Welcome back to the 2015-16 academic year at Chaffey. Today, America and the world are changing rapidly in response to dynamic technologies, diversified global markets, shifts in resources and population, and undulating economies. In the swirl of all of this change, other issues remain the same like limitations on opportunity and the foundational values of the American Dream. At its core, the American Dream is built on the notion that opportunity is available to everyone willing to work hard. Our individual fates, like boats, rise and fall together as the tide around us shifts.

The community college, more than any other higher education opportunity in the world, offers a vessel for people to explore new futures for themselves. Without the chance for an education, many people’s dreams would surely sink, and our nation, our state, our county, and our cities would be poorer as a result. Safeguarding opportunity for everyone in our District to achieve is our mission and our cause. Because of your good work and your tireless energy, our students thrive and succeed. However, ensuring that we sustain not only equal access but equal achievement is a continuous challenge—one that we have already earnestly undertaken.

It will take further study, dialogue, and action. As we embark on the important work ahead, I want to thank you for all that you do and urge you to learn and consider the ways that your own practices and talents can be strengthened through your participation in this year’s Flex Program. As we are each at our best, we are all better. When we are all at our best, we make Chaffey world class.

Superintendent/President

Henry D. Shannon
Convocation Keynote Speakers

Dr. John Husing

Dr. John Husing is a research economist who has specialized in the study of Southern California’s growing economy since 1964. For decades, he has produced city and county specific economic development strategies for the region’s local government. With his significant understanding of San Bernardino and Riverside counties, he assists the Inland Empire Economic Partnership as its Chief Economist.

Dr. Husing’s extensive study of the region has led to economic strategies that combine analytical work with extensive interviews with executives and entrepreneurs to understand the forces shaping Southern California. His firm, Economics & Politics, Inc., based in Redlands, has produced project specific economic impact studies for transportation and water agencies, housing developers, environmental entities and the ports of Los Angeles and Long Beach. In 2007, the Los Angeles Times listed him as one of the “100 people wielding the most influence over Southern California.

For an economist, he has an unique viewpoint of our political process, having managed over 100 partisan (Democratic) and non-partisan campaigns. Today, his prolific knowledge of the region and his political experience has him briefing business leaders and policy makers throughout California on the economic trends and issues relating to budgets, state initiatives and public policy. His eclectic career has remarkably included managing a Nevada casino, running for Congress in his twenties, teaching college and running the world’s largest whitewater rafting company.

Dr. Husing enjoys a less studious life as an adventurer, taking treks into uncharted territories as well as traveling to 65 different countries. He has twice entered the unexplored jungles of New Guinea to make first contact with previously undiscovered stone-aged tribes. Dr. Husing has traveled throughout most of Africa and his last two adventures took him over the Himalayas from Nepal into Tibet, and 25 days traveling by ship to 77 degrees south latitude to Scott’s 1910 Antarctic expedition hut. A fourth generation Californian, he is an amateur genealogist having traced his American heritage back 12 generations to Edward Fuller on the Mayflower.

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.
ONLINE ACTIVITY FOR ADJUNCT FACULTY

Teaching through the Kaleidoscope
As educators we want success for all students; however, many of our students today are facing challenges associated with stereotype threat, unconscious bias, and microaggressions. In this FLEX online activity, we will expand our perspectives of teaching and learning by exploring and discussing the challenges of and strategies for addressing unconscious bias, stereotype threat, microagressions, and other related issues. Additionally, we will develop confidence and effectiveness in engaging students and colleagues in difficult conversations and collaboratively build inclusive instruction strategies.

Module 1: Focusing on the Power of Perspective
Module 2: Exposing our Blindspots
Module 3: Adjusting the Lens of Instruction – Empathy
Module 4: Adjusting the Lens of Instruction – Inclusive Teaching
Module 5: Looking to the Future

Each module will take approximately one hour to complete. The FLEX Online Activity will be accessible online in Moodle Wednesday, August 12, 2015 at 8:00 AM until Sunday, August 16, 2015 at 11:55 PM.

