



THINKING ABOUT STUDENT DECISION MAKING

Fall Flex Days | August 2018

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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 on our web at: <https://www.crc.losrios.edu/culture/convocation>. We welcome your feedback and suggestions for future workshop topics to meet your needs.

OFFICE OF THE PRESIDENT



August 2018

CRC Colleagues:

Welcome back to the start of a new semester! As always, I hope that over the summer you were able to do something that brought you joy, whether it was traveling, resting, reading a good book or spending time with loved ones.

Please take time to review the professional development opportunities outlined in this FLEX brochure. As you know, the college selected “Thinking About Student Decision Making” as the theme for the 2018-19 year. The Center for Professional Development will host “The Wednesday PD Institute: Dealing with Disruption” on August 22, 2018, from 8am–12pm, in Winn 150.

FLEX workshops Tuesday through Thursday includes topics related to: Teaching and Learning Excellence, Professional Competence, Cultural Competence, and Technological Competence.

For Friday’s convocation, we’ll hear from Wendy De La Rosa who is the Lead Behavioral Researcher for Irrational Labs. Founded by behavioral economist Dan Ariely, Irrational Labs is a nonprofit organization that applies behavioral economics findings to product, marketing, and organizational design problems. She focuses on designing user and employee experiences using behavioral economic theories. She is also the co-founder of Common Cents, a research lab funded by the MetLife Foundation, focused on creating interventions to help middle Americans make better financial decisions.

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,



Dr. Edward Bush

President

EXTENDED LEARNING OPPORTUNITIES

HANDS ON CANVAS DURING THE DOG DAYS OF SUMMER

During the penultimate week of summer an extra training series will be held. This four-part Hands on Canvas series will run each morning from 10:30am–12:00pm, August 13–16 (Monday through Thursday), in BS 163. Please register via the DEWD Training form for CRC (<http://bit.ly/bow-wow18>).

TUESDAY, AUGUST 21

Canvas Boot Camp

10:00 am–2:00 pm | BS 163/164

Drop in for hands-on help using Canvas to integrate the internet with your instruction.

Facilitated by Greg Beyrer, Mike Bittner, and Christina Ocrant.

WEDNESDAY, AUGUST 22

TECHNOLOGY OFFERINGS

Video for Instruction

10:00 am–2:00 pm | BS 163/164

Visit the Center for Instructional Innovation to see our light board, recording studio, and to imagine the potential for video in your class. While here, take a few minutes to record a welcome video for your students. We will take care of captioning, hosting, and making it easy to share with your students online.

Facilitated by Greg Beyrer and Mike Bittner.

ELK GROVE OFFERINGS

Elk Grove Center Faculty Orientation

4:00 pm–5:30 pm | Elk Grove Center Room 110

This orientation provides an opportunity for faculty who are new or returning to the Elk Grove Center to meet the staff, tour the facility, view their classroom and learn about processes unique to the Elk Grove Center.

Facilitated by Tiffany Clark, Elk Grove Center Supervisor

EXTENDED LEARNING OPPORTUNITIES

WEDNESDAY, AUGUST 22 (CONTINUED)

PD INSTITUTE

DEALING WITH DISRUPTION: A THREE-PART WORKSHOP

Coffee & Networking

8:00–8:30 am | WIN 150

Part I: Disruptive Students in the Classroom

8:30–9:30 am | WIN 150

Verbal judo can help to “disrupt” the stress and tension that originates from student disruptions in the classroom. In this portion of the PD Institute, Captain Jinky Lampano will review district policies that inform students’ behavioral expectations and share strategies for effectively managing difficult and disruptive classroom occurrences.

