

## Summary Report Spring 2022 FLEX Day Survey

Spring 2022 FLEX Day took place on Thursday, February 17, 2022 as a virtual event and all campus employee groups - faculty, classified, and management- were invited to participate. 393 employees attended the opening and keynote address. In comparison, last year’s Spring FLEX Day had nearly 500 attendees. For both events, these numbers were significantly higher (more than double) than pre-pandemic in-person Spring FLEX Day opening sessions, with 190 attendees in Spring 2020, for example.

189 participants completed the Spring FLEX Day survey (51% full-time tenured, 15% full-time probationary or one-year temp, 34% adjunct faculty). Most survey respondents attended Spring FLEX Day (91%), while the remaining 9% provided general feedback on professional development questions included on the survey.

Some of the reasons for non-attendance of Spring FLEX Day included:

- Workshops offered nothing new for participants (4 respondents)
- Unable to change work schedule (3 respondents)
- Not aware of FLEX Day (3 respondents)
- Too busy to attend (2 respondents)
- On vacation (2 respondents)

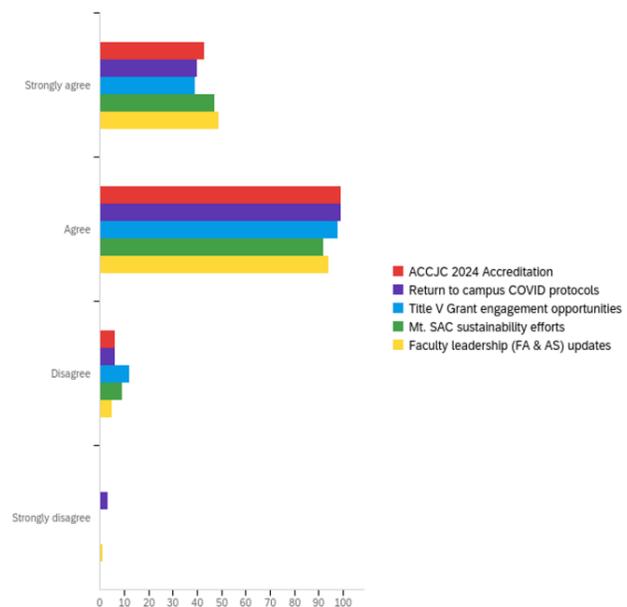
### Opening Session

This year’s opening session included updates on five focus areas: ACCJC 2024 Accreditation, Return to campus COVID protocols, Title V Grant engagement opportunities, Mt. SAC Sustainability efforts, and Faculty Leadership (Academic Senate and Faculty Association). The majority of survey respondents, either strongly agreed or agreed that they received adequate information on these topics.

8% of the survey participants felt that they did not receive enough information about Title V Grant engagement opportunities, 6% regarding the return to campus COVID protocols (4% disagree and 2% strongly disagree). 6% felt that they needed more information on Mt. SAC Sustainability efforts and 4% on the ACCJC 2024 Accreditation.

Additional information faculty would like to see addressed in future Opening Sessions, based on a provided list, include campus data on student enrollment, equity gaps, etc. (38%), campus construction updates (32%), and introduction of new campus leaders (25%). College budget updates were not seen as a topic of priority for the opening session (0%). Other suggestions include:

The Opening Session provided me with adequate information on the following topics



- Negotiation updates from FA and the District
- How to get involved in campus activities at different levels of a faculty's career
- Board of Trustees 101
- Campus initiatives that impact faculty
- Data on:
  - How Mt. SAC compares to other community colleges
  - Student success comparison: Online course retention vs face to face
  - Student success comparison: annual changes
  - Retention numbers by Divisions

### Keynote Presentation by Hollaback!

The keynote address was given by Hollaback!, with a focus on Bystander Intervention in the Workplace that equips faculty and staff with tools to create safe spaces by interrupting situations of harassment as they take place. Hollaback! also offered a breakout session on Conflict De-escalation in the classroom.

Hollaback! is a nationally leading organization helping people learn how to effectively address harassment. Participants learn how to recognize the types of biases, microaggressions, and disrespect that individuals experience in public settings. Spring Flex Day was the first of a series of three campus events open to faculty for the Spring semester. *“Bystander Intervention to Support Latinx Communities”* and *“Bystander Intervention to Support Asian/Asian-American Communities”* are scheduled for March and April.,

Regarding the keynote address on *“Bystander Intervention in the Workplace”*, 87 % of the survey participants agreed that *“The training increased my understanding of strategies to improve equity at Mt. SAC.”*, while the remaining 13 % disagreed (7 %) or strongly disagreed (6 %).

82 % of the survey participants *“will attempt to implement at least 1 new strategy from the Hollaback! 5D's in my role/position on campus”*. The remaining 18 % either disagreed (12 %) or strongly disagreed (6 %) with this statement.

Hollaback! provided additional survey questions regarding their training:

Question	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<b>After attending this training, I have a strong understanding of what disrespectful behavior looks like.</b>	38%	37%	21%	3%	1%
<b>I have a strong understanding of the *impact* of disrespectful behavior.</b>	43%	40%	13%	3%	1%
<b>The 5D's give me strategies I can use to safely intervene if I see disrespect.</b>	41%	36%	15%	5%	3%
<b>The scenarios gave me an opportunity to practice the new strategies I learned today.</b>	35%	40%	17%	5%	3%
<b>The presentation was easy to understand.</b>	43%	45%	8%	3%	1%

Question	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The trainer was knowledgeable and prepared.	50%	38%	8%	1%	3%
The trainer was engaging and encouraged participation.	49%	37%	11%	2%	1%
I would recommend this training to a friend.	40%	31%	18%	7%	4%

The five “superpowers” introduced during the presentation as a means of intervention during conflicts, would most likely be applied by participants as follows:

- Distract (38%)
- Direct (25%)
- Document (20%)
- Delay (12%)
- Delegate (5%)

Participants were asked to share additional intervention methods they would use and included:

- Asking for help or support
- I value listening without judgment
- Setting class norms at the beginning of the semester

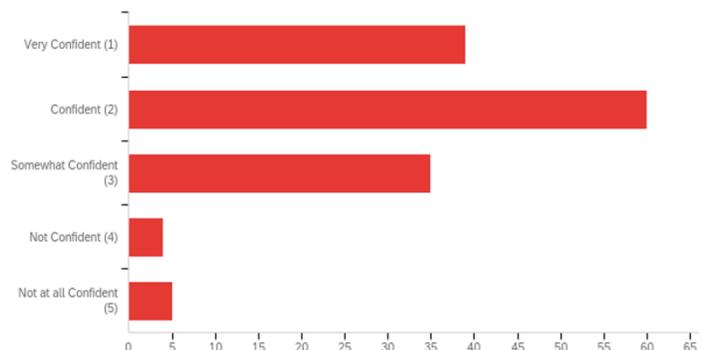
Some comments offered critique:

- I do not agree with this philosophy
- Intervention is not "safe" within my department
- This training felt like it was designed for a very young or ignorant audience
- I think this type of seminar only finds fault and stirs the pot.

Overall, most survey participants felt that there is at least one thing they could do if they saw disrespect happening (83%).

The confidence levels regarding intervention when one sees disrespect varied, with 27% feeling very confident, 42% confident, 24% somewhat confident, 3% not confident, and 4% not confident at all.

13 - How confident are you, on a scale of 1-5, that you would intervene if you saw disrespect?



## Breakout Sessions

In addition to the traditional FLEX Day breakout sessions, four faculty panels, and an Introduction to Data Dashboards completed the offerings for Spring 2022. Attendance numbers are added in parenthesis.

### Breakout session topics for Spring 2022:

- Hollaback! Bystander Intervention 2.0: Conflict De-escalation (46)
- Equity-Minded Curriculum (80)
- TOP/SIP/SAM/SOC... Why Does Coding Even Matter? (28)
- Canvas for Teaching on Campus (113)
- The Basic Needs Resources Center is Where It's At! (31)
- Hands-On Pedagogy at Mountie Makerspace (23)
- Academic Support for Students with Disabilities (36)
- The Who, What, Where, Why, and How of Dual Enrollment (29)
- Mountie Career Hub: Engaging Students in Early Career Development (61)
- Teaching with Equity through Transparency (23)
- Competency-Based Education (CBE): How This Will Help Students (35)
- Accessible Technology Solutions (20)
- Enhanced Unit PIE Training (30)
- Interactive Career Web Tools for Student Equity (20)
- What's New in Canvas (107)

### Faculty Panels:

- Changes to make a more flexible and inclusive classroom (43)
- Engaging student participation online (73)
- Sabbatical experiences (21)
- Supporting face to face students with online resources. (39)

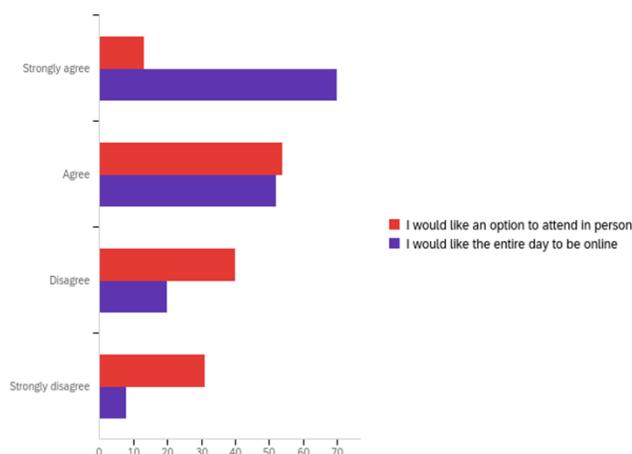
### Introduction to Data Dashboards (195)

This 30 min presentation by the Data Coaching team closed out the day.

## In Person vs. Online FLEX Days

Survey participants shared their feedback regarding future FLEX Day offerings in person versus remotely. The desire to socialize is growing (*“One of the most enjoyable aspects of in-person FLEX days is socializing, catching up, seeing people who I haven't seen in a while. Doing that is hard on Zoom.”*). Nearly half of the survey participants shared that they would like to have the option to participate in person (*“We need to be back on campus for training. Or at least provide on campus options.”*). Over 80% would like for the

16 - Thinking about future FLEX Days . . .



entire day to be held online. Some expressed that their *“desire to attend in person/virtual will shift as the pandemic does!”*. Offering FLEX Day on a Thursday (which was due to a holiday on the Friday before the beginning of the Spring Semester) was well received by some (*“I thought it was great that it was Thursday because it gave me an “extra” workday to incorporate what I was learning into my syllabus, first-day-of-class plans, and Canvas module preparation.”*).

## Faculty Resources and Upcoming Trainings Email

92% of survey participants expressed that the faculty resources and upcoming trainings email regularly sent out to faculty is of value to them. Feedback to help improve this resource for faculty included:

- *I would do an e-mail that shows the POD upcoming events or classes in two-week format. Just a glimpse of the next two weeks of things being offered.*
- *This is great- keep it up!*
- *I wonder if the content can be categorized for easier visual digestion.*
- *I like to read about opportunities; however in addition to the weekly email there are multiple emails about each session, so there often ends up being 2-4 per day about training. That's too many. Granted, some are external trainings (eg CORA).*
- *The weekly email contains short descriptions which are useful to screen for offerings of the week; I don't always have checking the current training on my "radar", so this is very helpful.*

## General Feedback Regarding Professional Development Opportunities

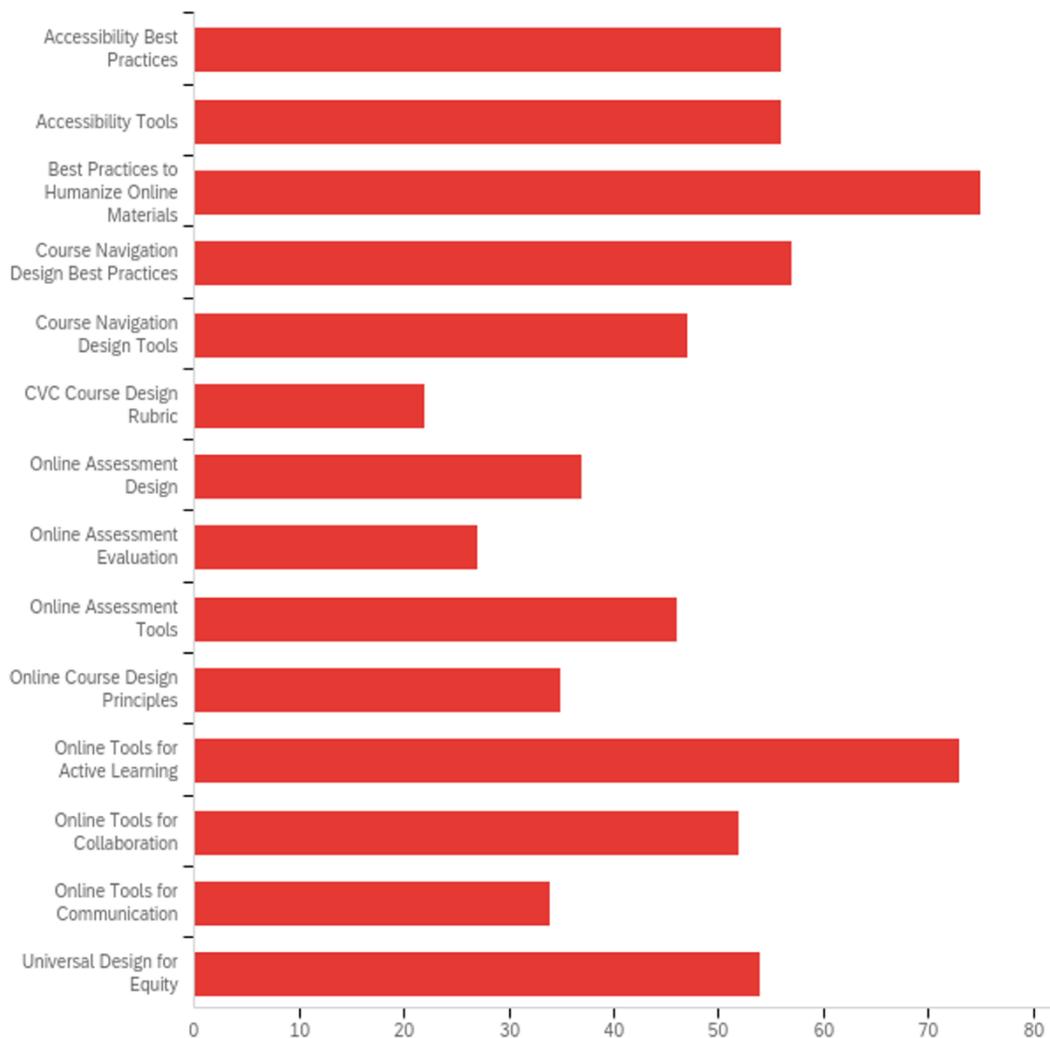
Two factors affecting the participation in professional development mentioned repeatedly were the inconvenience of the time of day trainings are offered and the lack of financial incentive.

- *Alternate times. Workshops are usually during my teaching hours.*
- *Vary the hours to avoid peak class times (9:45-2:40)*
- *If there is not a monetary incentive, I don't plan to attend training.*
- *I rarely go to trainings unless required or incentivized.*

## Distance Learning Survey

As part of this year's FLEX Day survey, participants were also asked to provide feedback on instructional technology topics they would like to see offered in the future by the Distance Learning team. The top three topics chosen from a provided list were: Best Practices to Humanize Online Materials (11%), Online Tools for Active Learning (11%), and Course Navigation Design Best Practices (8%).

### 17 - The Distance Learning team asks that you choose 5 of the following instructional technology topics for future professional learning workshops



Submitted by Tania Anders  
FPDC Coordinator  
April 2022

# 2020 Faculty Fall Flex

2022 Fall FLEX Day Survey

September 19, 2022 9:36 PM PDT

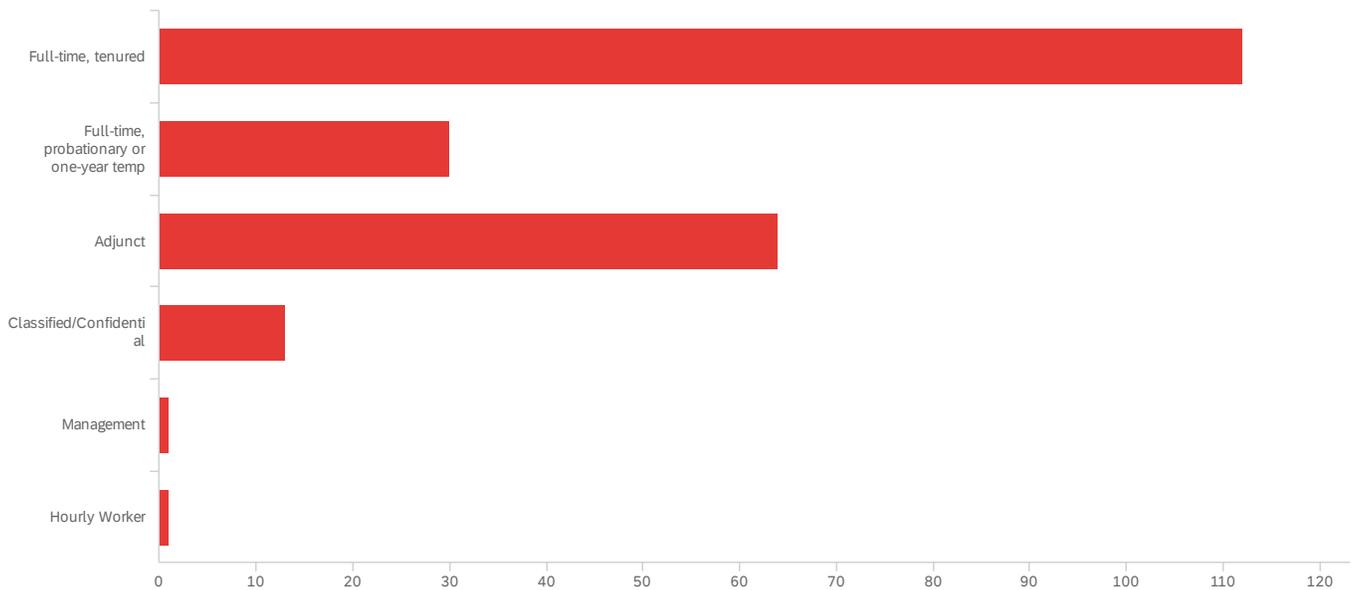
## 3 - What is your employee classification?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your employee classification?	1.00	8.00	1.94	1.11	1.23	221

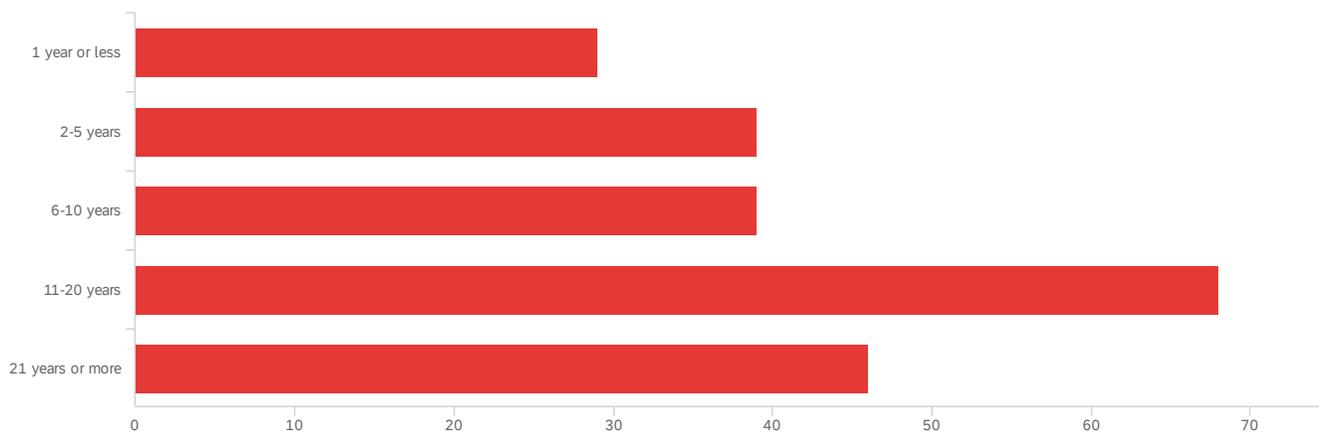
#	Field	Choice Count
1	Full-time, tenured	50.68% 112
2	Full-time, probationary or one-year temp	13.57% 30
3	Adjunct	28.96% 64
4	Classified/Confidential	5.88% 13
5	Management	0.45% 1
8	Hourly Worker	0.45% 1

221

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## 2 - How many total years have you been employed at Mt. SAC?

