Feather River College

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Faculty Flex Information

<u>Fall Flex Days</u>
August 14, 15, 16, 17
October 16 (campus Flex Day)

<u>Spring Flex Days</u>
January 9, 10, 11
April 29 (Day in the Mountains)
April 30 (campus Flex Day)

Welcome to the 2018-2019 academic year. This handout provides information about this year's Flex activities including FAQs about Flex requirements and instructions on Flex reporting.

Individual Flex Planning and Reporting forms are available on the campus SharePoint page, accessible only from campus networked computers. Using the SharePoint site fosters FRC's commitment to sustainability by providing information about Flex requirements, and collecting Flex reporting forms. http://frc-sps-01

Many Flex activities at Feather River College are made possible because of outstanding faculty and staff expertise and creativity. These activities would not be possible without this generous time and effort. Thank you!

If you are interested in leading a Flex presentation or professional development session, please contact the 2018-2019 faculty Flex coordinator, Katie Desmond (Science 108, ext. 202).

Feather River College provides high-quality, comprehensive student education and opportunities for learning and workforce preparation and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural, and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

Contents

August 14: Business Meetings & Individually Planned Hours

9:00-10:00   Website editing basics: join Jachin as he provides introductory guidance on how to use editing features in the new website platform (Main Classroom 201)

10:00-11:30   Academic Senate Meeting (Main Classroom 207)

2:00-3:00   Website editing basics: join Jachin as he provides introductory guidance on how to use editing features in the new website platform (Main Classroom 201)

August 15: Institution Day
Gallery 320

8:30-9:00   Coffee and light refreshments

9:00-noon   Institution Day

1:30-3:00   Speaker, Alyssa Nguyen from the Research and Planning Group to discuss Guided Pathways

5:15-7:00   **Associate Faculty Flex**
The Associate Faculty Flex event is packed with essential information and resources for supporting FRC's part-time faculty. This event offers information on syllabi construction, student services and resources, grade reporting, student learning assessment reporting procedures, and overall tips on navigating the college. Attendees will be introduced to campus contacts and resources. This event aims to build connections and community in the professional lives of associate faculty. Participants will leave with greater knowledge and confidence to support their success at FRC.

August 16: Structured Flex Day
Room 203

9:00-9:30   **Updates from Admissions and Records, Financial Aid (Baumgartner, Van Der Velden)**
- Welcome and of new registrar and updates from A&R
- Promise Grant and other information from Financial Aid

GP PILLAR 3: HELPING STUDENTS STAY ON PATH

9:30-10:00   News from the Office of Instruction (Lerch, Beaton)
- Ed Plan
- Using Share Point in 2018-2019
- Faculty Handbook updates, syllabi components
- Student Learning Assessment Report Go over the 2017-2018 Assessment Report, review tracking and status of SLO course-level reporting, feedback on assessment processes (course, program, college-wide)
- Update on distance education and OEI, Canvas questions and upcoming trainings to look for this semester.

GP PILLAR 4: ENSURE THAT STUDENTS ARE LEARNING

10:00-10:30   Early Alert Process (McCarthy, Petroelje, Foster)
- Identify risk factors, how to respond, who to report to, how to report
- What do we know about outcomes (course success) of students for whom early alert reports were entered?
- What strategies were/are implemented as part of the early alert system? Is the effectiveness evaluated?

GP PILLAR 3: HELPING STUDENTS STAY ON PATH

10:30-11:30   Guided Pathways (Lerch, C. McCarthy, G. McCarthy)
- Discussion on marketing programs or updating webpages
- Update from advisors, math and English faculty: Discussion of multiple measures: observations and ideas moving forward. Conversation of AB 705 acceleration. Statistics pathway? Supplemental instruction/co-requisites?
- Guided Pathways project application

GP PILLAR 1: CLARIFYING PATHS TO STUDENT END GOALS
GP PILLAR 2: HELPING STUDENTS CHOOSE AND ENTER A PATHWAY
GP PILLAR 3: HELPING STUDENTS STAY ON PATH

11:30-12:00   Writing Across the Curriculum (Lombardi)

12:00-1:00   Lunch at Eagle's Perch (soup and salad bar)

August 17: New Student Orientation & Individually Planned Hours

9:30-12:00   *Contact Student Services Office for information about how to participate.*

Explore additional professional development opportunities during this this day!

