



Fall 2020 FLEX Day



The Las Positas College Professional Development Committee would like to welcome you to our Fall 2020 FLEX Day, being held from 8:00 AM – 4:00 PM on Tuesday, October 20.

Keynote Session

1:00 PM – 1:50 PM

<https://livestream.com/lpc/fallflexday2020keynote>

Social Justice Educators as Facilitators of Student Empowerment

Dr. Darrick Smith
Associate Professor, Educational Leadership
Co-Director, Transformative School Leadership Program
University of San Francisco

Understanding the need for equity in our work is a critical step in our pursuits to establish healthy, high quality learning environments. This talk will emphasize the significance that relevance, relationships, and reflection play in our efforts as we seek to transform our institution to better serve our students and fulfill our collective purpose as an educational community.

Keynote Speaker Biography:



Dr. Darrick Smith is an Associate Professor of Educational Leadership at the University of San Francisco and Co-Director of the School of Education's new Transformative School Leadership (TSL) program. His research interests are culturally responsive discipline practices; critical pedagogy; transformative school leadership, and social justice schooling. Dr. Smith is the founder and former Director of the TryUMF (pronounced "triumph") program in Oakland, CA and formerly served as the Co-Director/Principal of the June Jordan School for Equity in San Francisco.

He has served as a trainer and administrative coach in local school districts as well a Center Director under the Foundation for California Community Colleges- the system for which he still consults as a trainer for the statewide Professional Learning Network. Nationally, Dr. Smith also

currently serves as a national consultant for the Now is the Time Technical Assistance (NITT-TA) Center funded through the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA). Internationally, Dr. Smith serves as a professor to practitioners serving within the East Asian Regional Council of Overseas Schools and recently served as a lecturer and scientific reviewer for the United Nations Educational, Scientific, and Cultural Organizations (UNESCO) 12th International Summer School in Warsaw, Poland.

Dr. Smith's pathway has led him to speak at a number of national and statewide conferences on issues of educational reform as well as work in California's correctional facilities while maintain his lifelong dedication to resistance efforts in the Greater Bay Area of Northern California. Such experience has shaped both his research agenda and his pedagogy for the last 20 years.

Some of Dr. Smith's relevant publication titles include:

- Nurturing is Not Enough: A Case Study on Social Justice, Caring, and Discipline (2019).
- "A Critical Perspective on the use of the Trauma Narrative in American Education." IN: Symbolic Violence in Socio-Educational Contexts: A Post-Colonial Critique (2017).
- A Humanizing Approach to Improving School Disciplinary Culture. Bank Street Occasional Papers Series (2016).



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Morning Session Short Program

8:00– 8:50 AM	9:00– 9:50 AM	10:00 – 10:50 AM	11:00 – 11:50 AM
	<u>Test Creation and Strategy for Online Classrooms</u> <i>Jennie Graham</i> <i>Ashley McHale</i>	<u>Distance Ed in Math with Equity and Open Resources</u> <i>Jennie Graham</i> <i>Ashley McHale</i>	
	<u>Strategies for Teaching Life Science Classes Online</u> <i>Michal Shuldman</i> <i>Segal Boaz</i> <i>Steve Waters</i> Password: 089210	<u>Lab Experiments and Activities in Times of Zoom</u> <i>Eric Harpell</i> <i>Robin Rehagan</i> <i>Michal Shuldman</i>	<u>Putting Our Minds Together—Effective Lectures for Science and Engineering in the Time of Zoom</u> <i>Eric Harpell</i> <i>Robin Rehagan</i> <i>Michal Shuldman</i>
	<u>Part-Time and Tenure Track Faculty Evaluation Training</u> <i>Heike Gecox</i> <i>Tom Orf</i> Password: 206269	<u>How to use Cranium Cafe (Online Platform) for Student Services</u> <i>Christina Lee</i> RSVP Required	
<u>Facial Recognition</u> <i>Paul Hrycewicz</i>		<u>Culturally-Responsive Feedback: Language So Rich, Why We Stiflin?</u> <i>Michelle Gonzales</i> <i>Kisha Quesada Turner</i>	
<u>Making Your Canvas Course Site ADA-Compliant</u> <i>Wanda Butterly</i> Password: 289515		<u>Managing Emotions During Turbulent Times</u> <i>Linda Cross</i> <i>Ellen Contente</i> Must Register in Advance	<u>The Caring Campus: Integrating Professional Staff into Comprehensive Student Success Efforts</u> <i>David Rodriguez</i>
	<u>Grading for Equity</u> <i>David Powers</i>	<u>Distance Education Addendum Party... FLEX Edition!</u> <i>Elizabeth Owens</i> <i>Craig Kutil</i> Password: 787122	
<u>Career Exploration Platforms</u> <i>Jill Carbone</i> <i>Joel Gagnon</i> Password: 529863		<u>Persistence Project</u> <i>Jim Ott</i> <i>Jeff Judd</i> <i>Jared Howard</i>	

