



**COSUMNES RIVER COLLEGE**  
***Spring Flex Days | January 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 2017

CRC Colleagues:

Welcome back! I hope your summer break provided you with a chance to relax with your family and friends and that you are ready to start the fall semester. Please take time to review the professional development opportunities outlined in this FLEX brochure. The college selected “Teaming Up to Achieve Our Goals” as the theme for the 2017-18 year. CASSL will host a Colloquium on Wednesday, August 16, on “Clarifying Paths to College Success.” FLEX workshops on Monday August 14, through Thursday August 17, include topics related to cultural competence, health wellness & safety, networking & conversations, organizational effectiveness, student success, teaching & learning effectiveness, and technology. Friday’s program will include the opportunity to hear from faculty, classified and administrative leaders and to learn from previous and/or current colleagues. I look forward to seeing many of you during these diverse 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,



Dr. Edward Bush  
President

# EXTENDED LEARNING OPPORTUNITIES

## TUESDAY, JANUARY 9

### **Technology Tuesday: Canvas Boot Camp**

**10:00 am–4:00 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, JANUARY 10

### **The Wednesday PD Institute: A Focus on Equity Issues**

**8:00 am–12:00 pm | Winn 150–The Community Room**

Please join us for a special workshop focused on issues of Equity. The first half of the program will focus on Trump's recent DACA announcement and its implications for California Community Colleges. Participants will complete Dreamer Ally Training facilitated by resource experts from CSUS. Next, Lesley Gale, Professor of English, will provide instructional context for Dreamer Ally Training by sharing strategies and materials designed to support an equity-minded college community.

The Dreamer Ally Training is 2.5 hours and is designed for staff, faculty, and student employees who work with undocumented students and students with mixed-status families. The training provides an overview of the federal and state policies that impact undocumented students on a day to day basis, the unique conditions experienced by these students, activities to better understand the needs of this population and tools to become allies and ultimately advocates for undocumented students and students with mixed-status families at CRC. Additionally, participants receive a Dreamer Ally decal upon completion of the training.

[Click here to register](#)

### **Pizza with the Presidents**

**12:15–1:30 pm | Winn 150–The Community Room**

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

### **Wednesday Technology Offerings: Video for Instruction**

**10:00 am–4:00 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 Edward Bush, Shannon Mills, Jennifer Patrick, and Jason Newman.*

### **Elk Grove Center Faculty Orientation**

**4:00–5:30 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.*

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

**9:00–10:15 am | LRC 104**

“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.

*Facilitated by Roy Simpson, Professor of Mathematics.*

## **Yoga** (Health and Wellness)

**9:00–10:15 am | WIN 150**

The physical benefits to yoga include improved flexibility, increased muscle strength, and better blood flow. But yoga also encourages a practitioner to relax, slow their breath, and focus on the present. Start your Flex day with an activity designed to “quell fluctuations of the mind.” This class is designed for all levels. Please bring a yoga mat, towel, water and wear clothes designed to let your body move and stretch.

*Facilitated by Georgine Hodgkinson, Professor of Communication Studies, Professional Development Coordinator, and Certified Yoga Instructor; and Kari Post, Professor of Kinesiology and CRC Volleyball Coach.*

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

**10:30–11:45 am | LRC 105**

CRC’s OneBook selection, *Ruby* by Cynthia Bond, is a rich, complex novel with captivating imagery and thought-provoking content. Join us as we explore *Ruby* and find out how you can connect with it in your courses. This session will include selected passages from *Ruby* (with possible connections to curriculum), supplementary materials, and support as you engage with the challenging content covered in this book.

*Facilitated by Emily Bond, Librarian and Lali Martinez, WEAVE Outreach Specialist.*

## **Play THE COLLEGE GAME!** (Teaching and Learning Excellence)

**10:30–11:45 am | LRC 216– Tutoring Center**

Learn how to use a fun new board game that teaches new students some of the typical expenditures they will have in college, as well as the behaviors of successful college students. This is a great tool for New Student Orientation programs, College Success and Freshman Seminar classes, peer advisor trainings, and Professional Development programs for new faculty and staff. If you are looking for new teaching tools and resource materials for your students, be sure to attend this workshop! Refreshments will be served.

