



**GUIDELINES  
FOR THE  
IMPLEMENTATION OF THE  
FLEXIBLE CALENDAR PROGRAM**

**BY  
THE FACULTY DEVELOPMENT COMMITTEE  
OF THE  
ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES**

**IN COOPERATION WITH THE  
CHANCELLOR'S OFFICE PROGRAM STAFF**

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THE FLEXIBLE CALENDAR PROGRAM**

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## BACKGROUND

### 1. BRIEF HISTORY OF THE FLEXIBLE CALENDAR PROGRAM

The faculty development movement at the community college comes with the rapid expansion period during the 1960s and early 1970s. Due to the large influx of faculty new to teaching, development programs expanded. Numerous activities were developed to address the professional, personal, and organizational needs of these new community college instructors. The need for a comprehensive faculty development program meant, also, that instructors needed time for participation in those activities. During this time there was also concern with the traditional semester calendar. In California, the 175-day community college instructional calendar is 15 days longer than in many other states. The fall semester traditionally started after Labor Day in September and finished in late January. The spring semester started in February and ended in mid-June. The instructional value of having a holiday break in December before the completion of the fall semester in January was questioned. Also, the short break between the fall semester and start of spring semester was not sufficient to allow faculty time to prepare for spring courses and for student services personnel to counsel students, process grades, and complete other tasks.

In 1972, Cabrillo College initiated a new calendar configuration called the "4-1-4." The "4-1-4" provided for a fall semester of 75 days ending before the December holidays, 20 days of intersession in January, and 80 days for the spring. This innovative configuration still met the 175-day requirement. During the intersession, three-fourths of the faculty taught short-term, special-interest courses. The remaining faculty were obligated to work on instructional improvement. Faculty rotated their instructional assignments for the intersession so that all members would eventually engage in instructional improvement.

The flexible calendar program was initiated by six California community colleges in 1976 as a pilot project authorized by Assembly Bill 2232 (1975). The six pilot colleges were Cabrillo, Grossmont, Cosumnes, Saddleback, San Jose City, and Evergreen Valley. These six pilot colleges were allowed to reduce the number of required instructional days from 175 to a minimum of 160. The bill provisions allowed the colleges the opportunity to replace up to 15 days of regular instruction with alternative activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related activities.

Implementation of the flexible calendar program at the pilot colleges involved reforming the instructional calendar to accommodate instruction free days for faculty development activities. The use of flexible calendar days was accomplished through a shifting of the traditional calendar. With the success of the pilot programs, legislation (Assembly Bill 1149) was drafted in 1981 that allowed all

colleges the option of adopting a flexible calendar program.

#### **APRIL 2007 REVISION OVERVIEW**

Chancellor's Office staff reviewed the document to ensure that the information and regulatory references contained therein were still current. The following changes have been incorporated into this version of the document to reflect changes that have occurred in the 14 years since the original document was adopted and published:

- Regulatory citations have been updated to reflect the inclusion of Section 55729 that was codified on May 15, 1993, to replace Section 55188 that was repealed on the same date.
- All references to "Average Daily Attention (ADA)" have been deleted.
- Appendix D has been included to provide examples of the certification documents issued annually by the Chancellor's Office.

## **2. LEGISLATION REGARDING THE FLEXIBLE CALENDAR PROGRAM**

### **ASSEMBLY BILL 2232 (1975)**

Initial legislation authorizing a flexible calendar pilot program.

### **ASSEMBLY BILL 1149 (1981)**

Provided the flexible calendar option at all colleges beginning with the 1982-83 academic year.

### **ASSEMBLY BILL 1656 (1983)**

Provided a no-loss/no-gain in funding and a conversion of days to hours. This bill also allowed flexible calendar activities to be performed any time during the fiscal year and added matriculation as an approved flexible calendar activity.

### **ASSEMBLY BILL 836 (1985)**

Provided technical change to the formula to adjust ADA as a way to further assure a no-loss in funding.

### **ASSEMBLY BILL 1725 (1988)**

Created the community colleges faculty and staff development fund.

### 3. SUMMARY OF CURRENT PRACTICES

According to data (2004-05) from the Chancellor's Office, there are 103 colleges utilizing flexible calendar programs ranging from one to fifteen flexible calendar days. Currently, the statewide average number of flexible calendar days is six.

Many colleges have moved away from the single month, mandatory flex activity requirement. These colleges now have systems in place to accommodate the development needs of faculty on an individual basis and at various times of the academic year.



## STATEWIDE POLICY ISSUES AND CONCERNS

Development of this guide was prompted by issues and concerns about the flexible calendar program. An initial list of issues was produced by individuals involved in the Academic Senate workshops on the flexible calendar program during the fall 1991 and spring 1992 sessions. Additional items were generated from the October and December 1992 hearings held until the regional participants of the northern and southern California Community College Council for Staff Development (4C/SD). The following is a condensed list of the issues.