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Afternoon Session Short Program

12:00 – 12:50 PM	1:00 – 1:50 PM	2:00 – 2:50 PM	3:00 – 3:50 PM
Lunch	<u>Keynote Session</u> <i>Dr. Darrick Smith</i>	<u>Proctorio Training</u> <i>Jessica Kuo</i>	
		<u>Engaging Students Through Honors Coursework: How, When and Why</u> <i>Jeremiah Bodnar</i>	<u>Supporting Student Veterans Remotely</u> <i>Dr. Miatta R. Snetter</i> <i>Todd Steffan</i>
		<u>Humanizing the Digital Environment for Faculty and Students</u> <i>Shawn Taylor</i>	<u>Seeing Students Read: Using Hypothesis in Canvas</u> <i>Catherine Eagan</i>
		<u>Canvas Studio</u> <i>Scott Vigallon</i>	
		<u>Q&A with Librarians</u> <i>Tina Inzerilla</i> <i>Angela Amaya</i> <i>Frances Hui</i> <i>Kali Rippe</i> <i>Collin Thormoto</i> Password: 642538	<u>The Use of JamBoards for Collaborative Work in STEM Classes</u> <i>Jennifer Siders</i> Password: 885769
		<u>Less Data, More Talk: Making SLO's Meaningful</u> <i>Ann Hight</i> <i>John Rosen</i> <i>Robin Rehagan</i>	
		<u>Academic and Career Communities</u> <i>Kristy Woods</i> <i>Angella VenJohn</i> <i>LaVaughn Hart</i> <i>Nan Ho</i> Password: 154979	
		<u>Keynote Follow Up Session</u> <i>Kisha Quesada Turner</i> <i>Savanna Alliband-McGrew</i>	<u>The Outreach Team - Building Enrollment and Supporting Retention at LPC</u> <i>Miquel Alvarez</i> <i>Elizabeth McWhorter</i> <i>Catherine Alfaro Gomez</i> <i>Jean O'Neil-Opipari</i> <i>Anne Kennedy</i> Password: FLEX20
		<u>The NEW Online Faculty Load and Compensation (FLAC) Process Demonstration for Accepting (Acknowledging) Part-time and Overload Instructional Assignments</u> <i>Katherine Tollefsen</i> <i>Uma Nadkarni</i> Password: 021632	



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Full Description of the Morning Sessions

8:00 AM – 9:50 AM

Facial Recognition

Presenter/Facilitator: Paul Hrycewicz

Description: We've all read about the increasing use and controversies surrounding facial recognition. This talk discusses the technologies that enable facial recognition – how does a computer "see" a face, and then, determine whose face it's looking at? How accurate is this technology, and what does that mean?

