



Academic Senate Meeting Minutes

Date: Friday, February 19, 2016

Time/Location: 1-3 PM / Room 852

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Donna Bahneman** (Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services)

Ex-officio Members: **Mike Papin** (via phone) (Clear Lake Faculty)

Guests: **Aree Metz**

Absent: **Omar Huerta** (ASWCC Rep)

Call to order at 1:08 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 2/19/16 (MSC Howerton/Bahneman)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i>		
III	Approval of Minutes-Action		Review and approve the minutes of 12/04/15, and 1/22/16
	<i>Discussion/Decision:</i>		
	<ol style="list-style-type: none"> 1. The minutes of 1/22/16 are approved as amended (MSC Howerton/Geer) 2. The minutes of 12/4/15 are tabled for further review (MSC Howerton/Gassman) 		
IV	President's Report - Information/Discussion	Clark	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark reports that his report will be forwarded to all faculty going forward. 2. At the most recent DCAS meeting, a request was received asking what should be done with the compressed calendar. The senates responded that nothing new would be done at this time, as the details are subject to be worked out with FAYCCD. 3. At the DCAS meeting, the Education Master Plan format should be the same for both colleges, but the process in developing those plans could be different. Chancellor Houston will be researching models that the district may adopt. 4. The stabilization at LCC has been secured for three years. 5. The AP and BP work will ramp up for the senate in the coming meetings, as we have been falling behind. Clark will be reporting this information to all faculty. 6. The district will be refinancing some general obligation bonds. This will save taxpayers 40-60 million dollars. WCC may go forward with an education bond to help finance a culinary/fine arts building. 7. The LCC transition is purportedly on track, but some deadlines for late April appear to be in jeopardy. Federal work study students may also be affected. 8. At the Board of Trustees meeting, M. Moreno’s sabbatical was approved and the WCC greenhouse was tabled until the design can be revisited. 9. Clark would like to see that WCC keep LCC in mind as part of our discussions with regard to curriculum and scheduling. 10. Regarding moving the district offices, the agenda item was removed from the board agenda. 11. There are currently 6 faculty members on DC3: One from LCC, two from WCC, and three from YC. YC may lose one member (Mathews), and Clark suggested three faculty from each college (WCC/LCC and YC). 12. In meetings with administration, flaws were pointed out in the census process. 13. Regarding the accounting class situation, it was acknowledged that the hiring and on-boarding process for adjunct faculty needs to be reviewed. 14. WCC is going after a TRiO ETS grant, and WCC will be going after two other TRiO grants when the RFPs are released. 15. The new class schedule will be a newspaper-oriented format to better distribute it to the entire community and save money. 16. Discussions are ongoing regarding integrating a culinary arts and fine arts position into the staffing process. 		
V	<p>Vice President’s Report</p> <ol style="list-style-type: none"> 1. Committee Appointments – Action 2. Curriculum Update – Information/Discussion 3. Other – Information/Discussion 	Howerton	<p>Objective: 1.Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees.</p>

Discussion/Decision:

Committee Appointments:

1. **FSAPC (Faculty Staffing Administrative Planning Committee)**-Meetings to be determined based on membership availability. (This appointment is to finish an established term to conclude Spring 2018). No names came forward.
2. **Student Success Committee** (meets 2nd and 4th Fridays 12-1pm RM113)
 - a. 1 (at-large) FT faculty member. Four names were forwarded: P. Alexander, P. Bordisso, B. Gillespie, M. Moreno. Because M. Moreno will be on sabbatical next year and LCC is not yet a part of WCC, B. Gillespie is appointed.
 - b. 1 ESL adjunct faculty member. No names came forward.
3. **Diversity** (meets 2nd and 4th Fridays 11-12pm; ME center)
 - a. 1 (at-large) FT faculty member
4. **FLEX** (meets a couple times a semester; Time and Place TBD based on membership)
 - a. 1 at-large adjunct faculty member: P. Phillips is appointed.
5. The senate needs to appoint 2 FT faculty representatives for the upcoming EOPS advisory committee. These representatives need to be tenured and not in the counseling department: N. Bruening and J. Mullin are appointed, and N. Bruening is the co-chair.
6. In curriculum, the computer skills advisory requirement is still being worked out.
7. P. Alexander is working on Learn classes for non-credit, and these are progressing well.
8. WCC is registered to practice LGBTQIA-friendly policies. Dean Ortiz-Mercado is working to complete this process.
9. Howerton is holding office hours on Tuesdays from 10-noon in room 131. Clark and B. Asmus may also be holding office hours there soon.
10. Howerton is attending ACCJC evaluator training next Friday and will not be able to attend the WCC Senate meeting.

VI	Senate/Committee Reports - Information	Senate	
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Discussion/Decision:

1. Bahneman reports that a student wished to gain course credit without attending classes, and that DSPS suggested that this student. She will report to DSPS that this is not allowed.
2. Today from 5-8 is the Day of Remembrance event in the ME Center and the student lounge.
3. Geer reports that an adjunct instructor brought to her attention a concern regarding a student prone to seizures. If a student is having a seizure, you must clear the space around them and call 9-1-1. Campus police should also be contacted if a student prone to seizures is in your class so they are aware of the situation.
4. Shah reports that the Biology department is getting a new cadaver room. There are currently three choices for the room, and it was decided that the new cadaver room will be in room 626a.
5. Ferns reports that the English department will need a department coordinator starting in the Fall 2016. Administration has thus far declined to follow the process we have in place for vetting new coordinator positions; as a result, a department of 22 members across 3 campuses will be without a coordinator when the current coordinator position, which has been in place for more than 20 years, expires in June 2016. The English department is already preparing to cut back on areas related to student success in the event that no action is taken by administration, including canceling the composition departmental final and holistic grading sessions, canceling department meetings, and relying on the dean's office for effective adjunct faculty management, coordination, and scheduling.
6. Ferns reports that the FALAHUM has experienced faculty retirements in Art, English, and ESL over the past 5 years, none of which have been refilled. In addition, the division has 5 departments that are not staffed with full time faculty. With the improving economy and positive outlook on District finances (given the District's impending move to expensive new offices), the division would like to see new full time faculty hires take place in the division as well as the other divisions this year.
7. Ferns reports that the elections committee will conclude the adjunct voting by the end of next week. The at-large position will be contested, so we will not be able to seat the Senate Vice President and Senate Secretary until the first meeting in March.
8. McGill-Cameron reports that PE classes are not being offered at WCC for various reasons. LCC also does not have a PE facility. She would like to offer a PE class to fulfill our PE graduation requirement.

