



UNDERSTANDING OUR DIVERSE COMMUNITY

Fall Flex Days | August 2019

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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 2019

CRC Colleagues:

Welcome back! I hope the summer break gave you time to recharge and spend time with family and friends.

There are many professional development opportunities outlined in this Flex brochure. The Wednesday PD Institute will focus on student mental health, resources for CRC students and ways to capitalize on student strengths.

Flex workshops on Thursday include topics related to teaching and learning, as well as strategies to strengthen cultural, organizational and technological competencies.

Our convocation theme “Understanding Our Diverse Community” will feature insights by the eminent psychologist Dr. Claude M. Steele who will discuss “the psychological significance of community and its role in 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

WEDNESDAY, AUGUST 21

PD INSTITUTE STUDENT SUPPORT PROGRAMS & STRATEGIES

Support for our students can come in many forms. This PD Institute is designed to look at support from multiple angles: housing, food, clothing insecurities, mental health awareness, and the recognition of “capacity” in the classroom.

Coffee & Networking

8:00–8:30 am | WIN 150

Student Mental Health in Our Classrooms

8:30–9:15 am | WIN 150

A significant portion of college students struggle with mental health issues. According to the Department of Health and Human Services, 1 in 10 young people have experienced a period of major depression, and suicide rates have risen steadily in the U.S. since 1999. Many of our students are in need of serious stress-reducing life skills and mental health interventions. In this session, you will receive valuable information about the current mental health crisis, student support strategies, and guidelines for mandated reporting.

Facilitated by Brandy Jones-Thomas, Professor of Human Services

Student Panel: Homes for Hawks, Hawk Swap & Hawk Spot

9:30 am–10:30 am | WIN 150

Housing, food, clothing and other financial insecurities pose challenges to all college students and their ability to perform academically. Housing alone equates for the largest expense an individual can accumulate in the course of their life. With California's high housing costs, rising rental rates, and a lack of streamlined support services, students often find themselves having to prioritize their financial commitments over their academics. As a college campus, our commitment is to our students. Homes for Hawks, Hawk Swap and Hawk Spot aim to be the bridge between campus faculty and the community, in assisting our students with access to affordable options and services.

Facilitated by Oscar Mendoza, Student Success & Program Specialist, & Homes for Hawks, Hawk Swap & Hawk Spot Representatives

Recognizing and Capitalizing on Student Strengths

10:30 am–11:50 am | WIN 150

What if the student behaviors that annoy you could be used as tools to help those students become more successful? This workshop offers some quick, practical ideas to try in your fall classes. Facilitated by Lesley Gale, Professor of English.

EXTENDED LEARNING OPPORTUNITIES

ELK GROVE CENTER ORIENTATION

Elk Grove Center 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 classrooms and learn about processes unique to the Elk Grove Center.

Facilitated by Tiffany Clark, Elk Grove Center Supervisor

FLEX OFFERINGS

9:00–10:10 am

WIN 103

Best Practices for Engagement with Students with Disability

(Teaching and Learning Excellence & Cultural Competence)

Learn about the charge of DSPS and its various services and supports, including academic accommodations. Bring questions and your ideas to share with newer faculty. *Facilitated by DSPS faculty Yolanda Garcia-Gomez and DSPS Counselor Teresa O'Brien.*

9:00–10:10 am

LRC 106

Navigating Canvas: ePortfolio as Instructional Strategy

(Teaching & Learning Excellence and Technological Competence)

One type of assessment tool that works well in our Canvas environment is the ePortfolio. This teaching tool can be used for small group projects and as a primary form of assessment in an online course. In this session you will learn what an ePortfolio is, how it can support student assessment, and how it can be applied. *Facilitated by Julie Oliver, Biology Professor.*

10:15–11:10 am

WIN 150

Lemonade Break with the Presidents

(Organizational Competence)

Join your colleagues in conversation with the College President, Classified Senate President and LRCFT President about goals for the fall semester and beyond. *Facilitated by President Edward Bush, Academic Senate President Greg Beyrer, Classified Senate President Julie Olson, and LRCFT President Jason Newman.*

11:15 am–12:20 pm

WIN 103

Sabbatical Project Presentation Edutainment: Lessons from 630+ Hours of Video Creation (Teaching & Learning Excellence)

