



FALL 2018 PROFESSIONAL DEVELOPMENT

THURSDAY, AUGUST 9, 2018

FRIDAY, AUGUST 10, 2018

TUESDAY, OCTOBER 9, 2018

FAIRFIELD CAMPUS
4000 Suisun Valley Road
Fairfield, CA 94534
707.864.7000

(Location for all events, unless otherwise noted)

What is Flex-Cal? Who Participates?

Full-Time Faculty Participation

Faculty may use up to six hours on Flex-Cal Days to work on curricular activities.

Adjunct Faculty Participation

Adjunct faculty may participate in on and off-campus professional development activities to receive Flex-Cal credit. Adjunct and overload faculty whose classes are scheduled to meet on FlexCal days will be paid for the hours of those classes, provided that they participate in approved FlexCal activities and submit the required paperwork. Compensation shall be at the rate of the category of the assigned classes.

Note: this change brings our definition of FlexCal into alignment with the definition in Ed Code. The State only funds adjunct FlexCal hours in lieu of scheduled instruction. If an adjunct's assigned class would not normally meet on a FlexCal day, that adjunct has no "FlexCal obligation" and cannot be paid for those FlexCal hours. Still adjunct faculty are encouraged to take advantage of Flex activities.

Staff Participation

Classified and Management Staff are strongly encouraged to attend flex workshops and staff development activities. Participation should be arranged with the immediate supervisor.

REDUCING IMPLICIT BIAS: IMPROVING DIVERSITY AND INCLUSION INITIATIVES ON COLLEGE CAMPUSES

SESSION 1: BASIC IMPLICIT BIAS TRAINING

PRESENTER: DR. RITA CAMERON-WEDDING

**PROFESSOR OF ETHNIC STUDIES AND COORDINATOR
WOMEN'S STUDIES PROGRAM**

SACRAMENTO STATE UNIVERSITY

[HTTPS://WWW.CSUS.EDU/ETHN/FACULTY AND STAFF/CAMERON-WEDDING.HTML](https://www.csus.edu/ethn/faculty_and_staff/cameron-wedding.html)

Implicit bias leads us to think of our disciplines as race neutral. Many people say "I treat everyone the same, I don't notice race." Being oblivious to race and how implicit bias can be embedded into the course material and the teaching methodology means that students can inadvertently be disadvantaged in the classroom. The same thing can happen when dealing with gender. Much of the race and gender biases that occur in public systems including educational institutions are unintentional. Even people who believe they treat everyone the same can discriminate in subtle but consequential ways. Bias reflected in the curriculum, classroom, staff and faculty hiring, and student services/discipline, can negatively impact the quality of the campus climate.



8:00 AM – 12:00 PM

BOARD ROOM

This two-part training is designed to explore how implicit biases based on identities, e.g., race, gender/sexuality, social class, religion, age and disability can adversely impact campus life.

This training will explore strategies to reduce biases and simultaneously support diversity and inclusion initiatives.

Session 1: Basic Implicit Bias Training

Participants are asked to take the Harvard Implicit Association Test *prior to Session 1:*

- Go to: <https://implicit.harvard.edu/implicit/>
- Enter as a guest
- Complete the Race IAT

Participants are recommended to take as many tests as possible.

Each test requires 10-15 minutes to complete.

Session 1 will discuss:

- The relationship between colorblindness, stereotyping and institutional discrimination.
- The difference between historic and contemporary biases such as micro-aggressions and how they persist on college campuses virtually unnoticed.
- How implicit bias can affect teaching styles, student-teacher and student-student interactions, grading and the choice of course materials.
- How coded (race and gendered) language can promote biases.

Participants are *strongly recommended* to attend Session 1 in order to benefit most from Session 2 on Tuesday, October 9, 2018.

