Stability Through the Storm

Spring 2026 Flex Program
Thursday, January 8 and Friday, January 9

PRESIDENT'S MESSAGE

Dear Chaffey Community,

I am proud of the work we do as faculty, classified professionals and administrators to serve our students. All of you are dedicated to serving the whole student, and at Chaffey College, that means many things, such as the high-quality education you provide, free textbooks, basic needs support, and free 24/7 access to mental health support.

To many of our students, they consider Chaffey College their home. And that is because we work to provide a sense of normalcy, even when the world outside is turbulent. Our students depend on us to find their community, whether it is in the classroom, Student Life, the library, athletic fields or any other space on campus.

This was the reason why we worked hard to pass Measure P in 2018 so that we could make investments to our campuses for future generations who will call Chaffey home. I am pleased that in the span of one year we will have opened 4 new facilities, including our new Aquatic Center (Spring 2025), Chino Instructional Building (Summer 2025), Library Learning Commons (Spring 2026) and the Michael Alexander Campus Center (MACC) Renovation (Summer 2026).

Our students deserve the best and these new facilities will help us continue with our mission of improving lives through education. And it does not end here. We are still moving forward with plans to expand Chaffey's campuses into Ontario and a new location in Fontana in the future.

As we continue into the spring semester, our FLEX theme remains: "Stability Through the Storm."

Despite the ongoing noise and distractions happening in the outside world, we must continue to ensure that our students can find a place of solace, comfort and stability when they come to Chaffey College. We must continue to be a countermeasure to fear, economic upheaval and political unrest, particularly for our marginalized and undocumented students. When a student feels uncertainty about what will happen a week or six months from now, we need to be their anchor.

I also believe that it is important to be supportive of one another. Whatever role you have at Chaffey College, please know that you are valued and appreciated for all that you do. For the rest of this academic year, I am calling on each of us to encourage, support and lift up one another. I am hopeful there are many good days ahead and that we will find them together.

Have a great semester!

Sincerely,

Henry D. Shannon

Superintendent/President

FULL-TIME FLEX REQUIREMENT

Full-time faculty will need to complete *all* three requirements below

1	**Individualized Professional Development Activities (Flexible Flex)** July 1, 2025-June 20, 2026	Complete at least 12 hours of professional learning on any non-required day from July 1-June 20. This can include Chaffey workshops, conferences, asynchronous courses, or scheduled Flex activities on non-required Flex days (Thursday, August 7, Friday, August 8, & Friday, January 9), and other types of learning. .
2	***Required Flex Day** Thursday, Jan 8, 2026	Complete 4-7 hours of professional learning on this day. This includes mandatory meetings (i.e. school/area meetings) plus any professional learning activities needed to reach the day's minimum requirement.
3	***Required Flex Day** Wednesday, April 15, 2026	Complete 4-7 hours of professional learning on this day. This includes the Faculty Lecture plus any professional learning activities needed to reach the day's minimum requirement.

PART-TIME FLEX REQUIREMENT
Spring 2026

Part-time faculty may or may not have a Flex requirement

Faculty with a Requirement	What needs to be done	Example
Part-time instructional faculty teaching in-person credit sections that convene on a Wednesday, Thursday, or a Friday have a Flex obligation.*	Faculty should complete the # of hours that they normally teach on Wednesday, Thursday, and/or Friday.	Roxy Panther teaches a full-length course on Thursdays for 3 hours. She should complete 3 hours of Flex by May 28.
There are some exceptions to this listed in the 'Faculty with No Requirement' section below.	Flex activities should be completed during the term employed and should be verified through the district platform (My Learning Hub) by the final grade submission deadline (May 28 for Spring 2026 Flex activities can include participation in Chaffey workshops, conferences, asynchronous courses, scheduled Flex days (Thursday, Jan 8 or Friday, Jan 9), and other types of learning.	Rocky Panther teaches on Mondays for 1.5 hours, on Thursdays for 1.5 hours, and on Fridays for 3 hours. Monday hours are not to be counted so he should complete 4.5 hours (1.5 + 3) of Flex by May 28.

