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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 Spring 2014 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. The college has selected “Cultivating Vibrant Learning for All” as this spring’s theme. CASSL will host an Institute on Wednesday, January 15th, on “Building Bridges of Mental Health and Wellness – Part II.” Workshops on Thursday include topics related to organizational effectiveness, technology, student success, diversity and teaching and learning. Friday’s program will include the opportunity to participate as learners in disciplines ranging from Anthropology to Sculpture. I look forward to all of these opportunities for campus networking and learning.

I encourage you to show your Hawk pride and college spirit by wearing your favorite orange, blue or CRC shirt on Thursday and Friday for our Flex and Convocation activities.

Sincerely,

Deborah J. Travis, Ed.D.
President
Extended Learning Opportunities

Tuesday, January 14

Desire2Learn Boot Camp
9:00 a.m. – 3:00 p.m.
T 117

Spend a day prepping your course offerings in Desire2Learn. Whether you are teaching a fully online class or want to develop one or two tools for your web-enhanced class, come get hands-on help for using this technology more effectively. Greg Beyrer, Michael Bittner and Christina Ocrant will be there to answer your questions and guide you with course set-up, content, discussion, drop-box, quizzes, and grades. Bring your course materials, links to your publishers’ web sites, and a desire to listen and share your experiences as we come together to make a great start for the spring semester and Desire2Learn. Make sure you have requested at least one course offering *at least a day before* so that you can gain full advantage.

Wednesday, January 15

Building Bridges of Mental Health & Wellness – Part II
8:30 a.m. – 12:15 P.M.
LRC 105

Facilitator: Matthew R. Mock, Ph.D.

Join with colleagues from across the District to:

- Learn how to balance student and employee rights and needs;
- Increase your awareness of student behaviors that prompt concern;
- Enhance your ability to respond effectively to students.

See e-mail from CRC-CASSL to register and for more information.
NETWORKING & CONVERSATIONS

8:00-9:00 Coffee with the President WIN 150
Join Debbie Travis for updates and time for questions. Coffee and cookies provided.

12:00-1:00 Classified Senate Brown Bag Lunch with Classified Senate President M 201
Come and meet Classified Senate leaders and discuss the goals for the remaining 2013-2014 school year.

12:00-1:00 Academic Senate and Faculty Union Brown Bag Lunch with Academic Senate President Orchard Room
Come and discuss with Union and Senate leaders the work they will be doing over the remaining 2013-2014 school year.

TEACHING & LEARNING EFFECTIVENESS

9:15-10:30 Common Core State Standards: Increasing College Readiness for K-12 Students LRC 106
New Common Core State Standards require increased critical thinking and emphasize reading and writing in every discipline. Jennifer Lawson, 7-12 Common Core Literacy Coach for EGUSD, will explain how the new requirements will impact incoming students at CRC. Workshop presenter: Jenn Lawson

10:45-12:00 Disruptive Students LRC 106
This workshop offers an opportunity to discuss and learn effective student 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

10:45-12:00 Small Flipping Moves in a Classroom—Mini Lecture Slide Show in D2L LRC 107
These are ten minute video-segment learning units that students have to view in the “release-condition” in order to get a quiz assignment in D2L. Video segments are used to cover materials that are important and not in class. The quizzes are automatically graded in D2L which saves time. Workshop presenter: Dan DuBray

1:00-2:15 Best Practices—Using D2L to Provide Guided Practice Opportunities for Students T 117
Often students don’t complete their assignments, papers, and projects in the way we expect. How can we help students meet our expectations? Timaree Hagenburger will demonstrate (and you will have a chance to try it out) how to use a tool in D2L that can help you provide students with guided practice through the most challenging portions of your assignments. Workshop presenter: Timaree Hagenburger
2:30-3:45  Old School Technology or “Paper Clicker”  LRC 102
Is it possible that the materials students have in their backpacks and that we all have in our work rooms can be as effective teaching tools as newer technology? Come hear about cool ways to use note cards, folded paper, and other common materials to do quick assessments of learning in class and to provide immediate individual feedback. Workshop presenters: Lauren Wagner & Lesley Gale

TECHNOLOGY

9:15-10:30  Empower Your Presentations with Prezi  T 117
This hands-on training will teach you how to use Prezi, a free online tool that adds another dimension to your presentation. You can work with an existing PowerPoint file or create a new Prezi from scratch. Prezi can be shown in class and shared via Desire2Learn. Those interested in attending please contact Andi (adkinsa@crc.losrios.edu or X7904) to get instructions on setting up your free Prezi account before the sessions. Workshop presenter: Andi Adkins-Pogue

