Flex Day | April 15, 2015

Faculty Lecture of the Year Address

Marc Meyer
Professor, Anthropology
YOU ARE INVITED TO ATTEND THE 2014–2015

FACULTY LECTURER OF THE YEAR ADDRESS

By

MARC MEYER

PROFESSOR, ANTHROPOLOGY

Race Matters:
Culture vs. Biology

WEDNESDAY, APRIL 15, 2015
9:45 – 11:00 A.M.
CHAFFEY COLLEGE THEATRE

DISCUSSION 11:00 A.M. – 12:00 P.M.
CENTER FOR THE ARTS (CAA) 211

SPONSORED BY:
FACULTY FLEX RESPONSIBILITY

Pursuant to the 2011-14 CCFA/District Agreement, Article 17.4 – Flex Calendar, all contract/regular and credit part-time instructional faculty are expected/obligated to participate in Flex activities. For 2014-15, five Flex days were built into the Academic Calendar (August 14 & 15, 2014; January 8 & 9, 2015; and April 15, 2015).

For contract/regular faculty, four to seven hours constitute one day; therefore, contract/regular faculty must participate in a minimum of four hours of Flex activities in a day for it to count as one of the service day obligations. Adjunct (credit part-time instructional) faculty are also obligated to participate in Flex activities, at minimum, for the number of hours they would have taught had classes been offered during the scheduled Flex days. However, they are not expected to participate in scheduled Flex activity hours that are ABOVE the maximum number of hours required of a contract/regular faculty member (4-7 activity hours constitute one Flex day). Flex obligations can be met by participating in approved Flex activities.

Individual faculty may designate a maximum of two (2) of the five (5) Flex days per year as in-lieu of Flex. Activities in-lieu of Flex shall be performed on non-service days or on service days outside of the individual faculty member’s accountable hours (performance of teaching, counseling, library services, student success center services, office hours, and scheduled professional responsibilities as identified in Article 18.2.3).

Flex verification forms and evaluations can be found on the Professional Development website at www.chaffey.edu/profdev/flex; deadline dates for submission are printed on the form.

All faculty must complete and submit online, the appropriate and required Flex activity form no later than five (5) service days for contract faculty and no later than seven (7) service days for part-time faculty from the last Flex date in the fall and spring terms. When absent from a Flex day obligation, faculty are required to submit their official absence form within ten (10) service days from the date of absence. Failure to do either of the above shall result in a pro-rata payroll deduction.

Please complete your Flex activity forms online in compliance with the CCFA/District agreement (see Article 17.4 of the CCFA/District Agreement – pages 33-34).

If you have any questions or concerns about these items, please feel free to contact your first-level manager or CCFA President.

FACULTY LECTURER OF THE YEAR
MARC MEYER
Wednesday, April 15, 2015

Marc Meyer, Professor of Anthropology, has the honor of being selected as the 2015 Faculty Lecturer of the Year. This event provides the academic community an opportunity to celebrate the talent and dedication that Chaffey faculty offer to the college. In honor of this event, this Flex day is designated as a non-instructional day in which classes are not held so that all faculty may participate. Faculty Senate will provide additional information about this event during the spring term.
2014-15 FLEX ACTIVITIES FAQ’s

A Message to our Colleagues:

It has been suggested that we clarify your obligations under the Flex Calendar. Following are responses to frequently asked questions regarding Flex obligations:

➢ **Am I required to participate in Flex activities?** Yes for full-time faculty; maybe for adjunct (see last bullet). Please refer to CCFA/District Agreement Article 17, pages 33-34.

➢ **How many hours per day am I required to participate in Flex activities?** 4 to 7 hours equals one Flex day. Full-time faculty are required to participate in a minimum of four hours of Flex activities in a day for it to count as one of their service day obligations. Please refer to the last bullet for adjunct requirement.

➢ **If I am scheduled to teach an overload in the fall, must I participate in more hours of Flex activities?** No. Your overload assignment has no bearing on your Flex activities.

➢ **How many Flex days are scheduled for 2014-15?** Five days are designated as Flex days for 2014-15: August 14 & 15, 2014, AND January 8 & 9, 2015; April 15, 2015. No classes are scheduled for these days. Plan your class syllabi accordingly.

➢ **What do I have to do on designated Flex days?** A listing of activities which can fulfill your Flex obligation(s) is included in this booklet. Contact your first level manager or CCFA President with any questions.

➢ **Is it permissible for me to do other duties on scheduled Flex days for Flex credit instead of participating in scheduled Flex activities (i.e. scheduled workshops and meetings) on campus?** Yes. These Flex obligations can also be met during scheduled Flex days by engaging in such activities (outside of scheduled workshops and meetings) as: technology training, individual or small group projects designed to improve courses or programs, staff development activities such as discussion groups on student learning outcomes, and learning resource services, department activities focusing on improving instruction, related activities such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity and activities to promote wellness and collegiality.