Faculty with No Requirement	What needs to be done	Example
Part-time instructional faculty exclusively teaching one or a combination of the following: • Late -start (late semester) Thursday or Friday courses • Fast Track 1 Wednesday courses • non-credit courses • instructional support assignments • online courses	Nothing needs to be done. Faculty may complete Flex activities on a voluntary basis.	Joe Chaffey teaches a full-term course on Mondays. He has no requirement, but may voluntarily attend a Flex workshop.

The Flex Process

Flex requirements can be fulfilled through a variety of professional learning options including non-Chaffey events and activities, Chaffey activities throughout the year, and Chaffey activities on the five (5) scheduled flex days.

DEADLINES

Part-time faculty will need to report Flexible Flex hours not already found (some activities are automatically added) in the My Learning Hub transcript on or before grade submission deadline within the semester that they are employed. The grade submission deadline can be found on the academic calendar. Part-time faculty who only teach non-credit, only instructional support, or only online are not required to attend Flex days but may do so on a voluntary basis.

Full-time faculty can complete their 12-hour Flexible Flex requirement throughout the academic year (July 1- June 20) and will need to report any hours not already found (some activities are automatically added) in the My Learning Hub transcript on or before **June 20** of the corresponding academic year.

Full-time faculty *also* have two (2) required Flex days designated in the District's academic calendar (submission/verification of completed hours should be done within 10 calendar days).

All faculty will use the External Form to report hours not already recorded in My Learning Hub. Failure to report within designated timelines may result in an absence.

Tip: Report as you go

INDIVIDUALIZED FLEX OPTIONS AS EASY AS 1, 2, 3

1. **For non-Chaffey professional learning events and activities throughout the semester/academic year:**

    a) Enter as External Training using the External Form
    b) Verify correct reporting in your completed transcript

2. **For Chaffey-sponsored events and activities throughout the semester/academic year (not on a Flex Day):**

    a) Register for trainings in My Learning Hub **or** If there is no registration option for specific trainings in My Learning Hub, report using the External Form
    b) Verify correct reporting in your completed transcript

3. **For Chaffey-sponsored Flex Day activities:**

    a) Register for trainings in My Learning Hub
    b) Verify correct reporting in your completed transcript

Helpful Professional Learning Links

How to view workshop details

How to register for scheduled trainings

Workshop waitlists and withdrawals

View asynchronous trainings

How to add external training

How to verify completed activities

How to check your hours

Does it Count Towards Flex?

	YES	NO
Is it Professional Development?	✔	
Does it connect to a Professional Development Strand?	✔	
Is this being completed outside of your paid hours?	✔	

✔ + ✔ + ✔ = IF ALL 3 ARE TRUE, IT COUNTS!!

PROFESSIONAL LEARNING STRANDS

Activities that focus on one or more of these strands completed outside of your compensated time can qualify for Flex credit.

Academic/ Career Success

supporting students' academic and career success and well-being.

Ex: teaching/learning conference, 3CSN guided pathways workshop, learning how to infuse the Career Center in your class, etc.

College Community

community college planning, initiatives, innovations, policies, and practices.

Ex: evaluations best practices workshop, Caring Campus training, orientation for a program, CurriQunet Meta training, etc.

Equity

the systemic, institutional, or educational strategies, practices, and issues related to creating educational environments that promote equitable outcomes, especially for historically underserved groups.

Ex: Chancellor's Office webinar on supporting specific student populations, culturally responsive teaching, antiracist practices, BLOOM, etc.

Leadership & Prof. Growth

the development of leadership and professional growth, skills, strategies, knowledge, and approaches for leading individuals, groups, programs, and initiatives.

Ex: Aspen Institute Leadership Institute, strengths-based leadership, facilitating productive meetings, time management, organizing emails, managing conflict and resistance, etc.

Online Education

online teaching and online student support.

Ex: @One online courses course, accessiblity and universal design, online course design, educational technology (i.e., Cranium Cafe, Playposit, etc.)

