Welcome back for the spring semester. Hopefully, everyone had a restful winter break because we are readying for a busy spring and summer! Despite the uncertainty of the political climate, we will continue our work improving the lives of our students and the lives of those living within our District boundaries. That work will require all of us to remain committed to the importance of helping students complete their goals and pursue their dreams of career and university transfer.

Fall Convocation focused on preparation for the accreditation visit and on the theme of "technology, knowledge, and students: part of the same puzzle." As we prepare for the next semester, we have more reasons than ever to help students acquire the tools they need to achieve in our changing and fast-paced information age. As a force for change, we must continue to collaborate and innovate for the sake of the students who are entrusting their futures to us. Building stronger pathways to support the completion of students' goals will enable us to strengthen students to persist in the face of any challenge that lies ahead.

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 achieving excellence is well worth the effort.

Sincerely,

Henry D. Shannon, Ph.D.
Superintendent/President
Welcome back to the 2017-18 academic year at Chaffey College. I hope everyone had an excellent summer and you are looking forward to another exciting year. Highlights from last year include our accreditation success, being named a Top 10 community college in the nation by the Aspen Institute, and our 100th Commencement Celebration.

This year’s Flex/Convocation theme is *Guided Pathways – A Blueprint to Student Success*. Chaffey has and continues to support initiatives that encourage student achievement whether through the basic skills and the student success centers, or more recently through the Guiding Panthers to Success centers (GPS).

I believe we must continue our momentum into the new academic year by focusing on three areas: meet and/or exceed the college goals, expand facilities to meet student needs, and continue to diversify our funding sources.

Again, welcome back to the new academic year as we continue to create a better future for the students and our community.

Sincerely,

Henry D. Shannon, Ph.D.
Superintendent/President
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Online Activity for Adjunct Faculty  
Motivated Reasoning in Teaching and Learning

Have you ever wondered why it is so easy for people to become stuck on certain ideas? Have you ever examined your teaching methods for practices that might trigger or perpetuate students’ entrenched thinking? Maybe you have even caught yourself in such self-perpetuating cycles of thought. The human mind has a strong and largely unconscious habit of seeking and paying exclusive attention to validating information. Luckily, we are gaining a clearer understanding of this foible of our minds, and how we can support one another's clearer thinking in spite of it. Curiosity helps tremendously! Join us online to celebrate and explore the tricks and management of our quirky, unreliable minds.

Each module will take approximately one hour to complete. Completion of a minimum of three modules will count as one activity towards a student success certificate. The Flex Online Activity will be available online in Moodle Wednesday, August 9, 2017 at 8:00 AM until Sunday, August 13, 2017 at 11:55 PM. Please log on prior to Friday, August 11, 2017 at noon to make sure you are able to access Success on Demand.

How do I access Moodle?

1- Log on to the MyChaffey portal and click on the Moodle link in the Launchpad area or go to http://moodle.chaffey.edu/

2- Enter your username and password:  
   Username - First initials followed by your Chaffey I.D. 
   Example: Jane Smith: js01234  
   Password - Date-of-birth in mmddyy format (default)

3- Look for and click "Success on Demand - 2017"

4- Click on the FLEX Online Activity button.

For questions on content and how to navigate the Moodle course contact Grace Reotutar at grace.reotutar@chaffey.edu.  
For 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.
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 2017-18, five Flex days were built into the Academic Calendar (August 10 & 11, 2017; January 4 & 5, 2018; and April 17, 2018).

