



Faculty Professional Development Committee Agenda	Wednesday, March 28, 2018 L-201 2:15 - 3:45 p.m.
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Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member
- Dr. Tom O’Neil, Administrative Council Member
- Dr. Ken Shafer, Faculty Member
- Jane Bowers, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- Jack Halliday, Faculty Member
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- John Wanko, Faculty Union Rep
- Denise Walker, Faculty Member
- Dr. Jeffery Cooper, Faculty Member
- Dr. Barbara Fredette, Faculty Member
- Dr. Darcy Wiewall, Faculty Member
- Michelle Hernandez, Confidential Management Union
- Classified Representative - VACANT
- ASO Member - VACANT

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	
III. Approval of Agenda	All	
IV. Approval of Minutes	Kristine Oliveira	1. March 14, 2018 Meeting
V. Discussion Items	Kristine Oliveira Jane Bowers	1. 4C/SD Report 2. Updates on Goals <ul style="list-style-type: none"> a. Mentorship <ul style="list-style-type: none"> • Mentorship plans for Lowry-Sanicolas and Beyer-Karlstein (attachment) b. CTX/CETL



		c. Digital FPD Event Evaluation <i>Tabled</i> d. Faculty Learning Communities: Final Revisions to Program (attachment) 3. 2018-2019 FPD Event Proposals 4. Fall 2018 Opening Day 5. Professional Milestones draft schedule (attachment)
6. Action Items	Kristine Oliveira	1. Faculty Learning Communities Program 2. 2018-19 FPD Event Proposals
7. Information Items	Kristine Oliveira	
Next Meeting Date April 11, 2018		



Faculty Professional Development Committee Minutes	Wednesday, March 28, 2018 L-201 2:15 - 3:45 p.m.
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COMMITTEE MEMBERS

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Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	<ul style="list-style-type: none"> • Kristine met with Dr. Suderman and Van Rider to discuss Guided Pathways, and how to bring pathways into FPD. • Kristine asked members to consider a stipend for leadership during summer. She will send an email for discussion after spring break.
II. Open comments from the Public	All	
III. Approval of Agenda	All	<i>A motion was made and seconded to approve the agenda as presentation.</i>

		<i>Motion carried unanimously.</i>
IV. Approval of Minutes	Kristine Oliveira	<p>1. March 14, 2018 Meeting <i>A motion was made and seconded to approve minutes of the March 14, 2018 FPDC meeting.</i> <i>Motion carried unanimously.</i></p>
V. Discussion Items	<p>Kristine Oliveira</p> <p>Kristine Oliveira</p> <p>Jane Bowers</p>	<p>1. 4C/SD Report Michelle Hernandez and Kristine gave a presentation at 4C/SD regarding the Brave Spaces FPD event at AVC. Jane reported appreciation was received from the Chancellor regarding the support from Student Equity. Kristine also attended a leadership workshop. Kristine, Jane and Michelle were unable to attend the Pathways sessions as Kristine and Michelle were presenting and Jane was at CETL.</p> <p>2. Updates on Goals</p> <p>a. Mentorship</p> <ul style="list-style-type: none"> • Mentorship plans for Lowry-Sanicolas and Beyer-Karlstein (attachment) Members agreed to drop the Lowry-Sanicolas team – by not submitting the final plan they failed to meet the requirements. The committee will eventually vote on the Beyer-Karlstein plan. <p>b. CTX/CETL Jane distributed handouts: Center for Teaching Excellence in Teaching and Learning for College of the Canyons and Cerritos Community Colleges. Members reviewed mission statements for both groups. Jane is unsure if Cerritos has an FPDC. College of Canyons a full-time director (non-teaching), a physical space and issues a newsletter. The director chairs four professional development committees: faculty, classified, administrative and coordinating committee. Numerous courses are offered for advancement or flex hours. Jane was unsure of the flex obligation calculation.</p> <p>c. Digital FPD Event Evaluation <i>Tabled</i></p> <p>d. Faculty Learning Communities: Final Revisions to Program (attachment) Kristine led review of final draft. Members suggested final updates.</p> <p>3. 2018-2019 FPD Event Proposals Members reviewed proposals and made suggestions. <i>Item tabled until April 11, 2018 meeting.</i></p> <p>4. Fall 2018 Opening Day <i>Item tabled until April 11, 2018 meeting.</i></p> <p>5. Professional Milestones draft schedule (attachment) <i>Item tabled until April 11, 2018 meeting.</i></p>
6. Action Items	Kristine Oliveira	<p>1. Faculty Learning Communities Program</p>



		<p><i>A motion was made and seconded to launch the Faculty Learning Communities Program for Fall 2018.</i></p> <p>Recruiting will start after spring break for the pilot which will begin in fall.</p> <p><i>Motion carried unanimously.</i></p> <p>2. 2018-19 FPD Event Proposals</p> <p><i>Item tabled until April 11, 2018 meeting.</i></p>
7. Information Items	Kristine Oliveira	
Next Meeting Date April 11, 2018		The Faculty Professional Development Committee meeting of March 28, 2018 was adjourned at 3:30 p.m. by Kristine Oliveira, Chair.

AVC Professional Development Faculty Learning Community Program

The AVC Professional Development Faculty Learning Community (FLC) Program is set to launch in Fall 2018. The program will offer cohort and topic-based collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange, lifelong learning, and cultural diversity, and in the encouragement of scholarly engagement and professional activities. Participation in a Faculty Learning Community is a year-long, dedicated commitment in a group of 6 to 15 members (8 to 12 is the recommended size). A participant who successfully completes the year of FLC will earn 20 hours Standard 2 FPD credit. The FLC Facilitator is entitled to claim an additional 10 hours of Standard 3 credit hours. A person is allowed to participate in only one FLC per academic year.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Build college-wide and cross-discipline community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater self-reflection and awareness of others
4. Increase civic responsibility and interest in institution-wide perspectives and cultural narratives, as they impact teaching, learning, and student success

Program Options

There are two types of faculty learning communities: *cohort-based* and *topic-based*.

- Cohort-based learning communities address the teaching, learning, and developmental needs of a specific group of faculty or staff in a shared stage or phase of their career. The content of such a year-long community is shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. As a result of their participation in the program, these communities will make a positive impact on the culture of the institution. Four examples of cohort-based communities are those for junior faculty, for mid-career and senior faculty, for preparing future faculty, and for department chairs.
- Each topic-based learning community designs content to address a special campus or divisional teaching and learning need, issue, or opportunity. Focusing on a specific theme, these FLCs offer membership to and provide opportunities for learning across all faculty ranks and cohorts, and may extend membership to appropriate students and professional staff. Examples of topic-based learning communities include those focused on AVID for higher education, social justice and student equity, writing across the curriculum, and undergraduate student research.

1 DRAFT FLC Program Deadlines

Program Requirements	Faculty Learning Community Program Deadlines
Facilitator Proposals Due	At the close of FPD Proposal Period. For PILOT YEAR, Tuesday, 1 May 2018
Participant Applications due (Friday)	28 August 2018
Program Orientation (Friday)	7 September 2018
FLC Plan due (Tuesday)	14 September 2018
Mid-term Update due (Tuesday)	12 February 2019
Reflective Report due (Friday)	17 May 2019
Optional Presentation at Professional Milestones Event for Standard 1 (Friday)	17 May 2019

The FLC Facilitator¹

One key item is for you to monitor the building of community in each FLC. A second is to monitor the development of teaching projects that will lead to a scholarship of teaching and learning.

As a facilitator of a faculty learning community, you are a “local line leader” creating academic change. The following roles are important ones as you engage in this leadership.

- You are a facilitator of learning. Bring your teaching wisdom and experience with you to this effort. The faculty in your FLC are students. Use community building as you would in your courses (hopefully you do).
- You are a political strategist and activist, providing opportunities to facilitate change in the classroom, in departments, and your institution.
- You are a communications specialist, listening to issues, challenges, and opportunities from your FLC members and from others and then communicating the issues and opportunities to other faculty and to administrators.
- You are an entrepreneur, finding and directing human and social capital, sometimes in unexpected ways, discovering talented colleagues, encouraging new teaching procedures, and opening windows of opportunity for change.

One of the FLC facilitators at the University of Miami, Ohio, says it well:

Stay flexible! Nothing happens as fast you think it will. Be willing to pause, take valuable side trips dictated by the ebb and flow of the group. Don't push too hard, and listen a lot more than you talk. Good things will happen, but it takes time and will not follow the road map drawn on day one. Also, be sure everyone is having fun and enjoying the process. Do fun things. Eat well. Build a culture of trust and mutual respect. Learn from the diversity and creativity of the individuals in the group.

In addition, the Facilitator may claim up to 10 hours of Standard 3 FPD credit for preparation. In order to support your FLC's facilitation, the Faculty Professional Development Coordinator, Nancy Masters, will help you to find meeting rooms on campus.

¹ http://www.units.miamioh.edu/flc/30_components/comp05.php

Faculty Learning Community Facilitator Proposal Form

If you encounter a question that does not apply to your FLC, please answer "NA"

* Required

1. Facilitator name *

2. Contact phone *

3. FLC type: *

Mark only one oval.

Cohort-based

Topic-based

4. Proposed size of the Community (select all that apply) *

Check all that apply.

6 - 8 members

9 - 12 members

13 - 15 members

5. Primary goal of the FLC *

6. Anticipated resources needed

Part 1: Vertical Alignment with the District and Chancellor's Office

7. Identify how the FLC aligns with the District's Institutional Learning Outcomes (select all that apply) *

Check all that apply.

- Demonstrates analytical reading and writing skills, including research, quantitative and qualitative evaluation and synthesis.
- Demonstrates listening and speaking skills that result in focused and coherent communications.
- Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills.
- Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions.
- Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.

8. Identify how the FLC aligns with the Chancellor's Office Activity Categories (select one that is the best fit) *

Mark only one oval.

- Activities related to the improvement of teaching.
- Activities related to maintaining the current level of academic and technical knowledge and skills.
- Activities related to in-service training for vocational education and employment preparation programs.
- Activities related to retraining to meet changing institutional needs.
- Activities related to intersegmental exchange programs.
- Activities related to the development of innovations in institutional and administrative techniques and program effectiveness.
- Activities related to computer and technological proficiency programs.
- Activities related to courses and training implementing affirmative action and upward mobility programs.

