Meeting the Challenge Together

Spring Flex Days
January 2013
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Special Note to Our Adjunct & Classified Employees

Please feel free to attend any of the workshops offered in this booklet. Attending a workshop is a great way to fulfill any flex obligation you may have and gives you an opportunity to talk with other faculty and staff. The “Evening Offerings” are designed with Adjuncts in mind as is Thursday evening’s program. We realize that not everyone can attend convocation, so we’ve made arrangements to record Friday morning’s program. The recording will be available in the CASSL for viewing. We welcome your feedback and suggestions for future workshop topics to meet your needs.
CRC Colleagues:

Welcome back to the beginning of the Spring 2013 semester! I hope the winter break provided you with a chance to relax with your family and friends and enjoy some restorative moments. Please take time to review the professional development opportunities outlined in this Flex brochure. You will recall that the Professional Development Committee chose, “Meeting the Challenge Together” as this academic year’s theme. CASSL will host its Spring Institute on Wednesday, January 16, on Exploring Critical Thinking. Flex workshops on Thursday include topics on student transfer opportunities, diversity, technology, and SLO assessment resources. At Friday’s Convocation we will introduce our new Chancellor, Dr. Brian King, and feature breakout classes in a variety of disciplines presented by faculty colleagues. I look forward to all of these opportunities for campus networking and learning.

As we begin the Spring semester and continue our service to students and the community, I encourage you to show your Hawk pride by wearing your favorite orange, blue or CRC shirt on Thursday and Friday of Flex.

Sincerely,

Deborah J. Travis, Ed.D.
President
Wednesday, January 16

CASSL Institute 2013
Critical Thinking: Continuing the Dialog
9:00 a.m. – 12:00 p.m.
LRC Building

Bring your expertise, resources and questions to the Institute. We will begin with dialog and end with practical ways to address and assess critical thinking!

Classified Flex Activity
11:00 a.m. – 1:00 p.m.
Orchard Room

Join fellow classified employees for networking and learning during this drop-in session where you can pick up information about benefits, health topics (wellness, stress relief, etc.), the Classified Senate, our Transfer Center, Sacramento Walking Sticks, and Trackside Massage.

Feel free to bring your lunch. Light refreshments provided.
**Time for Networking & Conversations**

8:45-9:45  **Coffee with the President**  
Join Debbie Travis for light breakfast treats and coffee to start off the day!

11:30-12:45  **Brown Bag Lunch with Academic Senate**  
Come and discuss with Senate leaders the work they will be doing over the 2012-2013 school year.

11:30-12:45  **Brown Bag Lunch with Classified Senate**  
Come and meet the new Classified Senate President and discuss the goals for 2012-2013.

2:30-3:45  **Tea with the Vice Presidents**  
Join the Vice Presidents for updates and time for questions. Tea and cookies provided.

**Teaching & Learning Effectiveness**

10:00-11:15  **Water and Microbes: A Health Crisis**  
Learn about water borne diseases and how to prevent them, while also experiencing active learning techniques. Come experience a sample of my BIO 342—Plagues course and learn about some globally significant infectious diseases related to unclean water and life saving measures to prevent these diseases using the power of the sun! While in class you will be asked to participate as students during some active learning exercises.  
*Workshop presenter: Julie Oliver*

1:00-2:15  **Transfer Perspective on Historically Black Colleges and Universities (HBCU)**  
Did you know that 65% of all black physicians, 50% of all Black engineers and 35% of all black lawyers graduated from an HBCU? Did you know that students can transfer to an HBCU with less than 60 units? Did you know the cost of tuition is comparable to a California university? Learn the answers to these questions and more as we explore how faculty can actively encourage and promote transfer for our students.  
*Workshop presenter: Teresa Aldredge*

1:00-2:15  **Disruptive Students**  
This workshop offers an opportunity to discuss and learn effective student behavior management strategies to improve student success. Managing disruptive students, using the discipline process and directing students to support services in a timely manner will be discussed.  
*Workshop presenter: Celia Esposito-Noy*
**Technology**

**10:00-11:15 D2L Panel**
LRC107
Bring your questions about how to use Desire2Learn’s tools to support student success to this panel of Desire2Learn users. They will demonstrate some of the ways they use the various tools available and will help answer your questions on how best to use this suite of tools. Come prepared to learn new ways to help your students learn. Included will be a sneak peak at the new version of the Desire2Learn learning environment, which is currently scheduled for an upgrade between the spring and summer terms of 2013. *Workshop presenter: Gregory Beyrer*