THURSDAY, AUGUST 9, 2018

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| <p>9:00 AM – 12:00 PM</p> <p>ROOM 1421</p> <p>FISH BOWL</p> | <p><u>ACADEMIC SENATE MEETING</u></p> |
| <p>9:30 AM – 11:30 AM</p> <p>ROOM 1738</p> | <p><u>VAN SAFETY</u></p> <p>PRESENTER: DENNIS PRENDERGAST</p> <p>Dennis Prendergast of Safety Training Zone will be providing a 2-hour workshop covering defensive driving techniques focusing on passenger van safety, including vehicle inspection. This training is for all Athletic Department coaches, assistant coaches, volunteers, and staff who will be driving student-athletes in our fleet of 10-passenger vans. This workshop is also highly suggested for other department staff that intend to use the athletic vans to drive students. Upon completion of the workshop, a certificate will be issued. A certificate of completion is required of all van drivers.</p> |
| <p>10:00 AM – 11:50 AM</p> <p>ASTC</p> <p>INSIDE LIBRARY</p> | <p><u>THE ACADEMIC SUCCESS AND TUTORING CENTER—MAKING IT WORK FOR YOU AND YOUR STUDENTS</u></p> <p>PRESENTERS: GEORGE OLGIN, JOHN GAINES, GEMA LEON, AND SARA SIMMONS</p> <p>One-on-one tutoring, group tutoring and study sessions, student success workshops, quiet study spaces, computers and printers, borrowable technology and materials—these are just a few of the many things we offer at the ASTC. This session will cover who we are, what we do, and how and why we do it. Additionally, we want to hear from you—the faculty and staff of SCC! How can we better support you and your students? Let’s work together to assist, encourage, and inspire the students of Solano Community College!</p> |
| <p>10:00 AM – 10:50 AM</p> <p>ROOM 743</p> | <p><u>PLO MAPPING IN META</u></p> <p>PRESENTER: AMY OBEGI</p> <p>Every program must map their relevant SLOs to their PLOs so the program learning outcomes for degrees and certificates can be assessed. Come learn how to do this mapping in CurricUNET META. Accreditation requires that all PLOs are assessed, and we are required to report our completion rates yearly. Help us to get to the 100% completion level! Discipline faculty are encouraged to come as a team.</p> |
| <p>11:00 AM – 11:50 AM</p> <p>ROOM 743</p> | <p><u>INPUTTING SLO ASSESSMENTS INTO CURRICUNET META</u></p> <p>PRESENTER: AMY OBEGI</p> <p>Come learn how to input your SLO assessments into CurricUNET META. Solano College's goal is to have ALL course SLOs assessed and in META by the end of Fall 2018. If you haven't already had this training, come see how it is done!</p> |