9. Please identify 2 - 3 Learning Outcomes for FLC participants (describe or list measurable and essential mastered content knowledge that will be acquired as a result of successful participation in the FLC, as determined by the Facilitator) *

Part 2: Proposed FLC Content

10. How will the content of the FLC be determined? *

Mark only one oval.

- Determined by Facilitator
- Determined by FLC members early in the FLC meeting cycle (see "About Seminars")

11. Focus of the FLC or grounding text *

12. Content covered in FLC includes (250 - 350 words) *

13. Types of FLC members (for example, faculty, classified staff, manager, student associates, consultants, targeted Divisions; include all that apply) *

14. APPLICATION PROCESS: What will you ask potential participants to submit as an application, and how will you make decisions about selecting from among potential applications? If you have already worked on this, you may want to attach an application form and then describe your selection for criteria. *

15. Plan for involving non-faculty FLC participants (if applicable) *

16. Roles of non-faculty FLC participants (if applicable) *

Part 3: Logistics

17. How will you communicate with FLC members (select all that apply)? *

Check all that apply.

- Email
- Phone
- Canvas
- Other: _____

18. What is your plan if schedules don't mesh? *

19. What are expectations of members' participation, and how will you communicate those expectations to the Community? *

20. How will you keep account of the participants' 20-hour FLC obligation? *

Part 4: Scholarship of Teaching and Learning

21. Which kinds of teaching projects do you anticipate being carried out by FLC members, and how will you support the FLC members as they design their teaching projects? *

22. Which activities will you ask participants to engage in (select all that apply)? *

Check all that apply.

- Teaching project
- Assessment of achievement of learning objectives
- Course mini-portfolio
- Other: _____

23. Do you have goals or expectations for members to eventually present their projects on campus or at a conference? *

Mark only one oval.

- Yes
- No
- Maybe

Part 5: Assessment

24. What are your initial thoughts on ways to assess whether you are achieving the goals of your Learning Community? *

Individual teaching project or other project

Guidelines for the Design and Description of Your Teaching Project

1. The problem or question

- What is the problem (or opportunity) you wish to address with your project?
- Describe what you see in your students' behavior that you wish to change, for example, aspects of content (e.g. test scores), process (e.g. ability to work in a group), or climate (e.g. morale). Be as specific as possible in describing what you have seen. This will determine what you look for to determine whether you have met your project objectives.
- List the learning objectives that students will be able to achieve better after you implement your project. Put them in active statements, such as, "After completing this course, you will be able to define (analyze, identify, etc.)..."

2. Context

- What have others done (at your institution or elsewhere) to address this problem? Early in the FLC you may not have much of an answer here; in fact, investigating the literature may be part of your project. What topics will you investigate on databases such as ERIC or Google Scholar?

3. Proposed Solution

- How will you plan to solve the problem or answer the question? Describe what you will do to change/improve the behavior you described in item 1.
- Are you doing anything differently than others have attempted? Why or why not? Why do you propose that your approach will succeed better than prior attempts or will work better with your students or course?

4. Assessment

- How will you determine the success and effectiveness of your solution and the impact of your project? Do you plan to determine pre and post results? How will you know that the behavior of your students has changed/improved?
- Note: You may not be able to obtain your results by the end of your FLC year. However, you should have a plan in place to evaluate your project and report on the results.

5. Timeline

- How will your project progress? Indicate the dates of project initiation and completion for each step of your design, implementation, and assessment.

Course or project mini-portfolio
(prepared by each FLC member for his or her focus course or project)¹

The mini-portfolio provides a succinct way to summarize the changes, results, and evidence of learning in the focus course.

What are they?

A teaching portfolio is a document containing a text and an appended collection of materials organized in a scholarly way to describe, analyze, and provide evidence for the important aspects of and connections between your teaching and your students' learning. A course portfolio limits the scope to a particular course.

What is the format?

Table of contents, text [overview (context), reflective statement (this could include your philosophy of teaching), and analysis], and appendixes (evidence). Use a report cover and number pages.

What goes in them?

- Table of contents with page numbers indicated.
- Teaching/reflective statement for this course with references to appendixes
 - The context (overview of the course, students, and how the course fits into the curriculum)
 - Your learning objectives for the course
 - Achieving the objectives: your course design and teaching strategies/practices/processes in the course that you use to achieve the learning objectives
 - Innovations you tried in the course
 - Challenges you discovered and how you addressed them
 - Analysis of student learning, referenced to your learning objectives
 - Analysis of student feedback
 - Summary
- Appendixes: artifacts, each with a cover page with explanation of what the reader should look for
- Evidence describing your innovations, **that you met your learning objectives**, and that your students learned, for example:
 - Syllabus, course design, assignments, explanations

¹ http://www.units.miamioh.edu/flc/30_components/comp22.php

- Selection of student work
- Results of peer evaluation
- Pre- and post-surveys/questionnaires and results
- Student evaluations: numbers and a content analysis of open-ended questions

How long should a course portfolio be?

Not long. All should fit in a report cover.

Who reads them?

Is it formative or summative? For feedback, share your teaching portfolio with your FLC colleagues as you develop it.

Faculty Learning Community Plan

To be submitted by FLC Facilitator

Your email address (koliveira@avc.edu) will be recorded when you submit this form. Not koliveira? [Sign out](#)

* Required

1. Facilitator *

2. Learning Community participants and titles (faculty, classified staff, manager, student) *

3. FLC name *

4. Primary goal of the FLC *

5. Which project will you ask your participants to develop as the culminating activity of the FLC? *

Check all that apply.

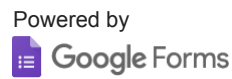
- Teaching project
- Course mini-portfolio
- Assessment of achievement of Student Learning Outcomes
- Other: _____

6. Identify Learning Outcomes of this FLC (by the end of the program, participants will be able to ...) *

7. Outline the steps or components of the FLC (please include a timeline with project benchmarks/milestones) *

8. How will you determine the success of your FLC? *

A copy of your responses will be emailed to koliveira@avc.edu



Faculty Learning Community Mid-term Update

To be completed by the FLC Facilitator

Your email address (koliveira@avc.edu) will be recorded when you submit this form. Not koliveira? [Sign out](#)

* Required

1. Facilitator *

2. FLC status: (choose one) *

Mark only one oval.

Continuing (If continuing, please fill out the rest of this form completely.)

Dissolved (If the FLC is dissolved, skip to "Submit.")

3. Please list the names of FLC participants who are NO LONGER ACTIVE in the group (if all members are still active, state "none")

4. FLC name

5. Primary goal of the FLC

6. Outline of accomplishments and challenges

7. Remaining steps needed to achieve the FLC goal

A copy of your responses will be emailed to koliveira@avc.edu



Faculty Learning Community Reflective Report

To be completed by the Facilitator, with the collaboration of the FLC

* Required

1. Facilitator name *

2. FLC name *

3. Names of Learning Community participants (with respective Divisions) who successfully completed the requirements of the FLC *

4. FLC project goal *

5. Which project did your participants develop as the culminating activity of the FLC? *

Mark only one oval.

Teaching portfolio

Course mini-portfolio

Assessment of achievement of Student Learning Outcomes

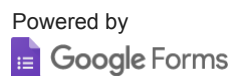
Other: _____

6. What were the steps taken in order to complete the project? *

7. Assessment of the FLC Learning Outcomes, as stated in the FLC Plan and Facilitator Application *

8. What was learned as a result of the collaboration? (250 - 350 words) *

9. How will that learning be integrated into your respective work at the college? (250 - 350 words) *



Center for Teaching Excellence (Notes from 4CSD conference)

Cerritos college:

CTX – Center for Teaching Excellence

Mission: “The Center for Teaching Excellence (CTX) provides professional learning opportunities to all faculty while also providing a comprehensive information location of faculty resources.”

Run by faculty – David Betancourt (70%+70%) + 1 IT trainer + 2 clericals + 1 program assistant

Has a physical space equipped with computers

Provide various FLEX and the following programs:

- 1) F2F Mentor
- 2) New Faculty Orientation (p. 1 & 2)
- 3) Teaching Assistant program

Faculty resource page includes: Resources for Adjunct faculty, Campus documents, Classroom resources, Lynda.com, Microsoft Office resources, OER, FLEX calendar.

Website: <http://www.cerritos.edu/ic/>

College of the Canyons:

CETL – Center for Excellence in Teaching and Learning

Home page: “The College of the Canyons Center for Excellence in Teaching and Learning (CETL) is an organization for the promotion and implementation of a wide range of professional development opportunities for teachers. CETL is responsible for recruiting and training experienced teachers who have the ability to share their skills with others. Through these facilitators and trainers, the program offers a collection of courses, including a 54-hour Skilled Teacher Certificate, that promote the improvement of teaching. CETL follows a Mission Statement focused on the promotion of a culture of teaching excellence and is led by a Steering Committee comprised of faculty from diverse fields. All are welcome at the monthly meetings.”

Mission: “The Center for Excellence in Teaching and Learning supports and promotes the ongoing development and improvement of teaching skills; influences policy discussions in ways that encourages the development of an excellent teaching and learning environment; and illustrates College of the Canyons' commitment to teaching and learning.

Run by non-faculty (full time) director – Leslie Carr

Has a physical space

Issues newsletter

Provides numerous courses lead by faculty on various teaching topics (can be counted toward FLEX hours)

ITL Course-Length Workshops

- CETL 088: Introduction to Educational Technology (17 hours, equivalent to 1 unit)
- CETL 101: Fundamentals of Teaching (36 hours, equivalent to 2 units)
- CETL 106: Introduction to Online Teaching & Learning (36 hours, equivalent to 2 units)
- CETL 107: Intermediate Online Teaching & Learning (36 hours, equivalent to 2 units)
- CETL 108: Increasing Student Engagement in Online Teaching and Learning (36 hours, eq. to 2 units)
- Case Studies in College Teaching (17 hours, equivalent to 1 unit OR 36 hours, equivalent 2 units)
- Classroom Observation (18 hours, equivalent to 1 unit)
- Community College Education (36 hours, equivalent to 2 units)
- Microteaching (36 hours, equivalent to 2 units)
- Skilled Teacher Certificate (54 hours, equivalent to 3 units)

COC has 4 Professional Development committees — faculty, classified, administrative, and coordinating committee. These committees are comprised of representatives from each campus division and meet regularly throughout the year to design a comprehensive professional development program for their constituent groups.

