Convocation/Flex Program

Fall 2016
Welcome back to the 2016-17 academic year at Chaffey College. I hope everyone had an amazing summer, and I look forward to an exciting year that builds on our past achievements and charts a bright future for the college and our students.

This year’s Convocation theme is *Technology, Knowledge, and Students—Part of the Same Puzzle.* Re-imagining the future of education through advancements in technology will better engage our students in learning and help them reach their goals for creating a better future for themselves and their families. And we all play a role in that noble process.

Guided by the shared vision of “improving lives through education,” each of us at Chaffey College is privileged to work in a profession that is a force of change. With new ideas and emerging technology continually re-shaping the local and global landscape, it is our challenge to innovate, keep pace, and strive to stay ahead of the changing demands that face our students and the world.

As we embark on the important work ahead, I want to thank you for all that Chaffey College has already achieved and urge you to continue to strengthen existing talents and explore new pathways through your participation in this year’s FLEX Program. When we push ourselves to strive for a better future, we lead our students by example and show them that the hard work required to achieve excellence is well worth the effort.

Sincerely,

Henry D. Shannon, Ph.D.
Superintendent/President
Online Activity for Adjunct Faculty

21st Century Skills: Equipping Students for the Journey
How can we as educators prepare and equip our students to possess the knowledge and skills most valued and needed by employers today? This year’s FLEX online activity focuses on the idea of identifying, implementing, and transferring skills from the classroom to the real world. Participants will explore and share strategies that engage students in a variety of skills needed inside and outside of the classroom, such as digital literacy, creativity, critical thinking, adaptability, communication, and collaboration.

Module 1: Overview of 21st Century Skills
Module 2: Digital Literacy
Module 3: Creativity and Critical Thinking
Module 4: Campus as a Living Lab
Module 5: Communication and Collaboration

Each module will take approximately one hour to complete. The FLEX Online Activity will be accessible online in Moodle Wednesday, August 10, 2016 at 12:00 PM until Sunday, August 14, 2016 at 11:55 PM.

1. Go to moodle.chaffey.edu/
2. Enter your username and password:
   User Name: Initials and Chaffey ID number
   Password: Date-of-birth in mmddyy format
3. Under My courses click on Success on Demand.
4. Click on the FLEX Online Activity button.

You may not be able to log on to Moodle before noon on August 9, 2016.

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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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 2016-17, five Flex days were built into the Academic Calendar (August 11 & 12, 2016; January 5 & 6, 2017; and April 19, 2017).

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
Mary Jane Ross
Wednesday, April 19, 2017

Mary Jane Ross, Professor of Instructional Support, has the honor of being elected as the 2017 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.
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 2016-17?** Five days are designated as Flex days for 2016-17: August 11 & 12, 2016, January 5 & 6, 2017, and April 19, 2017. 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 2016-17?** 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 2016-17 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, Associate Superintendent, Business Services and Economic Development
- Meredith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
- Laura Hope, Dean, Instructional Support and Library Services
- Shelley Eckvahl, CCFA Member
- Bret McMurran, CCFA President
Flex Strands: These Strands have been created to provide faculty with the opportunity to develop expertise in targeted areas.

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:

- College Information
- Equity Strategies
- Distance Education
- Student Success Strategies

What can I do with a certificate, you might ask?
Certificates are a professional addition to any office wall, a handy paragraph in a self-evaluation, and an impressive bullet on any resume.

How do faculty become DE instructors?
Faculty who wish to be participate as a DE instructor must obtain certification. 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. All appropriate FLEX activities are indicated by a code, and the entire code list will be provided for you.

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**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*
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
</table>
| 8:30am – 9:30am | Welcome – Cindy Walker  
Welcome to Classified Professionals – Anita Fletcher  
Welcome to Faculty – Ardon Alger  
New Faces  
Introduction to Accreditation Bootcamp  
Bootcamp Practice  
Bootcamp Debrief Activity  
Dr. Shannon’s College Address: Technology, Knowledge and Students – Part of the Same Puzzle  
Puck Awards  
Lunch-Service Awards, Retirees (Sports Center) | Theatre  | 3  | 968          |
| 9:40am – 10:30am |                                                                 |          |             |               |
| 10:40am-10:50am |                                                                 |          |             |               |
| 10:50am-11:35am |                                                                 |          |             |               |
| 11:35am-11:50am |                                                                 |          |             |               |
| 12:00pm-1:30pm |                                                                 |          |             |               |
| 2:00pm-4:30pm | School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of Instructional Support and Library Services  
School of Language Arts  
School of Mathematics & Science  
Schools of Social & Behavioral Sciences and K, N, A  
School of Visual & Performing Arts  
Chino Campus | BE 111  | 2.5  | 014          |
| 2:00pm-4:30pm | School of Business & Applied Technology - Adjunct | BE 111  | 3.0  | 014          |