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 rsmit-Smith-Jones.
   - Password
     By default it is your 7-digit Chaffey ID

3. Under My course click on Success on Demand

4. Click on the FLEX Online Activity button

PLEASE MAKE SURE YOU ARE ABLE TO LOGIN IN MOODLE BEFORE THE START DATE.

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, username and 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 2014-17 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 2015-16, five Flex days were built into the Academic Calendar (August 13 & 14, 2015; January 7 & 8, 2016; and April 20, 2016).

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.**

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 36-37).

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
ROBIN IKEDA
Wednesday, April 20, 2016

Robin Ikeda, Professor of Biology, has the honor of being elected as the 2016 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.
2015-16 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 36-37.

➢ 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 2015-16? Five days are designated as Flex days for 2015-16: August 13 & 14, 2015, AND January 7 & 8, 2016; April 20, 2016. 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 2015-16? 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 2015-16 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
- Lisa Bailey, Associate Superintendent, Business Services & Economic Development
- Gregory Creel, CCFA Member/Negotiator
- Shelley Eckvahl, CCFA Member
- Sherrie Guerrero, Associate Superintendent, Instruction and Institutional Effectiveness
- Laura Hope, Dean, Instructional Support
- Bret McMurray, CCFA President
2015 FALL FLEX PROGRAM INFORMATION

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

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

![Flex Strands Icons]

**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.

---

**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
## 2015-2016 FALL CONVOCATION

**Wednesday, August 12, 2015**

Register Here: [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

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<thead>
<tr>
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<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am – 11:30 am</td>
<td><strong>Welcome</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;Puck Award Presentation&lt;br&gt;“Economic Trends and Job Forecasting in the Inland Empire”&lt;br&gt;Dr. Shannon’s College Address&lt;br&gt;Presentation by – Dr. Frank Harris III and Dr. J. Luke Wood</td>
<td>Theatre</td>
<td>0</td>
<td>N/A In Service Day</td>
</tr>
<tr>
<td>11:30 am – 1:30 pm</td>
<td><strong>Employee Luncheon</strong>&lt;br&gt;Service Awards and Retirees</td>
<td>Sports Center</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Afternoon School Meetings

- 2:00 pm – 4:30 pm School of Business & Applied Technology BE-111
- 2:00 pm – 4:00 pm School of Counseling and Matriculation WH-161
- 3:15 pm – 4:15 pm School of Health Sciences HS-127
- 2:00 pm – 3:30 pm Chino Campus ZH-117
- 2:00 pm – 4:00 pm School of Instructional Support Library
- 2:00 pm – 3:00 pm School of Language Arts SS-113
- 2:00 pm – 4:30 pm School of Mathematics & Science PS-112
- 2:00 pm – 4:30 pm School of Visual & Performing Arts CAA-218
- 2:00 pm – 4:30 pm Schools of Kinesiology and Nutrition and Social and Behavioral Sciences SS110

### Evening School Meetings

- 5:00 pm – 9:00 pm School of Business & Applied Technology BE-111
- 5:00 pm – 8:30 pm Schools of Kinesiology and Nutrition and Social and Behavioral Sciences G-134
# SCHEDULE OF FLEX WORKSHOPS