Website: <http://www.canyons.edu/Offices/CETL/Pages/default.aspx#>

Identify the term of your program:	Mentor:	Mentee:	Mentorship Project Title:	Mentorship Project Goal:	Outline the steps or components of the project: (Please include a timeline with project benchmarks)
Spring	Dr. Ed Beyer	Lisa Karlstein	Creating in Immersive, Engaging Online Experience	Learn how to use available tools in Canvas and other tools such as video posts and live video	<p>Research the use of video so that it loads with ease research best practices for students to respond to video post Learn how to use tools for ADA compliance Learn how to make the tools applied in Canvas cross over seamlessly to mobile devices. Research methods in increasing both access to and success in high-quality online courses.</p> <p>Timeline: Weeks 4 to 6 Meet with Mentor Shoot video sample Begin training on the use of Canvas ADA compliance tools</p> <p>Weeks 7 to 10 Develop discussion opportunities for video and photograph posts Research live video project. Meet with Mentor Outline foundation of the online environment</p> <p>Weeks 11 to 13 Develop Scripts Meet with Mentor</p> <p>Weeks 14 to 16 Post Video to Canvas Module Implement live video Implement discussion components for video and photograph responses Implement quizzes Meet with Mentor [1]</p>
Spring	Susan Lowry	May Sanicolas	"What is that?" A New Faculty Guide	A layman's / introductory AVC new faculty handbook.	Identify Purpose/Introduction, Identify topics to include, Create line of questions, identify faculty to interview (3/16/2018); Interviews completed, research verbiage in contract/AVC Faculty Handbook (4/13/2018); Rough draft of handbook (5/4/2018); Final Draft (5/11/2018)

Copy of FPD Proposal Form 2018-19 (Responses).xlsx

	Standard	Event Title	Presenter/s	Coordinator to contact if needed	Hrs	# Participants	Event Description	Additional info	Funding?	\$ Needed	\$ Rationale	Location
1	#1	Community Colleges and Inmate Education	Pamela Poole	Desiree Lee	1	200	I teach for the largest community college prison program in California (Cerro Coso in KCCD). AVC has a limited prison program, and I understand it may be expanding. This talk will be about: My personal experience (currently in my 3rd semester) and how gratifying the work is / Concrete things like the setting, facilities, constraints, interacting with prison staff, etc. / The California legislation mandating Community Colleges to offer classes in prisons / The stats on cost of educating inmates vs keeping them in prison (lower), comparative recidivism rates (much lower), the argument for releasing "bettered" people into society / Concrete benefits to Community colleges (massive increase in FTES!) / Call to action to encourage AVC to explore this route for the benefit of the school and society	I'm an adjunct and haven't done this before. Some of my answers may need changing (standard, category...) . I will also do this talk at the Cal. Comm. College Foreign Lang. Conf. in 2018, probably Oct.	No			AVC Lancaster
2	#2	California Mosses: What you didn't know about moss diversity, biology, and evolution	Lena Coleman	Lena Coleman	3	200	This presentation will introduce attendees to the diversity of native moss plants in California, an often neglected group of plants that have a unique life history, biology, and evolution compared to other types of plants. Using my research as I background, I will introduce some basics on moss biology, ecology and evolution.		No			HS 201 or and HS lecture room is fine
3	#1	Engaging Community College Students	Richard E Fleishman	Richard E Fleishman	1 - 1.5	30	Seminar discussing ways to increase student engagement and participation regardless of subject matter. I will use examples of techniques that I employ such as discussion of news articles online, visiting websites of interest, and assignments to register with job aggregators. My overall philosophy has evolved into teaching students how to be adults, not just how to understand accounting.		No			BE building

Copy of FPD Proposal Form 2018-19 (Responses).xlsx

4	#1	Isms. How They Function And Why They Still Exist.	Cole McCandless	Cole McCandless	3	100	In working toward the institution's and the Chancellor's office goals of closing gaps in equity and, in working towards creating a more inclusive and equitable classroom environment, it is imperative that faculty and staff have a working understanding of "isms" so as to better mitigate and combat their effects. This presentation will discuss how "ism's" (racism, audism, sexism, heterosexism, abelism, etc) function, why they continue to exist, and how to combat them.	N/A	No			SSV 151
5	#1	Creating an Equitable Student Experience Through Cultural Awareness, Accessibility, and Inclusion	Montaigne Long, Cole McCandless, John Wanko, Kenya Johnson, Michelle Hernandez	Montaigne Long	3 hours	60	The event is intended to help teachers to better understand the experiences of our students and to provide teachers with avenues for learning more.		No			
6	#1	Working with LGBTQIA++ Students	Cole McCandless	Cole McCandless	3 hours	100	This event will provide faculty with the knowledge required to ensure that their classrooms are equitable for LGBTQIA++ students. Participant's will gain an understanding of appropriate terminology for referring to LGBTQIA++ students, as well as, an understanding of the unique needs of LGBTQIA++ students in their classrooms.	N/A	No	N/A	N/A	SSV 151
7	#1	How Fossil Fuels Have Altered the Course of History	Matthew Rainbow	Matthew Rainbow	3	80	The discovery, beginning thousands of years ago, of high-energy substances (coal, oil and natural gas) that one could simply dig, or pump, out of the ground, has been a too-good-to-be-true story for humanity. Fossil fuels powered the Industrial Revolution, enabled the Age of Electricity and Electronics, fueled the production of untold millions of tons of steel and concrete, empowered fertilizer and insecticide production which drove the Green Revolution, and led to the Age of Plastics. Consider that the bombers, tanks and submarines of Hitler's Third Reich could have never been manufactured or powered without fossil fuels. Over the past two centuries fossil fuels have directly enabled the human population to explode eightfold, from less than a billion people in 1800, to today's 7.6 billion, and the resulting human-induced global warming, pollution, ocean acidification, and habitat destruction is driving a mass-extinction event.	I really do need to be in HS 201 to do this presentation so change the date if necessary to another Friday night-Thanks	No	no funds needed	no funds needed	Must be HS 201

Copy of FPD Proposal Form 2018-19 (Responses).xlsx

8	#1	CRISPR/Cas9 Mediated Gene Editing Explained for Non-Scientists	Matthew Rainbow	Matthew Rainbow	3	80	CRISPR/Cas9 is a genetic technology derived from an anti-viral immune system in bacteria that enables molecular biologists to quickly and efficiently edit the genomes of living organisms at any location for which they have a defined DNA sequence. It is taking the world of molecular genetics by storm. CRISPR/Cas9 systems and advanced derivatives of it have already been used for such things as improving crops, curing some genetic diseases, combatting cancer, creating new forms of bacteria, and generally engineering the genetics of any living organism. More ominously, these systems could theoretically be used to genetically manipulate human embryos. This presentation will begin with an explanation for non-scientists of how DNA works, and will then describe in considerable technical detail how CRISPR systems operate as immune systems in bacteria, and how their power has now been harnessed by humans to directly and systematically alter DNA.	I really do need to do this in HS 201, so please change the date to one of the other suggested Friday nights if necessary-- Thanks	No	No funding needed	No funding needed	Must be in HS 201
9	#1	Would You Like to Know How to Use the Metric System?	Matthew Rainbow	Matthew Rainbow	3	80	The metric system was formalized and adopted around the time of the American and French Revolutions by scientists including our third President Thomas Jefferson, but Americans have stubbornly resisted its use to the present day. The metric system is wonderfully simple to use. Wouldn't it be nice to have a sense of what a blood glucose concentration of 80 milligrams per deciliter really means, or to know how long a centimeter is? Come to this user-friendly and graphically rich tutorial on the metric system, which will include the intriguing history of how the metric system was established.	I really do need to do this in HS 201, so please change the date to one of the other suggested Friday nights if necessary-- Thanks	No	No funding needed	No funding needed	Must be given in HS 201

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10	#2	The Life and Art of Vincent van Gogh	Matthew Rainbow	Matthew Rainbow	3	80	Vincent van Gogh was 29 when he picked up a paintbrush to use oils for the first time. By the time he died of a self-inflicted gunshot wound eight years later he had painted some 860 oil paintings, most of them in the last two years of his life, and only one of which he was able to sell. Today van Gogh is considered to be one of the most influential artists in history, his paintings are arguably the most beloved in the world, and a number of his works have sold for over \$100 million in today's currency. We will tell the story of his life, view hundreds of his paintings, and watch the remarkable movie Loving Vincent, an award-winning animated movie, each of whose 65,000 frames is a full-fledged oil-painting on canvas created in Van Gogh's style by 125 painters.	I really do need to do this in HS 201, so please change the date to one of the backup Friday nights if necessary-- Thanks	No	No funds needed	No funds needed	Must be in HS 201
11	#2	Using the Quantum Chemistry of Photosynthesis for Bio-Inspired Solar-Energy Conversion	Matthew Rainbow	Matthew Rainbow	3	80	In the process of photosynthesis, the energy of light from the sun is used to pull negative electrons away from positive protons in the hydrogen atoms that come from water. Twelve of these high-voltage, charge-separated pairs are then stored on the sugar known as glucose, which literally acts like a battery inside living cells to provide electricity which powers the production of a chemical fuel called ATP, as the electrons are allowed to "snap back together" with the protons. This presentation will describe the quantum mechanical principles that have been discovered in the primary light-absorbing events of photosynthesis, principles which can be used in designing chlorophyll-inspired artificial solar cells that can generate sustainable, pollution-free electricity and hydrogen fuel.	I really do need to do this presentation in HS 201, so please use a different backup Friday night if necessary-- Thanks	No	No funds needed	No funds needed	Must be in HS 201
12	#2	AVSOMC Season Opener	Dr. David Newby	Dr. David Newby	2	400	CSUN faculty pianist and Antelope Valley native Jason Stoll joins the Antelope Valley Symphony to perform Rachmaninoff's Piano Concerto No. 2 in C Minor. Other repertoire TBA for for the AVSO, which contracts professional orchestra musicians to mentor AVC's student orchestra musicians.		No	Funding provided by ticket sales and AVSOMC fund raising.		Performing Arts Theatre
13	#2	Holiday Harmonies	Dr. David Newby	Dr. David Newby	2	400	AVSOMC presents holiday choruses performed by the student singers, student orchestra musicians, and professional instrumentalists.		No			Performing Arts Theatre
14	#2	The Virtuoso Concert	Dr. David Newby	Dr. David Newby	2	400	Winners of AVSOMC's music competitions perform concerto solos with the Antelope Valley Symphony Orchestra. The AVSO combines student instrumentalists with professional mentors.		No			Performing Arts Theatre

