FLEX AND SPRING KICK-OFF PROGRAM
JANUARY 10-11, 2013

NAVIGATING THE CHAFFEY COLLEGE STUDENT SUCCESS AGENDA IN THE BRAVE NEW WORLD
Welcome to Spring 2013 Flex. The theme for this spring is “Navigating the Chaffey College Student Success Agenda in a Brave New World.”

I can still recall the days before the TV or the MTV generation, or eight-track tapes and 45/78 records, before the discovery of DVDs or flash drives. During the first decade of my teaching career, we only had chalk and eraser for our chalkboards; now, faculty use smart boards, the Internet, and social networking. Of course, I could go on, but I’m sure you get the idea. The brave new world in 2013 has its marvels and its share of challenges. Marvels include the flattening of the world via the world-wide web, mobile Internet devices, and robotics. The challenges we face in education are part of the “new normal” circumstances, demands for accountability and transparency with fewer public resources is today’s reality.

The paradigm for community colleges has changed from access and students in seats to accountability and student success. Regardless, I believe that issues such as completion, transfer rates, student-learning outcomes, and other performance metrics are important to both accrediting organizations and community colleges’ mission fulfillment. Chaffey College Gets It!

I am proud of the focus the Governing Board, faculty, staff, and administrators of Chaffey College continue to provide towards the institution’s student success agenda. Our new integrated planning model combines the completion agenda and hope theory and mind-set thinking to help us navigate the Brave New World in which we find ourselves in 2013.

I am very excited about the new year especially given the fact that Chaffey College has strong roots in the student success movement.

Happy New Year and welcome back!

Superintendent/President

[Signature]
ONLINE ACTIVITY FOR CHAFFEY ADJUNCT FACULTY

Join us online to discuss research on the achievement gap and learn new strategies to address the persistence, retention and completion amongst African American and Hispanic students.

The following is adapted from a Faculty Success Center seminar – Addressing the Achievement Gap: Strategies for Success.

Module 1 – Achievement and Hope Mindset Gap
Module 2 – Voices of the Students
Module 3 – Student Success
Module 4 – Strategies for Success

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

This activity will be accessible online through Moodle beginning Thursday, January 10, 2013 at 8:00 AM until Sunday, January 13, 2013 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 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**
     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 link (upper-left corner of your screen).

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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.
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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 2012-13, five flex days were built into the Academic Calendar (August 9, 10, 2012; January 10, 11; and April 16, 2013).

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).

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 10, 2013. Dr. Shannon will deliver a Kick-off address on the morning of January 10, 2013. Watch for the e-mail with the information 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; deadline dates for submission are printed on the form.

All faculty must complete and submit to the first-level manager 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 or submit absence forms directly to your school/department office 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 – Peter Konovnitzine

Tuesday, April 16, 2013

Peter Konovnitzine, Professor of Geography, has the honor of being elected as the 2013 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.
2012-13 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 spring, 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 2012-13?** Five days are designated as flex days for 2012-13: August 9, 10, 2012 AND January 10, 11; April 16, 2013. 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 workshops and meetings?** 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 2012-13?** Yes. Credit, part-time instructional faculty who have a scheduled class (or classes) on Thursday and/or Friday during the fall 2012 term or Thursday and/or Friday during the spring 2013 term are required to participate in flex activities. 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 to 7 activity hours constitute one flex day).

At this point in time, the flex requirements are established for the 2012-13 academic year only. **If you have any questions about your flex obligations, please contact your first level manager or (CCFA President).**