**2:30-3:45 Going Goo Goo for GaGa: Google Apps**
LRC210
Los Rios has a relationship with Google that gives all students and employees access to Google’s suite of online tools. This presentation will cover the options for using the Los Rios Gmail and Google Apps with students. The timeline and key points for how students will make the transition from iMail to Los Rios Gmail will be covered, but the bulk of our time will be spent exploring how Google Apps can be used in creative ways to enhance student success. *Workshop presenter: Gregory Beyrer*

**Organizational Effectiveness**

**10:00-11:15 SLO Assessment Resources**
LRC102
LODS is striving to simplify the process of SLO assessment compliance. We’ve been busy and would love to share what we have been doing. We would also love to hear any ideas or recommendations that we can do to make the process more streamlined for you. *Workshop presenter: Scott Crosier*

**10:00-11:15 Equity Training**
LRC106
Equity training equips participants with the understanding and tools needed to facilitate a hiring process that is free from bias. As a reminder, recertification of equity training is required every two years in order to be eligible to serve as an equity representative on a hiring panel. *Workshop presenter: Kathy McLain*

**1:00-2:15 Council of Chairs Meeting**
LRC107
A meeting for department chairs to get together to share concerns, ideas, problems and revelations about their roles as department chairs. Chairs should bring a list of topics that they would like to have discussed. *Workshop presenter: Thomasina Turner*
PERSONAL HEALTH, WELLNESS & SAFETY

1:00-2:15  Dealing with Loss: Your Loss….Your Student’s Gain  LRC105
In association with OneBook 2012 (The Immortal Life of Henrietta Lacks), Professor Frazee will facilitate a lecture/discussion on major life stressors pertaining to loss and the scientific evidence about recovery. Participants will be able to share pertinent life experiences with the group and discuss the importance of incorporating personal life stressors in the classroom.  
Workshop presenter: James Frazee

2:30-3:45  Active Shooter Response  LRC106
Learn how to be prepared for emergencies that might arise here on campus.
Workshop presenter: Noah Winchester

DIVERSITY & CULTURAL COMPETENCE

1:00-3:30  Our Veterans, Their Transition, Practical Strategies to Assist Them. “How can you promote student veteran retention and success?”  LRC201
This workshop will be facilitated by Peter Schmidt, the Project Director and trainer for the Veterans Training Support Center of the Center for Learning Connections at Edmonds Community College. Dr. Schmidt is a veteran of the United States Air Force and Washington Air National Guard, holds an M.A. in Counseling from Seattle University and M.A. and Psy. D. in Clinical Psychology from Argosy University Seattle. He is a Licensed Mental Health Counselor and National Certified Counselor and has offered numerous trainings on veterans issues in higher education, veteran best practices, invisible wounds such as post-traumatic stress disorder and mild-traumatic brain injury. During this workshop, Dr. Schmidt will highlight readjustment issues experienced by veterans entering civilian/academic life and how faculty and staff can facilitate and support their transition; briefly highlight Posttraumatic Stress and mild Traumatic Brain Injury; and identify several promising best practices for supporting veteran students.  
Workshop presenters: Chris Thomas & Peter Schmidt, Psy.D.

2:30-3:45  Diversity Panel  LRC107
Learn firsthand from current students about their experiences here at Cosumnes River College. Join us for a panel discussion with CRC’s new Diversity Awareness student club. Current club members will discuss their personal stories and experiences as students at CRC as well as their diverse backgrounds. Walk away with tips and techniques to help your students and coworkers feel included and welcomed in your classroom or office.  
Workshop presenters: Kathryn Mayo & Students
Evening Offerings

4:00-5:15  Adjunct IT Orientation  M201
Join Gregory Beyrer, Distance Education Coordinator, and learn how to access e-mail from off campus and work with online rosters and grades. The second half of this session will briefly demonstrate how you can use the Desire2Learn learning management system to post course material and confidentially share student grade information. *Workshop presenter: Gregory Beyrer*

4:00-5:15  Diversity Panel  M200
Learn firsthand from current students about their experiences here at Cosumnes River College. Join us for a panel discussion with CRC’s new Diversity Awareness student club. Current club members will discuss their personal stories and experiences as students at CRC as well as their diverse backgrounds. Walk away with tips and techniques to help your students and coworkers feel included and welcomed in your classroom or office. *Workshop presenters: Kathryn Mayo & Students*

4:00-5:15  Disruptive Students  L104
This workshop offers an opportunity to discuss and learn effective student behavior management strategies to improve student success. Managing disruptive students, using the discipline process and directing students to support services in a timely manner will be discussed. *Workshop presenter: Celia Esposito-Noy*
Adjunct Faculty Meeting

5:45PM - 8:30PM | Recital Hall

4:00-5:15  Workshops available — see “Evening Offerings”

5:15-5:45  Networking & Check-in (LIGHT refreshments & snacks provided)
(Choose one teaching demo by picking up your ticket at the registration table.)