Student Services Senate Report 2/19/16 (Vallejo)

1. **Participation in shared governance being managed and discouraged-** The new interpretation of the faculty contract (for student services faculty only) has discouraged student services faculty participation in meetings, events and committees both on and off campus. The Dean is deciding which campus meetings, events, or committees warrant being included in our scheduled hours and which require us to work hours over our scheduled time. For example, if we attend a Statewide Advisory Committee meeting, we have to make up the hours, which often would mean working an additional day. If we attend instructional faculty division meetings, even though we are assigned as liaisons, we have to make up the time. If there is a longer meeting, such as a committee retreat for example, we would have to add those hours to our scheduled hours, which could add up to a 7 hour day plus the length of the committee meeting. Many committees require a counselor, DSPS faculty, or a student services faculty and traditionally we have been on multiple committees. This new interpretation has caused Student Services Faculty to not attend Instructional Division meetings, faculty meetings, campus events, statewide meetings and some have even resigned from campus committees. In addition, we are hesitant to volunteer for any new committee openings.

Student Services faculty's participation in governance is important, because we have a different perspective to offer. Also, through interacting with other faculty and staff, we have a better understanding of campus programs, changes to curriculum and can more easily collaborate to ensure campus success.

The Counseling Office has been unusually slow. For example, there are days with 30 or more open slots. On 2/16, just in general counseling, there were 39 open slots for appointments and today there are 38 open slots. We feel that the lack of visibility of counselors has played a huge part in this low utilization of services. We want to see students.

2. Lack of consultation about division course offerings and participation in instructor selection -

We have been told that that there is a counseling class at Cache Creek High being taught this semester. This is at least the second time administration arranged a course there without informing division faculty members. The instructor does not meet minimum qualifications. Also, as previously reported, our names were taken off the Spring 16 schedule without consultation. This was stressful for faculty and confusing to students. At least one class was cancelled.

3. Unacceptable delays with student petitions - Some petitions are taking unacceptable amounts of time to be processed. There are several cases in which petitions are taking 4 or more months. In many cases, timely processing is critical for students. For example, if a student completed a course substitution petition in the fall and wants to graduate in the spring, and they did not receive a petition response, they would have to guess about whether or not the substitution would be approved. They may have to take extra classes or just accept not graduating. Some of our students are going to other colleges to take the courses. Petitions that are not processed in a timely manner, often result in costing students time and money and could put their financial aid in jeopardy.

4. **Inefficient Scheduling-** The SS Dean, via direction from the president, has taken away our ability to adjust our schedule on the SARS system, so if there are any changes, we must ask her permission. After doing so, we have to wait for a response, and oftentimes even have to send out an additional reminder. Then, she will change it or her secretary will change it or she will ask our secretary to adjust it. Oftentimes this entails the sending of multiple emails. There are often errors, which have resulted in many cancellations of student appointments. We have even had student appointments be cancelled without consultation. There have been occasions where walk-ins were advertised during peak registration and then cancelled due to scheduling errors. Today, 2/19, three counselors were blocked by the dean for a meeting that was cancelled. The dean knew this meeting wouldn't occur at least a week ago. This means three counselors were available this morning but had no students scheduled. Micromanaging of student services faculty schedules is reducing students' access to counseling and also causing an inordinate amount of cancellations.

5. Additionally, we are not being consulted about adjunct scheduling. Often, they arrive with few students to see. Today we have three adjuncts only scheduled to see 4 students total.

	Ex-officio Reports - Information	Papin, Huerta	
VII	<i>Discussion/Decision:</i> 1. Papin reports that LCC had a very spirited discussion regarding committee appointments. He will bring it up later in the agenda.		
VIII	Distance Education Placement – Information/Discussion	Howerton	Background: The Curriculum Committee is finishing up a draft Purpose Statement for the WCC Distance Education (DE) Committee. They recommend that the DE Committee be a senate subcommittee. Objective: Review the recommendation for possible adoption at the next senate meeting.
	<i>Discussion/Decision:</i> The senate will consider adoption at the next meeting.		

	Flex Guidelines and Flex AP – Information/Discussion	McGill-Cameron, Clark	Background: The WCC Flex Committee/YC Flex Committee has drafted new Flex guidelines. DCAS is revising AP 7161 Flex Guidelines. Objective: Review the draft guidelines and discuss the revision of AP 7161
IX	<i>Discussion/Decision:</i> 1. McGill-Cameron distributes the new Flex guidelines with suggested revisions highlighted (attached). Clark asks about the revised online class flex obligation in relation to EP online classes. McGill-Cameron will revise that section because EP online classes are paid hourly and not related to course load. Howerton asks whether these instructions can be linked online to the appropriate links in the Portal. This may be possible depending on each college. Clark notes a discrepancy in the deadlines for turning in credit and the earning of the credit. McGill-Cameron notes that the overlap is intentional.		
X	Senate Constitution Revision – Information/Discussion	Clark, McGill-Cameron, Gassman, Ferns	Background: The senate continues the process of revising its Constitution and Bylaws. Objective: Final read of the proposed changes to the Constitution before scheduling a forum on the proposed changes and then taking to the faculty for a vote
	<i>Discussion/Decision: Not addressed.</i>		
XI	Tenure Process - Discussion	Clark, Howerton	Background: At the Board of Trustees meeting in March 2015, the board emphasized dissatisfaction with the tenure process and instructed the Chancellor to work with the senates to strengthen the process. Objective: Discuss progress to date and discuss possible next steps.
	<i>Discussion/Decision: Not addressed.</i>		
XII	Integration of Lake County Campus Faculty to WCC Governance Structures – Information/Discussion	Clark, Papin	Background: The transition of the Lake County Campus (LCC) from YC to WCC will likely take place this semester. Integration of LCC staff, faculty, students, and administrators into the WCC committee/governance structure should take place in time to fill slots for the next Academic Year. Objective: Discuss which committees should have dedicated slots for LCC faculty, staff, students, and administrators with the intent of filling those slots soon so that appointees could shadow work the remainder of this semester where possible.
	<i>Discussion/Decision:</i> 1. The Governance Draft is attached to the minutes with the proposed committee memberships for LCC. Papin comments that LCC has serious concerns with membership on the Curriculum Committee and that LCC would like a designated LCC CTE representative, particularly for the programs that are in place for LCC and not at WCC. This will be voted on at the next Senate meeting.		
XIII	Consolidation of Committees into an Institutional Effectiveness Committee – Information/Discussion	Clark, Howerton	Background: In order to improve the WCC governance structure, it has been proposed that an Institutional Effectiveness Committee (IEC) be formed and that some or all of the following planning committees be coalesced into the IEC: FSAPC, PRVT, B&P, and SLO. Objective: Discuss the concept and possibly task a workgroup with researching and drafting a IEC Purpose Statement.
	<i>Discussion/Decision: Not addressed.</i>		

