# 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! I hope the winter break provided you with a chance to relax with your family and friends and that you are ready to start the Spring semester. Please take time to review the professional development opportunities outlined in this FLEX brochure. The college selected “Connecting our Community” as the theme for the year.

CASSL will host an Institute on Wednesday, January 14, on “Trauma: A Hidden Diversity.” 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 in “Campus Student Conversations” on the various programs on campus. 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,

Whitney Yamamura
Interim President
Extended Learning Opportunities

Tuesday, January 13

CMS + LMS Boot Camp
Tuesday, January 13, 2015
9:00 A.M. – 3:00 P.M. | LRC 210

Whether you are interested in using D2L to integrate the internet with your instruction or using the CRC website to publicize your department or service, come get hands-on help for using these systems more effectively. Greg Beyrer, Christina Ocrant, and Michael Bittner will be there to answer questions and provide guidance as you develop your online presence. Bring your materials, links to relevant external websites (including publishers’ sites for instruction), and a desire to listen and share your experiences as we work together to explore the potential offered by online presence.

If you are interested in practicing and getting your D2L questions answered, please request at least one course offering by Monday, January 12 (at the latest).

Wednesday, January 14

CASSL Institute:
Trauma: A Hidden Diversity
Wednesday, January 14, 2015
8:30 a.m. – 12:15 P.M. | LRC 105

Join with your colleagues to explore the degree to which our students have experienced trauma and learn about ways you can better support their success.

See email from CRC CASSL to register and for more information.

Facilitated by Lesley Gale, Jeanne Edman & Celia Esposito-Noy.
**STUDENT SUCCESS**

**9:00-10:15**  
Library Resources for Student Success  
Library 2nd Floor/Computer room

Students with questions often end up in the library. Learn what you can do on your syllabus and in D2L to help them succeed with library resources and more. *Facilitated by Andi-Adkins Pogue.*

**9:00-10:15**  
Supporting Students in Crisis  
LRC 102

This workshop will introduce the participants to the At Risk for Faculty and Staff, an on-line interactive training simulation program designed to help instructional faculty identify students exhibiting signs of psychological distress (including depression and suicidal ideation) and manage a conversation with a student with the goal of connecting them with appropriate support services. In a group setting, participants will engage in interactive role-play conversations with emotionally responsive student avatars depicted in a virtual classroom. The program is available at no cost for all California Community Colleges students, faculty and staff. CRC mental health and crisis intervention services will also be discussed. *Facilitated by Hoyt Fong and Alex Kagan.*

**10:30-11:45**  
Disruptive Students Workshop  
LRC 201

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 will be discussed. *Facilitated by Celia Esposito-Noy.*

**10:30-11:45**  
Charting Identifies:  
Culture and Language at CRC  
WIN 202

*Patty Felkner* will show images and discuss her project about photographing students and faculty for the exhibit in the cafeteria. Discussion encouraged!

**TEACHING & LEARNING EFFECTIVENESS**

**9:00-10:15**  
Flipped Classroom Panel  
LRC 107

This workshop consists of faculty members from different disciplines that have attempted some aspect of “flipping” a segment of the course content for out of class assignments to allow classroom interaction that pertains to the course content. Come share your interest, questions, concerns, and experiences regarding flipped classroom approaches with the panel of presenters. *Facilitated by AnnMarie Beasley, Greg Beyrer, Daniel DuBray, Mary Martin, and Amanda Paskey.*

**10:30-11:45**  
CASSL Workshop/Article Discussion  
LRC 125

How can we utilize students’ beliefs about knowledge to help motivate their learning? Join in a discussion about how understanding the epistemological belief systems of students can lead us to more effecting teaching strategies and learning outcomes. If possible, please read the attached short article before the workshop. Article available at: [http://crc.losrios.edu/files/cassl/Examining_Knowledge_Beliefs_to_Motivate_Student_Learning.pdf](http://crc.losrios.edu/files/cassl/Examining_Knowledge_Beliefs_to_Motivate_Student_Learning.pdf). *Facilitated by Lesley Gale.*

**2:30-4:00**  
English Teacher to Teacher Workshop  
LRC 102

ENGWR 101/102 is the gateway course to college-level writing and is a particularly tricky course to teach. Join with your colleagues from around the district to talk about our goals and experiences, especially as we begin getting students in our classrooms who have experienced the K-12 Common Core curriculum changes. *Facilitated by Lisa Dominguez Abraham.*
## CULTURAL COMPETENCE