In preparation for the implementation of AB 705, mathematics departments across California have been wrestling with how to remediate the basic skills that students are going to need in their transfer-level math courses without actually placing them in basic skills courses or taking scores of hours from their transfer-level course for the review of such necessary skills. One approach we have decided to pursue at CRC is the creation of quality video content that is engaging, informative, entertaining, and designed to reflect what the student should already have seen prior to enrolling in their transfer-level math course. In this talk, I will cover the mistakes I have made and the successes I have had with the design of such a video series. I will cover key concepts in engagement, design, and resources when it comes to “edutainment” video productions. I will also cover how to properly implement such a video series as a review and self-assessment piece so that students can better guide their own path in the modern “business of education” model. My YouTube Channel (MathemAddicts) has over 250 lectures in mathematics created over the course of the past 8 years. In the past 5 years, these videos have:

- reached worldwide audiences,
- been inducted into YouTube's Education Channel,
- been watched by nearly one million unique viewers with several million minutes of viewing time, and
- have led to thousands of subscribers.

Facilitated by Roy Simpson, Professor of Mathematics.

THURSDAY, AUGUST 22

11:15 am–12:20 pm

WIN 104

OneBook: Materials, Suggestions, & Support (Teaching & Learning Excellence)

This year's OneBook selection is *Just Mercy* by Bryan Stevenson. Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned, and women and children trapped in the farthest reaches of our criminal justice system. One of his first cases was that of Walter McMillian, a young man who was sentenced to die for a notorious murder he insisted he didn't commit. The case drew Bryan into a tangle of conspiracy, political machination, and legal brinkmanship—and transformed his understanding of mercy and justice forever. In this workshop you will discover strategies to connect this text to your courses. This session will include selected passages from *Just Mercy*, supplementary materials, and lots of inspiration. *Workshop Facilitated by Emily Bond, Librarian.*

11:15 am–12:20 pm

WIN 106

Any Class Can Use Canvas (Technological Competence)

Attend this workshop to get an overview of the Canvas learning management system. 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. *Facilitated by Patrick Crandley, Interim Distance Education Coordinator.*

12:30–1:30 pm

WIN 150

Joint Senate-Union Lunch (Organizational Competence)

Join the LRCFT President and Academic Senate President to discuss the latest trends in education and other topics relevant to CRC Faculty (and eat pizza thanks to LRCFT President Jason Newman).

1:45–3:00 pm

WIN 103

Tips for English Faculty Working with English Learners

(Teaching and Learning Excellence)

This workshop is in response to the growing number of English language learners in college-level English composition courses. The workshop will include tips for helping ESL learners and will focus on strategies that faculty can use to help students improve their grammar, reading, and vocabulary. *Facilitated by Jennifer Francisco, Professor of English as a Second Language*

1:45–3:00 pm

WIN 106

Update on Program Review and Resources for 2019-2020

(Organizational Competence)

Come to this session to learn more about the upcoming changes to program review, the recently approved resource allocation guide, and important deadlines for 2019-2020. *Facilitated by the Institutional Effectiveness Committee and the Resources Committee Tri-Chairs.*

1:45–4:45 pm

WIN 104

Hiring the Best (Diversity)/Equity Training

(Cultural Competence & Organizational Competence)

Hiring the Best and Equity are, in essence, two sides of the same coin. Equity in hiring should not only be the responsibility of the appointed Equity Rep, but also the responsibility of all on the hiring committee. Equity in hiring matters to all of us; thus, it is hoped that the joint trainings will allow everyone to know why it is important to share the responsibility. After this training, attendees will be eligible to serve on hiring committees and will also be able to serve as Equity Representatives on hiring committees. The joint training is developed in collaboration with all Los Rios Colleges. *Facilitated by Alex Casareno, Dean of English and Language Studies.*

3:00–4:30 pm
MUSIC 300

“Here, Bullet - Artistic Collaboration, Entrepreneurial Arts Projects, and Veteran’s Advocacy” (Teaching and Learning Excellence & Cultural Competence)

Here, Bullet is a new global song set featuring composer Kurt Erickson’s new work for baritone and piano. Singers will give rolling premiere performances in the U.S., Canada, Germany, Australia, and Wales during the 2019-2020 season in concerts that highlight the plight of civilians and armed services personnel during wartime. The poetry being set is written by renowned poet Brian Turner—an acclaimed poet who is active in the armed services and served tours of duty in both Bosnia and Iraq. (He’s been featured in the *New York Times* and other major media outlets).

All faculty and staff are welcome to join Music Professors Kurt Erickson and Omari Tau for a live performance and a Q&A during this Flex event.