Technology

technology tools, resources, and skills that will assist in effective performance of job responsibilities and personal/professional skill-building and growth..

Ex: Vision Resource Center course on Microsoft Office, Adobe suite, Taskstream, Conferencing tools, Cyber security, professional netiquette, etc.

KEYNOTE ADDRESS
DR. TARA YOSSO

REFLECTIONS ON COMMUNITY CULTURAL WEALTH AND STUDENT SUCCESS: RECLAIMING OUR PAST, REIMAGINING OUR FUTURE

Dr. Tara J. Yosso examines access to educational opportunities for Students of Color at critical transition points in their schooling trajectories (e.g. high school to community college, baccalaureate to doctorate). Her research seeks to recover counternarratives of race, schooling, inequality, and the law. Her extensively cited publications analyze the ways People of Color utilize community cultural wealth to survive and resist racism and other forms of subordination. She is a first generation college student and is now Professor in the School of Education at the University of California Riverside.

critical race counterstories
along the **chicana/chicano**
educational pipeline

tara j. yosso

The Teaching/Learning Social Justice Series

Spring 2026 Welcome Back

Stability Through the Storm
Thursday, January 8

NO REGISTRATION REQUIRED. SIGN IN AT SESSION. STRAND: COLLEGE COMMUNITY			
TIME	**ACTIVITY**	**LOCATION**	**FLEX CREDIT**
8:00 am -8:30 am	Continental Breakfast-Automotive Technology & Car Club	Theatre Patio	No flex credit
8:45 am-8:50 am	General Welcome-Tamari	Theatre	1.75 hours of flex credit
8:50 am-8:55 am	Welcome to Classified-Sara Schmidt		
8:55 am-9:00 am	Welcome to Faculty-Elizabeth Encarnacion		
9:00 am-9:15 am	Panther Pride Award-Ava Nguyen		
9:15 am-9:30 am	College Address-Dr. Henry Shannon		
9:30am-10:30 am	Keynote-Dr. Tara Yosso		

NO REGISTRATION REQUIRED. SIGN IN AT SESSION. STRAND: ACADEMIC/CAREER SUCCESS			
10:45 am-11:30 am	Conversation with Dr. Yosso	PS-112	.75 hours of flex credit

ACC & Support Unit meetings will take place in the afternoon from 1:30 pm-3:30 pm.
See details on next page.

ACC & Support Unit Meetings

	THURSDAY, JANUARY 8		
	ENTER AS EXTERNAL TRAINING		
	STRAND: COLLEGE COMMUNITY		
TIME	**ACTIVITY**	**LOCATION**	**FLEX HOURS**
1:30 pm-3:30 pm	Arts, Communication & Design (ACD)	CAA-218	2.0
1:30 pm-3:30 pm	Business, Technology & Hospitality/Manufacturing, Industrial Design and Transportation (BTH/MIT)	WH-112	
1:30 pm-3:30 pm	Academic & Career Counseling (ACC)	WH-142	
1:30 pm-3:30 pm	Health & Wellness (HW)	HS-143	
1:30 pm-3:30 pm	Instructional Support (IS)	LLC	
1:30 pm-3:30 pm	Science, Technology, Engineering, & Math (STEM)	PS-112	
1:30 pm-3:30 pm	Public Service, Culture & Society (PCS)	SS-108	

Part-time faculty meetings are found on the next page. Not all ACC's will hold a separate meeting for part-time faculty.

Part-Time Faculty ACC Meetings

➢ **ACD**
Dean: Leona Fisher
English / Journalism / Theatre Arts / Music / Communication Studies
Thursday, January 8**,** 5:30p-6:30p
Https://chaffey-edu.zoom.us/my/leona.fisher
Password: 1078

Dean: Jason Chevalier
Photo / Digital Media / Broadcasting / Cinema / ASL / ESL / Arabic / Chinese / French / Spanish / Art / Art History, Work Experience, Languages
Thursday, January 8, 5:30p-6:30p
https://chaffey-edu.zoom.us/my/jason.chevalier
Password: 1122