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**Thursday, August 11 Flex Workshops**

[https://form.jotform.com/61807245234958](https://form.jotform.com/61807245234958)

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
</tr>
</thead>
</table>
| 8:00am-10:50am | Closing Loops in Meaningful Ways  
Enhanced Moodle Training  
Infusing 21st Century Skills in Instruction  
Best Practices for Faculty Evaluating Faculty  
DPS: The Accommodations Process  
Innovative Showcase  
Trail Guide: Journey Through Taskstream  
DPS Services and Learning Disability Support | MACC 208  | 3.0  | 880          |
| 8:00am-10:50am | Enhanced Moodle Training | BE 104  | 4.0  | 728          |
| 10:00am-11:50am | Infusing 21st Century Skills in Instruction | CAA 211  | 2.0  | 881          |
| 10:00am-11:50am | Best Practices for Faculty Evaluating Faculty | CAA 218  | 2.0  | 882          |
| 12:00pm-1:30pm | DPS: The Accommodations Process  
Innovative Showcase  
Trail Guide: Journey Through Taskstream | CCE 100  | 1.5  | 879          |
| 12:00pm-1:50pm | Innovative Showcase  
Trail Guide: Journey Through Taskstream | AD 151   | 2.0  | 883          |
| 2:00pm-3:50pm | Trail Guide: Journey Through Taskstream | CAA 215  | 2.0  | 639          |
| 2:00pm-3:50pm | DPS Services and Learning Disability Support | MACC 208  | 2.0  | 866          |

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**Friday August 12 Flex Workshops**

[https://form.jotform.com/61807245234958](https://form.jotform.com/61807245234958)

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<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-9:50am</td>
<td>Strategies for Recognizing &amp; Responding to Students of Concern</td>
<td>CAA 211</td>
<td>2.0</td>
<td>873</td>
</tr>
<tr>
<td>10:00am-11:30am</td>
<td>Panthers Taking the Leap: Promoting Success in First Generation College Students</td>
<td>CAA 218</td>
<td>1.5</td>
<td>872</td>
</tr>
</tbody>
</table>
| 10:30am-11:50am | Moodle Lab  
Engaging Students in the Online Classroom  
Flipped Approach to Learning  
Rethinking & Retooling Intersectionality: Unpacking Equity  
Cranium Café | BE 104  | 1.5  | 727          |
| 12:30pm-1:50pm | Engaging Students in the Online Classroom  
Flipped Approach to Learning | BE 104  | 1.5  | 874          |
| 12:30pm-2:30pm | Rethinking & Retooling Intersectionality: Unpacking Equity  
Cranium Café | WH 102  | 2.0  | 875          |
| 2:00pm-3:50pm | Rethinking & Retooling Intersectionality: Unpacking Equity  
Cranium Café | WH 112  | 2.0  | 876          |
| 2:00pm-3:00pm | Cranium Café | BEB 125 | 1.0  | 884          |
### Online Workshops

<table>
<thead>
<tr>
<th>TIME/STRAND/AUDIENCE</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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</table>
| **F,C,M:** Designates activities designed for (F) faculty, (C) classified, and (M) management. | 21st Century Skills: Equipping Students for the Journey  
How can we as educators prepare and equip our students to possess the knowledge and skills most valued and needed by employers today? This year’s FLEX online activity focuses on the idea of identifying, implementing, and transferring skills from the classroom to the real world. Participants will explore and share strategies that engage students in a variety of skills needed inside and outside of the classroom, such as digital literacy, creativity, critical thinking, adaptability, communication, and collaboration.  
Module 1: Overview of 21st Century Skills  
Module 2: Digital Literacy  
Module 3: Creativity and Critical Thinking  
Module 4: Campus as a Living Lab  
Module 5: Communication and Collaboration  
Each module is designed to take approximately one hour to complete, but may take longer depending on your Internet connection and comfort level with using technology. | Online | 1.0 - 5.0 | 867 868 869 870 871 |
| Online course will be available beginning at noon on 8/10/16 until 11:55pm on 8/14/16 | **Online Activity for Adjunct Faculty – Online Orientation**  
Are you a new faculty member at Chaffey College? 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 with a 100% score, print out your certificate as proof of completion. Faculty must register by completing the registration form prior to 2pm on Friday, August 12, 2016 in order to access the online orientation (link to the registration form: [http://www.jotformpro.com/form/4336553905968](http://www.jotformpro.com/form/4336553905968)). After registering, faculty can access the online orientation until Sunday, August 14, 2016 at 11:55pm for flex credit. | Online | 2.0 | 877 |
| Online Course will be available beginning at noon on 8/10/16 until 11:55pm on 8/14/16 | **Online Activity – Chaffey College – The Big”** | Online | 1.0 | 878 |
available beginning at noon on 8/10/16 until 11:55 pm on 8/14/16