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15	#2	AVSOMC Season Finale	Dr. David Newby	Dr. David Newby	2	400	The Antelope Valley Master Chorale join the Antelope Valley Symphony Orchestra to perform choral-orchestral masterworks. The AVSO combines student instrumentalists with professional mentors. The AVMC includes only students.		No			Performing Arts Theatre
16	#1	Could you be creating barriers to LGBTQIA++ student success?	Cole McCandless	Cole McCandless	3 hours	100	In this interactive workshop participants will learn about issues which pose barriers to LGBTQIA++ student success and will hear from a student panel.		No	NA	NA	SSV 151
17	#1	LGBTQ+ From A to Z	Sarina Loeb, Montaigne Long	Montaigne Long	2 hours	50	An interactive workshop that covers LGBTQ terminology, coming out, gender identity, how to be an ally and Pride Center resources.		Yes	500 per session	The presenter will be a contracted presenter from CSUN	
18	#1	Understanding, Supporting, and Interacting with Student Veterans	Montaigne Long, Jill Zimmerman	Montaigne Long	2 hours	50	Faculty and staff will have the opportunity to learn about military culture, the challenges Veterans face and how to best support Student Veterans.		No			
19	#1	The Office for Students with Disabilities: Frequently asked questions, tips, and strategies.	Tamira Palmetto Despain, Dr. Louis Lucero, John Wanko, & Maricela Ruvalcaba	Tamira Palmetto Despain	3	50	The Office for Students with Disabilities (OSD) faculty and staff will discuss frequently asked questions, student accommodations, and how you can assist students with disabilities in your classroom. We will discuss OSD's process for assessing students' functional limitations and how we determine the necessary accommodations for each student. We will outline the responsibilities of students, who are registered with OSD, when choosing to exercise their accommodations in the classroom. Time will be reserved for questions and answers, so please come ready to participate!		No			SSV 151

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20	#2	Shall We Dance? Waltz	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	20	<p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>Need exercise? Students giving you a headache in classroom? Get your feet on the dance floor and have fun! This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Be ready to sweat and bring some water.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No			PA114
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21	#2	Shall We Dance? Salsa/Cha Cha INTERMEDIATE	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	20	<p>PLEASE NOTE: This is a workshop for INTERMEDIATE LEVEL for those who have participated our previous workshop or have some experience on Salsa and/or Cha Cha.</p> <p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>Need exercise? Students giving you a headache in classroom? Get your feet on the dance floor and have fun! This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Be ready to sweat and bring some water.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No			PA114
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22	#2	Shall We Dance? Rumba	Christopher Anderson, Junko Suzuki	Junko Suzuki	3	20	<p>Dancers are well known to age slowly. Dancing requires choreographic memorization and coordination of muscles, which keep dancers in wonderful shape physically and mentally. Pair dancing is easy, fun, and perfect for exercise. In this presentation, we will begin with basic steps and proceed to introduce several "cool" moves. No partner? No problem! We'll rotate the partners.</p> <p>Need exercise? Students giving you a headache in classroom? Get your feet on the dance floor and have fun! This is a physical workshop – You will be ON YOUR FEET FOR 3 HOURS. No chairs will be provided in the room. Be ready to sweat and bring some water.</p> <p>Due to the size of the room, it is limited to 20 participants: 10 leaders and 10 followers. Please RSVP at jsuzuki1@avc.edu and specify which part you would like to participate as.</p>		No			PA114
23	#1	Nursing Exam Writing Workshop	Courtney Whipple	Courtney Whipple	4	25	This workshop is designed to address current nursing exam questions and how faculty can adapt those exam questions to meet the standards of the NCLEX RN Test Plan.		No			AVC HS building
24	#1	Three Read Study Method	Mary Jacobs	Casey Scudmore	2	60	This event is to educate instructors on how to teach students the three read study method. This method is a proven method of study to facilitate student success, especially in nursing courses.	overhead projector use	No			Health Sciences
25	#1	Integrating Alternative Teaching Methods into Classrooms	Mary Jacobs	Casey Scudmore	2 hours	60	teaching fun, engaging methods that can be utilized in classrooms to increase student active participation in learning. Some will be technology based while others will be simple to use non-technological methods.	need use of overhead projector.	No			Health Sciences Building

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26	#2	Keeping People in their Place: Racial Geographies	Mike Pesses	Mike Pesses	3	999	Are you a racist? Typically, the answer is no, but we all need to be aware of the racial geographies in which we live. This presentation will move past the racist/victim framework and instead look at how historical and geographical forces have thrust us into racial geographies. We'll look at overt racism like that of the KKK, but we will also look at the subtler, everyday side of racism. Finally, we will spend time on the work of Charles Murray, a political scientist who is constantly being lauded by the right for 'telling it like it is' and assaulted by the left for being racist and homophobic. What exactly is he saying? We will move beyond the easy finger pointing and accusations and instead critically assess the historical and geographical forces at work that have gotten the United States to this current moment of race relations.		No			HS 201
27	#2	Rednecks in the Wild: Jeeping to Save Nature	Mike Pesses	Mike Pesses	2	999	This presentation will explore the world of off-roading as it relates to wilderness preservation. While the two concepts may seem exclusive of one another, many of those driving four-wheel drive vehicles see themselves as environmentalists, while simultaneously despising groups like the Sierra Club. Does the Sierra Club represent the only way to preserve natural spaces? Is there validity in the methods used by off-roaders or do their carbon footprints offset any good they do? Findings from the field and the archive will be presented to show the complexities behind our current state of identity politics. Ultimately, we will explore the question: is it possible to drive over the wilderness in order to save it? And since it is one of my presentations, we'll see at least one photograph of a toilet in the wild.		No			HS 181

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28	#1	How to Give Solid, Substantive (not multiple-choice!) Tests That Students Grade Themselves	Matthew Rainbow	Matthew Rainbow	3	80	I will explain how to use what I call "Template Tests" to give solid, substantive, non multiple-choice, short-answer, short essay, drawing and diagramming tests that really test a student's knowledge, and which they then immediately grade themselves, in class, right after the test, under your very watchful eye, with security measures that guarantee the integrity and security of the test and eliminate the possibility of cheating in both the test-taking and self-grading process. This is a too-good-to-be-true but true method I have been using with great success for several semesters that has allowed me to give more tests, with more substance, not have to grade them myself, and the students love them. These are particularly appropriate for memorized content material in the sciences and mathematics, but could be used in many other classes. It is not for critical thinking or major essay tests--you still have to grade those yourself.	I really do have to give this in HS 201 so thank you for your help with that.	No				Must be in HS 201- please use alternate dates if necessary to make this possible
29	#2	AVC Symphonic Band Showcase	AVC Symphonic Band	Gary Heaton-Smith	2	300	The AVC Symphonic Band presents repertoire from various cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Performing Arts Theatre	
30	#2	AVC Symphonic Band "Symphonic Portrait"	AVC Symphonic Band	Gary Heaton-Smith	2	300	The AVC Symphonic Band presents repertoire from various cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Performing Arts Theatre	
31	#2	AVC Symphonic Band "Music of the Americas" and Antelope Valley Solo Festival	AVC Symphonic Band	Gary Heaton-Smith	2	300	The AVC Symphonic Band presents repertoire from various cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Performing Arts Theatre	
32	#2	AVC Symphonic Band & AVC Honor Band "From Darkness Grows a Light"	AVC Symphonic Band	Gary Heaton-Smith	2	300	The AVC Symphonic Band presents repertoire from various cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Performing Arts Theatre	
33	#2	AVC Test Flight "Rock into Summer"	AVC Test Flight	Gary Heaton-Smith	2	100	The AVC Commercial Music Ensemble (Test Flight) presents popular tunes from the 20th and 21st centuries. This is a wonderful opportunity to experience new (and familiar) sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Black Box Theatre	

34	#2	AVC Test Flight "Rock into Winter"	AVC Test Flight	Gary Heaton-Smith	2	100	The AVC Symphonic Band presents repertoire from various cultures, time periods, and in various styles. This is a wonderful opportunity to experience new sounds while meeting and bonding with fellow colleagues.		No	0	N/A	Black Box Theatre
35	#2	The Percussion "Impact:" how hitting stuff sparked a cultural revolution	daGamada Percussion Quartet	Gary Heaton-Smith	2	100	daGamada Percussion Quartet presents a performance-lecture about the importance of percussion in the cultural revolution of high art music in the last century. Percussion was a vehicle for modernism in Western Art Music, but accessibility and the cultural pillars on which percussion is built has had an enormous influence on equity in the Western Art Music world.		Yes	1500	Paying the presenters (three of four members; the fourth is the coordinator)	Black Box Theatre
36	#1	Orientation for Adjunct Associate Degree Nursing Faculty	Elizabeth Sundberg, Debra Dickinson, Wendy Hardy	Elizabeth Sundberg	6	40	This event is for orienting and mentoring adjunct faculty in the nursing department. Topics that will be included are an overview of the curriculum, CORs, SLOs, PLOs, grading clinical worksheet using a rubric, Kaplan Integrated Testing Program and NCLEX-RN® Review, an online learning resource, simulation and the skills lab, student and faculty handbooks, evaluation of students, professional development obligations, access to myavc and Canvas, and the logistics on how we work including everything from parking to paychecks.		No			HS 201
37	#1	Orientation for Adjunct Associate Degree Nursing Faculty	Elizabeth Sundberg, Wendy Hardy, Debra Dickinson	Elizabeth Sundberg	4	40	This event is for orienting and mentoring adjunct faculty in the nursing department. Topics that will be included are an overview of the curriculum, CORs, SLOs, PLOs, grading clinical worksheet using a rubric, Kaplan Integrated Testing Program and NCLEX-RN® Review, an online learning resource, simulation and the skills lab, student and faculty handbooks, evaluation of students, professional development obligations, access to myavc and Canvas, and the logistics on how we work including everything from parking to paychecks.		No			HS 201
38	#1	Active Learning Strategies for Nursing Faculty	Elizabeth Sundberg, Casey Scudmore	Elizabeth Sundberg	8	25	This presentation is to help nursing educators create an environment that supports learning by decreasing cognitive load and values learning over performance. Faculty will be encouraged to teach, support and guide students to take responsibility for their own learning.		No			HS 201

