

Fall 2017 Mandatory FLEX Day

The Las Positas College Professional Development Program would like to welcome you to our Fall 2017 Mandatory FLEX Day, being held from 8:00 AM – 4:00 PM on Tuesday, October 24. Enclosed in this packet you will find descriptions of the Keynote session speaker followed by a short program and a longer program describing all of the breakout sessions in detail, including a program designed for Classified Professionals by the Classified Senate. Of course, Classified Professionals are encouraged to attend any Flex Day activity that is of interest to them.

Keynote Seminar:

Dayna Barbero

William Garcia

Sean Prather

Mark Tarte

Sheena Turner-August

Heike Gecox



The Behavioral Intervention Resource Team (BIRT)

Keynote from 9:00 AM – 9:50 AM (Includes Q&A)

Room 2420

Las Positas College has a Behavioral Intervention Resource Team (BIRT) that offers expertise and guidance for dealing with difficult, disruptive, or dangerous situations involving students. During this session, the panel members will introduce you to the BIRT website and will explain what procedures to follow should you suspect a student is a potential threat to themselves or the classroom. You will also learn how to recognize physical and behavioral warning signs of a potentially distressed student and what to do in the event a behavioral incident occurs on campus, whether inside or outside of the classroom. The presenters will make some time for questions and answers and discuss plans for follow-up activities and conversations.



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Schedule of the Morning Breakout Sessions

Location	8:00– 8:50 AM	9:00– 9:50 AM	10:00 – 10:50 AM	11:00 – 11:50 AM
803			Introduction to Canvas Canvas Trainer	
2410	Canvas Drop-In Training CanvasTrainer		Using the OEI Online Course Design Rubric to Meet Accreditation Standards Scott Vigallon Vicki Austin	
2414			Curriculum Course/Program Workshop Craig Kutil	
2416			SLO & SAO Overview and eLumen Work Session Marty Nash Akihiko Hirose Robin Rehagen Rafael Valle Madeline Weist Ann Hight	
2420		Keynote Speaker Dayna Barbero William Garcia Sean Prather Mark Tarte Sheena Turner-August Heike Gecox		
2450			Understanding the Student Press Melissa Korber Marcus Thompson II	
2460	What is Middle College? Amy Brown Kelly Moglilefsky		Guided Pathways – From Murky to Clearer. A Working Conversation Lisa Everett Angella VenJohn Kristy Woods	
2470	CTE Tutoring Center...What Does that Look like to You? Scott Miner		Sharing Tools for Thinking and Teaching Globally Angelo Bummer Katie Eagan Ann Hight Kali Rippel Colin Schatz Antonella Vitale Kat King	
2480			Active Listening Workshop: Learning to Dialogue in a Post-Election Environment Teri Ann Bengiveno Frances Hui Sheena Turner-August	
2490			Understanding Autism Paula Schoenecker	

Schedule of the Afternoon Breakout Sessions

Location	1:00 – 1:50 PM	2:00 – 2:50 PM	3:00 – 3:50 PM
803	Advanced Canvas Workshop Canvas Trainer		
2410			Better Student (or Instructor) Presentations Kat King
2412	Making your Canvas Course Site ADA-Compliant Scott Vigallon Wanda Butterly		25 Live Training Katherine Tollefsen Sheri Moore
2414	Curriculum Course/Program Workshop Craig Kutil		The Professional Learning Network Howard Blumenfeld Candace Robertson Andrea Chatwood
2416	Training Session for SLO Coordinators with a Breakout Discussion/Work Groups Ann Hight Angelo Bummer Akihiro Hirose Jennie Graham Madeline Wiest		
2450	The Importance of Sleep Ernie Jones Irena Keller		The Science of Syllabi Construction John Ruys Robin Roy
2460	Growth Mindset: Realizing Potential in Ourselves and with Students Kristy Woods Ashley McHale Elena Cole Paula Schoenecker		No You Can't Touch My Hair – Microaggressions – Learning What They Are and How to Avoid Them Michelle Gonzales Erick Bell Kali Rippel
2470	Working Together: "Grading Theories and Practices" Howard Blumenfeld Steve Chiolis Marty Nash Elizabeth Owens Sheena Turner-August Marsha Vernoga		Promoting Student Health Dayna Barbero
2480	Becoming an UndocuAlly Nancy Jodaitis Michelle Zapata Rafael Valle		Title IX Compliance for Transgender Students L.W. Lucas Hasten
PE-213			Chi-Gong Craig Kutil



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Continental Breakfast

Hosted by the President's Office

7:30 AM – 8:30 AM

2400 Foyer

Lunch

12:00 PM – 12:50 PM

The Fresh and Natural Café will be open for lunch.

