



Faculty Professional Development Committee Agenda

Wednesday, March 14, 2018
L-201
2:15 - 3:45 p.m.

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	Kathryn Mitchell	1. February 28, 2018 Meeting (to be provided)
V. Discussion Items	Kathryn Mitchell	<ol style="list-style-type: none"> 1. Review Revised Sabbatical Application (to be provided) 2. Updates on Goals <ol style="list-style-type: none"> a. Mentorship <ul style="list-style-type: none"> • Two new plans for discussion and approval (attachment) • Discuss limits to number of Mentorship partnerships per participant b. CTX/CETL: No update c. Digital FPD Event Evaluation: No update d. Faculty Learning Communities: <ul style="list-style-type: none"> • Offer revision suggestions for last meeting's draft (attachment) • Review and offer revision suggestions for supportive material re student participants (attachment) • Solutions for publishing the FLC reports on the FPDC website • What should be our communication strategy for the pilot year? 3. New college policy to charge for faculty events, including FPD Events, at the PAT (attachment) 4. Professional Milestones Speakers (attachment) 5. 2018-2019 FPD Event Proposals 6. Division-hosted FPD Events
7. Action Items	Kathryn Mitchell	<ol style="list-style-type: none"> 1. Spring 2018 Mentorship Plan - Proposals 2. Mentorship Partnerships Per Participant - Limitation 3. Sabbatical Application 4. Faculty Learning Communities
8. Information Items	Kathryn Mitchell	<ol style="list-style-type: none"> 1. Professional Milestones Address - Speakers 2. Fall 2018 FPDC Meetings - Move from 2:15 p.m. to 2:00 p.m. 3. Next meeting: Begin discussion - Fall Opening Day
Next Meeting Date March 28, 2018		



Faculty Professional Development Committee Minutes	Wednesday, March 14, 2018 L-201 2:15 - 3:45 p.m.
---	---

Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member - ABSENT
- Dr. Tom O’Neil, Administrative Council Member
- Dr. Ken Shafer, Faculty Member
- Jane Bowers, Faculty Member – Dr. Morenike Adebayo-Ige, Proxy
- 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 – Susan Snyder, Proxy
- Dr. Jeffery Cooper, Faculty Member – Tiesha Klundt, Proxy
- Dr. Barbara Fredette, Faculty Member
- Dr. Darcy Wiewall, Faculty Member
- Michelle Hernandez, Confidential Management Union - ABSENT
- Classified Representative - VACANT
- ASO Member - VACANT

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	Mark Hoffer reported at a recent Department Chair meeting discussion included the alignment of Guided Pathway events and activities and Faculty Learning Communities.
III. Approval of Agenda	All	<i>A motion was made and seconded to approve the agenda as presented. Motion carried unanimously.</i>
IV. Approval of Minutes	Kristine Oliveira	1. February 28, 2018 Meeting (to be provided)



		<p><i>A motion was made and seconded to approve minutes of the February 28, 2018 FPDC meeting.</i></p> <p><i>Motion carried with two (2) abstentions.</i></p>
V. Discussion Items	Kristine Oliveira	<ol style="list-style-type: none"> 1. Review Revised Sabbatical Application (to be provided) Members reviewed the final revised sabbatical application. 2. Updates on Goals <ol style="list-style-type: none"> a. Mentorship <ul style="list-style-type: none"> • Two new plans for discussion and approval (attachment) • Discuss limits to number of Mentorship partnerships per participant Members discussed no more than 2 max per academic year. b. CTX/CETL: No update c. Digital FPD Event Evaluation: No update d. Faculty Learning Communities: <ul style="list-style-type: none"> • Offer revision suggestions for last meeting's draft (attachment) • Review and offer revision suggestions for supportive material re student participants (attachment) • Solutions for publishing the FLC reports on the FPDC website • What should be our communication strategy for the pilot year? <p>Members discussed including Honors Option, Student Equity, First Year Experience and Umoja students in FLCs, but decided to wait until after the pilot.</p> <p>The program will launch after spring break. A workgroup will meet in Kristine's office Monday at 3:00 p.m. to revise the document for final approval at the March 28, 2018 meeting. Members agreed a quick intro would be best.</p> 3. New College Policy to Charge for Faculty Events, Including FPD Events, at the PAT (attachment) Members discussed the policy enforcement for facility use at the Performing Arts Theatre. Dean Rumsey clarified the policy is not new, but is just hitting FPDC this year. Members agreed flex presenters need to be aware of the mandate. 4. Professional Milestones Speakers (attachment) Members reviewed the event schedule. Dr. Ken Shafer protests the ideal. Discussion last year including opening the event up to other professional achievements. Kristine will work with Dr. Zia Nisani to add Last Lectures to the event. Kristine will ask Dr. Lee to reduce his presentation from 2 hours to 90 minutes. Breaks will be added. 5. 2018-2019 FPD Event Proposals <i>Tabled</i> 6. Division-hosted FPD Events <i>Tabled</i>
7. Action Items	Kristine Oliveira	<ol style="list-style-type: none"> 1. Spring 2018 Mentorship Plan – Proposals 2. Mentorship Partnerships Per Participant – Limitation