➢ **Must adjunct faculty participate in Flex activities in 2014-15?** Yes. Adjunct (credit, part-time instructional) faculty are obligated to participate in Flex activities, at minimum, for the number of hours they would have taught had classes been offered during the scheduled Flex days. However, they are not expected to participate in scheduled Flex activity hours that are ABOVE the maximum number of hours required of a contract/regular faculty member (4-7 activity hours constitute one Flex day).

At this point in time, the Flex requirements are established for the 2014-15 academic year only. If you have any questions about your Flex obligation, please contact your first level manager or CCFA President.

**CCFA Labor/Management Committee**
- Jonathan Ausubel, CCFA Grievance Officer
- Lisa Bailey, Vice President, Administrative Services
- Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness
- Laura Hope, Dean, Instructional Support
- Shelley Eckvahl, CCFA Member
- Bret McMurrarn, CCFA President
Effective Assessment Strategies that Promote Learning

What are the best ways to give students frequent and effective feedback? How can you quickly and effectively determine if your students have truly learned? Formative assessment is one of the most effective ways to provide frequent feedback and help students discover how much learning has taken place. Join us online and learn the benefits of using formative assessment and explore various strategies to infuse in your teaching.

Module 1: Formative versus Summative Assessment Overview
Module 2: Formative Assessments
Module 3: Framing Questions
Module 4: Framing Feedback

Each module will take approximately one hour to complete. The FLEX Online Activity will be accessible online in Moodle Wednesday, April 15, 2015 at 8:00 AM until Sunday, April 19, 2015 at 11:55 PM.

1. Go to [http://moodle2.chaffey.edu/](http://moodle2.chaffey.edu/)

2. Enter your username and password:
   - **Username**
     First initial followed by your last name, as they are in ChaffeyView. If your name in Chaffey View is Roberta Smith-Jones and you go by Bobbi, your username in Moodle will be rsmith-jones.
   - **Password**
     By default it is your 7-digit Chaffey ID

3. Click on the My courses (left side of your screen) and click on Success on Demand

4. Click on the FLEX Online Activity button

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**PLEASE MAKE SURE YOU ARE ABLE TO LOGIN IN MOODLE BEFORE THE START DATE.**

Questions on content and how to navigate the Moodle course contact Grace Reotutar at grace.reotutar@chaffey.edu.

Technical issues (i.e., cannot login to the course, username and password) contact the Distance Education help desk at 909-652-6975 during regular business hours.
# 2015 SPRING FLEX

**WEDNESDAY, APRIL 15, 2015**

Register Here: [http://www.jotformpro.com/form/43224973737967](http://www.jotformpro.com/form/43224973737967)

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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<tbody>
<tr>
<td><strong>Morning Activities</strong></td>
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<tr>
<td>9:30 am – 9:45 am</td>
<td><strong>Welcome</strong>&lt;br&gt;Welcome – Ardon Alger</td>
<td>Theatre</td>
<td>2.5</td>
<td>404</td>
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<tr>
<td>9:45 am – 11:00 am</td>
<td><strong>Faculty Lecture of the Year Address</strong>&lt;br&gt;Race Matters: Culture vs Biology – Marc Meyer, Professor of Anthropology</td>
<td>Theatre</td>
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<td>11:00 am – 12:00 pm</td>
<td><strong>Discussion</strong></td>
<td>CAA 211</td>
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<td><strong>Schedule of FLEX Workshops</strong></td>
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<tr>
<td>12:30 pm – 2:00 pm</td>
<td>Adjunct Service Awards</td>
<td>AD-151</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2:00pm – 3:30pm</td>
<td>Moodle Lab</td>
<td>BE-104</td>
<td>1.5</td>
<td>717</td>
</tr>
<tr>
<td>2:00pm – 3:30pm</td>
<td>Getting Students Back on Track with Reading</td>
<td>BE-105</td>
<td>1.5</td>
<td>848</td>
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<tr>
<td>APRIL 15 - 19</td>
<td>Online Activity for Adjunct Faculty</td>
<td>Moodle</td>
<td>1.0/activity</td>
<td>847</td>
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### Afternoon Workshops - Registration Required (See Page 5)