This is a tentative draft of activities the Professional Development Committee is working on for the October 16 Flex day. Let your PD representative know if you are interested in leading any of these sessions.

- Critical Thinking: Practical application of critical thinking in teaching and exploration of critical thinking provide assessment techniques.

- Student panel(s)
  - Learning styles
  - Student ambassadors: approaches to team building

- Emerging topics and trends in California community colleges:
  - Accessibility (Section 508): Are we where we need to be?
  - Guided Pathways: Supplemental instruction, progress in GP areas; focused workshops on including information on career exploration in program areas; coordinating with high schools on GP requirements and other curriculum changes.

- Instituting a mentoring program

- Updating webpages

- Banner Training – with sights on switch to Banner 9 in December

- Developments in mobile technology/social media as applicable to teaching and learning

- Teaching in Canvas: using Speed Grader and videos

- Yoga/meditation

- Equity in online education

@ONE Desktop Seminars
http://www.cccone.org/seminars/index.php

On Course
http://www.oncourseworkshop.com/

Palomar College Academic Technology Resource Center
http://www.palomar.edu/atrc/teachingonline.htm

TeacherTube
http://www.teachertube.com/

Teaching Tips Index
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teacht ip/teachtip.htm

Seven Principles for Good Practice in Undergraduate Education
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teacht ip/7princip.htm

UC Santa Cruz Teaching Toolbox
http://teaching.ucsc.edu/tips.html

Consider exploring these sites:

CCC Zoom (Video conferencing)
http://www.conferzoom.org
- High quality pro level video-conferencing platform
- Works within Canvas for meetings with students.

3C Media Solutions (Video hosting and management)
https://www.3cmediasolutions.org

What is Flex?
The Board of Governors through the Chancellor's Office is required by California Code of Regulations to oversee the Flexible Calendar program for the California Community Colleges. The Flexible (Flex) program consists of staff development activities "in-lieu-of" regular instruction.

Are Structured Flex Days and Institutional Day mandatory?
Structured days are part of the academic schedule and faculty are mandated to attend.

Institutional Day is held prior to the start of the Fall and Spring semesters and is organized by the Superintendent/President's Office. Faculty attendance is considered part of the 10 faculty development days mandated in the Flexible Calendar Agreement.

From Article 18 of the Faculty Contract, p. 39:
> *Faculty members who submit proposals for individually planned days that exceed the two day requirement for individually planned flex days or that conflict with structured flex days may substitute structured flex days to accommodate approved individually planned days.*

> *Faculty members who are absent from structured flex days are still responsible for upholding deadlines mentioned during these days and are expected to become acquainted with any and all information that was communicated.*

What is my professional development obligation?
The full-time faculty obligation is 60 hours for the academic year (equivalent to 10 days), July 1 to June 30. These hours consist of structured flex days, mid-semester professional development day(s), institutional days, and individually planned days that occur during the academic year reported.

Are division or department meetings eligible for Flex credit?
Regularly scheduled, monthly academic, division or department meetings, <u>are not</u> eligible for Flex credit.

However, division meetings and the Academic Senate meeting before the beginning of the semester of instruction are considered required for full-time faculty and eligible for Flex credit.

When can I fulfill my Flex Calendar obligation?
The Flex calendar year runs from July 1 through June 30. The deadline for submitting plans for planned days for 2018/19 May 30 for Fall dates, and November 30 for Spring dates. The date for submitting a report of your annual flex activities is June 30, 2019.

Can Flex hours carry over from one academic year to the next?
No. However, requests for appeal may be made to the Chief Instructional Officer.

Where can I find information about my Flex Obligation?
See Article 18 of the 2016-2019 Faculty Contract.

California Code of Regulations Title 5, specifies criteria to participate in the Flexible Calendar Program. The number of Flex days and the specific days are negotiated by the Feather River Federation of Teachers AFT/CFT. AFL-CIO and the District.