Department Meetings

3:00 PM – 3:50 PM

Name of Department	Room
Welding Technology	810
Geology	1828
Chemistry	1816
Biology	1855
History	2411J
Physics / Astronomy	1831
Computer Studies	804
Communication Studies	4211
Auto	816



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Full Description of the Morning Breakout Sessions

8:00 AM – 8:50 AM

Canvas Drop-In Training

Room 2410

Presenter/Facilitator: Canvas Facilitator

Description: Get your Canvas questions answered by an official Canvas trainer. This is not a workshop, so please come prepared to ask questions. Participants are encouraged to register in advance at

<http://www.laspositascollege.edu/staffdevelopment/workshops.php>. Participants must also log into Canvas prior to Flex day. Login information will be provided to participants. Canvas training supports staff, student, and instructional improvement as faculty will use the system to deliver instruction. In Spring 2017, out of 264 instructors using a course management system, 69 used Canvas. That leaves 195 who will be transitioning from Blackboard to Canvas. Flex day provides the perfect opportunity for training.

What is Middle College?

Room 2460

Presenter/Facilitator: Amy Brown (Interim Administrative Program Director), Kelly Moglilefsky (English/AVID Teacher)

Description: Middle College at Las Positas college is a unique collaboration between Las Positas College, the Tri-Valley Regional Occupation Program, Dublin Unified School District, Livermore Unified School District, and Pleasanton Unified School District. Through this alternative high school program, students have the opportunity to obtain a rigorous high school education while concurrently earning college credit. This session will cover the basic structure of the program, providing an overview of its mission and goals, as well as a description of the potential Middle College student.

CTE Tutoring Center...What Does that Look like to You?

Room 2470

Presenter/Facilitator: Scott Miner (Welding Faculty)

Description: The college has institutionalized tutoring and campus wide support systems for course material in General Education, Math, English, Basic Skills, Science and many other Transfer courses. For 2017-2018 the college has established a Planning Priority that reads: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses Basic Skills and Transfer courses are well on their way in the area of tutoring services. Nothing exists for Career Technical Education (CTE) students. This activity is intended to begin the process of visualizing what institutionalized tutoring services for CTE students looks like at LPC. The discussion will be focused on the principles of equity, access and student success. What does a CTE Tutoring Center look like for your discipline? What types of equipment, facility or skills are needed to provide tutoring for your specific students? Bring your vision, ideas and imagination to help make the Planning Priority a reality for CTE students at LPC.



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10:00 AM – 11:50 AM

Introduction to Canvas

Room 803

Presenter/Facilitator: Canvas Trainer

Description: In this hands-on introductory workshop, faculty will learn about, and work with, the Canvas Global Navigation items: Dashboard, Account (including Notifications and Files), Calendar, Help; Communication tools: Inbox, Announcements; and the Gradebook. Participants must register in advance at <http://www.laspositascollege.edu/staffdevelopment/workshops.php>. Participants must also log into Canvas prior to Flex day. Login information will be provided to participants. Canvas training supports staff, student, and instructional improvement as faculty will use the system to deliver instruction. In Spring 2017, out of 264 instructors using a course management system, 69 used Canvas. That leaves 195 who will be transitioning from Blackboard to Canvas. Flex day provides the perfect opportunity for training.