- Allowable Activities During Flexible Calendar Time
- Carry-Over of Hours from Year-to-Year
- Equation of Flexible Calendar Hours to Days
- Evaluation of the Flexible Calendar Program
- Flexible Calendar Program Coordination
  - Person Responsible
  - Duties and Term of Office
  - Reporting Relationships
- Flexible Calendar Program Participants
- Individual Faculty Contracts
  - Hourly Flex Credit — Individuals and Presenters
  - Approval of Contracts
- Legislation Compliance
- Mandatory vs. Voluntary Participation in Campus-wide Programs
- Relationship Between Staff Development and the Flexible Calendar Program
- Scheduling of Flexible Calendar Days
  - Number of Days Initially Requested
  - Scheduling of Days/Hours during a Year
- Terminology Consistency



## DEVELOPMENT OF THE GUIDELINES

The guidelines for the flexible calendar program were developed by a subcommittee of the Academic Senate for California Community Colleges Faculty Development Committee. The guidelines were written and revised over a period of one and a half years starting in 1991. Initial interest in developing the guidelines came about because of concerns raised by individuals in the field regarding administration of the flexible calendar at their respective colleges. These concerns were also expressed during workshop sessions on faculty development and the flexible calendar, offered during the Academic Senate for California Community Colleges spring and fall sessions, and at regional meetings with the California Community College Council for Staff Development (4C/SD).

Discussion regarding the flexible calendar ensued during meetings of the Academic Senate Faculty Development Committee. As a result of the discussions, a subcommittee was established to research and gather further information about the flexible calendar program. The subcommittee found that there were many inconsistencies in the administration of flexible calendar programs, and there were also misunderstandings as to the program's purpose and intent. The subcommittee believed that guideline development would be a method of clarifying legislative intent and facilitating successful development and maintenance of a flexible calendar program.

Following is a list of standards the subcommittee used for development of the flexible calendar guidelines. The guidelines should:

- conform to the flexible calendar legislative purpose and intent
- correlate with the literature on successful staff development programs
- provide faculty with choices in determining their development needs
- allow for faculty governance of the college program
- allow for individual college mechanisms of governance
- move toward positive clarification of program intent and purpose

Once the subcommittee developed an initial set of guidelines, special hearings were held to gather information and reaction to the items. In October 1992, a meeting was held in Oakland at the Peralta Community College District Office. Information about the hearing was made via the staff development officers and faculty senate presidents at each college in the northern region of the state. In December 1992, a similar hearing was held at Orange Coast College for the southern region.

Participants in both meetings were asked to view the twelve recommendations and provide feedback in two ways. One method of soliciting responses was through a

participant “reaction form” which asked for a rating from 1 to 5 of each item in three different ways. The first asked if the language was or was not clear, the second asked if the guideline would or would not support the current operation of flex at their college; and the third asked if the guideline represented a positive or non-positive move toward clarification of the policy. The second method of response was through open discussion of each item. Group recorders noted concerns and suggestions for each guideline. The data from the surveys and open discussion were examined and discussed by the Faculty Development Committee. Subsequently, final guidelines were generated.

# GUIDELINES FOR THE FLEXIBLE CALENDAR PROGRAM

## 1. PARAMETERS OF THE FLEXIBLE CALENDAR PROGRAM

### A. PURPOSE

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, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas,

- Staff improvement
- Student improvement
- Instructional improvement

In addition to providing time to conduct these activities, the flexible calendar program also allows institutions some flexibility in scheduling configurations (e.g., offering an intersession with two 16-week semesters) (title 5, section 55722).

### B. PARTICIPANTS

Flexible calendar program participants are primarily faculty. However, other college personnel should be involved in flexible calendar development activities. The decision of who participates in the flexible calendar program is determined by the district/college shared governance process (title 5, section 55724 (5)).

#### RATIONALE

*In a traditional 18-week semester, faculty do not have time to devote to improvement activities. Once the semester begins, with complex class schedules, finding concurrent times for faculty to meet as groups on large scale topics becomes impossible. The flexible calendar allows institutions to develop ways to address the need for getting faculty together to deal with major issues. This also recognizes the professional nature of instruction by giving individual faculty members time to focus on the three areas in addition to providing day-to-day classroom instruction.*

*Since the flexible calendar program removes time from the instructional program, it is a reasonable expectation that use of this time should foster instructional improvement. However, the law provides for staff improvement and*

*student improvement as part of instructional improvement. Personal development activities are a part of faculty/staff improvement as long as they can be connected to the improvement of performance in the workplace. These personal development activities should be reviewed and evaluated as part of a well-planned staff development and flexible calendar program in accordance with the mission and objectives of the institution.*

*Staff development can be viewed “. . . in two different but complementary ways. First, it can be seen as (and is) a powerful strategy for implementing specific improvements. Second, for long-term effectiveness it must be seen as part and parcel of the development of [colleges] as collaborative workplaces. Staff development, then, is both a strategy for specific, instructional change, and a strategy for basic organizational change in the way [faculty and staff work and learn together.” (Fullan, Michael G. with Suzanne Stiegelbauer. 1991. The New Meaning of Educational Change. New York: Teachers College Press, Columbia University, p.319)*

*In addition to the instructional improvement aspects of the flexible calendar, a variety of course scheduling configurations are allowed. This flexibility in scheduling is intended to meet the needs of diverse student populations.*

*All college employees are important partners in the educational experiences of the student and the implementation of a well functioning academic program.*

## **2. DETERMINING FLEXIBLE CALENDAR ACCOUNTABLE HOURS**

Title 5, section 55720(b) states that “district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee’s contracted obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersession.” Title 5, section 55726(a) further states that, “For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction.”

The term “day” mentioned in the preceding paragraph means the number of hours for which an individual instructor is accountable in any one academic work day.

### **A. FULL-TIME FACULTY**

The specific number of hours that equals one academic work day should be determined through the local collective bargaining and shared governance processes. Current practice reflects an average of six hours to one academic

work day.

*EXAMPLE*

If three flexible calendar days have been designated at a six hour equivalency, the faculty member's obligation would total eighteen hours.