What if I am interested in offering a workshop or leading a professional development activity?
The Professional Development Committee welcomes new ideas for events, activities, or workshops and encourages faculty and staff to share their expertise. Contact Katie Desmond, the Faculty Flex Coordinator and member of the Professional Development Committee, or Professional Development Committee Chair, David Burris, ext. 280.

What activities are Flex eligible?
Acceptable Flexible Calendar program activities are defined by the California Community College Chancellor's Office (CCCCO). These three broad categories are listed below, and include descriptions of possible activities.

CCCCO FLEX CATEGORIES

STAFF IMPROVEMENT
- Developing new programs (e.g., a workshop on designing curriculum/ programs)
- Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
- Workshops on how to mentor students or how to mentor faculty
- Orientation/education (e.g., new faculty; role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)

STUDENT IMPROVEMENT
- Teaching a class in shortened format during a flex period
- Developing a new program to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate out dated items and make recommendations for additions
- Creating self-study modules and/or computer assisted instruction
- Student advising (e.g., academic advising of students by faculty)
- Mentoring of students
- Faculty participation in student orientation programs

INSTRUCTIONAL IMPROVEMENT
- Attending workshops on teaching methods or techniques (e.g., classroom based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
- Development or revision of programs, course curriculum, learning resources and evaluation.
- Developing a new course
- Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum)
- Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)

Faculty Flex – Individually Planned Activities Spring 2019

Purpose: Per Article 18 of the FT Faculty Agreement, each faculty member has two (2) individually planned days per academic year, which are planned in advance. Faculty will submit proposals for their individually planned professional days to the Faculty Flex Coordinator for review, and approval by the CIO.

Spring 2019: submit by November 30

Upload the completed document to the SharePoint folder **Individual Planned Day Spring 2019** with this title format: **LASTNAME_Individually_Planned_Activities_Spring_2019**

http://frc-sps-01/Committees/FacultyFlex/SitePages/Home.aspx
SharePoint is only accessible from campus networked computers.

Name:	
Academic Year:	2018-2019
Semester:	Spring 2019
Briefly describe the planned activity. *You may attach documentation, such as conference description.*	
Activity date(s):	
Specify the number of hours taken for this activity:	
Specify this activity's Flex Category *(Staff Improvement, Student Improvement, and/or Instructional Improvement)*	
How is this activity aligned to campus plans (Strategic Plan, Guided Pathways, Accreditation Quality Focus Essay, Basic Skills, Equity, Sustainability Plan, etc.)**?**	
Specify the campus, program or course-level student learning outcomes this activity addresses.	

Purpose: Per Article 18 of the FT Faculty Agreement, each faculty member has two (2) individually planned days per academic year, which are planned in advance. Faculty will submit proposals for their individually planned professional days to the Faculty Flex Coordinator for review, and approval by the CIO.

Fall 2019: Submit by May 1

Upload the completed document to the SharePoint folder **Individual Planned Day Fall 2019** with this title format: LASTNAME_Individually_Planned_Activities_Fall_2019

http://frc-sps-01/Committees/FacultyFlex/SitePages/Home.aspx
SharePoint is only accessible from campus networked computers.

Name:	
Academic Year:	2018-2019
Semester:	Spring 2019
Briefly describe the planned activity. *You may attach documentation, such as conference description.*	
Activity date(s):	
Specify the number of hours taken for this activity:	
Specify this activity's Flex Category *(Staff Improvement, Student Improvement, and/or Instructional Improvement)*	
How is this activity aligned to campus plans (Strategic Plan, Guided Pathways, Accreditation Quality Focus Essay, Basic Skills, Equity, Sustainability Plan, etc.)?	
Specify the campus, program or course-level student learning outcomes this activity addresses.	