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39	#1	White Whales, White Bears, and White Men: Melville's Vague, Nameless Horror	Jeffrie Ahmad, Kathryn Mitchell, Vejea Jennings, Charles Hood, Santi Tafarella, Heidi Williams	Jeffrie Ahmad	3 hours	40	Chapter 42 of Melville's Moby-Dick is devoted to an examination of whiteness and the fear it engenders in humans and animals alike. In this chapter Ishmael, the novel's narrator, asks his famous question: "is it the visible absence of color, and at the same time the concrete of all colors; is it for these reasons that there is such a dumb blankness, full of meaning, in a wide landscape of snows--a colorless, all-color of atheism from which we shrink?" Ishmael's contemplation of whiteness is vast and deep. He takes us from the Peruvian Andes to the Milky Way to the tall pale man of the European fairy tales; he includes scores of white creatures that are like "ghosts rising in a milk-white fog." Presenters will use Chapter 42 as a starting point for a broader discussion of the phenomenon of whiteness. After exploring whiteness from various disciplinary vantages, we will discuss how we, as teachers, can bring the idea of whiteness into the classroom in a politically fraught time.	None	No	None	n/a	SSV 151
40	#2	1968: The Year that Rocked the Nation...and the World	Dr. Ralph Brax, Dr. Matthew Jaffe, Dr. Ken Shafer	Dr. Ken Shafer	3	50	50 years ago, in one of the most explosive years in modern history, the assurances of victory in the Vietnam War were dramatically exposed as lies with the shocking Tet Offensive, thus destroying the Lyndon Johnson presidency. To follow was a unpredictable presidential campaign, demonstrations, racial tensions and riots, devastating assassinations, invasions, Olympic games, and lunar orbits. Our team of three historians will review all those dramatic events, speculate how it affected the American nation then and deliberate how those deep wounds are still with us now. Personal recollections and experiences of the audience will be welcomed as we will try together to reassess the past, but also compare how the volatile times of 50 years ago may be playing before us again now.		No	N.A.	N.A.	SSV 151
41	#1	BIT Team Presentation	Jill Zimmerman	Jill Zimmerman	1.5	30	Meet the BIT Team and Introduce BIT/CARE services on campus. The BIT Team purpose is a proactive way to address the growing need in the college community for intervention prior to a crisis.		No			Student Lounge

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42	#1	WRAP Around Services @ AVC for Students	Jill Zimmerman	Jill Zimmerman	1.5	80	Providing information to faculty about the available resources for students on campus and in the community in order for them to overcome their personal barriers and challenges in order to achieve academic success.		No			Student Lounge
43	#1	Mental Health First Aid Training	John Glover, Mental Health America	Jen Winn	8 hours	30	Mental Health America provides this training free to faculty and staff @ AVC to help them identify and recognize the symptoms of mental health problems, learn to approach students and provide initial help, and guide and connect students to appropriate treatments and support services.		No			Student Lounge
44	#2	AVC's Final Dance Showings	Cindy Littlefield/Rochelle Guardado	Cindy Littlefield	2-3 hours	405	AVC's Final Dance Showings incorporates some of the best works by faculty and students in Dance Department classes. To experience dance as a performance art, one must acquire knowledge in performing in front of a live audience. By having faculty support, students gain the encouragement needed to be successful in their academic classes.	AVC Dance rents the theatre bi-annually for the Final Dance Showings and would like to be added for both Fall and Spring for College Colloquia #2	No			AVC Performing Arts Theatre
45	#2	Dance Dimensions 2019	Cindy Littlefield/Kathleen Burnett	Cindy Littlefield	2-3 hours	405	Dance Dimensions explores invigorating concepts through the ever-powerful and cathartic expression of dance. It incorporates the many worlds of dance to typify the cross-cultural symbolism through modern/contemporary, hip-hop, ballet, tap, and even social dance.	Dates are approximate until we get the approval from the Performing Arts Theatre manager, Michael White.	No			AVC Performing Arts Center
46	#1	Being a Club Advisor and helping students succeed	Dr. Jill Zimmerman and Ms. Nancy Blundell	Jill Zimmerman	1.5	80	Students are more successful when they are engaged in college activities. This is one of the 6 faculty or student success. Learn how YOU can be an outstanding AVC Club Advisor so that you can help students reach their leadership potential in a co-curriculum environment.		No			Student Lounge

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47	#2	Movies We Are (Not) Embarrassed to Admit We Love	Charles Hood, Scott Lee, and Alissa Welsch	Charles Hood	3	75	As faculty in the humanities and arts, often we feel under pressure to display an erudite, esoteric taste when speaking about cinema. Yet at the same time, we might secretly love movies that are common, vulgar, or maybe even a bit trashy. In this combination of confessional and celebration, AVC's faculty will share clips from---and investigate the cultural significance of---all the movies we know we shouldn't like (and yet still do). What social categories make something lowbrow or highbrow, and what pleasures are there when we combine the two? (Hint: Charles Hood promises to show no more than three clips from Rocky Horror Picture Show.) This event follows a series established by Fine Art faculty; all categories of film lovers welcome.		No			SSV 151
48	#1	Ugly Nature vs Bambi Nature: How Our Assumptions Blind Us	Charles Hood, Jedi Lobos, and guest speaker Jose Gabriel Martinez-Fonseca	Charles Hood	3	75	While we like to think that nature is beautiful, kind, lovely -- - happy birds skylarking over sunny meadows --- the truth is that biology can be ruthless or even downright ugly. This presentation will reveal how our assumptions can blind us to better choices and deeper truths. From this insight we will look at ways of bringing new views of logic and rhetoric into the classroom. Along the way we will meet nature's good, bad, and ugly, creatures including vampire bats, bats that catch fish with their toes, and bats whose faces seem to be smooshed up into their ears. In this session you will improve your critical thinking but also improve your zoological literacy. (Afraid of bats? We can help solve that too!)		Yes	\$300	travel stipend for off-campus bat expert to be guest speaker and provide images	SSV 151

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49	Standard #3: Field Trip/ Off Campus	Sustainability and Global Warming: How Great Art Can Help Us Prepare for the Future	Charles Hood, Santi Tafarella, and special guests	Charles Hood	3	14	Ours is not the first generation to confront climate change, income inequality, and runaway technology. On this field trip to Pasadena's Norton Simon Museum we will study some of the greatest works of art in the world, but not to look at their aesthetic properties. Instead, we want to meet the artists who confronted social and climate issues head-on, and we will investigate past masterpieces in order to see what lessons they have to teach us today. We also will identify and discuss the urban trees located on the museum grounds. From Van Gogh's "Mulberry Tree" to Manet's "Rag Picker" to ancient Buddha figures carved in stone, this tour of art will invite you to see your world in a new way.	This event will require car pooling but if we could have campus bus, much easier for us all. Also, there is an admission fee but I hope to get it waived. I am not requesting admission funds now.	No			off-campus field trip
50	#1	Famous Mathematicians: Contributions, Histories, and Myths	Charles Hood, Michael Tran	Charles Hood	3	75	<p>This event celebrates three important figures: Isaac Newton (gravitational forces, classical motion mechanics, calculus), Galileo Galilei (kinematics, analytical dynamics, the telescope, and heliocentrism), and the anonymous thinker who invented the concept of zero.</p> <p>We will consider how history was changed by their ideas, but also look at the apocryphal tales these figures have accumulated. Did Newton really discover gravity when he was hit on the head by an apple? Did Galileo really say under his breath, leaving the Inquisition, "But still, it moves"? If not, how do these myths and half-truths add to their cultural presence, and what can we learn about our own heroes and role models by looking closely at the origins of such myths?</p> <p>Join us for a smart, fun, wide-ranging evening. Non-math majors welcome!</p>		No			SSV 151

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51	#1	Wolves at AVC!!!	Cole McCandless, Zia Nisani, Darcy Wiewall	Cole McCandless	3	80	In this exciting and jam-packed cross-disciplinary workshop participants will learn about the plight of wolves and wolfdogs from biological, anthropological, and cultural perspectives. Additionally, the wolf pack structure will be examined in terms of the ways in which our classroom instruction can be enhanced using the wolf pack as an example. If that is not exciting enough, Apex Protection Project, a local Wolf and Wolfdog rescue will be stopping by so that participants will have an opportunity to meet some of these furry friends in person! Bring your curiosity, questions, and your cameras!		No	NA	NA	SSV 151
52	#2	AVSOMC Bach Competition Auditions	Dr. David Newby	Dr. David Newby	5	400	Participants attend the AVSOMC's 2019 Bach Competition as audience members. Pianists and instrumentalists 18 years old or younger perform solo compositions of Johann Sebastian Bach. Five of these performers will be awarded scholarships and will perform in pre-concert recital on the AVSOMC's March 20, 2019 concert. Audience members may vote for the "audience favorite" award, an honorific award that has no effect on the judges' vote. Participants may attend all or only part of this event, subject to the constraints of audience decorum.	Public music competitions are very popular and will attract more attention to AVC and its PAT. The event will run five hours, but if FPD hours need to be limited the event wouldn't suffer.	No			Performing Arts Theatre