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| <p>11:00 AM – 11:50 AM ROOM 445</p> | <p><u>THE ROAD AHEAD: HOW YOUR MEDICAL COVERAGE WORKS IN RETIREMENT</u></p> <p style="text-align: center;">PRESENTERS: MARY JONES, SAL ABBATE, AND TRACY DRAKE</p> <p>Learn how your retiree medical benefits work once you retire. You will learn about what options you have available in retirement and how our medical plan coordinates with Medicare. We will also cover who to contact if you need to make changes once you retire.</p> |
| <p>12:00 PM – 3:00 PM ROOM 1738</p> | <p><u>CCCAA CONSTITUTION AND BY-LAW COMPLIANCE WORKSHOP</u></p> <p style="text-align: center;">PRESENTERS: DALE MURRAY (COMMISSIONER COAST CONFERENCE) AND ERIK VISSER (ATHLETIC DIRECTOR)</p> <p>CCCAA rules workshop mandated for all Solano College staff, coaches, and administrators who are in contact with student athletes. This includes Head Coaches, paid and volunteer assistant coaches, academic advisors, athletic trainers, Admissions & Records and Financial Aid staff.</p> |
| <p>1:00 PM – 3:00 PM BOARD ROOM</p> | <p><u>PLANNING FOR GUIDED PATHWAYS, AN INTRODUCTION</u></p> <p style="text-align: center;">PRESENTERS: MICHAEL WYLY AND ACADEMIC SENATE</p> <p>Proactive and cooperative leadership across the campus community is vital to our work on Guided Pathways, as we embark together on this transformative work. Join the Academic Senate, School Coordinators, Administrators, members of the newly formed Guided Pathways steering committee, and any other interested members of our campus community, as we discuss Guided Pathways in the context of Solano Community College. This two-hour meeting will begin our exploration of the Guided Pathways Model through a general introduction. We will also review, discuss, and provide input on the development of a program-mapping template for use by discipline faculty—including our counselors—to inform our AY2019-20 catalog and future student portals. Finally, as time allows, we will engage in a preliminary discussion of strategies for the development of meta-majors/focus-areas at SCC. Your participation and input during this session is greatly needed and desired. Facilitated by LaNae Jaimez (Academic Senate President), David Williams (VPAA), and Michael J. Wyly (Guided Pathways Coordinator).</p> |
| <p>1:00 PM – 3:30 PM ROOM 446</p> | <p><u>CHEMISTRY DEPARTMENT MEETING</u></p> <p style="text-align: center;">PRESENTER: VAHID ESKANDARI</p> <ol style="list-style-type: none"> 1. All FT and Adjunct Chemistry faculty are invited to discuss the SLO and PLO assessments for Fall 2018 2. All FT and Adjunct Chemistry faculty are invited to discuss and propose plans for moving to the New Science building 3. All FT and Adjunct chemistry faculty are invited to have a detailed discussion regarding CHEM 160 and CHEM 10 prerequisites |

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| <p>1:00 PM – 2:20 PM ROOM 443</p> | <p><u>UNIVERSAL DESIGN FOR LEARNING: CROSSING THE GENERATIONAL DIVIDE</u></p> <p style="text-align: center;">PRESENTER: MAUREEN POWERS</p> <p>Understanding adult learners is critical to the success of any adult education program. Recruitment, retention and graduation hinges upon student investment and continued engagement with the program. Program administrators and educators of adult learners must understand the factors which influence engagement. The generation from which an adult belongs provides important clues to the unique context of the learner and reveals subtle preferences which can be used attract and retain adult students. Each generation typically values and weighs aspects of the educational experience differently. Taking note of the characteristic differences can help educators to respond to diverse needs and expectations. Presentation will include research-based best practice techniques for creating curriculum designed to accommodate the needs of adult learners across generations and opportunities for faculty to engage in critical discourse.</p> |
| <p>1:00 PM – 3:00 PM ROOM 701</p> | <p><u>STAGING REALITY</u></p> <p style="text-align: center;">PRESENTERS: J.W. SCHOUTEN AND CARLENE COURY</p> <p>Professors Carlene Coury and Jack Schouten will portray two college professors who are experiencing difficulties in their classrooms. You are invited to eavesdrop on them as they talk about issues with attendance, problems with participation, and deadlines missed or abandoned—you decide.</p> <p>The thinking behind this presentation is to allow you a forum to vent—if necessary—and to comment on what you have witnessed, asking after what improvements might work. We want you to be heard in a collegial setting, examining what we might do to help you feel better about what you encounter as you teach.</p> |
| <p>1:00 PM – 3:00 PM ROOM 702</p> | <p><u>AB 705: MATH IMPLEMENTATION</u></p> <p style="text-align: center;">PRESENTER: LESLIE BANTA</p> <p>This session will discuss the latest developments in the AB 705 implementation. Leslie Banta is a co-chair of the statewide senate task force which made the recommendations about implementation that were approved by the senate at this spring’s plenary session.</p> |
| <p>2:00 PM – 3:00 PM ROOM 444</p> | <p><u>UNDOCU-ALLIES: HOW TO SUPPORT OUR DREAMER STUDENTS</u></p> <p style="text-align: center;">PRESENTER: NANCY JODAITIS</p> <p>Learn how to best support Dreamers – students without a documented citizenship status. These students struggle with several very complicated roadblocks to accomplishing their educational and career goals, but the Dreamer movement is growing, and Faculty and Educational Administrators can be strong allies who make a difference in these students' lives. Please join us to learn how you can help Dreamers on campus as an Undocu-Ally!</p> |