1:00-2:15  D2L Users Group for Beginners  LRC 210
Come to this meeting of D2L users to get some ideas of how to get started using the tools to support your students. Whether you have yet to begin or have just done one or two things, come to hear what others have done and learn some best practices. If you want hands-on practice in your course offering, it will be essential that you request it *at least a day before* the session. Contact the DE support team at CRC-DE@crc.losrios.edu if you need help requesting a course offering. Workshop presenter: Greg Beyrer

2:30-3:45  D2L Users Group for Intermediate  LRC 210
We have been using Desire2Learn for more than five years and collectively we have a lot of experience on how to use this set of tools to support the success of our students. At the same time we have also collectively a lot of frustration with how certain things seem harder to do than they should. Come to this meeting of D2L users to share how you have used the tools, hear what others have done, and learn best practices. Prior to the discussion you will be asked to share the things you want to share and learn about the most. Workshop presenter: Greg Beyrer

DIVERSITY & CULTURAL COMPETENCE

1:00-2:15  Rotary Group Study Exchange (GSE)  LRC 107
to South Africa: Education and Literacy
We will be providing an educational/cultural overview of the South African educational system in comparison to the United States educational system focusing on K-12 to Higher Education. This will be a PowerPoint presentation with a short video and time for Q&A’s. The Group Study Exchange (GSE) program of The Rotary Foundation is a unique cultural and vocational exchange opportunity for young business and professional men and women between the ages of 25 and 40 and in the early years of their professional lives. The program provides travel grants for teams to exchange visits between paired areas in different countries. For four to six weeks, team members experience the host country’s institutions and ways of life, observe their own vocations as practiced abroad, develop personal and professional relationships, and exchange ideas. Workshop presenter: Michael Marion
2:30-3:45  Equity Training  LRC 106
This training equips participants with a greater understanding of cultural competence and how to facilitate a hiring process that is free from bias. 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: Katherine McLain

ORGANIZATIONAL EFFECTIVENESS

9:15-10:30  Curriculum—It’s Not That Bad—Routine Course Reviews  LRC 210
Year 2013-2014 is a Program Review Year, and many departments will find that their courses have not been reviewed within the recommended five year cycle. A standard course review does not have to be a difficult chore. Join your cheerful Curriculum Chair who will walk you through a simple course review and assist you with revisions. Computers with Socrates access will be available. Workshop presenter: Michael Lawlor

10:45-12:00  Understanding the Budget Process  LRC 201
Key members of the Budget Committee will share information about the process and important aspects of how the Budget Committee processes budget requests at Cosumnes River College. Workshop presenters: Teresa W. Aldredge, Ed. D.; Grant Parker; Mark Ford; Barbara Perrault; Cory Wathen; Augustine Chavez

1:00-2:15  Outcomes Assessment—The Next Generation  LRC 102
Come learn about what is new in the world of outcomes assessment at CRC and walk away with tools to help you make this process easier and more valuable. Workshop presenter: Scott Crosier

HEALTH, WELLNESS & SAFETY

9:15-10:30  Employee Assistance Program  LRC 102
Did you know that the District offers an Employee Assistance Program (EAP) that is entirely paid for by Los Rios? Did you know that our EAP is more than just counseling? The Los Rios EAP is provided by Com Psych, the largest provider of employee assistance programs in the world. The EAP does include counseling, but it also includes financial/legal assistance, family resources, funeral planning including a free will service, estate planning services, travel assistance, identity protection services, and much more! Services are available to you and anyone living in your household. Come to this session to hear more including how to access your EAP services. Workshop presenter: Nicole Keller

10:45-12:00  OneBook and Your Health  LRC 102
Spring 2014 semester concludes OneBook’s fourth year at CRC. Join English Professors Rhonda Farley and Heidi Munoz as they explain progress for this campus-wide activity and ways in which food impacts your health. This will be a fun, interactive workshop which sets the table for your own engagement with food, health and the texts of author Michael Pollan. Workshop presenters: Heidi Munoz & Rhonda Farley

2:30-3:45  Active Shooter/Emergency Preparedness  LRC 107
Learn how to be prepared for emergencies that might arise here on campus. Workshop presenter: John McPeek
Evening Offerings