Making Your Canvas Course Site ADA-Compliant

Presenter/Facilitator: Wanda Butterly

Description: With just about all instruction online these days, you need to know about the state and federal regulations to make your sites accessible to students with disabilities. This hands-on workshop will focus on ADA-compliance within Canvas. You will learn the basics of web accessibility, along with techniques to use in Canvas and techniques to make Word and PowerPoint files accessible. The workshop will follow the Online Education Initiative's Course Design Rubric section on web accessibility.

Career Exploration Platforms

Presenters/Facilitators: Jill Carbone and Joel Gagnon

Description: Join us as we explore different technologies to assist undecided students in Career Exploration. We will be looking at several career assessment tools and platforms with the intention of providing feedback to the Guided Pathways team. We will also discuss how such tools can support the Guided Pathways goal of helping students "Enter the Path" early and thoughtfully. We hope to elicit the perspectives from folks with and without a technology background.

9:00 AM – 9:50 AM

Test Creation and Strategy for Online Classrooms

Presenters/Facilitators: Jennie Graham and Ashley McHale

Description: We will look at strategies for testing both with and without proctoring. Emphasis will be on math, but these strategies could be easily applied to any subject in the STEM field.

Strategies for Teaching Life Science Classes Online

Presenters/Facilitators: Michal Shuldman, Segal Boaz, and Steve Waters

Description: In this session we will break out into small teams to share strategies we are using in lab science classes that have been converted online. Typically, in-person biology lab sciences are a visual and tactile experience for students. Teams will focus on the strategies being used in their sub-field in order to learn from each other (e.g. 3D digital models, home lab kits, case studies).



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Part-Time and Tenure Track Faculty Evaluation Training

Presenters/Facilitators: Heike Gecox and Tom Orf

Description: This is a one hour training for all faculty evaluators.

Grading for Equity

Presenter/Facilitator: David Powers

Description: In this session, we will review common practices often used in grading and how they can be a disservice to our students, especially those who have been historically underserved. We will look at strategies designed to remedy these common practices and at the same time help increase student motivation.

10:00 AM – 10:50 AM

Lab Experiments and Activities in Times of Zoom

Presenters/Facilitators: Eric Harpell, Robin Rehagan, and Michal Schuldman

Description: In this session, the presenters and participants will be sharing best practices, tips, tricks, and ideas for conducting laboratories, experiments, and activities in STEM courses--particularly Physics, Chemistry, and Biology, as well as mathematics and Engineering. We will address findings that the majority of students prefer synchronous instruction, as supported by end-of-term surveys and the student panel on Convocation Day. Specifically, our topics will be:

- Data acquisition using experimental tools available to students
- Helping the students acquire and successfully use data analysis techniques
- Increasing emphasis on scientific writing,
- Increasing useful feedback and instruction during the lab
- Methods for checking if students are doing assigned work and “getting it”
- Questions and open discussion with colleagues

Managing Emotions During Turbulent Times

Presenters/Facilitators: Linda Cross and Ellen Contente

Description: Strategies to Manage Anxiety, Fear and Stress. We are living in turbulent times in our country right now. World events such as the Covid-19 Pandemic, Economic Uncertainty and Social Unrest have created unprecedented levels of fear and anxiety in people. This session will help you become more aware of your stress symptoms and emotional responses. You will learn positive strategies to manage stress and anxiety by implementing simple self-care practices such as relaxation techniques and focusing on the three pillars of health: diet, exercise, and sleep

10:00 AM – 11:50 AM

Distance Ed in Math with Equity and Open Resources

Presenters/Facilitators: Jennie Graham and Ashley McHale

Description: We will review some of the Open Educational Resources that we are using to demonstrate what equity looks like in a STEM classroom (math specific examples).



