

# PROFESSIONAL DEVELOPMENT HANDBOOK

Solano Community College

*Draft*

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## Overview

### Professional Development for All Employees

Professional development (PD) is the continuous process of building knowledge, skills, and abilities as related to one's role in the institution. Not only does professional development benefit the individual with enhanced expertise and sharpened skills but it also supports the mission of the entire organization. Solano Community College supports the professional development of its administrators, faculty, and staff.

### Full-time Faculty Requirement

The traditional academic calendar consists of at least 175 days of instruction per academic year. The Flexible (Flex) Calendar program allows participating colleges to provide opportunities for professional development *in lieu of* regular instruction. The number of flexible calendar days may vary by academic year; however, the faculty contract states there will be no more than seven (7) total flex days with no more than two (2) required days and no more than five (5) optional days (2017-19 CTA Contract Article 22.2). A work day is considered six (6) hours (2017-19 CTA Contract Article 22.2.4). Therefore, full-time faculty are required to complete six (6) hours of flex activities for each designated flex day in the academic calendar (Appendix A). Activities are based on criteria as identified in [Title 5, § 55724](#) of the California Code of Regulations (2017-19 CTA Contract 22.2.2). Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2017-19 CTA Contract Article 22.3).

### Part-time Faculty Eligibility

Part-time (PT) faculty are not required to complete Flex Cal activities at Solano. However, PT faculty are welcomed and encouraged to participate in Flex Cal activities. Furthermore, PT and overload full-time (FT) faculty scheduled to teach on designated Flex Cal days may be compensated for their contract (PT) or overload (FT) hours on those days, provided they participate in approved Flex Cal activities and submit the required paperwork (2017-19 CTA Contract Article 22.2.5; Appendix B).

All PT faculty may request compensation in addition to the above for on-campus flex activities, department and division meetings, and SLO/SAO related work for a maximum of seven (7) hours per semester. Additionally, PT faculty may also request compensation for up to three (3) hours per semester for program review (2017-19 CTA Contract Article 19.8.2).

## **Classified Staff and Administration Eligibility**

All Solano employees are encouraged to participate in professional development. While most administrators and staff are not required to complete professional development activities, some specific positions may have certain requirements. For example, some employees are required to complete Hazardous Materials Training on an annual basis. Please contact your immediate supervisor for details.

Professional Growth is the enhancement or upgrading of job skills and abilities through completion of courses or participation in workshops, seminars, or professional experiences. Classified staff may participate in the Professional Growth Program as specified in their contract.

## **Flex: Professional Development for Faculty**

Full-time faculty are required to complete six (6) hours of flex activities for each flex day designated in the academic calendar. Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2017-19 CTA Contract Article 22.3). Part-time faculty do not have required flex hours although they may submit for flex compensation (2017-19 CTA Contract Article 22.2.5).

Faculty members earn flex credit for the number of hours engaged in staff, student, and instructional improvement activities as identified in [Title 5, § 55724](#) of the California Code of Regulations (2017-19 CTA Contract 22.2.2). Participants earn one (1) hour of Flex credit for each hour of flex activity. Presenters earn double credit, for example, two (2) hours of Flex credit for each hour of flex activity. If a faculty member elects to complete an individual activity, then they must submit the “Flex Cal Optional Hours Request” form (Appendix C) to their supervisor for approval prior to the date of the activity (2017-19 CTA Contract 22.3).

Faculty members document their flex hours with the “Flex Cal Attendance Report” form (Appendix B). Both the faculty member and their supervisor sign the form indicating that it meets the purpose of the Flexible Calendar Program. Documentation must be completed no later than June 30 of an academic year (2017-19 CTA Contract 22.3). Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2017-19 CTA Contract Article 22.3).

Part-time (PT) and overload full-time (FT) faculty scheduled to teach on designated Flex days may be compensated for their contract (PT) or overload (FT) hours on those days, provided they participate in approved Flex activities and submit the required paperwork (Appendix A, B, and C). Compensation shall be at the rate of the category of the assigned class(es) (2017-19 CTA Contract 22.2.5).

## Acceptable Flex Activities

Professional Development activities are outlined in [Title V Section 55724](#) of the California Code of Regulations:

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;

Further details on permissible activities are provided by the Chancellor's Office in the [Guidelines for the Implementation of the Flexible Calendar Program](#):

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)
- 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 outdated 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

Examples of professional development activities that count as flex credit are also indicated in the “Flex Cal Optional Hours Request” form (Appendix A).

## Flex Test

The PDFC committee created the “Flex Test” to help individuals determine whether or not an activity may count as flex credit.

1. Does the activity contribute to staff, student, and/or instructional improvement?
  - a. *Staff improvement* – Activities to improve job-related knowledge, skills, or abilities.
  - b. *Student improvement* – Activities to improve services to students.
  - c. *Instructional improvement* – Activities to improve teaching and learning.
2. Is the activity voluntary and without compensation?
  - a. *Voluntary* – The activity **cannot** be required for completion of essential job-related duties and responsibilities.
  - b. *Without compensation* – The activity **cannot** provide compensation of any kind, e.g. honoraria, pay advancement, stipend, etc.
3. Would the taxpayers approve of this use of funding?
  - a. *Public employees* – As public employees, we are accountable to the taxpayers. Would the taxpayers approve of their tax dollars being used for this activity instead of regular job-related duties?
  - b. *Review/audit* – Professional development/Flex Cal reports are records that are subject to review and/or audit by any member of the public until disposal as determined by Title 5 ([Section 59025](#)).

