

Professional
Development Day Fall 2020

INTERRUPTING

SYSTEMS

OF ADVANTAGE

**NOT A PASSIVE
EXERCISE**



PASADENA
CITY COLLEGE

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President's Message

Dear PCC Family:

Thanks for taking some time today to participate in our first all-online Professional Development Day.

It goes without saying that this year's start of our fall semester is vastly different than what we are used to. I don't know about you, but I left my comfort zone far behind somewhere in March, and it's been uncharted territory ever since. I take comfort, however, in the community we share at PCC - whether in a virtual space or in person - and I have been pleasantly surprised at the wide range of little ways our college has expressed its character in this new environment we have grown to inhabit. There are challenges, no doubt, but I'm sure I'm not the only one who has enjoyed a new sense of togetherness in our work over these months. There is no other group with whom I would choose to weather this storm than the one here at PCC.

Today we will dig deeply into a project that will define our year ahead: Reconstructing our college as a place where racial justice and equity drive everything we do. Events this spring showed in sharp relief the imperative for us to change. Systems and assumptions must be challenged; structures and obstacles must be torn down. We have only begun the work of understanding how to put this imperative into action, but the events today will give us a launchpad for the crucial work we have in front of us. At PCC, "Black Lives Matter" will not be a statement - it will be a guiding principle that will help our students, staff, and faculty better engage with our community and fully realize their potential.

This work is not going to be easy. We will be challenged - professionally and personally, as individuals and as members of affinity groups - and we will not know what to do as we experience resistance to new ideas. I encourage you to embrace that uncertainty. Although we are educators, we know how vulnerable we feel when we say "I don't know that, please teach me more," and how scary it can be to learn we are wrong. As we engage this work, I want to remind you that you have permission to be imperfect, and to make mistakes and admit to them. We all need to be ready to dive into the messy process of increasing our mutual understanding and respect for one another.

I want to recognize the presenters of the sessions today for taking the brave step of sharing their experiences with their colleagues. I also want to highlight work done by the Flex Advisory Committee and all of the other groups and individuals who supported their planning for today. I'm positive it will be an engaging and informative experience.

We are on an unfamiliar road, and there will be many unforeseeable obstacles on our journey. We will make our way through this together. I look forward to learning and sharing something new with you today and throughout the year to come.

In solidarity,

Erika



INTERRUPTING SYSTEMS

OF ADVANTAGE

NOT A PASSIVE EXERCISE

Overview of the Day

9 a.m. – 10 a.m. **Opening Session**

10 a.m. – 10:15 a.m. **Break**

10:15 a.m. – 11:45 a.m. **Breakout Session 1**

11:45 p.m. – 12:45 p.m. **Lunch**

12:45 p.m. – 2:15 p.m. **Breakout Session 2**

2:15 p.m. – 2:30 p.m. **Break**

2:30 p.m. – 4 p.m. **Classified Session & Division Meeting**

Learning Outcomes

1. Explore current PCC programs and services that seek to empower/support Black/African American students and other marginalized groups, and identify practices and approaches that are most impactful.
2. Reflect on the ways in which our actions—at the individual, department/division, and institutional level—sustain systems of advantage, particularly anti-Black racism, at the College.
3. Articulate actions—at the individual, department/division, and institutional level—aimed at interrupting systems of advantage, particularly anti-Black racism, at the College.

Breakout Sessions

Breakout Session Strands

Our Students: Fostering Inclusion and Engagement	<i>Sessions within this strand focus on deepening our understanding of who our students are and/or highlighting various ways we can support their sense of belonging and engagement on campus.</i>
Curriculum, Pedagogy, and Instruction	<i>Sessions within this strand focus on student learning, both in the classroom and online. Topics include designing high-quality and equity-minded curriculum, navigating the curriculum-approval process, and enhancing our pedagogical and instructional approaches.</i>
Working at PCC	<i>Sessions within this strand focus on a variety of topics relevant to PCC employees. Topics include AB 705, accreditation, time management, employee contracts, cyber security, and sexual harassment.</i>

Breakout Session 1 (10:15 a.m. - 11:45 a.m.) **Our Students: Fostering Inclusion and Engagement**

What are Blackademics? How to Revive the Vine of Education for Black Students

Presenters: Gena Lopez, and Armia Walker

Participants in this session will engage in a conversation about developing a three-year academic pathway for Black community college students, the curation of Afrocentric safe spaces, and the creation of an equity project geared towards connecting all Black students with campus resources. Equity gaps currently experienced by our Black students will be highlighted, along with interventions and best practices for further developing Black student success.