**3 academic days x 6 hours = 18 academic work day hours**

These eighteen hours could be divided into segments that fulfill the needs of the individual faculty member.

In determining an equivalency formula, the required hours in lieu of instructional activities should at least be equal to the sum of the classroom hours from which the instructor is released plus related out-of-classroom hours of responsibility that are not performed as a result of being released from classroom instruction (title 5, section 55728). Flexible calendar hours may be conducted at any time during the fiscal year (title 5, section 55720 (a)). This requirement would prohibit flexible calendar hours to be carried over or "banked" by individual faculty from year-to-year.

## **B. PART-TIME (ADJUNCT) FACULTY**

Some part-time faculty and full-time faculty with overloads also enter into a short-term contract with the district for teaching specific full-term courses that have been reduced due to the flexible calendar.

It is important to distinguish between full-term courses and courses not subject to flex requirements. A full-term course is a course that begins within one week of the first day of instruction of each semester, as designated in the official academic calendar, and ends within one week of the scheduled last day of instruction of each semester. Thus, by definition, summer school, short-term, some positive attendance courses, or courses with mandated hours when the hours are not reduced because of the flexible calendar are not full-term courses. A course for which the total number of instructional hours remains the same regardless of the flexible schedule is not subject to the flexible calendar requirements. Instructors of these exempted courses should be encouraged to participate in flex activities but do not have to be remunerated for attending.

Each district is reimbursed through a formula for the full number of hours for a course (instruction and flex). Therefore, each district is obligated to pay part-time instructors affected by flex for flex hours. In order to determine which part-time faculty are affected by the flexible calendar, it is first necessary for each district to determine which days of the week have been designated as "in-lieu-of-instruction days." This is done to determine which full-term courses are being taught by part-time instructors and by full-time faculty members

teaching overloads have been shortened. This does not mean that all faculty have to perform activities on these specific days.



*EXAMPLE*

District A designates five days a year for flex  
 Fall semester: Monday and Tuesday  
 Spring semester: Wednesday, Thursday, Friday

Those full-term academic courses taught by part-time faculty and full-time faculty teaching overloads on Mondays and Tuesdays in the fall are the courses shortened by the college flexible calendar program. The flex obligation of those affected faculty would be equal to the number of hours that each teaches on those particular days.

*EXAMPLE*

**FALL SEMESTER**

Teacher X  
 Teaches 3 hours on Monday-flex obligation is 3 hours.

Teacher Y  
 Teaches 2 hours on Monday and 3 hours on Tuesday--  
 flex obligation is 5 hours

Teacher Z  
 Teaches 3 hours on Wednesday and 6 hours on Friday--  
 flex obligation is 0 hours

**SPRING SEMESTER**

Teacher X  
 Teaches 3 hours on Monday--flex obligation is 0 hours.

Teacher Z  
 Teaches 3 hours on Wednesday and 6 hours on Friday--  
 flex obligation is 9 hours.

Teacher XX  
 Teaches 4 hours on Thursday--flex obligation is 4 hours.

*RATIONALE*

*There has been a great deal of confusion as to the definition of a day, resulting in inconsistent application from college to college. Normal business practice does not equate a day to a 24-hour working period. Rather, a work day is a period of time for which an employee is accountable to the employer during*

*any given calendar day. Therefore, all references to a day should be related to what constitutes an academic work day for each individual instructor regardless of how many hours the college offers classes on any one day.*

*The actual number of classroom hours plus out-of-classroom hours of responsibilities for full-time faculty varies from instructor to instructor and from semester to semester. Therefore, there must be some method of accounting that allows for consistency and ease of administration based on the average amount of hours being released*

### **3. WHEN FLEXIBLE CALENDAR HOURS MAY BE PERFORMED**

**Flexible calendar hours can be utilized by faculty for instructional improvement anytime during the fiscal year, July 1 through June 30 (title 5, section 55720 (a)).**

Flexible calendar activities may range from individually planned activities to take place at any time outside the individual faculty member's accountable hours to district or campus-wide instruction- free days for the purpose of large-scale, in-service activities agreed upon by local shared governance processes.

#### *EXAMPLE*

If a faculty member is not scheduled to teach or hold office hours on Thursday afternoons, he or she should be allowed to attend an activity, or work toward the completion of his or her individual calendar obligation during this time.

Ideally, flexible calendar programs should allow for freedom of choice by individual staff members. Activity days requiring attendance should only be done by agreement of all parties through a local shared governance process.

#### *RATIONALE*

*The intent of the legislation is that the flexible calendar program be optimally flexible. This is accomplished by allowing campus participants to design a program that meets the individual needs of students, staff, and the institution. These needs are determined through an assessment process which is required by title 5, section 55730(a) and (b).*

*The scheduling of activities at any time during the fiscal year and any time outside the accountable hours also facilitates the intent of the law. Flexible scheduling enables faculty and staff to participate in workshops when the opportunity arises rather than on arbitrarily scheduled days. **Flexible scheduling would facilitate faculty/staff participation in development activities during the summer or throughout the academic year. These activities could include research***

*projects spanning an academic year, summer workshops, articulation programs with feeder schools, provision of special orientation sessions for students, or other professional and instructional improvement activities.*

*There can be two focuses to the flexible calendar—benefit of the individual staff member and/or for the institution as a whole. There should be adequate time to allow for any individual to perform activities which will best suit his or her needs. However, time may be needed for interaction among staff for the purposes of communication or coordination of effort.*

*The validation and evaluation of change are more meaningful through the use of individual contracts with measurable objectives and a plan for change in classroom instruction. In addition, large-scale programs that attempt to target the improvement of faculty in one or two-day activity sessions are less meaningful to participants and are more difficult to validate.*

#### **4. HOURLY CREDIT FOR ACTIVITY PARTICIPATION**

##### **A. FACULTY WHO ARE LEARNERS**

Faculty should receive one hour credit for each hour of participation in an approved flexible calendar activity.