If the answers to all of the above questions are affirmative, then the activity may be considered as flex credit.

## Pre-Approved Flex Activities

The following are activities that qualify as Flex credit:

Articulation

[Coursera](#)

Curriculum development/review

[@ONE](#) trainings

Committee meetings

[FERPA 101](#)

Brown Card Training (*if uncompensated*)

Lynda.com trainings

Mentoring colleagues

Program review

SLO Assessments (*part-time faculty only*)

Student club advising

[Vision Resource Center](#) trainings

[3C Media](#) Webinars

Please note the above activities are pre-approved for Flex credit *only*. Activities that are fee-based require a professional development application prior to registration if reimbursement *is requested*.

## Unacceptable Flex Activities

An activity that does not meet criteria as specified in [Title V Section 55724](#) of the California Code of Regulations or the [Guidelines for the Implementation of the Flexible Calendar Program](#) may not count as flex credit. Furthermore, any activities that provide compensation (e.g. stipend, pay advancement, etc.), are considered regular contractual duties (e.g. grading, preparing class materials, etc.), or that take place during normally scheduled instructional hours may not count as flex credit.

Regular school meetings do not count as flex credit for full-time faculty since it is considered a contractual duty; however, part-time faculty may request compensation for their participation in school or department meetings for a maximum of seven (7) hours per semester (2017-19 Contract 22.2.5). Conversely, full-time faculty representatives on the Academic Senate may count meetings as flex credit since they do not receive compensation whereas part-time faculty representatives may not count meetings as flex credit since they do receive compensation.

## Professional Development Funds Application

Professional Development Grants provide funds for participation in conferences, workshops, or other activities that develop or renew professional skills as stipulated by California Education Code.

### Authorized Uses of Funds

California Education Code ([Section 87153](#)) states that professional development funding may be used as follows:

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.

Following are definitions and examples of the nine authorized uses of Faculty and Staff Development funds as prescribed in Section 87153 of the Education Code:

1. **Improvement of teaching:** activities designed to change instructional processes so that increased student learning is affected.  
*Examples:* (a) Instructional development grants or fellowships awarded on a competitive basis that encourage instructors to build objectives, media, or measures that promote positive student outcomes. (b) Seminars in instructional leadership for instructional administrators.  
*Activities:* Instructional Skills Workshops, Great Teachers Seminars, classroom-based research projects.
2. **Maintenance of current academic and technical knowledge and skills:** activities that assist instructors in sustaining knowledge pertinent to their teaching specialties.  
*Examples:* (a) Tuition reimbursement for university study (b) Workshops in skill development for laboratory assistants, paraprofessional aides, and other classified personnel.  
*Activities:* Curriculum development, discipline-based activities.
3. **In-service training for vocational education and employment preparation programs:** activities to facilitate curricular and instructional revisions in occupational education.  
*Examples:* (a) Workshops conducted jointly for employers and occupational program staff members. (b) Faculty training at employer sites and on-campus workshop for community economic development.  
*Activities:* Vocational Education, curriculum development, exchange programs between business/industry and the college.
4. **Retraining to meet changing institutional needs:** activities that promote staff awareness of evolving clientele preferences and program possibilities.  
*Examples:* (a) Training to assist classified staff members in understanding to accommodate students from different cultural backgrounds (b) Tuition reimbursements for courses to assist administrators in preparing for newly emerging needs.  
*Activities:* Staff Development Training, Academic Senate, ISW Facilitator Training, Classroom-Based Research Training.
5. **Intersegmental exchange programs:** activities that link staff members with their counterparts in secondary schools, universities and the Chancellor's Office.  
*Examples:* (a) Staff exchanges that promote curriculum articulation between high school and college and between college and university. (b) Classified staff exchanges that assist in the development of compatible Admissions and Records systems.  
*Activities:* Intersegmental Coordinating Council, any cluster activities and/or projects with shared activities among California State University, University of California, K-12 and the California Community Colleges.
6. **Development of innovations in instructional and administrative techniques and program effectiveness:** activities designed to stimulate staff in assessing outcomes of courses and programs.  
*Examples:* (a) Seminars to prepare employees to design student and program measures. (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information.  
*Activities:* Shared governance activities, Educational Leadership Colloquia, Total Quality Management.
7. **Computer and technological proficiency program:** activities to build staff usage of computers and other technologies.  
*Examples:* (a) Training by computer and media staff members especially for employee needs. (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information.  
*Activities:* Computer classes or workshops, interactive media workshops or seminars.

