



FALL 2018 PROFESSIONAL DEVELOPMENT

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 Flex Cal days will be paid for the hours of those classes, provided that they participate in approved Flex Cal 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 Flex Cal into alignment with the definition in Ed Code. The State only funds adjunct Flex Cal hours in lieu of scheduled instruction. If an adjunct's assigned class would not normally meet on a Flex Cal day, that adjunct has no "Flex Cal obligation" and cannot be paid for those Flex Cal 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.

BY ATTENDING THESE EVENTS, PARTICIPANTS GIVE PERMISSION FOR THEIR PHOTO TO APPEAR IN DISTRICT SPONSORED PUBLICATIONS. IF YOU DO NOT GIVE PERMISSION, THEN PLEASE NOTIFY THE PHOTOGRAPHER.

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)

8:00 AM – 12:00 PM
BOARD ROOM

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.



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.

Participants are encouraged to attend Session 2 even if they missed Session 1.

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.

TUESDAY, OCTOBER 9, 2018

<p>9:00 AM – 9:50 AM</p> <p>ROOM 446</p>	<p><u>HOW YOU CAN USE THE NEW STUDENT CENTERED FUNDING FORMULA (SCFF) TO HELP STUDENTS SUCCEED</u></p> <p>PRESENTER: ROB DIAMOND</p> <p>Community Colleges now are substantially funded based on student success, and particularly when we help economically disadvantaged students succeed. This workshop will help you understand the new funding formula focus on student success and the strength of Solano College.</p>
<p>9:00 AM – 11:50 AM</p> <p>ROOM 504</p>	<p><u>CHEMISTRY DEPARTMENT MEETING</u></p> <p>PRESENTERS: VAHID ESKANDARI AND CHEMISTRY DEPARTMENT FACULTY</p> <ol style="list-style-type: none"> 1. All FT and Adjunct Chemistry faculty are invited to discuss the progress on our SLO's Fall 2018 and how to enter SLO on CurricuNET 2. Follow-up the progress on CHEM 500-Level courses discussion 3. Plans for the New Science Building 4. Discussion about Mapping PLO
<p>9:00 AM – 10:20 AM</p> <p>ROOM 705</p>	<p><u>INTRODUCTION TO GUIDED PATHWAYS AT SOLANO</u></p> <p>PRESENTERS: MICHAEL WYLY AND LANAIE JAIMEZ</p> <p>The goal of guided pathways is to equip students at Solano Community College to choose and complete a program (e.g. transfer, degree, or certificate) in a timely fashion. How these priorities are achieved is up to our college community, and our local values and goals will be in response to significant input by the entire campus community garnered over this next academic year. Importantly, guided pathways is not just about faculty--it is about how all of us engage the students we serve. Please join us for an introductory conversation about Guided Pathways. Faculty, staff, and administration are all strongly encouraged to attend.</p>
<p>10:00 AM – 10:50 AM</p> <p>ROOM 610</p>	<p><u>ACADEMIC SENATE OFFICE HOUR</u></p> <p>PRESENTER: LANAIE JAIMEZ</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>10:30 AM – 11:50 AM</p> <p>ROOM 705</p>	<p><u>GUIDED PATHWAYS UPDATE: PROGRAM MAPPING/COURSE SEQUENCING</u></p> <p>PRESENTERS: MICHAEL WYLY AND DAVID WILLIAMS</p> <p>One key step to Guided Pathways is looking at how we convey our programs to our students, including how to maximize student success, through course sequencing (i.e. program mapping). Accurate program mapping/course sequencing by the discipline faculty who know the program best is a key first step to our redesign of the student experience at the college to inform what information will be included in the course catalog (print and electronic), as well as to inform counselors, staff, and administrators of programmatic needs to better serve students. Join us to discuss where we are with program mapping at Solano, what we have learned, and our next steps.</p>

TUESDAY, OCTOBER 9, 2018

10:00 AM – 10:50 AM ROOM 103A	<p><u>OFFICE 365</u></p> <p>PRESENTERS: ROBERT NUNEZ AND JUSTIN HOWELL</p> <p>The District is moving to Office 365 Outlook program. This session will provide a brief overview of the new Outlook platform as well as other features available with Office 365.</p>
10:00 AM – 10:50 AM ROOM 743	<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>
11:00 AM – 11:50 AM ROOM 743	<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>
11:00 AM – 11:50 AM ROOM 443	<p><u>ON COURSE AT SOLANO</u></p> <p>PRESENTERS: LANAE JAIMEZ AND LAUREN TAYLOR-HILL</p> <p>A growing group of faculty who have participated in On Course training are gathering to share and demonstrate On Course activities. Join us to explore On Course and more.</p>
11:00 AM – 11:50 AM ROOM 445	<p><u>HOW DOES WORKERS' COMP WORK?</u></p> <p>PRESENTERS: MARY JONES, SAL ABBATE, AND TRACY DRAKE</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>
12:00 PM – 2:50 PM FACULTY/STAFF LOUNGE	<p><u>LUNCH AND INTRODUCTION TO TEACHING FOR EQUITY AND OUR SOCIAL JUSTICE PROGRAM</u></p> <p>PRESENTERS: JOSH SCOTT, HEATHER WATSON-PEREZ, MARIA ISIP-BAUTISTA, AND RACHEL PURDIE</p> <p>Join the Student Equity and Success Committee (formerly Basic Skills) and the Social Justice Task Force for lunch and an opportunity to discuss how to create a campus experience and climate that adheres to the values of equity and social justice. We will also be introducing both the Teaching for Equity program (an opportunity to join a cohort of faculty from across campus in a semester-long inquiry group) and the Social Justice program at Solano College. Please stop by to learn more about these programs and to build relationships with colleagues as we discuss best strategies to serve and support our students.</p>