Faculty Flex – Annual Individual Activities Reporting 2018-2019

Use this form to record and report your annual flex activities. This report should include how you spent each flex day *(each day = six hours of activities, 10 days total).* Please complete the highlighted areas. Upload the completed document to SharePoint site by June 30, 2019. http://frc-sps-01/SitePages/Home.aspx

Name:	
Academic Year:	2018-2019

FALL 2018

Date	CCCCO Category	Description & Summary of Activities:	Hours Completed
8/14/18	*Staff & Instructional Improvement*	Faculty Business Meetings: • Academic Senate Meeting	_2_ hours
8/15/18	*Staff & Instructional Improvement*	Institution Day	_6_ hours
8/16/18	*Staff & Instructional Improvement*	Structured Faculty Flex Day	_4_ hours
8/17/18		*New Student Orientation involvement (describe your involvement if you participate, OR the activities you completed this day).*	___hours
10/16/18		*Campus Wide Professional Development Day (describe your participation/activities you attended):*	___hours
INDIVIDUAL PLANNED DAY(s)		*Describe the activities you completed for your Fall 2018 Individual Planned Day(s):*	___hours
		TOTAL NUMBER OF HOURS Fall 2018 (should equal at least 30 hours):	___hours

Spring 2019			
<u>Date</u>	<u>Category</u>	<u>Description & Summary of Activities:</u>	<u>Hours Completed</u>
1/9/18	*Staff & Instructional Improvement*	Faculty Business Meetings (including Academic Senate); Structured Flex Day	__6__ hours
1/10/18	*Staff Improvement*	Institutional Day	__4__ hours
1/11/18		Faculty In-Service Day (describe your participation in New Student Orientation and/or other activities)	____hours
4/29/18		*Day in the Mountains (describe your activities during this day):*	____hours
4/30/18		*Campus Wide Professional Development Day (describe your participation/activities you attended):*	____hours
INDIVIDUALLY PLANNED DAY(s)			____hours
		TOTAL NUMBER OF HOURS SPRING 2018 (should equal 30 hours):	____hours

How to upload reporting documents into SharePoint

Submit the form with Spring 2019 **individually planned day** HERE.

Submit your **report** of 2018-2019 activities HERE.

Feather River College is committed to providing professional development opportunities to its faculty and staff. Funds to support professional development originate from a number of different sources and therefore must align with efforts in those programs. The expected outcome(s) of the professional development activity should relate to student learning outcomes, guided pathways, increased student success and retention and/or improving student success measures for disproportionally impacted groups.

The purpose of this application is to ensure that funds are dispersed equitably across campus, that professional development opportunities align with funding sources, and that information is brought back to FRC departments and/or the campus community. The application outlines the process and expected outcomes for professional development.

Applications may be submitted at any time to the Human Resources Office. Please keep answers to 100 words or less. Completed applications will be reviewed at the next Professional Development Committee meeting. Professional Development opportunities include regional workshops, conferences and trainings. Opportunities may be either face to face or online/webinar or other electronic format.

Funding for Professional Development may change from year to year based on allotments from the Chancellor's Office. The Student Success Program is not intended to be the only source of funding for professional development, therefore, applicants are expected to secure funding through other sources to help offset the cost.

Employee information		
Name:		
Department:	email:	

Professional development information		
Title of workshop/training/conference:		
Sponsoring organization:		
Location:	Dates: *From*	*To*

Please provide a brief description of the workshop/conference/training/and how it will contribute to your professional development. Please attach a conference or event brochure, flyer, or other published documents that demonstrate support of these efforts.

Please identify the Student Learning Outcomes or activities within the Integrated Plan or within Guided Pathways and briefly explain how they will be supported through this workshop/conference/ training.

Budget information		
Total funds requested:		
List all other funding sources and amount from which you are requesting support.		
Expense type	Total cost	
Airfare		
Lodging		
Ground transport		
Meals		
Conference fees		
Misc.		
Miles (personal car only)		
Total		
Outcomes		
Please describe how you will share your experience with others in your department, division or the campus community.		
Employee Signature:		Date:

Committee Review checklist

☐Application is complete and includes a flyer or brochure

☐Application demonstrates that the Professional Development opportunity provides professional enrichment for the employee.

Comments:

Professional development aligns with:

☐ SSSP ☐Student Equity ☐Guided Pathways ☐Student Learning Outcomes

☐Student learning outcomes &/or activities from the Integrated Plan/ Guided Pathways that will be supported from this professional development opportunity are clearly identified.

Comments:

☐ Other funding sources have been secured or are being requested

Comments:

☐ Applicant outlines a reasonable plan for sharing experience with Department/Division/FRC

Comments:

Amount Committee approves in support of this Professional Development opportunity

$_____

Date reviewed:_____

Committee Chair:_____