Welcome to the 2014 Fall Convocation and Flex Program. I hope everyone had an amazing summer and each of you is ready for an exciting academic year. Our theme for 2014-15 is: Does Race Really Matter-60 Years after Brown v. Board of Education?

The Supreme Court in the Brown case changed the course of education for me and other people of color in the segregated south where I was born and raised. On May 17, 1954, Chief Justice Earl Warren delivered the opinion of the Court in *Brown v. Board of Education*, stating that "We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. . ."

However, a successful federal court case that preceded the *Brown v. Board of Education* Supreme Court decision was *Mendez v. Westminster*. The Mendez case challenged the practice of school segregation for Mexican Americans in an Orange County school district in the mid-forties. The U.S. District Court of Los Angeles heard the case and it determined that segregation in public schools was unequal and overturned this law in California. In 1946, the Ninth Federal Court upheld the earlier court decision abolishing segregation in public schools in the southwest. The case of *Mendez v. Westminster* in 1946 helped shape other legal appeals to segregation in public education in the United States including *Brown v. Board of Education* in 1954. The case is important because it shows that California led the way for opportunity for people of color and access to education.

Today, education is perhaps the most important function of state and local governments. More importantly, it is the very foundation of good citizenship. We all believe that no individual should be denied the opportunity of an education!

Much progress has been made in the area of race in public education, but we can't be satisfied when achievement gaps continue to exist between and among students in schools from elementary through the undergraduate years. In that regard, Chaffey College still has many opportunities and more work to do. Therefore, together I invite you to learn more about race and the impact it has on academic success for our students and for students nationwide.

Superintendent/President

Henry D. Shannon
"Facilitating Student Success for Men of Color in Community Colleges: An Institutional Accountability Perspective"

Dr. Frank Harris III

Dr. Frank Harris III is an associate professor of postsecondary education and co-director of the Minority Male Community College Collaborative (M2C3) at San Diego State University. His research is broadly focused on student development and student success in postsecondary education and explores questions related to the social construction of gender and race on college campuses, college men and masculinities, and racial/ethnic disparities in college student outcomes. In his role as co-director of M2C3, Harris partners with community colleges across the United States to conduct research and design interventions to facilitate student achievement among men who have been historically underrepresented and underserved in postsecondary education. Harris has authored or co-authored more than 40 scholarly publications. His peer-reviewed works have been published in leading journals for higher education and student affairs research and practice.

Before joining the faculty at San Diego State, Harris worked as a student affairs educator and college administrator in the areas of student affairs administration, student crisis support and advocacy, new student orientation programs, multicultural student affairs, academic advising, and enrollment services. Harris earned a bachelor’s degree in Communication Studies from Loyola Marymount University, a master’s degree in Speech Communication from California State University Northridge, and an Ed.D. in Higher Education from the University of Southern California Rossier School of Education.

Dr. J. Luke Wood

J. Luke Wood, PhD, is Assistant Professor of Community College Leadership and the Director of the Doctoral Program Concentration in Community College Leadership at San Diego State University (SDSU). Dr. Wood is also Co-Director of the Minority Male Community College Collaborative (M2C3), Chair of the Multicultural & Multiethnic Education (MME) special interest group of the American Educational Research Association (AERA), Chair-Elect for the Council on Ethnic Participation (CEP) for the Association for the Study of Higher Education (ASHE), Director of the Center for African American Research and Policy (CAARP). He is also the Founding Editor of the Journal of African American Males in Education (JAAME). Wood’s research focuses on factors affecting the success of Black (and other minority) male students in the community college. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes (e.g., persistence, achievement, attainment, transfer, labor market outcomes) for these men. Dr. Wood has authored over 80 publications, including five co-authored books, five edited books, and 40 peer-reviewed journal articles.
Addressing Achievement Gap with Culturally Responsive Teaching

Although community colleges provide access to all students, there is still a concerning gap of achievement and completion for certain groups of students. One of the most effective ways to address the achievement gap on an instructional level is through culturally responsive teaching. Reframing instruction, assessment, and feedback through culturally responsive teaching strategies can reduce the achievement gap and help all students to learn deeply and succeed. Join this online Flex activity as we explore specific strategies and frameworks of culturally responsive teaching.

