



Flexible Calendar Activities Agreement

At-a-Glance

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What is Flex and Why Do We Do It?

Gavilan College is part of the [Flexible Calendar \(Flex\) Program](#), a statewide program regulated by the California Community College Chancellor’s Office (CCCCO). The flex calendar program reduces the number of hours faculty are in the classroom and replaces those hours with professional development activities that align with the [college mission](#). One hour spent on professional development equals one hour of flex credit.

Flex requirements for faculty are outlined in the [Gavilan College Faculty Association contract](#) (Article 14.3 – 14.14).

Flex Requirements for Full-Time and Part-Time Faculty

Because full-time and part-time faculty have different instructional loads, there are differences in how many hours of flexible activities faculty must report. Take a look at the sections below to understand your flex activity hour responsibilities for each academic year.

Full-Time Faculty Requirements

Full-time faculty are required to complete 42 flexible hours per academic year (July 1-June 30):

- 6 hours: Fall Flex Day (mandated)
- 6 hours: Spring Flex Day (mandated)
- 30 hours: see [Flexible Calendar Activities--What Counts for Flex?](#)

Funding is available to support completion of activities (see [How to Pay for Flex Calendar Activities and Travel](#)).

Timeline for Completion & Approval

These dates are established in the GCFA contract (Article 14).

- **Before October 15th:** Propose activities and get feedback from your department chair.
- **October 15th:** Deadline to submit your proposed flex activity agreement (already reviewed by the department chair) to FPLC for review and approval.
- **June 30th:** Deadline to submit the final, signed copy of your flexible agreement to the Office of Academic Affairs for final approval.

How to Complete the Flex Calendar Activity Agreement Form

Faculty should complete the Full-Time Flex Calendar Activity Agreement form detailing their proposed activities for the academic year.

The role of the FPLC is to review flexible agreements to ensure that all requirements have been satisfied (e.g. number of hours) and that proposed activities meet the expectations for appropriate flex activities as outlined by the CCCCCO. Follow these guidelines to ensure that your form will be approved:

- Each activity should have a date and the number of hours you spent doing the activity. The hours cannot be lumped together for multiple dates. For example, if you go to a three-day conference, please list out each day separately and indicate the number of hours spent each day.
 - 5/6-5/8 (12 hours) --will not be approved
 - 5/6 (4 hours); 5/7 (6 hours); 5/8 (2 hours)
- All activities must be completed within the current academic year. Only activities complete from July 1 - June 30 can be used for the current flex contract.
- Activities and their connections to your professional growth must be clear (avoid acronyms, make sure that your activities satisfy the requirements for an approved activity. For example, instead of writing you attended Annual Conference for the ASC, note that you attended the Annual Meeting of the American Society of Criminology.

Sample Completed Flex Calendar Activity Agreement Form—FT Faculty

- [Flex Calendar Activity Agreement \(FT\) – Sample Completed Form](#)

How to Submit Flex Calendar Activity Agreement Form for Approval

Faculty should follow the steps below to seek appropriate approval. There are three levels of approval for flexible activities: department chair, FPLC, and VPAA.

Step 1 | Before October 15th | Seek Department Chair Feedback

- Download and save a copy of the form: [Flex Calendar Activities Agreement \(FT\)](#).
- Use the [Flexible Calendar Activities--What Counts for Flex?](#) guidelines to fill out your agreement form with 42 hours of proposed activities.
- Submit your completed form to your department chair for review comment (Article 14.11). Department chairs can provide guidance for how to find appropriate activities and give suggestions for how faculty can create a more well-rounded and meaningful flex experience.

Step 2 | Deadline October 15th | Submit to FPLC

- Revise your form with the feedback received from your department chair.
- Use the [How to Complete the Flex Calendar Activity Agreement Form](#) guidelines to ensure that your form will be approved by FPLC.
- Change the file name to include your name and the current academic year in this format: **Last Name, First Name_AY2X/2X_Flex**
- Submit your proposed flex activity agreement form to the FPLC for review and approval by **October 15th of the contract year** (Article 14.11). To submit, send an email with the subject "**Flex Contract**" to fplc@gavilan.edu.