##### **B. FACULTY WHO ARE PRESENTERS**

Faculty who present flexible calendar activities should receive additional hours to accommodate their preparation time. A presentation is one where the individual is involved in the planning and delivery of an activity meant to disseminate factual knowledge or to facilitate specific skill development and/or competencies. Delivery formats could include but are not limited to workshops, seminars, and panel presentations.

The specific amount of additional time allotted to presenters should be determined by the campus flex committee.

##### *EXAMPLE*

Three hours of flex credit per one hour of an initial campus presentation.  
3 credit x 2 hour presentation session = 6 flex credit hours

Repeat Presentations-

Two hours of flex credit for every one hour of a campus presentation.  
2 hours credit x 2 hour presentation session = 4 flex credit hours

## RATIONALE

*The intent is to create an accounting process to facilitate consistency in administration. The allocation of additional hours of credit for a presentation is meant to acknowledge the time those individuals provide in preparation. Also, the additional hours of credit may serve as an incentive for faculty to share their expertise with colleagues.*

## 5. FLEXIBLE CALENDAR PROGRAM ACTIVITIES

### A. ACTIVITY FORMATS

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve a college's staff, student, and instructional program (title 5, section 55724 (a) (4)). Professional development activities intended for instructional improvement can be delivered in many formats including:

- a. in-service training
- b. workshops
- c. conferences
- d. seminars
- e. individual or small group planned projects
- f. institutionally planned activities

### B. 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.

#### 1. STAFF IMPROVEMENT

- Developing new programs (e.g., a workshop on designing curriculum/programs)
- Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)

- Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
- Workshops on how to mentor students or how to mentor faculty
- 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)
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies)
- Workshops on how to write grants
- Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline
- 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)
- Learning a second language to better communicate with the diverse student population
- Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)
- Improving or learning how to deal with computers and technology

## 2. STUDENT IMPROVEMENT

- Teaching a class in shortened format during a flex period
- Developing a new program to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate out-dated items and

make recommendations for additions

- Creating self-study modules and/or computer-assisted instruction
- Student advising (e.g., academic advising of students by faculty)
- Mentoring of students
- Faculty participation in student orientation programs
- Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors)
- Meetings (department/division/college-wide) specifically to discuss strategies for improving service to students
- 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)
- Writing grants aimed to improve services to students
- Articulation to improve transfer processes
- Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA] program)
- Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals)

### 3. INSTRUCTIONAL IMPROVEMENT

- Attending workshops on teaching methods or techniques (e.g., classroom-based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
- Development or revision of programs, course curriculum, learning resources and evaluation.
- Developing a new course
- 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)

- Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
- Developing student readiness programs specific to course disciplines
- Faculty and counselor meetings to address areas of curriculum
- Review of learning resource materials to eliminate outdated items and recommend additions
- Creating self-study modules and computer-assisted instruction modules
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Departmental or division meetings to discuss overall curriculum and program review
- Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff, gender equity, campus climate)
- Grant writing to secure funds for improvement of instruction

All activities should be linked to the comprehensive plan for staff development and to the goals and objectives of the flexible calendar program. In addition, the staff development plan and the flexible calendar program should be linked to the goals and mission of the college. The flexible calendar program is primarily intended to facilitate faculty improvement of the instructional program. However, any institutionally planned activity should be made available to other college staff as well (title 5, section 55724 (a)(5)).

#### RATIONALE

*The focus of activities during flexible calendar time is interpreted to mean all those activities leading toward improvement of the instructional program. In some cases, it is appropriate to involve other college personnel, in addition to faculty, to facilitate improvement in an area of need. The preparation required to teach or perform the 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.*

## **6. FUNDING FOR FLEXIBLE CALENDAR ACTIVITIES**

Staff development funds (Education Code section 87150 et. seq.) may be used to pay for appropriate flexible calendar activities.

### *RATIONALE*

*The Community College Faculty and Staff Development Fund is provided to support locally developed and implemented faculty and staff development programs. Since flexible calendar program activities are part of a campus faculty and staff development program, use of these funds is appropriate. For further information on the use of these funds, contact the Chancellor's Office.*

## **7. COORDINATOR FOR THE FLEXIBLE CALENDAR PROGRAM**

There should be a coordinator for the flexible calendar program for each college. This individual should be a faculty member. The selection of the coordinator should be handled through the shared governance mechanism.

### **A. DUTIES**

The coordinator should report directly to the academic senate and be responsible for the overall planning and implementation of the flex calendar. The duties would include record keeping and chairing of the next calendar advisory committee.

### **B. TERM OF OFFICE**

The coordinator's term of office should be sufficient for development of the knowledge and abilities necessary for the job and provide for continuity in leadership. There should be a process for developing specific job criteria, review, and reappointment which is implemented through local shared governance structures. These processes should include orientation and training of incoming coordinators.

### **C. INSTITUTIONAL SUPPORT**

The coordinator should receive sufficient reassigned time to handle the responsibilities of the job. Also, there should be adequate clerical support, equipment, and supplies to accomplish the necessary requirements of the program.