8. **Courses and training implementing affirmative action and upward mobility programs:** activities that assist women and minority group staff members in changing their occupational status within the instruction.  
*Examples:* (a) Reassigned time or grants to enable minority classified staff members to pursue training opportunities for upward mobility. (b) Tuition reimbursement for minority administrators to gain graduate credits.  
*Activities:* The Leaders Program, Latina Leadership Network Conference, Asian-Pacific Americans in Higher Education Annual Conference, Black Women's Leadership Conference, Asilomar Woman's Leadership Skills Seminar, Classified Staff Career Development.
9. **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:** activities designed to assist staff members in gaining awareness of their own professional possibilities and potential.  
*Examples:* (a) Funds for travel to conferences and professional meetings. (b) Training that assists classified staff members to become aware of their own potential for personal growth.  
*Activities:* Workshops on professionalism, ethics, safety, CPR, wellness

## Application Process

Employees that plan to participate in an activity that meets the Authorized uses of Faculty and Staff Development funds as stated in California Education Code (Section 87153) may apply for professional development funding by completing the following:

1. Travel Authorization and Reimbursement Claim - Part I - Request to participate
  - Include copies of estimates for allowable expenses
  - Sign and date form
  - Obtain supervisor's signature and date
2. Professional Development Grant Application (Appendix D)
  - Provide a description explaining how the activity meets the California Education Code Authorized Uses and Solano Community College's Strategic Goals
  - Attach a descriptive brochure of the event with relevant information including date(s), location, schedule, etc.
  - Indicate the total amount requested
  - Sign and date application
3. Submit a hard copy of the forms and supporting documents to the Academic Senate Office (Room 610) at least two (2) weeks prior to registration for in-state, four (4) weeks prior to registration for cash advance, or six (6) weeks prior to registration for out-of-state

The PDFC committee reviews applications as follows:

1. PD Admin Reviews Application
  - a) Checks application for accuracy, completeness
    - Corrects total estimated expenses *if necessary*
  - b) Emails applicant to confirm receipt of application
    - Requests missing items from applicant *if necessary*
  - c) Forwards scanned PDF of completed packet to PD coordinator
  - d) Enters data into Tracking Ledger
2. PD Coordinator Reviews Application
  - a) Checks application for accuracy, completeness
    - Makes corrections/requests *if necessary*

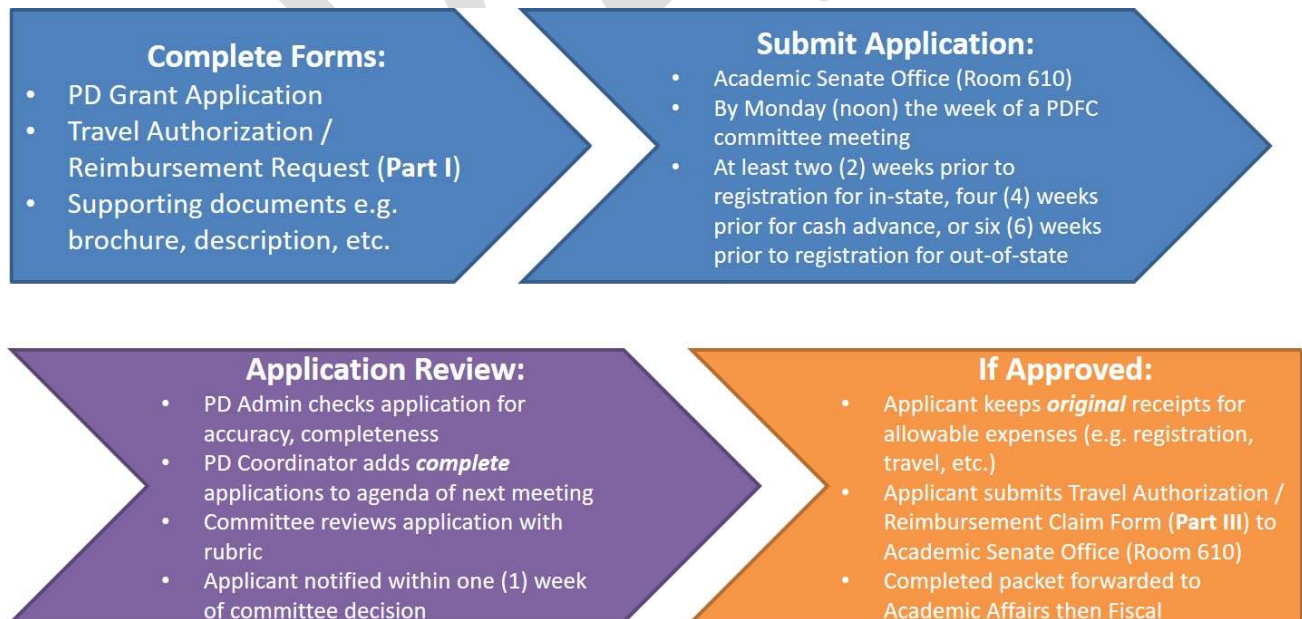
- b) Adds applicant to PDFC agenda of next meeting
  - c) Forwards application packet and rubric to PDFC committee
- 3. Committee Reviews Application
  - a) Checks application for accuracy, completeness
    - Makes corrections/requests *if necessary*
  - b) Evaluates application with standard rubric (Appendix E)
  - c) Determines whether application is approved, denied, or pending
- 4. Follow-up
  - a) PD Coordinator notifies applicant of committee decision within one (1) week
  - b) PD Admin enters data into Tracking Ledger