For a preview, go to https://www.youtube.com/watch?v=e_3RZZ7ZrPg

3:00–4:05 pm
LRC 210

Meet Your Coordinators (Organizational Competence)

Beginning this semester there are now two(!) coordinators tasked with helping us create a teaching and learning environment that helps our students succeed. We now have Pat Crandley serving as distance education coordinator, and Jena Trench has been reassigned to serve as the online course design coordinator for CRC. Come to this session to meet our coordinators and to learn how you can help support students through effective online course design and use of instructional technology. *Facilitated by Pat Crandley, Distance Education Coordinator, and Jena Trench, Online Course Design Coordinator.*

4:45–6:15 pm
WIN 103

Financial Literacy with Safe Credit Union (Organizational Competence)

Your credit report or credit score is used to determine whether you qualify for a loan, insurance pricing, or whether you’ll have to pay deposits for utility services. It could also affect certain job opportunities. Learn insights into your credit score and how to improve it. Topics at this workshop include:

- The importance of credit
- Where to obtain your free credit report
- Five things that affect your credit score
- How to improve, build, rebuild, or repair your credit score

Light snacks are served at this workshop!

Facilitated by Gina Richardson, Financial Education Specialist, SAFE Credit Union.

4:45–6:15 pm
WIN 106

OER For Your Classroom

(Teaching & Learning Excellence and Technological Competence)

Are you interested in increasing enrollment, student success and classroom equity? If your answer is yes, then using open textbooks and other open educational resources (OER) might be for you! Now that the state is requiring the identification of classes that have zero textbook costs in the class schedule, cost conscious students are going to naturally gravitate towards courses using OER. We will introduce you to OER, help you navigate your options and choose the textbook or other resources that best suit your needs. *Facilitated by Ben Wingard, Librarian.*

4:45–6:15 pm
L 245
(Library Computer Lab)

Collaboration and Inspiration Round Table: Tech Tools in the Classroom

(Teaching & Learning Excellence and Technological Competence)

This dynamic workshop is an interactive event where you will learn, create and share technology tools for the classroom. Bring your mobile device or log in with your LRCCD password to participate in lightning round activities with Librarian Andi Adkins-Pogue, Veterinary Technology Professor Andrea Atkins and Communication Studies Professor Sandra Wheeler for a fun and innovative workshop. Let’s do this! *Facilitated by Maureen Moore, Humanities Professor*

THURSDAY, AUGUST 22

ADJUNCT CONVOCATION

“Understanding Our Diverse Community”

4:45 – 8:30 PM | RECITAL HALL

4:45 – 6:15 **Workshops Available**—See “Thursday Flex Offerings ”

6:15–6:30 **Networking** (Light refreshments & snacks provided)

6:30–6:45 **Welcome Messages**

Academic Senate & Classified Senate

CRC President Dr. Edward Bush

6:45–7:30 **Stereotype Threat and Identity Threat: The Science of a Diverse Community**

Keynote Speaker: Claude M. Steele, Professor of Psychology, Stanford University
Drawing on stereotype threat and social identity threat research, this talk will address the *why*, *what* and *how* of diverse learning communities: *why* they are important, a working hypothesis about what is critical to their success and what research reveals about *how* to achieve that success. The talk’s practical aim is to identify features of diverse learning communities—schools, universities and academic disciplines—that while good for all students, are especially helpful for minority students generally, and for women in STEM fields. The talk will also explore the psychological significance of community and its role in learning.

7:30–8:30 **Career & Academic Community and Department Meetings**

Agriculture, Food, and Natural Resources, WIN 102

Automotive, Construction, & Design Technology, WIN 106

Arts, Media, and Entertainment, L 111

Business and Computer Science, BS 140A

English & Language Studies, BS 119B

Health & Human Services, WIN 102

Science, Mathematics & Engineering, SCI 109

Social & Behavioral Sciences, BS 129

Counseling – No meeting

Library & Technology Services

Library Department meeting

Did you know that there is a LRCFT Part-Time Faculty Caucus Almanac? For this and access to other important faculty resources, visit the Center for Professional Development website!

FRIDAY, AUGUST 23

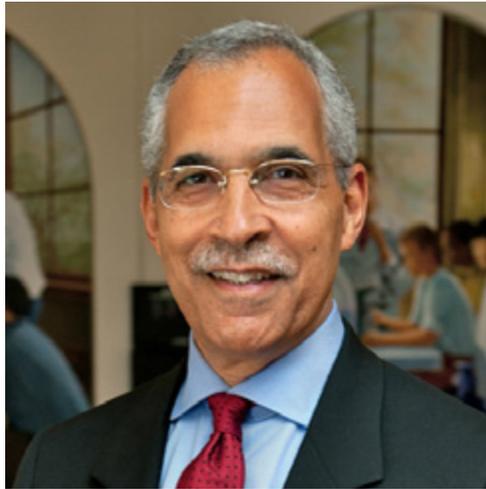
CONVOCATION

“Understanding Our Diverse Community”