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
Julie Song, Professor of Sociology
Wednesday, April 17, 2018

Julie Song, Professor of Sociology has the honor of being elected as the 2018 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 2017-18?** Five days are designated as Flex days for 2017-18: August 10 & 11, 2017, January 4 & 5, 2018, and April 17, 2018. 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 2017-18?** 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 2017-18 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 President
- Lisa Bailey, Associate Superintendent, Business Services and Economic Development
- Shelley Eckvahl, CCFA Alternate Negotiator
- Greg Creel, CCFA Negotiator
- Meridith Randall, Associate Superintendent, Instruction and Institutional Effectiveness
**2017 CONVOCATION/FALL FLEX PROGRAM INFORMATION**

**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
- Distance Education
- Equity Strategies
- 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 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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**Mission Statement**

“The mission of the Panther Pantry is to empower Chaffey College students to reach their full academic potential by providing food to those in need, promoting the value of nutrition, and increasing food insecurity awareness to our community. Our goal is to inspire hope and academic excellence 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 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
# 2017 Fall Convocation

**Wednesday, August 9, 2017**

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<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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<tbody>
<tr>
<td><strong>Morning Activities</strong></td>
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</tbody>
</table>
| 8:30am – 9:00am  | Welcome – Cindy Walker  
Welcome to Classified Professionals – Anita Fletcher  
Welcome to Faculty – Ardon Alger  
New Faces  
Introduction to Guided Pathways  
Guided Pathways Breakout  
Guided Pathways Debrief Activity  
College Address - Dr. Henry Shannon - Guided Pathways: A Blueprint to Success  
Puck Awards  
Lunch-Services Awards, Retirees (Sports Center) | Theatre  |             |               |
| 9:00am – 9:25am | School Meetings  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | BE 111  | 2.5  | 014 |
| 9:30am – 10:30am | **School Meetings**  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | LA 110  | 2.0  | 014 |
| 10:40am – 11:00am | **School Meetings**  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | HS 127  | 1.5  | 014 |
| 11:00am – 11:45am | **School Meetings**  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | CAA 211 | 1.5  | 014 |
| 11:45am – 11:55am | **School Meetings**  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | PS 112  | 1.5  | 014 |
| 12:00pm – 1:30pm | **School Meetings**  
School of Business & Applied Technology  
School of Counseling and Matriculation  
School of Health Sciences  
School of KNA/Success Centers and Library  
School of Language Arts  
School of Mathematics & Science  
School of Social & Behavioral Sciences  
School of Visual & Performing Arts | SS 108  | 2.5  | 014 |
| **Thursday, August 10th Flex Workshops**                     | Click on this link to register: [https://form.jotformpro.com/71865382327968](https://form.jotformpro.com/71865382327968) |          |             |               |
| 8:00am-9:50am | Exploring and Implementing a Zero-Cost Textbook Options | WH 102  | 2.0  | 891 |
| 8:00am-11:50am | Faculty Advising for Busy People | BE 104  | 4.0  | 897 |
| 10:00am-11:50am | How to Support Supplemental Instruction in Your Classroom | WH 102  | 2.0  | 892 |
| 10:00am-11:30am | LGBTQ What? Understanding the LGBTQ Discussion | CAA 218  | 1.5  | 305 |
| 12:00pm-1:30pm | Exploring Current, Difficult, and Controversial Topics in the Classroom | CAA 218  | 1.5  | 306 |
| 12:30pm-2:00pm | Innovation Gallery/Apps for Learning | AD 151  | 1.5  | 894 |
| 2:00pm-4:00pm | BLOOM, Module 1 | CAA 218  | 2.0  | 307 |
| 2:00pm-4:00pm | A Primer on Serving Students and all that is Available | CAA 211  | 2.0  | 308 |
| **Friday August 11th Flex Workshops**                         |                                                       |          |             |               |
| 8:00am-9:20am | DE Lab | BE 104  | 1.5  | 729 |
| 8:00am-9:50am | Program and Services Review (PSR) Reader Training | BE 102  | 2.0  | 898 |
| 9:30am-10:50am | Using the OEI and @One Design Rubrics to Create Quality Online Courses | BE 104  | 1.5  | 730 |
| 10:00am-11:30am | Taskstream: It’s Time to Dive In! ATTN: Spring 2018 PSR Writers | BE 102  | 1.5  | 899 |
| 10:00am-11:50am | Strategies for Connecting to Male Students of Color | CAA 211  | 2.0  | 309 |
| 12:00pm-1:30pm | Fast Track Teaching Strategies | WH 102  | 1.5  | 895 |
| 12:00pm-1:50pm | Best Practices for Faculty Evaluating Faculty | CAA 211  | 2.0  | 800 |
| 2:00pm-4:00pm | BLOOM, Module 2 | CAA 218  | 2.0  | 310 |
| 2:00pm-4:00pm | The California Community College Maker Initiative Implementation Grant | CAA 211  | 2.0  | 896 |
### 2017-18 FALL FLEX