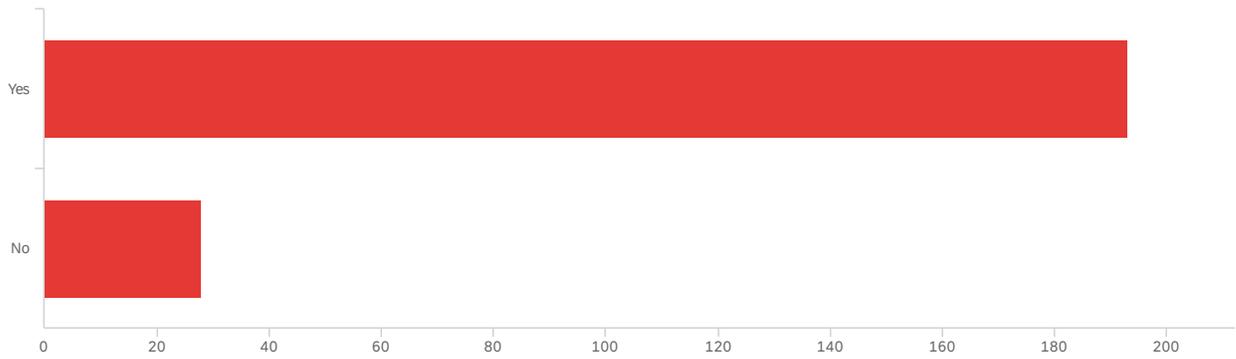


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many total years have you been employed at Mt. SAC?	1.00	5.00	3.29	1.33	1.76	221

#	Field	Choice Count
1	1 year or less	13.12% 29
2	2-5 years	17.65% 39
3	6-10 years	17.65% 39
4	11-20 years	30.77% 68
5	21 years or more	20.81% 46
		221

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#### 4 - I attended the August 19, 2022 Mt. SAC Fall FLEX Day.



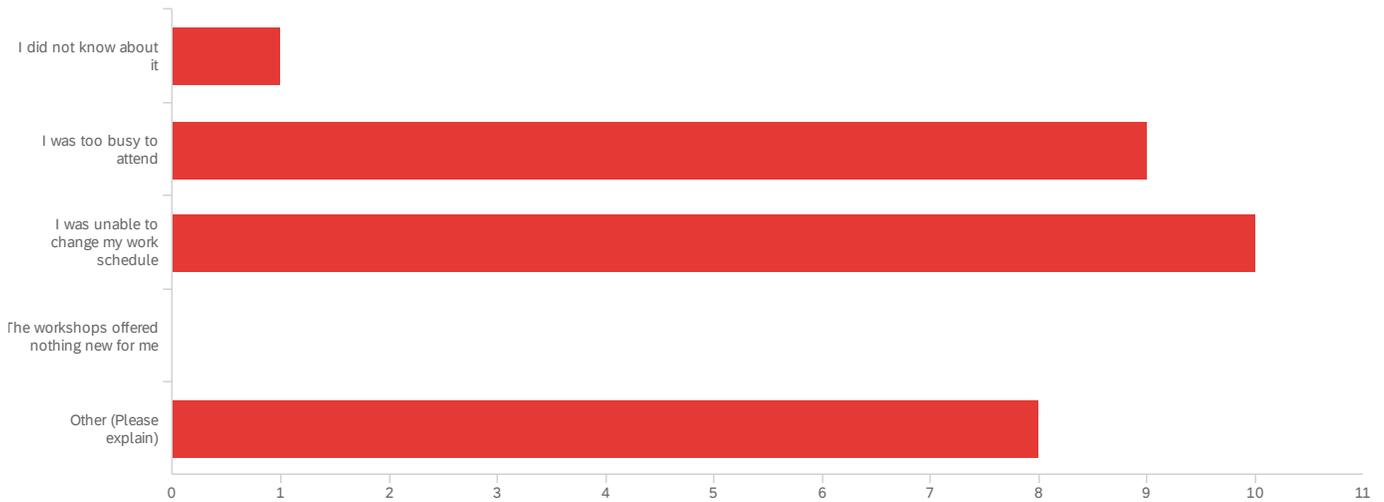
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I attended the August 19, 2022 Mt. SAC Fall FLEX Day.	5.00	6.00	5.13	0.33	0.11	221

#	Field	Choice Count
5	Yes	87.33% 193
6	No	12.67% 28

221

Showing rows 1 - 3 of 3

## 5 - Please tell us the primary reason you did not attend Fall 2022 FLEX Day.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please tell us the primary reason you did not attend Fall 2022 FLEX Day. - Selected Choice	1.00	8.00	4.04	2.56	6.53	28

#	Field	Choice Count
1	I did not know about it	3.57% 1
2	I was too busy to attend	32.14% 9
3	I was unable to change my work schedule	35.71% 10
6	The workshops offered nothing new for me	0.00% 0
8	Other (Please explain)	28.57% 8
		28

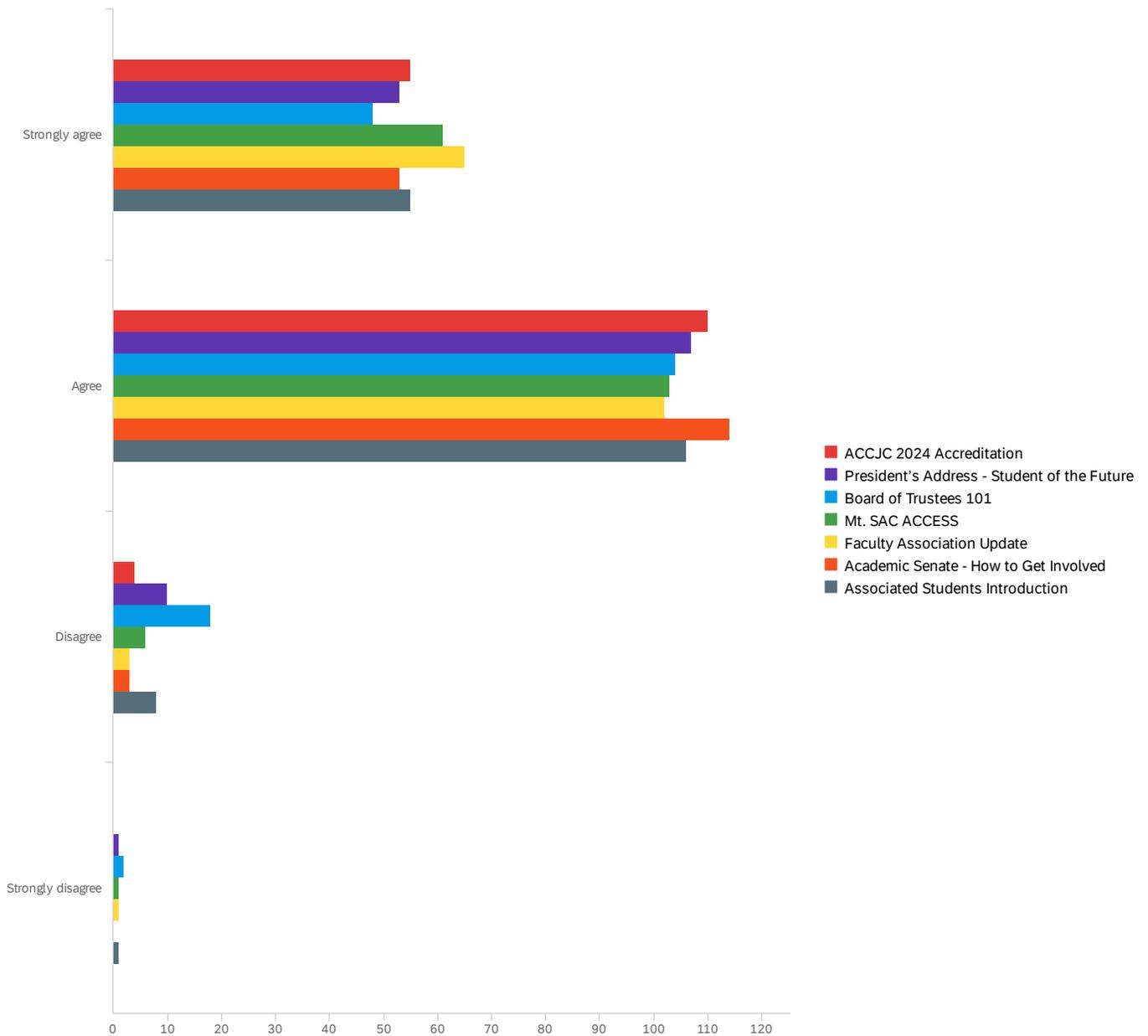
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#	Field	Choice Count
1	I did not know about it	3.57% 1
2	I was too busy to attend	32.14% 9
3	I was unable to change my work schedule	35.71% 10
6	The workshops offered nothing new for me	0.00% 0

#	Field	Choice Count
8	Other (Please explain)	28.57% 8

Showing rows 1 - 6 of 6

## 6 - The Opening Session provided me with adequate information on the following topics



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	ACCJC 2024 Accreditation	23.00	26.00	23.72	0.59	0.34	169
2	President's Address - Student of the Future	23.00	27.00	23.82	0.75	0.57	171
3	Board of Trustees 101	23.00	27.00	23.97	0.90	0.80	172
4	Mt. SAC ACCESS	23.00	27.00	23.73	0.69	0.48	171
5	Faculty Association Update	23.00	27.00	23.67	0.63	0.40	171

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Academic Senate - How to Get Involved	23.00	26.00	23.72	0.55	0.31	170

7	Associated Students Introduction	23.00	27.00	23.79	0.72	0.52	170
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#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	ACCJC 2024 Accreditation	32.54% 55	65.09% 110	2.37% 4	0.00% 0	169
2	President's Address - Student of the Future	30.99% 53	62.57% 107	5.85% 10	0.58% 1	171
3	Board of Trustees 101	27.91% 48	60.47% 104	10.47% 18	1.16% 2	172
4	Mt. SAC ACCESS	35.67% 61	60.23% 103	3.51% 6	0.58% 1	171
5	Faculty Association Update	38.01% 65	59.65% 102	1.75% 3	0.58% 1	171
6	Academic Senate - How to Get Involved	31.18% 53	67.06% 114	1.76% 3	0.00% 0	170
7	Associated Students Introduction	32.35% 55	62.35% 106	4.71% 8	0.59% 1	170

Showing rows 1 - 7 of 7

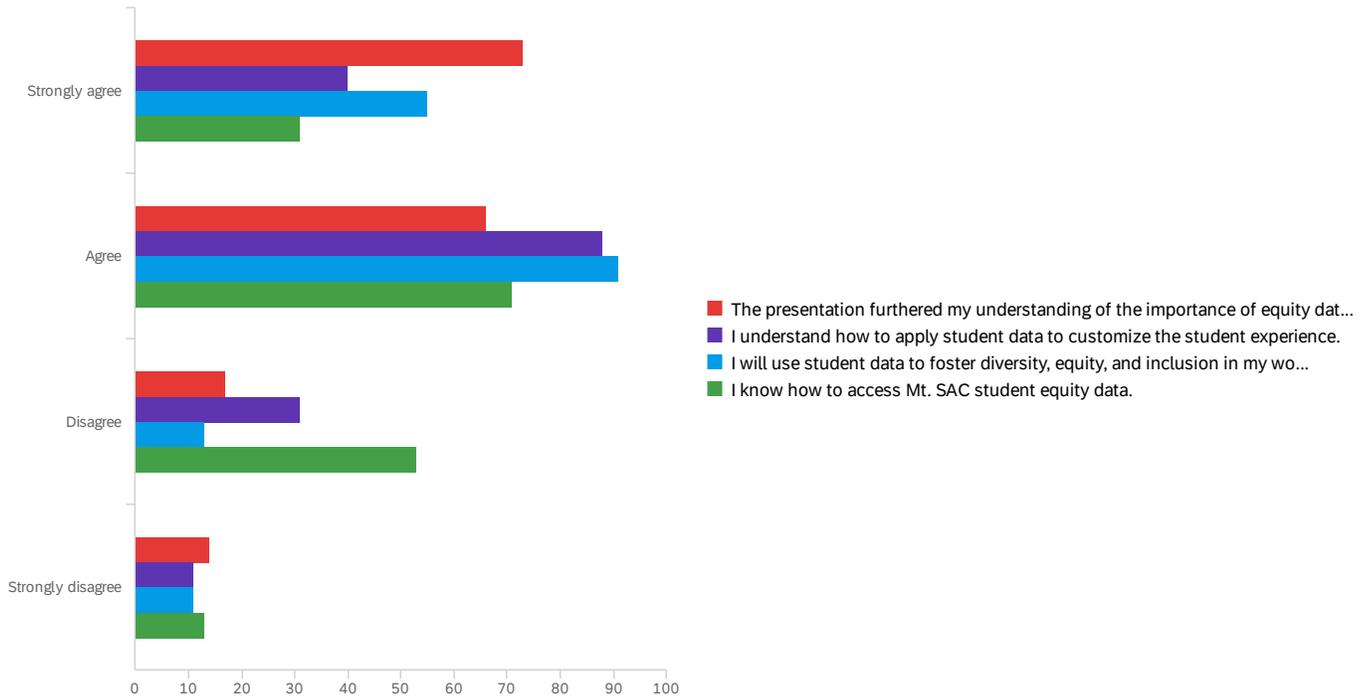
#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	ACCJC 2024 Accreditation	32.54% 55	65.09% 110	2.37% 4	0.00% 0	169
2	President's Address - Student of the Future	30.99% 53	62.57% 107	5.85% 10	0.58% 1	171
3	Board of Trustees 101	27.91% 48	60.47% 104	10.47% 18	1.16% 2	172
4	Mt. SAC ACCESS	35.67% 61	60.23% 103	3.51% 6	0.58% 1	171
5	Faculty Association Update	38.01% 65	59.65% 102	1.75% 3	0.58% 1	171
6	Academic Senate - How to Get Involved	31.18% 53	67.06% 114	1.76% 3	0.00% 0	170
7	Associated Students Introduction	32.35% 55	62.35% 106	4.71% 8	0.59% 1	170

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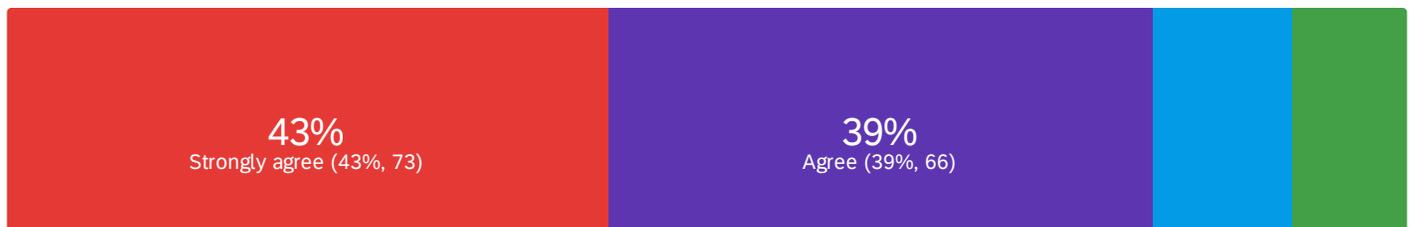
## 8 - Thinking about the topics Dr. Regina Stanback Stroud addressed in her keynote

presentation, please indicate your level of agreement with each of the following

statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The presentation furthered my understanding of the importance of equity data in guiding all work at Mt. SAC.	36.00	40.00	37.02	1.25	1.57	170
2	I understand how to apply student data to customize the student experience.	36.00	40.00	37.32	1.20	1.44	170
3	I will use student data to foster diversity, equity, and inclusion in my work.	36.00	40.00	37.02	1.10	1.21	170
4	I know how to access Mt. SAC student equity data.	36.00	40.00	37.68	1.30	1.68	168





■ Strongly agree (43%, 73)
 ■ Agree (39%, 66)
 ■ Disagree (10%, 17)
 ■ Strongly disagree (8%, 14)

Field	Full-time, tenured	Full-time, probationary or one-year temp	Adjunct	Classified/Confidential	Management	Hourly Worker
The presentation furthered my understanding of the importance of equity data in guiding all work at Mt. SAC.	105.0	28.0	34.0	2.0	1.0	0.0
I understand how to apply student data to customize the student experience.	105.0	28.0	34.0	2.0	1.0	0.0
I will use student data to foster diversity, equity, and inclusion in my work.	105.0	28.0	34.0	2.0	1.0	0.0
I know how to access Mt. SAC student equity data.	105.0	28.0	32.0	2.0	1.0	0.0

Showing rows 1 - 4 of 4

## 15 - Please share any additional feedback about FLEX Day.

Please share any additional feedback about FLEX Day.