Affirming and Empowering Formerly Incarcerated Students at Our College

Presenters: Anthony Francoso, Laura Hayes, and Nicholas Hatch

This session will focus on formerly incarcerated students and their experiences navigating higher education. Leaders of our Community Overcoming Recidivism through Education (CORE) program and Formerly Incarcerated Radical Scholars Team (FIRST) student group will facilitate. Learnings from the Leadership Institute convened by Corrections to College California will be shared, along with best practices from Homeboy Industries that aim at building allyship for our communities.

Identifying, Preventing, and Responding to Microaggressions in our College Community

Presenters: Jason Vasquez, and Michaela Mares-Tamayo

Our students and colleagues experience microaggressions as part of their daily lives. Learn about what microaggressions are; how they impact people inside and outside of PCC; and strategies for coping with and responding to them in empowering ways.

A Conversation About Anti-Blackness and Intersectionality with the PCC Safe Zone Coalition

Presenters: PCC Safe Zone Coalition Members: Carrie Afuso, J. Pablo Carreon, Yajaira De La Paz, Jeff Hupp, Kathy Kottaras, Cecilia Medina-Adamo, Brian Joseph Pangan, and Raquel Torres-Retana

In this session, the PCC Safe Zone Coalition will provide a description of the group (history, mission and activities). Facilitators will help individuals identify personally held ideas of anti-blackness and how that bias impacts the lives of undocumented & LGBTQ communities. The focus will be on creating a more conscious, personal, and actionable/equitable practice at Pasadena City College.

International Student Ally Training

Presenters: Olivia Loo, and Michael Jones

Participants in this session will learn about services and resources that can support our work with international students. The facilitators will discuss some of the unique challenges our international students experience, show how intercultural communication theory can inform our interactions with international students, and provide a structured space for collaborative reflection *Please note that this session continues in Breakout 2. No additional registration is required, and participants will be credited for 3 hours.

Breakout Sessions

Breakout Session 2 (12:45 p.m. – 2:15 p.m.) **Our Students: Fostering Inclusion and Engagement**

Familiarizing Yourself with Social Services at PCC

Presenter: Susie Herrera

Participants in this session will learn about Social Services at PCC and best practices for helping students connect to resources, both on the PCC Campus and within the broader community. The facilitator will address ways in which strategic collaborative efforts between faculty and student services can increase student success and the various supports available for fostering this collaboration.

Where Do I Send My Students?: Math and Writing Collaboration Amongst FYE, MSC, and WSC

Presenters: Giselle Miralles,
Genesis Montalvo,
Joshua Hidalgo, and
Julius Duthoy

Presenters of this session will outline the different resources available to students through the First Year Experience, Math Success Center, and Writing Support Centers. The ways in which Faculty members can cultivate student success in these centers will also be discussed.

Trauma Informed Engagement for Working With Foster Youth and Other Specialized Student Groups

Presenter: Theresa Reed

Based on the soon-to-be-released book, *It's Not Drama, It's Trauma*, this workshop will explore what it means to employ trauma-informed practices. Participants will engage in small group discussions and activities to expand their knowledge of trauma's impact on development and learning, and how it shows up in our students. Strategies for inclusion and engagement of trauma-informed practices will also be discussed.

Supporting the Whole Student: Steps to Effective C-PART Referrals

Presenters: Jason Vasquez,
Rebecca Cobb, Ofelia R.
Arellano, Sgt. Alan Chan,
and Ketmani Kouanchao

In this interactive workshop, facilitated by the PCC Crisis Prevention and Response Team (C-PART), participants will enhance their skillset for effectively intervening when a student is displaying troubling and/or disruptive behaviors. This approach emphasizes promoting a culture of care and safe campus environment for all. C-PART members will discuss the benefits of their multidisciplinary approach, provide an overview of key concepts and the risk assessment framework, outline various academic and/or wellness interventions, and share case vignettes.

How Can I Assist a Distressed Student?

Presenters: Marcos Briano,
Alison Johnson, Kim
Rios-Lam, Daniel Cayem,
Fernando Villegas, and
Jennifer McCart

This session offers hope, support, and guidance to those who have sometimes felt helpless and/or unsure of how to effectively assist a student experiencing distress. This workshop will enhance participants' awareness of Personal Counseling support resources, and the C-PART & CARES process. New tools and resources available at PCC will be discussed.