XIV	DIGs/Division Chairs(Liaisons) – Information/Discussion	Senate	Background: Discussion continues regarding the possibility of establishing faculty positions to act as division or data inquiry group leads. WCC President White has distributed information relative to his vision of such a position and has proposed a small workgroup be established to draft the position duties and scope. Objective: Continued discussion as we work with the administration to craft a description of such positions.
	<i>Discussion/Decision: Not addressed</i>		
XV	Future Agenda Items-Discussion		Lake Campus Representation on Governance Committees, College Catalog, SSS Priorities, CCOF, ADA in the Classroom
	<i>Discussion/Decision: Not addressed</i>		

Meeting adjourned 3:06 p.m. (MSC Gassman/Howerton)

Senate Goals, 2015-2016			
#	Goal	Who	Status
1	Student Success: Identify and address barriers to student success (counseling availability, course offerings...).	Clark, Bahneman,	Underway in Student Success Committee
2	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP.	McGill, Howerton	Ongoing
3	Lake County Campus (LCC) Transition: Integrate the faculty, staff, and students at the Clear Lake Campus into the governance, planning, and budgetary processes at WCC.	Clark, Howerton, Papin	In progress
4	Sabbatical Leave: (Re)define the sabbatical leave process in light of the multi-college transition.	Clark	In (slow) progress
5	Faculty Evaluation: Improve the faculty evaluation process.	Clark, Howerton, Geer	In (slow) progress
6	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	Awaiting Work of CLAS
7	Colusa County Campus (CCC): Create comprehensive process for Colusa County Outreach Facility (CCOF).	Clark, Geer	Midway through CCC Compression Planning. Need to assess the meshing of the compression planning with identified gaps at CCC.
8	Revise Senate Constitution and Bylaws.	Clark, McGill, Gassman, Ferns	Constitution revision to a vote in March
9	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark, Konuwa	Discussed without detail in both senate /administration leadership meetings and B&P.
10	Education Master Plan (EMP): Work with College Council to create the new WCC EMP.		January 29 th activity started compression planning. External scan is the next step.
11	Distributive Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, Shah	DE Coordinator position has been established. Julie Brown will fill that role as a special project this semester and has been selected to be coordinator beginning Fall 2016. The Curriculum Committee will soon present the senate

Senate Goals, 2015-2016

#	Goal	Who	Status
			with a DE Committee Purpose Statement.

**Woodland Community College
Yuba Community College District**

**Flexible Calendar Program
Guidelines**

A joint effort by the Woodland and Yuba Community College Flex Committees

Drafted on November 10, 2015

Reference: Title 5- Sections 55720, 55726, 55728, and 55730

Yuba Community College District participates in The Flexible Calendar (Flex) Program offered through the California Community Colleges. State guidelines for the Flexible Calendar Program are used to establish the basis for the implementation of the Flex Program at Yuba College and Woodland Community College. There are 11 subjects listed in the Guidelines for the Flexible Planning Calendar: 1) Parameters Of The Flexible Calendar Program, 2) Determining Flexible Calendar Accountable Hours, 3) When Flexible Calendar Hours May Be Performed, 4) Hourly Credit for Activity Participation, 5) Flexible Calendar Program Activities, 6) Funding For Flexible Calendar Activities, 7) Coordinator For The Flexible Calendar Program, 8) Advisory Committee For The Flexible Calendar Program, 9) Individual Faculty Contracts, 10) Evaluation, and, 11) Chancellor's Requirements For Establishing Or Maintaining A Flexible Calendar Program.

The purpose of flex is to support Yuba College District's "student-first" philosophy and to help meet its strategic goals by providing a learning culture where all personnel will be given the opportunity to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (title 5, section 55720). This is done by the following:

- develop and expand their skills to better serve the students
- promote and enhance students' success and academic experience
- help students meet their educational goals

The following Yuba College District flexible calendar guidelines aligned with State requirements and are established for implementation of the Flex Program at YCCD colleges.

1. FULL-TIME FACULTY FLEX OBLIGATION:

Contractual Obligation

Full-time faculty with a full contract teaching load are required to fulfill eight (8) flex days per academic year at six (6) hours per day, totaling forty-eight (48) flex hours per year. ~~A minimum of ten (10) hours must be group activities and the remaining thirty eight (38) hours may be either individual or group activities.~~

Full-time faculty participating in the Reduced Workload Program or who have reassigned time for committee or planning work, through a formal agreement with the District, will have their flex obligations reduced proportionately (*i.e., one-fifth (1/5) reassigned time means one-fifth (1/5) reduction in flex obligation*). The Human Resources Department will provide the Flex Committee with the names of faculty awarded reassigned time and the amounts awarded and with the names of faculty participating in the Reduced Workload Program.

Online courses are not under the purview of the flexible calendar program. Faculty who teach these types of classes will not have a flex obligation for online course units.

Counselors are required to fulfill flex time proportionate to the teaching load in their individual contract (*i.e., a counselor contracted to teach one-third (1/3) of a full-teaching load would have one-third (1/3) of a flex requirement, 16 hours*).

Recommended Flex Days

The day of Convocation, held the week preceding the start of the Fall Semester, is a

regular contracted workday for full-time faculty and is not eligible for Flex credit. Also preceding the start of Fall Semester is a recommended flex day for full-time faculty to engage in division/campus meetings as well as the evening full-time and adjunct department meetings. ~~Because these days may vary at each college, faculty will be notified of the dates by their Vice President/Dean.~~

Extra-Pay Assignments

Flex obligation requirements for courses taught as extra-pay assignments for full-time faculty are identical to the obligation requirements for adjunct faculty. See section on *Adjunct Faculty Flex Obligation* below.