Module 1 – Achievement Gap
Module 2 – Culturally Responsive Teaching
Module 3 – Reframing Instruction
Module 4 – Reframing Assessment and Feedback

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 online in Moodle Wednesday, August 13, 2014 at 8:00 AM until Sunday, August 17, 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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY FLEX RESPONSIBILITY</td>
<td>6</td>
</tr>
<tr>
<td>FLEX FAQ’S</td>
<td>7</td>
</tr>
<tr>
<td>FALL FLEX CONVOCATION PROGRAM INFORMATION</td>
<td>8</td>
</tr>
<tr>
<td>FALL CONVOCATION</td>
<td>9</td>
</tr>
<tr>
<td>FLEX-AT-A-GLANCE SCHEDULE</td>
<td>10–13</td>
</tr>
<tr>
<td>FLEX STRANDS SCHEDULE</td>
<td>14</td>
</tr>
<tr>
<td>GUIDELINES FOR IN–LIEU–OF FLEX DAYS</td>
<td>16</td>
</tr>
<tr>
<td>IN–LIEU–OF FLEX PROPOSAL/FORM INFORMATION</td>
<td>17</td>
</tr>
<tr>
<td>SCHOOL SPECIFIC ACTIVITY CODES</td>
<td>18</td>
</tr>
<tr>
<td>POLL EVERYWHERE VOTING INSTRUCTIONS</td>
<td>19–22</td>
</tr>
</tbody>
</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 2014-15, five Flex days were built into the Academic Calendar (August 14 & 15, 2014; January 8 & 9, 2015; and April 15, 2015).

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

**August 13, 2014 is a service day, not a Flex day.** Dr. Shannon will deliver a State of the College address on the morning of August 13, 2014. School/Department specific activities/sessions will be held the afternoon of August 13, 2014. **August 14 & 15 are scheduled Flex days. Watch for flyers and e-mails about sponsored 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**

**MARC MEYER**

**Wednesday, April 15, 2015**

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

A Message to our Colleagues:

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

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

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

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

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

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

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

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

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

CCFA Labor/Management Committee
- Jonathan Ausubel, CCFA Grievance Officer
- Lisa Bailey, Vice President, Administrative Services
- Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness
- Laura Hope, Dean, Instructional Support
- Shelley Eckvahl, CCFA Member
- Bret McMurran, CCFA President
**2014 FALL FLEX CONVOCATION 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](image1.png)
- ![Distance Education](image2.png)

**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 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 the Fall Flex Convocation Program 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*
# 2014-15 FALL CONVOCATION
## WEDNESDAY, AUGUST 13, 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>7:30 am – 8:00 am</td>
<td>Continental Breakfast compliments of Chaffey Car Club</td>
<td>Theatre</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>8:00 am – 11:00 am</td>
<td><strong>Convocation</strong>&lt;br&gt;Welcome – Cindy Walker&lt;br&gt;Welcome to Classified Professionals – Trisha Albertsen&lt;br&gt;Welcome to Faculty – Ardon Alger&lt;br&gt;New Faces&lt;br&gt;Dr. Shannon’s College Address&lt;br&gt;&lt;br&gt;<em>Keynote Speakers – Dr. Frank Harris and Dr. Luke Wood: “Facilitating Student Success for Men of Color in Community Colleges: An Institutional Accountability Perspective.”</em>&lt;br&gt;Q &amp; A with Dr. Frank Harris and Dr. Luke Wood&lt;br&gt;&lt;br&gt;Puck Award Presentation</td>
<td>Theatre</td>
<td>0</td>
<td>N/A (In Service Day)</td>
</tr>
<tr>
<td>11:00 am – 11:45 pm</td>
<td>“Facilitating Student Success for Men of Color in Community Colleges: Effective Strategies and Practices for Classroom Faculty” – Dr. Frank Harris and Dr. Luke Wood&lt;br&gt;This workshop will focus on strategies and practices that have proven effective in facilitating student success for men of color. The insights that will be presented were derived from data that were gathered from community college faculty members who have been recognized for their efforts in teaching men of color.&lt;br&gt;<em>Max Capacity 40</em></td>
<td>CAA-211</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>12:00 pm – 1:20 pm</td>
<td><strong>Employee Luncheon</strong></td>
<td>Sports Center</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Afternoon School Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>School of Business &amp; Applied Technology</th>
<th>BE-111</th>
<th>0</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 pm – 3:30 pm</td>
<td>School of Counseling and Matriculation</td>
<td>WH-161</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:45 pm – 3:30 pm</td>
<td>School of Health Sciences and Chino Campus</td>
<td>HS-127</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:30 pm – 3:30 pm</td>
<td>School of Instructional Support</td>
<td>Library</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:30 pm – 3:00 pm</td>
<td>School of Language Arts</td>
<td>SS-113</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:30 pm – 4:00 pm</td>
<td>School of Mathematics &amp; Science</td>
<td>PS-112</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:30 pm – 4:00 pm</td>
<td>School of Social &amp; Behavioral Sciences</td>
<td>SS-108</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>1:30 pm – 3:30pm</td>
<td>School of Visual &amp; Performing Arts</td>
<td>CAA-218</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Online Activity for Adjunct Faculty – Addressing Achievement Gap with Culturally Responsive Teaching