**Thursday, August 10**

<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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<tbody>
<tr>
<td><strong>F,C,M:</strong> Designates activities designed for (F) faculty, (C) classified, and (M) management.</td>
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#### Online Workshops

Click on this link to register: [https://form.jotformpro.com/71865382327968](https://form.jotformpro.com/71865382327968)

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<tr>
<th>Activity</th>
<th>Location</th>
<th>Flex Credit</th>
<th>Activity Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Activity for Adjunct Faculty Motivated Reasoning in Teaching and Learning</strong></td>
<td>Online</td>
<td>1.0 - 4.0</td>
<td></td>
</tr>
<tr>
<td>Have you ever wondered why it is so easy for people to become stuck on certain ideas? Have you ever examined your teaching methods for practices that might trigger or perpetuate students’ entrenched thinking? Maybe you have even caught yourself in such self-perpetuating cycles of thought. The human mind has a strong and largely unconscious habit of seeking and paying exclusive attention to validating information. Luckily, we are gaining a clearer understanding of this foible of our minds, and how we can support one another’s clearer thinking in spite of it. Curiosity helps tremendously! Join us online to celebrate and explore the tricks and management of our quirky, unreliable minds.</td>
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<tr>
<td><strong>Module 1: Motivated Reasoning</strong></td>
<td></td>
<td></td>
<td>886</td>
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<tr>
<td><strong>Module 2: Cognitive Dissonance</strong></td>
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<td>887</td>
</tr>
<tr>
<td><strong>Module 3: Impacts on Teaching and Learning</strong></td>
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<td>888</td>
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<tr>
<td><strong>Module 4: Breaking Through Motivated Reasoning</strong></td>
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<td>889</td>
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<tr>
<td>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.</td>
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</table>

Online course will be available beginning at **noon on 8/9/17 until 11:55pm on 8/13/17**

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<tr>
<th>Activity</th>
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<th>Flex Credit</th>
<th>Activity Code</th>
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</thead>
<tbody>
<tr>
<td><strong>Online Activity for Adjunct Faculty –Online Orientation</strong></td>
<td>Online</td>
<td>2.0</td>
<td>890</td>
</tr>
<tr>
<td>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 11, 2017 in order to access the online orientation (link to the registration form: <a href="http://www.jotformpro.com/form/4336539905968">http://www.jotformpro.com/form/4336539905968</a>). After registering, faculty can access the online orientation until Sunday, August 13, 2017 at 11:55pm for flex credit.</td>
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</table>

Online Course will be available beginning at **noon on 8/9/17 until 11:55 pm on 8/13/17**

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<th>Flex Credit</th>
<th>Activity Code</th>
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<tbody>
<tr>
<td><strong>Online Activity for Faculty – Sexual Harassment Prevention Training for Faculty – Human Resources</strong></td>
<td>Online</td>
<td>3.0</td>
<td>543</td>
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<tr>
<td>To continue the District’s commitment in prohibiting</td>
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</table>
unlawful discrimination and/or harassment in employment and education for students and employees, we are offering an online version of this training. Full prevention training is given through this online workshop and will count as three hours of Flex credit for your Fall 2017 Flex commitment.

This online Moodle workshop is offered to new faculty and returning faculty. This workshop will help prevent and eliminate harassment and discrimination in the educational environment. If you do not avail yourself of this or similar training and are charged with harassment, you may lose an important legal defense to the claim. Training must be attended at least every three years.