CCFA Labor/Management Committee
- Jonathan Ausubel, CCFA Chief Negotiator
- Lisa Bailey, Executive Director – Human Resources
- Sherrie Guerrero, Vice President – Instruction/Student Services
- Shelley Eckvahl, CCFA Member
- Bret McMurran, CCFA President
- Laura Hope, Dean, Instructional Support
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| Morning Activities                                      | **Spring Kick-off**  
The Chaffey College Spring Kick-off is designed as an opportunity for faculty and staff to assemble and be enlightened on topics of wide interest to the college community. This year, faculty and staff will have an opportunity to hear from our Superintendent/President, Dr. Henry Shannon. | Theatre       | 3.5         | 966           |
| 8:30 am – 9:30 am | 4:30 am – 6:00 am                                                              | Theatre       | 3.5         | 966           |
| 9:30 am – 11:00 am| Dr. Guerrero will speak on the Integrated Plan/Strategic Vision/Accreditation. | Theatre       | 3.5         | 966           |
| 11:00 am – 12:00 pm| **Q&A Session with Dr. Shannon, Dr. Guerrero, and Dr. Pinedo**  
The Q&A session will be live stream fed to the Chino and Fontana campuses and a Twitter account will be established to allow the off sites to send questions to the panel. Information for accessing the account will be sent to the facilitators at the campuses prior to Spring Kick-off. | Theatre       | 3.5         | 966           |
| 8:30 am – 12:00 pm| **Kick-off Televised to Chino Campus**  
For full-time and adjunct faculty and staff teaching and working at the Chino Campus and Ontario High School. | CHMB 160      | 3.5         | 966           |
| 8:30 am – 12:00 pm| **Kick-off Televised to Fontana Campus**  
For full-time and adjunct faculty and staff teaching and working at the Fontana Campus. | FNAC-101      | 3.5         | 966           |
| School/Department Meetings                               | **School of Language Arts/SLO Updates**  
WH-161       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Language Arts/SLO Updates**  
WH-161       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **Chino Campus (HOTFS, ID, FM, FD)/SLO Updates**  
HS-149       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Instructional Support/SLO Updates**  
Library       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Business & Applied Technology/SLO Updates**  
BE-105       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Mathematics & Science/ SLO Updates**  
HS-143       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Social & Behavioral Sciences/SLO Updates**  
SS-108       | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **PE/Athletics/SLO Updates**  
G-119         | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of Health Sciences/SLO Updates**  
HS-127        | 2.0         | See page 11 |
| 1:00 pm – 3:00 pm | **School of VPA/SLO Updates**  
CAA-218       | 2.0         | See page 11 |
## 2012-13 FLEX-AT-A-GLANCE
### THURSDAY, JANUARY 10, 2013

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<tr>
<th>TIME</th>
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### ADJUNCT ONLINE ACTIVITY

| Online Course will be available beginning at 8am on 1/10/13 until 11:55 pm on 1/13/13. | Online Activity for Adjunct Faculty – Addressing the Achievement Gap: Strategies for Success - G. Retutar
Join us online to discuss research on the achievement gap and learn new strategies to address the persistence, retention and completion amongst African American and Hispanic students. | Registration is not required for this activity | 4.0 | 809 |

### School/Department Evening Meetings

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<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>5:00 pm – 8:00 pm</td>
<td>School of Business &amp; Applied Technology</td>
<td>BE-105</td>
<td>3.0</td>
<td>See page 11</td>
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<tr>
<td>5:00 pm – 8:00 pm</td>
<td>School of Social &amp; Behavioral Sciences</td>
<td>SS-108</td>
<td>3.0</td>
<td>See page 11</td>
</tr>
<tr>
<td>5:00 pm – 8:00 pm</td>
<td>PE/Athletics</td>
<td>G-119</td>
<td>3.0</td>
<td>See page 11</td>
</tr>
<tr>
<td>5:00 pm – 9:00 pm</td>
<td>School of Math &amp; Science</td>
<td>ZH &amp; Math 113</td>
<td>4.0</td>
<td>See page 11</td>
</tr>
<tr>
<td>TIME</td>
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| 10:00 am - 11:30 am | Strategies for Working with Students with Disabilities – W. Miller  
Question and answer opportunity for instructors and staff on the topic of accommodations, strategies, and best practices for working with students with disabilities. Review of disability types, the accommodations process, and DPS policies.  
Max. Capacity: 15 | CHMB 102 | 1.5 | 341 |
| 8:00 am - 11:00 am | Moodle Training for Instructors of Enhanced Classes – T. Helfand, K. Noseworthy  
Required for instructors who plan to enhance their classes. All participants must bring a USB drive containing files used in the enhanced class such as syllabus, assignments, PP 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.  
Max. Capacity: 30 | BE-106 | 4.0 | 704 |
| 9:00 am - 11:00 am | Hope and Mindset: Changing Minds, Changing Lives – C. Walker  
Research on “hope” and mindset revealed that these factors can dramatically impact students’ success in achieving their goals. All of us have encountered students with low hope or a “fixed” mindset. We have the ability to help influence students’ hope levels and mindsets in many ways. Join us as we explore these concepts and a variety of strategies to improve the success of students through hope and mindset strategies.  
Max. Capacity: 75 | CAA-218 | 2.0 | 810 |
### 2012-13 FLEX-AT-A-GLANCE