## RATIONALE

*The flexible calendar program represents time removed from the classroom for the purpose of instructional improvement and professional growth. The types of activities that will best serve faculty are also best understood by faculty. It should be recognized that the flexible calendar program is an academic and professional matter that falls under title 5, section 53200 (b), which states that the governing boards rely primarily upon the academic senate. The coordinator for flexible calendar activities—as opposed to the overall staff development program of which flex is a component—should maintain a direct link with the faculty. This can best be accomplished if the coordinator is a member of the faculty. **This individual should be a part of the staff development structure and accountable to the academic senate for the development of programs that serve the faculty.***

## 8. ADVISORY COMMITTEE FOR THE FLEXIBLE CALENDAR PROGRAM

An advisory committee for the flexible calendar program, **composed of faculty, students, administrators and other interested persons**, is a district responsibility (title 5, section 55730(e)). Membership should be broadly based and representative of the institution. Terms of office for members of the committee should be arranged to provide for continuity. **The advisory committee is responsible for making recommendations on staff, student, and instructional improvement activities** (title 5, section 55730(e)). The recommendations should be based upon a comprehensive planning process that includes needs assessment and evaluation. The comprehensive planning process should be determined by the local shared governance mechanism. The advisory committee may assist the flexible calendar coordinator in the tasks necessary for implementation of the flexible calendar program.

### RATIONALE

*The advisory committee is called for in title 5 and is a critical link in the development of activities which meet the needs faculty. The responsibilities of the committee will vary in each district, depending upon the district's size and staff development organization. The advisory committee expands the faculty's opportunity to shape the flexible calendar program.*

*The flexible calendar program is meant to allow faculty the time to improve instruction and pursue those activities which constitute professional growth. Through the use of an organizational structure which supports assessment, planning, record keeping and evaluation (title 5, section 55730 (a through e)), the needs faculty can be met. An appropriate level of institutional support to the committee and its coordinator is critical to effective use of this time. The amount of*

*support should be decided locally, based upon the size of the district/college and the extent of its flexible calendar program.*

## **9. INDIVIDUAL FACULTY CONTRACTS**

Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. These activities must be appropriate within the regulations that govern the flexible calendar program (title 5, section 55724 (a) (4) (A through G)).

The plan should include;

- Measurable objective(s) that the faculty member anticipates accomplishing during the time period.
- 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.

The approval of individual faculty plans should be accomplished by a peer review process as determined by each college through its shared governance process.

Plans for each academic year should allow for faculty to complete activities at any time during the fiscal year including times that they are not scheduled to work. However, individual faculty plans should be completed within the fiscal year in which they are proposed. Faculty members should be able to modify their plans in the event of schedule changes.

Faculty should not be subject to attendance mandatory activities or days unless agreed to by a shared governance process. Such days may be useful for governance and housekeeping purposes, but they are of little value to the development needs of individual faculty. Therefore, they must be used sparingly or they become counterproductive.

## RATIONALE

*Title 5 (section 55726) mandates the development of an agreement between the local district and any employee designated to participate in staff, student, and instructional improvement activities; in lieu of classroom instruction; or other normal faculty activities. The format and provisions for this agreement should be developed collegially and locally. While these local agreements will vary from college to college, there are two provisions which should universally prevail.*

*(1) Faculty should decide which activities are appropriate to replace time.*

*(2) Plans proposed by faculty should be reviewed and monitored by faculty.*

## 10. EVALUATION

A comprehensive evaluation of flexible calendar program activities should occur (title 5, section 55730(d)) on a consistent basis as determined through shared governance mechanisms. A comprehensive evaluation process incorporates four different levels, ranging from basic to advanced. The following chart lists the four levels, type of evaluation, and a description of each level.

Type	Description
Reaction	Determines what participants think about the program or activity.
Achievement	Measures participants' achievement. Determines whether facts, skills or knowledge were attained.
Behavior	Determines if participants have modified their on-the-job behavior and are using the information obtained through the program or activities.
Impact	Measures whether training has had a positive impact on the organization including student outcomes, improved morale, etc.

Each college should determine, through its own collegial processes, its own configuration of individuals responsible for conducting the evaluation of flexible calendar program activities.

However a college decides to conduct its comprehensive evaluation of flexible calendar program activities, it must include faculty involvement in each step of the evaluation. To assure appropriate quality, participating faculty must obtain a working knowledge of "formal" evaluation procedures. Appropriate training is offered by a number of state and national development organizations. Lack of such training should not be a deterrent to the initial appointment of a coordinator.

## RATIONALE

Continued legislative support of the flexible calendar program will depend upon the ability of districts/colleges to document results. Consequently, the impact of flexible calendar program activities can only be known through the implementation of a comprehensive evaluation process. The four-level process suggested above is only one form of a **comprehensive** evaluation process. Colleges may choose to implement an alternative methodology based upon individual college requirements. *To coordinate or organize a comprehensive evaluation process, such as the four-level process referred to above, requires that individuals have some knowledge of research methods, descriptive statistics, and quantitative measurement methods.* Individuals who do not possess the knowledge or skills should be provided the opportunity to attend sessions on evaluation offered by organizations such as 4C/SD, FA CCC, Academic Senate, CCLC, NCSPOD and NISOD. If possible, evaluation of the flexible calendar program should be conducted as part of the overall staff development program. However, at colleges where the structure of the program does not foster this relationship, then the flexible calendar program could be evaluated separately.