**Thursday, August 10th Workshops**

Click on this link to register: [https://form.jotformpro.com/71865382327968](https://form.jotformpro.com/71865382327968)

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<th>Session</th>
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<th>Units</th>
<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>8:00am – 9:50am</td>
<td>Exploring and Implementing a Zero-Cost Textbook Options– C. Hutte, S. Marcus</td>
<td>WH 102</td>
<td>2.0</td>
<td>891</td>
</tr>
<tr>
<td>F, C, M</td>
<td>Do you worry about the cost of textbooks and how it affects your students? Are you interested in exploring zero-cost textbook options but not sure how or if it is a good fit for your course(s)? This workshop will cover resources for zero-cost materials, strategies for assessing materials, and ensuring selected materials are copyright and ADA compliant.</td>
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<th>Session</th>
<th>Location</th>
<th>Units</th>
<th>CRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 11:50am</td>
<td>Faculty Advising for Busy People - N. Barbari, R. Ikeda, G. Kenenhan, M. Martinez, W. Whitney,</td>
<td>BE 104</td>
<td>4.0</td>
<td>897</td>
</tr>
<tr>
<td>F, M</td>
<td>During this session we will provide a glimpse of the Chaffey College Faculty Advisor program and how it works to empower faculty to help students. We will provide some researched strategies and frameworks that allow you to understand the advising process. Come explore practices and tools that can help your students in all faculty advising and classroom interactions, including helping with future career and transfer plans. Experience and evaluate some of the nuanced interactions that happen when our students ask for our help, and how you can create advising sessions that maximize students’ potential.</td>
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<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>10:00am – 11:50am</td>
<td>How to Support SI in Your Classroom – M. Keebler</td>
<td>WH 102</td>
<td>2.0</td>
<td>892</td>
</tr>
<tr>
<td>F, C, M</td>
<td>While many faculty know the basics of the Supplemental Instruction program here at Chaffey, not everyone knows how to best partner with their leaders and the SI program to most effectively support students. This workshop will offer best practices for faculty for effective use of SI in the classroom, as well as highlight some of the innovative work SI leaders have been doing in the classroom and in their sessions.</td>
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<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>10:00am-11:30am</td>
<td>LGBTQ What? Understanding the LGBTQ Discussion – H. Diaz, T. DiSalvo, R. Gomez, S. Malone</td>
<td>CAA 218</td>
<td>1.5</td>
<td>305</td>
</tr>
<tr>
<td>F, C, M</td>
<td>Through historical perspectives, pedagogical approaches, and current trends in LGBTQII discourses, this workshop will address how to create an inclusive classroom for LGBTQII students.</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<td>Credits</td>
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| 12:00pm-1:30pm | Exploring Current, Difficult, and Controversial Topics in the Classroom – E. Bishop, C. Dickerson, A. Grayson, R. Ikeda, D. Sanchez  
One of the hallmarks of academe is the open exchange of ideas. In our current environment, facilitating conversations about controversial topics within and outside of a specific discipline can prove challenging. In this workshop, faculty will explore the infusion of current topics into instruction in a range of disciplines, and develop strategies for facilitating respectful and deeply thoughtful dialog around them. | CAA 218  | 1.5     | 90       |
| 12:30pm-2:00pm | Innovation Gallery/Apps for Learning  
Numerous faculty have created innovative strategies to improve their instruction and/or use apps to enhance teaching and learning. Each instructor has created a poster to display their innovation projects. Explore these faculty projects and discuss them with faculty. | AD 151   | 1.5     | 90       |
| 2:00pm – 4:00pm | BLOOM (Bringing Light to Ourselves and Others through Multiculturalism), Module 1 – J. Boboye, D. Rentz  
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. Join us as we explore some useful tools and frameworks for building multiculturalism at Chaffey. | CAA 218  | 2.0     | 120      |
| 2:00pm – 4:00pm | A Primer on Serving Students and all that is Available–E. Bishop, P. Bopko, A. Grayson, K. Lucero, A. Nevarez  
Supporting students outside of the classroom is at the center of the mission of Student Services. Getting students into school with the application process, or assisting them in funding their education through financial aid, or providing a variety of engaging and wrap around services such as health care, clubs, counseling, dealing with food and housing insecurities are part of the core of the day-to-day work of Student Services. This workshop will provide faculty with information to the resources available to support students outside of the classroom and places to refer students to enhance their collegiate experience or to reach students in need. | CAA 211  | 2.0     | 120      |