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00-10:15</td>
<td>Equity Training</td>
<td>LRC 106</td>
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<tr>
<td></td>
<td>Equity Training equips participants with a greater understanding of</td>
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<td>cultural competence and how to facilitate a hiring process that is</td>
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<td></td>
<td>free from bias. Recertification of equity training is required every</td>
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<td>two years in order to be eligible to serve as an equity representative</td>
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<td>on a hiring panel. Facilitated by Kathy McLain.</td>
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<td>10:30-11:45</td>
<td>African Diaspora Reflections:</td>
<td>LRC 106</td>
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<tr>
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<td>Sacramento, Washington, D.C. and Rwanda</td>
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<td>Understanding the Lived African Diaspora Experience of Women:</td>
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<td></td>
<td>The Intersection of Gender, Leadership, Education and Culture.</td>
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<td></td>
<td>Facilitated by Colette-Harris Matthews.</td>
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<tr>
<td>1:00-2:15</td>
<td>Culturally Responsive Teaching</td>
<td>LRC 106</td>
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<tr>
<td></td>
<td>This workshop will present a focus group study on Culturally</td>
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<td>Relevant Teaching as applied in a Real Estate 300 course.</td>
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<td>Facilitated by Jeffrey Mrizek.</td>
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## TECHNOLOGY

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<th>Time</th>
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<tr>
<td>9:00-10:15</td>
<td>Using Extra Credit Quizzes in D2L as Homework</td>
<td>LRC 210</td>
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<tr>
<td></td>
<td>Workshop participants will enroll in an existing D2L class to</td>
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<td></td>
<td>experience D2L quizzes built to foster learning rather than</td>
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<td></td>
<td>assessment. These D2L quizzes function as interactive, open-book</td>
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<td>study sessions when configured with long-time limit, multiple-try,</td>
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<td>informative and encouraging-feedback comments on answer-selections.</td>
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<td></td>
<td>The quizzes become “learn it any way you can” study sessions that</td>
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<td></td>
<td>students may prefer to book reading. Structured as online extra</td>
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<td>credit-quizzes, there is minimal in-semester instructor burden.</td>
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<td>Students seem to enjoy book-free, unspecified time &amp; venue learning</td>
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<td>exercises for extra credit. Bring your LRCCD Employee ID number to</td>
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<td>enroll in the demo D2L. Facilitated by Daniel Wynne.</td>
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<td>1:00-3:00</td>
<td>Issues in Distance Education</td>
<td>LRC 210</td>
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<td>Join with your colleagues to discuss the following issues regarding</td>
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<td>online education:</td>
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<td></td>
<td>• Accessibility</td>
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<td></td>
<td>• Regular effective contact tutoring</td>
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<tr>
<td></td>
<td>• Attendance Policy</td>
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<td></td>
<td>• Use of copyright material</td>
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<td></td>
<td>• Future of DE</td>
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<td></td>
<td>Facilitated by Greg Beyrer, Jena Bills, and Andi-Adkins Pogue.</td>
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## ORGANIZATIONAL EFFECTIVENESS

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<tr>
<td>10:30-11:45</td>
<td>What’s New in Curriculum for Distance Education?</td>
<td>LRC 102</td>
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<td></td>
<td>Due to recent changes to board policies and regulations, the Distance</td>
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<td>education (DE) sections in SOCRATES have changed dramatically. All</td>
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<td>courses teaching courses using a DE modality will need to migrate</td>
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<td>their DE requests into the new format in SOCRATES. Curriculum</td>
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<td></td>
<td>Committee members will walk you through the changes and assist in</td>
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<td>making sure your courses is DE approval ready. Facilitated by</td>
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<td></td>
<td>Amanda Paskey.</td>
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<td>1:00-2:15</td>
<td>Accreditation Update</td>
<td>LRC 102</td>
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<td>CRC’s accreditation site visit takes place next fall! This workshop</td>
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<td>is designed to review our accreditation-related efforts, describe</td>
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<td>the College’s location in the preparation process, inform participants</td>
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<td>about the ways they can contribute to the process, and explain what</td>
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<td>will occur when the visiting team arrives on our campus. Facilitated</td>
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<td>by Georgine Hodgkinson.</td>
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Health, Wellness & Safety

10:30-11:45 “Vegetarian, Vegan or Just Plant Curious?!” LRC 107
Find out if moving to a plant-centered way of nourishing your body could make sense to you and how to get started. Facilitated by Timaree Hagenburger.

1:00-2:15 Line Dancing Small Gym
Join your colleagues to learn the Cupid Shuffle and Blurred Lines dances. This workshop will give you a good cardio workout, will help you relieve stress and will provide an opportunity to have fun and laugh with colleagues. Learn about line dance in popular culture and how these dances are used at events to encourage team work and unity. Learning these dances will remind us all of how many of our students may feel when starting something new like college. It can be exciting and fun! Facilitated by Balbina Chaderjian.

Community Awareness

1:00-2:15 Low Water Usage - Home Gardens LRC 201
Interested in conserving water in the home garden and landscape? This workshop will provide an excellent opportunity to understand our current California water crisis, the new regulations for water efficient landscaping, and what you can do to use outdoor water wisely. Learn the simple no-cost, low-cost actions that will bring immediate water savings, as well as additional strategies for improving water conservation while maintaining a beautiful landscape. Local water conservation rebates and incentive programs will also be discussed. Facilitated by Dave Andrews.