Appreciate still having the remote option for attending. It increases access and safety.

I wish they were in person. Seeing a video of dance on my computer screen is not the same thing as seeing it in person. Seeing my colleagues is at least half of the pleasure of Flex Day, regardless of what sessions are going on.

I would like it to always be online. I have a mobility issue and it was much easier and less stressful to attend online.

It'd be difficult, but it would be great if there are options of online and in-person. Online gives me flexibility to attend the sessions. In-person would be nice if it's hands-on.

Dr. Stanback-Stroud was amazing and relevant. I'd like to see more from her and others like her regarding TRUE equity and how we as an institution can do better regarding it.

I found aspects of the keynote address polarizing, presumptive and demoralizing. Highly charged personal opinions such as "Racism is a white problem to solve" does not advance our efforts to understand or serve students. Comments that Mt. SAC faculty members are still "overwhelmingly white" holding a "dominate framework" infers that every white faculty member holds monolithic ideals, values, practices and viewpoints. Dr. Stanback Stroud should know better than making generalized comments about specific racial groups. Insensitive and untrue comments like this undermine the countless individuals who work tirelessly to deliver policies, practices, programs and instruction to enhance the experience of marginalized students (and employees) who happen to be white. If we truly strive for an inclusive, diverse and respectful campus environment, a keynote speaker should resist one-dimensional, presumptive, tactless remarks that dismiss and debase our collective work. Mt. SAC's strength is the many capable, compassionate and enduring faculty members, staff members and administrators from a variety of races, backgrounds, experiences and perspectives. A keynote address is an opportunity should make each of us feel respected and valued, not ostracize or perceived as a "problem".

Not impressed with the keynote speaker.

It was amazing! It was great to meet everyone

Need more positive keynote speakers

Way too much time on accreditation which left no time for things like access.

Helpful

I have a dream that one day people will be judged not by the color of their skin but by the content of their character. I feel that fighting racism with more racism is not a solution.

I loved the keynote and the follow-up session with Dr. Stanback-Stroud. I just wish the administration would embrace that about which she spoke. I am so very tired of hearing how great we are with DEISA and then not seeing change that is evidence for that.

nice job!

Reduce the time dedicated to the opening session. Increase the number of opportunities to attend workshops.

I was moved by Dr. Regina's presentation and spent most of the weekend reviewing my course work

Please share any additional feedback about FLEX Day.

I am brand new to college (and to teaching) and this was so very helpful - thank you so much! If there is a resource that you can send to new peeps with all the acronyms that would be so appreciated. So many to remember, haha! I love the flexibility of being online, but would also welcome any in-person sessions to get to know everyone. I love what the New Faculty Seminar team is doing where it's every other session and planned out in advance so we can schedule appropriately. Perhaps a hybrid model? Thank you so much!

It's frustrating and depressing to be accused of being racist and not acting with equity for my students. Also please consider the stress instructors are under with accommodating for covid affected students.

I enjoy Flex Day but it always seems that the break out sessions spend too much time talking about the history and the purpose of whatever the topic is and we run out of time to really learn about what we want to learn.

Online Flex is the best!!!

Sometimes we have guest speakers who treat us as if we don't know about a situation when Mt. SAC is advanced in its understanding of what affects student success. The main impression that I was left with was that she thought she was telling me something I didn't know, when in fact it is common sense to me: American higher education is built and based on the white cultural values, which creates challenges to students of color.

I really like the option to attend online via zoom. The Flex Team and POD does a great job organizing the sessions. Thank you. :-)

The mandatory talk at the beginning should be shorter. More sessions to pick what we want. More sessions that help us TEACH. I don't care what the college president or his people say -- I trust none of it. One hour for our department? That is not enough. Morale is low in my department; work creep is so real. Yet administration does not acknowledge how hard faculty work. Getting the coffee cup at 0/5, etc. years used to mean something, and now it's a list. Make FLEX optional. And now I have to do one hour of training on sexual harassment? What is FLEX day for? If I need it, offer it on FLEX. I take plenty of POD stuff -- I hate FLEX day. I hate that I work so hard, and yet it is never enough. There is always one more thing I have to do. And I can "put it on my H-11." In the meantime, things like SLOs don't get done.

Flex Day has grown and become more and more like a ginormous informational meeting. POD sessions are shorter and department meeting activities are an afterthought.

A lot of the presentations went by far too quickly; they were hard to follow. This was NOT the case with President Scroggins' address or with the ACCESS presentation. But everything else went by too quickly for me to fully process. Maybe consider disabling "chat" functions where possible. I found it EXTREMELY distracting to see messages pop up CONSTANTLY during Professor Stroud's address. I had to put a piece of paper in front of that part of my computer screen to block it out. I also find it very disrespectful to "chat" during the Keynote presentation, especially constantly! Why can't we focus on the speaker? Would we allow students to "chat" with each other during our lectures when it would keep them from focusing on the key lecture material and distract their classmates in the process?

I loved Dr. Stroud's presentation and would like to see her back at Mt. SAC. She is the best presenter we've ever had at Flex Day.

FLEX Day break-out sessions always vary in quality wildly. I know everyone is doing their best, but it can be a rough way to spend way to spend the entire Friday before a semester starts, especially with all the energy our online courses require to get published and formatted, to answer student messages. Also, we received a lot of contradictory information. One session mentioned being antiracist, but another session recommended that we never share our opinions (how is being "antiracist" not "opinionated"? It is a GOOD opinion, but it does require being actually opinionated to do it.)

Dr. Stroud was phenomenal. I really enjoyed her presentation.

FLEX day need not be so long. We know we have to come back to work the following Monday

Well organized!

Lot's of information that wasn't particularly relevant to my job

In the future, please allow more time for breaks.

Please share any additional feedback about FLEX Day.

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It obviously took a Ton of work to prepare such an informative, helpful and engaging Flex Day. My greatest thanks to all who were part of giving us such a great Flex Day!

Although the dance presentation was superb, it was too sedate. Please consider a lively presentation to begin FLEX Day to help us wake up. Also, although mindfulness is useful, it was not helpful as most faculty came to our department lacking energy and motivation.

Break times need to be adhered to. By the end of the day, because we had no breaks, I was hungry, angry, and disengaged.

Thank you for all your hard work.

The opening session should be shorter and be more motivating and inspirational for the upcoming year! Perhaps have the keynote go first. It's hard to sit through dry reports one after the other. Also, a bit more time to rest in between sessions. Thank you for keeping it all virtual. The dance performance and Dr. Regina's talks were the best parts of the opening session.

The keynote was amazing!

The timing of the morning sessions was awful. Running so late with the morning sessions that there is not enough time for a reasonable lunch break, plus moving back all of the afternoon sessions, is unprofessional, dismissive of the time of the faculty members in attendance, and is really just not acceptable. When the agenda is sent out beforehand and everyone has scheduled their day around those times, changing at the last minute is unfair to everyone in attendance. There were also numerous items in the morning that seemed to give very little useful information. Both the dance performance and the board of trustees sections could have been much, much shorter. I attend flex day with the hopes of learning new things that will help me teach better, and I didn't think either of those sessions did anything for that goal. I greatly disliked the meditation session being required for everyone. Offering meditation as a breakout session seems fine, as long as faculty can choose to attend only if that seems like a beneficial session for themselves. But, requiring everyone to go, whether that is something that will be helpful for them or not, was a huge waste of time for me personally.

Zoom continues to be the best format.

Dr. Stroud made a very good point that we should make our land acknowledgment more transparent about how Spaniard made this area their home.

Same keynote speaker type. Try another subject

I preferred when the opening meeting was more of an update on the college, instead of having key note speakers. I felt that the mindfulness and meditation was a waste of time. I come to flex day to learn about new skills, college processes, etc. If this is offered as an option for people who want to attend, that is one thing. However, requiring it as part of the 6 hours of required training doesn't make any sense to me.

Everything was good but the meditation was more stress as I just wanted to jump into the information . I enjoy meditation but this was not the right platform. I feel it wasted my time.

The speakers, breaks, and sessions need to be organized better. It felt like we had to rush, run late, and make use of short bathroom breaks. There's too much content squeezed into the day. Also, some presenters in sessions have very inept at online presenting, lacking dynamics and failing to answer questions, and giving "sleepy" and slow-paced presentations.

Please include more opportunities to provide information about COVID and other immediate concerns, as well as times to ask questions. Dr. Regina was engaging but didn't provide concrete action plans or explain specific ways to address the gaps. Her recommendation to hire more diverse faculty is difficult to do with the EEO limitations.

Please share any additional feedback about FLEX Day.

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Appreciate still having the remote option for attending. It increases access and safety.

Please share any additional feedback about FLEX Day.

I wish they were in person. Seeing a video of dance on my computer screen is not the same thing as seeing it in person. Seeing my colleagues is at least half of the pleasure of Flex Day, regardless of what sessions are going on.

I would like it to always be online. I have a mobility issue and it was much easier and less stressful to attend online.

It'd be difficult, but it would be great if there are options of online and in-person. Online gives me flexibility to attend the sessions. In-person would be nice if it's hands-on.

Dr. Stanback-Stroud was amazing and relevant. I'd like to see more from her and others like her regarding TRUE equity and how we as an institution can do better regarding it.

I found aspects of the keynote address polarizing, presumptive and demoralizing. Highly charged personal opinions such as "Racism is a white problem to solve" does not advance our efforts to understand or serve students. Comments that Mt. SAC faculty members are still "overwhelmingly white" holding a "dominate framework" infers that every white faculty member holds monolithic ideals, values, practices and viewpoints. Dr. Stanback Stroud should know better than making generalized comments about specific racial groups. Insensitive and untrue comments like this undermine the countless individuals who work tirelessly to deliver policies, practices, programs and instruction to enhance the experience of marginalized students (and employees) who happen to be white. If we truly strive for an inclusive, diverse and respectful campus environment, a keynote speaker should resist one-dimensional, presumptive, tactless remarks that dismiss and debase our collective work. Mt. SAC's strength is the many capable, compassionate and enduring faculty members, staff members and administrators from a variety of races, backgrounds, experiences and perspectives. A keynote address is an opportunity should make each of us feel respected and valued, not ostracize or perceived as a "problem".

Not impressed with the keynote speaker.

It was amazing! It was great to meet everyone

Need more positive keynote speakers

Way too much time on accreditation which left no time for things like access.

Helpful

I have a dream that one day people will be judged not by the color of their skin but by the content of their character. I feel that fighting racism with more racism is not a solution.

I loved the keynote and the follow-up session with Dr. Stanback-Stroud. I just wish the administration would embrace that about which she spoke. I am so very tired of hearing how great we are with DEISA and then not seeing change that is evidence for that.

nice job!

Reduce the time dedicated to the opening session. Increase the number of opportunities to attend workshops.

I was moved by Dr Regina's presentation and spent most of the weekend reviewing my course work

I am brand new to college (and to teaching) and this was so very helpful - thank you so much! If there is a resource that you can send to new peeps with all the acronyms that would be so appreciated. So many to remember, haha! I love the flexibility of being online, but would also welcome any in-person sessions to get to know everyone. I love what the New Faculty Seminar team is doing where it's every other session and planned out in advance so we can schedule appropriately. Perhaps a hybrid model? Thank you so much!

It's frustrating and depressing to be accused of being racist and not acting with equity for my students. Also please consider the stress instructors are under with accommodating for covid affected students.

Please share any additional feedback about FLEX Day.

I enjoy Flex Day but it always seems that the break out sessions spend too much time talking about the history and the purpose of whatever the topic is and we run out of time to really learn about what we want to learn.

Online Flex is the best!!!

Sometimes we have guest speakers who treat us as if we don't know about a situation when Mt. SAC is advanced in its understanding of what affects student success. The main impression that I was left with was that she thought she was telling me something I didn't know, when in fact it is common sense to me: American higher education is built and based on the white cultural values, which creates challenges to students of color.

I really like the option to to attend online via zoom. The Flex Team and POD does a great job organizing the sessions. Thank you. :-)

The mandatory talk at the beginning should be shorter. More sessions to pick what we want. More sessions that help us TEACH. I don't care what the college president or his people say -- I trust none of it. One hour for our department? That is not enough. Morale is low in my department; work creep is so real. Yet administration does not acknowledge how hard faculty work. Getting the coffee cup at 0/5, etc. years used to mean something, and now it's a list. Make FLEX optional. And now I have to do one hour of training on sexual harassment? What is FLEX day for? If I need it, offer it on FLEX. I take plenty of POD stuff -- I hate FLEX day. I hate that I work so hard, and yet it is never enough. There is always one more thing I have to do. And I can "put it on my H-11." In the meantime, things like SLOs don't get done.

Flex Day has grown and become more and more like a ginormous informational meeting. POD sessions are shorter and department meeting activities are an afterthought.

A lot of the presentations went by far too quickly; they were hard to follow. This was NOT the case with President Scroggins' address or with the ACCESS presentation. But everything else went by too quickly for me to fully process. Maybe consider disabling "chat" functions where possible. I found it EXTREMELY distracting to see messages pop up CONSTANTLY during Professor Stroud's address. I had to put a piece of paper in front of that part of my computer screen to block it out. I also find it very disrespectful to "chat" during the Keynote presentation, especially constantly! Why can't we focus on the speaker? Would we allow students to "chat" with each other during our lectures when it would keep them from focusing on the key lecture material and distract their classmates in the process?

I loved Dr. Stroud's presentation and would like to see her back at Mt. SAC. She is the best presenter we've ever had at Flex Day.

FLEX Day break-out sessions always vary in quality wildly. I know everyone is doing their best, but it can be a rough way to spend way to spend the entire Friday before a semester starts, especially with all the energy our online courses require to get published and formatted, to answer student messages. Also, we received a lot of contradictory information. One session mentioned being antiracist, but another session recommended that we never share our opinions (how is being "antiracist" not "opinionated"? It is a GOOD opinion, but it does require being actually opinionated to do it.)

Dr. Stroud was phenomenal. I really enjoyed her presentation.

FLEX day need not be so long. We know we have to come back to work the following Monday

Well organized!

Lot's of information that wasn't particularly relevant to my job

In the future, please allow more time for breaks.

It obviously took a Ton of work to prepare such an informative, helpful and engaging Flex Day. My greatest thanks to all who were part of giving us such a great Flex Day!

Although the dance presentation was superb, it was too sedate. Please consider a lively presentation to begin FLEX Day to help us wake up. Also, although mindfulness is useful, it was not helpful as most faculty came to our department lacking energy and motivation.

Break times need to be adhered to. By the end of the day, because we had no breaks, I was hungry, angry, and disengaged.

Please share any additional feedback about FLEX Day.

Thank you for all your hard work.

The opening session should be shorter and be more motivating and inspirational for the upcoming year! Perhaps have the keynote go first. It's hard to sit through dry reports one after the other. Also, a bit more time to rest in between sessions. Thank you for keeping it all virtual. The dance performance and Dr. Regina's talks were the best parts of the opening session.

The keynote was amazing!

The timing of the morning sessions was awful. Running so late with the morning sessions that there is not enough time for a reasonable lunch break, plus moving back all of the afternoon sessions, is unprofessional, dismissive of the time of the faculty members in attendance, and is really just not acceptable. When the agenda is sent out beforehand and everyone has scheduled their day around those times, changing at the last minute is unfair to everyone in attendance. There were also numerous items in the morning that seemed to give very little useful information. Both the dance performance and the board of trustees sections could have been much, much shorter. I attend flex day with the hopes of learning new things that will help me teach better, and I didn't think either of those sessions did anything for that goal. I greatly disliked the meditation session being required for everyone. Offering meditation as a breakout session seems fine, as long as faculty can choose to attend only if that seems like a beneficial session for themselves. But, requiring everyone to go, whether that is something that will be helpful for them or not, was a huge waste of time for me personally.

Zoom continues to be the best format.

Dr. Stroud made a very good point that we should make our land acknowledgment more transparent about how Spaniard made this area their home.