Friday, August 11th Workshops
Click on this link to register: [https://form.jotformpro.com/71865382327968](https://form.jotformpro.com/71865382327968)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Room</th>
<th>Credits</th>
<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>8:00am-9:50am</td>
<td><strong>Program Services Review (PSR) Reader Training</strong> – M. Burruel, H. Ell</td>
<td>BE 102</td>
<td>2.0</td>
<td>898</td>
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<tr>
<td>F, C, M</td>
<td>This training is designed for Program and Services Review (PSR) Committee members only. The training will cover how to use the new rubric to evaluate each section of the PSR. The calendar and process of working with PSR writers will also be reviewed.</td>
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<tr>
<td>9:30am – 10:50am</td>
<td><strong>Using the OEI and @One Design Rubrics to Create Quality Online Courses</strong> – T. Helfand</td>
<td>BE 104</td>
<td>1.5</td>
<td>730</td>
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<td>F</td>
<td>The OEI (Online Education Initiative) and @One have designed rubrics for instructors to apply to the development of quality online courses. Terri will describe and demonstrate how to use the rubrics in the design and implementation of your courses. This activity applies to both Moodle and Canvas pilot instructors.</td>
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<td>10:00am-11:30am</td>
<td><strong>Taskstream: It's Time to Dive In!</strong> ATTN: Spring 2018 PSR Writers – A. Burk Herrick, M. Burruel</td>
<td>BE 102</td>
<td>1.5</td>
<td>899</td>
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<tr>
<td>F, C, M</td>
<td>SLOs are moving to Taskstream! Starting Fall 2017, SLOs and assessment data will be tracked in Taskstream (no more SLO data entry in CurricUNET). Come with your course SLOs and participate in computer lab hands-on training so you are ready to meet your PSR SLO requirements in spring. You will learn how to navigate Taskstream workspaces, enter course SLOs, make plans for assessment, and enter assessment data. Training will be relevant for both Instructional and Instructional Support Programs</td>
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<tr>
<td>10:00am-11:50am</td>
<td><strong>Strategies for Connecting to Male Students of Color</strong> – B. Brown</td>
<td>CAA 211</td>
<td>2.0</td>
<td>309</td>
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<tr>
<td>F, C, M</td>
<td>In this workshop we will discuss successful ways to reach African American and Hispanic male students, as they are the most endangered of failing or being less successful in colleges and universities nationwide. Historical facts and insights to help with understanding some of the unique, often intangible factors that can impact the learning for these students will be presented.</td>
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<td>12:00pm-1:30pm</td>
<td><strong>Fast Track Teaching Strategies</strong> – J. Eisberg, A. Leontas</td>
<td>WH 102</td>
<td>1.5</td>
<td>895</td>
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<tr>
<td>F, M</td>
<td>Fast Track sections offer Chaffey students important advantages: increased success rates, faster progress through course sequences, and more entry points throughout the academic year. They also provide an intense, focused experience that many students and faculty find more enjoyable than traditional sections. Attend this workshop to learn more about the teaching strategies that make Fast Track work so well!</td>
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<td>12:00pm-1:50pm</td>
<td><strong>Best Practices for Faculty Evaluating Faculty</strong> – J. Ausubel, B. McMurrann, M. Burruel P. Snyder, N. Watkins, A. Alger</td>
<td>CAA 211</td>
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<td>F, M</td>
<td>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. This workshop will also provide an overview of the</td>
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<td>2:00pm-4:00pm</td>
<td>BLOOM (Bringing Light to Ourselves and Others through Multiculturalism), Module 2 – A. Grayson, J. Sanchez, M. Sosa</td>
<td>CAA 218</td>
<td>2.0</td>
<td>310</td>
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<td>After exploring the concept of multiculturalism and equity in Module 1, participants will dig deeper into concepts that impact our perspective of ourselves and our interactions with others. Participants will engage in small and large group activities that foster insights toward an inclusive college environment.</td>
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<td>2:00pm-4:00pm</td>
<td>The California Community College Maker Initiative Implementation Grant-J. Machado, S. Taylor</td>
<td>CAA 211</td>
<td>2.0</td>
<td>896</td>
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<td>The mission of the California Community College (CCC) Maker initiative is to “build a community of college makerspaces that welcome non-traditional students, support faculty in embedding making into instruction and offering adaptive curriculum, and partner with businesses to produce innovation-ready graduates inspired to contribute to the creative economy.” With the vision to prepare students for success in STEM/STEAM careers that demand 21st Century skills. Chaffey College is one of 28 colleges throughout the state that successfully completed the start-up planning process and submitted proposals for the CCC Maker makerspace implementation grant. The grant funding will go toward the development of a community makerspace in collaboration with the City of Rancho Cucamonga.</td>
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The purpose of this Flex workshop is to initiate an inclusive network of faculty from across the curriculum who engage students in the process of making. This faculty network will address two key outcomes of the CCC Maker project. 1. Curriculum Innovation: Support faculty to create learning platforms and embed making into curriculum design to develop programs that align with industry needs, support an entrepreneurial ecosystem, and foster innovation across the curriculum. 2. Student Success: Connect students with mentoring and internships to discover and prepare for STEM/STEAM careers, using CCC Maker funding to support 50 paid internships by the completion of the program in 2019.