Demystifying DSPS: A Conversation with Our Students

Presenters: Jennifer
Flores, and Rosemarie
Cervantes

This is your opportunity to hear directly from PCC students utilizing DSPS services. Their varied experiences and how their unique sets of abilities impact daily life on and off campus will be discussed, as well as how we, as an institution, can better serve our DSPS students and close the related equity gaps.

Breakout Sessions

Breakout Session 2 (12:45 p.m. – 2:15 p.m.) Curriculum, Pedagogy, and Instruction

Ally, Screencast-O-Matic & Other Cool Canvas Tools

Presenters: Maureen Davidson, Kristy Jones, and Jason Betrue

The PCC Distance Education Department will provide an overview of several Canvas-integrated tools including Ally accessibility, eSyllabus, Screencast-o-matic and ConferZoom.

Finding and Evaluating Open Educational Resources: OER, Copyright, and Accessibility

Presenters: Walter Butler, and Mark Mintz

This workshop is framed around the increasing use of digital and open educational resources (OER) to enhance equitable access to education. Facilitators will guide participants through two issues that impact instruction in these efforts—accessibility and copyright, so that participants can better understand how to use digital resources responsibly and ethically in their classes.

Imagining an Earth System Stewardship General Education Outcome for PCC

Presenter: Robert Oventile

Climate change is not going away, and neither is PCC. In this session, the development of an Earth System Stewardship General Education Outcome (GEO) at PCC will be discussed. Participants will learn about the Earth System Stewardship GEOs of other colleges, discuss the implications of such a GEO for various disciplines, and contribute to the drafting of an Earth System Stewardship GEO for possible adoption at PCC.

LA Area Community Colleges at a Crossroads: Results of the 2019 LAECD & LA19 SIM Report

Presenter: Sarah Barker

The session will discuss the Los Angeles County Economic Development Corporation (LAEDC) 2019 annual report. The “future of work and the community college” reflects four specific trends: 1) shifting demographics and beliefs, 2) changing labor market conditions and automation, 3) shifting economics and a competitive landscape, and 4) transformation of learning through technology. In addition to learning about the annual report, participants will join in discussion and action-planning related to these four trends.

Teaching in the Honors Program

Presenter: Derek Milne

This session will outline the Honors Program, its purpose, and how it acts as a resource for student transfer. Participants will explore how faculty can teach classes in the Honors program and how faculty can create an Honors class. The facilitator will discuss successful teaching strategies, address the issue of equity in Honors, and explain how undergraduate research and participation in undergraduate research conferences can be integrated into Honors classes.

Using Labor Market Data to Improve Student Outcome

Presenter: Salvatrice Cummo

Participants in this session will advance their capacity for accessing and using labor market data to improve student success. Attendees will walk away with: a deepened understanding of the ways in which faculty and staff can use labor market data to inform curricula and programs, an inventory of available data sources and how to use them, and ideas for how one’s division/program can enhance their use of labor market data.

Improving Educational and Employment Outcomes for Students

Presenter: Jacqueline Javier

This session will focus on the impact of work-based learning and how these activities help students gain meaningful experiences that lead to improved educational and employment outcomes. Participants will learn strategies for connecting classroom learning to the world of work, and how the work-based learning team at PCC can support a division/program with project design and implementation.

Breakout Sessions

Breakout Session 2 (12:45 p.m. – 2:15 p.m.) Working at PCC

PCC's Corner of the Vision Resource Center

Presenter: Nicholas Hatch

The Vision Resource Center is an online platform that allows users to access and document learning that happens on-campus, as well as online. It's a one-stop shop for all your professional learning needs. Workshop participants will see a brief demonstration of key components. Then they will break into small groups to discover learning opportunities to support their ongoing efforts, particularly those aimed at actively disrupting systems of advantage.

Program Maps

Presenter: Myriam Altounji

This session will explore program maps, how they are created, and how to access them at PCC. Divisions have been working collaboratively with counselors to develop program maps: an overview of courses within a program, term by term, from start to completion. These maps provide students with a sense of what to expect when they choose a program of study, and can be further customized by a counselor to produce an individual educational plan.