Load-Banked Assignments

Flex obligations must be completed during the semester a faculty member is load banking the extra-pay units. That way, no flex obligation will be required when the faculty member takes load banking leave

2. ADJUNCT FACULTY FLEX OBLIGATION:

Most courses taught by adjunct faculty, as well as full-time faculty teaching extra-pay assignments, have a flex obligation. Completion of the flex obligation is required. The flex obligation for each class is equal to 1/18th of the course hours. For instance, a 54-hour course would normally meet 3 hours per week during an 18-week semester. Because the semester has been shortened by one week, the class will meet 51 hours and have a flex obligation of 3 hours.

Classes that do not have a flex obligation are those that are:

- scheduled for fewer than 36 hours or less than 8.5 weeks
- have been declared exempt because of special circumstances (e.g. EMT, Fire Academy, Work Experience, etc.)
- scheduled as Summer Session classes

3. THE FLEX OBLIGATION: CONTRACT:

At the beginning of each semester, it is the faculty's responsibility to log into WebAdvisor or the YCCD Portal to identify their total flex obligation. ~~The Flex Contract Report: This document identifies the total flex obligation, flex hours earned, and the balance due.~~ In addition, the form lists extra-pay/adjunct teaching assignments that have a flex obligation, as well as completed flex activities. Faculty should notify the Human Resources Office ~~Flex Office~~ if there are changes in the teaching assignment. ~~In addition, faculty may add additional flex activities and, after attaching the required documentation, send it to the Flex Office or their Flex Committee Representative for approval.~~

4. FLEX AGREEMENTS:

A flex agreement must be **electronically** submitted and signed by each faculty member and their respective flex representative by September 15 for approval by their respective

Flex Coordinator or Representative. ~~These activities are approved by the Flex Committee. Agreements must~~ include the proposed activities for the Flex year. A minimum of ten (10) hours must be group activities and the remaining thirty-eight (38) hours may be either individual or group activities.

- Flex activities that do not have an assigned ID number can still be listed on the Flex Agreement. Be sure to list the hours that are intended for attendance, **not to exceed eight hours per day.**
- ~~An Activity Detail Sheet should be submitted along with the Flex Agreement in order for pre-approval to take place. This is ONLY for individual projects or activities.~~
- ~~For adjunct faculty ONLY~~ **If applicable:** A revised flex agreement is due February ~~March~~ 15 to meet your new obligation if you are teaching only in the spring semester or teaching an extra pay assignment

5. DESIGNATED TIMES FOR FLEX ACTIVITIES:

The flex calendar begins on July 1 and ends on May 15.

Deadline for Completing Flex Obligation

All flex activities for both full-time and adjunct faculty must be completed no later than May 15. All documentation is due no later than the last day of the Spring Semester. ~~flex days have been set aside during January and August of each year. Remaining flex obligations can be fulfilled at appropriate times during weekends or holidays.~~

6. EXCEPTIONS TO THE MAY 15 FLEX DEADLINE:

Faculty may request an exception to earn flex credit for individual activities that occur from May 15 (the current cut-off date for participation) until June 10. **No Flex credit may be earned after June 10th to allow HR to close out the fiscal year.**

To qualify for the exception, a *Request to Participate in Individual Flex Activities from May 15-June 10* must be completed and approved by the faculty member's Flex Representative or the Flex Coordinator and received ~~in the Flex Office~~ by 5 p.m. on May 1.

Verification of completion of the activity needs to be received in the Flex Office no later than June 10 in order for the faculty member to be paid for completion of an EP/NC flex obligation or to apply it toward a full-time contract flex obligation.

7. ACCRUING FLEX CREDIT

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve a college's staff, student, and instructional program (Title 5, section 55724 (a) (4)). Credit for flex activities may only be earned at times that faculty do not have assigned classes or other scheduled responsibilities (~~i.e.,~~ **such as** office hours, exams, division/department/committee meetings).

Faculty receives one hour of flex credit for each hour of participation in an approved flex activity. Faculty who present flex activities receive three times the flex credit. **A maximum of 6 8 hours of flex credit** may be earned on any given day. An exception is made for faculty **who organize** or present flex workshops. In that case, **organizing faculty**

earns twice the flex credit and presenting faculty earns three times the flex credit of the presentation.

Flex credit may be accrued for both the Fall and Spring semesters from July 1 through May 15. **Flex hours may not be banked from one school year to another.**

8. FLEX DOCUMENTATION

All flex activities require back-up documentation that provides a description of the activity, the dates and times the activity occurred, and verification of completion of the activity. Flex documentation should be submitted electronically through the Flex web application throughout the year until the last day of the Spring Semester.

Appropriate forms of documentation include the following:

- **Yuba College District Flex Workshops**—Printed name and signature on sign-in roster
- **Other College District's Flex Workshops**—Provide a letter from the respective college's flex coordinator that states that no flex credit has been claimed at that institution
- **Conferences**—A brochure or agenda, proof of attendance such as a receipt for registration fees, and an explanation of how it relates to improvement of professional effectiveness
- **Enrollment in College Courses**—Course description, plus a transcript, official grade report or letter from the course instructor, and an explanation of how the course relates to improvement of professional effectiveness
- **District, College or Campus Committees**—Membership list provided by the committee chair
- **Meetings**—Meeting minutes showing attendance or a sign-in sheet provided by the chair.
- **Research**—An explanation of the research problem undertaken, a summary of activities including dates and times, and an annotated bibliography of all works researched
- **Special Projects/Activities with Students**—Must occur outside of routine class hours and **must be documented with a student sign in sheet containing dates and times of meetings.** ~~be documented on a syllabus or student notice and performed on a specific day~~
- **All Other Activities** should be fully documented by a log, journal or other document verifying dates, times, and an explanation of the activity, and how it relates to improvement of professional effectiveness **and/or student success.**

9. COMPENSATION

Faculty will be paid for completing adjunct and extra-pay flex obligations after the flex documentation has been received and approved by the respective college Flex Committee Representative **and/or the Flex Coordinator**. The pay rate will be at the composite rate for the associated class. Full-time faculty does not accrue flex credit for extra-pay assignments until after

the contract flex obligation has been met.

Hours earned in excess of the flex obligation **will not be paid**. Faculty will be paid for flex activity hours **only if the class is not canceled**. Exception: Adjunct faculty who attend the adjunct flex activity/orientation will be paid for fulfilling the flex obligation even if the class is subsequently canceled and if the flex credit cannot otherwise be applied toward another class.