If pending, then:

- 5. PD Coordinator requests supplemental information from applicant

If approved, then:

- 6. PD Admin Processes Application
  - a) Forwards packet to applicant to complete “Part III – Request for Reimbursement” within seven (7) days after return
  - b) Forwards completed packet to VP of Academic Affairs for final review and signature of approval



## Prohibited Travel

California Assembly Bill No. 1887 prohibits state-funded and state-sponsored travel to states with discriminatory laws. Please see the website of the Attorney General for states that are currently subject to California's ban on state-funded and state-sponsored travel:

<https://oag.ca.gov/ab1887>.

## Responsibility

The Professional Development/Flexible Calendar Committee supports the Solano Community College Code of Ethics in that it embodies and promotes:

- Professional development activities of the highest quality for all employees.
- Maintenance and support of transparency, communication, and equity in professional development.
- Advancement and protection of academic freedom for all members of the institution.

All presenters and participants in professional development activities are expected to act with uncompromising integrity, dignity, respect, and fairness, and promote a spirit of collegiality campus-wide.

## **Professional Development Plan**

### **Mission Statement**

To promote professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the college as well as the greater community.

### **Committee Roles & Responsibilities**

The charge of the PDFC committee is two-fold. First, the committee is responsible for providing professional development opportunities to all Solano Community College employees. This entails the processing of professional development fund applications. Second, the committee is responsible for planning and implementing the Flexible Calendar at Solano Community College.

### **Objectives & Strategies**

- Honors and empowers all Solano Community College employees by offering professional development activities for administrators, faculty, and staff.
- Promotes equity-minded professional development by collaborating with the Student Equity and Success Council as well as other campus groups to offer activities related to equity such as conferences, trainings, and workshops.
- Promotes a campus culture that honors and empowers teaching and learning by providing robust offerings of professional development.
- Promotes the equitable and judicious allocation of available resources for professional development by scheduling a variety of professional development activities, inviting a diverse pool of professional speakers, and using standardized rubrics to evaluate funds applications.
- Ensures the integrity of Authorized Uses as outlined by Title V and the Chancellor's Office guidelines with a standardized rubric that aligns with the law and guidelines.

## Committee Membership

The PDFC committee consists of eight (8) members: two (2) co-chairs (one administrator, one faculty member), four (4) faculty representatives including at least one (1) part-time faculty member, and two (2) staff representatives.

## Selection

The co-chairs consist of an administrator and a faculty member. The administrator co-chair is selected by the Vice President of Academic Affairs. The faculty co-chair is the Professional Development Coordinator that is selected by a hiring committee. The four (4) faculty representatives (including at least one part-time faculty) are selected by the president of the Academic Senate. The staff representative is selected by the president of the California Employees School Association. Each representative serves for a two (2) year term on a staggered cycle.

## Voting Rights

Faculty and staff are voting members of the committee. Managers serve in advisory capacity and give casting votes in the event of ties.

## Member Duties

The PDFC committee members are responsible for the following:

- Attending meetings
- Participating in meetings
- Reviewing materials prior to meetings
- Providing feedback on professional development matters
- Representing the professional development to the campus community

## Committee Co-Chairs

The PDFC committee co-chairs are responsible for the following:

- Scheduling and facilitating meetings
- Distributing agendas and minutes for meetings in a timely manner
- Distributing professional development funding application materials
- Communicating with applicants regarding the status of the funds request
- Preparing professional development programs and schedules
- Surveying the campus community for professional development needs
- Reporting to Academic Senate
- Reporting to the Superintendent/President
- Reporting to Chancellor's Office
- Coordinating with other subcommittees of the Academic Senate
- Ensuring adherence to Brown Act

## Committee Meetings

PDFC committee meetings are held on dates and times mutually agreed upon by continuing committee members at the end of the academic year. Generally, committee meetings have been held in the afternoons of the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of the month, with adjustments for holidays and breaks. Additional meetings (e.g. 5<sup>th</sup> Thursday of the month) may be scheduled *as necessary*. The committee must reach quorum in order to hold any meetings.

## Appendix A

### SOLANO COLLEGE FLEX CAL ATTENDANCE REPORT

INSTRUCTOR NAME: \_\_\_\_\_

☐ FULL-TIME ☐ PART-TIME

SCC ID: \_\_\_\_\_

DIVISION: \_\_\_\_\_

**FLEX ACTIVITIES ARE AVAILABLE TO ALL FACULTY (FULL-TIME AND PART-TIME)**

#### FRIDAY FLEX ACTIVITIES

(REQUIRED FOR FT FACULTY, AVAILABLE FOR PT FACULTY)

DATE	EVENT	HOURS AVAILABLE	HOURS COMPLETED
JANUARY 11	MORNING SESSION	3 HOURS	
	AFTERNOON SESSION	1 HOUR	
	AREA MEETINGS	2 HOURS	
TOTAL "A"		6 HOURS	

Full-time faculty *must* submit absence reports for any hours absent from Friday's required events.