Click on this link to register: [https://form.jotformpro.com/71865382327968](https://form.jotformpro.com/71865382327968)

**Last day to register for workshops: Monday, August 7th, 4:00pm**

**Last day to submit activity/evaluation sheets: Wednesday, August 18, 2017 at 4:00 pm**

*Most workshops allow for walk-ins on the day of the workshop if space is available*
### College Information Strand:

**Thursday:**
- 8:00am-11:50pm  Faculty Advising for Busy People

**Friday:**
- 8:00am-9:50am  Program and Services Review (PSR) Reader Training
- 10:00am-11:30am  Taskstream: It’s Time to Dive in! Spring 2018 PSR Writers
- 12:00pm-1:50pm  Best Practices for Faculty Evaluating Faculty

### Distance Education Strand:

**Friday:**
- 8:00am-9:20am  DE Lab
- 9:30am-10:50am  Using the OE and @One Design Rubrics to Create Quality Online Courses

### Equity Strand:

**Thursday:**
- 10:00am-11:30am  LGBTQ What? Understanding the LGBTQ Discussion
- 12:00pm-1:30pm  Exploring Current, Difficult, and Controversial Topics in the Classroom
- 2:00pm-4:00pm  BLOOM, Module 1
- 2:00pm-4:00pm  A Primer on Serving Students and all that is Available

**Friday:**
- 10:00am-11:50am  Strategies for Connecting to Male Students of Color
- 2:00pm-4:00pm  BLOOM, Module 2

### Student Success Strand:

**Thursday:**
- 8:00am-9:50am  Exploring and Implementing a Zero-Cost Textbook Option in Course(s)
- 10:00am-11:50am  How to Support SI in Your Classroom
- 12:30pm-2:00pm  Innovation Gallery/Apps for Learning

**Friday:**
- 12:00pm-1:30pm  Fast Track Teaching Strategies
- 2:00pm-4:00pm  The California Community College Maker Initiative Implementation Grant

**Online:**
- Orientation for Adjunct Faculty
- Motivated Reasoning in Teaching and Learning
- Sexual Harassment Prevention Training
### MY SCHEDULE OF FLEX ACTIVITIES
#### THURSDAY, AUGUST 10, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>FLEX CREDIT</th>
<th>ACTIVITY CODE</th>
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### MY SCHEDULE OF FLEX ACTIVITIES
#### FRIDAY, AUGUST 11, 2017

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</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\(^1\) 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 2017, 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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</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.

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

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.)