

Faculty Professional Development: Criteria for Approval of Flex Activities

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The criteria below were developed based on Education Code 87153, Title 5 53200, AFA/District Contract Articles 17 & 22, and Board Policy 3.27.

Unless selected from a menu of Flex options, to receive flex credit for an activity, faculty must provide written justification for how the activity will help them improve their teaching or other job duties.

In order to be approved, an activity must fulfill at least one of these goals:

1. Improvement of Teaching.

- Enhance teaching skills or knowledge in the faculty member's own discipline or gain insights into related disciplines or interdisciplinary areas.
- Learn to apply best practices and educational research.
- Learn various teaching methods and pedagogical approaches.
- Collaborate to design or revise assessment tools and/or improve teaching based on assessment results.

2. Maintenance of current academic and technical knowledge and skills.

- Maintain current, discipline-specific academic and student services technical knowledge and skills.
- Collaborate to review learning resource materials, eliminate out-date items, and make recommendations for additions. Learning resource materials include items such as slides, books, media, specimens, art, and artifacts.
- Attain proficiency in instructional software.
- Participate in professional conferences and seminars.
- Serve in an official capacity in professional organizations.
- Offer conferences, seminars, lectures, or other events including performances and exhibits, for purposes of advancement of one's discipline.
- Read and conduct research in one's discipline or related disciplines, beyond what is necessary for class preparation.
- Write or publish in one's discipline or related disciplines.
- Develop creative work in one's discipline.

3. In-service training for career and technical (vocational) education and employment preparation programs.

- Learn to apply best practices, research, or pedagogy related to Career and Technical Education.
- Research regional, state, and national labor market needs and economic forecasts.
- Apply for CTEA funding and CTEA project development.
- Collaborate to develop programs and services to better serve CTE student needs.
- Participate on CTE advisory committees

4. Retraining to meet changing institutional needs.

- Acquire skills for safety or emergency preparedness.
- Learn about student and community demographic data and research.
- Collaborate on revisions to discipline, departmental, or District planning (including PRPP and strategic plan).
- Collaborate in designing or revising courses, certificates, majors and education pathways to meet the needs of students.
- Learn about participatory governance, policies and procedures, regulations or legal requirements relevant to work (such as FERPA regulations or the Board policy on Academic Integrity)
- Develop interpersonal and communication skills.
- Increase critical consciousness of to student and staff diversity (see Board Policy 8.2.1 for diversity definition¹) by learning content knowledge and culturally responsive approaches to serving the diverse needs of our campus community, including sexual harassment prevention workshops, activities about historically underrepresented groups, conferences on cultural competence and inclusivity, diversity seminars, and multicultural education activities.

5. Inter-segmental exchange programs.

- Collaborate with K-12 or 4-year colleges and universities for purposes such as aligning curriculum or developing transfer relationships.
- Provide outreach activities to K-12 system for special collaborative projects.

6. Development of innovations in instructional and administrative techniques and program effectiveness.

- Collaborate to develop or implement innovative programs and services.
- Participate in grant-writing workshops and trainings.
- Write grants for new initiatives.
- Implement innovations in leadership, instructional, or students support areas.

7. Computer and technology proficiency programs.

- Attain or maintain proficiency in technology tools related to work, such as presentation technology, email, word processing, spreadsheets, desktop publishing, and online course management systems.
- Attain or maintain proficiency and working knowledge of District systems such as purchasing, program review, program evaluation, scheduling, enrollment management, and student information.

8. Courses and training implementing affirmative action and upward mobility programs.

- Increase awareness in order to prevent discrimination and sexual harassment.
 - Acquire and maintain skills to serve as monitors for hiring committees.
 - Develop leadership skills.
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9. **Other activities** determined to be educational and professional development pursuant to criteria established by the Board of Governors
- Attend workshops or trainings to learn techniques to improve or enhance physical and mental health in order to better perform on the job, such as humor in the workplace, stress reduction, self-defense, nutrition, exercise, or weight reduction.
 - Develop and provide trainings or workshops to other faculty or staff related to improvement of student learning, student services, or other work-related matters.
 - Organize or participate in community activities directly related to one's discipline or to the District.
 - Develop and/or participate in outreach to the community that promotes SRJC programs, such as Day Under the Oaks, science fairs, career fairs, college preview days, and public exhibits or presentations (only open to faculty members not otherwise compensated).
 - Performances or other SRJC public events: faculty members must provide written confirmation describing how the performance or event meets the criteria for their discipline or individual professional learning, unless approved for all faculty and approved as such for the menu of activities.

10. **Additional Options for Professional Development for Adjunct Faculty.**

If not otherwise compensated, the following activities are eligible for flex for adjunct faculty:

- Attends regularly scheduled department meetings.
- Participates in departmental activities on District-Designated Activities Day.
- Serves on program advisory committees.
- Writes, reviews, and revises curriculum.
- Serves on departmental committees.
- Serves on District-wide committees, such as standing committees and Presidential Advisory Committees.
- Serves as a faculty advisor to student clubs or groups.
- Participates in special projects as requested by the District.
- Participates in governance activities of the District, including, but not limited to: Petaluma Faculty Forum; District-wide forums; accreditation committees; task forces called by the Academic Senate, AFA, or the District to work on special projects.

¹ Board Policy 8.2.1 defines diversity as “race, religious creed, color, national origin, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation.”