#### ON-CAMPUS FLEXIBLE ACTIVITIES

DATE	LIST EVENT(S) BY TITLE – SEE PD PROGRAM FOR OFFERINGS	HOURS COMPLETED
JANUARY 10		
MARCH 12-13		
TOTAL "B"		

#### ADDITIONAL FLEX ACTIVITIES

DATE(S)	EVENT	HOURS COMPLETED
TOTAL "C"		

Certain Flex activities are pre-approved (e.g. SLO assessments). Otherwise, the Flex Cal Optional Hours Request form must be submitted *prior* to the activity.

FLEX CREDIT	
TOTAL HOURS ("A" + "B" + "C") COMPLETED SPRING 2019	
TOTAL HOURS COMPLETED FALL 2018	
TOTAL HOURS COMPLETED 2018-2019	

#### CERTIFICATION STATEMENT

Signatures verify that both the Instructor and the Supervisor agree this Attendance Report meets the purpose of the Flexible Calendar program.

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

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

### **FLEXIBLE CALENDAR**

The Flexible (Flex) Calendar program allows participating colleges to provide opportunities for professional development *in lieu of* regular instruction. Flex is directed by the [Chancellor's Office](#) as stipulated by [Title 5 of the California Code of Regulations](#).

### **FLEX OBLIGATION**

All full-time faculty are required to complete 42 hours (12 required + 30 optional) of flex activities over the course of the academic year (July 1 to June 30). Any full-time faculty who do not meet this flex obligation or do not submit an absence report will receive a loss of pay (2017-19 CTA Contract Article 22.3).

Part-time faculty do not have required flex hours although they may submit for flex compensation (2017-19 CTA Contract 22.2.5).

### **FLEX COMPENSATION**

Part-time (PT) and overload full-time (FT) faculty scheduled to teach on designated Flex days may be compensated for their contract (PT) or overload (FT) hours on those days, provided they participate in approved Flex activities and submit the required paperwork by the end of the semester. Online instructors may be compensated for the number of hours the class "meets" averaged over a five (5) day week for each Flex Day. For example, a 3.0 unit course "meets" 3 hours per week, or an average of 0.6 hours per day. If there are three (3) Flex days in the semester, then the faculty may be compensated for 1.8 hours of Flex credit. Compensation shall be at the rate of the category of the assigned class(es) (2017-19 CTA Contract 22.2.5).

### **PART-TIME ADDITIONAL PAID HOURS**

All part-time faculty may request compensation in addition to the above for on-campus flex activities, department and division meetings, and SLO/SAO related work for a maximum of seven (7) hours per semester. Additionally, part-time faculty may also request compensation for up to three (3) hours per semester for program review. Compensation shall be at the rate of Category 3 (2017-19 CTA Contract 19.8.2 Part C).

### **FLEX CREDIT**

Flex credit is the number of hours engaged in staff, student, and instructional improvement activities. Such activities include, but need not be limited to, the following (from [Title 5, Article 2, Section 55724](#)):

- 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 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.

For more information on the formats and kinds of activities that count as Flex credit, see [Section 5](#) of the Guidelines for the Implementation of the Flexible Calendar Program.

Participants receive one (1) hour of Flex credit for each hour of professional development. Presenters receive double credit, for example, two (2) hours of Flex credit for each hour of a professional development event. (Chancellor's Office Guidelines, Section 4)

**NOTE:** All Flex activities must be *without* compensation of any kind (e.g. stipend, pay advancement, etc.) to count as Flex credit. Flex activities must be above and beyond regular duties required for teaching (e.g. grading, preparing class material, etc.). Also, Flex activities must take place outside of normally scheduled instructional hours. Any activities that require an instructor to be absent from regular instruction such as class or office hours do *not* count as Flex credit. For example, if a faculty member is excused from a one-hour class to attend a six-hour conference, they can only claim five (5) hours of Flex credit for that activity (Chancellor's Office Guidelines, Section 5).

## Appendix B

### SOLANO COLLEGE FULL-TIME FACULTY FLEX CAL OBLIGATION/COMPENSATION

INSTRUCTOR NAME: \_\_\_\_\_

SCC ID: \_\_\_\_\_

DIVISION: \_\_\_\_\_

#### FULL-TIME FACULTY OBLIGATION

Full-time faculty are contractually obligated to complete a certain number of Flexible Calendar hours each academic year. The number of Flex Cal hours is based on the number of Flex Cal days which may vary according to the Academic Calendar; however, there will be no more than seven (7) Flex Cal days in an academic year: two (2) required days and up to five (5) flexible days. One academic work day is considered six (6) hours.

TYPE OF FLEX DAY	NUMBER OF FLEX DAYS See Academic Calendar	NUMBER OF FLEX HOURS (# OF DAYS X 6)
REQUIRED	2	12
FLEXIBLE		
TOTAL HOURS OBLIGATED		
TOTAL HOURS COMPLETED		

The Flex Cal hours completed should be greater than or equal to the total hours obligated. Any full-time faculty who do not meet this Flex obligation or do not submit an absence report will receive a loss of pay.