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<th>TIME</th>
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| **Online Course** will be available beginning at 8:00am on 4/15/15 until 11:55 pm on 4/19/15 | **Online Activity for Adjunct Faculty – Effective Assessment Strategies that Promote Learning** – Grace Reotutar  
What are the best ways to give students frequent and effective feedback? How can you quickly and effectively determine if your students have truly learned? Formative assessment is one of the most effective ways to provide frequent feedback and help students discover how much learning has taken place. Join us online and learn the benefits of using formative assessment and explore various strategies to infuse in your teaching. | See instructions on page 5 | 1-5 | 847 |
| **2:00 pm – 3:30 pm** | **Moodle Lab – Terri Helfand and Kim Noseworthy**  
An opportunity for Moodle trained instructors to work individually or in groups to develop their Moodle courses. Terri and Kim will be present to assist and answer questions  
Max Capacity 23 | BE 104  
Registration is required for this activity | 1.5 | 717 |
| **2:00 pm – 3:30 pm** | **Getting Students Back on Track with Reading** – Judith Weingartner, RoseAnn Osmanian, Robert Nazar, Starlene Justice, Gina Carlson  
How do you reignite your students to read the assigned material in preparation for class discussion midway through the semester? Attend an interactive workshop that will provide practical strategies to hold students accountable for their assigned reading. These literacy strategies will refocus students to read the required material and foster their success across the disciplines.  
Max Capacity: 40 | BE 105  
Registration is required for this activity | 1.5 | 848 |

Register for workshops at the following link:  
Please register for all workshops except school/department meetings. Register for workshops at the following link:
http://www.jotformpro.com/form/43224973737967

Last day to register for workshops:
Friday, April 10, 2015

****IMPORTANT****
Last day to submit activity/evaluation sheets:
Friday, April 24, 2015
**********
GUIDELINES FOR
ALTERNATE (IN-LIEU) FLEX DAY

- Proposals for Flex activities that would not occur on the specified Flex calendar days should focus on departmental, school, or college needs.

- These activities may be performed on not more than two (2) non-service day(s) in lieu of performing such activities on the scheduled Flex days. (CCFA Article 17, Section 17.4(e), page 33)

- Approved alternate (in-lieu) Flex activities must take place within the academic calendar year but on non-service days. Flex credit cannot be banked.

- All proposals for alternate (in-lieu) Flex activities must be submitted by July 31st for the fall and December 23rd for the spring. See “Alternate (In-Lieu) Flex Schedule Proposal/Form” for details.

- It is the responsibility of the first-level manager to make the determination in consultation with the faculty member as to whether an activity will qualify for Flex credit. The first-level manager will be responsible for monitoring the outcomes for compliance and accountability.

- Clear documentation of activity outcomes needs to be submitted to the first-level manager within four (4) weeks of the completed alternate (in-lieu) Flex activity. If a faculty member is unable to complete either the approved Flex activity or the outcomes report by this deadline, he/she must submit an absence form indicating either illness or personal necessity.

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1 For spring 2015 flex, proposals must be submitted at least two weeks prior to the alternate (in lieu) flex day.
# ALTERNATE (IN-LIEU) FLEX SCHEDULE PROPOSAL/FORM

**Employee Name:** ____________________________  
**Colleague ID #:** ________

<table>
<thead>
<tr>
<th>Dates</th>
<th># Flex Hours</th>
<th>Description of Activities/ Objectives (must be undertaken on your own time on non-service days)</th>
<th>Expected Measurable Outcomes</th>
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Will other faculty be participating in these activities?  If yes, please list: ______

Why must this activity occur outside the scheduled Flex day? ______

I agree to present information from this event at district-sponsored activities.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Date</th>
<th>First-Level Manager</th>
<th>Date</th>
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Pursuant to the Guidelines, below is documentation of the *activity outcomes* achieved as a result of the alternative/in-lieu Flex activity.
SCHOOL SPECIFIC ACTIVITY CODES

To be entered on Flex Activity Form for School or Department Meetings

001  Adjunct Faculty Orientation
002  Curriculum
003  Emerging Programs & Issues
004  Facilities Issues
005  Improving Department/Program Institutional Effectiveness by increasing understanding, sensitivity, commitment to, meeting the needs of the diverse academic, socioeconomic, cultural, disability & ethnic backgrounds of students and staff (e.g., diversity, communication, stress reduction, dealing with difficult people, etc.)
006  Laboratory Activities
007  Long-Range Planning
008  Matriculation
009  Program Accreditation
010  Program Review
011  Program Specific Orientations for Faculty (e.g., Writing Center, Library, Counseling, Tutoring, Interdisciplinary Centers, etc.)
012  Program Specific Training (e.g., CPR, OSHA, HAZMAT, Substance Abuse, Disaster Preparedness, etc.)
013  Scheduling
014  School or Department Meetings
015  Staffing Issues
016  Student Success Issues (e.g., Transitions, Retention, Intervention, Services, Learning Theories, etc.)
017  Technology (e.g., Web Page, Software, Projectors, Visualizers, VCRs, Computers, Scantrons, etc.)
018  College-wide Initiatives (e.g., Partnership for Excellence, Basic Skills Report, CalWorks, etc.)
019  Innovative Pedagogical Methodologies (Classroom Assessment Techniques, Ethics Across the Curriculum, Service Learning, Collaborative Techniques, SCANS, Learning Theories, Brain Research, G.I.F.T.S., Teaching Demonstrations, etc.)