Let's Get Accredited

Presenters: Thea Alvarado,
and Crystal Kollross

Facilitators of this session will discuss PCC's process of re-affirming its accreditation through ACCJC, an important action to ensure the college remains eligible for Title IV funding, the transfer of our credits, community credibility, and eligibility for Federal grant funds. Accreditation is a college-wide function that needs everyone's participation. All are encouraged to attend.

Your Contract and Student Success

Presenters: Mark Whitworth,
and Suzanne Anderson

This session will explore and explain the articles of the Faculty contract that impact student success. Topics such as office hours, distance education, syllabus requirements, and academic freedom will be addressed.

PCC Student Success and Part-Time Faculty Rights and Responsibilities

Presenters: James Keller, and
Mikage Kuroki

This workshop will inform PCC part-time faculty of their rights and responsibilities, and how those benefits and duties affect student success. Part-time faculty will learn about how office hours and appointment rights connect them more to the College than ever, and that their engagement increasingly helps students to graduate and transfer.

Sexual Harassment Training

Presenter: Pilar Morin

This training satisfies the requirements of Title IX and California Senate Bill 1343 Sexual Harassment Training for Non-Supervisory Employees, which requires all employers with five or more employees to provide one hour of sexual harassment training to all non-supervisory employees, including permanent and temporary employees. **IMPORTANT:** Please note, if you complete this in-person training you do not also have to complete the on-line Keenan Safe Colleges training.

Classified Session & Division Meeting

2:30 p.m. - 4 p.m.

Classified Session

In this session, participants will have the opportunity to debrief on our day of learning, do some action planning, and consider tools and strategies for carrying out those actions in the remote setting.

Division Meetings

BET

Counseling

English

Health Sciences

Kinesiology, Health, and Athletics

Languages and ESL

Library and Distance Ed

Math and Computer Science

Natural Sciences

Noncredit Division

Performing and Communication Arts

Social Sciences

Visual Arts and Media Studies

Black Lives Matter at PCC: Statements of Support

The following resolutions, statements, executive orders, and the Students' Call to Action were issued in conjunction with the "Our Black Lives Matter - Listening Forum." We offer this list as a reminder that this community has condemned institutional and internalized racism, and affirmed its commitment to the lives of our Black students and colleagues.

Academic Senate Resolution 20.5

The Association of Black Employees (TABE) Statement of Support

Management Association Statement of Support

Student Health Services Statement of Support

Faculty Association Statement of Support

Association of Latino Employees (ALE) Statement of Support

Classified Senate Statement of Support

Coalition of Asian Pacific Employees (CAPE) Statement of Support

Personal Counseling Statement of Support

"Students' Call to Action" shared at the Our Black Lives Matter Listening Forum, June 4, 2020

Letter from Superintendent/President Endrijonas: "The Power of Listening," June 5, 2020

Queer and Undocumented Empowerment Support to Thrive (QUEST) Center

Inscape Magazine Editorial Staff Statement of Support

Community Overcoming Recidivism through Education (CORE)

PCC Foundation Statement of Support

Board Resolution 653, Denouncing the Killing of Unarmed Black/African American Citizens and Affirming Our commitment to Black/African American Student Success

Executive Order No. 20-06-01

Robert G. Freeman Center for Career and Completion Statement of Support

Counseling and Career Services Division Statement of Solidarity

We encourage you to review these resolutions and statements on the [Black Lives Matter at PCC](https://pasadena.edu/news-and-events/news/black-lives-matter.php) webpage (pasadena.edu/news-and-events/news/black-lives-matter.php).

Listening Forum: Student Speakers

The following remarks were delivered during the "Our Black Lives Matter - Listening Forum," on June 4, 2020. This pivotal event was organized by Dr. Gena Lopez (Director of the Ujima Program; Co-Founder of the Blackademia Program; and President of The Association of Black Employees) and Professor Armia Walker (Co-Founder of the Blackademia Program; Honors Program Counselor; Co-Advisor of the Ujima Club; and Vice-President of The Association of Black Employees). We offer these student voices as an artifact that brings into sharp focus the ongoing need to dismantle anti-Black racism at PCC.

The remarks below reflect only a small portion of what our students shared that day. We encourage you to return to the [Listening Forum](#), so that you can hear their full message.

Anasazi Grant, Student Speaker, Co-President of Ujima Club

"Just to pick up our phones or turn the TV on and see that yet another one of our brothers and sisters has died by the hands of the police, and we don't just hear about it we see it. Some of you cannot even begin to understand that level of trauma, and let's not forget how we're expected to suck it up."