8:30 AM– 3:00 PM | RECITAL HALL

- 8:00–8:30** **Check-in**—Coffee & light breakfast provided
- 8:30–9:00** **Welcome from Chancellor King**
- 9:00–9:15** **Welcome from President Bush**
- 9:15–9:30** **Welcome from the Classified President and the Academic Senate President**
- 9:30–11:00** **Stereotype Threat and Identity Threat: The Science of a Diverse Community**
Keynote Speaker: Claude M. Steele, Professor of Psychology, Stanford University
Drawing on stereotype threat and social identity threat research, this talk will address the why, what and how of diverse learning communities: why they are important, a working hypothesis about what is critical to their success and what research reveals about how to achieve that success. The talk’s practical aim is to identify features of diverse learning communities—schools, universities and academic disciplines—that while good for all students, are especially helpful for minority students generally, and for women in STEM fields. The talk will also explore the psychological significance of community and its role in learning.
- 11:00–11:15** **Break**
- 11:15–12:15** **Safety hour by Captain Lampano**
- 12:15–1:00** **Lunch in the Cafeteria**
- 1:00–3:00** **Career & Academic Communities and Department Meetings**
Business and Computer Science, BS 140A
Agriculture, Food, and Natural Resources
 AFNR CAC meeting – 1:00-1:45, WIN 102
 AFNR Department meetings – 1:45-3:00, WIN 102
Automotive, Construction, & Design Technology, WIN 106
Arts, Media, and Entertainment, L 111
English & Language Studies, BS 119B
Health & Human Services
 H&HS Department meetings – 1:00-1:45, CAC 142
 KHA Department meeting – 1:00-1:45, CAC 140
 H&HS CAC meeting 1:45-2:30, CAC 140
 Athletics 2:30-4:00, CAC 140
Science, Mathematics & Engineering, SCI 109
Social & Behavioral Sciences, BS 129
Counseling – No meeting
Library & Technology Services
 Library Department meeting

FALL 2019 CONVOCATION KEYNOTE SPEAKER



DR. CLAUDE M. STEELE

Dr. Claude M. Steele is an American social psychologist and a Professor of Psychology at Stanford University.

He is best known for his work on stereotype threat and its application to minority student academic performance. His earlier work dealt with research on the self (e.g., self-image, self-affirmation) as well as the role of self-regulation in addictive behaviors. In 2010, he released his book, *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*, summarizing years of research on stereotype threat and the underperformance of minority students in higher education.

He holds B.A. in Psychology from Hiram College, an M.A. in Social Psychology from Ohio State University, and a Ph.D. in Social Psychology and Statistical Psychology from Ohio State University.

He is elected to the American Academy of Arts and Sciences, the National Academy of Sciences, the National Science Board, the National Academy of Education, and the American Philosophical Society.

He currently serves as the Chair of the Russell Sage Foundation Board of Directors, and also serves on the board of the John D. and Catherine T. MacArthur Foundation. Professor Steele is a Fellow for both the American Institutes for Research and the American Academy of Political and Social Science, and serves on the Advisory Council of the MIT Media Lab.

He has served in several major academic leadership positions as the Executive Vice Chancellor and Provost at UC Berkeley, the I. James Quillen Dean for the School of Education at Stanford University, and as the 21st Provost of Columbia University. Past roles also include serving as the President of the Society for Personality and Social Psychology, as the President of the Western Psychological Association, and as a member of the Board of Directors of the American Psychological Society.

Professor Steele holds Honorary Doctorates from Yale University, Northwestern University, University of Chicago, University of Michigan, DePaul University and Claremont Graduate University.

WHAT IS 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.

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 Tentative Course Schedule (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 in the fall and spring semesters, which include convocation, lunch, departmental and area meetings, 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 24 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 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. During a semester, if an adjunct doesn’t teach on Thursdays and/or Fridays, then there is no obligation for that semester. Flex obligation is noted on your TCS and must be completed during the semester in which payment is received.



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 updated 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 for CRC is an online process. You can enter your Flex hours any time during the semester. Go to the College's Center for Professional Development's 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. Flex reporting must be completed one week before the end of each semester. 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.*

If you have questions about what activities qualify for FLEX credit, please contact the Office of Equity, Institutional Effectiveness, and Innovation at CRC-IE@crc.losrios.edu or call 916-691-7303. You may also contact Lisa Dominguez Abraham, Professional Development Coordinator at abrahaml@CRC.losrios.edu.



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