10. PROHIBITION OF DOUBLE PAYMENT

Activities already paid for by other organizations are not acceptable for flex credit. *The respective college Flex Committee Representative and/or the Flex Coordinator decides if double payment is an issue. (See required Flex documentation.)*

Examples of Prohibited Double Payment:

- a. A faculty member, teaching at multiple public institutions, *cannot* receive flex credit and/or monetary payment from multiple institutions for a single event/project geared for a single institution's benefit.
- ~~b. A faculty member, serving on a main committee cannot receive additional flex credit for serving on a subcommittee of the main committee.~~
- c. A faculty member awarded reassigned time for committee service *cannot* receive additional flex credit for that service.
- d. A faculty member enrolled in a college course for salary schedule advancement *cannot* receive flex credit for that activity.

11. FLEX ACTIVITIES

Title 5 Regulations list the general categories of activities which are appropriate in lieu of instruction, or flex credit. These activities include, (*but are not limited to*):

1. Course instruction and evaluation
2. Staff development, in-service training, and instructional improvement
3. Program and course curriculum or learning resources development and evaluation
4. Student personnel services
5. Learning resources services
6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity
7. Departmental or division meetings, conferences, workshops, and institutional research
8. Other duties as assigned by the district
9. The necessary supporting of activities for the above.

GROUP FLEX ACTIVITIES

~~The definition of a group activity is an approved flex activity in which at least two or more college divisions/departments are involved; or an activity within a division/department that goes beyond normal duties. (This includes a group activity involving three or more persons.) Department or division meetings conducted each year before the start of the semester are designated as group activities.~~

College Sponsored Flex Workshops

~~Workshops open to two or more divisions or departments are considered group activities.~~ Participants may claim credit for the hours attended. Those wishing flex credit must sign a roster. The workshop presenter may claim three (3) times the credit of the actual hours of the workshop. Workshop organizers (*who do not present*) may claim two (2) times the credit of the actual hours of the workshop. A flex number should be obtained from the respective Flex ~~Committee Representative~~ Coordinator in advance by individuals planning or organizing such group activities.

Adjunct Faculty Participating in Commencement

Those wishing flex credits must sign a roster. Those who claim commencement as a flex activity and find they cannot attend commencement must fulfill an alternative flex activity before the commencement date. ~~A maximum of 2 hours may be claimed.~~

Committee Work

Membership on a committee is considered a professional obligation for full-time faculty and vital to the welfare and functioning of the college. A small portion of committee work may be claimed as ~~either group or individual hours~~ as follows: Anyone granted reassigned time or pay for work on a committee is disallowed flex credit for service on the same committee. Those wishing flex credit must provide a statement as supporting document from the Council or Committee Chair verifying that the faculty member is participating on the committee or workgroup. The colleges' Flex Committee endorses the following yearly flex credits for Institutional Service on committees (criteria is given here):

- Academic Senate – 30 hours

Weekly meetings, consultation with constituents, monthly reports to divisions, required service on at least one subcommittee of the senate or screening committee.

- Service on College/Campus Councils and Standing Committees

Flex credit will be awarded as outlined below. For a description of the committees, please refer to the Purpose Statements in the Colleges' Handbooks. In the case where a council or standing committee does not meet as often as indicated by the purpose statement, the flex hours will be granted on a prorated basis.

- 5 hours - Committee meets once or twice a semester
- 10 hours - Committee meets monthly or semi-monthly
- 20 hours - Committee requires an extraordinary amount of work (see below for qualifying committees)

Committee Flex Credit

<u>Committee</u>	<u>Flex Credit</u>
Academic Calendar Committee	10 hours
Academic Preparation Committee	40 hours
Academic Standards Committee	5 hours
Academic Senate	30 hours
BSI Committee	10 hours

Budget Committee	10 hours
College/Campus Councils	40-20 hours
College Effectiveness and Accreditation Committee	10 hours
Curriculum Committee	40-30 hours
Diversity Committee	10 hours
Educational Resources Planning	10 hours
Equal Employment Opportunity	5 hours
Facilities and Equipment Committee	10 hours
Faculty Staffing	10 hours
Flex Committee	10 hours
Mentor Program	30-10 hours
Mission Project Team	10 hours
SLO Committee	10 hours
Sabbatical Leave Committee	20 hours
Safety Committee	5 hours
Staff Development Committee	5-10 hours
Student Services Committee	10 hours
Technology Committee	10 hours
Perkins IV Local Planning Team	5 hours

(If the committee responsibility has gone above and beyond normal responsibilities, faculty may claim more hours for Flex after giving justification for the change)

- **Subcommittees and Workgroups to Councils and Standing Committees – 5 hours**
 - This applies only to subcommittee members who are not members of the main respective Council or Standing Committee. Activities include monthly meetings, research, review, preparation and presentation of reports. ~~Those wishing flex credit must forward provide a statement as supporting document from the Council or Standing Committee Chair verifying that the faculty member is participating on the subcommittee or workgroup.~~
 - A faculty member, serving on a main committee should be able to receive additional flex credit for serving on a subcommittee of the main committee.
- **New Committees – Hours to be determined**
 - New committees must be approved by the respective College Council. Anyone wishing flex credit must have the committee chair forward a written request along with the Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested. New Committees should be approved by the respective College President and forwarded to the Vice Chancellor, Educational Planning and Services to update the Flex AP as appropriate.
- **District Project Teams – Hours to be determined**
 - Project teams are short-term committees that usually exist for one year. Anyone wishing flex credit must have the Project Team chair forward a written request along with the Project Team Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested.

- **Screening Committee for Full-Time Positions – 10 hours with a maximum of 30 hours**
 - Activities include reading and scoring applications, conducting interviews and deliberating.

12. INDIVIDUAL FLEX ACTIVITIES

Individual flex activities need prior approval through the flex agreement process to ensure that an activity qualifies for flex credit. ~~prior approval should be obtained from the Flex Committee Representative~~

The Flex Committee has developed a detailed list of recommended activities to aid faculty members in the development of individual plans **their flex agreements**. For any further help needed you may contact your respective flex representative.

College Courses

Enrollment in college courses outside one's discipline/assignment, for enrichment, is encouraged ~~but limited to 10 hours per year..~~ Flex credit will be granted up to the full number of hours spent in class for courses related to their teaching discipline/assignment. (*Actual number of hours spent in class is to be used on the contract.*) Faculty must provide:

- a. the number of hours
- b. a brief explanation of professional effectiveness improvement through the course of choice
- c. a transcript or official grade upon completion of course of choice
- ~~d. evidence of the product/outcome of course of choice and how the acquired knowledge relates to the mission of flex~~

Flex credit may not be claimed for courses or academic programs that will be used to advance on the salary schedule.