Part II: Accessibility and Universal Design

9:30 am–11:00 am | WIN 150

Accessibility and Universal Design is required to meet Section 508 compliance, but can result in a “disruption” of long-standing approaches to curriculum delivery. Join Gaeir Dietrich, the director of the High Tech Center Training Unit (HTCTU) of the California community colleges, for a presentation on learning styles, sensitivity to different learning strategies, the intersection of learning styles and accessibility, and finally, a discussion of teaching to maximize student success. Gaeir has served on the advisory boards for AHEAD, Bookshare, DIAGRAM Center, the Alternate Text Production Center (ATPC), and the Silicon Valley Independent Living Center (SVILC). In 2010-2011, she served as the chair for the Federal Advisory Commission on Accessible Instructional Materials (AIM) in Postsecondary Education. She is a contributing author to *Beyond the Americans with Disabilities Act*, published by NASPA. The last 30 minutes of this session will give participants the chance to think about Dietrich’s presentation in context via a brainstorming session with IT expert, Tim Hixon. This collaborative discussion will give participants the chance to voice IT needs as they relate to web-enhanced and on-line courses. Share, and learn about, possible technological strategies for crafting a successful on-line teaching environment.

Part III: Los Rios Sexual Harassment Policies

11:00 am–12:00 pm | WIN 150

The #timesup and #metoo movements have raised our social consciousness around the topic of sexual harassment; these social movements have “disrupted” outdated and permissive attitudes towards sexual harassment and demanded change. The recent CRC student sexual harassment complaint is also raising our organizational consciousness. This discussion will consider recent Los Rios sexual harassment policy changes, solicit employee feedback on the related *Sacramento Bee* article (<http://www.sacbee.com/news/local/education/article206624544.html>), and reflect on other approaches to “disrupting” sexual harassment on Los Rios college campuses. Jaime Gerigk will also join this discussion. Ms. Gerigk, MSW, is Director of Counseling and Outreach at WEAVE in Sacramento. WEAVE, established in 1978, is the region’s widely respected provider of crisis intervention, residential and counseling services for survivors of sexual assault, sex trafficking and intimate partner violence. She has worked in the fields of sexual assault and domestic violence for 16 years and medical social work and hospice for 10 years.

FLEX OFFERINGS

9:00–10:15 am
WIN 150

Aligning From Within: A Unified Approach to Tackling Large Department Consistency (Teaching & Learning Excellence)

“Standards,” “rigor,” and “course outlines” are all well-and-good, but how often can one topic be taught at a much lower- or higher-level than the true intent of the course? If you have ten different instructors teaching different sections of the same course, how can you, as a department, optimize the chance of aligning outcomes and levels without sacrificing the instructor’s academic freedom? With a 40+ faculty, the Mathematics Department found that the range in levels for outcomes of the same course were drastically dissimilar and we have taken measures to completely align for the sake of student success. Come out to learn how we have begun a unified journey to develop common finals while still allowing for the flexibility of the instructor’s “voice” and style. *Workshop facilitator: Roy Simpson, Professor of Mathematics.*

9:00–10:15 am
LRC 104

Effective Faculty Leaders: The Role & Responsibilities of Peer Review Committee Members, Department Chairs, and Committee Chairs (Professional Competence)

What are peer review team responsibilities? Committee chair responsibilities? Department Chair responsibilities? This workshop will review expectations and answer questions related the peer review team membership and Department Chair responsibilities. *Workshop facilitators: Shannon Mills, Academic Senate President and Jason Newman, LRCFT President.*

9:00–10:15 am
LRC 202

Videos to Engage Students: Using Streaming Media in Your Classrooms (Teaching & Learning Excellence)

Videos can be a great way to incorporate Universal Design into your curriculum. By chunking content and presenting it to students in several different ways – research shows it creates a more equitable classroom and supports student success. The Films on Demand and Kanopy databases, which offer thousands of educational and documentary films, can help. At this workshop, learn how to: Access and explore the Library’s streaming media databases, embed full films or short clips into your Canvas courses, create custom clips, create favorites folders and playlists. *Workshop Facilitator: Andi Adkins-Pogue, Librarian.*

10:30–11:45 am
LRC 210

Keeping up with Canvas (Technological Competence)

As you may already know, Canvas code is updated regularly. Every three weeks change comes to our learning management system. From release notes to optional features to an instance of Canvas that has real data and is safe to explore, there are several ways to learn about and influence the direction of this change. At this session you will become an active participant in this cycle. *Workshop Facilitator: Greg Beyrer, Distance Education Coordinator.*

10:30–11:45 am
LRC 105

Transforming the Classroom into a Cultural Safe Space (Cultural Competence)

This experiential workshop is designed to help faculty, and others, consider how they engage with others—most specifically, our students. Participants will explore their own internal landscape and identify how it manifests in the classroom. This workshop builds on the facilitator’s training at the Equity-Minded Teaching Institute, in June 2018; a conference designed to support CRC’s effort of closing the opportunity and equity gaps that exists on our campus. Participants should expect to leave this workshop with a deeper understanding of students’ experiences as well as new insights around how to authentically “show up” in the classroom.