Same keynote speaker type. Try another subject

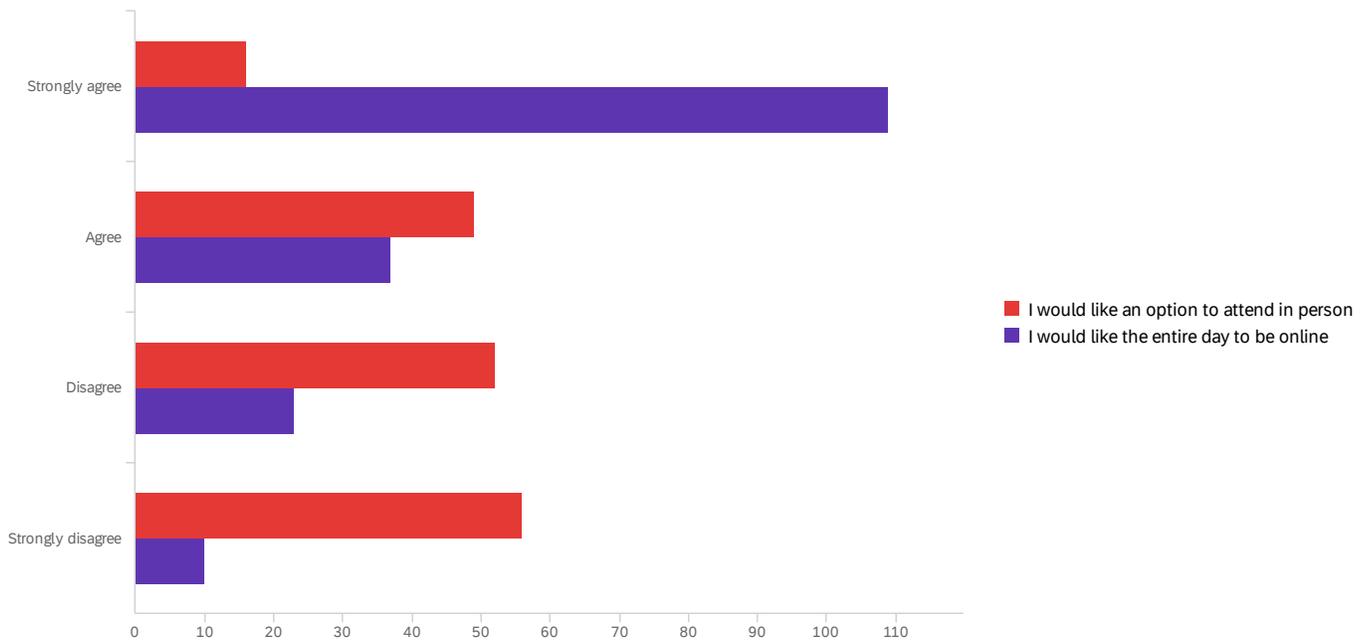
I preferred when the opening meeting was more of an update on the college, instead of having key note speakers. I felt that the mindfulness and meditation was a waste of time. I come to flex day to learn about new skills, college processes, etc. If this is offered as an option for people who want to attend, that is one thing. However, requiring it as part of the 6 hours of required training doesn't make any sense to me.

Everything was good but the meditation was more stress as I just wanted to jump into the information. I enjoy meditation but this was not the right platform. I feel it wasted my time.

The speakers, breaks, and sessions need to be organized better. It felt like we had to rush, run late, and make use of short bathroom breaks. There's too much content squeezed into the day. Also, some presenters in sessions have very inept at online presenting, lacking dynamics and failing to answer questions, and giving "sleepy" and slow-paced presentations.

Please include more opportunities to provide information about COVID and other immediate concerns, as well as times to ask questions. Dr. Regina was engaging but didn't provide concrete action plans or explain specific ways to address the gaps. Her recommendation to hire more diverse faculty is difficult to do with the EEO limitations.

## 16 - Thinking about future FLEX Days . . .

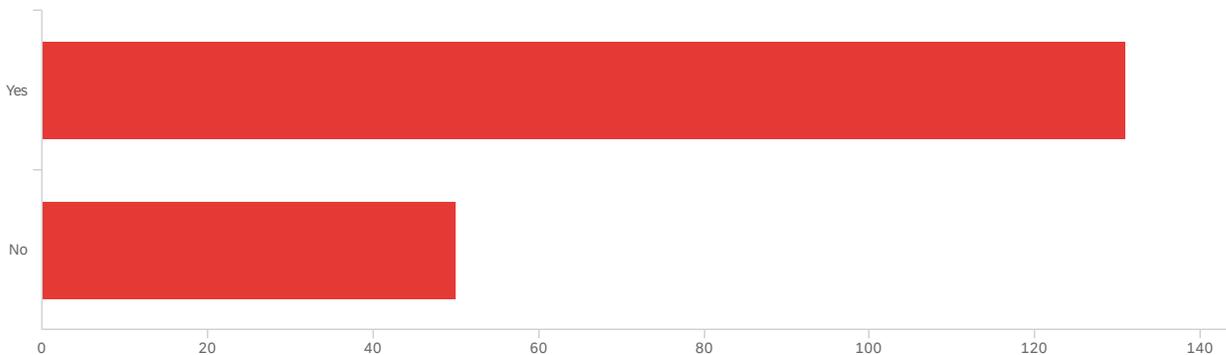


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like an option to attend in person	11.00	15.00	13.48	1.42	2.02	173
2	I would like the entire day to be online	11.00	15.00	11.82	1.26	1.59	179

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	I would like an option to attend in person	9.25% 16	28.32% 49	30.06% 52	32.37% 56	173
2	I would like the entire day to be online	60.89% 109	20.67% 37	12.85% 23	5.59% 10	179

Showing rows 1 - 2 of 2

18 - A faculty newsletter is sent out to faculty bi-monthly. Have you found these emails of value to you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A faculty newsletter is sent out to faculty bi-monthly. Have you found these emails of value to you?	5.00	6.00	5.28	0.45	0.20	181

#	Field	Choice Count
5	Yes	72.38% 131
6	No	27.62% 50

181

Showing rows 1 - 3 of 3

## 19 - Please provide us with feedback on the bi-monthly faculty newsletter email so that ongoing communication can be improved.

Please provide us with feedback on the bi-monthly faculty newsletter email...

I see what is happening on campus and opportunities for me to improve myself and my teaching skills

It's lengthy, but I like professional development, so it is interesting and helpful.

I like that this provides one place with information; this way we are not being bombarded with as many emails.

New staff, have not received the newsletter yet. Started August 18, 2022.

It comes into my "non-focused" email, along with about 25 other things each day. I barely noticed the Flex Day survey, days after it was sent out.

I answered yes to the newsletter question, but I don't know what it is. I appreciate the FA updates. is that it? I don't remember getting a newsletter from AS.

Too much information, too many emails from different sources have almost the same information as found in the bi-monthly faculty newsletter email.

N/A

It's probably fine, but it's just one of hundreds of emails I get everyday as an adjunct, so it gets lost in the mire

I assume these come through email. I get such a large number of emails, if they are not extremely short and to the point they are likely to go unread.

Haven't seen it, maybe I deleted it automatically?

Ways to get involved

Thank you!

Have not noticed a faculty newsletter.

too many emails, no time to read.

not sure... I definitely read emails, but I'd have to see a sample to agree if it's been helpful or not

We get so many email messages. Students services sends a dozen a week to "announce to students." Do it yourself! Use the portal. I have a FT job and I don't need anyone in Student Services to add more work to my "to do" list. The FA on the "take a picture in your shirt." Waste of time. Don't any of you have students and grading? Email sucks because it is so abused.

Yikes! Have I seen the faculty newsletter?

I was not aware there was a faculty newsletter. How is it identified? Who sends it out? Does it land in our junk folders?

Please provide us with feedback on the bi-monthly faculty newsletter email...

I'm not sure that I've seen it. I'm not sure which email it would have been included in.

I am new to full time faculty. I think these emails will be of value in the future. Just not sure I can answer this appropriately at this time.

nothing to change

We get so many emails, I have not seen this one.

I'm sure it's fine. There's just too much email to read everything.

I have not been receiving this newsletter. It may be getting filtered to the spam folder.

I appreciate the informative newsletter.

More specific subjects for Adjunct faculty

I do not remember accessing this. My apologies!

I'm embarrassed that I was unaware of this newsletter.

What is it titled? Not sure that I am receiving it

I don't recall a faculty newsletter at all, is it sent to adjunct also?

Is this asking about the POD faculty newsletter? This question is a bit unclear as to what newsletter it means. If it is the POD newsletter, then it has been fairly useful to me. But, I wish it would also highlight events that are at least another week in the future. There have been times where, if I didn't read the newsletter the day it was sent, I missed some of the POD trainings that it talked about. Giving more lead time before these events would help me make time in my schedule for them.

Because we have so much email from Mt. SAC it is hard to keep up. It would be nice to have a webpage we can go to for the newsletter instead of it being emailed to us.

I'm not sure which one you're referring to, as there are several newsletters. Also, bi-monthly can be understood as every other week, or every other month?

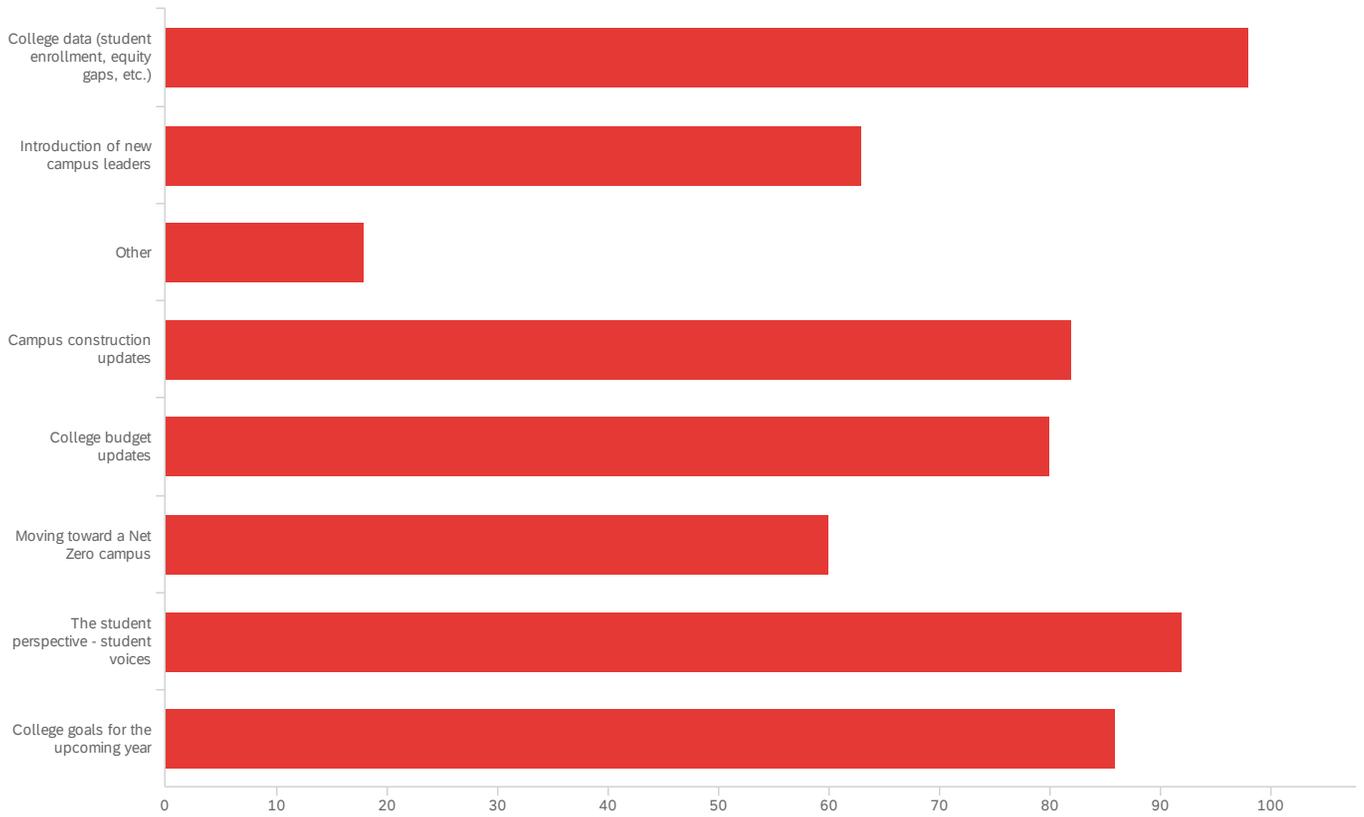
n/a

I don't remember ever seeing it.

I really appreciate the negotiations updates and everything FA is doing for us. Keep it up please!

## 7 - Other additional information that I would like to see included in future Opening

### Sessions.



#	Field	Choice Count
1	College data (student enrollment, equity gaps, etc.)	16.93% 98
2	Introduction of new campus leaders	10.88% 63
3	Other	3.11% 18
4	Campus construction updates	14.16% 82
6	College budget updates	13.82% 80
7	Moving toward a Net Zero campus	10.36% 60
9	The student perspective - student voices	15.89% 92
10	College goals for the upcoming year	14.85% 86

579

Showing rows 1 - 9 of 9

Other

Planning for post-covid. For example, students still need spaces for Zooming that we do not have. Are there plans for accommodating this need such as installing privacy pods on campus? More faculty in my department have had covid in the past few months than all of last year. Students are still enrolling in online classes. Our world probably won't return to what it looked like in 2019. Is there planning to address the new normal?

The institution's commitment to our super minority students who are Black and also our Indigenous population.

Professional development

The workshop where we worked with students on clear assignments was extremely helpful and insightful. More of that please!

Updates on Student success across campus - entry into job market, the effects of online education on nursing school success, trades success, firefighter certification success, college for children .

Acknowledgement of milestone years for faculty.

Current issues affecting campus

Anything that can be reasonably relayed in an email should not take up time during an opening meeting. Too much raw information that is better sent than said; save time for the keynote speaker. Also, a LOT of data was provided, but quickly; the data was never emailed to us so we could analyze it more slowly.

I could not attend the opening session.

Adjunct benefits and resources

Admin obfuscates issues that are important to us, like not requiring masks, though they said BIPOC students are most affected by COVID, the issue regarding linking sections, and the 5 unit on campus requirement

Please continue to highlight our awesome student performers! That's an inspiring start to the year.

Focus on teaching and learning

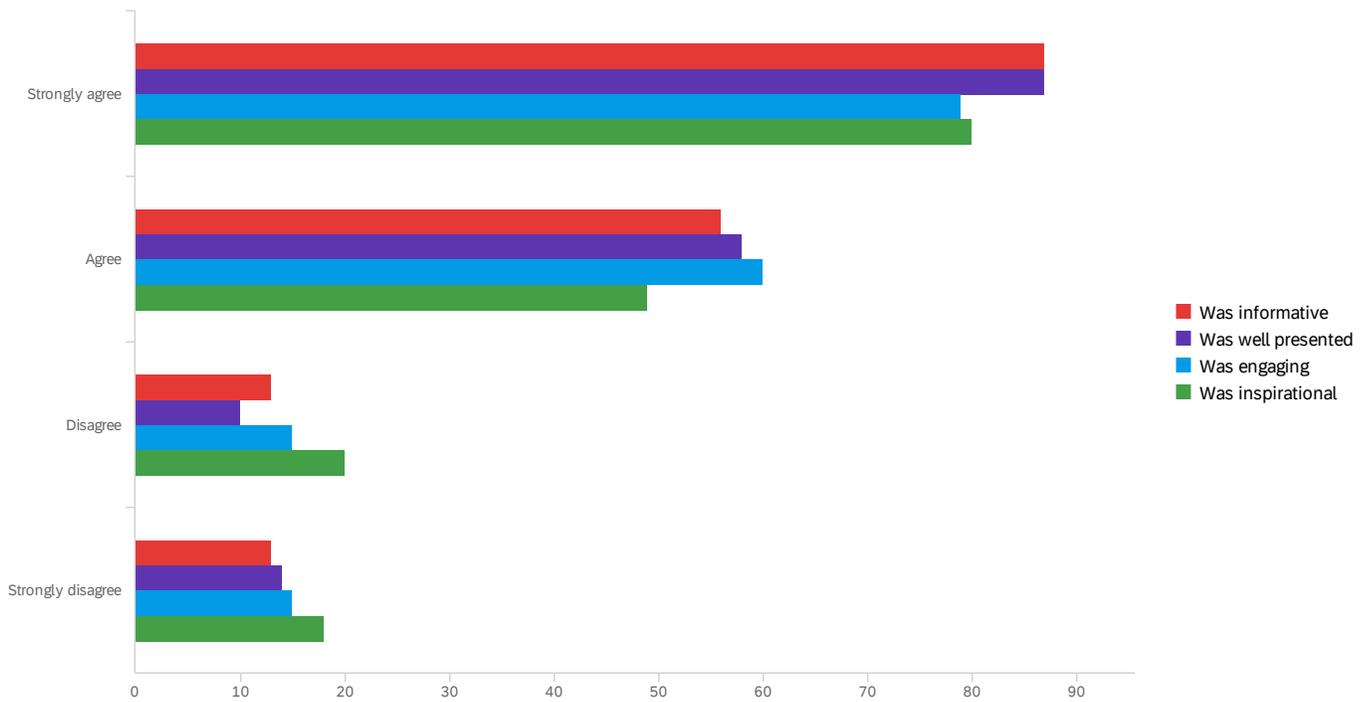
the opening meeting is way too long, just send a memo with the info.

Canvas and DL tools

How faculty can be better served and equipped to do their jobs successfully.

Faculty updates as well - it is great to learn more about how students were impacted by Covid, but it would be great to consider and discuss repercussions for faculty as well.