		<p><i>A motion was made and seconded to Limit mentorship partnerships to two (2) per academic year; 40 hours total. Motion carried unanimously.</i></p> <p>3. Sabbatical Application <i>A motion was made and seconded to approve the final revision for the Sabbatical Application for Lisa Karlstein. Motion carried with 2 abstentions.</i></p> <p>4. Faculty Learning Communities Vote on final language at March 28, 2018 meeting.</p>
8. Information Items	Kristine Oliveira	<p>1. 1. Professional Milestones Address - Speakers</p> <p>2. Fall 2018 FPDC Meetings - Move from 2:15 p.m. to 2:00 p.m.</p> <p>3. Next meeting: Begin discussion - Fall Opening Day</p>
Next Meeting Date March 28, 2018		

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

What is a Faculty Learning Community?¹

The work of Alexander Meiklejohn (1932) and John Dewey (1933)⁹ in the 120s and '30s gave rise to the concept of a student learning community. Increasing specialization and fragmentation in higher education caused Meiklejohn to call for a community of study and a unity and coherence of curriculum across disciplines. Dewey advocated learning that was active, student centered, and involved shared inquiry. A combination of these approaches in the late 1970s and '80s produced a pedagogy and structure that has led, among other things, to students' increased grade point averages, retention, and intellectual development. The term *learning communities* traditionally has been applied to programs that involve first- and second-year undergraduates, along with faculty who design the curriculum and teach the courses.

A *faculty learning community* (FLC) is a group of trans-disciplinary faculty, students, and professional staff group of size 6-15 or more (8 to 12 is the recommended size) engaging in an active, collaborative, yearlong program with **content about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, transdisciplinarity, the scholarship of teaching and learning, and community building.**

Participation in a Faculty Learning Community is a year-long commitment. 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.

A participant in an FLC may select a focus course or project to try out innovations, assess resulting student learning, and prepare a course or project mini-portfolio to show the results; engage in tri-weekly seminars and some retreats; work with student associates; and present project results to the campus and at national conferences. Evidence shows that FLCs increase faculty interest in teaching and learning and provide safety and support for faculty to investigate, attempt, assess, and adopt new (to them) methods. In the literature about student learning communities, the word "student" usually can be replaced by "faculty" and still make the same point, for example, "Learning community students generally fare better academically, socially, and personally than those in comparison groups."

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 an important cohort of faculty or staff that has been particularly affected by the isolation, fragmentation, stress, neglect, or chilly climate in the academy. The content of such a

¹ Adapted from the Milton D. Cox, Miami University, Ohio <http://www.units.miamioh.edu/flc/whatis.php>

yearlong community is shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. These communities will make a positive impact on the culture of the institution over the years if given multi-year support. 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. Faculty and professional staff members may propose topics to the FLC program director, who then advertises a call for applications across the institution. These FLCs offer membership to and provide opportunities for learning across all faculty ranks and cohorts, plus appropriate students and professional staff. They focus on a specific theme. A particular topic-based faculty learning community may end when the campus-wide teaching opportunity or issue of concern has been satisfactorily explored and addressed.