### Picture

This online tutorial covers the big picture of Chaffey College and touches on areas such as Student Success, the Hope Engage Succeed campaign, the Integrated Planning Manual, an overview of the accreditation process, and how Chaffey supports innovation and continual improvement.

Please do the following to get started: (1) https://softchalkcloud.com/lesson/serve/nJcEUm81dPb6LR/html; (2) Enter the password CCbigpicture; (3) Enter your first and last name in the “User Identifier” text box, (4) Click “Submit” button, (5) Click “View Content” button, (6) You must score 100% to meet the requirements and receive your certificate, and (7) Provide us with your invaluable feedback by completing the required survey at the end.

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### Thursday, August 11th Workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Credits</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>8:00am – 10:50am</td>
<td><strong>Closing Loops in Meaningful Ways</strong> – M. Boyd</td>
<td>MACC 208</td>
<td>3.0</td>
<td>880</td>
</tr>
<tr>
<td>F, C, M</td>
<td>Would you like to put some ZIP in your SLO process? Want to infuse your SLO assessments and reflective dialog with Hope/Growth Mindset or materials related to the Equity plan? Join us on how to merge campus initiative into your course SLO process.</td>
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<tr>
<td>8:00am - 10:50am</td>
<td><strong>Enhanced Moodle Training</strong> – T. Helfand, K. Noseworthy</td>
<td>BE 104</td>
<td>4.0</td>
<td>728</td>
</tr>
<tr>
<td>F</td>
<td>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.</td>
<td></td>
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<tr>
<td>10:00am - 11:50am</td>
<td><strong>Infusing 21st Century Skills in Instruction</strong> – R. Nazar, W. Whitney, R. Osmanian, M. Padilla, E. Cannis</td>
<td>CAA 211</td>
<td>2.0</td>
<td>881</td>
</tr>
<tr>
<td>F, M</td>
<td>This workshop will include an overview of 21st century skills and their importance for students. Faculty Summer Institute participants will share specific strategies for infusing these skills effectively. Workshop participants will also collaboratively develop innovative practices for their instruction.</td>
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<tr>
<td>Time</td>
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<tr>
<td>10:00am – 11:50am</td>
<td>Best Practices for Faculty Evaluating Faculty – J. Ausubel, B. McMurran, N. Watkins, A. Alger&lt;br&gt;Faculty who serve on evaluation committees often have questions about both the process and the content of evaluation of colleagues. This discussion will answer those questions in order to make the experience run smoothly for everyone involved.</td>
<td>CAA 218</td>
<td>2.0</td>
<td>882</td>
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<td>12:00pm-1:30pm</td>
<td>DPS: The Accommodations Process – W. Miller&lt;br&gt;This workshop is for instructors who have questions or concerns about testing and classroom accommodations, accommodations rights and responsibilities, appropriate accommodations, legally mandated services, and how to utilize DPS as an effective resource in the accommodations process.</td>
<td>DPS Office CCE-100</td>
<td>1.5</td>
<td>879</td>
</tr>
<tr>
<td>12:00pm-1:50pm</td>
<td>Innovation Showcase –Various Faculty&lt;br&gt;Numerous faculty created innovative strategies to improve their instruction and created a poster to display their action research project. Explore these faculty projects and discuss them with the faculty researchers.</td>
<td>AD 151</td>
<td>2.0</td>
<td>883</td>
</tr>
<tr>
<td>2:00pm-3:50pm</td>
<td>Trail Guide: Journey Through Taskstream – A. Burk-Herrick, M. Burruel&lt;br&gt;Taskstream is here and Chaffey has already taken the plunge! Taskstream provides a central online system to manage accreditation documents, strategic planning, program review, SLO assessments, long-term planning, and more. In this presentation, you will learn about the Taskstream tools necessary for any assessment adventure and how you can get involved. Hikers of all levels, experience, and interest will find Taskstream inspiring!</td>
<td>CAA 215</td>
<td>2.0</td>
<td>639</td>
</tr>
<tr>
<td>2:00pm-3:50pm</td>
<td>DPS Services and Learning Disability Support – J. Oh&lt;br&gt;This workshop will provide an overview of DPS Services, what a learning disability is, and how you can support a student with a learning disability in the classroom.</td>
<td>MACC 208</td>