"We want the campus to put the work in and show us that our Black bodies mean something to you. Make us feel comfortable enough to come to you when we are being discriminated against on campus, show us that when we do come to you, you guys will take action just like you would for any other race. We don't just want to see you guys talk the talk. We want to see you walk the walk as well. See us, hear us, and do your duty to serve us."

Antonio Cervantes, Student Speaker

"America has always told us to pull ourselves up from the straps of our boots, but we never had no boots with no straps."

"Everybody always complains about the system being broken and it's not broken. I'm going to just be honest with you guys: it's more that it's not built for us. It's doing exactly what it wants to do, exactly how it was built, but it's just not built for Black people."

"And for the people of descendants from Caucasians: if you are silent, and if you are not speaking about this, and if you just keep saying 'all my friends are Black so I care', or if you are posting a Black screen saying blackout Tuesday on your post, that does not make you anti-racist. It just makes you feel like you are part of the movement, but you are not. So, if you are not using your privilege to speak out on something like this, then you are a coward."

"If you ain't making no change, then please stay out of the way."

"And for the people who are not Black and are using their voice and their privilege, I thank you and I salute you. But, like I said, if you ain't using your privilege and if you ain't doing what you're supposed to do to help us out...because let me get this straight...Black people did not start racism. Black people didn't start any of this. So, this is not our mess to clean up. It's the Caucasians, it's the people who are oppressing us, it's their job to fix this So, why we have to go around and clean up their big mess? This ain't even fair."

Listening Forum: Student Speakers

Destiny Cable, Student Speaker

"I don't want your ego-involved activism."

"In regards to PCC, when students bring incidents that deal with racism or microaggressions to your attention, coming from the students and sometimes even from the teachers and faculty, take that in and hold those people accountable, and take it seriously because it is serious."

Dionne Shelton, President of Associated Students, 2019-2020

"The African American community at PCC is less than 4%. Why is that when Pasadena city has a large Black community? Why is it that only under 4% of the students are Black and endangered at that? How dare you sit on this call acting like this is going to make it better when it's not, when you benefit from a system that constantly puts my people underneath your foot."

"Do you know, since last week, how many professors have hit me up telling me, 'I understand what's going on in the world but you still have to turn in your final in order to come complete your course'? How dare you all."

"I shouldn't have to get a doctorate or Ph.D. for you to respect my voice. I shouldn't be the President of Associated Students for you to listen to me. I shouldn't have to be a part of Ujima for you to listen to me."

Interrupting Anti-Black Racism - Potential Actions

Individual

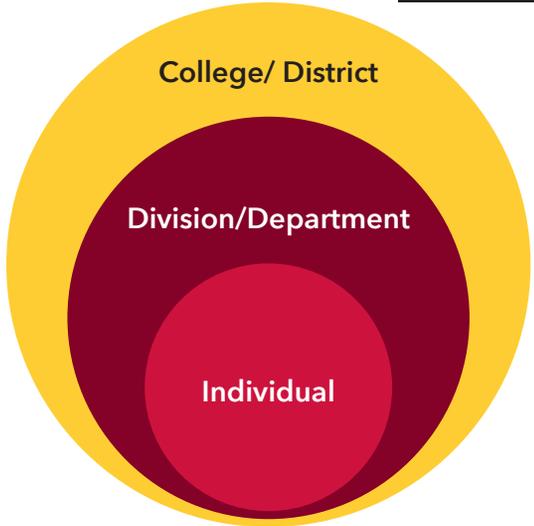
1. Participate in events organized by/for Black/African American students and colleagues.
2. Speak up in support of Black/African American students and colleagues, when they are in the room and also when they are not.
3. Recognize and take seriously the trauma that our Black/African American students and colleagues experience on a daily basis.
4. Learn about the various campus programs and resources aimed at supporting Black/African American students and do all you can to ensure our students know about them.
5. In making decisions that might impact Black/African American students and colleagues, consider whether space has been created for their input and insight.
6. Keep focused on interrupting anti-Black racism and other systems of advantage by developing routines and practices that sustain your commitment.
7. Recognize intersectionality and model inclusivity by including gender pronouns to your email signature and Zoom profile
8. If you are Faculty, add your name to the NameCoach Roster in Canvas and encourage students to do the same. Then, review and adopt students' responses.
9. If you are Faculty, grade anonymously whenever possible (this is a feature of Canvas that can be easily turned on and off).
10. Read/learn more about anti-Black racism, structural racism, and white supremacy, and reflect on the ways in which these are operating at our College.
11. Read/learn more about microaggressions and call them out when you see them occurring.
12. Read/learn more about implicit bias and then commit to becoming more attuned to your own biases, so that you can more effectively limit their influence over your actions
13. Read/learn more about equity-mindedness and commit to keeping it as a core framework for your daily work at the College.
14. Read/learn more about stereotype threat and take appropriate actions to lessen its impact on our Black/African American students.