TUESDAY, OCTOBER 9, 2018

<p>1:00 PM – 2:20 PM ROOM 736</p>	<p><u>ASSESSING ETHICS: ROUND TABLE DISCUSSION</u></p> <p>PRESENTERS: AMY OBEGI, TONY AYALA, SARAH BARSNESS, SABINE BOLZ, PAM MUICK, AND MAUREEN POWERS</p> <p>Our institutional learning outcomes call upon us to assess how we are teaching ethics 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>
<p>1:00 PM – 2:20 PM ROOM 701</p>	<p><u>STAGING REALITY, CHAPTER TWO</u></p> <p>PRESENTERS: J.W. SCHOUTEN</p> <p>Jack Schouten seemingly working alone will work to define what Staging Reality means, adding to this discussion student concerns. Along these lines, he will ask about your life as a student. It should be, but sometimes is not, fun to remember “that life”. So be prepared to peak behind the curtain of your past as student and beyond this afternoon. It promises to not be an altogether unpleasant offering (he hopes, but who knows—who really knows?).</p>
<p>2:00 PM – 2:50 PM ROOM 414</p>	<p><u>STUDENT STUDY HABITS AND OER: HOW CAN FREE TEXTBOOKS AFFECT SUCCESS?</u></p> <p>PRESENTER: KITTY LUCE</p> <p>How, when and where do California community college students study? How do they access their required textbooks, and what can we do to remove barriers to their access? This interactive workshop looks at student study habits and how they affect students’ ability to complete coursework, as well as the role Open Educational Resources (OER) and other zero cost textbook (ZCT) approaches can play in promoting student success. Faculty who are interested in or who have already adopted OER or ZTC in their courses are encouraged to contribute their perspective! The workshop draws on insights from presentations at the California Academic & Research Libraries conference in May 2018 (funded by the PDFC) and other research.</p>
<p>2:00 PM – 3:20 PM ROOM 445</p>	<p><u>WORKING TOGETHER: WAKE YOUR STUDENTS UP</u></p> <p>PRESENTER: SARAH GHANNADAN</p> <ul style="list-style-type: none"> • In this part 1 of a multi-part conversation, you will learn strategies on how you can motivate your students this semester. These strategies will include things you can do inside the classroom and outside the classroom with your students. Additionally, participants will also receive resources on growth versus fixed mindsets and how we can teach ourselves and our students to shift from having a fixed mindset to a growth mindset. • Please bring with you at least one response to one of the following as an entrance ticket to this session (if you can, write it ahead of time on a sticky note): (1) suggestion for keeping an 8 am class awake and engaged, (2) suggestion for keeping a mid-afternoon or evening class awake and engaged, (3) suggestion for helping a class where 50% or more of the students are struggling with the content.

TUESDAY, OCTOBER 9, 2018

<p style="text-align: center;">3:00 PM – 3:50 PM ROOM 443</p>	<p><u>SO THIS IS PD?</u></p> <p style="text-align: center;">PRESENTERS: ROB DIAMOND AND MICHELLE SMITH</p> <p>Planning to attend a professional development (PD) event but not sure where to start? Join Michelle Smith (Professional Development Coordinator) as she explains the criteria for PD activities as well as the thorough application process. Rob Diamond (VP of Finance & Administration) will be on deck to describe the all-important reimbursement process. All employees are welcome to attend!</p>
<p style="text-align: center;">4:00 PM – 5:30 PM ROOM 705</p>	<p><u>EXPLORING GUIDED PATHWAYS AND THE ADJUNCT EXPERIENCE: HOW TO ENGAGE AND INVOLVE THE WHOLE CAMPUS?</u></p> <p style="text-align: center;">PRESENTERS: MICHAEL WYLY AND RACHEL DWIGGINS-BEELER</p> <p>Guided Pathways is here and is taking shape on all of the 114 community college campuses—yet the end result will vary on every campus, presenting unique challenges for adjunct faculty, counselors, and librarians. Importantly, guided pathways is about all of our campus community, including those colleagues who work in multiple districts. Please join us for an introductory conversation about Guided Pathways to include a discussion of strategies for adjunct colleagues to become involved in helping to reshape the college experience for our students. All Solano Community College faculty, staff, and administration are encouraged to attend.</p>