## 11. CHANCELLOR'S REQUIREMENTS FOR ESTABLISHING OR MAINTAINING A FLEXIBLE CALENDAR PROGRAM

### A. NEW PROGRAM

A community college district may, with the approval of the Chancellor, designate up to 8.57 percent (15 out of 175 days) of flexible time per year (title 5, section 55720(b)). The number of days are determined locally but should be determined by a shared governance process.

The request for approval should contain:

- A complete description of the calendar configuration.
- The days of instruction and evaluation, which will meet the requirements of the 175-Day Rule.
- The number of days during which instructional staff will participate in staff, student, and instructional improvement in lieu of regular classroom instruction. Mandatory days must be negotiated and agreed upon through the local bargaining process.
- The kinds of activities which college personnel will be engaged in during their designated staff, student, and instructional improvement days.

- A certification that all College personnel," as defined in an approved plan, will be involved in at least one of the authorized activities." (title 5, section 55724(a)(5)) Note that the inclusion of specific College personnel designated to participate in flex activities should be determined by shared governance process.
- A certification that the district will carry out its on-going responsibilities under title 5, sections 55730 and 55724 (a).

## **B. ONGOING PROGRAM**

Once a district has established a flexible calendar program, the following is required to ensure effective use of resources.

- Perform an annual update of its survey (needs assessment) of the most critical staff, student, and instructional improvement needs in the district.
- Carry out a plan of activities to address those critical needs.
- Maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities.
- Evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes.
- Hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on kinds of instructional improvement activities.
- Provide documentation of these activities to the Chancellor upon request.

## **C. ATTENDANCE REPORTING**

Districts with approved flexible calendar operations are to report:

- The total hours of teaching time which instructors were required to teach.
- The total faculty contact hours (credit and noncredit) of instruction for which flexible calendar program activities are being substituted.
- The number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may

be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment.

- Any additional data as deemed necessary by the Chancellor to compute FTES adjustment (title 5, section 55728 (b)).



## Definition of Terms

**4-1-4** - refers to a nontraditional calendar configuration where fall semester classes start in August and end in December. Spring semester starts the end of January and ends in May. This calendar schedule leaves a large block of time for development activities during the month of January.

**4C/SD** - California Community College Council for Staff Development.

**ACADEMIC WORK DAY** - Number of hours during a day that a faculty member is contractually obligated to complete in performance of duties to a college (e.g., instruction, office hours, other duties).

**BANKING** - Refers to the carry-over of time spent on activities appropriate for flexible calendar beyond the number required by the institution for any one year to the next fiscal year.

**EVALUATION** - To determine the significance or worth of a program by careful appraisal or study.

**FACCC** - Faculty Association of California Community Colleges.

**FACULTY DEVELOPMENT** - A process that seeks to promote professional and individual growth and development of college personnel directly or indirectly involved with students.

**FLEXIBLE CALENDAR PROGRAM ACTIVITY** - An activity designated as student, staff, and instructional improvement and is in-lieu-of-instruction for which the college is being reimbursed by the state.

**FLEXIBLE CALENDAR PROGRAM DAY** - A designated day or hours out of the instructional calendar to conduct student, staff, and instructional improvement activities.

**FLEXIBLE CALENDAR PROGRAM** - Allows California Community Colleges to use one to fifteen days of state-mandated 175-day instructional year for faculty development.

**FTES (Full-time equivalent student)** - An alternate unit of funding that specifies a net rate allocation based upon a workload measure as an index to determine the amount of funding a district will receive.

**INSTRUCTIONAL IMPROVEMENT** - any educationally related activity that enhances the ability of instructors to teach and students to learn.

**INSTRUCTIONAL METHODS** - Strategies for teaching and monitoring the progress of that teaching.

**IN-SERVICE** - Training going on or continuing while one is fully employed.

**MEASURABLE OBJECTIVE** - Something toward which effort is directed.

**NCSPOD** - National Council for Staff, Program and Organizational Development.

**NISOD** - National Institute for Staff and Organizational Development

**NEEDS ASSESSMENT** - A survey conducted on a periodic basis to gather information from faculty, staff, and students in order to determine the importance and priority of instructional improvement activities.

**PERSONAL DEVELOPMENT** - Activities which promote a sense of well-being and enhance one's personal, interpersonal and communication skills and knowledge. In addition, includes those activities leading to improved working relationships with students and staff both in and out of the classroom. Also relates to those activities which enhance an individual's physical and mental ability to perform his or her job.

**PROFESSIONAL DEVELOPMENT** - Activities which add knowledge and skills to an individual's discipline, career, or vocation intended to improve performance on the job. These activities also provide a discipline revitalization of professional direction and focus.

**SEMINAR** - A formal group reaming activity convened for the interchange of knowledge, usually dealing with one specific topic.

**SHARED GOVERNANCE MECHANISM OR PROCESS** - Refers to the locally designed process to provide the means through which all membership of the academic community--students, faculty, administration, and classified--can participate effectively in the orderly growth and development of the college.

**STAFF DEVELOPMENT** - A process that seeks to promote professional and individual growth and development of college personnel directly or indirectly involved with students.

**TEACHING METHODS** - Strategies for presentation and facilitation of learner interaction.

**WORKSHOP** - A brief intensive instructional program for a relatively small group of people that emphasizes participation in problem solving.