➢ **BTH & MIT**
Dean: Yolanda Friday
Monday, January 12, 5:30p-6:30p
https://chaffey-edu.zoom.us/j/84104714814?pwd=IiRVllmzSBvb31ua8vIGSFZSkiOuPQ.1&from=addon

➢ **H&W**
Dean: Eric Sorenson & Gary Plunkett
Friday, January 9th at 2:00pm-3:00p
https://chaffey-edu.zoom.us/my/sorenson

➢ **PCS**
Dean: Rob Rundquist
Thursday, January 8, 6:00p-8:00p
https://chaffey-edu.zoom.us/j/2932700222?omn=84191058111

Spring 2026 Scheduled Flex Offerings

Thursday, January 8—"You're Not Decolonizing Anything:" Advocating for Native & Indigenous Students through Uncolonizing

Strand: Equity	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 1.5	
Time: 10:45 AM	
Audience: Classified Managers Faculty	**Description**: In this interactive workshop, non-Native participants will explore the critical difference between decolonizing and uncolonizing our perspectives annd educational practices. As non-Native educators and staff, it is essential that we understand our positionality within colonial systems and the limits of what "decolonization" can mean when we are not Indigenous to this land. Together, we will unpack key terms, reflect on our institutional and personal roles in education, and identify practical ways to unlearn colonial habits that shape classroom and campus culture. Through discussion, reflection, and examining case studies, we'll work toward practices that move beyond performative land acknowledgments and into genuine allyship that centers Indigenous students' experiences, knowledge systems, and self-determination. **Presenter(s):** Nguyen, Ava

Thursday, January 8—Mental Health First Aid Part 1

Strand: Academic/Career Success	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll register once for parts 1 & 2. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 8 upon completion of Part 1 & 2	
Time: 10:45 AM to 1:15 PM on Jan 8 & 8:00 AM-2:00 PM on Jan 9	
Audience: Classified Managers Faculty	**Description**: Mental Health First Aid teaches the skills needed to recognize and respond to signs and symptoms of mental health and substance use challenges, as well as how to provide someone with initial support until they are connected with appropriate professional help. In the course, you learn risk factors and warning signs for mental health and addiction concerns, strategies to help someone in both crisis and non-crisis situations, and where to turn for help. Must attend both sessions to receive certification. We will also discuss the challenges we face when referring students to resources. **Presenter(s):** Martinez, Michelle Padilla, Denise & Scott Higa, Department of Behavioral Health

Thursday, January 8—Remember When

Strand: Academic/Career Success **Flex Hours:** 1 **Time:** 11:00 AM	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Faculty	**Description**: In this post pandemic educational environment, educators have been finding it more difficult to connect with their students. This workshop is intended to provide educators with a fresh perspective and innovative ways to relate with their students through incorporating empathy and understanding towards the needs. The main focus will be on navigating student hardships, retention and success. By co-creating a classroom environment where power dynamics are distributed equally among student and faculty, learners will be able to take chances and express themselves freely. **Presenter(s):** Kendle, Nicholas

Friday, January 9—Equity, AI, and Math, What I Learned at the AMATYC 2025 Conference

Strand: Equity **Flex Hours:** 2 **Time:** 8:00 AM	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Classified Managers Faculty	**Description**: The workshop will provide an overview of information obtained at the AMATYC 2025 Conference, where Equity and AI are major themes. The conference hosts Math educators from across the country who will share content in sessions, including but not limited to "Two Truths and AI: Introducing Students to the Responsible Use of AI," "Setting the Tone: Prioritizing a Culture of Community for Learning," "Scaling Equity-Minded Teaching in STEM Through Data Coaching," and "Teaching Thinking: Using AI to Support Metacognition." In the workshop, I will share helpful information and resources related to Equity and AI, specifically to support students in STEM and Math. Resources and strategies will include content obtained from sessions, including but not limited to: "Google and AI Resistant Precalculus Worksheets," "Active Learning Strategies to Encourage Students' Sense of Belonging," "Global and Social Justice Labs for Meaningful Statistics," and "Building Innovative Ways to Assess Students in the Age of AI." **Presenter(s):** Holdiness, Christina