Networking

11:55-12:55 Brown Bag Lunch with the Classified Senate Leaders M 201
Come and discuss current workplace issues and updates with the Classified Senate Leadership. Pizza provided. Facilitated by April Robinson, Christina Ocran, Jennifer Patrick, and Julie Olson.

11:55-12:55 Academic Senate & Faculty Union Brown Bag Lunch Orchard Room
Come and discuss current workplace issues and updates with Union and Senate leadership. Pizza provided. Facilitated by BJ Snowden and Jason Newman.

2:30-3:45 Tea with Interim President and Vice Presidents WIN 150
An afternoon interactive chat with the interim college President Whitney Yamamura and the Vice Presidents Celia Espósito-Noy and Cory Wathen on college topics of interest. Refreshments will be provided. Facilitated by Whitney Yamamura, Celia Espósito-Noy, and Cory Wathen.
Evening Offerings

4:00-5:15 PM  Adjunct Instructional Technology Orientation  CDC 106
Come and learn what instructional technology is available at CRC and where to find it. This session will provide a guided tour through the resources on our websites which will empower you to facilitate the integration of the internet with instruction. Resources covered: Unified Authentication, LRCCD Email, eLearning (D2L), Employee Self Service, LRCCD Google Apps and Faculty/Staff Resources. This session is intended for faculty who are new to CRC. Facilitated by Michael Bittner.

4:00-5:15 PM  D2L Intro  LRC 210
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 materials, and setting up the grade tools to share assessment information confidentially with your students. It is assumed that you have requests a course offering *at least a day before* the session (request online at http://losrios.edu/ess). Facilitated by Gregory Beyrer.

4:00-5:15 PM  Disruptive Students Workshop  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. Facilitated by Celia Esposito Noy.

4:00-5:15 PM  Culturally Responsive Teaching  M 201
This workshop discusses the results of a focus group study on Culturally Relevant Teaching as applied in a RE300 course. Facilitated by Jeffrey Mrizek.
ADJUNCT CONVOCATION

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

4:00 – 5:15   Workshops Available – See “Evening Offerings” on page 7

5:15 – 5:45   Networking & Check-in
Light refreshments & snacks provided

5:45 – 6:15   Welcome & Student Success Group Discussion and Report Out

6:15 – 7:15   Campus Student Conversations
Student Panel Discussion
   Special Programs (EOP&S, CARE CalWORKs, Foster Youth Services)

7:15 – 7:30   Break

7:30 – 8:30   Area Meetings
   Business & Family Science (BFS)  BS 140A
   Careers & Technology (C&T)     WIN 102
   Communication, Visual & Performing Arts (CVPA) M 306
   Humanities & Social Science (HSS) BS 129
   Kinesiology, Health & Athletics (KHA) No Meeting
   Learning Resources & College Technology (LRCT) No Meeting
   Science, Mathematics & Engineering (SME) SCI 109
   Human Services/Counseling        Tutoring Center

SHOW YOUR CRC HAWK PRIDE
Wear Orange, Blue or CRC Shirt on Thursday & Friday
**Convocation**

"Connecting Our Community"

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

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8:00 – 8:25  
**Check-in & Register for Classes**  
Light Breakfast Provided- Breakfast line will close at 8:25

8:30 – 9:30  
**Welcome & Student Success Group Discussion and Report Out**

9:15 – 9:30  
**Presentation of Crystal Apple Award & Golden Hawk Diversity Awards**

9:30 – 9:45  
**Break**

9:45- 10:45  
**Campus Student Conversations –Student Panel Discussions**

- DSPS Y. Garcia-Gomez  
  LRC 104
- ESL J. Francisco  
  LRC 105
- Athletes L. Belyea  
  SCI 105
- Honors R. Schubert  
  SCI 110
- Supplemental Instruction K. Williams-Brito  
  LRC 106
- Puente P. Hansen  
  LRC 107

10:55 – 11:55  
**Campus Student Conversations – Student Panel Discussions**

- Veteran’s Resource Center C. Thomas  
  LRC 104
- Special Programs (EOP&S, CARE, CalWORKs, Foster Youth Services) K. Degn  
  LRC 105
- ASG, Student Ambassadors, Clubs W. LaNier  
  SCI 106
- Work Experience/Internships C. Bernardo  
  SCI 110
- MESA M. Carney  
  LRC 106
- Diop Scholars T. Aldredge  
  LRC 107

12:00 – 12:45  
**Lunch in the Cafeteria** (catered by CRC's Culinary Arts Program)

Table Discussion Groups

1:00 – 2:00  
**Area Meetings**

- Business & Family Science (BFS)  
  BS 140A
- Careers & Technology (C&T)  
  WIN 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  
  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 have a regular FLEX obligation 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; FLEX Materials; then select the 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 is FLEX?

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. They are also available on the web. Click on Faculty and Staff; Shared Governance; Professional Development; FLEX Materials; then select the current semester FLEX Affidavit. 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.
What Is FLEX?

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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