Although community colleges provide access to all students, there is still a concerning gap of achievement and completion for certain groups of students. One of the most effective ways to address the achievement gap on an instructional level is through culturally responsive teaching. Reframing instruction, assessment, and feedback through culturally responsive teaching strategies can reduce the achievement gap and help all students to learn deeply and succeed. Join this online Flex activity as we explore specific strategies and frameworks of culturally responsive teaching.

<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>8:00am – 11:00am</td>
<td>Online Activity for Adjunct Faculty – Addressing Achievement Gap with Culturally Responsive Teaching</td>
<td>BE-100</td>
<td>4.0</td>
<td>710</td>
</tr>
</tbody>
</table>

### Enhanced Moodle Training – T. Helfand and K. Noseworthy

Required for instructors who plan to enhance their classes with Moodle. All participants must bring a USB drive containing files used in classes such as a syllabus, assignments, PowerPoint presentations, graphics, etc. The first hour of this activity must be completed online before the classroom meeting. The participant will receive 4 hours of credit for the activity. Participants will receive information about the online requirements after enrolling.

Max Capacity: 23

### Reading/Writing Across the Curriculum FIT

"I hate that I hate reading." This quote from a Chaffey College student is representative of many of our students who want to become better readers and writers but do not have the strategies to be successful. Please join us for this interactive workshop where we will explore the findings from the Reading/Writing Across the Curriculum FIT and discuss specific strategies and tools to help your students become more successful learners in your classroom.

Max Capacity 30

### Confronting the “I hate M@#H” Culture at Chaffey College: a discussion about the Math

<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>10:00am – 11:30am</td>
<td>Confronting the “I hate M@#H” Culture at Chaffey College: a discussion about the Math</td>
<td>MATH-113</td>
<td>1.5</td>
<td>835</td>
</tr>
<tr>
<td>Time</td>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10:00 am – 12:00 pm | **FIT research – A. Burk-Herrick, E. Enright, R. Kopp, B. McMurray, R. Rundquist, S. Wilhelm, R. Witt, and D. Yegge**  
In this workshop, the Math FIT will share their research and engage participants in a discussion on perceptions and experiences in learning mathematics. The team will also recommend campus-wide strategies for promoting math literacy in our students and overcoming the culture of negativity associated with mathematics.  
Max Capacity 50 |
| 10:00 am – 12:00 pm | **Program Review Training – R. Hanna and Hope El**  
Training for departments due to write program review this year. Training will include step-by-step instructions on how to navigate the program review system. Handbooks, deadline dates, and review team information will be provided at training.  
Max Capacity 30 |
| Afternoon Workshops - **Registration Required (See Page 14)**                          |
| 12:00 pm – 2:00 pm | **Faculty Advising – R. Ikeda and W. Whitney**  
Scholarly research has found that faculty advising has a significant impact on student engagement and achievement of goals. Come join us as we discuss the work of the 2013-14 Faculty Advising Task Force. Key elements will include insights from the literature on faculty advising, and an overview of the structure of the new Faculty Advising program that will begin implementation in Fall 2014 at Chaffey, including the philosophical orientation and the roles of faculty advisors in facilitating student progress along their pathways through the college. The workshop is designed to introduce and invite faculty to the embryonic Faculty Advising program that is rolling out in Fall 2014.  
Max Capacity 40 |
| 2:00 pm – 3:30 pm | **Chaffey College GPS Centers (Guiding Panthers to Success!): An innovative approach to addressing the Student Success Act: R. Diaz and R. Rundquist**  
In order to address some of the key mandates of the Student Success Act, Chaffey College has developed GPS Centers to assist students with identifying goals, monitoring progress, and fulfilling new requirements for community college students. The session will explore services currently available to students and how faculty can support the effort inside and outside of the classroom.  
Max Capacity 40 |
| Evening Workshop - **Registration Required (See Page 14)**                               |
| 7:00 pm – 8:30 pm | **Adjunct Information Meeting – G. Keith-Gibson**  
Come learn about important developments at Chaffey College that affect you and your students, along with the...  
SS-108  
1.5  
842 |
**2014-15 FLEX-AT-A-GLANCE**  
**FRIDAY, AUGUST 15, 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>8:00 am – 9:30 am</td>
<td><strong>Learn About SoftChalk Cloud – T. Helfand</strong>&lt;br&gt;SoftChalk Cloud enables the instructor to create custom lessons by combining your own materials with interactive learning content you can add to Moodle. The mixture of personalized content, embedded assessment, and interactivity will increase student engagement and improve learning outcomes. SoftChalk is designed for teachers and content-experts who don’t have time to learn complex software.</td>
<td>BE-100</td>
<td>1.5</td>
<td>636</td>
</tr>
<tr>
<td>8:00 am – 10:00 am</td>
<td><strong>Assistive Technology Software in the Classroom – W. Miller and J. Schneck</strong>&lt;br&gt;DPS staff will provide attendees with an overview of assistive technology programs such as Read and Write Gold, Kurzweil 3000, Dragon Naturally Speaking, JAWS, and MAGic, how these programs are utilized by students with disabilities, and how these programs can be used in the classroom and success centers. The presentation will include demos, hands on activities, and a chance for attendees to have their assistive technology questions answered.</td>
<td>CCE-14</td>
<td>2.0</td>
<td>711</td>
</tr>
<tr>
<td>8:00 am – 10:00 am</td>
<td><strong>Program Review Information Session – R. Hanna and Hope Ell</strong>&lt;br&gt;What does a great program review look like? Come to this meeting to find out. Find out what’s new in program review, get tips for writing a great program review, and learn how program review ties to resource allocation. Program review committee members will be on hand to provide feedback on writing a great program review.</td>
<td>LIB-BI</td>
<td>2.0</td>
<td>841</td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td><strong>Moodle Lab – T. Helfand and K. Noseworthy</strong>&lt;br&gt;An opportunity for Moodle trained instructors to work individually or in groups to develop their Moodle courses. Terri and Kim will be present to assist and answer questions.</td>
<td>BE-100</td>
<td>2.0</td>
<td>712</td>
</tr>
</tbody>
</table>