#### FULL-TIME FACULTY OVERLOAD COMPENSATION

Full-time faculty with overload scheduled on designated Flex Cal days may be eligible for compensation for those hours provided they participate in approved Flex activities and submit the required paperwork by the end of the academic year.

TYPE OF FLEX HOURS	ELIGIBLE HOURS	COMPLETED HOURS	RATE	TOTAL HOURS COMPENSATED
CONTACT HOURS See Daily Contact Hours			CAT 1	
			CAT 2	
			CAT 3	

The "Eligible Hours" are based on the **overload** contact hours scheduled on any designated Flex Cal days. The "Completed Hours" may be fulfilled with any completed hours in **excess** of the total hours obligated. The "Rate" is based on the category of the assigned class. The "Total Hours Compensated" is the **lesser** of the values (eligible vs. completed) at the rate of the appropriate Category.

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

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

**SOLANO COLLEGE**  
**PART-TIME FACULTY FLEX CAL COMPENSATION**

INSTRUCTOR NAME: \_\_\_\_\_

SCC ID: \_\_\_\_\_

DIVISION: \_\_\_\_\_

**PART-TIME FACULTY COMPENSATION**

Part-time faculty may request compensation for contact hours scheduled on designated Flex Cal days provided they participate in approved Flex activities and submit the required paperwork by the end of the semester. Compensation shall be at the rate of the category of the assigned class. Part-time faculty may request additional compensation for on-campus flex activities, department and division meetings, and SLO/SAO related work for a maximum of seven (7) hours per semester. Additionally, part-time faculty may also request compensation for up to three (3) hours per semester for participating in program review. Compensation shall be at the rate of Category 3.

TYPE OF FLEX HOURS	ELIGIBLE HOURS	COMPLETED HOURS	RATE	TOTAL HOURS COMPENSATED
<b>CONTACT HOURS</b> See Daily Contact Hours			<b>CAT 1</b>	
			<b>CAT 2</b>	
			<b>CAT 3</b>	
<b>ON-CAMPUS FLEX</b>	<b>7 MAX</b>		<b>CAT 3</b>	
<b>PROGRAM REVIEW</b>	<b>3 MAX</b>		<b>CAT 3</b>	

The "Eligible Hours" are based on the contact hours scheduled on any designated Flex Cal days. The "Completed Hours" are based on the Flex Cal Attendance Report. "Contact Hours" may be fulfilled with any Flex activities ("A", "B", or "C") including online activities. "On-Campus Flex" hours may be fulfilled on required or flexible flex days ("A" or "B") or pre-approved activities that occur on campus ("C"). "Program Review" hours may be fulfilled by participating in the program review process (e.g. writing, analyzing data, providing feedback, etc.) as noted in the Flex Cal Attendance Report ("C").

The total hours compensated is the *lesser* of the values (eligible vs. completed hours) at the rate of the appropriate Category.

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

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

## Appendix C

### FLEX-CAL OPTIONAL HOURS REQUEST

Please submit this request prior to the date of the activity.

#### I. INSTRUCTOR INFORMATION

NAME		DATE/SEMESTER COMPLETED	
EMAIL		SCC ID	
FULL-TIME	<input type="checkbox"/>	DISCIPLINE	
ADJUNCT	<input type="checkbox"/>	SCHOOL	

#### II. FLEX-CAL HOURS REQUESTED FOR THE FOLLOWING: (Please use one form for each activity requested.)

ACTIVITY		NUMBER OF HOURS REQUESTED	
DATE/S OF ACTIVITY		LOCATION	

#### III. INDICATE THE GENERAL PURPOSE OF THE ACTIVITY WITH A CHECK. (The general purpose can meet more than one main objective.)

<input type="checkbox"/>	<b>INSTRUCTIONAL IMPROVEMENT</b> Check the following specific activities that apply to your request.
<b>WORKSHOPS, MEETINGS, CONFERENCES, AND OTHER ACTIVITIES THAT ADDRESS:</b>	
<input type="checkbox"/>	CURRICULUM DEVELOPMENT
<input type="checkbox"/>	CURRICULUM/PROGRAM REVIEW
<input type="checkbox"/>	DEVELOPMENT OF NEW COURSES/PROGRAMS
<input type="checkbox"/>	FACULTY DEVELOPMENT
<input type="checkbox"/>	GRANT WRITING
<input type="checkbox"/>	OTHER
<input type="checkbox"/>	<b>STUDENT IMPROVEMENT</b> Check the following specific activities that apply to your request.
<b>FACULTY PARTICIPATION IN:</b>	
<input type="checkbox"/>	MEETINGS TO IMPROVE STUDENT SERVICES/PROGRAMS
<input type="checkbox"/>	STUDENT ADVISING/MENTORING
<input type="checkbox"/>	STUDENT ORIENTATION PROGRAMS
<input type="checkbox"/>	STUDENT OUTREACH PROGRAMS
<input type="checkbox"/>	STUDENT SUCCESS WORKSHOPS/PROGRAMS
<input type="checkbox"/>	OTHER
<input type="checkbox"/>	<b>STAFF IMPROVEMENT</b> Check the following specific activities that apply to your request.
<b>WORKSHOPS, MEETINGS, AND CONFERENCES THAT ADDRESS:</b>	
<input type="checkbox"/>	ARTICULATION/MATRICULATION
<input type="checkbox"/>	DISASTER PREPAREDNESS
<input type="checkbox"/>	DIVERSITY/EQUITY
<input type="checkbox"/>	IMPROVEMENT OF SUPPORT SERVICES
<input type="checkbox"/>	MENTORING FACULTY
<input type="checkbox"/>	SECOND LANGUAGE TRAINING
<input type="checkbox"/>	SEXUAL HARASSMENT
<input type="checkbox"/>	STAFF ORIENTATION
<input type="checkbox"/>	WELLNESS
<input type="checkbox"/>	OTHER