# APPENDIX A

## CALIFORNIA CODE, FLEXIBLE CALENDAR PROGRAM

### ARTICLE 8 – FLEXIBLE CALENDAR

Section 84890. Come Offered Under Flexible Calendar

A community college district board may offer, subject to the approval of the Board of Governors of the California Community Colleges, and in accordance with rules and regulations to be adopted by the Board of Governors, courses under a flexible calendar.

Section 84891. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84892. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84893. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84894. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84895. Repealed 1990 Laws, Ch 1372. Effective January 1, 1991.

Section 84895.1. Repealed by its own provisions. Effective June 30, 1985.

Section 84896. Repealed 1983 Laws, Ch 323. Effective July 21, 1983.



## **APPENDIX B**

### **CALIFORNIA EDUCATION CODE, STAFF DEVELOPMENT FUND**

This article details the staff development fund. While the flexible calendar program is not specifically addressed in this article, flexible calendar activities are part of a staff development program. Consequently, this fund can be used to support faculty development activities administered under a flexible calendar program.

### **ARTICLE 5 – COMMUNITY COLLEGE FACULTY AND STAFF DEVELOPMENT FUND**

#### **SECTION 87150. CREATION AND PURPOSE OF FUND**

There is hereby created in the State treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

#### **SECTION 87151. ALLOCATION OF FUNDS; AFFIDAVIT REQUIREMENTS**

The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the Chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

#### **SECTION 87152. INITIAL ALLOCATION**

(a) The initial allocation to each district, from funds appropriated by the Legislature therefore, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987-88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

**Section 87153. Authorized Uses of Funds**

The authorized uses of funds allocated under this article shall include all of the following:

- (a) Improvement of teaching.
- (b) Maintenance of current academic and technical knowledge and skills.
- (c) In-service training for vocational education and employment preparation programs.
- (d) Retraining to meet changing institutional needs.
- (e) Intersegmental exchange programs.
- (f) Development of innovations in instructional and administrative techniques and program effectiveness.
- (g) Computer and technological proficiency programs.
- (h) Courses and training implementing affirmative action and upward mobility programs.
- (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

**SECTION 87154. OPERATION OF ARTICLE**

This article shall be operative during any fiscal year only if funds are provided therefore in the annual Budget Act for that fiscal year or other legislation.

# APPENDIX C

## TITLE 5, CODE OF REGULATIONS

**TITLE 5, CODE OF REGULATIONS** sections 55700 through 55732, provide revisions regarding administration of a flexible calendar program. These sections current as of March 2007 follow:

### **ARTICLE 1 – 175-DAY MINIMUM ACADEMIC CALENDAR**

#### **SECTION 55700. SCOPE**

The provisions of this article pertain to changes made on or after July 1, 1982, to any traditional academic year calendar consisting of at least 175 days of instruction and evaluation. The conversion to a flexible calendar operation is not addressed by the provisions of this article, rather, the provisions of Article 2 (commencing with Section 55720) govern the flexible calendar options.

#### **SECTION 55700.1. STUDIES ON A QUARTER, TRIMESTER BASIS OR FLEXIBLE CALENDAR**

At the request of a community college district, the Chancellor may approve a program of studies on a quarter system or a trimester basis, or a flexible calendar.

#### **SECTION 55702. APPROVAL OF CHANGES**

(a) Prior to any change in academic year configuration, including the addition, deletion, shortening or lengthening of any term, the governing board of a district shall obtain the approval of the Chancellor.

(b) Requests for approval shall be made on a form provided by the Chancellor, and shall address:

(1) A complete description of the calendar configuration;

(2) The district's ability to comply with the 175-Day Rule as provided in Section 58142; and

(3) The educational implications, positive and negative, of the proposed change.

(c) The Chancellor shall approve a requested change in academic year terms if it is found that:

(1) The state aid implications of the requested change have been addressed; and

(2) The district will be able to comply with the 175-Day Rule; and

(3) The change in configuration is consistent with the continued delivery of quality education.

### **ARTICLE 2 – FLEXIBLE CALENDAR OPERATIONS**

#### **SECTION 55720. OFFERING CLASSES UNDER FLEXIBLE CALENDAR; ACCOUNTABILITY OF EMPLOYEES UNDER CONTRACT FOR 175 DAYS; ACTIVITIES.**

(a) Subject to the approval of the Chancellor pursuant to Section 55724 a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as "flexible time".

(b) A district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee's contractual obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersession.

#### **SECTION 55722. SCHEDULING CONFIGURATIONS**

A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 of the Education Code and Section 55720 of this Part which may include, but is not limited to, the following scheduling configurations:

- (a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;
- (b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;
- (c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;
- (d) courses scheduled for student enrollment on an open entry-open exit basis;
- (e) courses scheduled independently of any term configuration; or
- (f) a combination of any one or more of the configurations in subdivisions (a) through (e).

#### **SECTION 55724. REQUEST FOR APPROVAL**

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

- (1) A complete description of the calendar configuration.
- (2) The number of days of instruction and evaluation which will meet the requirement of the 175-Day Rule (Section 58120 of this part).
- (3) The number of days during which the instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.
- (4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include but need not be limited to, the following:
  - (A) course instruction and evaluation;
  - (B) staff development, in-service training and instructional improvement
  - (C) program and course curriculum or learning resource development and evaluation;
  - (D) student personnel services;
  - (E) learning resource services;
  - (F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

(G) departmental or division meetings, conferences and workshops, and institutional research;

(H) other duties as assigned by the district.

(I) the necessary supporting activities for the above.

