Welcome to the New Year, 2014 and the spring 2014 semester. I hope everyone had a restful and exciting holiday season.

The theme for the 2014 spring Flex program is “Chaffey Rocks.” Our world class institution has many stellar programs and services which are listed in the 2013 Chaffey College Report to the Community which is posted on our website.

I have noted many times that community colleges like Chaffey are “Beacons of Hope,” and we serve as pathways to upward mobility in America. Recently, the 4th Annual Southern California Economic Recovery and Job Creation Summit published a report titled: “Poverty and Educational Attainment: A Growing Southern California Concern”; this report found that changes in poverty by ethnic composition from 1990–2012 have fallen disproportionately on specifically two ethnic groups: African Americans and Hispanics.

A report in August 2013 by the Economic Analysis and Research Network (EARN) in a study titled: “A well-Educated Workforce is Key to State Prosperity” notes that states can build a strong foundation for economic success and shared prosperity by investing in education; providing expanded access to high-quality education will not only expand economic opportunity for residents, but also likely do more to strengthen the overall state economy than anything else a state government can do.

Chaffey College is a key institution with respect to solving the poverty equation in the Inland Empire due to the positive correlation between post-secondary education and earnings.

I need your help! Please join me in the conversation this semester on the topic “The Impact of Education on Poverty in the Inland Empire.”

Again, welcome back, and I look forward to an exciting spring 2014 semester.

Superintendent/President
ONLINE ACTIVITY FOR ADJUNCT FACULTY

Faculty/Student Engagement in the Classroom and Beyond
Do you want your students to be more involved and focused in class? How do you get students to ask good questions? How do you motivate students to ask for help outside of class? Explore these questions in this online learning activity about student engagement. The learning environment you create can influence student engagement beginning with the first day of class. In this online activity we will explore ideas and strategies for creating an inclusive, interactive learning environment.

Module 1: Building A Community of Engaged Learners
Module 2: Interactive Teaching and Learning
Module 3: Humanizing Ourselves
Module 4: Online Tools to Create Opportunities for Engagement

Each module will take approximately one hour to complete. You will receive one unit credit for each module that you complete.

FLEX Online Activity will be accessible on the Internet in Moodle Thursday, January 9, 2014 at 8:00 AM until Sunday, January 12, 2014 at 11:55 PM.

Please make sure you are able to access the online activity before the start date:

1. Go to 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.

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, forgotten password) contact the Distance Education help desk at 909-652-6975 during regular business hours.
ONLINE ACTIVITY FOR ALL FACULTY

Sexual Harassment Training for Faculty:

To continue the District’s commitment in prohibiting unlawful discrimination and/or harassment in employment and education for students and employees, we are offering our new online version of this training. Full prevention training is given through this online workshop and will count as two hours of Flex credit for your Spring 2014 Flex commitment. Discussion Boards and email will be available for questions and answers.

This online Moodle workshop is offered to new faculty and returning faculty. This workshop will help prevent and eliminate harassment and discrimination in the educational environment. If you do not avail yourself of this or similar training and are charged with harassment, you may lose an important legal defense to the claim. Training must be attended at least every three years due to changes in the law.

This activity will be accessible online through Moodle beginning **Thursday, January 9, 2014 at 8:00 AM until Friday, January 10, 2014 at 11:55 PM**.

Please make sure you are able to access the online activity before the start date as the Moodle shell will be available beginning **January 6, 2014** with workshop content available for Flex credit at 8:00 AM on January 9, 2014 through January 10, 2014 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, after **January 6, 2014**, click on “Prevention of Harassment/Discrimination Training”

Questions on content, contact Vera Dunwoody at SHPreventionTraining@gmail.com
Questions on how to navigate the Moodle course contact Grace Reotutar at grace.reotutar@chaffey.edu.

Technical issues (i.e., cannot login to the course, forgotten password) contact the Distance Education help desk at 909-652-6975 during regular business hours.
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<tr>
<td>SCHOOL SPECIFIC ACTIVITY CODES</td>
<td>15</td>
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</table>
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 2013-14, four flex days were built into the Academic Calendar (August 13, 2013; January 9, 10; and April 16, 2014).

