

To: Constituent Groups of District Assembly  
From: SBCCD Calendar Committee  
Date: May 2, 2014  
Re: SBCCD District-Wide Calendar Discussion

The Calendar Committee met on May 1 to approve the next two years of the academic calendar. At the conclusion of that business, a discussion was had regarding the state Chancellor's Office Flexible Calendar Program and the guidelines and opportunities afforded through this program. The committee recommended that this memo be drafted to all constituent groups for discussion about the possibilities afforded the district through the Flexible Calendar Program with the intent to reconvene the SBCCD Calendar Committee in April 2015. There are implications to changing or continuing our current usage of the Flexible Calendar Program.

The SBCCD currently utilizes the flexible calendar option to:

- afford faculty four "flex-days" for professional development and growth,
- three "in-service days" traditionally used at the beginning of each semester and graduation day in May, and,
- 170 days of instruction divided equally between two semesters.

We have locally identified "flex-days" on the calendar with programming that faculty may choose to participate in, or may meet their obligation through other activities. "In-service days" are required days on site.

The guidelines for the Flexible Calendar Program can be found at:

[http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex\\_Calendar\\_Guidelines\\_04-07.docx.pdf](http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)

The guidelines indicate that a calendar must have:

- 175 days
- at least 160 days of instruction
- as many as 15 professional development days.

The state, and many colleges, have different definitions for "flex-days" than we use locally.

A "flex-day" can be required participation days and may include:

- *course instruction and evaluation;*
- *staff development, in-service training and instructional improvement*
- *program and course curriculum or learning resource development and evaluation;*
- *student personnel services;*
- *learning resource services;*
- *related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;*
- *departmental or division meetings, conferences and workshops, and institutional research;*
- *other duties as assigned by the district;*

- *the necessary supporting activities for the above.*

This can include work on student learning outcomes, accreditation work, curricular design and development, programmatic review processes, and dialog within disciplines, division, or institutionally about student learning and success.

The use of the Flexible Calendar Program is supposed to be revenue neutral. The apportionment calculations, as explained in the guidelines, protect district revenue while providing for increased professional development activities.

This is a timely topic for the SBCCD to engage in at this time. The state Chancellor's Office Professional Development Advisory Committee, PDAC, had two representatives from SBCCD and concluded its work last year. There is legislation currently in progress, AB2558 – Das Williams, that seeks to implement the recommendations from PDAC including:

- changing the name of the flexible calendar program to the Professional Development Calendar
- revising language to include the professional development needs of all employees of the community college system
- increasing professional development funding opportunities for participating districts.

The outcome from this dialog may be that we choose to operate as the SBCCD has historically. That decision should be based on data, research, and a clear understanding of the options and restrictions in the guidelines.

Please do not hesitate to contact me if I can be of service during this important collegial discussion.

John Stankas, Ph.D.  
SBCCD District Assembly President