

El Camino College Flexible Calendar Program

Professional Development Categories and Approved Flex Credit Activities

The purpose of the Flexible Calendar Program developed by the Academic Senate for California Community Colleges is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720) in lieu of regular instruction.

The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual’s professional obligation, and consequently, do not meet the purpose of the Flexible Calendar Program.

- Flex credit may only be earned during non-duty hours
- Faculty may not earn Flex credit for activities in which they receive other forms of compensation, such as payments for publications, stipends, or reassigned time.

In accordance with Title 5, Section 55724, the following table (found on the next page) contains a list of suggested professional development activities that fulfill faculty Flex obligations. These activities align with the mission and strategic initiatives of El Camino College and are intended to provide continued instructional and institutional improvement to support student learning and success.

Beginning with the 2021-2022 school year, all 10-month tenured and tenure-track faculty are required to complete four (4) hours of Senate approved racial equity, diversity, and inclusion (EDI) focused training as part of their annual 24 hours of required professional development. All part-time faculty will be paid to complete two (2) hours of Senate-approved racial EDI focused professional development per semester. A separate, additional table is available which provides a guide for choosing anti-racist, racial equity, diversity, and inclusion focused professional development activities.

Professional Development Categories and Approved Flex Credit Activities

Faculty/Instructional Improvement	Student Improvement	Institutional Improvement
<p>Activities that enhance knowledge in discipline/subject matter and/or improve pedagogical practices, such as:</p>	<p>Activities that support student success, such as:</p>	<p>Activities that foster program, departmental, and/or institutional effectiveness, such as:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) <input type="checkbox"/> Attending conferences, workshops, or trainings related to your discipline and/or teaching methodology <input type="checkbox"/> Reading discipline-related books intended to enhance knowledge in your subject area <input type="checkbox"/> Listening to podcasts, TED Talks, etc. <input type="checkbox"/> related to your discipline and/or teaching methodology <input type="checkbox"/> Completing webinars or other online training relevant to your discipline and/or teaching methodology <input type="checkbox"/> Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE <input type="checkbox"/> Evaluating materials to consider for use in major course revision <input type="checkbox"/> Participating in a teaching-focused book club <input type="checkbox"/> Reading professional books on teaching methodology <input type="checkbox"/> Learning a second language to better communicate with a diverse student population 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluating scholarship applications <input type="checkbox"/> Collaborating with faculty and staff on projects to improve services to students <input type="checkbox"/> Serving as student club advisor <input type="checkbox"/> Attending workshops on mentoring students <input type="checkbox"/> Serving as a student mentor <input type="checkbox"/> Participating in New Student Welcome Day <input type="checkbox"/> Participating in student orientation programs (instructional faculty only) <input type="checkbox"/> Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) <input type="checkbox"/> Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) <input type="checkbox"/> Conducting workshops for students (non-duty hours) <input type="checkbox"/> Using ECC Connect to support student success 	<ul style="list-style-type: none"> <input type="checkbox"/> Participating in the ECC PRIDE Leadership Academy <input type="checkbox"/> Serving on College Curriculum Committee (voting reps) <input type="checkbox"/> Serving as Division SLO Facilitator <input type="checkbox"/> Serving as Annual Program Plan Review Leader <input type="checkbox"/> Serving as Program Review Chair Person <input type="checkbox"/> Attending SLO workshops/training <input type="checkbox"/> Participating in SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement <input type="checkbox"/> Participating in meetings to address areas of curriculum or program review <input type="checkbox"/> Developing new programs, courses, or curriculum <input type="checkbox"/> Modifying an existing course to comply with changing institutional or discipline requirements <input type="checkbox"/> Completing course conversion (face-to-face to online) <input type="checkbox"/> Creating a website to support a course or program <input type="checkbox"/> Conducting institutional research to improve service to students <input type="checkbox"/> Serving on hiring search committee outside your department as a Senate, Federation, or EEO representative.

Faculty/Instructional Improvement (Continued...)	Student Improvement (Continued...)	Institutional Improvement (Continued...)
Activities that enhance knowledge in discipline/subject matter and/or improve pedagogical practices, such as:	Activities that support student success, such as:	Activities that foster program, departmental, and/or institutional effectiveness, such as:
<ul style="list-style-type: none"> <input type="checkbox"/> Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction <input type="checkbox"/> Training to teach online, re-training for a new course management system <input type="checkbox"/> Attending literary readings, debates, sporting events, or lectures relevant to your discipline <input type="checkbox"/> Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline <input type="checkbox"/> Mentoring new or prospective faculty, or being mentored yourself <input type="checkbox"/> Writing and publishing scholarly material (unpaid) <input type="checkbox"/> Conducting field research (unpaid) 	<ul style="list-style-type: none"> <input type="checkbox"/> Serving at on-campus information table (Career Day, etc.) <input type="checkbox"/> Visiting/recruiting at area high schools or in the community <input type="checkbox"/> Writing grants aimed to improve services to students 	<ul style="list-style-type: none"> <input type="checkbox"/> Making presentations related to your discipline/ program or the college to community groups <input type="checkbox"/> Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. <input type="checkbox"/> Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. <input type="checkbox"/> Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues <input type="checkbox"/> Training in issues related to harassment, gender, or other mandated programs (i.e. EEOR, FERPA, etc.) <input type="checkbox"/> Attending conferences, committees, or workshops for state and national leadership related to education (i.e., ASCCC, CFT)

Other
<ul style="list-style-type: none"> <input type="checkbox"/> Participating in campus-sponsored wellness activities

El Camino College Flexible Calendar Program

Professional Development Categories and Approved **Racial EDI-focused** Flex Credit Activities

The purpose of the Flexible Calendar Program developed by the Academic Senate for California Community Colleges is to provide time for faculty to participate in professional development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720) in lieu of regular instruction.