Using the OEI Online Course Design Rubric to Meet Accreditation Standards

Room 2410

Presenter/Facilitator: Scott Vigallon (Instructional Technology/Open Learning Coordinator), Vicki Austin (CIS Faculty)

Description: The Online Education Initiative's Course Design Rubric establishes standards of a quality online course, and if your course meets those standards, it will meet accreditation requirements. In this workshop, you will learn how to apply the rubric to your course in order to make your course the best it can be...regardless if LPC joins the OEI Course Exchange or not. The rubric's sections covered will be Content Presentation and Assessment, but the workshop will focus on Interaction, making sure you meet the requirement of regular, effective contact. It will not cover the web accessibility sections of the OEI rubric; those will be covered in an afternoon workshop today called Making your Canvas course site ADA-compliant. The LPC Model Course, which was created based on the rubric's standards, will be presented. The Model Course can be used in your online course as a template to follow while building the rest of your course.

Curriculum Course/Program Workshop

Room 2414

Presenter/Facilitator: Craig Kutil (Curriculum Committee Coordinator/Mathematics Faculty)

Description: This session is for faculty to work on course and program updates, or to create new courses/programs, using CurricuNET.



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SLO & SAO Overview and eLumen Work Session

Room 2416

Presenter/Facilitator: Marty Nash (SLO Liaison/English Faculty), Akihiko Rose (Sociology Faculty), Robin Rehagen (Physics Faculty), Rafael Valle (HSI Grant Coordinator/Counseling Faculty), Madeline Weist (Curriculum and SLO Specialist), Ann Hight (SLO Committee Coordinator/Biology Faculty)

Description: An overview of what constitutes a well written SLO, creating assessments from what you already do in a course, using the reflection questions as a source of annotation for a given semester's data and more will be covered. For those individuals new to eLumen, there will be time to get you up and running. For everyone else, there will be time to input eLumen data. This workshop is appropriate for everyone.

Understanding the Student Press

Room 2450

Presenter/Facilitator: Melissa Korber (Academic Senate President/Mass Communications Faculty), Marcus Thompson II (Bay Area News Group/Mass Communications Faculty)

Description: The student press occupies a unique role in the campus community. In addition to chronicling campus life and serving as a community forum, the student press serves as a watchdog for campus leaders and a training ground for student journalists. While creating many rich learning opportunities, these roles can also create tension and misunderstanding as student journalists perform their jobs. In the current political landscape, the education of responsible journalists becomes even more vital. In this workshop, we will discuss the roles of student journalists, the roles of college staff in their development, the importance of student journalists to the campus community, and tips for creating productive interactions with them. Since the student press serves the entire campus community, learning opportunities extend to all members of the community -- faculty, classified professionals, administrators, and students.

Guided Pathways – From Murky to Clearer: A Working Conversation

Room 2460

Presenter/Facilitator: Lisa Everett (Health Faculty), Angella VenJohn (Counseling Faculty), and Kristy Woods (Mathematics Faculty)

Description: Across the nation and in California, community colleges are embarking on guided pathways reform, "a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps". Come join us as we explore from a student's perspective what Guided Pathways looks like in various models across the country and in our own State. Together we can talk about what we are learning from the data, best practices, and opportunities this movement can offer us.



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Sharing Tools for Thinking and Teaching Globally

Room 2470

Presenter/Facilitator: Angelo Bummer (English Faculty), Katie Eagan (English Faculty), Ann Hight (SLO Committee Coordinator/Biology Faculty), Kat King (English Faculty), Kali Rippel (Library Faculty), Colin Schatz (Computer Science Faculty), Antonella Vitale (Mathematics Faculty)

Description: This year, Las Positas College fellows are working in partnership with Stanford University's Educational Partnership for Internationalizing the Curriculum (EPIC). LPC has an interdisciplinary team working with faculty from De Anza and Foothill Colleges on curricular and pedagogical tools for globalizing our curriculum. Please come hear about our projects and brainstorm ways you can bring a global mindset into your LPC curriculum, whether in terms of developing new courses, diversifying reading lists, or looking to the wider world to help students better understand domestic issues and histories. In this FLEX day session, the fellows will briefly share their projects and work with interested faculty on brainstorming project ideas. We will also highlight Lacuna, Stanford's open source software that helps students deepen their reading and class discussion of the reading with the annotation of digitized texts.