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| <p>2:00 PM – 3:30 PM ROOM 445</p> | <p><u>LEAVES TO WHICH EMPLOYEES ARE ENTITLED</u></p> <p>PRESENTERS: MARY JONES, SAL ABBATE, AND TRACY DRAKE</p> <p>Learn about the different leaves available to employees including but not limited to FMLA, CFRA, Parental leave, pregnancy disability leave, are just a few examples.</p> |
| <p>2:30 PM – 3:30 PM ROOM 443</p> | <p><u>TRAVIS AIR FORCE BASE: A GREAT EXTENSION OF SCC</u></p> <p>PRESENTERS: JENNY GONZALEZ, GUY BROOKSHIRE, SABINE BOLZ, AND INGEBORG BOURDON</p> <p>Learn and hear the experience of teaching on Travis AFB. Our military students are dedicated, ready to learn and are striving to succeed in their education and career.</p> |

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| 8:00 – 9:00 AM CAFETERIA | <p><u>BREAKFAST</u> SPONSORED BY THE SUPERINTENDENT-PRESIDENT’S OFFICE</p> |
| 9:00 – 9:10 AM THEATER | <p><u>JANENE WHITESELL</u> MASTER OF CONVOCATION</p> |
| 9:10 – 9:25 AM THEATER | <p><u>CELIA ESPOSITO-NOY</u> SUPERINTENDENT-PRESIDENT</p> |
| 9:25 – 9:35 AM THEATER | <p><u>LANAE JAIMEZ</u> ACADEMIC SENATE PRESIDENT</p> |
| 9:35 – 9:45 AM THEATER | <p><u>DISTINGUISHED FACULTY</u> RACHEL PURDIE, PROFESSOR OF HISTORY</p> |
| 9:45 – 10:00 AM | <p><u>BREAK</u></p> |
| 10:00 AM – 12:00 PM THEATER | <p><u>UDL AS A FRAMEWORK FOR INCLUSIVE EXCELLENCE</u> PRESENTER: DR. BRETT CHRISTIE DIRECTOR OF QUALITY LEARNING AND TEACHING CSU OFFICE OF THE CHANCELLOR</p>  <p>Universal Design for Learning is a framework that enables all instructors to plan and deliver courses in a way that empowers more learners, with or without disabilities, to reach the desired outcomes. Instructors (and staff) who apply UDL to courses find: greater clarity and purpose as to how they present information to students; ways to better engage students in the learning process, and; more effective ways to assess what students have learned. This session will feature highlights from 15 years of UDL efforts by faculty and staff across the California State University, and elsewhere. Extensive resources will be shared throughout and available ongoing.</p> |
| 12:00 – 1:00 PM CAFETERIA | <p><u>LUNCH</u></p> |
| 1:00 – 2:00 PM FACULTY/STAFF LOUNGE | <p><u>DEEPER CONVERSATION AROUND THE APPLICATION OF UDL</u> PRESENTER: DR. BRETT CHRISTIE</p> <p>This breakout session will further engage participants in discussion and demonstration around strategies to apply UDL across varying disciplines and course delivery formats, including flipped/blended/online. There will also be opportunity to delve further into accessibility and resulting benefits, such as equitable access and greater mobile platform compatibility. Participants will get a deeper look at the extensive resources available through the open access UDL-Universe portal, as well as the CSU Quality Assurance Resource Repository of exemplars for online course components.</p> |