Workshop Facilitators: Teresa Aldredge, Counselor; Shannon Mills, Professor of Anthropology; Iris Diamond, Professor of Early Childhood Education; Camille Moreno, Professor of Mathematics; Emily Bond, Librarian; Heather Hutcheson, Professor of English; Alex Casareno, Dean of Pathways; and Latonya Williams, Dean of Humanities and Social Science

THURSDAY, AUGUST 23

10:30–11:45 am
LRC 107

OneBook: Materials, Suggestions, & Support for Social Science Curriculum (Teaching & Learning Excellence)

This year's OneBook selection is *The Book of Joy: Lasting Happiness in a Changing World* by Archbishop Desmond Tutu & the Dalai Lama. This book explores a week of conversations between these two giants as they explore the Nature of True Joy and confront each of the Obstacles of Joy—from fear, stress, and anger to grief, illness, and death. They then offer us the Eight Pillars of Joy, which provide the foundation for lasting happiness. Throughout, the authors share stories, wisdom, and science. Finally, they reveal the daily Joy Practices that anchor their own emotional and spiritual lives. In this workshop you will discover strategies to connect this text to your courses. This session will include selected passages from *The Book of Joy: Lasting Happiness in a Changing World*, supplementary materials, and lots of inspiration. *Workshop Facilitator: Emily Bond, Librarian.*

12:00–1:15 pm
WIN 150

Joint Senate-Union Lunch

Join the Academic Senate President and the LRCFT President over lunch to discuss the latest trends in education and other topics relevant to CRC Faculty. *Facilitated by Shannon Mills and Jason Newman.*

1:30–2:45 pm
WIN 150

Cupcakes with the Presidents (to follow joint senate-union lunch)

Join your colleagues in conversation with the College President, Academic Senate President, Classified Senate President and LRCFT President about goals for the fall semester and beyond. *Facilitated by Edward Bush, Shannon Mills, Jennifer Patrick, and Jason Newman.*

1:30–4:30 pm
Orchard Room

Hiring the Best (Diversity)/Equity Training (Cultural Competence)

Session A: Diversity Training: 1:30-3:30

In order to serve on a hiring committee, all Los Rios employees must be trained in understanding why diversity matters in hiring. Because understanding why diversity matters in hiring also includes an understanding of equitable hiring practices, this combined training prepares all employees to serve on hiring committees and ensures that equitable hiring practices are followed. Principles of "Hiring the Best" and equitable hiring practices will be woven throughout the workshop; *participants must attend the entirety of Session A to serve on a hiring committee.*

Session B: Equity Training: 3:30-4:30

This session prepares individuals to serve as a Hiring Committee Equity Representative. *Session A & B Training Facilitator: Alex Casareno, College Equity Officer/Dean of Pathways*

1:30–2:10 pm
LRC 210

Better Video Engagement with Arc (Technological Competence)

The district purchased a license for Arc, which is a video-management tool by Instructure that integrates Canvas. The Arc tool has two features that set it far above the other ways we can add video to a Canvas course: viewer insights and time-stamped video comments. Attend this workshop to learn how these Arc features can help your students better engage with the videos in your Canvas course. *Workshop Facilitator: Greg Beyrer, Distance Education Coordinator.*

2:20–3:00 pm
LRC 210

Academic Integrity with Proctorio (Technological Competence and Teaching & Learning Excellence)

