to get that out there
- viii. Keep in mind- what is the goal? Just butts in seats, equity mindedness, change of practices
- ix. Keep in mind: relationship building, and looking at data
- x. Where to start? Faculty read the data and see the equity gap, but don’t know what to do.
 - 1. The conversation is being had
 - 2. How can we create a safe space where faculty can try new things (and possibly fail?)
 - a. We are already failing a lot of students who are not succeeding in our college
 - 3. Deans/Chairs need to be in on this message
- xi. Thinking about the group you are servicing, personalizing
 - 1. Intentional approach
 - 2. Leverage resources, empower everyone

- 3. How do we hold follow-up discussion, and then embed best practices
 - 4. Address the spectrum of people on campus, scaffold
 - xii. Between now and the next meeting, the PL people will connect with folks in SB, Fine Art, Ex Sci
- V. Next Meeting (15 mins)
 - a. CEL Goals
 - b. Classified PL Academy
 - i. Trina, Anda, Eva
 - c. Catalyst
 - d. Supervisors PL Group
 - e. Fall Convocation/Flex Week
- VI. Reporting Items:
 - a. Subcommittee reports
 - i. No reports
- VII. Roundtable
 - a. No roundtable discussion
- VIII. Plans for next meeting
- IX. Adjournment at 4:40 PM