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53	#2	AVSOMC Concerto Competition Instrumental Auditions	Dr. David Newby	Dr. David Newby	6	400	Participants attend the AVSOMC's 2019 Gail Newby Concerto Competition, Instrumental as audience members. Instrumentalists 26 years old or younger perform concerto movements. One performer will be awarded scholarships and will perform with orchestra on AVSOMC's March 20, 2019 concert. Audience members may vote for the "audience favorite" award, an honorific award that has no effect on the judges' vote. Participants may attend all or only part of this event, subject to the constraints of audience decorum.	Public music competitions are very popular and will attract more attention to AVC and its PAT. The event will run at least six hours, but if FPD hours need to be limited the event wouldn't suffer.	No			PAT
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54	#2	AVSOMC Concerto Competition Piano Auditions	Dr. David Newby	Dr. David Newby	6 hours	400	Participants attend the AVSOMC's 2019 Gail Newby Concerto Competition Piano auditions as audience members. Pianists 26 years old or younger perform concerto movements. One performer will be awarded scholarships and will perform with orchestra on AVSOMC's March 20, 2019 concert. Audience members may vote for the "audience favorite" award, an honorific award that has no effect on the judges' vote. Participants may attend all or only part of this event, subject to the constraints of audience decorum.	Public music competitions are very popular and will attract more attention to AVC and its PAT. The event will run at least six hours, but if FPD hours need to be limited the event wouldn't suffer.	No	400		Performing Arts Theatre
55	Standard #3: Field Trip/ Off Campus	Explore Teaching Incarcerated Students	Dean Cathy Hart; Crystal Wood, Associate Warden/State Prison LA County	none	2 hours	5	This is a field visit to State Prison Los Angeles County (Lancaster) learn about higher education opportunities for incarcerated students and view the teaching environment for instructors. AVC currently offers a face-to-face Business degree program in this Level IV prison and more instructors are needed to build a larger pool in order to sustain the program. (Security clearance required in advance of trip.)		No			Off campus - State Prison LA County
56	#2	Critical Thinking with Hip Hop	Nate Dillon / Vejea Jennings	Nate Dillon	3	180	This presentation will discuss the importance of critical thinking skills in education, the importance of self-knowledge and knowledge of subcultures to critical thinking, and the ways in which Hip Hop's practices and history can be used to offer a platform, inspiration and support to students and instructors working on critical thinking skills.	We may want to enlist other faculty to help present.	No			FA3 162

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57	#2	Two Roads Diverged - In 1977	James "Roe" Leer	James "Roe" Leer	3	55	In 1977, Senator George McGovern and his Select Committee heard diametrically opposed ideas on what Dietary Goals should be advocated for Americans to lessen heart disease occurrence. Chosen was the low-fat, low-cholesterol approach over the previously-recommended "protective foods" of eggs, meats, cheeses and other full-fat dairy. Were we wrong about being wrong? 40 years later, America and the world are experiencing shocking increases in obesity, diabetes, cancers, dementias and heart diseases. Key science researcher-reporter Gary Taubes wrote Good Calories Bad Calories in 2007. This text provides the major ideas for this presentation. Are chronic diseases the result of our group-think about nutrition since 1977, and can ongoing science offer "a road less traveled" to reevaluate nutrition paradigms we've thought were inviolate? Feynman-style critical thinking is urgently needed in academia and elsewhere to be sure the science we think we know is really so.	James "Roe" Leer may be the foremost advocate in the Antelope Valley of carbohydrate-restriction for wellness and chronic disease prevention. He also ran for the AV Healthcare District BOD.	No		Only a few pages photocopied in the Print Room. No actual money.	SSV-151
58	#1	Deaf People's experience with Audism	Dan Humphrey and Cole McCandless	Cole McCandless	3 hours	100	In this workshop participants will learn about Audism (yes that is spelled correctly A U D I S M- not Autism) and how Audism affects Deaf people adversely at all levels of our society. Discussions of how instructors can ensure that their classroom is Audism free and thus more equitable for Deaf and Hard-of-Hearing students will be emphasized. The second half of the workshop will include a Deaf and Hard-of Hearing panel to provide participants the opportunity to engage with and learn from Deaf and Hard-of-Hearing community members.		No	NA	NA	SSv 151
59	#1	Preparing Canvas for Campus or Online Classes	Dr. Ed Beyer	Dr. Ed Beyer	3	25	This hands-on workshop will introduce faculty to Canvas and cover some of the basic tasks of creating assignments, discussion forums, and uploading files for sharing with students. A basic course design strategy will be introduced. Attendance is limited to 25 participants and pre-signup is required. Interested faculty should email Dr. Ed Beyer at ebeyer@avc.edu.		No			BE 314

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60	#1	Canvas - Fall is in the Air	Dr. Ed Beyer	Dr. Ed Beyer	3 hours	25	This hands-on workshop will focus on putting the final touches on Canvas classes for the Fall semester. Attendees will learn about copying materials from one course to another, automatically adjusting course dates, how to email students before the semester begins, and some suggested course settings for controlling access to course material before and after the semester. Other topics can/will be covered as requested. Attendance is limited to 25 participants and pre-signup is required. Interested faculty should email Dr. Ed Beyer at ebeyer@avc.edu.		No			BE 314
61	#1	ADN Faculty Meeting	E. Sundberg, Casey Scudmore	Victoria Beatty	1.5	14	The faculty of the ADN program in conjunction with students and adjuncts will meet to discuss instructional techniques that contribute to classroom success, the need for policy formation, and program events contribution not only to student success but future educational efforts post graduation.	Occasional guest speakers.	No			HS 194
62	#1	ADN Faculty Meeting	E. Sundberg, C. Sudmore	Victoria Beatty	1.5	14	The faculty of the ADN program in conjunction with students and adjuncts will meet to discuss instructional techniques that contribute to classroom success, the need for policy formation, and program events contribution not only to student success but future educational efforts post graduation.	Occasional guest speakers	No			HS 194
63	#2	Seventh Annual Anthropology Expo and Open House	Dr. Darcy L. Wiewall	Dr. Darcy L. Wiewall	3	100	The Anthropology Expo and Open House is comprised of a day and an evening component. The evening component will feature an open house reception and a keynote talk by a leading anthropologist on their current research. The theme for the event and the evening speaker will be announced. Participants can attend one or both components of the event for a maximum of 4 credit hours.		Yes	\$250	Room & Board Stipend for Keynote	HS-201

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64	#2	Seventh Annual Anthropology Expo and Open House	Dr. Darcy L. Wiewall	Dr. Darcy L. Wiewall	3	100	The Anthropology Expo and Open House is comprised of a day and an evening component. The day component will introduce the audience to the discipline of Anthropology and focus on what students can do with a degree/career in Anthropology. During this segment we will have several professional anthropologists discussing what they have done with their degree/career in Anthropology. The presentation will be followed by a student panel comprised of former AVC students discussing their experiences in Anthropology Departments at UC 's and CSU's. Participants can attend one or both components of the event for a maximum of 4 credit hours.		No			HS-201
65	#2	Come Explore Diverse Cultures at the Antelope Valley Indian Museum (AVIM)	Dr. Darcy L. Wiewall	Dr. Darcy L. Wiewall	3	40	Come out an explore more than 12,000 years of human history at the Antelope Valley Indian Museum's (AVIM) Annual American Indian Heritage Celebration featuring museum exhibits, traditional music, dancing, storytelling and food of native peoples. The unique history of the museum itself in conjunction with the spatial and temporal depth of the exhibits is an irreplaceable resource for understanding local and regional history. It houses a splendid collection of objects created by the Native American cultures of Antelope Valley, California, the western Great Basin, and the Southwest. The AVIM is a State Historical Park, a Regional Native American Resource and a National Register Historic Landmark. Please join Dr. Darcy Wiewall to explore the diverse cultures of the Antelope Valley and the important role the museum provides for students, faculty and the community.	Request that participants sign-up prior to the event.	No			Antelope Valley Indian Museum

66	#1	Get To Know The Counseling Division	Kristal Ibrahim, May Sanicolas, Stephanie Matilla, and others	Kristal Ibrahim	2 hours	50	<p>Question: In what ways does AVC's Counseling Division support our students? Another question: Do you like free snacks? If you are wondering about the answer to that first query, and if you also like free snacks, please join us for a poster presentation and gallery walk all about AVC Counseling... Even if you don't like snacks, join us anyway! Posters regarding student education plans, Associate Degrees for Transfer (aka ADTs), transfer coursework, academic probation, student resources, and so much more, will be available for you to peruse at your leisure, with snacks in hand. Your friendly neighborhood counselors and counseling support staff will be available to elaborate upon the posters and/or clarify any information for you, as needed. (Did we mention that there will be snacks?) We will see you there!</p>		Yes	\$457.42 (total includes all sales tax, calculated at 9.25%)	{All subtotals below include sales tax, calculated at 9.25%} \$294.88 - 9 x \$29.99/24" x 36" standard heavy weight poster printing, at Staples; \$152.70 - 9 x \$15.53/Quartet 29E full size instant easel, on Amazon;	SSV 151 (The Board Room)
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67	#2	Visit to the Fairmont Butte Archaeology Complex	Dr. Darcy L. Wiewall and David Earle	Dr. Darcy L. Wiewall	3	25	Come spend the day with Dr. Darcy L. Wiewall and David Earle, as they provide a site tour of the Fairmont Butte Archaeology Complex. The site has been the focus of human habitation for over 4,000 years and is comprised of a number of interesting prehistoric and historic activity areas. The tour will require participants to carpool to the site and wear sturdy walking shoes. Please join us for an insightful tour of this unique archaeology complex located in the Western Mojave Desert.	Request a participant sign-up sheet.	No			off-campus Fairmont Butte
68	#1	Your Students Welcome Performance in the Classroom	Cindy Littlefield, Eugenie Trow, Darcy Wiewall	Eugenie Trow	2	400	It is through various forms of performance, whether individual or collective, that humans project images of themselves and the world to their audience. Performance expresses gender, social class, ethnicity, generation and person. How can you use the concepts of performance in your classroom to engage your students? Join anthropologist Dr. Darcy Wiewall, choreographer Cindy Littlefield and Math/Theatre Arts instructor Eugenie Trow as they explore how pervasive performance has become in the cultures of our students.		No			PAT
69	#2	Traditional Music and Dance of Ireland	Aurora Burd	Aurora Burd	2	100	Learn about the rich musical tradition of Ireland just in time for St. Patrick's Day! Presenters will perform on fiddle, woode flute, and tin whistle and discuss the heritage and cultural background related to the music. Continuation of last year's event -- this year will focus on repertoire and style differences related to different regions of Ireland and will hopefully feature additional special guests from the AVC community.	I've discussed event with Dr. Newby & checked with Music Dept about date/location. Event should be in evening but I expect to have class TR nights so FSa would be best for this recital/discussion.	No	0	n/a	Choir Room (FA3-162)