4:00-5:15  Adjunct IT Orientation  M 201
Join Michael Bittner, Educational Media Design Specialist, and learn how to access e-mail from off campus and work with online rosters and grades. The session will also briefly cover the other systems available to facilitate the integration of the internet with instruction. This session is intended for faculty who are new to CRC. *Workshop presenter: Michael Bittner*

4:00-5:15  Social Media—An Instructional Tool?  LRC 102
Join Margaret Brandson and Sandra Wheeler as they share the results of their CASSL Innovation grant, which explores whether the inclusion of activities using social media enhances student engagement and learning. *Workshop presenters: Margaret Brandson & Sandra Wheeler*

4:00-5:15  D2L Introduction  T 117
Join Gregory Beyrer, Distance Education Coordinator for a focused introduction on how you can use Desire2Learn to support the success of your students. At this session you will get hands-on practice on sharing course news, uploading your syllabus and/or other course material, and setting up the grades tool to share assessment information confidentially with your students. It is assumed that you have requested a course offering *at least a day before* the session (request online at http://losrios.edu/ess). *Workshop presenter: Greg Beyrer*

4:00-5:15  Disruptive Students  M 200
This workshop offers an opportunity to discuss and learn effective student 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)

5:45-7:15  Welcome/Comments — Whitney Yamamura
Greetings from the President — Debbie Travis
Greetings from the Academic Senate — BJ Snowden

Breakouts (see tables in lobby for signups; max 25 each session):
Badminton (PE 113)
Hands-on with Desire2Learn: Custom Course Homepage (LRC 210)
Team-Based Learning: Group Work That Works! (LRC 201)
Yoga For Everyone (Winn 150)

7:15-7:30  Break

7:30-8:30  Area Meetings
Business & Family Science (BFS)  BS 140A
Careers & Technology (C&T)    Winn 102
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  LRC 216 (Tutoring Center)
FRIDAY, JANUARY 17

Convocation
Cultivating Vibrant Learning for All
8:30AM - 3:00PM | Recital Hall

8:00-8:25
Check-in & Register for Classes
(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
Break & Time to get to first breakout locations

10:00-10:50
Workshop #1 – see tables in lobby for signups!
Yoga for Everyone (Winn 150)
Badminton (PE 113)
Introduction to Drawing with Perspective (A 602)
Geocaching: Modern Day Treasure Hunting (SCI 109)
Dice Statistics (SCI 110)
Learning Stories (CDC 126)
Automotive (AMT 101)

11:00-11:50
Workshop #2 – see tables in lobby for signups!
Hip Hop Dance! (PE 113)
Sculpting (A 500)
Field Biology (SCI 108)
Hawaiian Storytelling (Winn 150)
Building Community (L 313)
Team-Based Learning: Group Work That Works! (LRC 201)
Anthropology (LRC 210)

12:00-12:45
Lunch in the Cafeteria (catered by CRC’s Culinary Arts Program) &
Q&A with the Vice-Presidents

1:00-2:00
Area Meetings
Business & Family Science (BFS)       BS 140A
Careers & Technology (C&T)            Winn 102
Communication, Visual & Performing Arts (CVPA) M 306
Humanities & Social Science (-Hum/SS) BS 129
Kinesiology, Health & Athletics (KHA)  CAC 140
Learning Resources & College Technology (LRCT) L 303C
Science, Mathematics & Engineering (SME) SCI 109
Human Services/Counseling             LRC 216 (Tutoring Center)

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 Affidavit 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. The FLEX Affidavit is also available on-line: click on Faculty and Staff; Shared Governance; Professional Development; (on the left) PD Forms and Guidelines; then scroll down to Current Semester Flex Affidavit. 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 Affidavit 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.

What happens if I do not complete my flex obligation?
1. **Full-time faculty** must report their required convocation day activities each semester. Individual activities should be reported during the semester in which they occur, but need to be accounted for by the end of the academic year. Failure to complete required hours will result in a loss of pay.
2. **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.
If I miss all or a portion of the Convocation day, how is my absence calculated (full-time faculty only)? 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. Note: If an absence form is not submitted or not approved you will receive a loss of pay.

Why is it called flex?
The word flex is derived from the term “Flexible Calendar,” a phrase coined by the State of California to describe the process and guidelines by which the community colleges would establish their academic calendars. Community colleges can add up to 15 days of professional development activities each year to the time needed to meet required contact hours for classes. No college has scheduled 15 extra days in their calendar for professional development and a recent survey indicates that the average is approximately 5 days per year.

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 Frances Anderson at 691-7303.
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