*Designates Flex activities that are designed for an audience of both faculty and classified staff.*

**Morning Workshops - Registration Required (See Page 14)**
### GIFTS – Great Ideas For Teaching Students

Do you have a strategy or approach that works really well with your students? Would you like to learn about some of strategies that work well for other instructors? Faculty learn about the best ideas from each other, so join us for an informal conversation about effective instructional strategies. Four of our highly esteemed faculty will share about a specific strategy they use and then we’ll open up the discussion to all participants to share ideas. Faculty panelists include Thierry Brusselle (project-based learning), Julie Song (activity-based learning), Melissa Utsler (integrating career development across the disciplines), and Angela Leontas (reducing anxiety and encouraging active participation). Participants will leave the workshop with numerous ideas and strategies they can adapt for their instruction.

Max Capacity 40

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop Title</th>
<th>Speaker(s)</th>
<th>Location</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am – 12:00 pm</td>
<td>GIFTS – Great Ideas For Teaching Students</td>
<td>C. Walker, E. Rose, A. Leontas, J. Song, M. Utsler, and T. Brusselle</td>
<td>CAA-211</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### Afternoon Workshops - Registration Required (See Page 14)

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop Title</th>
<th>Speaker(s)</th>
<th>Location</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm – 1:30 pm</td>
<td>Avoiding Student Grievances Through Effective Teaching Practices</td>
<td>L. Crow and N. Watkins</td>
<td>CAA-218</td>
<td>1.5</td>
</tr>
<tr>
<td>2:00 pm – 3:30 pm</td>
<td>Introducing Rafter Adopt for Chaffey</td>
<td>J. Ceja</td>
<td>CAA-211</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Rafter Adopt is a new faculty-friendly and information rich textbook adoption system now available at Chaffey. Learn how to save time and easily access market information to help make the best textbook choice for your course.
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:
Friday, August 8, 2014, at 4:00 pm.

