**Staff Development/FLEX Meeting**

**December 5th, 2018, 2:30-3:30**

1. **Staff Development and FLEX Minutes for 11/14/18 - Unavailable**

**II. Grants Review**

A. $6021 in total fundable requests that made deadline. (one department requested $2148 for

an event when only $1800 is possible) potentially fundable. $750 in requests after the deadline.

after the deadline.

B. $10,251 of general Staff Development funds available for remainder of year, $2132 in CSEA funding.

If decided to fund all would have $4646 in general funds and $1166 in CSEA funds

C. Grants Review

D. Other

**III. Updates**

A. Staff Development Program Plan submitted by deadline. Unit plan no longer required!

A. CSEA

B. Management/Confidential

C. Leadership Academy

D. Basic Skills

E. Technology Training

F. Title V

G. SanFACC

H. Online Education Stipends ($3300 in funding remains).

I. Other

**IV. January Meetings**

A. Wednesday, January 9th, 2:00-3:00

B. **Tuesday, January 22nd, 2:30-3:30**, Vision Resource Center Presentation

**FLEX Meeting**

**I. Spring FLEX Day**

A. Agenda Review (next 2 pages)

B. Number/Timing of Breakout(s)

C. School’s First Federal Credit Union Request – see below\*

D. Review FLEX Day set-up recommendations

E. Other

*\*We truly enjoy our partnership with Rio Hondo College and are looking for ways to be more accessible to your new and current faculty/staff. Ways in which we do that with other colleges around your area is by attending their Flex Day. This gives them a chance to ask us questions they may have about retirement and Memberships. This has been beneficial to colleges, like yours, that we are the Third Party Planned Administrator. We usually have a table setup near at the event. In other cases, the colleges prefer for us to say a few words about the services we provide exclusively for them*.

**Rio Hondo College**

**Spring 2019 FLEX Day -January 25th, 2019- dft 12-4-18**

8:00-8:30 Continental Breakfast\*

I. 8:30-9:00 Welcome – **Campus Inn**

*Announcements*

-Katie O’Brien, Staff Development/FLEX Coordinator

*Welcomes & Introductions*

-Teresa Dreyfuss, Superintendent/President

*Welcome New Managers & Confidential Employees*

-Michelle Bean, Academic Senate President

*-*Jill Pfeiffer, RHCFA President

*Welcome New Full-Time Faculty*

-Sandra Rivera, President, CSEA

*Welcome New Full-time Staff*

9:00-9:15Presidential Updates & Remarks*- President Dreyfuss*

915:10:30 Guided Pathways Keynote and Q & A – *Melinda Karp*

10:45-11:30- Breakout Session #1

11:40-12:25- Breakout Session #2

12:25-1:00 RHCFA sponsored Faculty Lunch

1:00-3:00 Department/Division Meetings

The idea is to do a big-picture keynote for everyone with a Q&A and exit ticket to get feedback from those less-engaged, and then a long-ish breakout that provides guided work time for a slightly smaller group of folks who are either bought in or who will have to lead pieces of the work going forward. That way, less-engaged folks get to voice their concerns, but we can do some actual work planning to help move activities forward with people who are at least moderately inclined to buy into the process.

**9:15-10:30 Keynote** (mandatory)

Brief GP overview to ensure everyone is on the same page   The why of GP, from a student point of view and also a practical (performance-based funding) point of view.    The faculty role in GP.    The need for cross-functional work/ description of how GP breaks down silos and that's critical from a student point of view.

 Q&A

Ahas and Wonderings--exit ticket (whether done pen and paper or electronically, all attendees will be asked to provide an “Aha” or something they are still “Wondering” about as it relates to Guided Pathways.  This information would be provided to the GPS committee for further planning).

**10:45-12:25 Extended Breakout** (smaller group of 100ish engaged or need-to-be-engaged folks; we still need to figure out how to make this interactive in absence of tables)   What does the faculty role in GP look like? Building out behaviors and norms.

Some form of brainstorming of what types of behaviors stem from  GP for instructional faculty, following brief description of CCRC's Transformative Change Model. How do we generate behavioral change?

Another round of brainstorming to start identifying initiatives, programs, PD, comms, etc., that could scale new GP-related behaviors and start to shift the norms/make this work inevitable for naysayers

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