## Q9 - Dr. Regina Stanback Stroud's presentation...

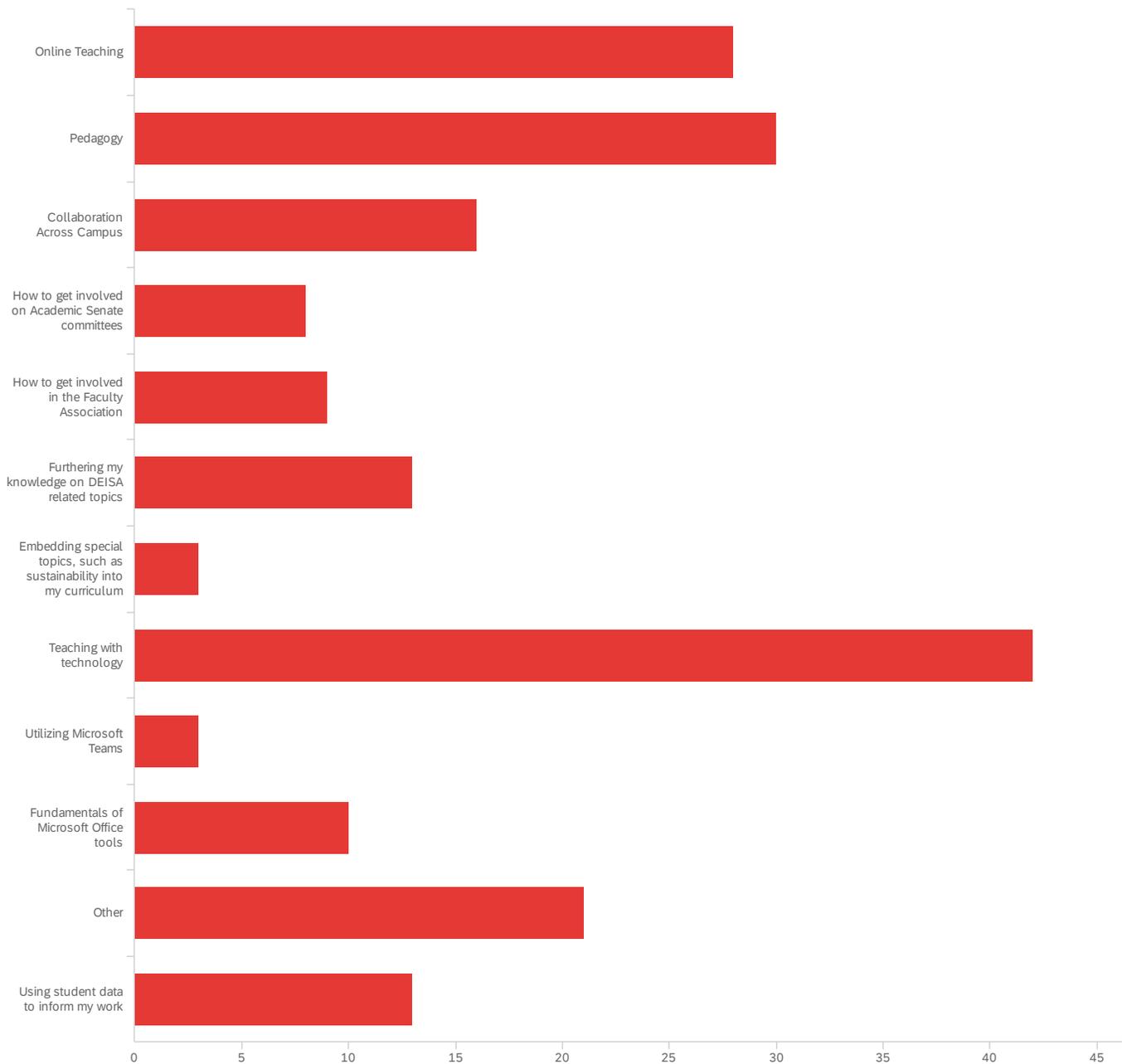


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Was informative	23.00	27.00	23.87	1.22	1.50	169
2	Was well presented	23.00	27.00	23.85	1.21	1.48	169
3	Was engaging	23.00	27.00	23.98	1.27	1.62	169
4	Was inspirational	23.00	27.00	24.08	1.39	1.92	167

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	Was informative	51.48% 87	33.14% 56	7.69% 13	7.69% 13	169
2	Was well presented	51.48% 87	34.32% 58	5.92% 10	8.28% 14	169
3	Was engaging	46.75% 79	35.50% 60	8.88% 15	8.88% 15	169
4	Was inspirational	47.90% 80	29.34% 49	11.98% 20	10.78% 18	167

Showing rows 1 - 4 of 4

## Q14 - What type of breakout sessions best serve your professional development needs?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What type of breakout sessions best serve your professional development needs? - Selected Choice	1.00	16.00	6.68	4.86	23.60	196

#	Field	Choice Count
1	Online Teaching	14.29% 28

#	Field	Choice Count
2	Pedagogy	15.31% 30
3	Collaboration Across Campus	8.16% 16
4	How to get involved on Academic Senate committees	4.08% 8
5	How to get involved in the Faculty Association	4.59% 9
6	Furthering my knowledge on DEISA related topics	6.63% 13
7	Embedding special topics, such as sustainability into my curriculum	1.53% 3
8	Teaching with technology	21.43% 42
10	Utilizing Microsoft Teams	1.53% 3
13	Fundamentals of Microsoft Office tools	5.10% 10
14	Other	10.71% 21
16	Using student data to inform my work	6.63% 13

196

Showing rows 1 - 13 of 13

#### Q14\_14\_TEXT - Other

Other

Better at using Canvas and curriculum development

All of the above

Techniques that specifically target student achievement in Science Lab courses.

Pedagogy and online teaching

Dealing with difficult students and colleagues

Skills development on Outlook for time management and organization

Some advance excel or Google sheet classes would be great

Student success beyond Mt sac!

This question is not allowing me to choose more than one, so: online teaching, pedagogy, teaching with technology, FA

can only select one option in this menu

Accessibility training

Other

All of the above

We should use this time to prep our classes

More than one are applicable...why can we only choose one?

The first 7 options

Developing new programs on WebCMS

How to use OneDrive and/or Google drive and other google programs

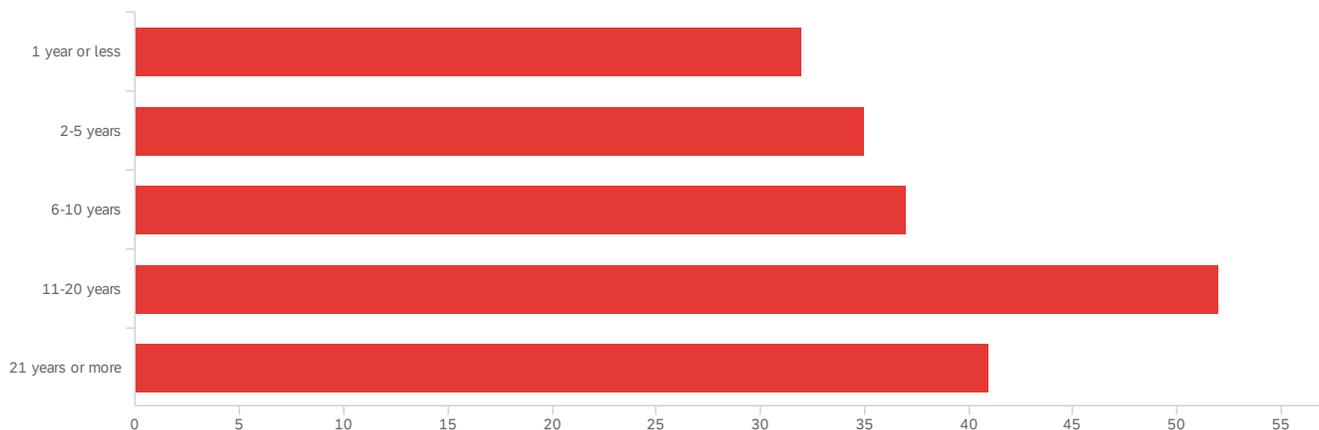
**End of Report**

# Spring FLEX 2022 - All

2022 Spring FLEX Day Survey

November 10, 2022 12:13 PM PST

## 2 - How many total years have you been employed at Mt. SAC?

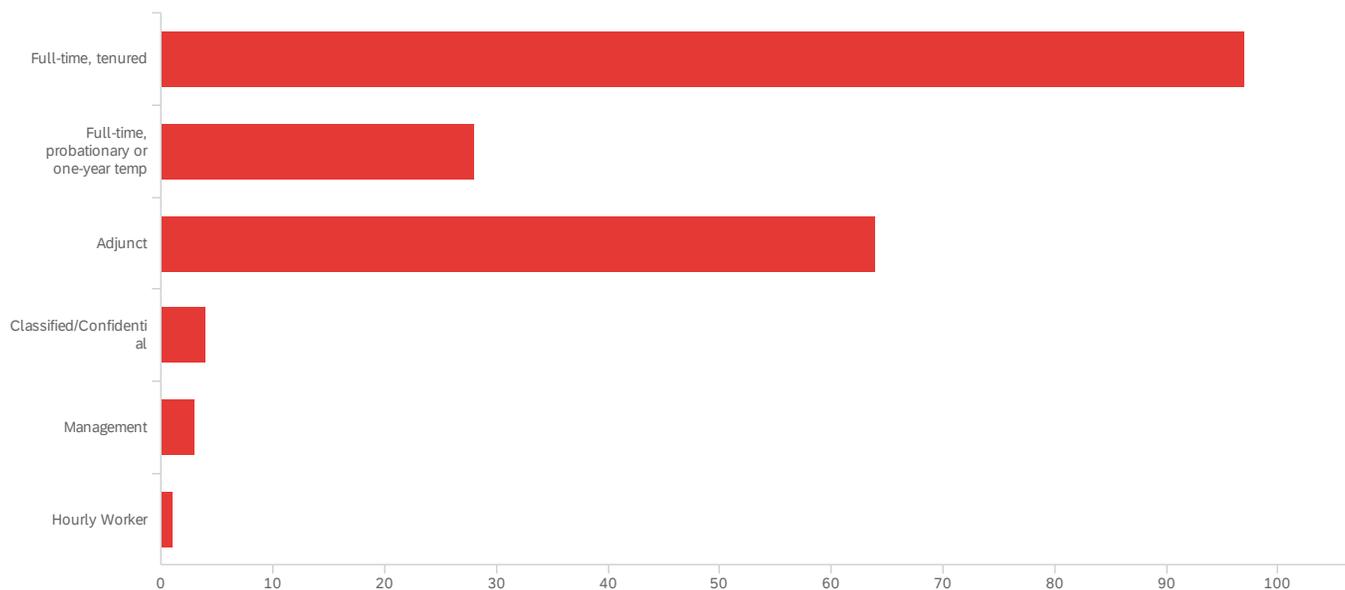


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many total years have you been employed at Mt. SAC?	1.00	5.00	3.18	1.38	1.89	197

#	Field	Choice Count
1	1 year or less	16.24% 32
2	2-5 years	17.77% 35
3	6-10 years	18.78% 37
4	11-20 years	26.40% 52
5	21 years or more	20.81% 41
		197

Showing rows 1 - 6 of 6

### 3 - What is your employee classification?



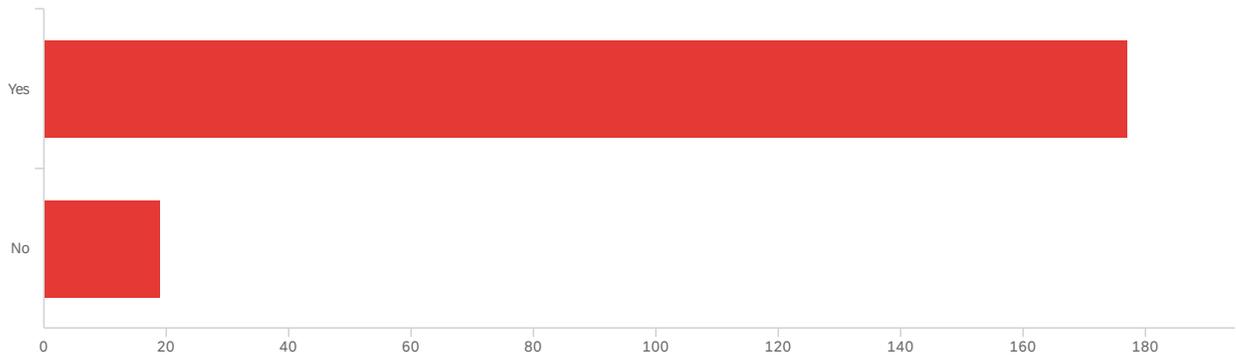
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your employee classification?	1.00	8.00	1.95	1.10	1.22	197

#	Field	Choice Count
1	Full-time, tenured	49.24% 97
2	Full-time, probationary or one-year temp	14.21% 28
3	Adjunct	32.49% 64
4	Classified/Confidential	2.03% 4
5	Management	1.52% 3
8	Hourly Worker	0.51% 1

197

Showing rows 1 - 7 of 7

#### 4 - I attended the February 17, 2022 Mt. SAC Spring FLEX Day.



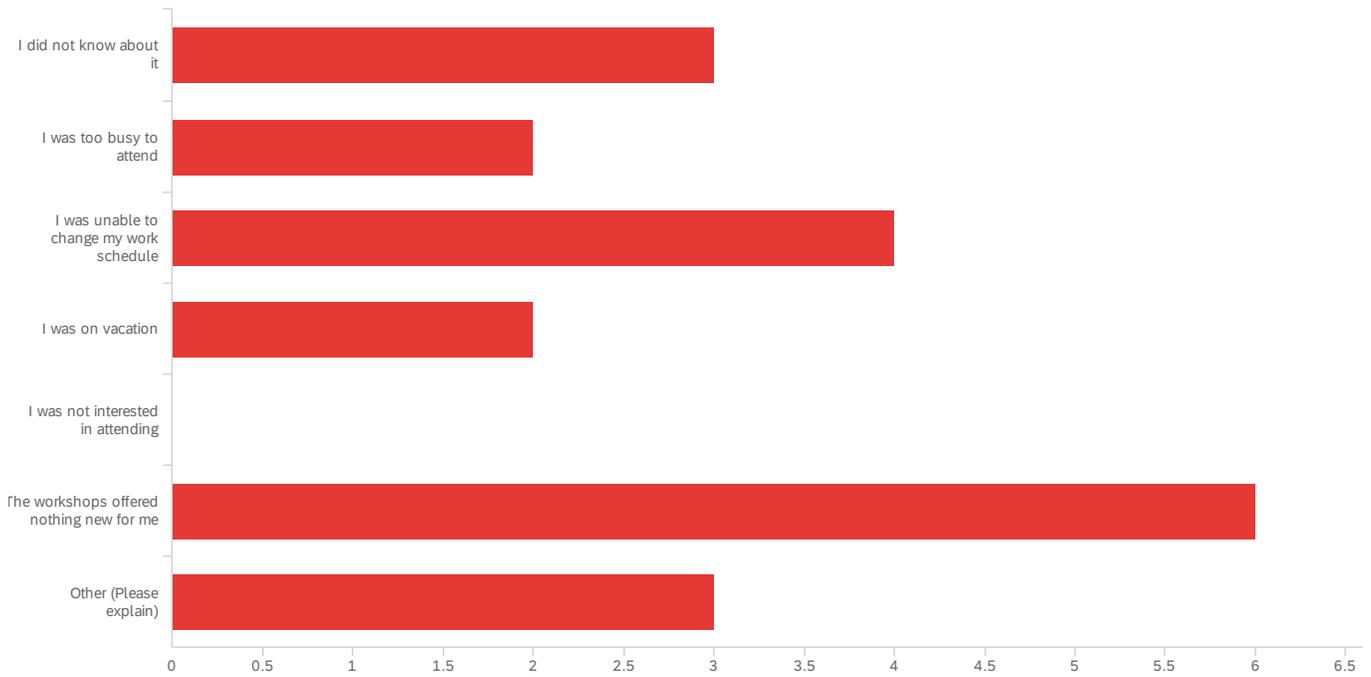
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I attended the February 17, 2022 Mt. SAC Spring FLEX Day.	5.00	6.00	5.10	0.30	0.09	196

#	Field	Choice Count
5	Yes	90.31% 177
6	No	9.69% 19

196

Showing rows 1 - 3 of 3

## 5 - Please tell us the primary reason you did not attend Spring 2022 FLEX Day.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please tell us the primary reason you did not attend Spring 2022 FLEX Day. - Selected Choice	1.00	8.00	4.35	2.33	5.43	20

#	Field	Choice Count
1	I did not know about it	15.00% 3
2	I was too busy to attend	10.00% 2
3	I was unable to change my work schedule	20.00% 4
4	I was on vacation	10.00% 2
5	I was not interested in attending	0.00% 0
6	The workshops offered nothing new for me	30.00% 6
8	Other (Please explain)	15.00% 3
		20

Showing rows 1 - 8 of 8

5\_8\_TEXT - Other (Please explain)

Other (Please explain)

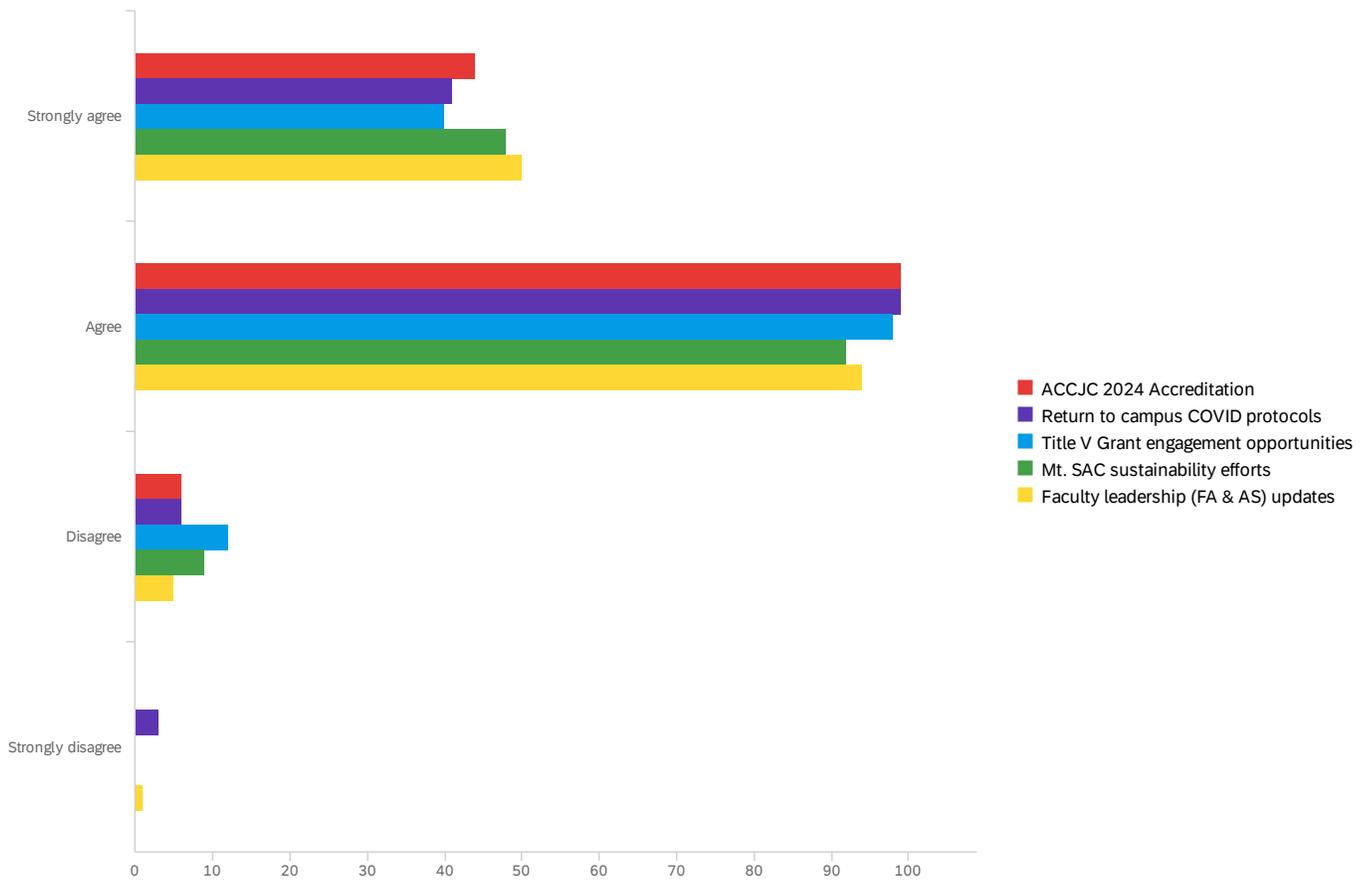
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I have a full time job in addition to my teaching, otherwise I would attend.