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.**

These flex obligations can be met by attending from 4 to 7 hours of workshops and presentations. School/Department specific activities/sessions will be held the afternoon of January 9, 2014. Dr. Shannon will deliver a State of the College address on the morning of January 9, 2014. **Watch for the email on the Flex schedule of workshops and presentations.**

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
JOANN EISBERG
Wednesday, April 16, 2014

Joann Eisberg, Professor of Astronomy, has the honor of being elected as the 2014 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.
2013-14 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 2013-14?** Four days are designated as flex days for 2013-14: August 13, 2013, AND January 9, 10; April 16, 2014. 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 2013-14?** 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 2013-14 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 Chief Negotiator
- Lisa Bailey, Vice President, Administrative Services
- Sherrie Guerrero, Associate Superintendent, Instruction and Student Services
- Laura Hope, Dean, Instructional Support
- Shelley Eckvahl, CCFA Member
- Bret McMurrnan, CCFA President
**2014 SPRING FLEX PROGRAM INFORMATION**

**Flex Strands.** These Strands have been created to provide faculty with the opportunity to develop expertise in targeted areas: student success strategies and distance education.

**How do I get certified in a strand?**
Here’s how it works: faculty who attend any three of the workshops in the same strand will earn certification in that area. Each strand is designated with an icon so that you can easily see what workshops belong to which strand. They are as follows:

- **Student Success Strategies**
- **Distance Education**

**What can I do with a certificate, you might ask?**
What can I do with a certificate, you might ask? It’s a professional addition to any office wall, a handy paragraph in a self-evaluation, and an impressive bullet on any resume.

**Faculty who wish to be certified as a DE instructor must obtain certification,** so if you would like to explore distance education as an instructional format in the future, please register for three of the events for Distance Education.

**What other options do I have for FLEX?**
You may attend any of these workshops in isolation if you just want to learn a little about something. If you want deeper knowledge, we encourage you to fulfill the requirements for certification (3 workshops) which can be accomplished by attending several workshops over the course of several flex days in different semesters. You may also attend some of the general interest sessions not associated with the academies. As ever, all appropriate FLEX activities are indicated by a code, and the entire code list will be provided for you.

---

**Chaffey College**

**Food Pantry**

**Mission Statement**

“The mission of Chaffey’s Food Pantry is to provide food for current Chaffey College students in need. Our motivation is based on a compassionate hand out and hand up as we respect the dignity of each student we serve.”

We are asking for everyone to come alongside the Food Pantry to help provide food for our students. Please bring at least one item from the list below to drop off at Dr. Shannon’s “Welcome Back” address at the Theatre or to any of the workshops that you register for. Thank you for helping to support our Chaffey College students.

*Canned Chicken Breast/Tuna, Spaghetti/Marinara Sauce, Cereal, Canned Fruit, Soup (Larger Cans), Macaroni Cheese, Oatmeal Packets, Spaghetti Noodles, Tomato Sauce, Canned Vegetables, Beans, Peanut Butter*
# 2014 SPRING FLEX PROGRAM INFORMATION
## Thursday, January 9, 2014

