

FLEX GUIDELINES

A FLEX workshop or activity must have, as its principal goal, one or more of the following:

- Developing and refining the practice of teaching lower division college courses, and understanding learning at the lower division level.
- Developing faculty leadership or managerial skills, in the classroom and in the pursuit of division, departmental and committee duties.
- Learning about the improvement of college working-group relationships.
- Learning technological skills for use in the classroom or faculty office.
- Learning job-place skills (i.e. disaster preparedness, online purchasing).
- Understanding and developing the practice of advising, communicating with, or mentoring students.
- Developing faculty research skills.
- Developing a multicultural understanding and awareness among the faculty of our diverse student body
- Developing a cross-disciplinary understanding and awareness.
- Improving knowledge in one's discipline.

The test for compliance with these guidelines is three-fold:

1. Is the primary goal of the activity professional growth in the achievement of the mission of the college, its vision, and the mission of professional development?
2. Is accomplishment of the activity of sufficient benefit to justify time spent?
3. Does the activity fall outside expected departmental and other faculty duties?