<td>2.0</td>
<td>866</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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| 8:00am-9:50am| **Strategies for Recognizing and Responding to Students of Concern** – M. Martinez, L. Crow  
Participants will be provided with information about recognizing students of concern. Additionally, strategies will be discussed that assist in responding to students who meet this criteria, but do not meet the criteria for discipline or police action. The goal of this activity is to target students who are at risk and ensure their success at Chaffey. | CAA 211  | 2.0     | 873  |
| 10:00am-11:30am| **Panthers Taking the Leap: Promoting Success in First Generation College Students** – D. Sanchez, T. Vitzelio, S. Diaz, K. George, F. Espitia  
First-generation college students, the first in their family to attend college, are attending community colleges at increasing rates. However, colleges often unintentionally create additional barriers for these students and fail to recognize ways to meet their unique needs. The Promoting Success in First-Generation College Students Faculty Inquiry Team (FIT) will share the results of their year-long research focused on current first-generation students’ perspectives and experiences at Chaffey College. The presentation will also outline recommendations aimed at creating effective interventions and strategies to promote the success of our first generation college students. | CAA 218  | 1.5     | 872  |
| 10:30am-11:50am| **Moodle Lab** – T. Helfand, K. Noseworthy  
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. | BE 104   | 1.5     | 727  |
| 12:30pm-1:50pm| **Engaging Students in the Online Classroom** – T. Helfand, J. Alvarez, C. Bacus, D. Henderson  
Students enroll in online classes because of the need for scheduling flexibility, work-life-school balance, and convenience. Although online learning holds many advantages, the potential drawbacks revolve around the lack of personal interaction between the instructor and student. Join four online instructors who will share their ideas and techniques for creating a learning environment that facilitates student engagement and success. Attendees will also be invited to contribute to the discussion. This activity is recommended of anyone who is currently teaching online or is thinking about it for the future. | BE-104   | 1.5     | 874  |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Credits</th>
<th>Room</th>
</tr>
</thead>
</table>
| 12:30pm-2:30pm | Flipped Approach to Learning – E. Avila, D. Yegge, T. Kocher, A. Chen, M. Utsler, J. Eisberg  
**Flipped Instruction maximizes student engagement and active learning by reserving classroom time for a dynamic interaction among students that fosters critical thinking, communication and collaboration. Pedagogical challenges include coaxing students to arrive prepared and crafting high quality class activities. However, the rewards can be great increases in students’ higher-level thinking, attendance, course satisfaction and success.** | WH 102   | 2.0     | 875  |
| 2:00pm-3:50pm | Rethinking and Retooling Intersectionality: Unpacking Equity - C. Walker, R. Diaz, R. Trawick, S. Collins, R. Cuellar, A. Murphy  
Our faculty, staff, and students’ identities intersect in both visible and invisible ways that impact equity. While Chaffey has made great progress in our equity efforts, we need to continue the process of unpacking intersectionality and multiculturalism in order to create an inclusive environment. | WH 112   | 2.0     | 876  |
| 2:00pm – 3:00pm | Cranium Café  
Come receive a live demo on our new Cranium Café software that allows you to virtually connect with students and colleagues anywhere, anytime! A Cranium Café engineer will show you all the ways we can assist students, individually or in groups, through computer webcams or mobile devices. This software allows you to instant message, share documents, use a virtual whiteboard, schedule appointments, and do so much more all in live time! You don’t want to miss it! | BEB 125  | 1.0     | 884  |

**Register for workshops at the following link:**

[https://form.jotform.com/61807245234958](https://form.jotform.com/61807245234958)

**Last day to register for workshops:**

*Friday, August 5, 2016 at 4:00 pm*

**Last day to submit activity/evaluation sheets:** Wednesday, August 24, 2016 at 4:00 pm.

*Most workshops allow for walk-ins on the day of the workshop if space is available.*
Flex Strands Schedule