I teach at 3 community colleges and must do flex for all 3 - I need activities that will count towards all of them as much as possible.

Flex hours fulfilled in other ways.

## 6 - The Opening Session provided me with adequate information on the following topics



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	ACCJC 2024 Accreditation	23.00	26.00	23.79	0.64	0.41	149
2	Return to campus COVID protocols	23.00	27.00	23.87	0.77	0.60	149
3	Title V Grant engagement opportunities	23.00	26.00	23.89	0.76	0.58	150
4	Mt. SAC sustainability efforts	23.00	26.00	23.80	0.72	0.52	149
5	Faculty leadership (FA & AS) updates	23.00	27.00	23.75	0.68	0.47	150

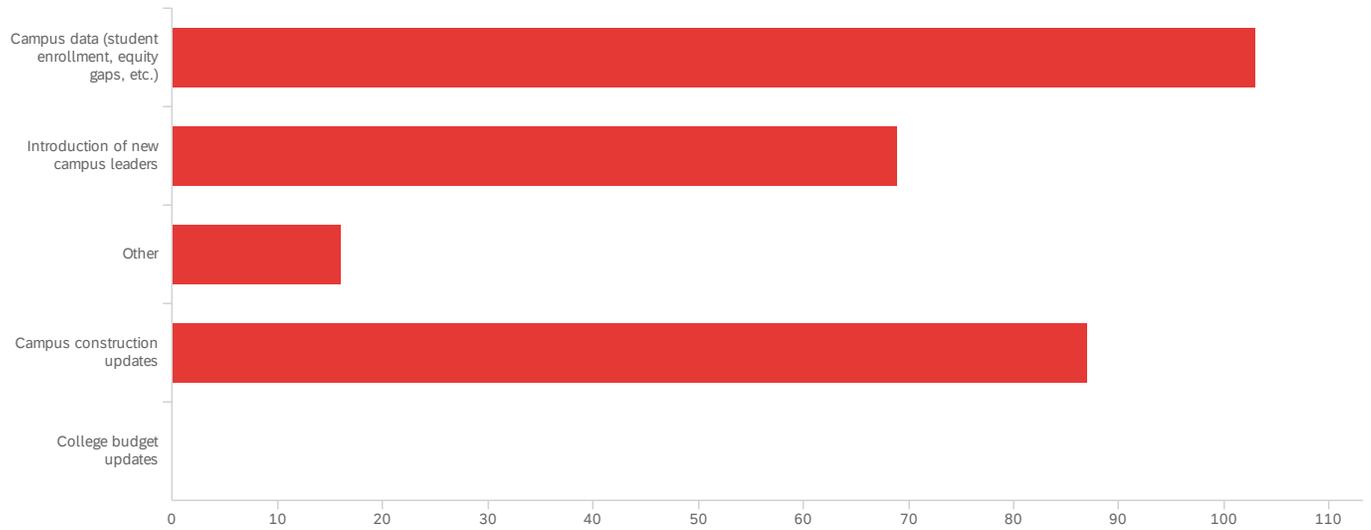
#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	ACCJC 2024 Accreditation	29.53% 44	66.44% 99	4.03% 6	0.00% 0	149
2	Return to campus COVID protocols	27.52% 41	66.44% 99	4.03% 6	2.01% 3	149
3	Title V Grant engagement opportunities	26.67% 40	65.33% 98	8.00% 12	0.00% 0	150

#	Field	Strongly agree		Agree		Disagree		Strongly disagree		Total
4	Mt. SAC sustainability efforts	32.21%	48	61.74%	92	6.04%	9	0.00%	0	149
5	Faculty leadership (FA & AS) updates	33.33%	50	62.67%	94	3.33%	5	0.67%	1	150

Showing rows 1 - 5 of 5

## 7 - Other additional information that I would like to see included in future Opening

### Sessions.



#	Field	Choice Count
1	Campus data (student enrollment, equity gaps, etc.)	37.45% 103
2	Introduction of new campus leaders	25.09% 69
3	Other	5.82% 16
4	Campus construction updates	31.64% 87
6	College budget updates	0.00% 0
		275

Showing rows 1 - 6 of 6

### 7\_3\_TEXT - Other

Other

I did not attend the opening

How about announcing vending, food, snacks that are available to the students? I always get asked, "is there a place to get a coke or food?" whats open??

the opening session is way too long and boring, just send it in a memo.

Negotiations updates from FA and The District.

Union/Negotiations updates

Other

- How to have input & info in budgets and financial decision making for campus stakeholders (students, community, staff, and faculty). - How to get involved in campus activities (at different levels of a faculty's career). - Retirement and educational opportunities (including financial) that the campus provides to continue education.

How we compare to other CC's.

inspirational keynote

With regards to introduction of new campus leaders and campus construction updates, I would prefer that these be short. I prefer that flex days be student focused.

Equity for part-time instructors. The full time and part-time system for instructors is flawed. Adjunct instructors should have equitable pay, equitable health benefits and equitable retirement.

Board of Trustees 101

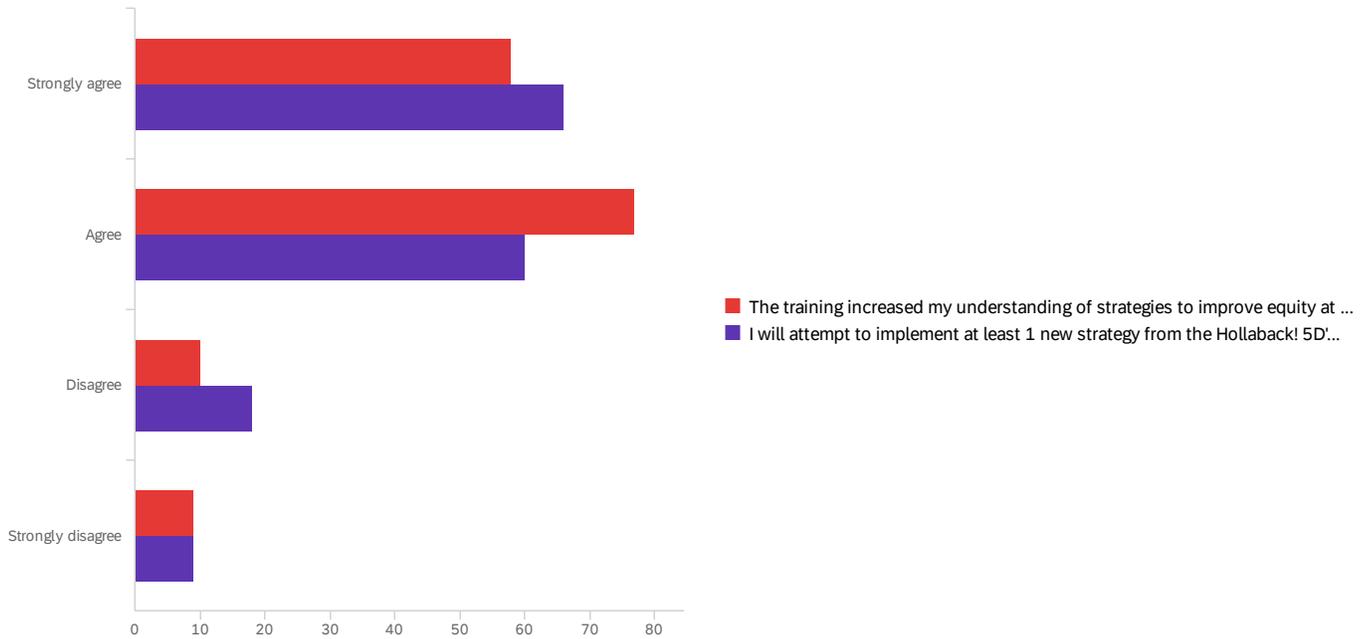
Student success year comparison perspectives Online course retention vs face to face Part time faculty issues and equity Division retention numbers Nursing program success

Great flex sessions. Maybe film a behind the scenes video on the planning and going live process -- including managing Zoom attendees, arranging (centralizing) visual aids, conducting polls, etc.

Campus initiatives that impact faculty or DEISA or student success

## 8 - Thinking about the Keynote Presentation given by Hollaback! please indicate you

level of agreement with each of the following statements.

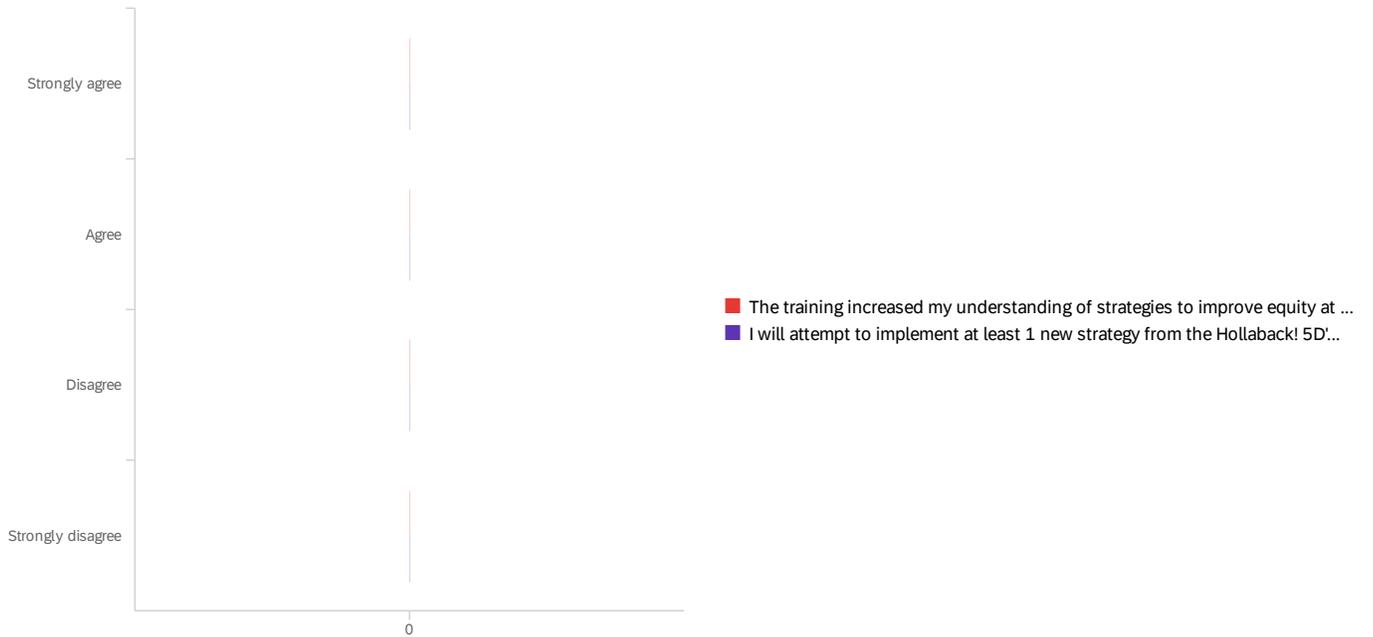


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The training increased my understanding of strategies to improve equity at Mt. SAC.	36.00	40.00	36.93	1.08	1.16	154
2	I will attempt to implement at least 1 new strategy from the Hollaback! 5D's in my role/position on campus.	36.00	40.00	36.98	1.20	1.43	153

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	The training increased my understanding of strategies to improve equity at Mt. SAC.	37.66% 58	50.00% 77	6.49% 10	5.84% 9	154
2	I will attempt to implement at least 1 new strategy from the Hollaback! 5D's in my role/position on campus.	43.14% 66	39.22% 60	11.76% 18	5.88% 9	153

Showing rows 1 - 2 of 2

Q22 - Thinking about the Keynote Presentation given by Hollaback! please indicate your level of agreement with each of the following statements.

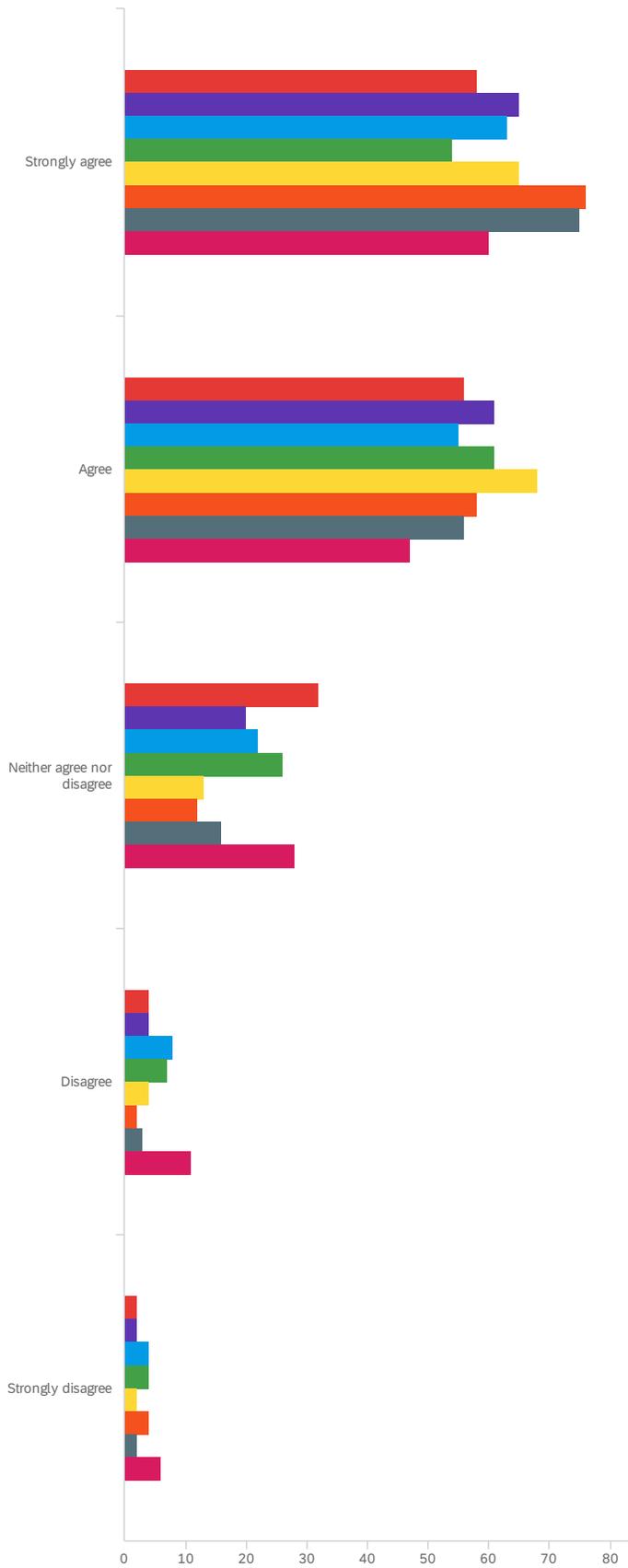


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The training increased my understanding of strategies to improve equity at Mt. SAC.	0.00	0.00	0.00	0.00	0.00	0
2	I will attempt to implement at least 1 new strategy from the Hollaback! 5D's in my role/position on campus.	0.00	0.00	0.00	0.00	0.00	0

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	The training increased my understanding of strategies to improve equity at Mt. SAC.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
2	I will attempt to implement at least 1 new strategy from the Hollaback! 5D's in my role/position on campus.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Showing rows 1 - 2 of 2

9 - Hollaback! appreciates your feedback on the following questions. Please indicate your level of agreement with each of the following statements