Friday, January 9—Harnessing Artificial Intelligence in Education

Strand: Technology **Flex Hours:** 4 **Time:** 8:00 AM	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Classified Managers Faculty	**Description**: AI is everywhere!! In this workshop, you will discuss what Artificial Intelligence (AI) is and its basic history and learn the core components and disciplines that make up AI. You will learn to recognize current AI applications across industries and education and explore the impact of AI on future careers, education and necessary skillsets. Also, learn about Chaffey's new AI certificates and degree. **Presenter(s):** Lee, Joseph Nimri, Anas Novoa, Haz & AI Club

Friday, January 9—Mental Health First Aid Part 2

Strand: Academic/Career Success **Flex Hours:** 8 upon completion of Part 1 & 2 **Time:** 10:45 AM to 1:15 PM on Jan 8 & 8:00 AM-2:00 PM on Jan 9	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll register once for parts 1 & 2. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Classified Managers Faculty	**Description**: Mental Health First Aid teaches the skills needed to recognize and respond to signs and symptoms of mental health and substance use challenges, as well as how to provide someone with initial support until they are connected with appropriate professional help. In the course, you learn risk factors and warning signs for mental health and addiction concerns, strategies to help someone in both crisis and non-crisis situations, and where to turn for help. Must attend both sessions to receive certification. We will also discuss the challenges we face when referring students to resources. **Presenter(s):** Martinez, Michelle Padilla, Denise

Friday, January 9—Rubik's Cube - Solving the ACES puzzle

Strand: Academic/Career Success **Flex Hours:** 1.5 **Time:** 8:00 AM	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Faculty	**Description**: Designing rubrics can feel like twisting a Rubik's Cube-lots of moving parts that don't always line up. This workshop will show faculty how to "solve the puzzle" by building rubrics in Canvas that both simplify grading and make expectations crystal clear to students. Well-designed rubrics not only streamline the feedback process but also increase transparency, so students understand exactly how their work will be evaluated. We'll explore how to align rubrics with course outcomes and integrate Academic, Community, and Employability Skills (ACES), highlighting transferable skills such as communication, collaboration, and critical thinking. Participants will also see how Canvas rubrics can save time, support consistency, and provide students with meaningful feedback at a glance. By the end of the workshop, you'll not only have strategies to "solve the puzzle" but also time to create or update a rubric that connects your curriculum to ACES in practical and meaningful ways. **Presenter(s):** Kayzakian, Arthur Pitts, Lisa Villeneuve, Louisa

Friday, January 9—From Learning to Leading: Career Growth, Connection & Student Impact

Strand: Academic/Career Success **Flex Hours:** 1.5 **Time:** 8:30 AM	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Faculty	**Description**: Unlock the full potential of your professional journey in this dynamic and engaging workshop designed for educators at all stages. From Learning to Leading explores how intentional professional development can fuel career advancement, foster meaningful collaboration, and enhance student success. Through an interactive panel discussion and reflective activities, participants will: -Identify personal and professional growth opportunities (including but not limited to FSC and DE engagement, SanFACC and more) -Strengthen collegial connections and build supportive networks -Explore strategies for maintaining wellbeing in academic spaces -Align professional learning with impactful student outcomes Whether you're looking to take the next step in your career, deepen your campus connections, or re-energize your teaching practice, this workshop offers practical tools and inspiration to help you lead with purpose. **Presenter(s):** Jenkins, Tamari

Friday, January 9—Introduction to Apprenticeship: Building Learn-and-Earn Pathways at Chaffey College