5:45-6:20  Welcome/Comments — Whitney Yamamura
Greetings from the President — Debbie Travis
Greetings from the Academic Senate — Kale Braden

6:20-6:25  Passing Time

6:25-7:15  Teaching Demo Breakouts:

Lesson Title: The Role of Friction in Static Equilibrium  Room: SCI 306
Description: We will briefly review what you already know about dry friction from your physics course, and use it to investigate which of various possibilities of motion actually occurs. Applications include bodies with impending motion, bodies that may either slip or tip, and bodies in equilibrium with no impending motion. Instructor: Darlene Mathias

Lesson Title: Style and Subtext in the Works of Alfred Hitchcock  Room: L111
Description: If you enjoy movies, then find out how to get more from the viewing experience. Students will see a variety of film clips to examine the formalistic techniques of montage editing and will discuss how these methods are used to evoke meaning, understanding and emotion. Instructors: Rick Boeck & Gary Martin

Lesson Title: Your life as a story, a workshop  Room: LRC105
Description: Students will read, discuss and analyze the creative nonfiction piece “A Brief History of My Failures with Women” by James Cagney. Students will brainstorm and write about their lives, applying creative writing techniques to “storify” their experiences. Instructors: Heather Hutcheson & David Weinshilboum

7:15-7:30  Break

7:30-8:30  Area Meetings
Business & Family Science (BFS)  BS 140A
Careers & Technology (C&T)  T 115
Communication, Visual & Performing Arts (CVPA)  M 306
Humanities & Social Science (Hum/SS)  BS 129
Kinesiology, Health & Athletics (KHA)  No Meeting
Learning Res & College Technology (LRCT)  No Meeting
Science, Mathematics & Engineering (SME)  SCI 109
Human Services/Counseling  Coun.Conf Room.
FRIDAY, JANUARY 18

Convocation
“Meeting the Challenge Together”

8:30AM - 3:00PM | Recital Hall

8:00-8:25  Check-in & Register for Classes if you haven’t registered online already.
(Light Breakfast Provided)

8:30-9:45  Greetings & Remarks
Welcome from the Board
Chancellor’s Message
President’s Message
Welcome from Academic & Classified Senates
Crystal Apple Award

9:45-10:00  Networking, Sign Up for Classes & Passing Time

10:00-10:50  Teaching Demo Breakout #1 – see tables for signups!
Architecture Design Process (T116)
Infusing Critical Thinking through Observation, Reflection & Documentation (LRC104)
Your Life as a Story, a Workshop (LRC105)
Application of Nutrition Knowledge to Evaluate Personal Diet (T117)
Standing Waves and the Speed of a Wave (SCI309)

11:00-11:50  Teaching Demo Breakout #2 – see tables for signups!
Primate Locomotion (LRC102)
The Role of Friction in Static Equilibrium (SCI306)
Style and Subtext in the Works of Alfred Hitchcock (L111)
Health in a Changing Society and Focus on the Stages of Change Model and Creating a Behavior Change Plan (LRC104)
Website Evaluation and Internet Searching Techniques (LRC210)

12:00-12:45  Networking & Lunch in the Cafeteria

12:45-1:45  Area Meetings & Lunch
Business & Family Science  BS140A
Careers & Technology  T114
Communication, Visual/Performing Arts  M306
Humanities & Social Science  BS129
Kinesiology & Athletics  CAC140
Learning Resources & College Technology  Library
Science, Math & Engineering  SCI109
Student Services & Counseling  LRC216

2:00-3:00  Departmental Assessment Dialogs and Meetings
What Is Flex?

The Thursday and Friday prior to the start of instruction are designed as “Flex Days” and are a contractually compensated part of the academic calendar. The professional development activities scheduled on these days are open to all employees and provide opportunities for full- and part-time faculty to fulfill their instructional improvement (“flex”) obligation. The flex obligation for part-time/overload instructors, which is noted on the TCS, equals the number of instructional hours that would have been scheduled if instruction had occurred on the two “flex days.” All full-time faculty are required to attend Friday’s activities, which include convocation, departmental and area meetings and lunch, as part of their 24 hour annual flex obligation.