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| <p>1:00 – 2:00 PM ROOM 446</p> | <p><u>ACCESS VS. ACCOMMODATIONS</u></p> <p style="text-align: center;">PRESENTER: GAEIR DIETRICH</p> <p style="text-align: center;">CCC HIGH TECH CENTER TRAINING UNIT</p> <p>This session will outline the differences between sections 504 and 508, defining course accessibility and accommodations. It will include information on new and existing accessibility requirements for all courses and instructors at California Community Colleges (CCC), as well as accommodations for students with disabilities and how they are best served by faculty and the Disability Services Program (DSP).</p> |
| <p>1:00 – 2:00 PM ROOM 703</p> | <p><u>WHAT'S THIS GUIDED PATHWAYS ALL ABOUT ANYHOW?</u></p> <p style="text-align: center;">PRESENTERS: LANAE JAIMEZ AND MICHAEL WYLY</p> <p>Please join LaNae Jaimez (Academic Senate President) and Michael J. Wyly (Guided Pathways Coordinator) for an introductory discussion of all things Guided Pathways. This breakout session will introduce the Guided Pathways Model. Discussions will include how to empower discipline faculty to better inform our students on how to be successful within our areas of expertise, as well as how key changes in math and English will affect all of your programs to the benefit of our students. As this transformative process means deep conversations about our students and our programs, including on-going attention to equity and student support, this breakout will be discussion-oriented as much as possible. It is not to prescribe any specific outcome or strategy; instead, it is to provide the campus community with context for subsequent conversations over the coming months and years.</p> |
| <p>2:00 – 4:00 PM</p> | <p><u>SCHOOL AND DEPARTMENT MEETINGS</u></p> <ul style="list-style-type: none"> ▪ Applied Technology and Business – Room 503 ▪ Counseling – Room 445 ▪ Health Sciences – Room 807B ▪ Liberal Arts – Room 1301 ▪ Librarians – Room 103 ▪ Mathematics and Science – Room 308 ▪ Social and Behavioral Sciences – Room 713 |
| <p>4:30 – 7:30 PM CAFETERIA</p> | <p><u>FACULTY ASSOCIATION WELCOME-BACK DINNER FOR ADJUNCT AND FULL-TIME FACULTY</u></p> <p style="text-align: center;">PRESENTERS: ERIN FARMER, PAM MUICK, ET AL.</p> <p>All faculty are invited to a dinner and informational meeting hosted by our faculty association. Dinner and socializing will be followed by announcements, updates, and discussion of faculty concerns--including new (and old) contract questions and goals for union advocacy in the coming year and beyond. We will then go to breakout sessions, one geared toward adjunct faculty issues and the other to full-time faculty. Draft copies of the new adjunct handbook will be reviewed and discussed.</p> |

WEDNESDAY, SEPTEMBER 5, 2018

BRIGHTSITY ACTIVITY KICK OFF!

PRESENTER: DANIEL E. MARTIN, PH.D.

***ASSOCIATE PROFESSOR
DEPARTMENT OF MANAGEMENT
CSU EAST BAY***



***COLLABORATING SCIENTIST
CENTER FOR COMPASSION, ALTRUISM RESEARCH AND
EDUCATION
STANFORD UNIVERSITY***

***DIRECTOR OF RESEARCH
CHARTER FOR COMPASSION***

[HTTP://BRIGHTSITY.COM/](http://brightsity.com/)

3:00PM
BOARD ROOM

Join colleagues in an 8-week training on Compassion Skills Training (CST). CST helps employees and students reduce stress, build leadership skills and improve overall performance. Courses are based on 8 dyadic sessions (about an hour a week) with course materials validated by psychologists. CST can provide faculty with easy assignments, data for publishing as well as curriculum that is engaging with measurable outcomes! In previous applications, CST has significantly increased Service, Leadership, Subjective Happiness, Compassion for self and others while significantly decreasing Stress, Anxiety, Depression, and Social Dominance Orientation.