Active Listening Workshop: Learning to Dialogue in a Post-Election Environment

Room 2480

Presenter/Facilitator: Teri Ann Bengiveno (History Faculty), Sheena Turner-August (Psychology Faculty), Frances Hui (Library Faculty)

Description: Arguing over politics? Fighting with family and friends? Feel yourself boiling over? Keep calm and use active listening. Learn to dialogue in a post-election environment in this active listening workshop.

Understanding Autism

Room 2490

Presenter/Facilitator: Paula Schoenecker (Learning Skills Faculty)

Description: As an instructor in the Learning Skills program, I am in a unique position to observe trends in the disability population attending Las Positas. We all know there has been a marked increase in the number of students on the autism spectrum here at LPC. This presentation will inform faculty and staff about the diversity of characteristics and learning strengths/weaknesses found with students who are often simply identified as being on the "autism spectrum". I plan to cover some of the "whats and whys" behind the "disorder", and then we will then go on to identify successful strategies for both teaching these students and supporting them during their college journey. I would hope for this presentation to include both the informing of others and engaging the group in an interactive discussion. This activity furthers our mission statement of being "...an inclusive, learning-centered institution providing educational opportunities and support...". It also reflect our teaching and learning strategic goal #1 to "Provide excellence in teaching, student learning, service to students..."



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Full Description of the Afternoon Breakout Sessions

1:00 PM – 2:50 PM

Advanced Canvas Workshop

Room 803

Presenter/Facilitator: Canvas Trainer

Description: In this hands-on advanced workshop, faculty will learn about, and work with, Canvas Assignments, Discussions, Quizzes, Syllabus, Modules, and Content Pages. Participants must register in advance at <http://www.laspositascollege.edu/staffdevelopment/workshops.php>. Participants must also log into Canvas prior to Flex day. Login information will be provided to participants. Canvas training supports staff, student, and instructional improvement as faculty will use the system to deliver instruction. In Spring 2017, out of 264 instructors using a course management system, 69 used Canvas. That leaves 195 who will be transitioning from Blackboard to Canvas. Flex day provides the perfect opportunity for training.

Making Your Canvas Course Site ADA-Compliant

Room 2412

Presenter/Facilitator: Scott Vigallon (Instructional Technology/Open Learning Coordinator); Wanda Butterly (Instructional Technology Specialist)

Description: Whether you teach an online course, a hybrid course, or simply enhance your face-to-face course with online materials, you are bound by state and federal regulations to make your sites accessible to students with disabilities. This hands-on workshop will focus on ADA-compliance within Canvas (many of the principles apply to Blackboard, as well). You will learn the basics of web accessibility, along with techniques to use in Canvas and techniques to make Word and PowerPoint files accessible. The workshop will follow the Online Education Initiative's Course Design Rubric sections on web accessibility.

Curriculum Course/Program Workshop

Room 2414

Presenter/Facilitator: Craig Kutil (Curriculum Committee Coordinator/Mathematics Faculty)

Description: This session is for faculty to work on course and program updates, or to create new courses/programs, using CurricuNET.

Training Session for SLO Coordinators with a Breakout Discussion/Work Groups

Room 2416

Presenter/Facilitator: Ann Hight (SLO Committee Coordinator/Biology Faculty), Angelo Bummer (SLO Liaison/English Faculty), Akihiko Rose (Sociology Faculty), Jennie Graham (Mathematics Faculty), Madeline Wiest (Curriculum and SLO Specialist)

Description: This workshop is for discipline SLO Coordinators to help you create plans



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to ensure that all SLOs/SAOs are analyzed over a 3-year period including how to generate appropriate reports for meaningful analysis of eLumen data as well as automating some of the functions of eLumen. A SLO/SAO Coordinator checklist will be distributed and reviewed. Breakouts are planned to discuss what constitutes sufficient numbers for analysis, which varies depending on the number of sections and frequency of course offerings over the semesters. This workshop is for SLO/SAO Coordinators and for those who want to be trained to become a coordinator.