**THURSDAY, AUGUST 13, 2015**

**Register Here:** [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

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<tbody>
<tr>
<td>8:00 am – 11:00 am</td>
<td>Enhanced Moodle Training</td>
<td>BE 104</td>
<td>3.0</td>
<td>718</td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td>SLO’s and 2016 – Are We Almost There Yet?</td>
<td>BE 106</td>
<td>2.0</td>
<td>982</td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td>Ideas for Inclusive Instruction</td>
<td>CAA 211</td>
<td>2.0</td>
<td>345</td>
</tr>
<tr>
<td>1:00 pm – 2:30 pm</td>
<td>The Power of Language</td>
<td>CAA 211</td>
<td>1.5</td>
<td>347</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>A Multidisciplinary Success Center Open House</td>
<td>LIB 7E</td>
<td>2.0</td>
<td>850</td>
</tr>
<tr>
<td>3:00 pm – 5:00 pm</td>
<td>Emergency Preparedness: Campus Police</td>
<td>CAA 218</td>
<td>2.0</td>
<td>949</td>
</tr>
<tr>
<td>August 13 – 16</td>
<td>Success on Demand: Online Activity for Adjunct</td>
<td>Online</td>
<td>1.0/activity</td>
<td>849</td>
</tr>
</tbody>
</table>

# SCHEDULE OF FLEX WORKSHOPS

**FRIDAY, AUGUST 14, 2015**

**Register Here:** [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

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<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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</thead>
<tbody>
<tr>
<td>8:30 am – 10:00 am</td>
<td>Distance Education Instructors’ Showcase</td>
<td>BE 104</td>
<td>1.5</td>
<td>719</td>
</tr>
<tr>
<td>9:00 am – 10:00 am</td>
<td>What Faculty Need to Know about Title IX</td>
<td>CAA 211</td>
<td>1.0</td>
<td>348</td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td>Moodle Lab</td>
<td>BE 104</td>
<td>1.5</td>
<td>722</td>
</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td>Facilitating Students’ Way-finding: Lessons from the F.I.T.</td>
<td>CAA 218</td>
<td>2.0</td>
<td>851</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>Using JotForm as an Instructional Tool</td>
<td>BE 100</td>
<td>2.0</td>
<td>720</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td>Course Reserves – Making Course Documents Readily Accessible to Students</td>
<td>BE 106</td>
<td>2.0</td>
<td>721</td>
</tr>
</tbody>
</table>
**2015-16 FLEX-AT-A-GLANCE**  
**THURSDAY, AUGUST 13, 2015**  
Register Here: [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

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<tbody>
<tr>
<td><strong>Morning Workshops - Registration Required (See Page 16)</strong></td>
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</tbody>
</table>

**Online Course will be available beginning at 8:00am on 8/12/15 until 11:55 pm on 8/16/15**  
**Online Activity for Adjunct Faculty – Teaching through the Kaleidoscope**  
– Grace Reotutar  
*In this FLEX online activity, we will expand our perspectives of teaching and learning by exploring and discussing the challenges of and strategies for addressing unconscious bias, stereotype threat, microaggressions, and other related issues. Additionally, we will develop confidence and effectiveness in engaging students and colleagues in difficult conversations and collaboratively build inclusive instruction strategies.*

**Online Activity for Adjunct Faculty – Faculty Online Orientation**  
– This online orientation provides new faculty members with an overview of important information of both a practical and pedagogical nature. After completing the online orientation and the embedded questions (100% score), you will receive a certificate as proof of completion. Faculty must register by completing the registration form prior to 2pm on Friday, August 6, 2015 in order to access the online orientation. After registering, faculty can access the online orientation until Sunday, August 16, 2015 at 11:55pm.

**Enhanced Moodle Training – Terri Helfand and Kim 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

**SLO's and 2016 – Are We Almost There Yet?**  
– Marie Boyd  
*This FLEX session will provide an overview of the college’s SLO process, and SLO expectations for our ACCJC Fall 2016 visit.*

