

Guideline for Activities Satisfying Variable Flex Obligations

Title 5 § 55724 specifies that faculty will participate in staff, student, and instructional improvement activities to fulfill flex days in lieu of regular assignment. This guideline elaborates on acceptable activities areas that can be used to fulfill variable the flex obligation, seeking to be inclusive of the many areas in which a faculty may be engaged.

No activity that is part of standing college shared-governance committee work may satisfy variable flex obligations.

- 1) *A subject or subjects the faculty member teaches*, or reasonably expects to teach.
- 2) *A field of specialization in which the faculty member serves*, or reasonably expects to serve. Examples of fields of specialization include (but are not limited to) developmental education, adult education, reading/numeracy across the curriculum, cross-cultural education, library science, counseling and special education. Activities that lead to additional degrees and certifications are allowed and encouraged.
- 3) *Service which the faculty member provides*, or reasonably expects to provide. Examples of services include: administrative, clinical or rehabilitative, health, library, and counseling. Activities that lead to additional degrees and certifications are allowed and encouraged.
- 4) *Concepts, principles, and methods of effective instruction, curriculum delivery/design, evaluation, assessment, intervention, and consultation*. Examples include (but are not limited to) inquiry strategies, curriculum improvement, referral of students who may need special services, and assessment practices, evaluation of adjunct faculty when compensation is not claimed.
- 5) *Required activities to maintain, renew, or advance a license or certification* relevant to the faculty member's discipline or beneficial to the college community. Examples include (but are not limited to): nursing license, professional engineer license, public school teaching credential, CPR certification that meets the standards of quality of either the American Heart Association, the American Red Cross, or equivalent.
- 6) *Concepts and principles of physical, intellectual, social, emotional, and language development* among community college students. Examples include (but are not limited to) learning about research on the brain of adult learners, theories of intellectual growth, ways to foster students' ethical development, and development and facilitation of communication skills among English language learners.
- 7) *Concepts and principles of human communication, learning, motivation, and individuality*. Examples include (but are not limited to) learning about language structure, theories of the psychology of human learning or motivation, and studies of individual differences in humans.
- 8) *Languages and cultural backgrounds* of groups of students who attend California colleges and schools. Examples include (but are not limited to) language classes, conversation groups
- 9) *Concepts and principles of effective relationships among schools, families, agencies, businesses, and communities*. Examples include (but are not limited to) community involvement in education, strategies which lead to inter-agency cooperation, strategies for conducting outreach, and implementation of school, community, and business partnerships

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- 10) *Understanding of ethnic, cultural, and gender diversity, especially the current demographics, diverse language/dialects, and multicultural backgrounds of the California population.* Examples include (but are not limited to): second language acquisition, persons with disabling conditions, library programs and resources, the gender gap in math studies, and issues related to integrated reading/language arts programs for students of diverse cultural backgrounds.
- 11) *Roles, organization, and operation of public education,* of institutions that promote public education, and of professional organizations related to the faculty member's area of expertise. Examples include (but are not limited to): the history and functions of public education, the effective management of public schools, the purposes and contributions of professional and civic organizations in education, and service as an official representative (e.g. officer, committee chair) of a professional organization.
- 12) *Understanding of, and problem solving related to, current issues facing schools and communities.* Examples of such issues include (but are not limited to): violence, transiency, dropouts, facilities, and finances.
- 13) *The organization, operation, management, and leadership of programs or sites and the roles of the people who work at these sites or in these programs.* Examples of topics include (but are not limited to): organizational restructuring, training required to be on hiring committees, hiring of qualified personnel who reflect cultural and gender diversity throughout all levels of the organization; evaluation processes, and current trends in management and leadership (collaborative negotiations, site-based management, shared decision-making, conflict management).
- 14) *The understanding and use of technology in educational settings.* Examples include (but are not limited to): computer assisted instruction, management applications of computer technology, adaptive technology for students, CLASS-Web training, approaches to distance education and the use of teleconferencing and interactive video for instructional purposes.
- 15) *Professional exchange program.* For example, a faculty member participates in the Fulbright Teacher Exchange Program.
- 16) *Alternative work-experience programs,* paid or volunteer, in which the faculty member fulfills new professional responsibilities for a specified period of time. For example, a physics faculty member participates in a research project at the Lawrence Livermore Laboratory over the summer.
- 17) *Creative endeavors,* provided that (1) the faculty member either creates a tangible product that exhibits originality of thought and execution, or exhibits a creative talent while participating in a group production, and provided that (2) the creative endeavors directly relate to a subject or student group the faculty member teaches or reasonably expects to teach. For example, a theater arts faculty member earns a role in a local production of "A Chorus Line," or a physics faculty member writes a book examining the feasibility of technological advances posited in various science-fiction genres.
- 18) *Cultural experiences* such as attendance at museums or musical, dramatic, or dance productions, or cross cultural immersion in the language and culture of an ethnic or national group, *provided* that each experience directly relates to a subject or student group the faculty

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member teaches, or reasonably expects to teach. For example, a faculty member in a Hispanic Serving Institution spends the summer in a Spanish immersion program in Costa Rica, or a mathematics faculty attends a mathematical study tour of the Mayan archaeological sites in Mexico.

When courses are used to fulfill flex obligations, acceptable courses include lower division, upper division, or graduate level courses offered on-campus, off-campus, or through extension by any regionally accredited two-year or four-year college or university, in California or outside of this state. Courses may be taken for college credit, or for continuing education units. Courses must be completed, and the faculty member must earn a grade of C or better in courses that are taken for credit (or a pass in courses taken on a "pass or fail" basis).

The conversion of units to clock hours is as follows:

1 Quarter Unit = 10 Clock Hours

1 Semester Unit = 17.5 Clock Hours

1 Continuing Education Unit = 10 Clock Hours

If time spent seated in the classroom is longer than that obtained by using the above conversion, an explanation will be needed. Required lab work is an example of when extra time might be recorded, because 3 hours of lab equals 1 hour of lecture in granting units.

The above guidelines are taken and adapted from *The California Professional Growth Manual for Multiple and Single Subject Credentials and Services and Specialist Credentials*, revised April 1998, of the California Commission on Teacher Credentialing.

Adopted by Academic/Faculty Senate Oct. 23, 2008