Proctorio is a fully automated remote proctoring system that puts the instructor in control of the proctoring process and allows online learners to complete exams on their own schedule without having to travel to a testing center. It integrates with Canvas, has a flexible secure browser, and offers automated behavior monitoring puts the instructor back in control of the proctoring process. Only actions that the course instructor determines as suspicious behavior are highlighted for review in exam footage that is delivered directly to the gradebook. Attend this session to learn how to use Proctorio with your online Canvas quizzes. *Workshop Facilitators: Greg Beyrer, Distance Education Coordinator and Jena Trench, Professor of Biology.*

THURSDAY, AUGUST 23

3:10–4:30 pm
LRC 105

Teaching the Co-Requisite Model: Best Practices for Accelerating Students towards Transfer (Teaching & Learning Excellence)

In response to AB 705, the English Department has launched a new co-requisite course, allowing students to complete pre-transfer and transfer-level English in one semester. Find out what happens in a co-requisite class and why. Participate in hands-on activities that demonstrate some of the best practices for supporting students to become ready for the rigors of advanced courses in less time. *This is the first of three workshops offered on this topic during fall semester. *Facilitator: Lesley Gale and Kelsey Ford*

4:45–6:00 pm
LRC 104

Student Support Programs & Services (Professional Competence)

We know that classroom instructors are often the first line of contact for our students. If instructors are familiar with support programs and services, they can act as a valuable resource. In this workshop, CRC's EOPS/Care, CalWORKS, Enriched Scholars Program, Fresh Success, and Financial Aid issues are explored. *Workshop Facilitators: Magalean Martin, Program Specialist and Yolanda Garcia, Financial Aid Supervisor.*

4:45–6:00 pm
LRC 105

English Student Assistant Program (Teaching & Learning Effectiveness)

Would you like to know more about the English Student Assistant Program? Join a panel of English faculty, student assistants, and students as we share best practices for utilizing classroom support. *Workshop Facilitator: Erica Reeves.*

4:45–6:00 pm
LRC 210

Any Class Can Use Canvas (Technological Competence)

Attend this workshop to get an overview of the Canvas learning management system and to learn about the various ways training in Canvas will be offered this semester. We will cover the basics of how Canvas is set up for CRC and you will leave with a plan for how Canvas can be used to help students in your class succeed. *Workshop Facilitator: Greg Beyrer, Distance Education Coordinator.*

THURSDAY, AUGUST 23

ADJUNCT CONVOCATION

“Thinking About Student Decision Making”

6:00 – 8:30 PM | RECITAL HALL

4:45 – 6:00 **Workshops Available**—See “Evening Offerings” (page 7)

6:00–6:15 **Networking** (light refreshments provided)

6:15–6:30 **Welcome Messages**

Academic & Classified Senate Presidents

CRC President, Dr. Edward Bush

6:30–7:30 **Keynote Speaker: Wendy De La Rosa.**

Wendy De La Rosa, the Lead Behavioral Researcher for Irrational Labs, will discuss the impact of student decision-making research and its links to Pathways.

7:30–8:30 **Faculty Area Meetings**

Business & Family Science (BFS)	BS 140A
Careers & Technology (C&T)	WIN 102
Communication, Visual & Performing Arts (CVPA)	L 111
Counseling & Student Services	No Meeting
Humanities & Social Science (HSS)	BS 129
Kinesiology, Health & Athletics (KHA)	No Meeting
Library & Technology Services (LTS)	No Meeting
Science, Mathematics & Engineering (SME)	SCI 109

CONVOCATION

“Thinking About Student Decision Making”