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70	#1	Greening AVC as a Teachable Moment: Environmental Sustainability and Pedagogy	Santi Tafarella, Bill Vaughn, Larissa Nickel, et. al.	Santi Tafarella	3	100	Antelope Valley College is a feeder school to California universities that heavily emphasize an ethos of environmental sustainability on their campuses, but what is sustainability, exactly, and how might the concept be applied to pedagogy? Members of the AVC Environmental Group, an advisory group to the Academic Senate, will explore these questions via PowerPoint, handouts, video, and small and large group discussion. We'll also raise issues surrounding best practices they relate to AVC's third ILO (global citizenship).		No	0	No funds needed.	Board Rm. or HS 201
71	#1	Canvas Testing with Proctorio	Dr. Casey Scudmore	Dr. Casey Scudmore	2	30	Are you using computer testing? Come and learn how to use the lockdown browser for improved security.		No			Health Science Building
72	#1	Canvas Community	Dr. Casey Scudmore	Dr. Casey Scudmore	2	30	Are you using Canvas to enhance or run your class? Whether you are new or experienced, learn something that will improve your course!		No			Health Science Building
73	#1	Mentorship Workshop	Dr. Casey Scudmore	Dr. Casey Scudmore	2	20	Come and live up your teaching by mentoring each other! Bring your ideas about creative teaching or ask questions related to classroom management.		No			HS 194
74	#1	Mentor Workshop	Dr. Casey Scudmore	Dr. Casey Scudmore	2	20	Come and discuss classroom strategies and techniques to bring your classes to life!		No			HS 194
75	#2	To Meat or Not to Meat: Food Issues, Systems Thinking, and Global Citizenship	Santi Tafarella, Scott Covell, Andrew Simpson	Santi Tafarella	3	100	This presentation will reflect on food issues in relation to Antelope Valley College's third Institutional Learning Objective (global citizenship). Members of the AVC Environmental Group, an advisory group to the Academic Senate, will explore how an ethos of social responsibility surrounding food might be cultivated on campus and how teachers might use food issues for teachable moments, both in and out of the classroom. Reflection will include PowerPoint, handouts, video, and small and large group discussion.		No			Board Room or HS 201

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76	#2	Taking the Eco-Challenge: Environmental Experimentation as a Narrative Genre	Santi Tafarella, Brian Palagallo, Bill Vaughn, Rachel Jennings, Ashley Smith	Santi Tafarella	3	100	Over the past two decades a seeming avalanche of books, films, and YouTube videos have been devoted to the intersections of private behavior and the environment, often in the form of quest narratives (the quest, for instance, to live a plastic-free lifestyle for one year). Members of the AVC Environmental Group, an advisory group to the Academic Senate, will explore this creative nonfiction genre--and also interrogate it. Some members will recount their own experiments in environmental, low-impact living. They'll also explore the pedagogical possibilities for the genre. Reflection will be accompanied by PowerPoint, handouts, video, and small and large group discussion.		No			Board Room or HS 201
77	#2	Green Jobs, Greening the Workplace, and Greening the Curriculum	Santi Tafarella, Asia Henderson-Moore, Scott Covell	Santi Tafarella	3	100	Members of the AVC Environmental Group, an advisory group to the Academic Senate, will facilitate an evening of creative reflection on green jobs, greening the workplace, and greening the curriculum. As a feeder college to universities devoted to a global citizenship and sustainability ethos, how might AVC prepare students across the disciplines for participation in that ethos? In addition to small and large group discussion, presentations will be accompanied by PowerPoint, handouts, and video.		No			Board Room or HS 201
78	#2	AVC's First Annual Environmental Summit 2019	Santi Tafarella, Bill Vaughn, Brian Palagallo, and Other Members of the AVC Environmental Group	Santi Tafarella	5	100	This half day mini-conference will reflect on sustainability in relation to water, energy, food, wellness, materials, waste, community, social justice, pedagogy, and aesthetics. It will be hosted by members of the AVC Environmental Group, an advisory group to the Academic Senate, and will consist of three panel discussions and two dynamic, featured speakers.		No			HS 201
79	#2	Cover your Plate with Crystals Part One	Rich Sim	Rich Sim	3	20	Create a treasure that will be handed down from generation to generation, a crystalline ceramic serving plate and mug (food safe). All materials will be provided. Part One: Create your plate and mug. Part Two: Glaze and fire.	Part Two needs three weeks for the plate and mug to dry and be fired.	No			FA1 120

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80	#2	Cover your Plate with Crystals Part Two	Rich Sim	Rich Sim	3	20	Create a treasure that will be handed down from generation to generation, a crystalline serving plate and mug (food safe). All materials will be provided. Part Two: Glaze and fire your plate and mug.	Part Two needs three weeks for the plate and mug to dry and be fired.	No			FA1 120
81	#1	Allies Training LGBTQ	CSUB Staff, Jill Zimmerman	Jill Zimmerman	4	30	This training will capture how to provide a supportive environment across campus for LGBTQ and questioning community in order for students to reach their best academic success.		No			Student Lounge
82	#2	Smart Landscaping Workshop - Rocks and Boulders	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. This workshop will help you correctly design and install rocks in your landscape, from rock mulches to dry riverbeds. Types, colors and sizes of rock will be discussed.		No			TE3
83	#2	Smart Landscaping Workshop - Native Plants	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. This month the identification and care of local native plants that are suited to residential landscapes.		No			TE3
84	#2	An Evening with the Department of Geosciences	Mike Pesses, Aurora Burd, Paul Stahmann	Mike Pesses	3	999	Has anyone ever been to the center of the Earth? Is the climate permanently broken? What's the difference between a geologist and a geographer? AVC's Department of Geosciences has grown, which means we should probably share what we are up to these days. We will spend the evening explaining the full range of what 'geoscience' actually means, covering everything from what is happening inside the Earth to up above in the atmosphere. Our faculty will spend time on their own areas of expertise as well as explain what non-academic geoscientists do. And, as an added bonus, all attendees will have a much better chance of surviving the next big earthquake...		No			HS 201

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85	#2	Smart Landscaping Workshop - Roses, Roses, Roses	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. If you want to have the best roses on the block, come and find out how to prune, fertilize, and water on your roses.		No			TE3
86	#2	Smart Landscaping Workshop - Preparing For Winter	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. How to prepare your plants and landscape for the coming cold weather. We will not forget the veggies. Plan and prepare to grow a winter veggie garden, easiest garden you will ever do.		No			TE3
87	#2	Smart Landscaping workshop - Fruit Trees	Neal Weisenberger	Neal Weisenberger	2	32	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. If you want to have the best apples on the block, come and find out how to prune, fertilize, and water on your fruit trees		No			TE3
88	#2	Smart Landscaping Workshop - Veggie Gardens	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. If you want to have the best Veggies on the block, come and find out how to plan, build your veggie garden. Then how to fertilize, water and take care of pests in your veggie garden.		No			TE3
89	#2	Smart Landscaping Workshop - Surviving Summer	Neal Weisenberger	Neal Weisenberger	2	35	The Smart Landscaping Workshops are held monthly on various landscape / garden topics. Emphasizing on gardening skills that are appropriate to the Antelope Valley and using landscape water efficiently. If you want to have the best Landscape on the block, come and find out how to help your landscape survive the heat and sun of summer.		No			TE3

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90	#1	Practicing Disagreement with Civility, Part 1: Should there be Limits to Freedom of Speech on College Campuses?	Carla Corona, Kristine Oliveira, Brian Palagallo, Annamarie Perez, Wendy Rider, Kat Ringenbach, Eli Ryder	Kristine Oliveira	2	30	According to a 2016 survey by the Pew Research Center, American partisan division and animosity is at its highest point in nearly a quarter of a century. In this time of heightened tension, it is important that college faculty develop the facility to engage in critical conversations with reason and civility. Therefore, behooves us to practice engaging in difficult conversations with reason and civility so that our students have models to emulate as they embark upon their journeys within higher education and beyond. So how can we develop this capacity? Please join us as we lead a lively group conversation about the role of freedom of speech on college campuses. Let us remember the words of James Leach, the former Chair of the NEH under President Obama: "Civility is not about dousing strongly held views. It's about making sure that people are willing to respect other's perspectives." Participants are not required to attend both parts 1 and 2. THERE WILL BE SNACKS.	Rooms must have moveable tables and chairs	No			LS1, LS2, or APL 100s
91	#1	Practicing Disagreement with Civility, Part 2: Is It Okay to Punch a Nazi?	Carla Corona, Kristine Oliveira, Brian Palagallo, Annamarie Perez, Wendy Rider, Kat Ringenbach, and Eli Ryder	Kristine Oliveira	2	30	According to a 2016 survey by the Pew Research Center, American partisan division and animosity is at its highest point in nearly a quarter of a century. In this time of heightened tension, it is important that college faculty develop the facility to engage in critical conversations with reason and civility. Therefore, behooves us to practice engaging in difficult conversations with reason and civility so that our students have models to emulate as they embark upon their journeys within higher education and beyond. So how can we develop this capacity? Please join us as we lead a lively group conversation about the permissibility of punching Nazis. Let us remember the words of James Leach, the former Chair of the NEH under President Obama: "Civility is not about dousing strongly held views. It's about making sure that people are willing to respect other's perspectives." Participants are not required to attend both parts 1 and 2. THERE WILL BE SNACKS.		No			LS1, LS2, or APL 100s

