

# RCC FLEX Workshop Sign-In

Event Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time Period: \_\_\_\_\_

Location: \_\_\_\_\_

Presenter(s): \_\_\_\_\_

PLEASE PRINT YOUR NAME CLEARLY SO YOU MAY RECEIVE FLEX CREDIT.

\*\*FLEX credit is not available if you attend during your regular instruction and/or office hours.

Name	Department	Full-Time or Part-Time Faculty	
1.		FT	PT
2.		FT	PT
3.		FT	PT
4.		FT	PT
5.		FT	PT
6.		FT	PT
7.		FT	PT
8.		FT	PT
9.		FT	PT
10.		FT	PT
11.		FT	PT
12.		FT	PT
13.		FT	PT
14.		FT	PT
15.		FT	PT

Return to [FacultyDevelopment@rcc.edu](mailto:FacultyDevelopment@rcc.edu), or Danielle Elizondo – Glenn Hunt DL 403

Part-time faculty should email [FacultyDevelopment@rcc.edu](mailto:FacultyDevelopment@rcc.edu) to report professional development hours.

Please see back side for the list of objectives

***Which of the following objectives will be met (check all that apply):***

1. Course instruction and evaluation, including assessment
2. Staff development, in-service training, and instruction improvement.
3. Program and course curriculum or learning resource development and evaluation (e.g. Program review training, curriculum review)
4. Student personnel services
5. Learning resource services
6. Student advising, guidance, orientation, matriculation services and student, faculty and staff diversity training
7. Department or division meetings, conferences, and workshops, and institutional research
8. Other duties as assigned by the district
9. Other: that contribute to improvement of instruction, administration, or student services

## **Equity Statement and Criteria**

### **Equity Definition**

Educational equity means that each person receives what they need to develop to their full academic and social potential.

A commitment to equity means gaining an understanding of the intersectionality of social identities and the multiple axes of oppression that have caused, and are causing, people from different groups to be disproportionately impacted.

Working towards equity means:

- Removing the predictability of success and failure that currently correlates with any social or cultural factor.
- Identifying and dismantling inequitable practices, examining biases, and creating inclusive and just conditions for all.
- Honoring and cultivating the gifts, talents and interests that each human possesses. (Adapted from National Equity Project)

### **Equity FLEX Professional Development Criteria**

Contributes to success of disproportionately impacted students in the colleges' faculty leadership and board-approved Student Equity Plan and includes:

- Trainings, conferences, and courses from vetted organizations such as CORA and USC Race and Equity Center.
- Trainings, conferences, and courses from other appropriate groups or organizations approved by respective Faculty Professional Development Committees (in consultation with applicable committees, i.e., Student Equity) with the goal of improving instruction for equitable student success
- Any college/district-sponsored training, speaker, consultant brought to discuss/consult facilitate on equity-mindedness, cultural proficiency, and social justice.
- Communities of practice, trainings, and facilitated discussion by experts and/or RCCD employees/equity leaders who have completed a relevant researched-based course or training.