Max Capacity: 36

*Designates Flex activities that are designed for an audience of both faculty and classified staff.*
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Capacity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am – 12:00 pm</td>
<td><strong>Ideas for Inclusive Instruction – Emily Avila, Tamari Jenkins, Robert Piluso and Cindy Walker</strong> - With all the research showing that our student population continues to grow more diverse, it is more important than ever to create inclusive learning environments for our students. Even when instructors are completely supportive, students still face challenges of stereotype threat and feelings of not belonging at college. In order to reduce stereotype threat and create learning that engages all students, inclusive instructional innovations are becoming more necessary. Faculty panelists will share strategies of their own and create opportunities for participants to share their inclusive instruction ideas.</td>
<td>CAA 211</td>
<td>2.0</td>
<td>345</td>
</tr>
<tr>
<td>1:00 pm – 2:30 pm</td>
<td><strong>The Power of Language – Dr. Eric Bishop, Carol Dickerson and Melissa DiLorenzo</strong> Diversity, Equity, African American, Black, Hispanic, Latino. These are all powerful words that are simple enough but bring with them many connotations and can evoke various emotions. How we use them can determine whether or not we have good interactions with people. How we use language has a direct impact on people and efforts to engage in positive intercultural activities. This workshop will have a candid discussion to help us understand the pitfalls of language usage as it relates to equity and diversity conversations.</td>
<td>CAA 211</td>
<td>1.5</td>
<td>347</td>
</tr>
<tr>
<td>1:00 pm – 3:00 pm</td>
<td><strong>A Multidisciplinary Success Center Open House – Rose Ann Osmanian, Mary Jane Ross and Tom Vitzelio</strong> - Tutoring is just one of the many services that the Multidisciplinary Success Centers have to offer for your students. Find out how you can utilize the Success Centers’ other services – Directed Learning Activities (DLAs), workshops, and learning groups—in order to increase student engagement, success, and retention in your courses. Participants will get to “experience” each of these multi-modal learning opportunities and determine how to effectively incorporate the Success Centers’ services into their courses.</td>
<td>LIB 7E</td>
<td>2.0</td>
<td>850</td>
</tr>
<tr>
<td>3:00 pm – 5:00 pm</td>
<td><strong>Emergency Preparedness – Stephen Lux, Darryl Seube and Troy Ament</strong> - Responding appropriately to college emergencies requires a clear understanding of the resources available to our campus community. The director of Campus Police and Maintenance and operations will offer an in-depth status report on campus emergency resources and a brief training exercise, followed by a Q &amp; A session.</td>
<td>CAA 218</td>
<td>2.0</td>
<td>949</td>
</tr>
</tbody>
</table>

**Afternoon Workshops - Registration Required (See Page 16)**

[https://secure.jotformpro.com/form/519454417512963](https://secure.jotformpro.com/form/519454417512963)
# 2015-16 FLEX-AT-A-GLANCE

