

FACULTY LECTURE DAY FLEX PROGRAM

WEDNESDAY, APRIL 15, 2026



FLOWING TOGETHER:

When Optimal Experience
Meets Meaningful Connection

2026 FACULTY LECTURER OF THE YEAR

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PART-TIME FLEX REQUIREMENT

Spring 2026

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

<p><u>Faculty with a Requirement</u> Part-time instructional faculty teaching in-person credit sections that convene on a Wednesday, Thursday, or a Friday have a Flex obligation.*</p> <p><i>*There are some exceptions to this listed in the 'Faculty with No Requirement' section below.</i></p>	<p>What needs to be done Faculty should complete the # of hours that they normally teach on Wednesday, Thursday, and/or Friday.</p> <p>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 (<u>May 28 for Spring 2026</u>)</p> <p>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.</p>	<p>Example Roxy Panther teaches a full-length course on Thursdays for 3 hours. She should complete 3 hours of Flex by May 28.</p> <p>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.</p>
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<p><u>Faculty with No Requirement</u> Part-time instructional faculty exclusively teaching one or a combination of the following:</p> <ul style="list-style-type: none"> • Late -start (late semester) Thursday or Friday courses • Fast Track 1 Wednesday courses • non-credit courses • instructional support assignments • online courses 	<p>What needs to be done Nothing needs to be done. Faculty may complete Flex activities on a voluntary basis.</p>	<p>Example Joe Chaffey teaches a full-term course on Mondays. He has no requirement but may voluntarily attend a Flex workshop.</p>
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Still need to understand your Flex requirement?
Try the [Flex Calculator for Part Time Faculty](#)









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 <i>Report/verify in My Learning Hub by Saturday, June 20 at 11:59 pm.</i>	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 <i>Report/verify in My Learning Hub by Sunday, January 18 at 11:59 pm.</i>	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 <i>Report/verify in My Learning Hub by Saturday, April 25 at 11:59 pm.</i>	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.

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!!

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](#)

2026 Faculty Lecturer of the Year

Hannah Lucas, Psychology

Flowing Together: When Optimal Experience Meets Meaningful Connection



Born and raised in South Pasadena, Hannah's early life was defined by a household filled with music, creativity, and a passion for performance that eventually led her to UCLA's musical theater program. Though the challenges of early parenthood and significant personal loss temporarily shifted her path, they ultimately fueled a resilient journey through higher education. After finding her footing at Citrus College, she went on to earn her Bachelor's from Cal Poly Pomona and her Master's and doctoral degrees from Claremont Graduate University, where she specialized in lifespan developmental psychology and the study of "social flow."

Since 2018, Hannah has served as a full-time Psychology Professor at Chaffey College, where she translates her expertise in research methods into accessible, hands-on opportunities for her students. As a co-founder of the college's Psi Beta chapter, she is dedicated to mentoring the next generation of scholars, ensuring community college students have the research experience necessary to excel at four-year institutions and beyond. For Hannah, the most rewarding chapter of her story remains seeing her own daughters graduate and embark on their own successful careers.

Faculty Lecture Day Schedule

Wednesday, April 15, 2026

NO REGISTRATION REQUIRED. SIGN IN AT SESSION.

STRAND: COLLEGE COMMUNITY

TIME	ACTIVITY	LOCATION	FLEX CREDIT
9:00 am - 9:30 am	Theatre Doors Open	Theatre	No credit
9:30 am - 9:40 am	Welcome & Introduction-Elizabeth Encarnacion	Theatre	1.5 hours
9:40 am - 10:45 am	Faculty Lecture-Hannah Lucas		
10:45 am - 10:50 am	Plaque Presentation		
10:50 am - 11:00 am	Break		
11:00 am – 11:30 am	Faculty Lecture Q & A	Theatre	.5 hours
11:30 am – 12:00 pm	Dessert Reception	Theatre East Lawn	No credit

Questions about the Faculty Lecturer of the Year event should be directed to Lissa Napoli in the Academic Senate office at 909-652-6966.

The Showcase

NO REGISTRATION REQUIRED. SIGN IN AT SESSION.

