

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

Academic Senate for California Community Colleges

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The Flexible Calendar Program

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Background

I. Brief History of the Flexible Calendar Program

The faculty development movement at the community college came 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 fifteen 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.

II. 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.

III. Summary Of Current Practices

According to data (1991-92) from the Chancellor's Office, there are 78 colleges utilizing flexible calendar programs ranging from one to fifteen flexible calendar days. Currently, the state-wide 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 Versus 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 on-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 has began, 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 accommodate 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 a connection can be established 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 Gaiety of course scheduling configurations are allowed This flexibility in scheduling is intended as a means 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 Accountable Hours

Title 5, section 55720(c) states that “a district with an approved flexible calendar shall ensure that all employees under contract with the district work at least 175 days, including flex days, in each academic year.” The 175 days (including up to 15 flex days) are to be converted into the total number of accountable hours for Chancellor’s Office funding FTES (ADA) purposes as noted in Title 5, section 58188b, 2.

The term “day” 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 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, consider that the required hours in-lieu of instruction activities should at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibility that are not performed as a result of being released from classroom instruction (*Title 5, section 55726 b and 55728*). Flexible calendar hours should not be carried over or “banked” by individual faculty from year-to-year (*Title 5, section 55720 c*).

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 remain the same regardless of the flexible schedule are 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 (*Title 5, section 58188*) 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, taught by part-time instructors and 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
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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:

<p>Fall Semester:</p> <p>Teacher X Teaches 3 hours on Monday--flex obligation is 3 hours.</p> <p>Teacher Y Teaches 2 hours on Monday and 3 hours on Tuesday--flex obligation is 5 hours</p> <p>Teacher Z Teaches 3 hours on Wednesday and 6 hours on Friday--flex obligation is 0 hours</p> <p>Spring Semester</p> <p>Teacher X Teaches 3 hours on Monday--flex obligation is 0 hours.</p> <p>Teacher Z Teaches 3 hours on Wednesday and 6 hours on Friday--flex obligation is 9 hours.</p> <p>Teacher XX Teaches 4 hours on Thursday--flex obligation is 4 hours.</p>
--

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

The Banking of flexible calendar program time by individual faculty is not allowable under Title 5, section 55720 c because the district is required to ensure that all full-time

faculty work at least 175 days each fiscal year. This 175-day requirement includes flex time since the district receives FTES for this time during the fiscal year.

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)(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/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)
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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)
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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 557241*). 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 using 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 remaining 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)
- Training in classroom research (assessment) techniques
- 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, 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 Program Activities

Staff development funds (*Education Code 87150 et., seq. 1*) 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, 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, 4 A through G*).

The plan should include;

1. Measurable objective(s) that the faculty member anticipates accomplishing during the time period.
2. A statement that relates the objectives to the intent of the flexible calendar program (staff, student, and/or instructional improvement).
3. A list of activities to carry out the stated objectives.
4. 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 B 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 tone.

(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.

Level	Type	Description
1	Reaction	Determines what participants think about the program or activity.
2	Achievement	Measures participants' achievement. Determines whether facts, skills or knowledge were attained.
3	Behavior	Determines if participants have modified their on-the-job behavior and are using the information obtained through the program or activities.
4	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, NCSPD 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% (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:

1. A complete description of the calendar configuration.
2. The days of instruction and evaluation which will meet the requirements of the 175-Day Rule.
3. 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.
4. The kinds of activities which college personnel will be engaged in during their designated staff, student, and instructional improvement days.
5. A certification that all College personnel," as defined in an approved plan, will be involved in at least one of the authorized activities. Note that the inclusion of specific College personnel designated to participate in flex activities should be determined by shared governance process.
6. A certification that the district will carry out its on-going responsibilities under Title 5, section 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.

1. Perform an annual update of its survey (needs assessment) of the most critical staff, student, and instructional improvement needs in the district.
2. Carry out a plan of activities to address those critical needs.
3. Maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities.

4. Evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes.
5. Hold regular meetings of an advisory committee (see guideline number 8) composed of faculty, students, administrators and other interested persons to make recommendations on kinds of instructional improvement activities (*Title 5, section 55730*).
6. Provide documentation of these activities to the Chancellor upon request.

C. Attendance Reporting

Districts with approved flexible calendar operations are to report:

1. The total hours of teaching time which instructors were required to teach.
2. The total faculty contact hours (credit and noncredit) of instruction for which flexible calendar program activities are being substituted.
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 (Title 5, section 58188).
4. Any additional data as deemed necessary by the Chancellor to compute Me FTES(ADA) adjustment (*Title 5, section 55728*).

Definition of Terms

4-1-4 - refers to a non-traditional 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.

ADA - (Average Daily Attendance) The unit which is used as the basis for the computation of State Apportionment for California Community Colleges. An ADA unit consists of 525 student contact hours. ADA is a way of counting the number of students a district serves for funding purposes. Under the implementation of AB1725 this concept has been replaced by FTES. Not all Title 5 regulations have been revised to accommodate this change as yet.

Academic world 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 the state-mandated 175-day teaching 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.

NCSPD - 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 learning 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.

ARTICLE 8 - FLEXIBLE CALENDAR

§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 Me board of governors, courses under a flexible calendar.

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

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

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

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

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

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

§84896. Repealed 1983 Laws, C 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

§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.

§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.

§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.

§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.

§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, and 58188, provides revisions regarding administration of a flexible calendar program. These sections current as of September 1991 follow:

Article 1, Title 5, Code Of Regulations, 175-Day Minimum Academic Calendar

§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.

§55700.1. Program of Studies ~ Quarter, Trimester 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.

§55702. Approval of Changes

(a) Prior to any change in academic year configuration, including the addition, deletion, shortening or lengthening of any year, 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:

and

- (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;
- (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, Title 5, Code Of Regulations, Flexible Calendar

Operations

§55720. Offering Classes Under Flexible Calendar; Accountability of Employees Under Contract for 175 Days; Activities.

(a) Subject to the approval of the Chancellor plant to Section 55724 a community college district may designate an amount of time in each fiscal year for employees to conduct staid, 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 Icuown 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 summer session.

(c) Pursuant to Section 55726, a district with an approved flexible calendar shall ensure that all employees under contract with the district work at least 175 days, including flex days, in each academic year.

§55722. Scheduling Configurations

A flexible calendar is a community college calendar and course scheduling plan peanut 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).

§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 sentences, 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 subdivision 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.

§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 such employees participating in these activities.

§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 (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;

(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 58188 of this Part..

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor including any data necessary to compute the ADA adjustment specified in 58188 of this Part.

§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.

§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 58188 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.

**§58188. Average Daily Attendance Units; Adjustment to Reflect Activities;
Computation by Multiplier Factor**

(a) The Chancellor's Office shall adjust the actual units of average daily attendance of a district operating under a plan approved in accordance with sections 5572032 of this Part to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible time. The adjusted units of average daily attendance shall be computed by multiplying the actual units of average daily in the academic year, exclusive of any intercessions, computed pursuant to Section 58003.1, by a factor which does not change the average daily attendance which would otherwise have 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 58001.3, this 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 84890 of the Education Code and 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 any intercessions.

(c) For those courses described in subdivision (b) of Section 58003.1, this multiplier factor shall equal the maximum term length multiplier set forth in that subdivision.

(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.