Strand: Academic/Career Success	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 1.5	
Time: 10:00 AM	
Audience: Classified Managers Faculty	**Description**: Apprenticeship is identified as a Strategic Direction under Vision 2030 and is advanced through the California Apprenticeship Initiative, which aims to serve 500,000 apprentices statewide by 2029. Applying this learn-and-earn model expands access to education, creates equitable opportunities, and supports career advancement for students across our district. This workshop introduces faculty and staff to the apprenticeship framework and its role in connecting classroom learning with paid, on-the-job training. Participants will learn the difference between pre-apprenticeship and apprenticeship, explore existing and emerging programs at Chaffey College, and identify how their own disciplines could align or serve as potential pathways for apprenticeship. Faculty presenters will share their experiences developing apprenticeship programs in Automotive Technology, Industrial Electrical & Mechatronics, and Cybersecurity, highlighting lessons learned, challenges, and student outcomes. Through interactive activities, participants will engage in mapping opportunities within their programs to advance equity, innovation, and student success through apprenticeship. **Presenter(s):** Nimri, Anas O'Neil, William Polidano, Jonathan Romero, Markazan

Friday, January 9—Personal Finances 101; Understanding Your Supplemental Savings Options

Strand: Academic/Career Success	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 2	
Time: 10:00 AM	
Audience: Classified Managers Faculty	**Description**: 403(b), IRA, 457, 529, mutual funds-learn what these are and how to start saving for a comfortable retirement. **Presenter(s):** Ausubel, Jonathan

Friday, January 9—Rearranging the Room: A Fresh Look at Course Design

Strand: Online Education **Flex Hours:** 1.5 **Time:** 11:45 AM	**How to register:** Register directly from the [My Learning Hub calendar](#). You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Faculty	**Description**: Start the semester with a shift in perspective! In this short, interactive workshop, we will look at how small design choices can shape a student's entire experience in Canvas. You'll see how intentional structure, clear navigation, and accessible design can reduce cognitive load and help students focus on learning-not on figuring out where to click next. By the end of our time, you'll leave with practical strategies to make your Canvas course more intuitive, inclusive, and effective from day one. **Presenter(s):** Hitch, Ryan Lee, Jinny

Friday, January 9—2025-2026 Comprehensive PSR Training: Writing Effective Visionary Improvement Plans

Strand: College Community **Flex Hours:** 2 **Time:** 12:00 PM	**How to register:** Register directly from the [My Learning Hub calendar](#). You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Audience: Managers Faculty	**Description**: Ready to turn your program insights into action? Join the Program and Services Review (PSR) team for a hands-on session designed to help ACD and BTH faculty craft clear, focused, and impactful Visionary Improvement Plans (VIPs) for their program's Comprehensive PSR. The PSR team will introduce the new VIP design, outline requirements, and share planning resources. Participants will use key insights from Fall 2025 data coaching sessions to brainstorm and begin drafting VIP goals. **Presenter(s):** Burk-Herrick, Angela Farrand, Catherine Han, Monica

Friday, January 9—Integrating Social-Emotional Learning (SEL) into College Teaching: Tools for Engagement, Equity, and Growth

Strand: Equity	**How to register:** Register directly from the [My Learning Hub calendar](#). You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 1	
Time: 12:00 PM	
Audience: Faculty	**Description**: This interactive workshop equips faculty with practical strategies to build connection, motivation, and belonging in their classrooms. Research indicates that over 70% of college students report feeling disconnected or isolated in class environments (Higher Education Research Institute, 2023), while SEL practices have been shown to increase academic achievement by an average of 11 percentile points (CASEL, 2023). Participants will explore the five SEL competencies-self-awareness, self-management, social awareness, relationship skills, and responsible decision-making-and map them to course learning outcomes across disciplines. Through hands-on micro-activities and collaborative design time, faculty will experience how small SEL-infused adjustments can transform classroom culture, reduce student stress, and promote equitable engagement both online and in person. Attendees will leave with one SEL activity or assignment ready to implement immediately. **Presenter(s):** Rodriguez, April

Friday, January 9—Teaching with AI & Bloom's Taxonomy: Preparing Students for an AI-Integrated Workforce

