

## **CHC Flexible Calendar Program 2010-2011**

### **Background**

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, § 55720). The flexible calendar program is a component of the college’s professional development program and the major vehicle for faculty participation in development activities. Although the District originally received approval to offer a flexible calendar program in the 90s, the CCC Chancellor’s Office (CCCCO) required that all participating districts reapply for approval this year.

### **In Lieu of Instruction**

As part of the CCCCCO approval of the SBCC District flexible calendar program, 4 of the required 175 instructional days have been designated as flexible calendar days, allowing instructional faculty to be paid to participate in professional development activities “in lieu of part of regular classroom instruction” (Title 5, § 55724 (a)(3)). For the purposes of calculating flexible calendar obligations, it has been agreed that a day equals 6 hours; thus, each instructional faculty member is responsible for 24 hours of in-lieu-of-instruction activities as part of his or her contractual obligation with the District. To offer equitable opportunities for professional development to *all* faculty, the District agreed through negotiations in 2009 to allow non-instructional faculty an equal number of 4 flexible calendar days as well, which must be coordinated with their supervisors.

### **When Flexible Calendar Hours May Be Performed**

Faculty can use flexible calendar hours for staff, student, and instructional improvement anytime during the fiscal year, July 1 through June 30 (Title 5, §55720 (a)). Flexible calendar activities may take place at any time outside the individual faculty member's accountable hours to the district.

### **Individual Professional Development Plans**

Each faculty member is also responsible for the development of an individual plan for professional and/or personal growth for the purpose of instructional improvement (Title 5, § 55726(a)). This individual *Faculty Professional Development Plan* (which constitutes an agreement with the district as required by Title 5) must specify the particular activities the instructor will perform during the required 4 days or 24 hours of flexible calendar professional development. The plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses; however, these

activities must be appropriate within the regulations that govern the flexible calendar program (see below).

Title 5 mandates that the Individual Faculty Professional Development Plan (see attached) include the following as well:

- Measurable objectives that the faculty member anticipates accomplishing during the required 24 hours of professional development activities.
- A statement that relates the objectives to the intent of the flexible calendar program (staff, student, and/or instructional improvement).
- A list of activities to carry out the stated objectives.
- The number of flexible calendar program hours needed to complete individual activities.

### **Kinds of Activities**

The following list of development and instructional improvement activities are intended as a guide and not intended to be limited to these activities. It should be noted that some activities can address more than one category.

The focus of activities during flexible calendar time is interpreted to mean all those activities leading toward staff, student, or instructional improvement. 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 or division meetings—are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program. However, stepping to a higher level, looking at the course or program as a whole, and then making major revisions does meet the intent of improvement of instruction.

## **A. Staff Improvement**

1. Developing new programs (e.g., a workshop on designing curriculum/ programs)
2. Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)
3. Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
4. Workshops on how to mentor students or faculty
5. Orientation/education (e.g., new faculty; role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)
6. Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
7. Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies)
8. Workshops on writing grants
9. Workshops or individually designed activities to improve or enhance skills or knowledge in your own discipline
10. Wellness activities that assist individuals to be physically and mentally better able to perform their jobs (e.g., humor in the workplace, stress reduction, self-defense, nutrition, exercise, weight reduction)
11. Learning a second language to better communicate with the diverse student population
12. Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)
13. Improving or learning how to deal with computers and technology

## **B. Student Improvement**

1. Developing a new program to meet changing student needs
2. Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
3. Review of learning resource materials to eliminate out-dated items and make recommendations for additions
4. Creating self-study modules and/or computer-assisted instruction
5. Student advising (e.g., academic advising of students by faculty)
6. Mentoring of students
7. Faculty participation in student orientation programs
8. Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors)
9. Meetings (department/division/college-wide) specifically to discuss strategies for improving service to students
10. Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate)
11. Writing grants aimed to improve services to students
12. Articulation to improve transfer processes
13. Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA] program)
14. Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals)

## **C. Instructional Improvement**

1. Attending workshops on teaching methods or techniques (e.g., classroom-based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
2. Development or revision of programs, course curriculum, learning resources and evaluation.
3. Developing a new course
4. Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum)
5. Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
6. Developing student readiness programs specific to course disciplines
7. Faculty and counselor meetings to address areas of curriculum
8. Review of learning resource materials to eliminate outdated items and recommend additions
9. Creating self-study modules and computer-assisted instruction modules
10. Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
11. Departmental or division meetings to discuss overall curriculum and program review
12. Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff, gender equity, campus climate)
13. Grant writing to secure funds for improvement of instruction