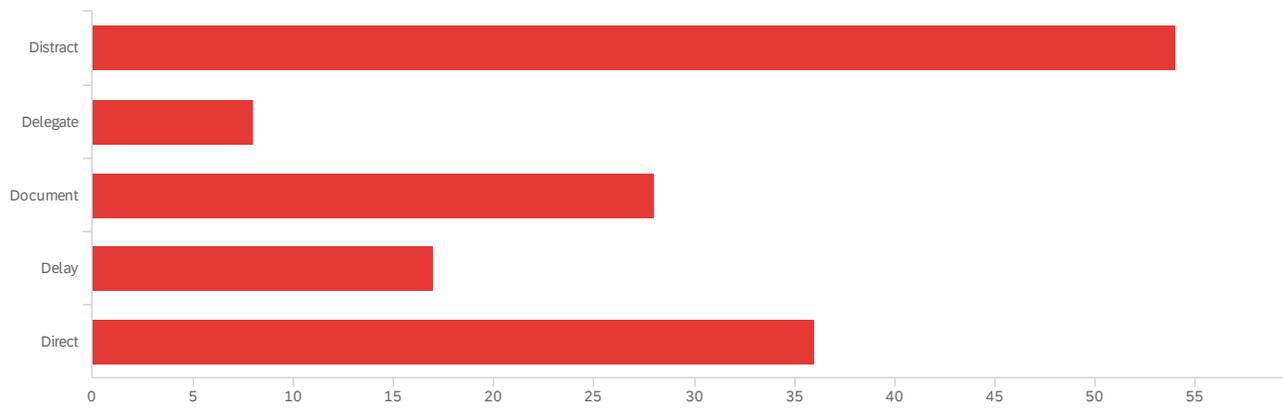
- After attending this training, I have a strong understanding of what disres...
- I have a strong understanding of the \*impact\* of disrespectful behavior.
- The 5D's give me strategies I can use to safely intervene if I see disrespe...
- The scenarios gave me an opportunity to practice the new strategies I learn...
- The presentation was easy to understand.
- The trainer was knowledgeable and prepared.
- The trainer was engaging and encouraged participation.
- I would recommend this training to a friend.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After attending this training, I have a strong understanding of what disrespectful behavior looks like.	11.00	15.00	11.92	0.90	0.81	152
2	I have a strong understanding of the *impact* of disrespectful behavior.	11.00	15.00	11.80	0.86	0.74	152
3	The 5D's give me strategies I can use to safely intervene if I see disrespect.	11.00	15.00	11.91	1.00	1.00	152
4	The scenarios gave me an opportunity to practice the new strategies I learned today.	11.00	15.00	11.99	0.97	0.95	152
5	The presentation was easy to understand.	11.00	15.00	11.75	0.82	0.67	152
6	The trainer was knowledgeable and prepared.	11.00	15.00	11.68	0.88	0.77	152
7	The trainer was engaging and encouraged participation.	11.00	15.00	11.69	0.84	0.70	152
8	I would recommend this training to a friend.	11.00	15.00	12.05	1.10	1.22	152

#	Field	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
1	After attending this training, I have a strong understanding of what disrespectful behavior looks like.	38.16%	58	36.84%	56	21.05%	32	2.63%	4	1.32%	2	152
2	I have a strong understanding of the *impact* of disrespectful behavior.	42.76%	65	40.13%	61	13.16%	20	2.63%	4	1.32%	2	152
3	The 5D's give me strategies I can use to safely intervene if I see disrespect.	41.45%	63	36.18%	55	14.47%	22	5.26%	8	2.63%	4	152
4	The scenarios gave me an opportunity to practice the new strategies I learned today.	35.53%	54	40.13%	61	17.11%	26	4.61%	7	2.63%	4	152
5	The presentation was easy to understand.	42.76%	65	44.74%	68	8.55%	13	2.63%	4	1.32%	2	152
6	The trainer was knowledgeable and prepared.	50.00%	76	38.16%	58	7.89%	12	1.32%	2	2.63%	4	152
7	The trainer was engaging and encouraged participation.	49.34%	75	36.84%	56	10.53%	16	1.97%	3	1.32%	2	152
8	I would recommend this training to a friend.	39.47%	60	30.92%	47	18.42%	28	7.24%	11	3.95%	6	152

Showing rows 1 - 8 of 8

## 10 - My superpower is:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My superpower is:	1.00	5.00	2.81	1.63	2.66	143

#	Field	Choice Count
1	Distract	37.76% 54
2	Delegate	5.59% 8
3	Document	19.58% 28
4	Delay	11.89% 17
5	Direct	25.17% 36
		143

Showing rows 1 - 6 of 6

# 11 - Outside of the 5 D's, are there any intervention methods you use or would feel comfortable using that you would like to share?

Outside of the 5 D's, are there any intervention methods you use or would f...

?

Asking for help or support

This training felt like it was designed for a very young or ignorant audience. I did not feel that I learned anything new. The strategies were creatively presented, but not anything that I hadn't already learned.

sounded more like indoctrination, I didn't want to choose any of the 5D's but the form wouldn't let me continue without it.

I value listening without judgment.

In my classroom I try to set class norms that will prevent this type of behavior. We also directly talk about racism and sexism in the class related to my discipline.

The presentation was terrific, however, there is little incentive for faculty to engage in any intervention methods because of the administration's tolerance of bullying and retaliation against faculty.

This might be the easiest for me to "distract" the conversation.

i do not agree with this philosophy

Not at this time!

I would use one or a combination of the 5 Ds depending on the situation (e.g. familiarity or lack of with those around me).

Comfortable with distract, direct, and document, but not with delegate or delay.

I do not agree with some of the methods

Tell everyone who comes into my area upfront and outright that we are aggressively inclusive and will not tolerate any kind of disrespectful or belittling words or behavior.

No I think this type of seminar only finds fault and stirs the pot It tries to do good by making more trouble and creating division among people

Combination/layered strategies. I had a Title IX classroom intervention on another campus where before the process kicked in with Administration, I asked a student to run interference in his seating choice to help protect a student who was being uncomfortably approached and asked out for a date/ride outside the classroom. A physical road map of the obstacles could include what teachers can do to keep students safe while administrative strategies are being determined. Things like changing classroom rules, putting issues on a visible parking lot (flip chart); bringing in a student speaker or professional expert on a topic, showing a video, anonymously polling students, asking for escort assistance from campus police.

I cannot think of any. It was a powerful topic and very valuable, especially in these difficult times. Thank you so much!

Outside of the 5 D's, are there any intervention methods you use or would f...

Training or education (at a later time) to de-escalate further situations and help identify the problem. In a group, where it is easier to provide situations that give clarity about disrespectful behavior to all including perpetrators. Add in an administrator that indicates such behavior is inappropriate and against faculty contract requirements.

not at the moment

Calling people in, sharing my own experiences to highlight how a target might feel in a situation,

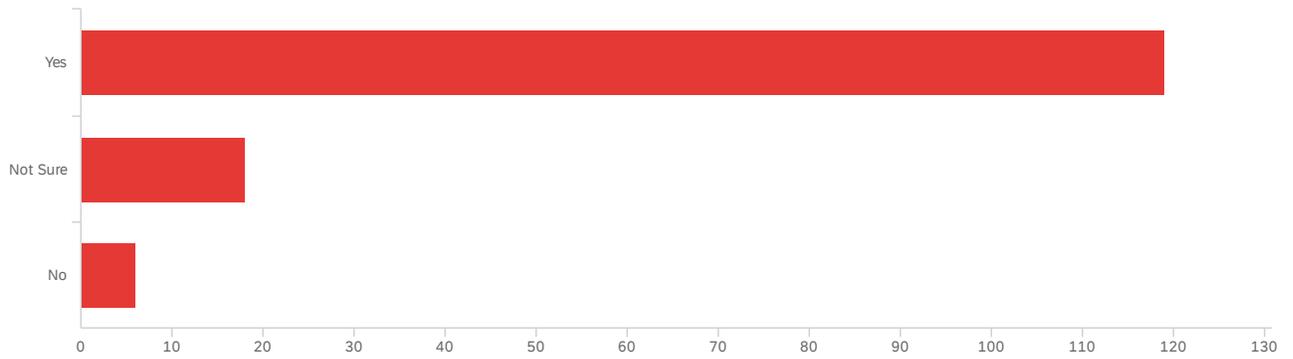
No, intervention is not "safe" within my department

Discuss the matter with the party at fault and document and alert the immediate supervisor.

Delay

Common Sense.

12 - If I saw disrespect happening today, there is at least one thing I feel like I could do.



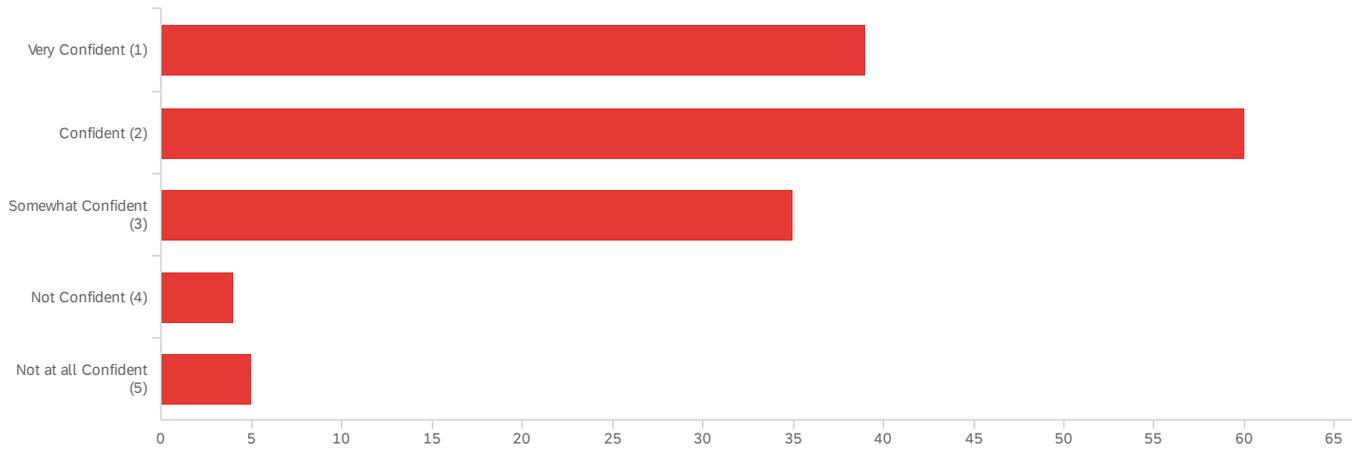
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I saw disrespect happening today, there is at least one thing I feel like I could do.	1.00	3.00	1.21	0.50	0.25	143

#	Field	Choice Count
1	Yes	83.22% 119
2	Not Sure	12.59% 18
3	No	4.20% 6
		143

Showing rows 1 - 4 of 4

# 13 - How confident are you, on a scale of 1-5, that you would intervene if you saw disrespect?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How confident are you, on a scale of 1-5, that you would intervene if you saw disrespect?	1.00	5.00	2.13	0.96	0.93	143

#	Field	Choice Count
1	Very Confident (1)	27.27% 39
2	Confident (2)	41.96% 60
3	Somewhat Confident (3)	24.48% 35
4	Not Confident (4)	2.80% 4
5	Not at all Confident (5)	3.50% 5
		143

Showing rows 1 - 6 of 6

## 14 - What's one thing Hollaback! could do to improve their training?

What's one thing Hollaback! could do to improve their training?

Keep it simpler with just one example per section

Excellent training

Nothing

Make the presentation higher level, keep working on verbal delivery skills, have multiple presenters working with groups in break out rooms.

stop trying to indoctrinate people

Nothing! They were so informative!

Nothing. It was great!

The Hollaback! training was great.

smaller session

much of this was liberal and I am conservative

Sorry, I thought this terrible. I multi-tasked through the whole thing. Please don't bring this programming back again. So facile.

N/A

Detailed handouts

Offer training directly to departments/disciplines or programs

Take more time on the scenarios. Discuss the pros and cons of each reaction.

Is there an easy way to remember the five Ds? Because they all begin with D, I find myself forgetting what they are sometimes.

Address possible dangers more realistically.

Increase awareness of invisible disabilities.

i do not agree with some methods

N/A

This session was too short to have done more, but in a longer session, breakout rooms with small groups, and role-playing the actual interventions. Probably have a Hollaback! staffer act the role of the person being disrespectful, because if a Mt SAC person were acting that role everyone would feel weird around them afterwards, wondering whether they actually felt that way or were just acting.

What's one thing Hollaback! could do to improve their training?

Talk about ways to find unity instead of division Not helpful to divide a workplace

Thank you for your real time adjustment to feedback that Flex Day participants needed more time to absorb the question and respond to the poll. You could have us participate in a low bar poll not related to the presentation just prior to the actual scenarios. Prime the pump with practice! :)

Nothing.

I cannot think of anything.

sounded more like brainwashing to me and a waste of time.

Great job - no improvement needed

Stop bully by deans.

Great presentation! Thank you!

Provide more controversial scenarios.

Address how to deal with institutionally-embedded disrespect

Show some videos and make the training more interactive

Make the presentation more interactive, with a chance to actually discuss with others. Just responding in chat and with polls did not add much to the presentation for me.

Talk about how respect goes both ways politically and in regards to conservative values. In a college environment conservatives are pounced on constantly. We cannot speak our "truths" or tell our "stories", even those of us who are not confrontational. I do my best to avoid conflict. In the end, I tough it out because I love my job. I love being there for my students and will speak out for equal treatment for them. I follow 5 D methods because of the respect I have for my students. I am always learning new ways to understand them and I love modeling lifelong learning strategies. I know that even if I have to stay quiet I know it is to protect my livelihood and my passion for my work. I am not tenured so the guarantee of employment is tenuous especially right now. Also, I love Mt. SAC and the value it brings to the community. I think it is one of the best community colleges in the nation. Students appreciate the services. My department is very easy to work with and I get along with all of them. I actually cannot imagine having to call them out on anything.

Hollaback! did a great job customizing this training. Hitomi was very efficient at administering to both the Q and A, the chat and the delivery at the same time. There were a few comments that the polling went too quickly- perhaps this is unique to our presentation- maybe extending each poll by about 3 minutes?

It was great! Can't recommend anything.

More time for scenario discussion!

it would have been great for it to address directly the role of faculty in the classroom- or to give faculty time to consider how to put the 5Ds to use in the classroom where our responsibility is different than a bystander

The training was great! It is Mt. SAC that has work to do.

It was good

What's one thing Hollaback! could do to improve their training?

---

Nothing, but offer the training frequently. Hopefully a class could be introduced as part of ethnic studies' general education on how to understand and cope with harassing environment. Students need to learn more about forms harassment and proper interventions.

Videos of specific scenarios would be better.

none

Good as is. Thank you!

## 15 - Please share any additional feedback about FLEX Day.

Please share any additional feedback about FLEX Day.

?

The more pragmatic and applicable the training, the better.

the opening session is too long and boring. there should be more breakout sessions to choose from in place of the opening session to give us a choice of whether to listen to the long, boring opening session or choose something else that would be more beneficial to teaching.

It was nice that it was on Thursday.

Consider keeping future FLEX Days remote.

It was nice to do the session via Zoom.

The introductions were too long and it was too much information in the beginning at so early in the morning.

do not include liberal speakers

Worst FLEX day ever. I'm going to stop attending spring flex. Total waste of a day.

It was great and needs to stay virtual.

N/A

Hollaback was fantastic!

It was a wonderful PD day. In the middle of both sessions I was in, I thought it was great that it was Thursday because it gave me an "extra" work day (Friday) to incorporate what I was learning into my syllabus, first-day-of-class plans, and Canvas module preparation. Could we consider having Flex Day on Thursdays in the future? It was lovely.

It was one of the best presentations I have ever seen, and it was both meaningful and viable in daily life.

I thought it was well organized and it was nice that the last activity was just 30 minutes long- nice way to end.

Education used to be about writing skills and thinking for oneself. Now it's only about race. How sad and pathetic.

One of the most enjoyable aspects of in-person FLEX day is socializing, catching up, seeing people who I haven't seen in awhile. Doing that is hard on Zoom, but there was no session or meeting room for people who just wanted to chat or say "hi".

Focus on data of student success What are we doing well How can we unite to work together instead of assuming we are all micro aggressors

A very well run, orchestrated and paced session with valuable speakers, content, and good real time adjustments on not too many break-out groups and sufficient break time. I liked the podcast intermission. Loved the reveal on progress for the Accreditation teamwork and logo/theme. Great stuff. You all should rest this weekend knowing that you created an exceptional experience. Job well done.

I am in favor of sustainability and found it laughable that we're trying to reduce our carbon footprint yet faculty and staff are being forced to drive to campus to perform work we could just as productively perform at home.

Please share any additional feedback about FLEX Day.

---

The fact that we get paid for it really helps me to hang in there and stay longer. There is so much to learn and share.

the opening meeting is way too long and boring, might be better to just send a memo with the important points.

We need to be back on campus for training. Or at least provide on campus options.

Great job. I love the format.

Thank you for providing this opportunity to learn.

The training we do moving forward needs to continue to emphasize our DEISA and Sustainability work. Good to continue to keep these key strategic objectives for campus in the forefront of faculty awareness and training. As we are moving into the heavy lift of the Accreditation cycle, that also needs to stay in the visibility and continue to be inclusive. These were done well today.

My desire to attend in person/virtual will shift as the pandemic does!

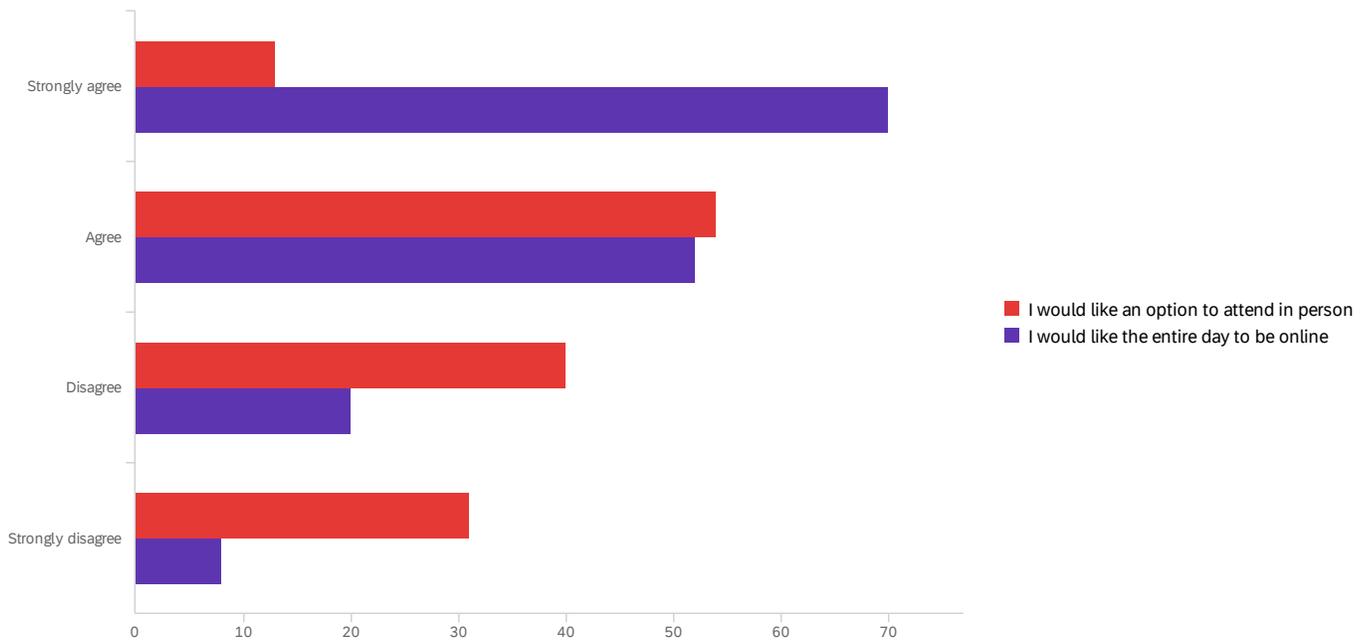
Make it easier for part-time faculty to access the form to receive pay. Even just a link in the chat would be very helpful.