Faculty learning communities are more structured and intensive than most approaches that gather together a collection of faculty to meet and work on teaching and learning issues, for example, teaching circles (Quinlan, 1996), book clubs, seminars, courses, or a group coming together over “brown bag” lunches to read and discuss articles on teaching. Of course, with the addition of certain components such as community, scholarly teaching and the scholarship of teaching—these groups may be FLCs. Research teams have long been disciplinary groups that work together on discovery scholarship, but they may proceed without an emphasis on community. Multidisciplinary and community make FLCs work in teaching and learning pursuits.

Faculty learning communities are different from but in many ways like most action learning sets in that they both are “a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done” (McGill & Beaty, 2001, p. 11). Both faculty learning communities and action learning sets are more than just seminar series, formal committees, project teams, or support, self-development, or counseling groups. FLCs and action learning sets have several aspects in common: Both meet for a period of at least 6 months; have voluntary membership; meet at a designated time and in an environment conducive to learning; treat individual projects in the same way; employ the Kolb (1986) experiential learning cycle; develop empathy among members; operate by consensus, not majority; develop their own culture, openness, and trust; engage complex problems; energize and empower participants; have the potential of transforming institutions into learning organizations; and are holistic in approach.

Faculty learning communities differ from action learning sets in that the communities are less formal; for example, they do not focus extensively on negotiated timing or other formal structures at meetings. Faculty learning communities, while including the efficiency of getting things done, have more focus on the social aspects of building community: Off-campus retreats and conferences include

times for fun, and a dinner or gathering during the year may include spouses or partners. **Faculty learning communities include more emphasis on the team aspect (while still consulting about and developing each individual's project) and on the ultimate beneficiaries of the program: the students in the participants' courses and those participating as student associates of the FLC (Cox & Sorenson, 1999).**

An FLC is a special kind of "community of practice" (Wenger, 1998).

Goals for FPDC's Faculty Learning Communities Program²

The Antelope Valley College FPD Committee's Faculty Learning Community Program has the following goals:

1. Build college-wide community through teaching and learning, creating a learning organization
2. Increase faculty interest in teaching and learning
3. Increase the rewards for and prestige of excellent teaching
4. Investigate and incorporate ways that diversity can enhance teaching and learning
5. Nourish scholarly teaching, the scholarship of teaching, and its application to student learning
6. Broaden the evaluation of teaching
7. Encourage and motivate new approaches to teaching and learning
8. Create an awareness of the complexity of teaching and learning
9. Increase faculty collaboration across disciplines
10. Increase civic responsibility and interest in institution-wide perspectives
11. Broaden the assessment of student learning
12. Encourage reflection about liberal education and coherence of learning across disciplines

² Adapted from Adapted from Milton D. Cox, Miami University, Ohio http://www.units.miamioh.edu/flc/30_components/comp01.php

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

Facilitator:

Year:

Email:

Extension:

Proposed FLC Name:

Proposed Topic:

Cohort-based Topic-based

Proposed Size of the Community: 68 members 912 members 1315 members

Anticipated Resources Needed:

Primary Goal of the FLC:

Part I: Vertical Alignment with the District and Chancellor’s Office

Identify how this FLC aligns with the District ILO(s):

Communication:

- 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.

Creative, Critical, and Analytical Thinking:

- 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.

Community/Global Consciousness:

- 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.

Career and Specialized Knowledge:

- Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.

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

- 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 instructional 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.
- Other: If there is another category that contributes to the improvement of instruction, administrative, or student services, please list those activities related to that category in this section (must provide justification):

FLC Participant Learning Outcomes, determined by the Facilitator:

- 1.
- 2.
- 3.

Part II: Proposed FLC Content

- Determined by facilitator
- Determined by FLC members early in the FLC meeting cycle (see “About Seminars”)

Content Includes (250 - 350 words):

Types of FLC members (for example, faculty, student associates, consultants; targeted departments or subject areas; include all that apply):

Application process (What will you ask potential participants to submit as an application, and how will you make decisions about selecting from among potential applicants? If you have already worked on this, you may want to attach an application form and then describe your criteria for selection):

Plan for involving student associates or consultants (or mentors) (if applicable)

Focus or grounding text:

Role of consultants (or affiliate members) and/or student associates (if applicable) in engaging this curriculum:

Part III: Logistics

How will you communicate with FLC members (email, Canvas)?