Strand: Technology	**How to register:** Register directly from the [My Learning Hub calendar](). You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 2	
Time: 12:00 PM	
Audience: Faculty	**Description**: Overview Recent graduates report a critical gap: 55% say their programs didn't prepare them to use AI, while 62% of employers now seek candidates with foundational AI knowledge. This hands-on workshop addresses this urgent need by equipping faculty across all disciplines with practical strategies for integrating AI tools while elevating student learning to higher-order thinking skills. Participants will learn backward design principles to create assignments that leverage AI for foundational tasks while requiring sophisticated analysis, evaluation, and creation only humans can provide. Through interactive activities and discipline-specific examples, faculty will redesign existing assignments, develop transparent AI policies, and teach students critical AI literacy-moving beyond punitive approaches to pedagogically sound integration that prioritizes learning processes over outputs. Learning Outcomes Participants will: 1. Understand how AI impacts each level of Bloom's Taxonomy and implications for student workforce readiness 2. Apply backward design principles to create AI-integrated assignments prioritizing higher-order thinking 3. Evaluate AI outputs using disciplinary expertise and identify gaps, biases, and hallucinations **Presenter(s):** May III, Richard

Friday, January 9—Can we stop talking about AI?? Understanding AI Without Embracing It

Strand: Technology	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 1	
Time: 2:00 PM	
Audience: Classified Managers Faculty	**Description**: "I know AI is here and it's not going away, but that doesn't mean I have to use it or teach my students about it!" You're right! Generative AI may be invading all corners of our lives, but that doesn't mean we have to invite it into our classrooms and our teaching styles. However, students still need your guidance about generative AI: it can reinforce bias, create misinformation, negatively affect mental health, etc. Faculty play a key role in helping students think critically about these issues. Whether you're firmly against AI or simply unsure, this session will equip you with strategies to engage with AI thoughtfully and responsibly without asking you to adopt it in your teaching. We will discuss how to introduce AI Literacy concepts in your classroom that will help students understand the implications of using AI in their lives while also showcasing your guidance on the topic. The goal isn't to convince you that AI is inevitable-it's to help you help your students to recognize it, ask good questions about it, and feel more confident navigating a world where AI is increasingly present. No tech background required; just a willingness to learn. **Presenter(s):** Overduin, Terezita

Friday, January 9—Prepared, Not Perfect: Timely Interventions That Stick

Strand: Academic/Career Success	**How to register:** Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Hours: 1	
Time: 2:00 PM	
Audience: Faculty	**Description**: At the start of every term, we try to prepare our students for success, but what that is and how that looks over time can vary greatly. Our workshop expands what "preparation" looks like to focusing on proactive and just-in-time student support. Moving beyond a two-dimensional syllabus, we'll explore how to build moments of care throughout the semester through small, deliberate check-ins, reminders, and resource connections that reach students when they need them most. Participants will consider their own course timelines, identify common stress points, and design brief, meaningful interventions that help students access campus resources like Success Centers and DPS before challenges escalate. Leave with concrete ideas you can drop directly into your course to help students feel seen, supported, and set up for success from Week 1 through finals. **Presenter(s):** Hitch, Ryan Lauro, Anthony

Asynchronous Flex Activities

Let's Start Small: Simple Ways to Navigate GenAI to Enhance Teaching and Learning	
Strand: Equity	**How & when to register:** This training will become active on Thursday, January 8 and will be available for Flex credit within the Flex timelines. During that time, you will be able to access it through the List of Chaffey's Asynchronous Trainings. You can log in and out as needed and continue where you left off.
Flex Hours: 1.5	
Audience: Faculty *This is a new training module*	**Description:** In this training, we'll start small, exploring simple ways to use Generative AI responsibly while preparing our students for an AI-driven future. **Module 2 | Let's Connect: GenAI Meets Building Community** In this module, we're going to take a close look at GenAI's growing role in the future workforce and how students can use it responsibly as a learning partner.

Asynchronous Training Highlights
Let's Start Small: Simple Ways to Navigate GenAI to Enhance Teaching and Learning
Re-imagine Grading: ChatGPT-resistant Assessments
Authentic Engagement: Fostering Student Connections
Building Inclusive Learning Communities: Exploring Culture, Motivation, and Meaning
Universal Design for Learning
Navigating Difficult Conversations in the Classroom

You can view details and more asynchronous training options here.