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92	#2	A Viewing and Critique of Famous Artwork	Rich Sim	Rich Sim	3 hours	24	This is a viewing and critique of famous artwork and its importance to society. Artists discussed will include, Giotto, Leonardo Da Vinci, Michelangelo, Rembrandt and William Turner to name a few.	none	No			FA 1 - 120
93	#2	Everything You Ever Wanted to Know About Counseling	Dr. De'Nean Coleman-Carew, Luis Echeverria, Susan Knapp, Rosa Fuller, Cynthia Wishka, Monica Mode, Kristal Ibrahim, Crystal Ellis, Tamira Palmetto-DeSpain, Dietra Jackson	De'Nean Coleman-Carew	2	100	Several Counseling faculty and staff will sit on a panel designed to answer your questions and discuss counseling at Antelope Valley College. Please join us for an engaging and interactive FPD that will use a game format to test your knowledge of counseling topics. Learning can be fun!!!! Counseling can be a very convoluted endeavor. Sometimes you might think we got it wrong, but maybe we didn't and we want to make ourselves available to explain why. Why did we advise a student to take a course that isn't included on the ADT? And why did we suggest this major instead of that major? What do you want us to know about your program? The person with the most points at the end of the game wins a secret prize.	Please set up chairs to face the projector screen.	No			SSV 151

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94	#2	How to Identify and Assist Distressed Students the Correct Way	BIT Team: Dr. Jill Zimmerman, Jennifer Winn, Dr. De'Nean Coleman-Carew, Terry Cleveland, Maxine Griffin, Annamarie Becerra, Officer Ramon Murgatroyd, Dr. Louis Lucero	De'Nean Coleman-Carew	2 hours	30	The BIT team is hosting a lab where faculty can complete the Kognito simulation program and ask questions to the team regarding the real-life application of the skills the simulation teaches. All participants will have the opportunity to complete Kognito in the computer lab and a question/answer session will follow. The Kognito "At-Risk for Faculty & Staff" simulation will help faculty recognize when a student is exhibiting signs of psychological distress and manage a conversation with the goal of connecting them with the appropriate campus support service. After completing the simulation, you will be better equipped to: identify warning signs; manage conversations; develop awareness of negative stereotypes and misconceptions about mental distress; understand your school's process for student referral and mental health support services.	Need a computer lab for this FPD	No			BE Computer Lab
95	#1	Kognito Training (Hands-on)	De'Nean Coleman-Carew	Jill Zimmerman	2 hours	35	Teaching faculty and staff hands-on how to use Kognito training model in order to talk to students of concern. Kognito is an online simulation training that provides challenging conversations and role-play with virtual students. There are several training simulations that can be used reaching various populations of students on campus.		No			Computer Lab
96	#2	Educating Principles and Practices of Peace	Sean Martin Cranley	Sean Martin Cranley	1 hour presentation	40	Come and join this presentation about the role of education in creating a culture of peace inside the Peace Community of San José de Apartadó in Colombia. This presentation will outline the Peace Community ethnics in relation to its alternative education model and youth enculturation/socialization. We will look at photos and learn more about the active participants of this educational process. After addressing what I learned, all attending participants will be invited to discuss how similar models can be applied to our own social and historical context.	N/A	No	???	N/A	SVS 151 or HS 223

97	#1	The Student Brain, On Trauma, In Your Classroom	Kristal Ibrahim, Asia Henderson-Moore, and Towana Cately	Kristal Ibrahim	3	40	According to the CDC, 64% of people in the US have experienced at least one traumatic event in their lives. And the absence of a formal mental health diagnosis does not mean that they move on from these experiences unscathed. Even one traumatic experience in childhood can have negative effects on brain development, including psychological and social development, that persist well into adulthood. Join us as we discuss how our students' trauma histories affect the way they learn, and how we can support the academic achievement, and overall well-being of such students. Light snacks provided.		Yes	\$100.00	Sticky notes Markers Pens Pencils Notepads	SSV 151 (The Board Room)
98	#2	100 Year Anniversary of the End of World War I	Scott Covell, Charles Hood, John Toth, Christine Mugnolo, Matthew Jaffe, Ken Shafer	scott covell	3	50	On November 11, 1918, an armistice was signed in a railroad carriage at Compiègne, France, resulting in the end of "The Great War"; four years of brutal fighting, a human death toll of over 10 million, and world-wide combat on a scale never before seen had finally come to an end. Now 100 years later we will examine this war and its aftermath, focusing on poets, writers, artists and their depiction of the war and their lives afterwards, the social-political situation in America post-war, and how people in many countries moved on with their lives after peace was finally declared. In addition, this presentation will serve as a Veteran's day memorial to the men and women who served back then, as well as a tribute to the veterans in our own community who have served our country in more recent years.	I picked those dates to coincide with Veteran's Day.	No			SSV 151

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99	#2	50 Year Anniversary of Stanley Kubrick's 2001: A Space Odyssey	Dr. Scott Lee, Charles Hood, Michele Lathrop, Scott Covell	scott covell	3 hours	50	What makes 2001: A Space Odyssey so popular with staff across all the disciplines on campus? Based on Arthur C. Clarke's short story, "The Sentinel," Kubrick's film version in 1968 represents a landmark masterpiece of American cinema. The highest-grossing North American film of 1968, it has now achieved even larger cult status and is seen by many critics as the best science fiction film ever made. Kubrick is also associated with the 'auteur' concept, where the director---like a college professor---brings a grand vision into play. We will discuss what Kubrick's directorial style has to teach us about ways to teach better, and also think about what he models not to do. In addition, our presentation we will in focus on positioning the film within the context of science fiction as a genre, examine its complex production, its importance in future sci-fi, and discuss how and why it resonates so intensely with people worldwide.		No			SSV 151
100	#2	Star Wars II: Cultural Artifacts and Classroom Connections	Brian Palagallo, Jedi Lobos, Michele Lathrop, Scott Covell	scott covell	3	50	Last year we celebrated 40 years of Star Wars (whether Lucas or Disney driven), and this year we would would like to continue our discussion exploring how Star Wars carries so much cultural resonance in America and worldwide, its increasingly pro-Feminist themes and characters, the economic and critical successes of the last four films (The Force Awakens, Rogue One, The Last Jedi, and the latest offering, Solo), and the difficulty in continuing the excellence of a project or job experience, whether it be a blockbuster film series,, teaching or scholarly work in our own disciplines.		No			SSV 151
101	#1	Borrow Like Shakespeare in Your Classroom	Eugenie Trow, Rachel Jennings, Cindy Littlefield	Eugenie Trow	2	400	Did Shakespeare plagiarize from the sources available at the time? Or did he use them with a poet's ear for dialogue worth remembering? We can use his example to awaken in our students the gift of inspiration and what it demands. Join English instructor Rachel Jennings, Math/Theatre Arts instructor Eugenie Trow andC Cindy Littlefield as they track Shakespeare's inspiration.		No			PAT

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102	#1	Using Socratic Seminars and Philosophical Chairs to Deepen Understanding of Rigorous Texts	Michelle Hernandez	Michelle Hernandez	3 hours	45	6. Content Specific: Using Socratic Seminars and Philosophical Chairs to Deepen Understanding of Rigorous Texts (3 hours): The session combines the strategies of Socratic Seminars and Philosophical Chairs showing how the two strategies can be used together and support student writing, research, or projects (either individually or in groups) in specific content areas. A text is analyzed using the academic reading skills. Participants learn the Socratic Seminar rules of engagement and participate in a seminar and it is followed by a Philosophical Chairs activity where students articulate ideas developed through in-depth reading and discussion. We encourage the institution to help the presenter select a text that is appropriate for the content specific faculty/instructors.	Room that accommodates collaboration, preferably with mobile table that can adjust to groupings, sharing and moving about the room.	No			SSV 151 or Student Lounge
103	#1	Content-Specific WICOR Support: Math/Science	Michelle Hernandez	Michelle Hernandez	2	40	Content-Specific WICOR Support: Math/Science (2 hours): This session is a follow-up session designed for participants who have already experienced WICOR: An AVID Introduction. The focus is implementing WICOR strategies in a specific content area. These sessions are appropriate for faculty/instructors and staff embedding WICOR strategies into these specific content areas.	Room should be flexible in set up to accommodate collaboration, information gathering, sharing, and small groups discussions.	No			SSV151, Student Lounge,

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104	#1	Student Motivation: Cultivating Positive Learning Environments	Michelle Hernandez	Michelle Hernandez	3	50	Frequently, educators lament about “how to motivate students to care about their learning.” While the literature is overrun with deficit thinking about students, their families, culture, socioeconomic background, and communities, this professional learning module provides a foundation for educators to reflect about how deficit thinking often permeates how we think about students and offers alternative practices in order to create positive learning environments. Grounded in culturally responsive pedagogy, this module assists participants to develop deeper understanding of the relationship between culture and the motivation to learn through diverse counterbeliefs and values that students and educators bring to a learning environment. Ginsberg’s and Wlodkowski’s Framework for Student Motivation will be shared.		No			SSV151, Student Lounge, HS201
105	#1	Using WICOR Strategies in an Online Teaching Environment	Michelle Hernandez	Michelle Hernandez	2	26	In this session, faculty will learn how to apply Writing to learn, Inquiry, Collaboration, Organization and Reading to learning strategies in an online course; however, the emphasis will be on collaboration and inquiry. Faculty will discuss and analyze high-impact strategies that will increase student engagement and learning in the online environment.		No			BE310, BE311
106	#1	Teaching Students how to learn	Magdalena Caproiu	MAGDALEN A CAPROIU	2 hours	50	Participants will learn how to interact with different types of students in order to learn the presented materials	computer/projector	No			SSV 151
107	#1	AVC Collaborative: Working Together to Improve Counseling Services	May Sanicolas	May Sanicolas	2	25	How can we soundly serve students without a comprehensive understanding of student/faculty/counseling expectations? After attending prior Counseling FPDs (not required for attendance), we encourage AVC faculty to jump into the conversation to address any concerns/questions and to work together for our students' success. An overview of a previously distributed questionnaire will also be introduced.	If approved, please schedule after the "Get To Know The Counseling Division" FPD	No			SSV 151

108	Standard #3: Field Trip/ Off Campus	ACLS	Advanced Healthcare	Wendy Boller	8	20	Renewal of ACLS needed to maintain teaching in the nursing department	I'm requesting approval to receive FPD hours at standard 2 or 3 for taking this class. I have to complete it in March 2018 and would like to know that it is okay to use it for FPD hours.	No			Encino California
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