Practice in the Discipline

Mastering the skills which improve one's professional effectiveness is **Remote** an appropriate way for **earning** flex credit. ~~However, if the skill is one previously mastered or practiced, this is instead viewed as ongoing preparation or routine responsibility of the faculty member.~~

Remote Off-Campus Activities

Flex credit earned during ~~travel~~ **off-campus activities (seminars, workshops, conferences, shows, etc.)** should be ~~should be~~ related to one's instructional discipline and provide improvement of one's professional effectiveness. **encouraged and require supporting documents**. Credit will be given for actual travel time only. ~~A product or outcome of the activity is required by the respective Flex Committee (such as logs, journals, presentations, lectures, course brochures, etc.) prior to the approval of the activities.~~ Required documentation for such activities could include logs, journals, presentations, lectures, course brochures, etc. and must be submitted after completion of the flex activity before final flex approval. Flex credit may not be claimed for travel time.

~~Product or outcome information is due September 15 following the summer break and on February 15 following the winter break.~~

Research

Flex credit **may be claimed for research in a field related to one's teaching discipline and** should be documented as to location and duration. Faculty members should also be prepared to provide the following minimal requirements to validate a stated research project:

- a. a brief summary of any and all specific research activities
- b. an annotated bibliography of any and all works researched
- c. explanation of research problem undertaken
- ~~d. A maximum of ten (10) hours per year is allowed for research in pursuing a Ph.D.~~

Flex credit may not be claimed for research in an academic program that will be used to advance on the salary schedule.

Curriculum Development

Adjunct faculty may claim flex credit for curriculum development that is beyond their normal teaching responsibilities, while fulltime faculty may only claim flex credit for **developing a new course that has never been offered at any college or school in the district.**

Specific explanations of expected outcomes for curriculum work should be provided beforehand. Afterward, specific outcomes are documented:

- a. through a summary statement
- b. official course documents, specific explanations for curriculum and work should be provided
- c. program review materials

~~Examples of curriculum work include developing a course not yet offered in YCCD or integrating "new" technology into already existing courses.~~

Special Projects with Students

Special projects with students must take place apart from the routine work day ~~as defined in the Flex Plan~~ **such as class times and office hours. A log of dates and times must be submitted along with the flex submission of the activity.** The District does not pay adjunct faculty for office hours through ~~instructional assignment hours or flex credit~~. However, flex credit may be earned by assisting students with projects outside of class time as long as it is documented on a syllabus or student notice and performed on a specific day. Examples of encouraged special projects include individual study courses, club activities, tutor training, ~~kiln firing, seminars and eeloquia~~ **and seminars** beyond class meetings, etc. Field trips qualify as long as they are outside of, and in addition to, contracted class meetings. No credit will be given for actual travel time, ~~unless there is student-faculty interaction.~~

Writing, Performing & Consulting/Training

Writing, performing **& consulting/training** within one's professional arena or **area of expertise** is acceptable for flex credit (*i.e., musical and theatrical performance is included*) so long as the faculty member is not receiving other compensation. All such work should be fully documented

by a log, journal, or other document which verifies the outcome. Activities should be of the sort which brings prestige to YCCD.

Consulting

Consulting consists of that which brings familiarity with “new” technology and techniques in areas which are of value to our student body. A maximum of 10 hours per year is allowed.

Short-Term Courses

Flex credit may be earned in lieu of pay for teaching short-term courses. Short-term courses may be offered for flex credit. This activity is encouraged during the January intersession, but is acceptable at other times if the course is out of the ordinary and not possible without flex. (Courses will be taught for .5-1.0 unit; with the instructor receiving respectively, 20-40 hours of individual flex credit in place of pay.) 1 hour of Flex credit may be earned for each hour of classroom instruction or lab.

Full-time & Adjunct Partnerships

Each earns Partnerships may earn up to six (6) hours of individual flex credit. There is a limit of two (2) partnerships per academic year, for a total possible credit of twelve (12) hours per year.

13. ADDITIONAL RECOMMENDED ACTIVITIES

Since the flexible calendar program removes time from the instructional program, it is a reasonable expectation that use of this time should foster instructional improvement. However, the law provides for staff improvement and student improvement as part of instructional improvement. Personal development activities are a part of faculty/staff improvement as long as they can be connected to the improvement of performance in the workplace. These personal development activities should be reviewed and evaluated as part of a well-planned staff development and flexible calendar program in accordance with the mission and objectives of the institution.

The following list of additional activities list is divided into three broad areas: *Professional Growth, Professional Effectiveness, and Institutional Service.*

PROFESSIONAL GROWTH can include the following:

- a. Preparing for conference and workshop presentations; oral or written presentations to professional conferences, whether invited or in response to a call for papers
- b. Attending professional conferences and workshops (*not limited to just those presenting at a conference or workshop*) **not including actual travel time to and from the conference.**
- c. Creating or learning to use field or discipline-related software.
- d. 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. (*Faculty member may not receive other compensation or salary schedule advancement.*)
- e. 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. However, the activities 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 these possibilities. *(Faculty member may not receive other compensation or salary schedule advancement.)*

- f. Acquiring foreign language skills : This includes languages which enhance one's ability to work in his or her field of experience and *to better communicate with the diverse student population*
- g. Doing course work in one's related field: The course will typically be upper-division, or graduate level. *(Faculty member may not receive advancement on the salary schedule.)*
- h. Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline

PROFESSIONAL EFFECTIVENESS can include the following:

- a. Developing skills in reading and/or writing across the curriculum and in critical thinking within the classroom
- b. Developing and testing skills and tools for evaluation of one's classroom and/or instructional effectiveness
- c. Creating curricula: while the development of a new course on campus would be included, routine preparation of classroom schedules, readings, *selection and adopting of new books, updating of existing curricula* etc. would not. ~~Non-traditional methods of delivery (i.e., taped lectures, broadcasted lectures) could be investigated.~~
- d. Developing computer/software skills: these skills should be related to one's work for instructional institutions or field of expertise.
- e. Beginning or maintaining District/College outreach projects: these might include information about the college or a program within the college.
- f. Consulting with other campus departments or offices: this might include program coordination or development of interdisciplinary courses.
- g. Examining educational issues: this could be in a small group on campus or at a workshop or other off-campus event, such as Great Teachers seminars.
- h. Visiting business or commercial sites: The purpose may be to identify industry needs, develop or update a campus major or program, or keep current with employment trends for students.
- i. Redesigning/maintaining physical facilities integral to education tasks: This includes renovation/updating of Career Technical Education equipment/shops, or athletic facilities and equipment, *(these are best done by department faculty)*. Includes lab redesign in the sciences, and reorganization of computer labs in other departments. Excludes routine maintenance.
- j. Assessing library holdings: Applies to both the academic and vocational arenas. A written review and recommendation could be submitted to the Director of Learning Resources.
- k. Advising students: departmental, discipline-related, and general educational advising of students is included.
- l. Offering non-instructional programs for students: these could be for informing students about campus issues, or working with students on solutions for campus or community issues/problems, or participating with students in cultural events which have an educational impact *(i.e., drug support groups, music or theater events, field trips, etc.)*.