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How to use Cranium Cafe (Online Platform) for Student Services

Presenter/Facilitator: Christina Lee

Description: This introductory hands-on workshop about how to use Cranium Cafe (from ConexED) is geared for faculty and classified staff working in Student Services. While working from our own computers, we will go over topics such as: how to create and customize your own Cranium Cafe card, how students can "live chat" with your office, how to set up your office hours (so students can self-schedule appointments), how to set up email and appointment registration forms, and more! If time permits, we will also cover how to create online workshops that student can self-register along with how to create workshop registration forms and email/SMS reminders. RSVP required: **Please email me (clee@laspositascollege.edu) no later than Monday, 10/19/20 by 4pm if you are interested in this workshop. I need to email you the meeting link.** Thank you!

Culturally-Responsive Feedback: Language So Rich, Why We Stiflin?

Presenters/Facilitators: Michelle Gonzales and Kisha Quesada Turner

Description: In order to have standards for assessing student writing in *all disciplines*, it makes sense that professors accept "standard English" as the guide. What doesn't make sense is how the definition of "standard English" has not evolved even though the majority of students in American schools are not White. Do our current methods send unintentional messages about our feelings about students and the Englishes they use to express their most authentic selves (Black English, Spanglish, Queer vernaculars, disAbility language...)? This workshop will reintroduce the Conference on College Composition and Communication's "Students' Right to Their Own Language" statement, the updated version, "DEMAND for Black Linguistic Justice"; share strategies used in both the Puente and Umoja communities; discuss how to meet our course outline standards and still be culturally responsive, and provide best practices for giving feedback.

Distance Education Addendum Party... FLEX Edition!

Presenters/Facilitators: Elizabeth Owens and Craig Kutil

Description: Lots of us have been working vigorously on getting classes up-to-date on their Distance Education plans! Since the State Chancellor's Office has said there will be no more overall "Blanket Addendum" past Fall 2020, we need to get a DE Addendum written for EVERY LPC COURSE. Come join to get assistance with completing your DE Addendums! This session will be similar to our well-attended "DE Parties" that were hosted over the summer.

Persistence Project

Presenters/Facilitators: Jim Ott, Jeff Judd, and Jared Howard

Description: A community college our size with similar demographics started a faculty-driven, inexpensive initiative that had a huge impact on student retention rates which jumped on average 24% and increased satisfaction for participating faculty. This Flex session includes a live Zoom talk by a faculty member from Oakton College who



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will offer an overview of best practices and answer questions to assist us as we build our program. Join us if you are interested in taking action this Spring 2021 as we start our own persistence project to have a substantial, positive impact on our students and in our community!

11:00 AM – 11:50 AM

Putting Our Minds Together—Effective Lectures for Science and Engineering in the Time of Zoom

Presenters/Facilitators: Eric Harpell, Robin Rehagan, and Michal Schuldman

Description: In this session, presenters from physics and biology, and participants from STEM and across all disciplines will be sharing best practices, tips, tricks and ideas as we shift from classroom-based to Zoom-based instruction. Join us to hear and share what has been working so far, and what has not. Bring your questions, stories, and ideas!

The Caring Campus: Integrating Professional Staff into Comprehensive Student Success Efforts

Presenter/Facilitator: David Rodriguez

Description: The importance of connecting to students, and the role of classified professional staff in this, is critically important. This presentation introduces Caring Campus and how it works to maintain the human connection, provide support to staff, and is key to retaining students and improving student success. We will explore Caring Campus and discuss its benefits and potential for supporting our work at our College.

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Full Description of the Afternoon Sessions

2:00 PM – 2:50 PM

Engaging Students Through Honors Coursework: How, When and Why

Presenter/Facilitator: Jeremiah Bodnar

Description: Faculty have many questions about the how, when, and why of the Las Positas College Honors Transfer Program. The purposes of this FLEX activity include:

1. Inform faculty and staff of the purpose of Honors
2. Enable faculty to add an honors component to their own courses
3. Discuss best practices for honors work in the classroom
4. Solicit broader participation in the honors program
5. Gather suggestions for improvement of the honors program

Humanizing the Digital Environment for Faculty and Students

Presenter/Facilitator: Shawn Taylor

Description: We're teaching and learning in unprecedented times. "The all digital, all the time" school environment can be both demoralizing and dehumanizing. Some faculty are just as stressed as their students. This workshop aims to relieve some of that stress by offering strategies, tactics, and interventions to humanize the digital teaching/learning environment. Some of the topics to be covered include: Managing fatigue, developing a digital-buddy system, video/online etiquette contracts ("do's" rather than "don'ts"). Lighting and sound for online delivery instruction. How to use podcasts (coupled with images) for another method of material delivery.