The Importance of Sleep

Room 2450

Presenter/Facilitator: Ernie Jones (Psychology Faculty), Irena Keller (Psychology Faculty)

Description: Most of us – staff, students, and faculty – are not getting enough sleep. Chronic sleep deprivation affects every aspect of life, including cognitive and emotional functioning, work and academic performance, motivation, mental well-being, and health. At work, sleep deprivation is linked to poor work quality, impaired concentration and decision making, poor communication, and absenteeism. Surveys of college students find that more than 25% of them indicate that a lack of sleep negatively impacted their academic performance – lower grades and GPAs, missed classes, papers, and deadlines, and increased withdrawals from classes. In this presentation we plan to explore the causes and effects of sleep deprivation and ways to improve sleep quality and quantity.

Growth Mindset: Realizing Potential in Ourselves and with Students

Room 2460

Presenter/Facilitator: Kristy Woods (Mathematics Faculty), Ashley McHale (Mathematics Faculty), Elena Cole (English Faculty), Paula Schoenecker (Learning Skills Faculty)

Description: "Growth Mindset - the idea that we can grow our brain's capacity to learn and to solve problems... There are two ways to think about a problem that's slightly too hard for you to solve. Are you not smart enough to solve it ... or have you just not solved it yet?" From employers, to athletics to education – everyone is talking about how it is important to identify and foster potential talent and not just identify talent. How do we recognize and foster our own potential? Our colleagues? Our students? Research clearly supports that having these discussions and short activities in Growth Mindset makes the difference in whether someone embraces challenge and struggle as an opportunity to learn or gives up. Come experience and explore how we can do this as individuals and with students."



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Working Together: “Grading Theories and Practices”

Room 2470

Presenter/Facilitator: Howard Blumenfeld (Professional Development Coordinator/Mathematics Faculty), Steve Chiolis (Humanities/English Faculty), Marty Nash (SLO Liaison/English Faculty), Elizabeth Owens (Mathematics Faculty), Sheena Turner-August (Psychology Faculty), Marsha Vernoga (Nutrition Faculty)

Description: Come join us for an interactive workshop highlighting grading theories and practices. Some topics we will discuss include the purpose of assignment feedback, determining the proper number of graded assignments in a class, grading with rubrics, and how to honor the teaching process. We will examine the history of modern grading practices and challenges to these practices. We will also discuss dealing with different class sizes and the practice of students grading each others' work.

Becoming and UndocuAlly

Room 2480

Presenter/Facilitator: Nancy Jodaitis (Director of Higher Education Initiatives, Educators for Fair Consideration (EF4C)), Michelle Zapata (Counseling Faculty), Rafael Valle (Counseling Faculty)

Description: This training is offered to provide a common, working definition of what it means to be "undocumented." Participants will gain an understanding of the challenges that undocumented students face while pursuing higher education, how educators can proactively and intentionally support undocumented students, and resources that are available for educators and students. This session will include a Q&A with current LPC students. Participants will also be invited to join an LPC UndocuAlly Task Force to help develop an action plan that will focus on providing college-wide support for undocumented students.

3:00 PM – 3:50 PM

Better Student (or Instructor) Presentations

Room 2410

Presenter/Facilitator: Kat King (English Faculty)

Description: Tired of sitting through incredibly boring student presentations, where students read from bullet points off their Google Slides? (Zzz.) Or have you shied away from flipping your classroom because you sat through one too many painful student presentations? Research shows students learn by doing – so at some point, it helps to flip the classroom and ask students to become experts on an aspect of the curriculum that they can in turn teach the class. Employers have also expressed frustration that too many students exit college without the collaborative and technological skills they need for the modern workplace. If you're like me, you may assume that students are natural techies. But they're not! Come see a sampling of how I teach students collaborative skills and visual argumentation. This workshop is for you if you are looking



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to branch out from Google Slides or PowerPoint yourself, or if you would like your students to become better presenters. In this session we will focus on Prezi – and how to add background music, voice-overs, compelling images, YouTube Clips, and Live Polling – all as a way to make content more accessible, engaging, and thoughtful.

25 Live Training

Room 2412

Presenter/Facilitator: Katherine Tollefsen (District Office IT Staff), Sheri Moore (Administrative Services)

Description: Faculty and Staff will be given training on using 25Live without logging in. All academic classes and events are scheduled in 25Live. Faculty will be shown how to search for rooms as well as how to view their schedule of academic classes.