**FRIDAY, JANUARY 11, 2013**

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<tr>
<th>TIME</th>
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<tr>
<td><strong>Morning Workshops – Registration Required (See Page 8)</strong></td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>BIT/TAG – L. Crow, N. Barbari</td>
<td>WH-102</td>
<td>1.50</td>
<td>811</td>
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<td>This BIT’s mission is to provide assistance and support to Chaffey personnel in assisting students in matters of behavior and conduct that do not rise to the level of behavior code violations and/or emergency situations. The TAG discusses and assesses threats to Chaffey College.</td>
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<td>Max. Capacity: 75</td>
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<td>11:00 am – 1:00 pm</td>
<td>Program and Services Review Training for Primary Writers – R. Hanna</td>
<td>Library – Instruction Rm</td>
<td>2.0</td>
<td>812</td>
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<td>This “hands-on” workshop gives primary writers the opportunity to work on this year’s PSR self-study in CurricUNET and ask questions or get feedback in person. Come and let us help you!</td>
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<td>Max. Capacity: 40</td>
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<tr>
<td><strong>Afternoon Workshops – Registration Required (See Page 8)</strong></td>
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<tr>
<td>1:00 pm – 3:00 pm</td>
<td>Distance Education Instructors’ Showcase – T. Helfand, G. Reotutar, C. Bacus</td>
<td>BE-102</td>
<td>2.0</td>
<td>634</td>
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<td>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>
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<td>Max. Capacity: 40</td>
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<tr>
<td>1:30 pm – 3:00 pm</td>
<td>Reading and Writing Integration – N. Watkins, L. Fisher</td>
<td>WH-102</td>
<td>1.5</td>
<td>813</td>
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<td>What does the newly integrated reading and writing curriculum mean for your students’ future success? This workshop will highlight the exciting integration of our pre-transfer reading and writing courses, the process of curriculum transformation, and the scope of the new courses.</td>
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<td>Max. Capacity: 50</td>
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## 2012-13 FLEX-AT-A-GLANCE
### FRIDAY, JANUARY 11, 2013

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<tr>
<td><strong>Afternoon Workshops – Registration Required (See Page 8)</strong></td>
<td><strong>Presidents Equity Council: Awareness, Access, and Achievement – J. Fillpot, A. Serrano, C. Dickerson</strong>&lt;br&gt;Ever wondered what the climate is like at Chaffey among various groups? Are there equity issues that involve college employees? President’s Equity Council members Carol Dickerson, Alisha Serrano, and Jim Fillpot will outline the work of the council, share the results of recent campus climate surveys, and highlight a few key areas of future work.&lt;br&gt;&lt;br&gt;Max. Capacity: 50</td>
<td>CAA-211</td>
<td>1.0</td>
<td>343</td>
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<td>2:00 pm – 3:00 pm</td>
<td><strong>Student Success Task Force Update and Impact on Chaffey – L. Hope, L. Crow, A. Nevarez</strong>&lt;br&gt;Recent proposed legislation fostered by the Student Success Task Force has reformed the California community colleges beginning in 2013. This session will focus on some of the most significant legislative changes and provide a forum for sharing ideas about how Chaffey College will meet the challenges ahead in both instruction and student services.&lt;br&gt;&lt;br&gt;Max. Capacity: 50</td>
<td>HS-143</td>
<td>1.5</td>
<td>814</td>
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Please register for all workshops except school/department meetings. Email Angie Horton at angie.horton@chaffey.edu to register for a workshop.

**Last day to register for workshops:**
Friday, January 4, 2013 at 4:00 pm.

****IMPORTANT****
**Last day to submit activity/evaluation sheets:**
Monday, January 28, 2013 at 4:00 pm.

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MY SCHEDULE OF FLEX ACTIVITIES

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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 July 28th for the fall¹ and December 1st 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.

¹ For fall 2012, proposals must be submitted at least two weeks prior to the alternate (in lieu) flex day.
## ALTERNATE (IN-LIEU) FLEX SCHEDULE PROPOSAL/FORM

<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.

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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.)