The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual’s professional obligation, and consequently, do not meet the purpose of the Flexible Calendar Program.

- Flex credit may only be earned during non-duty hours
- Faculty may not earn Flex credit for activities in which they receive other forms of compensation, such as payments for publications, stipends, or reassigned time.

Beginning with the 2021-2022 school year, all 10-month tenured and tenure-track faculty are required to complete four (4) hours of Senate approved racial equity, diversity, and inclusion (EDI) focused training as part of their annual 24 hours of required professional development. All part-time faculty will be paid to complete two (2) hours of Senate-approved racial EDI focused professional development per semester. The following table (found on the next page) provides a guide for choosing anti-racist, racial equity, diversity, and inclusion focused professional development activities.

A separate, additional table is available which contains a list of suggested professional development activities that fulfill faculty Flex obligations.

Guide for Choosing Anti-Racism, Racial Equity, Diversity, and Inclusion (EDI) focused Activities

Faculty/Instructional Improvement	Student Improvement	Institutional Improvement
<p>Activities that enhance knowledge in discipline/subject matter and/or improve pedagogical practices, such as:</p>	<p>Activities that support student success, such as:</p>	<p>Activities that foster program, departmental, and/or institutional effectiveness, such as:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) that address issues of antiracism and racial EDI. <input type="checkbox"/> Attending conferences, workshops, or trainings related to your discipline and/or teaching methodology that address issues of anti-racism and racial EDI. <input type="checkbox"/> Reading discipline-related books and/or articles intended to enhance knowledge of anti-racism and racial EDI in your subject area (e.g. books or articles on culturally responsive teaching.) <input type="checkbox"/> Listening to podcasts, TED Talks, etc. that enhance knowledge of anti-racism and racial EDI in your discipline and/or teaching methodology. <input type="checkbox"/> Completing webinars or other online training that address issues of anti-racism and racial EDI and are relevant to your discipline and/or teaching methodology. <input type="checkbox"/> Completing online learning modules relevant to your discipline and/or teaching methodology such as Lynda.com, MOOCs, @ONE and that address issues of anti-racism and racial EDI. <input type="checkbox"/> Reading professional books on anti-racism and racial EDI. 	<ul style="list-style-type: none"> <input type="checkbox"/> Serving as club advisor where the explicit purpose of the group is to support students from historically marginalized and disadvantaged racial groups, or to address racial inequities. <input type="checkbox"/> Attending workshops on mentoring students from historically marginalized and disadvantaged racial groups. <input type="checkbox"/> Facilitating or attending student campus events/activities intended to address racial equity gaps and/or support historically marginalized and disadvantaged racial groups (Black History Month, Fine Arts Open House, etc.). <input type="checkbox"/> Facilitating or attending student off-campus events/activities that develop knowledge on antiracism and racial EDI (field trips, student conferences, competitions). <input type="checkbox"/> Conducting workshops that address race and racial EDI for students (non-duty hours). <input type="checkbox"/> Writing grants aimed to improve services to students from historically marginalized and disadvantaged racial groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attending SLO workshops/training that focuses on anti-racism and racial EDI in the construction, collection, and analysis of SLO data. <input type="checkbox"/> Participating in SLO, PLO, and/or ILO post-assessment meetings to address issues of anti-racism and racial EDI. <input type="checkbox"/> Participating in meetings to address antiracism and racial EDI in areas of curriculum or program review. <input type="checkbox"/> Developing new programs, courses, or curriculum that substantively interrogate race, racism and racial EDI. <input type="checkbox"/> Modifying an existing course to comply with changing institutional or discipline requirements as it relates to race, antiracism and racial EDI. <input type="checkbox"/> Creating a website to support a course or program with the explicit intention of making the course culturally responsive and/or incorporating strategies to promote anti-racism and racial EDI. <input type="checkbox"/> Conducting institutional research to provide service to students that is racially inclusive.

Faculty/Instructional Improvement (Continued...)	Student Improvement (Continued...)	Institutional Improvement (Continued...)
<p>Activities that enhance knowledge in discipline/subject matter and/or improve pedagogical practices, such as:</p>	<p>Activities that support student success, such as:</p>	<p>Activities that foster program, departmental, and/or institutional effectiveness, such as:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Evaluating materials to consider for use in major course revision with the purpose of making course material anti-racist, racially representative, and/or racially inclusive. <input type="checkbox"/> Participating in a book club that includes themes of anti-racism and racial EDI. <input type="checkbox"/> Learning a second language to better communicate with a diverse student population. <input type="checkbox"/> Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction that address and promote principles of anti-racism and racial EDI. <input type="checkbox"/> Attending literary readings, debates, sporting events, or lectures relevant to your discipline that address and promote principles of antiracism and racial EDI. <input type="checkbox"/> Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline that address and promote principles of anti-racism and racial EDI. <input type="checkbox"/> Writing and publishing scholarly material (unpaid) that address issues of race, antiracism, and racial EDI. <input type="checkbox"/> Conducting field research (unpaid) that address issues of race, anti-racism, and racial EDI. 		<ul style="list-style-type: none"> <input type="checkbox"/> Making presentations related to your discipline/ program or the college that pertain to issues of race, anti-racism, and racial EDI to community groups <input type="checkbox"/> Participating in training on affirmative action, implicit bias, cultural sensitivity, or racial EDI issues. <input type="checkbox"/> Attending conferences, committees, or workshops for state and national leadership related to education (i.e., ASCCC, CFT) and race, anti-racism and racial EDI.

Other
<ul style="list-style-type: none"> <input type="checkbox"/> Participating in campus-sponsored wellness activities focused on racial wellness and/or healing.