Do I have a flex obligation?

All full-time faculty have a flex obligation. Each faculty member has a minimum obligation of 12 hours per semester; 24 hours per academic year. Attendance at the Friday events (convocation and area meetings) is mandatory and accounts for six hours each semester. Conferences and other activities during the semester can fulfill the other six hours of obligation per semester. This 12 hour-obligation must be completed within the academic year, July 1 to June 30. In addition, full-semester overload classes held on Thursdays or Fridays may generate an additional flex obligation equaling the total number of hours taught on both of those days. This obligation is noted on your Tentative Course Schedule (TCS). Overload flex obligation must be completed during the semester in which payment is received.

All full-time counselors regular flex obligation is included as part of their counseling schedule. Counselors who teach overload classes held on Thursday or Fridays may generate additional flex obligation equaling the total number of hours taught on both of these days. This obligation is noted on your Tentative Course Schedule (TCS). This obligation is met by attending on campus professional development activities that do not conflict with your teaching or counseling schedules. These activities need to be conducted during the semester and reported using a FLEX verification form (see below).

Adjunct (part-time) faculty have an obligation based on the number of hours taught in a full-semester class on Thursdays and/or Fridays each semester. If during a semester the adjunct doesn’t teach on Thursdays and/or Fridays, then there is no obligation for that semester. Flex obligation is noted on your Tentative Course Schedule (TCS) and must be completed during the semester in which payment is received.

How do I account for my flex obligation?

Flex affidavits are distributed to all faculty present at Friday’s convocation and Thursday’s adjunct faculty meeting. Extra copies are also given to each area office for faculty who cannot attend one of these events. These forms are to be filled out and turned in by the end of March and October each year to the Office of College Planning & Research. If an obligation cannot be met due to illness or other approved absence, then an absence report should be turned in with the flex affidavit. Failure to turn in a flex affidavit will result in a loss of pay at the end of the appropriate semester.
What counts as an individual flex activity?
An Individual Professional Development Activity is an activity which addresses an instructional improvement need and cannot be accomplished within normal working times. It should be above and beyond normal duties and responsibilities as outlined in board policy and collective bargaining Agreements. Faculty may not receive credit for activities taking place during their regularly scheduled work hours.

An appropriate Individual Professional Development Activity should:

• Occur during weekends or holidays, or otherwise outside normal working times.

• Be something that is normally not done because it is too difficult to find the time, or the equipment, or to get people together.

• Address some critical assignment-related need such as: update subject matter, new teaching methods, major revision of classroom materials, major curriculum review, new matriculation or retention strategies development, articulation with other departments on campus or with transfer institutions, or organizational development needs.

• Foster professional growth through participation in conferences, seminars, workshops, research, publishing, or in advising students or faculty.

An Individual Professional Development Activity should not:

• Require being excused from class, office hours, etc.

• Be a repeat of an activity regularly scheduled during the normal work week, such as department meetings.

• Include any part of routine day-to-day activities, such as paper grading, term paper reading, test construction, interview or standing committees, textbook examination, or preparation of lecture notes.

• Be anything for which remuneration could be received.

How do I record my flex obligation?
Flex forms are distributed at the beginning of each semester at convocation. Simply complete the form indicating how you fulfilled or plan to fulfill your Flex obligation for the semester and return the form using the instructions provided.

If I miss all or a portion of a mandatory Flex Day, how is my absence calculated?
Full-time faculty absences will be calculated by multiplying the total number of hours missed for the day by .7116. The .7116 multiplier represents the 4.27 hours of a “regular” faculty day used for attendance purposes divided by the six hour Flex Day obligation. As a result, a full-time faculty member missing the entire day would report 4.27 hours on their absence report.

Adjunct faculty not able to fulfill their flex obligation receive a Loss of Pay absence report at the end of the semester equivalent to the number of lecture and/or lab hours they would normally teach in a full-semester class on a Thursday and/or Friday.
What Is Flex?

What happens if I do not complete my non-mandatory Flex Day obligation?
You only have the semester to complete this obligation - failure to complete will result in a loss of pay.

*If you have questions about what activities qualify for flex credit, please contact Kathy McLain in the Office of College Planning & Research at 691-7144 or Nancy Edmonson at 691-7329.*
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