#### IV. ATTACH A COPY OF THE PROPOSED ACTIVITY TO THIS REQUEST FOR DEAN'S APPROVAL. (Follow up with documentation.)

APPROVED BY DEAN	DEAN'S SIGNATURE   DATE	
NOT APPROVED BY DEAN	DEAN'S SIGNATURE   DATE	

#### REASON FOR NON-APPROVAL

--

Reminders: SCC CBA 23.3 2012-2015. Each faculty member will sign an agreement indicating the flexible activities and/or projects that s/he will perform to meet the flexible time requirement in 23.202. A copy of the agreement will be submitted to the immediate supervisor no later than November 1 for the fall semester and may be updated no later than March 1 for the spring semester. If a full-time faculty member elects to do an individual project, a timeline including specific dates for the project completion and agreed upon documentation of the project will be included in the agreement. Activities may include specific in-service days and/or individual faculty projects as designated in 23.202 and may be completed anytime from July 1 through June 30 of a given year. Documentation of attendance on in-service days and of individual faculty projects must be completed no later than June 30 of a given year. Regular faculty not completing the flexible activities use one appropriate leave for each full day of missed activities. Partial days that are missed will result in proportionate deductions of leave in proportion to time missed. When flexible activities cannot be completed as originally planned, the District and faculty member will determine an appropriate substitute activity. For additional guidelines: [http://extranet.sccsc.edu/Forms/1/AA/FlexCalendar/Flex\\_Calendar\\_Guidelines\\_04-07.docx.pdf](http://extranet.sccsc.edu/Forms/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)

## Appendix D



### SOLANO COMMUNITY COLLEGE Faculty/Staff Professional Development GRANT APPLICATION

Directions: Please type. Return a hard copy of the application to the Professional Development Admin (Building 400 Room 421). Applications may be submitted until the 1<sup>st</sup> Monday in May or until all funds are encumbered. The Travel Authorization Form signed by your Supervisor (authorizing your travel) *must* accompany your application.

Please review rubric to ensure your request is eligible for PD funds *before* completing this application.

Name:		School:
Department:		Email address:
Phone number:		Home address
I work <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	I am <input type="checkbox"/> Faculty <input type="checkbox"/> Staff	Number & Street: Apt. #: City/State/Zip:
Activity <input type="checkbox"/> Conference / Workshop / Seminar <input type="checkbox"/> Department Project or Retreat <input type="checkbox"/> Other: _____		Title of Activity:
Inclusive dates:		Location:

- ☐ ATTACH brochure/flyer that describes the activity including location, dates, detailed schedule, and registration costs. For other events, attach a brief description.
- ☐ Describe *in your own words* how your activity meets the California Ed Code Authorized Use(s) and Solano Strategic Goal(s) indicated below:
- How do you anticipate this activity promotes faculty/staff development? and/or
  - How do you anticipate this activity supports Solano students? and/or
  - How do you anticipate this activity promotes instructional improvement?
- Also, please describe how you plan to share your knowledge with colleagues. **Attach your typed description.**

Indicate the Authorized Use(s) of Faculty and Staff Development funds that pertain to your activity:  
(see PD Grants & Procedures or PDFC website for more definitions & examples for each category)

<small>California Education Code, Title 3, Postsecondary Education, Division 7, Community Colleges, Part 51, Employees, Chapter 1, provisions Applying to All Employees, Article 5, Community College Faculty and Staff Development Fund, Section 87153, Authorized Uses of Faculty and Staff Development Funds</small>	
<input type="checkbox"/>	1. Improvement of teaching
<input type="checkbox"/>	2. Maintenance of current academic and technical knowledge & skills
<input type="checkbox"/>	3. In-Service training for vocational education & employment preparation programs
<input type="checkbox"/>	4. Retraining to meet changing institutional needs
<input type="checkbox"/>	5. Intersegmental exchange programs
<input type="checkbox"/>	6. Development of innovations in instructional & administrative techniques & program effectiveness
<input type="checkbox"/>	7. Computer & technological proficiency programs
<input type="checkbox"/>	8. Courses & training implementing affirmative action & upward mobility
<input type="checkbox"/>	9. Other activities determined to be related to educational & professional development pursuant to criteria establish by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem



Indicate the Solano Community College Strategic Goal(s) that pertain to your activity (mark all that apply):

- ☐ Goal 1: Honor and empower students by helping them succeed in achieving their educational or career goals.
- ☐ Goal 2: Honor and empower students to transfer in a timely fashion.
- ☐ Goal 3: Honor and empower students to attain their education goals in a timely fashion while embracing the process of learning.
- ☐ Goal 4: Honor and empower students to gain meaningful employment/careers in their chosen field of study.
- ☐ Goal 5: Honor and empower student equity and success by eliminating equity gaps with a focus on disproportionately impacted populations.
- ☐ Goal 6: Strengthen ties to the community and local school districts to ensure access to college for all students.
- ☐ Goal 7: Honor and empower the college community by maintaining adequate and sustainable financial resources to create an environment that supports teaching and learning.
- ☐ Goal 8: Maintain a campus culture that honors and empowers teaching and learning.

Indicate the Professional Development learning outcome(s) that pertain to your activity (mark all that apply):

- ☐ I will be able to use technology more effectively and innovatively with the information/skills I learn.
- ☐ I will be able to use instructional models that are grounded in sound pedagogy & best practices as a result of the information & skills I learn to improve success of students at Solano.
- ☐ I will be able to create working & learning environments that are inclusive, engaging, challenging, relevant, welcoming, purposeful, & responsive to diverse cultures with the information/skills I learn.
- ☐ My knowledge about the statewide Community College system, the district and/or Centers will increase.
- ☐ My participation will increase my morale and well-being.

Is your registration fee waived? ☐ Yes ☐ No If yes, provide amount: \$ \_\_\_\_\_

Are you being paid or receiving a stipend? ☐ Yes ☐ No If yes, provide amount: \$ \_\_\_\_\_

Have you applied for or received other funds (e.g., 3SP, Equity, etc.)? ☐ Yes ☐ No If yes, provide amount: \$ \_\_\_\_\_

Total Estimated Expenses (Travel Authorization and Request Claim Form) . . . . .	\$ _____
Less Amount Waived, Paid, or Funded Otherwise . . . . .	\$ _____
Total amount of PD funds requested . . . . .	\$ _____

I certify that all information provided as part of this application is true and correct to the best of my knowledge. I verify this professional development opportunity will *not* be used for pay advancement. In the event I am awarded this grant, the PDFC committee has permission to announce my award.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**Office Use Only**

Application #: \_\_\_\_\_  
Date Completed: \_\_\_\_\_  
Date Evaluated: \_\_\_\_\_  
Date Part III: \_\_\_\_\_  
Date Forwarded: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix E

### Professional Development Funding Requests Evaluation Rubric

Description	0 Point	1 Point	2 Points	Total
Proposal meets one or more of the Authorized uses for PD funds	Meets none of the authorized uses	Meets one of the authorized uses	Meets more than one of the authorized uses	
Proposal meets one or more of the SCC Strategic Goals	Meets none of the strategic goals	Meets one of the strategic goals	Meets more than one of the strategic goals	
Proposal provides a narrative that explicitly connects the activity to the Authorized Uses & SCC Strategic Goals	No connection	Connection is weak, implicit, or unclear	Connection is strong and explicit with clear details	
<b>Must have scored at least 4 points total between the first three items to continue with evaluation.</b>				
Previously approved PD funding	Applicant received funding within the past two (2) fiscal years Amount: \$ _____	Applicant received funding within the past two (2) fiscal years but narrative justifies need for this activity	Applicant has not received funding within the past two (2) fiscal years	
Collaboration	Activity benefits the individual	Activity benefits the individual plus others at the college	Activity benefits the district and/or greater community	
Narrative explains how applicant anticipates activity will promote their professional development in their role at SCC	Narrative provides insufficient explanation	Narrative provides general explanation with some examples	Narrative provides clear explanation with detailed examples	
Planned Dissemination of Information	Narrative does not provide a plan for sharing experience or applying knowledge	Narrative provides a general plan for sharing experience and/or applying knowledge	Narrative provides a detailed plan for sharing experience and applying knowledge	
<input type="checkbox"/> Bonus points (2): applicant presented previously PD funded activity to others on campus <input type="checkbox"/> Bonus points (2): applicant is presenting at event as Solano employee			<b>Total Points:</b>	<b>0</b>

#### Scoring:

8-14 points = Approval

6-7 points = Additional information required

0-5 points = Denied

Name: \_\_\_\_\_

Grant <input type="checkbox"/> Approved <input type="checkbox"/> Denied	If approved, amount: \$ _____	Grant number: _____
Date approved/denied: _____	Comments: _____	
Date applicant notified: _____		

\_\_\_\_\_  
Professional Development Coordinator

\_\_\_\_\_  
Date

Out-of-State Travel: ☐ NA ☐ Approved ☐ Denied

\_\_\_\_\_  
Superintendent/President

\_\_\_\_\_  
Date