INSTITUTIONAL SERVICE can include the following:

- a. ~~Restructuring departmental or office organization and procedures to better serve instructional goals~~ Creating and implementing professional development workshops for new and/or part-time personnel
- b. Accomplishing extended committee work: this includes committees which have specific tasks requiring large blocks of time ~~which could meet during Flex Credit days~~ to accomplish tasks
- c. Reviewing articulation of courses and other cooperative efforts between high school, college and university faculty and staff
- d. Assessing and improving the public relations of the District
- e. Becoming informed about and acting on new regulations, legislations, and state programs which affect the District and its colleges/sites
- f. Participating in community college business at the state level: this includes the statewide Academic Senate, and/or other community college associations.
- g. Special ~~recruiting~~ hiring efforts
- h. ~~Student placement follow-up~~

Expanding on those three areas above, faculty may also accrue Flex credit through additional activities related to Staff Improvement, Student Improvement and Instructional Improvement. Some of those activities are limited to 8 hours per academic year.

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, college sponsored flex workshops on topics of religion or politics)*
- *Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies) – Limited to 8 hours per academic year.*
- *Workshops on how to write grants*
- *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) – Limited to 8 hours per academic year.*
- *Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)*

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

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve a college's staff, student, and instructional program (title 5, section 55724 (a) (4)). Professional development activities intended for instructional improvement can be delivered in many formats, including in-service training, workshops, conferences, seminars, individual or small group planned projects or institutionally planned activities. The following list provides examples of instructional improvement activities:

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

14. NON-QUALIFYING ACTIVITIES

The preparation required to teach or perform the services on a day-to-day basis are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program. Therefore, Flex activities cannot include tasks that are an ongoing part of the regular teaching responsibilities such as preparing class lectures, holding office hours, grading papers, choosing texts, reading in your discipline, writing lesson plans or syllabus guides, cleaning/organizing offices or classrooms, attendance of full-time faculty at regularly scheduled department or division meetings, etc. Other activities that do not qualify include union activities, political and religious activities as well as those for which the faculty member receives other compensation. 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.

15. OPERATION OF THE FLEX COMMITTEES

YCCD will have two Flex Advisory Committees, one at Woodland Community College and one at Yuba College. The composition of the College Flex Committee will be determined by the College Leadership each college's academic senate. The Committee purpose statement including membership will be listed in each of the College Handbooks. Flex Committees will also be responsible for conducting the annual evaluation of the program at their respective college.

16. FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS

Each college will submit to the State Chancellor's Office the annual Fiscal Year Certification forms by the stated deadline (typically, July 1).

17. CHANGES IN THE GUIDELINES

Individuals suggesting changes to these guidelines must have their suggestions approved by the Academic Senates, then forwarded to the respective CHEX representative (i.e., College President) to be presented for review and approval. To maintain standard District guidelines changes will only be considered as outlined in AP 7161. Once recommended by the Senates and approved by CHEX the AP will then be revised and updated to reflect the approved changes.

RATIONALE

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

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

schools, provision of special orientation sessions for students, or other professional and instructional improvement activities.

Summary: AP 7161, Flex Guidelines is being revised to simplify the AP so it reflects the legal requirements for Flex. This would also revise the title of the AP from *Flex Guidelines* to *Flexible Calendar Program*. As an option, the college flex handbooks could be an attachment to the AP.

AP 7161 is not legally required. At this time it is an orphan AP. However, we could align it with a new policy, BP 7160 Professional Development (not legally required and not in YCCD's list of BPs) or with existing BP 7210, Academic Employees (not legally required). The latter option would require renumbering the AP.

Legend:

Green font = local/permissible changes

Red font = legally required changes

Blue font = active link

Draft 2015-10-12
Draft 2016-02-08

Book: Administrative Procedures
Section: Chapter 7: Human Resources
Title: Flex~~ible Calendar~~Guidelines Program
Number: AP 7161
Status: Active
Legal: California Education Code §[84890](#); Title 5 §[55720](#), §[55722](#), §[55724](#), §[55726](#), §[55728](#), §[55729](#), §[55730](#), §[55732](#)
Adopted: August 24, 2009

Reference: [California Education Code §84890](#); Title 5 §55720, [55722](#), [55724](#), 55726, 55728, [55729](#), ~~and~~-55730 [and 55732](#)

Yuba Community College District participates in The Flexible Calendar Program offered through the California Community Colleges. Within the 175-instructional-day requirement, 8 days are set aside as flex days for faculty development activities (Title 5, §55724).

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, §55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

Flexible calendar hours may be conducted at any time during the fiscal year from July 1 to June 30 (Title 5, section 55720 (a)). This requirement would prohibit flexible calendar hours to be carried over or “banked” by individual faculty from year-to-year.

Faculty Responsibility:

The college will notify the instructor of the number of flex hours the instructor is required to spend carrying out in-lieu-of instruction activities. Each instructor is responsible for submitting a flex contract specifying the particular activities the instructor will perform to fulfill the total flex hours (Title 5, §55726(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. **These activities must be appropriate within the regulations that govern the flexible calendar program (Title 5, §55724 (a) (4) (A through G)).**

The contract should include the following:

- Measurable objective(s) that the faculty member anticipates accomplishing during the time period.
- A statement that relates the objectives to the intent of the flexible calendar program (staff, student, and/or instructional improvement).
- A list of activities to carry out the stated objectives.
- The number of flexible calendar program hours needed to complete individual activities.
- The approval of individual faculty contracts will be accomplished by a peer review process as determined by each college through its participatory governance process.

College Responsibility:

Each college is responsible to do all of the following to ensure effective use of resources during flex days (Title 5 §55730):

- (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 students participating 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.