**FRIDAY, AUGUST 14, 2015**

Register Here: [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

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

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<td><strong>Distance Education Instructors’ Showcase</strong></td>
<td>BE 104</td>
<td>1.5</td>
<td>719</td>
</tr>
<tr>
<td></td>
<td>View Moodle class examples demonstrated by colleagues from several different disciplines. A great resource for current instructors of online, hybrid, or enhanced classes or anyone thinking about teaching online in the future.</td>
<td></td>
<td>Registration is required for this activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Max Capacity: 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 am – 10:00 am</td>
<td><strong>What Faculty Need to Know about Title IX</strong> – Dr. Eric Bishop and Susan Hardie</td>
<td>CAA 211</td>
<td>1.0</td>
<td>348</td>
</tr>
<tr>
<td></td>
<td>Title IX isn’t just about Athletics. This workshop will focus on the legislation regarding Title IX guidelines and sexual misconduct. The session will focus on reporting guidelines and procedures, including whom to contact and what the college’s responsibilities will be after an incident is reported. This session will count towards mandatory training.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Max Capacity: 35</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:00 am – 12:00 pm</td>
<td><strong>Facilitating Students’ Way-finding: Lessons from the F.I.T.</strong> – Jackie Boboye, Robin Ikeda, Bruce Osburn, and Wendy Whitney</td>
<td>CAA 218</td>
<td>2.0</td>
<td>851</td>
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<td>The 2014-2015 Student Pathways FIT will present its key findings and recommendations. We will also explore a number of means by which we can help students develop and follow paths through their academic work and into satisfying careers.</td>
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<td>Max Capacity: 60</td>
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<td>10:30 am – 12:00 pm</td>
<td><strong>Moodle Lab – Terri Helfand and Kim Noseworthy</strong></td>
<td>BE 104</td>
<td>1.5</td>
<td>722</td>
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<td></td>
<td>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></td>
<td>Registration is required for this activity</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Venue</td>
<td>Credits</td>
<td>Capacity</td>
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<td>1:00 pm – 3:00 pm</td>
<td>Using JotForm as an Instructional Tool – Cindy Walker</td>
<td>BE 100</td>
<td>2.0</td>
<td>720</td>
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<td></td>
<td>JotForm is a useful and easy-to-use free online tool that allows you to create quizzes, surveys, reader response forms, and much more. You can automatically receive submissions and send confirmations via JotForm. JotForm also automatically generates an Excel spreadsheet of responses and PDFs of submissions. Join this hands-on workshop to learn the basics of JotForm. Registration is required as there are a limited number of computers.</td>
<td>Max Capacity: 32</td>
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<td>1:00 pm – 3:00 pm</td>
<td>Course Reserves – Making Course Documents Readily Available to Students – Carol Hutte, Mellanie Reeve and Annette Young</td>
<td>BE 106</td>
<td>2.0</td>
<td>721</td>
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<td>This session will give an overview as well as hand’s-on tutorial in using Course Reserves, the system that will be replacing eRes in the upcoming academic year. Come get a head start in uploading and making critical course documents easily available to your students through this new, user-friendly system!</td>
<td>Max Capacity: 35</td>
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Register for workshops at the following link:

https://secure.jotformpro.com/form/51945447512963
Please register for all workshops except school/department meetings. Register for workshops at the following link:  [https://secure.jotformpro.com/form/51945447512963](https://secure.jotformpro.com/form/51945447512963)

Last day to register for workshops:  
Friday, August 7, 2015 at 4:00 pm.

****IMPORTANT****
Last day to submit activity/evaluation sheets:
Wednesday, August 26, 2015 at 4:00 pm.
**********

Flex Strands Schedule

**Thursday, August 13, 2015**

**DE Strand:**
8:00am-11:00am – Enhanced Moodle Trainings

**Student Success Strand:**
10:00am – 12:00pm – Ideas for Inclusive Instruction
1:00pm-3:00pm – A Multidisciplinary Success Center Open House
Online Activity for Adjunct Faculty

**Equity Strand:**
10:00am – 12:00pm – Ideas for Inclusive Instruction
1:00pm – 2:30pm – The Power of Language
1:00pm-3:00pm – A Multidisciplinary Success Center Open House
Online Activity for Adjunct Faculty

**Friday, August 14, 2015**

**DE Strand:**
8:30am-10:00am – Distance Education Instructors’ Showcase
10:30am-12:00pm – Moodle Lab

**Student Success Strand:**
10:00am-12:00pm – Facilitating Students’ Way-finding: Lessons from the F.I.T.
1:00pm – 3:00pm – Using JotForm as an Instructional Tool
1:00pm – 3:00pm – Course Reserves – Making Course Documents Readily Accessible to Students
Online Activity for Adjunct Faculty

**Equity Strand:**
9:00am – 10:00am – What Faculty Need to Know about Title IX
10:00am-12:00pm – Facilitating Students’ Way-finding: Lessons from the F.I.T.
1:00pm – 3:00pm – Using JotForm as an Instructional Tool
1:00pm – 3:00pm – Course Reserves – Making Course Documents Readily Accessible to Students
Online Activity for Adjunct Faculty

*See page 9 for more information on the Flex strand certificates*
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 36)

- 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 fall 2015 flex, 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>
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Will other faculty be participating in these activities? If yes, please list: _____

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

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

Faculty Member  Date  First-Level Manager  Date

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

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

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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.)