*Facilitated by Sharon Padilla-Alvarado, CRC Tutoring Coordinator.*



## **Preparing Your Canvas** (Technological Competence)

**10:30–11:45 am | LRC 210**

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 some ways to think about setting up a Canvas course.

*Facilitated by Greg Beyrer, Distance Education Coordinator*

## **Pathways** (Professional Competence)

**12:00–2:15 pm | WIN 150**

Join your colleagues to help develop a process by which General Education (GE) course options may be included in program templates at CRC. Guided Pathways utilizes program templates (maps) that recommend a sequence of program core courses that also considers GE breadth. Lunch is provided for workshop participants.

*Facilitated by Rick Schubert, Professor of Philosophy; Dana Wassmer, Professor of Nutrition; Sabrina Sencil, Research Analyst; and Alex Casareno, Lead Administrator, Pathways.*

[Click here to register](#)

## **21st Century Skills** (Teaching and Learning Excellence)

**2:30–3:45 pm | LRC 104**

This workshop introduces faculty and staff to the “New World of Work and 21st Century Skills” and it also provides information on how CRC faculty and staff can incorporate these into their curriculum and/or their interaction with students. Competencies discussed in this session include adaptability, digital fluency, the analysis/solution mindset, the entrepreneurial mindset, collaboration, empathy, diversity awareness, self-awareness, communication, and resilience.

*Facilitated by Lee Weathers-Miguel, Counselor; and Ellene Williams, SPA Internship Developer.*

## **Supporting Student Success among Student-Parents of Needy Families (CalWORKs)** (Community Awareness)

**2:30–3:45 pm | LRC 107**

CalWORKs is a student services program that supports parent-students receiving welfare benefits while attending CRC. Our students are completing their education with the goal of becoming self-sufficient by obtaining livable-wage jobs immediately after completing their certificates or degrees. Come learn how you can help students receive text-book support, transportation, school supplies, child care and much more. The support CalWORKs provides students helps them be better students in your courses.

*Facilitated by Delia Orosco, CalWORKs District Coordinator; Zelly Thomas, CalWORKs District Coordinator Clerk III; Ka Lee, CRC CalWORKs SPA.*

## **Equity & Diversity Training** (Cultural Competence)

### **2:30–5:30 pm | Orchard Room**

#### **2:30–4:30 pm Diversity Training (Hiring the Best):**

Hiring the Best (Diversity Training) is required for all employees appointed to hiring committees. The training explores the concepts of diversity, cultural competence, and inclusion. Legislation regarding what can, and what must be done, to promote diversity, cultural competence, and inclusion in the workplace and the hiring process will be presented. Specific strategies to help attendees participate in, and contribute to, an inclusive/culturally competent hiring process that promotes diversity while “hiring the best” will be discussed.

*Facilitated by Alexander Casareno, College Equity Officer*

#### **4:30–5:30 pm Equity Representative Training:**

Equity Representative Training prepares employees with a greater understanding of cultural competence, and the knowledge of how to facilitate a hiring process that is free from bias. Equity Representative Training is required every two years in order for employees to be eligible to serve as an Equity Representative on a hiring panel.

*Facilitated by Alexander Casareno, College Equity Officer.*

## **Preparing Your Canvas** (Technological Competence)

### **5:00–6:15 pm | LRC 210**

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 some ways to think about setting up a Canvas course.

*Facilitated by Greg Beyrer, Distance Education Coordinator.*

# 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?**

**This Fall 2017 semester FLEX reporting will be changed to an online process instead of paper. Please keep track of your FLEX hours so they can be entered into the new system. There will not be a paper FLEX Affidavit Do not send your FLEX hours to Frances Anderson. Please stand by for instructions on reporting.** 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 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?**

**This Fall 2017 semester FLEX reporting will be changed to an online process instead of paper. Please keep track of your FLEX hours so they can be entered into the new system. There will not be a paper FLEX Affidavit Do not send your FLEX hours to Frances Anderson. Please stand by for instructions on reporting.**

## **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)?**

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, CASSL/Professional Development Coordinator at 691-7172.***



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