What is your plan if schedules don't mesh?

What are expectations for members' participation, and how will you communicate these?

Part IV: Scholarship of Teaching and Learning

What kinds of teaching projects do you anticipate being carried out by FLC members? What kinds of support will you provide to your FLC members as they design their teaching projects?

Will you ask them to choose a focus course? What items will you ask them to engage in that course: Teaching project, assessment of achievement of learning objectives, course mini-portfolio, other?

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

Part V: Assessment

What are your initial thoughts on ways to assess whether you are achieving the goals of your learning community?

Student Associates in Faculty Learning Communities¹

Overview

Some FLC participants find the involvement of student associates an important and straightforward contribution to their faculty development and the FLC, while others find it challenging to take advantage of this component of the program. The document following this page describes ways that students can be selected, involved, and recognized for their contributions.

The objective of having student associates is to enhance the opportunity for meeting the goals and objectives of your FLC, for example

- enhancing interest in and assessment of teaching, teaching effectiveness, and student learning
- advocating, developing, and assessing educational and pedagogical innovation
- interacting as an interdisciplinary community
- integrating teaching and research into classroom experiences
- discovering and incorporating ways that difference can enhance teaching and learning.

Example of how one university includes student associates into their FLCs

Miami University, Ohio, Faculty Learning Communities

Information About Student Associates

The objective of having student associates is to enhance our opportunity for meeting the goals and objectives of our faculty learning community, for example,

- enhancing interest in and assessment of teaching effectiveness and student learning
- advocating, developing, and assessing educational and pedagogical innovation
- interacting as an interdisciplinary community
- integrating teaching and research into classroom experiences
- discovering and incorporating ways that difference can enhance teaching and learning

After our experiences in previous years, we recommend the following:

- **Selection.** Each participant should select one or two student associates for the first term. Your student can be of any class standing or major. You may involve a different student each term.

¹ http://www.units.miamioh.edu/flc/30_components/comp13.php

- **Joint Activities and Topics.** Consultations should take place at least twice a month. Informal discussion could include, for example, topics raised at seminars in your community, your teaching project, your focus course, syllabus, reactions to an article on teaching and learning, and perspectives on innovations you are considering or trying in your classes. Invite your student to join some of your community seminars.
- **Ethical Considerations.** Consider carefully whether or not your student associate should be in one of your current classes. Although this could provide ongoing topics for discussion and helpful suggestions, there might be ethical considerations, for example, student perspectives biased by the current instructor/student relationship.
- **Seminar Attendance.** Students can be invited to attend any or selected community seminars.
- **Special Faculty/Student Seminar.** We may have one seminar focused on our students, in which we share faculty and student perspectives about teaching and learning. In the past, this has been an interesting and effective seminar.
- **Rewards for Students.** Reward student(s) for serving. This should secure a commitment that will last throughout the semester. FLCs with students may choose to offer Independent Study credit for their committed participation
 - *Independent Study:* An hour (or more) of credit may be applied as independent study. Registration for each course is in accordance with the level of instruction. Independent study projects must be approved by the instructor and department chair.
- **Thank You.** Provide thank yous for your student. Books, software, vouchers to use at the bookstore, etc. are nice gifts for students.
- **Your Role.** Your role is two-way, as learner and as teacher. You will learn from your student's perspectives and your student will learn about teaching, professorial life, and the academy.