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 am – 10:30 am</td>
<td>Welcome Back</td>
<td>Theatre</td>
<td>2.0</td>
<td>950</td>
</tr>
<tr>
<td></td>
<td>The Welcome Back will include greetings from faculty and staff, as well as Dr. Shannon’s address. In addition, the session will feature issues of campus-wide importance including the campus emergency plans and the impact of SB 1456 on students and the college.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Afternoon School Meetings</strong></td>
<td>School of Business &amp; Applied Technology</td>
<td>BE-111</td>
<td>2.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>School of Counseling and Matriculation</td>
<td>WH-161</td>
<td>2.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>School of Health Sciences</td>
<td>HS-127</td>
<td>2.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>11:00 am – 1:00 pm</td>
<td>School of Instructional Support (Lunch will be provided)</td>
<td>Library</td>
<td>2.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>1:30 pm – 3:00 pm</td>
<td>Language Arts and Visual &amp; Performing Arts: Michael’s Endgame Tour Flex Meeting</td>
<td>CAA-218</td>
<td>1.5</td>
<td>See Page 15</td>
</tr>
<tr>
<td>1:30 pm – 3:00 pm</td>
<td>School of Mathematics &amp; Science</td>
<td>PS-112</td>
<td>1.5</td>
<td>See Page 15</td>
</tr>
<tr>
<td>12:00 pm – 4:00 pm</td>
<td>School of Social &amp; Behavioral Sciences</td>
<td>SS-108</td>
<td>4.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td><strong>Afternoon Department/Adjunct Meetings</strong></td>
<td>BAT Adjunct Meeting</td>
<td>BE-111</td>
<td>3.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>5:00 pm – 8:00 pm</td>
<td>Social &amp; Behavioral Sciences Adjunct Meeting</td>
<td>G-133</td>
<td>3.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td>5:00 pm – 9:00 pm</td>
<td>Mathematics &amp; Science Adjunct Meeting</td>
<td>ZH</td>
<td>4.0</td>
<td>See Page 15</td>
</tr>
<tr>
<td><strong>January 10, 2014 School Meeting</strong></td>
<td>School of Kinesiology, Nutrition, and Athletics</td>
<td>G-119</td>
<td>2.0</td>
<td>See Page 15</td>
</tr>
</tbody>
</table>

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## Sexual Harassment Prevent Training for Faculty

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online Course will be available beginning at 8am on 01/09/14 until 11:55 pm on 01/10/14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sexual Harassment Prevention Training for Faculty – V. Dunwoody</td>
<td></td>
<td>2.0</td>
<td>538</td>
</tr>
<tr>
<td></td>
<td>To continue the District’s commitment in prohibiting unlawful discrimination and/or harassment in employment and education for students and employees, we are offering our new online version of this training. Full prevention training is given through this online workshop and will count as two hours of Flex credit for your Spring 2014 Flex commitment. Discussion Boards</td>
<td></td>
<td>Registration is not required for this activity</td>
<td></td>
</tr>
</tbody>
</table>
and email will be available for questions and answers.