Step 3 | Deadline June 30th | Submit for Final Approval

- Upon completion of the proposed activities, faculty should complete the bottom portion of the form with a short narrative detailing the achievements, accomplishments, and benefits of their flexible activities.
- Submit a final, signed copy of your flexible agreement to the Office of Academic Affairs for **final approval by June 30th** of the contract year. Submission options:
 - Send an email with your form attached and the subject "**Final Flex Form**" to the current VPAA OR
 - Print a copy and deliver it to the Office of Academic Affairs.

Part-Time Faculty Requirements

Part-time faculty are required to complete a Flexible Calendar Agreement each semester and submit to their area dean and department chair for approval.

The number of flexible hours part-time faculty must complete is based on their Full-Time Equivalent (FTE) load. The best way to determine the number of hours you need is to view your contract on Banner. First, log into Banner, then click on the employee tab at the top, then click on "Load and Compensation" in the bottom right corner. You should then be able to select the semester and view your contract. It will list the courses you are teaching and the flex hours you need to complete. You can also use the following formula to calculate the required hours:

FTE X 21 = required hours

For example, Rocky Ram teaches one 3.0 unit credit course. This equals a .20 FTE. Plugging into the formula, this equates $.20 \times 21 = 4.2$ flexible hours.

Funding is available to support completion of activities (see [How to Pay for Flex Calendar Activities and Travel](#)).

Timeline for Completion and Approval

All Flex Calendar Activity Agreement forms should be submitted to the area dean and department chair by the last day of the semester in which the faculty member is contracted to teach.

How to Complete the Flex Calendar Activity Agreement Form

Faculty should complete the Part-Time Flex Calendar Activity Agreement form detailing their proposed activities for the semester. Download a copy of the form: [Flex Calendar Activities Agreement \(PT\)](#).

Follow these guidelines to ensure that your form will be approved:

- Each activity should have a date and the number of hours you spent doing the activity. The hours cannot be lumped together for multiple dates. For example, if you go to a three-day conference, please list out each day separately and indicate the number of hours spent each day.
 - 5/6-5/8 (12 hours) --will not be approved
 - 5/6 (4 hours); 5/7 (6 hours); 5/8 (2 hours)
- All activities must be completed within the current semester for which the faculty member is contracted to teach. Only activities completed during the contracted semester can be used for the current flex contract.
- Activities and their connections to your professional growth must be clear (avoid acronyms, make sure that your activities satisfy the requirements for an approved activity. For example, instead of writing you attended Annual Conference for the ASC, note that you attended the Annual Meeting of the American Society of Criminology.

Sample Completed Flex Calendar Activity Agreement Form—PT Faculty

- [Flex Calendar Activity Agreement Form \(PT\) - Completed Sample Form](#)

How to Pay for Flex Activities and Travel Funds

The professional development funds available for faculty (see GCFA Contract Article 28) are meant to help faculty meet their required flex hour obligation. These funds can be used to support travel to conferences, participation in workshops, and other such professional development activities. Using professional development funds does not preclude one from being able to count those activities for flex hours. The funds serve to help offset the personal financial expenses faculty incur to engage in these activities (e.g. registration fees, travel expenses) and are not considered compensation for work performed.

In most cases, activities that are considered appropriate professional development activities can be used to meet the flex hour obligation. There are, however, some caveats to consider.

1. If the flex activity falls during a time that the faculty member is normally contracted to work (e.g. hold class, be on call), faculty should not count that time for flex unless they use leave or are otherwise excused from their regular work obligation (e.g. use a floating personal business day).
2. If the faculty member is receiving a stipend from the district for participation in an activity, such as a training program, workshop, or online course, the hours spent on said activity cannot be used to fulfill the flex obligation. Since flex hours are a component of the contractual work hours, this would constitute “double dipping” or being paid twice for an activity. In cases where an activity has the option of receiving a paid stipend from the district or receiving flex hours, a faculty member may only select one, not both, of these options. Examples include Trained Faculty Observations and the Gavilan Online Teacher Training (GOTT).
3. Travel time to and from the activity should not be counted as part of the flex activity. Only time spent engaging in the activity should be counted. For example, one might drive two hours to attend a 6-hour workshop. Only the 6 hours spent in the workshop are hours that can be counted to meet the flex obligation.