MORE IN THE FALL AND SPRING

LOOK FOR OPPORTUNITIES TO LEARN ABOUT AND PARTICIPATE IN ON COURSE TRAINING

TUESDAY, OCTOBER 9, 2018

REDUCING IMPLICIT BIAS: IMPROVING DIVERSITY AND INCLUSION INITIATIVES ON COLLEGE CAMPUSES

SESSION 2: TRANSFER OF LEARNING

PRESENTER: DR. RITA CAMERON-WEDDING

PROFESSOR OF ETHNIC STUDIES AND COORDINATOR WOMEN'S STUDIES PROGRAM

SACRAMENTO STATE UNIVERSITY

[HTTPS://WWW.CSUS.EDU/ETHN/FACULTY AND STAFF/CAMERON-WEDDING.HTML](https://www.csus.edu/ethn/faculty_and_staff/cameron-wedding.html)

Implicit bias leads us to think of our disciplines as race neutral. Many people say “I treat everyone the same, I don’t notice race.” Being oblivious to race and how implicit bias can be embedded into the course material and the teaching methodology means that students can inadvertently be disadvantaged in the classroom. The same thing can happen when dealing with gender. Much of the race and gender biases that occur in public systems including educational institutions are unintentional. Even people who believe they treat everyone the same can discriminate in subtle but consequential ways. Bias reflected in the curriculum, classroom, staff and faculty hiring, and student services/discipline, can negatively impact the quality of the campus climate.



8:00 AM – 12:00 PM
BOARD ROOM

This two-part training is designed to explore how implicit biases based on identities, e.g., race, gender/sexuality, social class, religion, age and disability can adversely impact campus life.

This training will explore strategies to reduce biases and simultaneously support diversity and inclusion initiatives.

Session 2: Transfer of Learning. This session will apply the concepts from session 1 to address biases embedded in institutional policies and practices.

Session 2 will discuss:

- How implicit bias can influence the enforcement, implementation and interpretation of campus, state and federal policies and procedures including Title XI investigations.
- How implicit biases can inform confidential decisions such as those related to faculty hiring and recruitment procedures.
- How to conduct a race/gender impact assessment to identify potential bias at various decision points within the college and to use this tool to analyze, address and reduce implicit bias throughout the campus.

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| <p>10:00 AM – 10:50 AM ROOM 610</p> | <p><u>ACADEMIC SENATE OFFICE HOUR</u> <i>PRESENTER: LANAE JAIMEZ</i></p> <p>You are invited to visit the Academic Senate office to address any senate related inquiries you might have. We hope to see you there!</p> |
| <p>11:00 AM – 11:50 AM ROOM 743</p> | <p><u>INPUTTING SLO ASSESSMENTS INTO CURRICUNET META</u> <i>PRESENTER: AMY OBEGI</i></p> <p>Come learn how to input your SLO assessments into CurricUNET META. Solano College's goal is to have ALL course SLOs assessed and in META by the end of Fall 2018. If you haven't already had this training, come see how it is done!</p> |
| <p>11:00 AM – 11:50 AM ROOM 445</p> | <p><u>HOW DOES WORKERS' COMP WORK?</u> <i>PRESENTERS: MARY JONES, SAL ABBATE, AND TRACY DRAKE</i></p> <p>Learn about the difference between temporary disability and what happens when you are deemed "permanent and stationary," and all the other mysteries surrounding workers' comp!</p> |
| <p>1:00 PM – 1:50 PM ROOM 446</p> | <p><u>SOCIAL JUSTICE AT SCC</u> <i>PRESENTER: MARIA ISIP-BAUTISTA</i></p> <p>Join us to learn more about Solano's new interdisciplinary Social Justice ADT. Hear some background and get an update about the program, courses, etc. Bring your ideas about how you or your department might work with us to build a program with real impact for our students.</p> |
| <p>1:00 PM – 2:30 PM ROOM 736</p> | <p><u>ASSESSING ETHICS: ROUND TABLE DISCUSSION</u> <i>PRESENTER: AMY OBEGI</i></p> <p>Our institutional learning outcomes call upon us to assess how we are teaching <i>ethics</i> to students. Join us for a round table discussion to consider ways we can prompt students to consider ethics within our discipline-specific coursework, learn about how other faculty teach ethics, and how we might potentially build ethics into student learning outcomes assessment. Desserts will be served.</p> |