Overall very well done.

Well Done

Best Flex in a long time.

## 16 - Thinking about future FLEX Days . . .

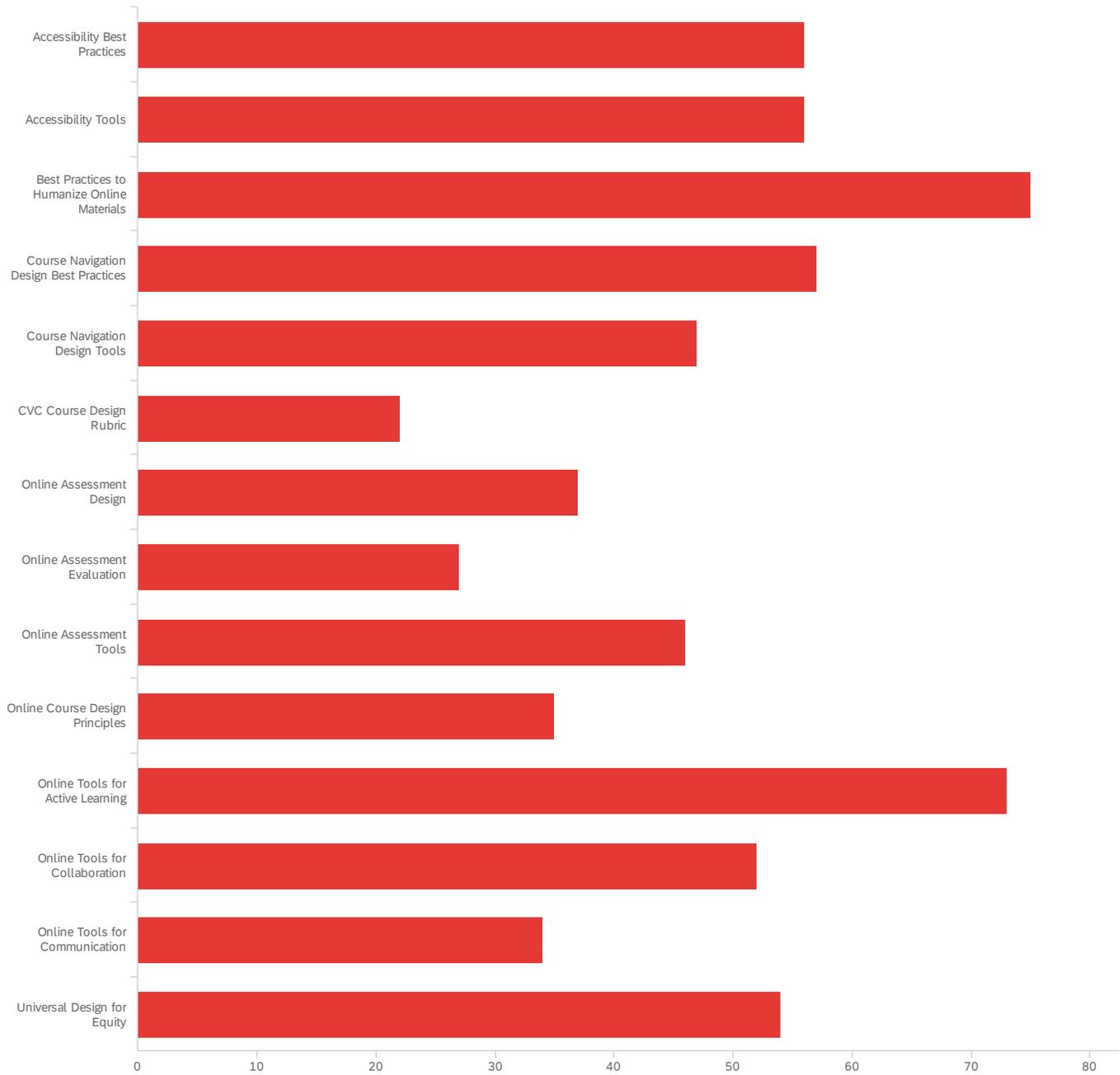


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like an option to attend in person	11.00	15.00	13.16	1.39	1.93	138
2	I would like the entire day to be online	11.00	15.00	11.96	1.22	1.48	150

#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	I would like an option to attend in person	9.42% 13	39.13% 54	28.99% 40	22.46% 31	138
2	I would like the entire day to be online	46.67% 70	34.67% 52	13.33% 20	5.33% 8	150

Showing rows 1 - 2 of 2

17 - The Distance Learning team asks that you choose 5 of the following instructional technology topics for future professional learning workshops



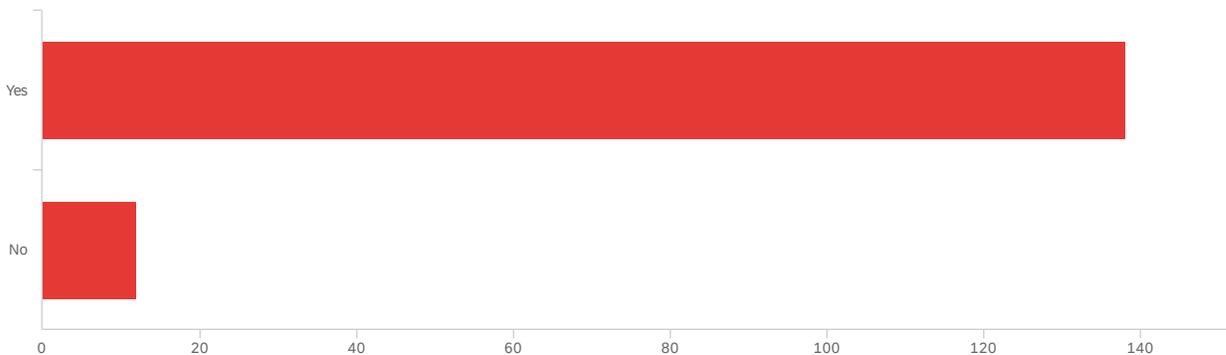
#	Field	Choice Count
28	Accessibility Best Practices	8.35% 56
29	Accessibility Tools	8.35% 56
30	Best Practices to Humanize Online Materials	11.18% 75

#	Field	Choice Count
31	Course Navigation Design Best Practices	8.49% 57
32	Course Navigation Design Tools	7.00% 47
59	CVC Course Design Rubric	3.28% 22
60	Online Assessment Design	5.51% 37
61	Online Assessment Evaluation	4.02% 27
62	Online Assessment Tools	6.86% 46
63	Online Course Design Principles	5.22% 35
64	Online Tools for Active Learning	10.88% 73
65	Online Tools for Collaboration	7.75% 52
66	Online Tools for Communication	5.07% 34
67	Universal Design for Equity	8.05% 54

671

Showing rows 1 - 15 of 15

18 - A faculty resources and upcoming trainings email is sent out to faculty weekly. Have you found these emails of value to you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A faculty resources and upcoming trainings email is sent out to faculty weekly. Have you found these emails of value to you?	5.00	6.00	5.08	0.27	0.07	150

#	Field	Choice Count
5	Yes	92.00% 138
6	No	8.00% 12

150

Showing rows 1 - 3 of 3

## 19 - Please provide us with feedback on the weekly faculty training email so that ongoing communication can be improved?

Please provide us with feedback on the weekly faculty training email so tha...

I would do an e-mail that shows the POD upcoming events or classes in two week format. Just a glimpse of the next two weeks of things being offered

I rarely go to trainings unless required or incentivized.

I like the emails to see what is up and coming.

I find it helpful to stay aware of opportunities for me to attend training

Sent the week before the trainings to give opportunity to sign up.

This is great- keep it up!

Perhaps bi-weekly. Weekly feels overwhelming at the moment.

Thank You!

Possibly a Canvas POD shell that has workshop postings.

I wonder if the content can be categorized for easier visual digestion?

I like to read about opportunities; however in addition to the weekly email there are multiple emails about each session, so there often ends up being 2-4 per day about training. That's too many. Granted, some are external trainings (eg CORA).

Very inclusive and thorough. Thank you.

Alternate times. Workshops are usually during my teaching hours.

These are helpful, but it seems we sometimes receive more than one of these each week.

It is great.

I think it is the POD connect emails, good to know what is up and coming

Keep it coming, but vary the hours to avoid peak class times (9:45-2:40)

If there is not a monetary incentive, I don't plan to attend training.

It is good as it is.

I think it would help some for them to come out a day or two earlier than they do now. There have been a few times when I have not gotten the email until after some of the trainings have occurred.

Please provide us with feedback on the weekly faculty training email so tha...

---

The weekly email contains short descriptions which are useful to screen for offerings of the week; I don't always have checking the current training on my "radar", so this is very helpful.

Too much space filler - would prefer more concise format so I don't have to scroll as much

Include days and times and/or format in the email. Sometimes I have to spend a lot of time logging in and looking for the training, only to find out that I am unable to attend.

I received multiple emails regarding Bystander intervention. I feel that it's a bit overwhelming especially we are getting other emails regarding covid protocol, beginning of the semester procedures, etc.

Very resourceful and informative.

Yes, it's very helpful

Training is usually during my teaching times

**End of Report**



## Faculty Professional Development Council

March 24, 2022 1:30-3:00 pm

Zoom Session

### Minutes

P	Tania Anders (co-chair)	P	Lisa Rodriguez (POD, Director)	P	Kelley Lyons (FA Part-Time)	A	Tamra Horton (FA)	P	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)	P	Rita Page (AS, FLAC)	P	<i>Elda Blount</i> <i>Scribe</i>
	Vacant (POD,classified)									P	<i>Roger Willis</i> <i>(Guest)</i>	P	<i>Katie Datko</i> <i>(Guest)</i>

Item	Outcomes	ACCJC Standards
<p><b>A. Approval of Minutes</b></p> <p><b>B. Guest: Katie Datko, Director, Distance Learning and Instructional Technology</b></p>	<ol style="list-style-type: none"> <li>1. 12/10/22 meeting minutes approved</li> <li>2. 3/10/22 meeting minutes approved with correction on B6 – Report Out to read in part: <i>DL is in the process of automating the SPOT Recertification process.</i> Danny Cantrell obtained vote.</li> <li>3. Katie reported out functions in her role as Director of Distance Learning and Instructional Technology. Katie is overseeing Faculty Center for Learning Technology (FCLT) and is focusing on addressing virtual challenges (VLOG, social media presence, and videos), alternative outreach approach for trainings, working with Distance Learning (DL) team and brainstorming training needs, Updating survey to include equity focus, and brainstorming more ways to support faculty.</li> </ol>	<ul style="list-style-type: none"> <li>● II.A.2</li> <li>● II.A.7</li> <li>● II.A.2</li> <li>● III.C.1</li> </ul>

As members of the Mt. SAC community, FPDC acknowledges the Tongva peoples as the traditional land caretakers of [Tovaangar](#). We respect the [Honuukvetam](#) (Ancestors), ['Ahihirom \(Elders\)](#), and ['eyoohiinkem](#) (relatives/relations) past, present and emerging



## Faculty Professional Development Council

March 24, 2022 1:30-3:00 pm

Zoom Session

### Minutes

<p><b>C. Report Out</b></p> <ol style="list-style-type: none"> <li>1. FLAC</li> <li>2. FLEX</li> <li>3. GP Cross-Council Committee</li> <li>4. POD</li> <li>5. Conference &amp; Travel</li> <li>6. DL</li> <li>7. Non-credit</li> </ol>	<ol style="list-style-type: none"> <li>1. No Report Out</li> <li>2. Tania reported out the Flex Day survey has 189 responses and is working on the summary survey report. Kelly reported out that campus leadership sees the benefit of virtual and in-person offerings and supports the work FPDC and POD is doing.</li> <li>3. No Report Out</li> <li>4. Lisa reported out that there is no update on POD facilities at this time. POD is in the process of closing out budgets for the 2021-22 fiscal year. Upcoming professional development opportunities: Bystander Intervention to Support Asian/Asian-American Communities on 4/7 in a virtual format, Power of Our Data conference will be April 8 in a virtual format, and final cohort orientation for Racial Equity and Education Certificate (CORA): Orientation on 4/8 in person and virtual sessions are also available.</li> <li>5. No Report Out</li> <li>6. DL rolling out SPOT equivalency process in the upcoming weeks. The SPOT Equivalency (SPEQ) process allows faculty who have completed online training at approved California community colleges to submit their courses for a quick equivalency review. Faculty are then approved to teach online at Mt. SAC. For more information, visit <a href="#">SPOT Equivalency</a> (SPEQ) page.</li> <li>7. GP mini grant was used to hire professional experts to create and enhance Canvas shells for the School of Continuing Education.</li> </ol>	<ul style="list-style-type: none"> <li>• II.A.2</li> <li>• II.A.7</li> <li>• III.C.1</li> </ul>
<p><b>D. Action Items</b></p>	<ul style="list-style-type: none"> <li>• Conference and Travel funding recommendations for faculty to PDC             <ul style="list-style-type: none"> <li>○ The council agreed to recommend to PDC to review the option of approving courses, training, and workshops to be used for conference and travel funding. Tania and Lisa will take recommendation back to PDC meeting on 4.7.22.</li> </ul> </li> <li>• NISOD workshop topics; Sessions for consideration for Fall 2022             <ul style="list-style-type: none"> <li>○ Tabled discussion</li> </ul> </li> <li>• PGI Recommendations – Please vote via Smartsheet</li> </ul>	<ul style="list-style-type: none"> <li>• II.A.2</li> <li>• II.A.7</li> <li>• III.C.1</li> </ul>

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## Faculty Professional Development Council

March 24, 2022 1:30-3:00 pm

Zoom Session

### Minutes

- The following sessions met quorum and were forwarded to Salary and Leaves for review on 3/30/2022:
  - Personal and Interpersonal Effectiveness
  - The Power of Our Data
  - Align Your Online Course with Section D of the CVC Rubric: Laying the Foundation (Online)
  - 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: Laying the Foundation
  - 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
  - Diving Deeper into 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
  - Easy & Engaging Videos with Canvas Studio, Part 1
  - Easy & Engaging Videos with Canvas Studio, Part 2
  - Natural Sciences Division Community of Practice: Six Weeks to STEM Success (Session 1)
  - Natural Sciences Division Community of Practice: Six Weeks to STEM Success (Session 2)

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## Faculty Professional Development Council

March 24, 2022 1:30-3:00 pm

Zoom Session

### Minutes

	<ul style="list-style-type: none"> <li>▪ Create Meaningful Assessments with Section C of the CVC Course Design Rubric</li> <li>▪ ELCW Community of Practice (Spring 2022)</li> <li>▪ The Power of Our Data (Spring 2022)</li> </ul> <p><b>Approved PGI Recommendations by Salary and Leaves</b></p> <ul style="list-style-type: none"> <li>• Clean Up Your Canvas Courses with TidyUP</li> <li>• Culturally Responsive Teaching - ELCW Community of Practice</li> <li>• DEISA 1 for Teaching: Diversity, Equity, Inclusion, Social Justice, and Anti-Racism</li> <li>• Easy and Engaging Videos with Canvas Studio</li> <li>• Honorlock Online Exam Proctoring in Canvas</li> <li>• How to Complete Outcomes in Improve (formerly known as TracDat)</li> <li>• Introduction to PlayPosit: Adding Engagement to Your Videos</li> <li>• Natural Sciences Community of Practice: Technology Edition <b>NSD faculty only</b></li> <li>• Natural Sciences Division Community of Practice <b>for NSD faculty only</b></li> <li>• Transfer Symposium: Championing Transfer Success for Mt. SAC Students</li> </ul> <p><b>Denied PGI Recommendations by Salary and Leaves</b></p> <ul style="list-style-type: none"> <li>• Student Conduct Board Hearing Training</li> </ul>	
<p><b>D. Discussion Items</b></p>	<ul style="list-style-type: none"> <li>• Change report out structure from every meeting to monthly             <ul style="list-style-type: none"> <li>○ The council voted and approved a new reporting structure. Starting council meeting 4/14/22, report out structure will be as follows:                 <ul style="list-style-type: none"> <li>▪ Group 1 (POD, C&amp;T, and FLEX) will report out on the first meeting of the month.</li> <li>▪ Group 2 (GP, FLAC, DL, and Non-Credit) will report out on the second meeting of the month.</li> </ul> </li> </ul> </li> <li>• FPDC Coordinator Liaison to S&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>• II.A.2</li> <li>• II.A.7</li> <li>• III.C.1</li> <li>• III.A.8</li> </ul>

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## Faculty Professional Development Council

March 24, 2022 1:30-3:00 pm

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### Minutes

	<ul style="list-style-type: none"> <li>● Add completed items to End of Year Goals &amp; Progress report</li> <li>● Start adding items to 2022/23 Goals &amp; Progress report             <ul style="list-style-type: none"> <li>○ Data-informed PD offerings</li> <li>○ PD related to Accreditation</li> <li>○ PD related to Strategic Planning</li> <li>○ PD related to PIE</li> <li>○ Faculty Retreat</li> </ul> </li> </ul> <p>FLEX Days at Mt.SAC – FPDC perspective on number of days, marketing and branding, FA collaboration, etc.</p>	
<p><b>E. Informational Items</b></p>	<p><b>Flex Days at Mt. SAC</b>          Tamra reported out that the Mt. SAC Flexible calendar is currently being reviewed by the FA. She will provide more details in upcoming meetings.</p>	<ul style="list-style-type: none"> <li>● II.A.2</li> <li>● II.A.7</li> <li>● III.C.1</li> </ul>

Next meeting: April 14, 2022

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

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