Email Address	Your name:	Type of professional milestone:
ppalavecino@avc.edu	Patricia M. Palavecino	Recent publication (scholarly or creative arts)
cgiorgi@avc.edu	Carina Karapetian Giorgi	Recent publication (scholarly or creative arts)
kshafer2@avc.edu	Ken Shafer	Recent publication (scholarly or creative arts)
szhu@avc.edu	Sherri Zhu	Former sabbatical project

Subject of your presentation:
Learning about our local biodiversity
Queer Phenomenology and Tasseography
The German Immigrants of Missouri through 1860
Teaching Critical Thinking Across Disciplines

Proposed Speakers

Scholar in Residence: Dr Scott Lee	2 hrs
Sabbatical: Dr Rachel Jennings	50 min
Sabbatical: Dr Sherri Zhu	50 min
Recent publication: Patricia Palavecino	25 min
Recent publication: Carina Karapetian Giorgi	25 min
Recent publication: Dr Ken Shafer	25 min

4.5 hrs

for 2018 Professional Milestones

TBA
Increasing Student Equity and Success with Open Educational Resources
Teaching Critical Thinking Across Disciplines
Learning about our local biodiversity
Queer Phenomenology and Tasseography
The German Immigrants of Missouri through 1860

Nancy Masters <nmasters@avc.edu>

Tue, Jan 16, 2018 at 9:55 AM

To: Kristine Oliveira <koliveira@avc.edu>

Cc: Scott Covell <scovell@avc.edu>, Duane Rumsey <drumsey@avc.edu>, Michael White <mwhite57@avc.edu>, Bonnie Suderman <bsuderman@avc.edu>, Van Rider <vrider@avc.edu>

Good morning All,

I was just informed by Michael White there is a new policy - beginning January 2018 the theatre is mandated to charge a faculty use fee for rental - he mentioned a fee of approximately \$140 per hour. An email from Michael is forthcoming. Just wanted to make you aware.

Nancy

[Quoted text hidden]

--

Nancy Masters
Academic Senate Coordinator
(661) 722-6300 x6008
nmasters@avc.edu

Michael White <mwhite57@avc.edu>

Tue, Jan 16, 2018 at 11:09 AM

To: Nancy Masters <nmasters@avc.edu>

Cc: Kristine Oliveira <koliveira@avc.edu>, Scott Covell <scovell@avc.edu>, Duane Rumsey <drumsey@avc.edu>, Bonnie Suderman <bsuderman@avc.edu>, Van Rider <vrider@avc.edu>

Good Tuesday morning.

Effective with the beginning of the '17/'18 fiscal year, per the decision of Diana Keelen and Bonnie Suderman, I am now obliged to issue an invoice for a facility use fee. There are a couple of different pricing structures, varying depending upon whether or not the event is directly tied to a classroom related activity, providing instruction or an assessment opportunity for a CRN and whether or not tickets are sold. The charge involved for this event would be \$125.00 per hour. Based upon the timing of the event last year (in which the event was in the building for approximately four hours), I would estimate the bill to be around \$500.00. I'm sorry that this information was not relayed to you previously.

If you require further information, I'm happy to provide what I can.

Warm regards,
Michael

Michael White
Manager - Performing Arts Theatre
Antelope Valley College
661-722-6300 ext. 6949
mwhite57@avc.edu

[Quoted text hidden]

Nancy Masters <nmasters@avc.edu> Tue, Jan 16, 2018 at 11:37 AM
To: Michael White <mwhite57@avc.edu>, Junko Suzuki <jsuzuki1@avc.edu>
Cc: Christopher Anderson <canderson64@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Van Rider <vrider@avc.edu>

Good morning Michael

I am forwarding your email to Junko Suzuki who has reserved **PA-114** for the February 26 **Shall We Dance? Bachata** flex event. Would you kindly inform us of what the hourly fee will be for her 3-hour event?

Thank you in advance.

Nancy
[Quoted text hidden]

Michael White <mwhite57@avc.edu> Tue, Jan 16, 2018 at 11:53 AM
To: Nancy Masters <nmasters@avc.edu>
Cc: Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Van Rider <vrider@avc.edu>

Hi Nancy,

My apologies. I know you had requested that I include Junko on the previous e-mail, and with all the chaos around here this morning, it slipped my mind.

The fee to be assessed for the February 26 **Shall We Dance? Bachata** flex event in PA 114 will be \$100.00, in accordance with the fees posted on-line. I was given specific instruction by Dr. Suderman that the charges were to be levied against flex events. The \$100.00 fee applies to the use of PA 114 only ... not the auditorium.