8:30 – 3:00 PM | RECITAL HALL

- 8:00–8:30** **Check-in**—Coffee & light breakfast provided
- 8:30–9:15** **LRCCD Board and Chancellor Brian King**
- 9:15–9:30** **President Bush Welcome Message**
- 9:30–9:45** **Welcome from the Classified and Academic Senate Presidents**
- 9:45–10:00** **Break**
- 10:00–11:00** **Keynote Speaker: Wendy De La Rosa**
- 11:00–12:00** **Pathways Breakout Sessions** (Employees may attend any session):
 - A. What We Are Learning About Guided Pathways – Why Data Matters LRC 104
Presenter: John Fink: Community College Research Center
 What is CCRC learning as it investigates early implementation of pathways in four states, including California? The focus of this session will be on early evidence of the effects on student progression and completion from colleges that have been early adopters of Guided Pathways. Faculty and staff in BFS, SME, C&T, and LTS are encouraged to attend this session.
 - B. What Is Your WHY? LRC 105
Presenter: Mustafa Popal, Jessica Hurlless – Skyline College
 Why do we do what we do? With our busy schedules, it is easy to lose sight of what motivates us, but the college redesign work towards Guided Pathways is an opportunity for all of us to reconnect with our WHY and let our passion shine. Faculty and staff in CVPA, HSS, and KHA are encouraged to attend this session.
 - C. Pathways and Student Finance SCI 109
Presenter: Wendy De La Rosa
 Guided Pathways provides community colleges with an opportunity to evaluate students’ academic progress and related college services. This workshop will focus on financial aid implications, and alternate modes of aid delivery, in the context of a Pathways model. It will consider possible strategies designed to help community colleges better meet students’ financial aid and other needs. Student support services faculty and staff from all programs are encouraged to attend this session.

* Counseling faculty are encouraged to attend the breakout session that best represents their interest in pathways.
- 12:00–1:00** **Lunch in the Cafeteria**
- 1:00–2:00** **Area Meetings:**

Business & Family Science (BFS)	BS 140A
Careers & Technology (C&T)	WIN 102
Communication, Visual & Performing Arts (CVPA)	L 111
Counseling & Student Services	No Meeting
Humanities & Social Science (HSS)	BS 129
Kinesiology, Health & Athletics (KHA)	CAC 140
Library & Technology Services (LTS)	No Meeting
Science, Mathematics & Engineering (SME)	SCI 109
- 2:00–3:00** **Faculty Departmental Assessment Dialogues and Meetings**

FALL 2018 CONVOCATION KEYNOTE SPEAKER



WENDY DE LA ROSA

Wendy De La Rosa is the Lead Behavioral Researcher for Irrational Labs. Founded by behavioral economist Dan Ariely, Irrational Labs is a nonprofit organization that applies behavioral economics findings to product, marketing, and organizational design problems. She focuses on designing user and employee experiences using behavioral economic theories. She is also the co-founder of Common Cents, a research lab funded by the MetLife Foundation, focused on creating interventions to help middle class Americans make better financial decisions.

Prior to joining Irrational Labs, Wendy was a researcher at The Wharton School at the University of Pennsylvania where she collaborated with Dr. Adam Grant on research and application projects related to organizational behavior, employee motivation and burn-out. She was also a private equity investor at Goldman Sachs and Centerbridge Partners.

Wendy's interest in behavioral economics started during her time at The Wharton School where she received a B.S. in Economics with a concentration in Management and Finance. She graduated summa cum laude and Phi Beta Kappa.

In her spare time, Wendy leads two monthly behavioral economic reading and discussion series in New York City and San Francisco.

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.

Non-classroom faculty do not have to attend flex activities. Non-classroom faculty are encouraged to attend flex activities and count these toward college service. Please note that non-classroom faculty may have a flex obligation if they teach overload, which will be noted on the TCS for that overload assignment. Convocation is not mandatory for non-classroom faculty, but attendance is highly encouraged if possible.

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 reporting is an online process instead of paper. You can enter your FLEX hours any time during the semester. Go to our web site at: <http://crc.losrios.edu/facstaff/pd/report>. If you are full time faculty and have an absence during convocation, an absence report should be turned in to your dean. Failure to complete your FLEX obligation 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 reporting is an online process instead of paper. You can enter your FLEX hours any time during the semester. Go to our website at: <http://crc.losrios.edu/facstaff/pd/report>. If you are full time faculty and have an absence during convocation, an absence report should be turned in to your dean. Failure to complete your FLEX obligation will result in a loss of pay at the end of the appropriate semester.

WHAT IS FLEX?

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)?

All full time faculty (except counselors scheduled to meet with students that day) are required to attend all activities scheduled on the day of convocation. 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 the Institutional Effectiveness office at 691-7303 or Georgine Hodgkinson, Professional Development Coordinator at 691-7172.



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