Q&A with Librarians

Presenters/Facilitators: Tina Inzerilla, Angela Amaya, Frances Hui, Kali Rippel, and Collin Thormoto

Description: Anyone interested in learning more about the multitude of library resources and services available and how the library can support your courses should drop in for this Q&A session with the Librarian Faculty.

Keynote Follow Up Session

Presenters/Facilitators: Kisha Quesada Turner and Savanna Alliband-McGrew

Description: This will be a debriefing session on the keynote talk. Participants will have a chance to discuss what they have heard and share their thoughts.

The NEW Online Faculty Load and Compensation (FLAC) Process Demonstration for Accepting (Acknowledging) Part-time and Overload Instructional Assignments

Presenters/Facilitators: Katherine Tollefsen and Uma Nadkarni

Description: The CLPCCD ITS Department has begun implementation of the online FLAC process for part-time and overload instructional assignments. This will eventually replace the paper assignment sheets. For the Spring 2021 term, faculty will log into CLASS-Web to accept (acknowledge) their overload/part-time instructional assignments. It is a very easy, less than ten step process to complete. Drop-in to a one hour session to see a quick demo of what FLAC looks like, and how quick and easy it is



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to complete the steps to accept (acknowledge) your assignments. There will be time for Q & A, and a hand-out will be provided.

2:00 PM – 3:50 PM

Proctorio Training

Presenter/Facilitator: Jessica Kuo

Description: This session is intended for all faculty planning to use Proctorio as means for remote proctoring in the coming semester, and wishing to learn about its use. This training session will cover:

- What is Proctorio and how does it work
- What can be monitored using Proctorio
- How to set up Proctorio for your class
- How to get students prepared and set up for using Proctorio
- Potential issues and how to resolve these
- Other possible issues/downfalls based on personal experience with Proctorio

Canvas Studio

Presenter/Facilitator: Scott Vigallon

Description: Canvas Studio is an integrated video application to use within your Canvas courses. Instructors can use it for embedding videos into Pages, Assignments, Discussions and Quizzes. Videos and screen recordings can be created within courses, or you can upload your previously created videos and even add a video from YouTube. Captioning is done within Studio. The advantage of Studio lies in its ability to make teaching with video interactive and collaborative. Studio gives you control to pause a video at any point to add a comment(s) or question(s), and students can engage with those comments and questions. Instructors can create quizzes within Studio. Aside from a demonstration of Studio, you will be doing hands-on work.

Less Data, More Talk: Making SLO's Meaningful

Presenters/Facilitators: Ann Hight, John Rosen, and Robin Rehagan

Description: Under the new ACCJC Accreditation Standards, student learning assessments focus on meaningful discussion of assessment data rather than collecting data from every SLO. Learn about the 3-year assessment plan (that starts this semester) and then create a 3-year plan for your area. Developing a coordinated assessment plan ensures complete data sets to provide the framework for assessment discussions. At the program-level, data can be disaggregated to examine equity gaps. This workshop is geared towards SLO Coordinators.

Academic and Career Communities

Presenters/Facilitators: Kristy Woods, Angella VenJohn, LaVaughn Hart, and Nan Ho

Description: Imagine if students who applied to LPC could choose an area of study based on their interest. Students could explore related fields, careers, pathways, programs, courses. Folks from that area could find out about the student, reach out to them with information. Faculty, counselors and outreach specialists could work together



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to support students in their areas, provide intentional interventions along the way as they come to academic and career preparedness milestones. If we want this to happen, we need to continue our work on defining what Academic and Career communities we want to have at LPC! Join us as we continue our conversation last year on developing areas of interest to improve the student experience at LPC.