The Professional Learning Network (PLN)

Room 2414

Presenter/Facilitator: Howard Blumenfeld (Professional Development Coordinator/Mathematics Faculty), Candace Robertson (Professional Learning Network), Andrea Chatwood (Professional Learning Network)

Description: Come by and learn all about the Professional Learning Network (PLN) - the best kept secret of the CCC system! The Chancellor's Office is providing all CCC staff with a FREE portal that allows campuses to share resources and communicate. Professional development is easy with FREE access to thousands of online trainings via Lynda.com, Grovo and Skillsoft. Campuses and individuals no longer have to pay to use these websites, and tracking your courses is as easy as ever in your PLN profile. In this session we will walk you through the site and how to get started. You won't want to miss it!

The Science of Syllabi Construction

Room 2450

Presenter/Facilitator: John Ruys (SLO Committee Coordinator/Psychology Faculty), Robin Roy (Psychology Faculty)

Description: Often college instructors are subject matter experts with minimal training in education. We are thrown into the classroom with an example syllabus from a colleague and publisher created course materials. In this workshop, we will discuss best practices in syllabus construction using research from psychology and education. Bring a course syllabus with you. We will include time for participants to evaluate the quality of a syllabus and discuss how to improve your syllabus.

No You Can't Touch My Hair – Microaggressions – Learning What They Are and How to Avoid Them

Room 2460

Presenter/Facilitator: Michelle Gonzales (English Faculty), Erick Bell (Business), Kali Rippel (Library Faculty)

Description: Our session on microaggressions will be designed to both enhance information learned in the CORA training or familiarize faculty and staff professionals



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with some of the concepts. It is a form of faculty and staff diversity training and it provides instruction on sound pedagogical practices that can be applied to all students. In addition to building on the enthusiasm for the CORA curriculum on our campus, this session addresses the strategic goal of Diversity and Pluralism in its call for “increase[d] capacity of staff and faculty to address issues of diversity,” and carrying it out would help us make the key performance indicator “Number of diversity-related trainings/workshops/opportunities for dialogue,” and “Number of faculty/staff participating in diversity-related activities.” The CORA training session would also help to meet one aspect of the strategic goal of Teaching and Learning: “Provide expanded opportunities for professional development that focus on teaching and learning and future trends for new student populations.” This proposal is also aligned within the current Student Equity Plan. There is a stated commitment and appropriated funding to provide professional development resources specifically because it highlights one of *“the best approaches for addressing the issues contributing to the underperformance of historically underrepresented students, including men or color”* (pgs. 40, 60, 117). This request is an eligible use of Equity funds according to the current expenditure guidelines (California Community College Chancellor’s Office), which include *“Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.”*

Promoting Student Health

Room 2470

Presenter/Facilitator: Dayna Barbero (Health Center)

Description: a workshop promoting student mental health including: A classroom resource guide for faculty and staff, an orientation to resources on campus including short term therapy, peer support, workshops and referrals.

Title IX Compliance for Transgender Students

Room 2480

Presenter/Facilitator: L.W. Lucas Hasten (Anthropology Faculty)

Description: Faculty will be briefed on Title IX compliance for transgender students. This includes a primer on best practices for names, pronouns, documents, and facilities. Where is the line between a legitimate question and sexual harassment? How can we help to ensure the on-campus safety of our transgender students?

Chi-Gong

Room PE-213

Presenter/Facilitator: Craig Kutil (Curriculum Committee Coordinator/Mathematics Faculty)

Description: Participants will practice the ancient Chinese art of Chi Gong, which involves standing meditative low impact movement and breathing exercises designed to



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improve one's health both mentally and spiritually.



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Program for Classified Professional Staff

All activities listed below are intended for Classified Professional Staff. Faculty are welcome to attend any of these workshops and classified staff are also welcome to attend any of the faculty sessions in the faculty program. For questions about the Classified Staff program please contact Carolyn Scott (cscott@laspositascollege.edu) or Frances DeNisco (FDeNisco@laspositascollege.edu).

All activities, except the Keynote, will take place in **Room 2206**.

10:00 – 10:50 a.m. – Payroll/Benefits session

2:00 – 2:50 p.m. – Classified Conversation (Classified Senate and SEIU)