(5) A certification that all district personnel, as defined, will be involved in at least one of the activities authorized in Subsection (4). For the purposes of this section, "all college personnel" shall include any district employee specified by the district in its approved plan to participate in such activities; and

(6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete, and meets the requirements of the law.

### **SECTION 55726. ACTIVITIES DURING DESIGNATED DAYS**

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the type and number of activities assigned, and the number of such employees participating in these activities.

### **SECTION 55728. FLEXIBLE CALENDAR ATTENDANCE REPORTING**

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach;

(2) of the total in Subsection (a)(1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the 55729.

**SECTION 55729. FULL-TIME EQUIVALENT STUDENT (FTES) UNITS; ADJUSTMENTS TO REFLECT ACTIVITIES; COMPUTATION BY MULTIPLIER FACTOR.**

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student of a district operating under a plan approved in accordance with this article to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible time. The adjusted units of full-time equivalent student shall be computed by multiplying the actual units of full-time equivalent student in the academic year, exclusive of any inter-sessions, computed pursuant to section 58003.1, by a factor which does not change the full-time equivalent student which would have otherwise been generated if the time for the improvement activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of section 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to section 55720, in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of inter-sessions.

(c) For those courses described in subdivision (b) of section 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and instructional improvement activities as the amount of time he or she was released from classroom instruction.

**SECTION 55730. ONGOING RESPONSIBILITIES OF DISTRICTS**

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during flex days:

(a) conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees and student participated in these activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on staff, student, and instructional improvement activities; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in subsections (a) through (d), inclusive.

**SECTION 55732. ONGOING RESPONSIBILITIES OF THE CHANCELLOR**

The Chancellor shall:

(a) Adjust state aid for districts with approved flexible calendar operations in accordance with the provisions of Section 55729 of this Part;

(b) Periodically review documentation from selected districts to determine whether they are in compliance with the provisions of Sections 55726, 55728, and 55730, and to

determine whether they are conducting their flexible calendar operations in a manner consistent with the approved requests. Districts which are found to be out of compliance shall be notified and be given an opportunity to respond; and

(c) Terminate approval of any flexible calendar operation if it is found that the district has, without good cause:

(1) failed to conduct its flexible calendar operation in a manner consistent with its approved request.

(2) failed to carry out responsibilities specified in Section 55726.

(3) failed to meet its ongoing responsibilities as specified in Section 55730.



**APPENDIX D**  
**CHANCELLOR'S OFFICE**  
**FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS**

CALIFORNIA COMMUNITY COLLEGES FACULTY & STAFF DEVELOPMENT FLEXIBLE CALENDAR PROGRAM FISCAL YEAR CERTIFICATION
---

Due: \_\_\_\_\_

District: \_\_\_\_\_

College: \_\_\_\_\_

- Check this box if the college does not participate in the Flexible (Flex) Calendar Program and sign below.

**FLEX CALENDAR COORDINATOR (PLEASE TYPE OR PRINT)**

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Total Number of Flex Calendar Days Scheduled for FY: \_\_\_\_\_

**REQUIRED CERTIFICATION**

This college is in compliance with the following requirements of title 5, sections 55726, 55728, and 55730:

- Agreements and records are maintained for each employee who performs flex activities in lieu of classroom instruction. The number of hours of flex activities is at least equal to the classroom hours from which the employee is released, plus associated hours of out-of-classroom responsibilities (55726).
- Attendance accounting data as requested, for purposes of calculating the flex adjustment, are reported to the Chancellor's Office Fiscal Services Unit (section 55728).
- An assessment of needs and a plan of activities are developed annually (section 55730).
- Records of participation are maintained and evaluation is conducted annually (section 55730).
- A flex advisory committee including faculty, students, administrators, and other interested persons meets regularly to make recommendations (section 55730).

***Continued on next page.***

**DATA VERIFICATION**

Each district reports data in the California Community Colleges Management Information System. The flexible calendar program element is reported under College Calendar Day Data Element Set as Data Element Dictionary number CC05 - COLLEGE-CALENDAR-DAY-FLEX-STATUS. As the flexible calendar coordinator, one should work closely with the district's information systems staff to assure accurate reporting and submission to the state MIS of the actual number of days during which instructional staff will participate in staff, student and instructional improvement activities in lieu of part of regular classroom instruction.

**SIGNATURE INDICATES CERTIFICATION**

---

*Flex Calendar Coordinator*

*Date*

---

*Chief Business Officer (or designee)*

*Date*

**PLEASE SUBMIT COMPLETED DOCUMENTS TO:**

System Office, California Community Colleges  
Attn: Academic Affairs Division  
1102 Q Street  
Sacramento, CA 95814-6511



District: \_\_\_\_\_

College: \_\_\_\_\_

Date: \_\_\_\_\_

System Office - California Community Colleges

***FLEXIBLE CALENDAR COMMITTEE - FISCAL YEAR***

Name	Title	Faculty (F), Administration (A), or Classified Staff (C)





System Office - California Community Colleges

District: \_\_\_\_\_

College: \_\_\_\_\_

Date: \_\_\_\_\_

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## ***FLEXIBLE CALENDAR PROGRAM ACTIVITIES LIST - FISCAL YEAR***

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Title 5, Article 2, section 55724 details the activities which college personnel may be engaged in during designated staff, student and instructional improvement days (Flexible Calendar Program). Activities may include, but need not be limited to, the nine categories listed below. Under each category, in the space provided, please assign Flexible Calendar Program activities to one of the nine statutory categories listed. ***Supporting documentation should be retained at the local level.***

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