3:00 PM – 3:50 PM

Seeing Students Read: Using Hypothesis in Canvas

Presenter/Facilitator: Catherine Eagan

Description: Are you worried about your students' reading comprehension? Do you wonder if they are even doing the reading for your course? Instructors struggle to help their students develop college-level reading skills and hold them accountable for their reading in ordinary circumstances, let alone online and pandemic circumstances. Hypothesis, a digital and social annotation program, makes student reading visible and is a vital tool not just for English and ESL classes that explicitly teach reading, but also for classes in all disciplines. This fall, we have gotten the go-ahead from our college and district administrators to enter into an official pilot with Hypothesis, so we can get guaranteed technical support and pedagogical support for free until the end of the semester. Now is the time to see if this is a tool that will help students with their course readings and whether it is worth keeping Hypothesis as a Canvas app into the future! Please come to this session to see examples of how Hypothesis is deepening students' reading experiences in humanities, social science, and STEM classes and learn how you might use it in your own classes.

The Use of JamBoards for Collaborative Work in STEM Classes

Presenter/Facilitator: Jennifer Siders

Description: Before Covid, science students worked on their labs in groups while the teacher walked around peaking over their shoulder to make sure they were on the right track. Students could also walk around the lab and discuss problems with other students. Moving lab classes online has made it harder for students to work together and for teachers to monitor their progress. I'll demonstrate the use of JamBoards for collaborative work for students and how it also allows me to keep an eye on the students' progress and give hints and corrections throughout the lab period. Because multiple groups share the same JamBoard document, students can also take a peak at other students projects to see how their results compare. This technique not only helps the students learn, but also helps them connect with each other.



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The Outreach Team - Building Enrollment and Supporting Retention at LPC

Presenters/Facilitators: Miguel Alvarez, Elizabeth McWhorter, Catherine Alfaro Gomez, Jean O'Neil-Opipari, and Anne Kennedy

Description: Meet the FAB FIVE - Learn how the Outreach Team works to build enrollment, support retention and foster connections with our community partners.

A collaboration between Student Services, Academic Services, CTE, Financial Aid, and District Marketing to increase enrollment and build program capacity by providing information and guidance to the community college pathway.

As the first point of contact for prospective students and parents, we work to demystify the community college experience by helping with matriculation and walking students through the admissions/enrollment process.

We've been busy! Come find out what's new with our virtual outreach efforts.

Supporting Student Veterans Remotely

Presenters/Facilitators: Dr. Miatta R. Snetter and Todd Steffan

Description: With COVID-19 and Shelter in Place, it has been a challenge for all in delivering quality academic and student services for students, professors, classified professionals, administrators. It has been especially challenging in serving student Veterans on and off campus. Pre-COVID-19, isolation on campus, the loss of comradery with other military service members, and the transition from military to college was already major barriers in pathway of student success for student Veterans. Now with COVID-19, isolation and social distancing is required and even more of a barrier than before. With the majority of classes are online, the campus mostly closed, and the Veterans Resource Center on campus being closed which new student Veterans don't even have had the chance to walk in and see how Las Positas College supports students. In this workshop session, Dr. Snetter, psychiatrist, who has years of experience assisting student Veterans and Todd Steffan, Las Positas College Veterans First Program will provide some tools and techniques in how to connect, engage, and support student Veterans on their pathway to student success remotely. This workshop will be hands on. Techniques taught for both supporting student Veterans on and off the campus, can also be utilized in serving other students in this virtual environment. COVID-19 has not positive things about it. But with the sudden changes of being on campus to online, has encouraged innovation, utilizing technology, and allowed programs like the Veterans First Program to expand the quality of services it delivers to the students served. Many of these things learned will be utilized to support student success, after COVID-19 is a thing of the past.