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|  | Tania Anders  (co-chair) | P | Lisa Rodriguez  (POD, Director) | P | Kelley Lyons  (FA Part-Time) | A | Tamra Horton  (FA) | A | Kelly Rivera  (AS, VP Senate) | P | Carol Impara  (AS, DL) | P | Rebecca Contreras  (student AS) |
| P | John Vitullo  (co-chair/designee) | P | Shiloh Blacksher  (AS) | P | Dalia Chavez  (AS, Non-Credit) | A | Danny Cantrell  (AS) | P | Emily Versace  (AS) | A | Rita Page  (AS, FLAC) | P | *Elda Blount Scribe* |
|  | Vacant  (POD,classified) |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Item** | **Outcomes** | **ACCJC Standards** |
| 1. **Approval of Minutes** | 1. 3/24/22 meeting minutes approved with correction on A7 – Report Out to read in part: *GP mini grant was used to create and enhance Canvas shells for the School of Continuing Education* | * II.A.2 * II.A.7 * II.A.2 * III.C.1 |
| 1. **Report Out – Group 1**   1. Flex  2. POD  3. Conference & Travel  **Group 2 Schedule to Report Out 4/28/22 Meeting**   1. DL (Carol) 2. FLAC (Rita) 3. GP Cross-Council Committee (Shiloh) 4. Non-credit (Dalia) | 1. Tania reported out that Flex Day Planning Committee is actively planning Fall 2022 Flex Day. The committee is welcoming any suggestions for the keynote speaker. The Flex Day survey report was shared with the council.  2. Lisa reported Association of College and University Educators (ACUE) went to April board for contract renewal for the 2022-23 academic year. The renewal will include access to course entitled Faculty Development in Effective Teaching Practices. ACUE is providing a year-long, facilitated online course that guides faculty through 25 modules focused on pedagogy to support equitable student achievement. course entitled Faculty Development in Effective Teaching Practices cohort of 33 faculty to each participate in 54 hours of coursework. Teaching for Equitable Learning (ITEL) was also included. The micro-credential addresses the following crucial areas to advance faculty capacity to serve historically underrepresented and underserved students: Managing the Impact of Bias, Reducing Microaggressions in Learning Environments, Addressing Imposter Phenomenon and Stereotype Threat, Creating Inclusive Learning Environments, and Designing Equity-Centered Courses. The two (2) micro credential courses in Inclusive Teaching for Equitable Learning (ITEL) are for two (2) cohorts of 33 faculty.  3. Tania reported out that PDC approved a C&T submissions that was intitillay denied because the conference description indicated that it was a course offered at a University. After review of the three-day training the council collectively agreed to approve the submission since the training was in direct relation to the applicants position/role on campus and no units/credits were obtained for completion. Tania also reported out that ssince ther is no law or Mt. SAC policy that requires College travel (except travel with State-funded grants) to adhere to AB 1887 “Prohibition on state-funded and state-sponsored travel to states with discriminatory laws” PDC is approving C&T requests that for the 18 states that are listed on the California travel ban. | * II.A.2 * II.A.7 * III.C.1 |
| 1. **Action Items** | 1. PGI Recommendations Update:   **The following sessions met quorum and were forwarded to Salary and Leaves for review on 4/21/2022:**   * Honorlock Online Exam Proctoring in Canvas (Online) * Becoming a Data Literate Educator (In-Person) * Inspired Teaching Conference: The Science of Curiously Adapting * Inspired Teaching Conference: The Science of Curiously Adapting -- Follow Up Series * Competency Based Education: Academic Components of the CBE Direct Assessment Model * Competency Based Education: Business Policies and Procedures * Competency Based Education: Overview and Quality Framework * Competency Based Education: Student Support Model   **Approved PGI Recommendations by Salary and Leaves on 4/25/22:**   * Homie Professional Development Training: Working with Formerly Incarcerated and System Impacted Students (January 2022) * The Power of Our Data * A is for AMAZING!  Make Your Content Amazing with Section A of the CVC Course Design Rubric * Aligning Your Online Course with Section D of the CVC Rubric: Making Your Content Accessible * Inspire Interaction With and Among Your Students Using Section B of the CVC Course Design Rubric * Aiming High: Prep Your Courses with Cidi Labs * Getting Started with Cidi Labs Design Tools * Meet the Cidi Labs Multi-Tool * Ready, Set, Canvas! * Bystander Intervention to Support Latinx Communities * Bystander Intervention to Support the Asian and Asian-American Communities * Create Meaningful Assessments with Section C of the CVC Course Design Rubric * ELCW Community of Practice (Spring 2022) * The Power of Our Data (Spring 2022)   **Other PGI Recommendations:**  Additional information is requested by Salary and Leaves for the following sessions:   * Personal and Interpersonal Effectiveness – *Will this be taught through a diversity lens? If so, how? What learning objectives are tied to 7, 8, or 9?* * Align Your Online Course with Section D of the CVC Rubric: Laying the Foundation (Online) –*This and Aligning Your Online Course with Section D of the CVC Rubric: Laying the Foundation were sent at the same time, but one references revised and it appears to be the same with one f2f the other online. Are they both revised or?* * Aligning Your Online Course with Section D of the CVC Rubric: Laying the Foundation – See above * Diving Deeper into Cidi Labs – Will this be offered in any of these three modalities – might be better ff self-paced, via Zoom or in person. * Easy & Engaging Videos with Canvas Studio, Part 1 - For this and Part 2, below, Part 2 indicates it is part of a two-part series, but Part 1 does not.  Is this self-paced and live? Must both Part 1 and Part 2 be completed to receive credit? Does Part 1 have to be taken to take Part 2?  Will you still get credit for Part 2 if you do not take Part 1? * Easy & Engaging Videos with Canvas Studio, Part 2 – see above * Natural Sciences Division Community of Practice: Six Weeks to STEM Success (Session 1) – is this and Session 2 open to just STEM faculty?  It could be useful for others who may need help in teaching STEM students. * Natural Sciences Division Community of Practice: Six Weeks to STEM Success (Session 2) – See above | * II.A.2 * II.A.7 * III.C.1 |
| **D. Discussion Items** | 1. C&T: Travel Bans    * At this time, there is no law or Mt. SAC policy that requires College travel (except travel with State-funded grants) to adhere to AB 1887 “Prohibition on state-funded and state-sponsored travel to states with discriminatory laws”, but it is in line with our DEISA practices. Currently, there are 18 states on the California ban on state-funded and state-sponsored travel: Alabama, Arkansas, Florida, Idaho, Iowa, Kansas, Kentucky, Mississippi, Montana, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, and West Virginia. 2. 2021/22 Goals: start filling in document    * The continuation of this topic will be discussed during the 4/28/22 meeting. 3. S&L: Liason? Update Tamra?    * Tamra not in attendance for this meeting. Topic of discussion postponed to 4/28/22 meeting. 4. FLEX Calendar; Updates (Tamra)?    * Tamra not in attendance for this meeting. Topic of discussion postponed to 4/28/22 meeting. | * II.A.2 * II.A.7 * III.C.1 * III.A.8 |
| 1. **Informational Items** | 1. Spring 2022 FLEX Day report was included for review. | * II.A.2 * II.A.7 * III.C.1 |

**Next meeting: April 28, 2022**

Updated FPDC webpage: <https://www.mtsac.edu/governance/committees/fpdc/>