Warm regards,
Michael

Michael White
Manager - Performing Arts Theatre
Antelope Valley College
661-722-6300 ext. 6949
mwhite57@avc.edu

[Quoted text hidden]

Nancy Masters <nmasters@avc.edu> Tue, Jan 16, 2018 at 12:03 PM
To: Michael White <mwhite57@avc.edu>
Cc: Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Van Rider <vrider@avc.edu>

Michael, is that a flat rate for Junko, or \$100 per hour? This is a 3-hour event.

Nancy

[Quoted text hidden]

Michael White <mwhite57@avc.edu>

Tue, Jan 16, 2018 at 12:04 PM

To: Nancy Masters <nmasters@avc.edu>

Cc: Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Van Rider <vrider@avc.edu>

It is a flat rate. \$100.00 will be to total charge billed.

MW

Michael White

Manager - Performing Arts Theatre

Antelope Valley College

661-722-6300 ext. 6949

mwhite57@avc.edu

[Quoted text hidden]

Kristine Oliveira <koliveira@avc.edu>

Wed, Jan 17, 2018 at 3:45 PM

To: Michael White <mwhite57@avc.edu>

Cc: Nancy Masters <nmasters@avc.edu>, Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Van Rider <vrider@avc.edu>

Hi everyone--

Micheal, thank you for letting us know that there is a new policy for 2018 performances in the PAT, but since facilities were already booked prior to the new policy's adoption, it stands to reason that any previously booked events for FPDC would be exempt from those fees.

On a related note, FPDC will be launching its call on Friday, Feb 2, for FPD proposals for the 2018 - 2019 academic year, and the Committee needs to include the District's policy on use of the PAT for faculty events, as the new policy will impact the types of events that faculty will propose and budgeting decisions made by the FPDC and the Senate. Who might I talk to in order to get that policy?

Thanks

--KO

[Quoted text hidden]

Michael White <mwhite57@avc.edu>

Wed, Jan 17, 2018 at 7:11 PM

To: Kristine Oliveira <koliveira@avc.edu>

Cc: Nancy Masters <nmasters@avc.edu>, Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Van Rider <vrider@avc.edu>

The directive I was given came from Ms. Diana Keelen, Director of Business Services, and Dr. Bonnie Suderman, VP of Academic Affairs. I'd suggest taking whatever issues regarding this new fee directly to them, as I have no authority to make any changes nor grant any waivers to the policy. Please don't shoot the messenger. I'm sorry that a general announcement was never disseminated to all interested parties. As I was never instructed to issue such an announcement, I was led to believe that it would come from those who mandated the policy.

MW

Michael White
Manager - Performing Arts Theatre
Antelope Valley College
661-722-6300 ext. 6949
mwhite57@avc.edu

[Quoted text hidden]

Michael White <mwhite57@avc.edu>

Wed, Jan 17, 2018 at 7:25 PM

To: Kristine Oliveira <koliveira@avc.edu>

Cc: Nancy Masters <nmasters@avc.edu>, Junko Suzuki <jsuzuki1@avc.edu>, Christopher Anderson <canderson64@avc.edu>, Van Rider <vrider@avc.edu>

Per your request, here are the pricing guidelines I was given by Dr. Bonnie Suderman and Ms. Diana Keelen for internal use of the Performing Arts Theatre:

Classroom-related activity / Performances that generate Ticket Sales

- \$100 per prep / load-in / rehearsal day
- \$50 per hour on event day (This is less than 20% of the outside rental rate)

Non-classroom related activity, events, speaker activity, etc.

- \$125 per hour on event day (This is less than 50% of the outside rental rate)

Dr. Suderman defined "Classroom Activity" to be something that directly provides instruction or an assessment venue for a CRN.

Subsequently, the question arose regarding Non-classroom related activities, events, speakers, etc. that did not generate ticket sales (i.e., free events). The decision was made that they were to be invoiced at the same rate as those events which did generate ticket sales.

MW

Michael White
Manager - Performing Arts Theatre
Antelope Valley College
661-722-6300 ext. 6949
mwhite57@avc.edu

[Quoted text hidden]

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)

[1] Responder updated this value.