****IMPORTANT****
Last day to submit activity/evaluation sheets:
Friday, August 22, 2014, at 4:00 pm.

*********

Flex Strands Schedule

**Thursday, August 14, 2014** -

**Student Success Strand:**
- 8:00am-10:00am  Reading/Writing Across the Curriculum FIT
- 10:00am-11:30am  Confronting the “I hate M@#H” Culture at Chaffey College
- 12:00pm-2:00pm  Faculty Advising
- 2:00pm-3:30pm  Chaffey College GPS Centers

Online Activity for Adjunct: Addressing Achievement Gap with Culturally Responsive Teaching

**DE Strand:**
- 8:00am-11:00am  Enhanced Moodle Training

*See page 9 for more information on the Flex strand certificates

**Friday, August 15, 2014** -

**Student Success Strand:**
- 8:00am-10:00am  Assistive Technology Software in the Classroom
- 10:00am-12:00pm  GIFTS – Great Ideas For Teaching Students
- 12:00pm-1:30pm  Avoiding Student Grievances Through Effective Teaching Practices

Online Activity for Adjunct: Addressing Achievement Gap with Culturally Responsive Teaching

**DE Strand:**
- 8:00am-9:30am  Learn About SoftChalk Cloud
- 10:00am-12:00pm  Moodle Lab

*See page 9 for more information on the Flex strand certificates*
## MY SCHEDULE OF FLEX ACTIVITIES
### THURSDAY, AUGUST 14, 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MY SCHEDULE OF FLEX ACTIVITIES
### FRIDAY, AUGUST 15, 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR
ALTERNATE (IN-LIEU) FLEX DAY

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

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

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

- All proposals for alternate (in-lieu) Flex activities must be submitted by July 31st for the fall\(^1\) and December 23rd for the spring. See “Alternate (In-Lieu) Flex Schedule Proposal/Form” for details.

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

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

---

\(^1\) For the fall 2014, proposals must be submitted at least two weeks prior to the alternate (in lieu) flex day.
# ALTERNATE (IN-LIEU) FLEX SCHEDULE PROPOSAL/FORM

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

<table>
<thead>
<tr>
<th>Dates</th>
<th># Flex Hours</th>
<th>Description of Activities/ Objectives (must be undertaken on your own time on non-service days)</th>
<th>Expected Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed In-Lieu</td>
<td>Flex Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Will other faculty be participating in these activities? If yes, please list: ______

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

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

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Date</th>
<th>First-Level Manager</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pursuant to the Guidelines, below is documentation of the activity outcomes achieved as a result of the alternative/in-lieu Flex activity.

| | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

---

17
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.)
Poll Everywhere Voting Instructions:

Text Message Voting Instructions

Use your mobile phone’s text message (SMS) feature. No internet or smartphone required! Standard text messaging rates apply.

**Multiple Choice Poll**  
Text the CODE for your choice to the number indicated (22333 pictured).

**Free Text Poll**  
Text the CODE followed by your message to the number indicated (22333 pictured).
Web Browser Voting Instructions

Access your presenter’s unique Poll Everywhere web page from any device connected to the internet. Example: PollEv.com/username

This page will “follow” your presenter and display the current question. If you see a piece of pie, wait for the presenter to activate a poll.

**Multiple Choice Poll**  Once on the page, click the option you prefer

**Free Text Poll**  Once on the page, type your response and click submit
Web Browser Voting Instructions (Old Style)

Access PollEv.com from any device connected to the internet.

**Multiple Choice Poll**  Once on the page, enter the CODE for your choice and click submit. Example: 458456

**Free Text Poll**  Once on the page enter the CODE followed by your message and click submit. Example: 195990 testing
Twitter Voting Instructions

Use Twitter to respond. Works with Wi-Fi or mobile devices with access to Twitter via their data plan. Navigate to www.twitter.com or one of Twitter’s apps in your mobile device.

**Multiple Choice Poll**  Tweet the CODE for your choice to the Twitter handle indicated (@poll pictured).

**Free Text Poll**  Tweet the CODE followed by your message to the Twitter handle indicated (@poll pictured).

---

12 | Participant Voting Instructions
www.PollEverywhere.com
Have fun and be active!!

Selfie Scavenger Hunt

October 27-31

Visit our facebook page at http://www.facebook.com/selfiescavengerhunt for more information!

Come join Professional Development’s Chaffey College Selfie Scavenger Hunt for the week of October 27th - 31st. As part of our health and wellness campaign, we have put together a fun way to collaborate with colleagues, get to know the Chaffey campus in a whole new way, and get some exercise all in one. All you need is a team of 2-4 people, one cellphone, and someone on the team who knows how to take a selfie!! Please contact Melissa Moreno with any questions at Melissa.moreno@chaffey.edu, (909)652-6134.