STRAND: COLLEGE COMMUNITY

Time: 12:00 pm – 1:30 pm	Description: An inspirational celebration of faculty and instructional accomplishments. Presenters: Office of Instruction and Institutional Effectiveness, Deans and Managers Flex Hours: 1.5 Audience: Faculty, Classified, & Managers Location: LLC Social Stairs
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Asynchronous Flex Activities

Neurodiversity in the Classroom: From Barriers to Belonging	
Strand: Equity	How & when to register: This training will become active on Wednesday, April 15 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: 4.5	
Audience: Faculty	<p>Description: Neurodiversity celebrates the idea that each brain works differently and that these differences are a source of strength. By designing our interactions and assessments with these unique minds in mind, we can help students move past the barriers and feel a sense of belonging.</p> <p>Module 1: From invisible to visible 1.5 hours When our class rules are invisible, the mental health of neurodivergent students can be significantly impacted. A sense of belonging is essential for effective learning, yet unwritten expectations can unintentionally isolate the students who need connection the most. In this module, we'll explore simple practices to help us understand how diverse minds experience the learning environment.</p> <p>Module 2: From masking to mastery 1 hour When students feel forced to mask or hide their neurodivergent traits, the resulting anxiety and cognitive overload can get in the way of learning. In this module, we'll explore the internal mental health toll of masking and discover how flexible choices can lower these barriers.</p> <p>Module 3: From struggle to support 1 hour When a student's hidden struggles show up in our class, the pressure to "fix" the situation can be overwhelming. The good news is we don't have to. Our role is to be a bridge. In this module, we'll explore simple practices to get students the support they need without burning ourselves out.</p> <p>Module 4: From freeze to focus 1 hour When neurodivergent students encounter critical feedback or overwhelming academic expectations, they can easily get into a "freeze" response, slowing down their progress and deepening their anxiety. In this module, we'll explore simple practices to help create a welcoming learning environment that encourages momentum and growth.</p>

This is a new training module

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](#).

Faculty Lecture Day 2026 Scheduled Flex Offerings

Wednesday, April 15—Compassion as Practice: Supporting Student Success in the Community College Classroom	
Strand: College Community	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: 2.0	
Time: 1:30 pm	
Audience: Faculty	<p>Description: Community college students often balance multiple responsibilities—including work, caregiving, and financial pressures—while pursuing their academic goals. These competing demands can create stress that affects student engagement, persistence, and overall academic success. This interactive workshop introduces faculty to compassionate teaching practices designed to strengthen instructor–student and classroom peer relationships, promote equitable learning environments, and support student success. Drawing on research in compassionate pedagogy, the session will explore how course structure, communication, and classroom practices can reduce barriers to learning while maintaining academic rigor.</p> <p>Presenter(s): Shelly R. Jackson</p>

Wednesday, April 15—Cultivating Critical AI Consciousness: Teaching Students to Examine Power, Knowledge, and Ethics in Generative AI	
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 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: 1.5	
Time: 1:30 pm	
Audience: Classified Faculty Managers	<p>Description: This session explores strategies for centering equity in AI integration and cultivating critical AI consciousness, including critical engagement with questions of cultural appropriation, the harm done to BIPOC communities, & questions on whose knowledge is valued or erased.</p> <p>Presenter(s): Ava Nguyen</p>

Wednesday, April 15— Admissions and Records: What You Need to Know

Strand: College Community	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: 1.0	
Time: 3:00 pm	
Audience: Faculty	Description: This workshop will focus on the various Admissions and Records functions such as the Add/Drop process, Excused Withdrawals, and much more. We also look forward to sharing updates from the Office of Admissions and Records. Presenter(s): Hugo Flores & Tomeika Carter

Wednesday, April 15— Demystifying AI for Canvas & Classrooms

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: 2.0	
Time: 3:00 pm	
Audience: Classified Faculty Managers	Description: This presentation demystifies generative Artificial Intelligence for college educators, shifting the conversation from science-fiction hype to the reality of how these predictive tools actually work. It directly addresses valid faculty anxieties regarding academic integrity by highlighting the flaws of AI detection software and advocating instead for thoughtful, "AI-resistant" assessment redesign. Beyond mitigating risks, the workshop empowers instructors to embrace AI's potential by demonstrating how to use it to streamline administrative tasks and how to teach students to use it ethically as an interactive learning tool. Ultimately, the session reframes AI from an academic threat into an opportunity to build critical digital literacy skills, all while reaffirming the irreplaceable value of human mentorship in the classroom. Presenter(s): Joseph Lee, David Nimri, Tracy Kocher, & Haz Novoa