**College Information Strand:**
**Thursday:**
10:00am-11:50am  Best Practices for Faculty Evaluating Faculty
2:00pm-3:50pm   Trail Guide: Journey Through Taskstream
**On-line:**
Chaffey College – The Big Picture

**DE Strand:**
**Thursday:**
8:00am-10:50am   Enhanced Moodle Training
**Friday:**
10:30am-11:50am   Moodle Lab
12:30pm-1:50pm   Engaging Students in the Online Classroom

**Equity Strand:**
**Thursday:**
8:00am-10:50am   Closing Loops in Meaningful Ways
**Friday:**
8:00am-9:50am   Strategies for Recognizing and Responding to Students of Concern
2:00pm-3:50pm   Rethinking and Retooling Intersectionality: Unpacking Equity

**Student Success Strand:**
**Thursday:**
10:00am-11:50am   Infusing 21st Century Skills in Instruction
12:00pm-1:30pm   DPS: The Accommodations Process
12:00am-1:50am   Innovation Showcase
2:00pm-3:50pm   DPS Services and Learning Disability Support
**Friday:**
10:00am-12:00pm   Panthers Taking the Leap: Promoting Success in First Generation College Students
12:30pm-2:30pm   Flipped Approach to Learning
2:00pm-4:00pm   Cranium Café
**On-line:**
21st Century Skills: Equipping Students for the Journey
Online Orientation – Adjunct Faculty
### MY SCHEDULE OF FLEX ACTIVITIES
**THURSDAY, AUGUST 11, 2016**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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</table>

### MY SCHEDULE OF FLEX ACTIVITIES
**FRIDAY, AUGUST 12, 2016**

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<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
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GUIDELINES FOR
ALTERNATE (IN-LIEU) FLEX DAY

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

➢ These activities may be performed on not more than two (2) non-service day(s) in lieu of performing such activities on the scheduled Flex days. (CCFA Article 17, Section 17.4(e), page 36-37)

➢ 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 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 2016, 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>
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</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.

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.


# SCHOOL SPECIFIC ACTIVITY CODES

To be entered on Flex Activity Form for School or Department Meetings

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Adjunct Faculty Orientation</td>
</tr>
<tr>
<td>002</td>
<td>Curriculum</td>
</tr>
<tr>
<td>003</td>
<td>Emerging Programs &amp; Issues</td>
</tr>
<tr>
<td>004</td>
<td>Facilities Issues</td>
</tr>
<tr>
<td>005</td>
<td>Improving Department/Program Institutional Effectiveness by increasing understanding, sensitivity, commitment to, meeting the needs of the diverse academic, socioeconomic, cultural, disability &amp; ethnic backgrounds of students and staff (e.g., diversity, communication, stress reduction, dealing with difficult people, etc.)</td>
</tr>
<tr>
<td>006</td>
<td>Laboratory Activities</td>
</tr>
<tr>
<td>007</td>
<td>Long-Range Planning</td>
</tr>
<tr>
<td>008</td>
<td>Matriculation</td>
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<tr>
<td>009</td>
<td>Program Accreditation</td>
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<tr>
<td>010</td>
<td>Program Review</td>
</tr>
<tr>
<td>011</td>
<td>Program Specific Orientations for Faculty (e.g., Writing Center, Library, Counseling, Tutoring, Interdisciplinary Centers, etc.)</td>
</tr>
<tr>
<td>012</td>
<td>Program Specific Training (e.g., CPR, OSHA, HAZMAT, Substance Abuse, Disaster Preparedness, etc.)</td>
</tr>
<tr>
<td>013</td>
<td>Scheduling</td>
</tr>
<tr>
<td>014</td>
<td>School or Department Meetings</td>
</tr>
<tr>
<td>015</td>
<td>Staffing Issues</td>
</tr>
<tr>
<td>016</td>
<td>Student Success Issues (e.g., Transitions, Retention, Intervention, Services, Learning Theories, etc.)</td>
</tr>
<tr>
<td>017</td>
<td>Technology (e.g., Web Page, Software, Projectors, Visualizers, VCRs, Computers, Scantrons, etc.)</td>
</tr>
<tr>
<td>018</td>
<td>College-wide Initiatives (e.g., Partnership for Excellence, Basic Skills Report, CalWorks, etc.)</td>
</tr>
<tr>
<td>019</td>
<td>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.)</td>
</tr>
</tbody>
</table>