Interrupting Anti-Black Racism – Potential Actions

Division/ Department	<ol style="list-style-type: none"> 1. Identify a Division or College-wide policy that disadvantages Black/African American students and outline how it needs to be changed. Then, work through shared governance channels to make that change happen. 2. Use the College’s Equity Dashboard to analyze student outcomes in your Division/Department/Course level. Make sure you are aware of the equity gaps that Black/African American students are experiencing in your Division/Department/Course. Then, set goals for improvement, for this academic year. 3. Form an inquiry group that moves through this general cycle: (a) develop a hunch related to the equity gaps that Black/African American students experience in your Division/Department/Course; (b) draft an inquiry question based on that hunch (e.g., How can we make Black/African American students feel more welcome in this Division/Department?); (c) plan and conduct inquiry into your question; and (d) once you have some answers to your question, design an intervention for improvement and study its impact. 4. Identify specific ways to recruit and retain more Black/African American Faculty and Staff. 5. Identify specific ways to recruit and retain more equity-minded Faculty and Staff. 6. Create and actively use a Division/Department resource list, with books and articles about: anti-Black racism, white supremacy, implicit bias, equity-mindedness, stereotype threat, and other related topics. 7. Create and actively use a Division/Department playlist in the Vision Resource Center that features useful trainings and webinars about: anti-Black racism, white supremacy, implicit bias, equity-mindedness, stereotype threat, and other related topics.
College/District	<ol style="list-style-type: none"> 1. Insist that the shared governance committees you sit on adopt an equity-minded and anti-racist approach to their work. Then help them enact this. 2. In making decisions that might impact Black/African American students and colleagues, consider whether space has been created for their input and insight. 3. Participate in College/District-organized events that seek to interrupt anti-Black racism and other systems of advantage.

NOTE: Some of the above actions are drawn from the “Students’ Call to Action,” shared at Our Black Lives Matter Listening Forum on June 4, 2020.

Interrupting Systems of Advantage: Not a Passive Exercise



Anti-Black Racism¹

1. In order to interrupt anti-Black racism (a system of advantage), what actions do you need to take at each of these levels: individual, division/ department, and college/district?
2. What is your game plan, or set of steps, for accomplishing this action?
3. What types of support might you need to carry out these actions (be as specific as possible)

Note: If you need help coming up with ideas, please refer to the accompanying handout "Interrupting Anti-Black Racism: Potential Actions"

	What actions do I/we need to take?	What is the game plan for accomplishing this action (i.e., what are the steps)?	What types of support might I/we need?
Individual			

¹ As outlined in this morning's opening session, we define racism as a system of advantage based on race (Wellman, 2012).

Interrupting Systems of Advantage: Not a Passive Exercise

	What actions do I/we need to take?	What is the game plan for accomplishing this action (i.e., what are the steps)?	What types of support might I/we need?
Division/ Department			
College/ District			

Resources

During today's opening session we watched a **video clip** of a conversation with Dr. Beverly Daniel Tatum. If you would like to watch the full conversation, it can be found here:

Tatum, B. (2017, Fall). Beverly Daniel Tatum: Why are all the Black kids sitting together in the cafeteria [Video file] Retrieved from www.chicagohumanities.org/media/beverly-daniel-tatum-why-are-all-black-kids-sitting-together-cafeteria

During this recorded conversation, Dr. Beverly Daniel Tatum refers to a **book** she wrote in 1997 and then revised in 2017. Here is a reference to the original version:

Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. Basic Books.

In addition to the above, we also recommend that you review the "[Enough is Enough: Anti-Racism Resource Guide](#)," supported by PCC's Association of Latino Employees, The Association of Black Employees, and Allies. This **guide** is an excellent resource that includes a wide range of information and tools, curated specifically for our PCC community. Please check it out!