*See page 4 for instructions on how to log-in

## 2014 SPRING FLEX PROGRAM
### FRIDAY, JANUARY 10, 2014

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Workshops - Registration Required (See Page 12)</strong></td>
<td>Online Activity for Adjunct Faculty: Faculty/Student Engagement in the Classroom and Beyond</td>
<td></td>
<td>4.0</td>
<td>826</td>
</tr>
<tr>
<td>Online Course will be available beginning at 8am on 01/09/14 until 11:55 pm on 01/12/14.</td>
<td>Do you want your students to be more involved and focused in class? How do you get students to ask good questions? How do you motivate students to ask for help outside of class? Explore these questions in this online learning activity about student engagement. The learning environment you create can influence student engagement beginning with the first day of class. Join us online and discover ideas and strategies for creating an inclusive, interactive learning environment.</td>
<td></td>
<td>Registration is not required for this activity</td>
<td></td>
</tr>
<tr>
<td>8:00 am – 9:50 am</td>
<td><strong>Online Orientation – L. Hope, R. Rundquist and A. Nevarez</strong></td>
<td>CAA-211</td>
<td>2.0</td>
<td>635</td>
</tr>
<tr>
<td></td>
<td>This session introduces participants to the new online orientation option available to students beginning summer 2014. The orientation provides a dynamic learning experience for students in their very first interaction with the college while simultaneously supporting the mandates of the Student Success Act.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 am – 11:00 am</td>
<td><strong>Enhanced Moodle Training – T. Helfand and K. Noseworthy</strong></td>
<td>BE-104</td>
<td>4.0</td>
<td>706</td>
</tr>
<tr>
<td></td>
<td>Required for instructors who plan to enhance their classes. All participants must bring a USB drive containing files used in enhanced classes such as syllabi, assignments, PowerPoint, presentations, graphics, etc. The first hour of this activity must be completed online before classroom meeting. Participants will receive 4 hours of credit for activity. Instructors will receive information about the online activity after enrolling.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Max Capacity: 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td><strong>Guiding Goal-Setting and Motivation in Students – D. Sanchez and C. Walker</strong></td>
<td>CAA-218</td>
<td>2.0</td>
<td>829</td>
</tr>
<tr>
<td></td>
<td>How can we help students identify appropriate goals? How can we motivate students to value learning more than just getting the grade? What are the ways we can impact student goals and motivation in the classroom? Join us for this interactive workshop as we explore some of the research and strategies around these and other questions related to goal-orientation, achievement of goals, and motivation.</td>
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</tbody>
</table>
## Afternoon Workshops - Registration Required (See Page 12)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
<th>Capacity</th>
<th>Code</th>
<th>Credit</th>
<th>Max Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 am – 12:00 pm</td>
<td><strong>Best Teaching Practices in Honors – K. Cameron, L. Fischer, and M. Meyer</strong>&lt;br&gt;New to Honors teaching? Would you like to teach in Honors? Are you an experienced Honors instructor? Come for a discussion of best teaching practices for Honors standalone courses and contracts.</td>
<td>LA-100</td>
<td>1.5</td>
<td>831</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 pm – 2:00 pm</td>
<td><strong>Moodle Lab – T. Helfand and K. Noseworthy</strong>&lt;br&gt;The Moodle Lab is a place is where Moodle trained instructors are able to work individually or in groups to further develop their Moodle courses.</td>
<td>BE-104</td>
<td>2.0</td>
<td>707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td><strong>Fast Track Teaching Strategies – A. Leontas and C. Dickerson</strong>&lt;br&gt;About 25% of Chaffey sections are now being offered in a Fast Track (8-week) format. Fast Track sections encourage student engagement and increase student success rates. They offer faculty a chance to rethink some of our traditional pedagogy. Are you interested? This session will discuss strategies for successful Fast Track teaching and learning.</td>
<td>CAA-218</td>
<td>2.0</td>
<td>827</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td><strong>Show Me the Money! Resources for Finding Grant Funded Opportunities – M. Doherty</strong>&lt;br&gt;The presentation will focus on a variety of free and subscription-based resources available to faculty, staff and administrators for identifying a wide range of federal, state and private funding opportunities to support academic and student services for the campus community. This is a hands-on workshop and attendees are encouraged to bring a laptop computer to participate in the workshop activities.</td>
<td>CAA-211</td>
<td>2.0</td>
<td>828</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm – 3:30 pm</td>
<td><strong>Moodle Showcase – T. Helfand and G. Reotutar</strong>&lt;br&gt;This workshop is a place where Chaffey instructors of online, hybrid, or enhanced classes will showcase their classes for other online instructors or those thinking about teaching an online class in the future.</td>
<td>BE-104</td>
<td>1.5</td>
<td>708</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 pm – 4:30 pm</td>
<td><strong>Adjunct Information Meeting – G. Keith-Gibson, L. Crow, and A. Nevarez</strong>&lt;br&gt;Come join us for this interesting and informative activity where you will learn about some of the latest changes at Chaffey College due to the Student Success Initiative and how these changes will affect our students. You will also learn about the Behavioral Intervention Team (BIT), the Threat Assessment Group (TAG), and Student Discipline, and how to handle concerns about student</td>
<td>SS-108</td>
<td>1.5</td>
<td>830</td>
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</tbody>
</table>
Please register for all workshops except school/department meetings. Email Melissa Moreno at melissa.moreno@chaffey.edu to register for a workshop.

Last day to register for workshops: Tuesday, January 7, 2014, at 4:00 pm.

****IMPORTANT****
Last day to submit activity/evaluation sheets: Thursday, January 23, 2014, at 4:00 pm.

**********

MY SCHEDULE OF FLEX ACTIVITIES

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
</table>

2014 SPRING FLEX PROGRAM
FRIDAY, JANUARY 10, 2014

Max Capacity 46
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 34)

- 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 December 20th 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.
# 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>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed In-Lieu</td>
<td>Flex Day</td>
<td></td>
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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.

Faculty Member Date First-Level Manager Date

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.)