For information about current amounts of funds available, see GCFA contract Article 28.1.1 for Full-time faculty and 28.1.2 for Part-time faculty.

Flexible Calendar Activities—What Counts for Flex?

Faculty can earn flexible hours in a variety of ways, including attending district mandatory Flex Days, optional Flex Days, workshops, conferences, or other such activities as detailed below. The FPLC has provided more detailed suggestions that fit within the guidelines outlined by Title 5. The committee has divided these activities into three broad areas: professional growth, professional effectiveness, and institutional service.

Professional Growth

- Preparing for conference and workshop presentations: oral or written presentations to professional conferences, whether invited or in response to a call for papers.
- Attending professional conferences and workshops: this is not limited just to those presenting a conference or workshop.
- Creating or learning to use field or discipline-related software.
- Writing for publication: the topic should be related to the writer's field of expertise. Included are journal articles, popular magazine articles, scholarly books, textbooks, and curricular materials.
- Engaging in constructive activities and original research which enhance professional standing in one's field or in a related field. This may be at a departmental or interdepartmental level. It may be institutional. The activities, however, should be well-defined and as pre-planned as possible.

- Commercial and industrial site visits, journal research and evaluation, reading and analysis of books with implications for one's profession, and colloquium or symposium attendance and participation are examples of the possibilities.
- Acquiring foreign language skills. This should include languages which enhance one's ability to work in his or her field.
- Doing coursework in one's field; the course will typically be upper-division or graduate level.

Professional Effectiveness

- Developing skills in reading and/or writing across the curriculum.
- Developing skills in critical thinking in the classroom.
- Developing and testing skills and tools for evaluation of one's classroom or institutional effectiveness.
- Revising curricula. While the development of a new course on campus would be included, routine preparation of classroom schedules, readings, etc., would not.
- Developing computer software skills and software; these skills should be related to one's work at the college.
- Beginning or maintaining district outreach projects; these might include information about the college or a program within the college.
- Consulting with other departments or offices on campus; this might include program coordination or development of interdisciplinary courses.
- Examining educational issues; this could be in small groups on campus or at workshops and other off-campus events such as Great Teacher's Seminars.
- Visiting business or commercial site. The purpose may be to identify industry needs, develop or update a campus major or program, or keep current on employment trends for students.
- Re-designing and maintaining physical facilities which are integral to educational tasks. This would include renovation or updating of voc ed equipment and shops or athletic facilities and equipment, which are best done by department faculty. It could include lab redesign in the sciences or reorganization of computer labs in any of the departments. It excludes routines maintenance.
- Assessing library holdings. This would apply to both the academic and vocational area. A written review and recommendation could be submitted to the director of the library.
- Advising students; departmental, discipline-related, and educational advising of students.
- Offering non-instructional programs for students; these could be for informing students about campus issues, or working with them on solutions for campus or community problems, or participating with them in cultural events that have an educational impact (i.e., drug support groups, music or theatre field trips, etc.).

Institutional Service

- Restructuring departmental or office organization and procedures to better serve instructional goals.
- Creating and implementing professional development workshops for new and part-time personnel.
- Accomplishing extended committee work--committees that have specific tasks that require large blocks of time which could meet during flex days to accomplish tasks.
- Reviewing articulation of courses and other cooperative efforts between school, college and university faculty and staff.
- Course outline revision.
- Program review.
- Assessing and improving the public relations of the college.
- Becoming informed about and acting on new regulations, legislation and State programs that affect the college.
- Participating in community business at the state level; this includes statewide Faculty Senate and other community college associations.
- Special recruiting efforts.
- Student placement follow-up.

Resources: Want to Learn More?

[Chancellor's Office Flexible Calendar Program](#) | This page describes the state's flexible calendar program.

Looking for professional development opportunities? These resources provide high-quality professional development activities you can use for flex:

- [Gavilan's Professional Development Opportunities](#)
- [Vision Resource Center](#)
- Online Network of Educators (@[One](#))