~~State guidelines for the Flexible Calendar Program are used to establish the basis for the implementation of the Flex Program at Yuba College and Woodland Community College. There are 11 subjects listed in the Guidelines for the Flexible Planning Calendar: 1) Parameters Of The Flexible Calendar Program, 2) Determining Flexible Calendar Accountable Hours, 3) When Flexible Calendar Hours May Be Performed, 4) Hourly Credit for Activity Participation, 5) Flexible Calendar Program Activities, 6) Funding For Flexible Calendar Activities, 7) coordinator For The Flexible Calendar Program, 8) Advisory Committee For The Flexible Calendar Program, 9) Individual Faculty Contracts, 10) Evaluation, and, 11) Chancellor's Requirements For Establishing Or Maintaining A Flexible Calendar Program.~~

~~The following guidelines are aligned with State requirements and established for implementation of the Flex Program at YCCD colleges:~~

~~**FULL-TIME FACULTY FLEX OBLIGATION**~~

~~-~~

~~**Contractual Obligation**~~

~~Full-time faculty with a full contract teaching load are required to fulfill eight (8) flex days per academic year at six (6) hours per day, totaling forty eight (48) flex hours per year. A minimum of ten (10) hours must be group activities and the remaining thirty eight (38) hours may be either individual or group activities.~~

~~Full-time faculty participating in the Reduced Workload Program or who have reassigned time for committee or planning work, through a formal agreement with the District, will have their flex obligations reduced proportionately (i.e., one fifth (1/5) reassigned time means one fifth (1/5) reduction in flex obligation). The Personnel Department will provide the Flex Committee with the names of faculty awarded reassigned time and the amounts awarded and with the names of faculty participating in the Reduced Workload Program.~~

Counselors are required to fulfill flex time proportionate to the teaching load in their individual contract (i.e., a counselor contracted to teach one third (1/3) of a full teaching load would have one third (1/3) of a flex requirement, 16 hours).

Mandatory Days

The day of Convocation, held the week preceding the start of the Fall Semester, is a regular contracted workday for full-time faculty. Also preceding the start of Fall Semester is a mandatory flex day for full-time faculty to engage in division/campus meetings as well as the evening full-time and adjunct department meetings. Because these days may vary at each college, faculty will be notified of the dates by their respective Vice President/Dean.

Extra-Pay Assignments

Flex requirements for courses taught as extra-pay assignments are identical to the requirements that adjunct faculty have. See section on Adjunct Faculty Flex Obligation below.

Load-Banked Assignments

Flex obligations must be completed during the semester a faculty member is load banking the extra-pay units. That way, no flex obligation will be required when the faculty member takes load banking leave.

ADJUNCT FACULTY FLEX OBLIGATION

Most courses taught by adjunct faculty, as well as full-time faculty teaching extra-pay assignments, have a flex obligation. Completion of the flex obligation is required. The flex obligation for each class is equal to 1/18th of the course hours. For instance, a 54-hour course would normally meet 3 hours per week during an 18-week semester. Because the semester has been shortened by one week, the class will meet 51 hours and have a flex obligation of 3 hours.

Classes that do not have a flex obligation are those that are:

- scheduled for fewer than 36 hours or less than 8.5 weeks,
- declared exempt because of special circumstances (e.g. EMT, Fire Academy, Work Experience, etc.), or
- scheduled as Summer Session classes.

THE FLEX CONTRACT

At the beginning of each semester, faculty will receive the Flex Contract Report. This document identifies the total flex obligation, flex hours earned, and the balance due. In addition, the form lists extra-pay/adjunct teaching assignments that have a flex obligation, as well as completed flex activities. Faculty should notify the Flex Committee Representative at their respective college if there are changes in the teaching assignment. In addition, faculty may add additional flex activities and, after attaching the required documentation, send it to their Flex Committee Representative for approval. Faculty may also submit activities for flex credit by using the Flex Credit Documentation Form available on the Flex Webpage at www.yccd.edu/flex under "Forms and Downloads".

DESIGNATED TIMES FOR FLEX ACTIVITIES

The flex calendar begins on July 1 and ends on May 15. Official flex days have been set aside during January and August of each year. Remaining flex obligations can be fulfilled at appropriate times—during weekends, holidays, or pre-approved times by their respective college Flex Committee.

Deadline for Completing Flex Obligation

A progress report identifying completed or proposed flex activities for full-time faculty is due April 15. All flex activities (including proposed activities) for both full-time and adjunct faculty must be completed no later than May 15. All documentation is due no later than the last day of the Spring Semester.

EXCEPTIONS TO THE MAY 15 FLEX DEADLINE

Flex Workshops and Group Flex Activities

Official flex workshops and group flex activities may be offered through June 10 as long as they are assigned an official flex number by the respective Flex Committee Representative no later than May 15 and the sign-in sheet is received by June 10.

Individual Flex Activities

Faculty may request an exception to earn flex credit for individual activities that occur from May 15 (the current cut-off date for participation) until June 10. Such activities would be a conference or seminar or other formal activity relevant to an individual's teaching assignment or field of expertise that is only available between May 15 and June 10, and the circumstances are such that the individual could not attend a comparable activity at other times during the year.

To qualify for the exception, a Request to Participate in Individual Flex Activities from May 15-June 10 must be completed and approved by the faculty member's respective Flex Committee Representative by 5 p.m. on the first Monday in May.

Verification of completion of the activity needs to be received in the respective Flex Committee Representative's Office no later than June 10 in order for the faculty member to be paid for completion of an EP/NC flex obligation or to apply it toward a full-time contract flex obligation.

ACCRUING FLEX CREDIT

Credit for flex activities may only be earned at times that faculty **do not** have assigned classes or other scheduled responsibilities (i.e., office hours, exams, division/department meetings).

Faculty receive one hour of flex credit for each hour of participation in an approved flex activity. Faculty who present flex activities receive three times the flex credit. **A maximum of 6 hours of flex credit** may be earned on any given day. An exception is made for faculty who present flex workshops. In that case, faculty earn three times the flex credit of the presentation.

Flex credit may be accrued for both the Fall and Spring semesters from July 1 through May 15. **Flex hours may not be banked from one academic year to another.**

FLEX DOCUMENTATION

All flex activities require back-up documentation that provides a description of the activity, the dates and times the activity occurred, and verification of completion of the activity. Flex documentation may be submitted throughout the year until the last day of the Spring Semester.

Appropriate forms of documentation include the following:

- **Flex Workshops**—Printed name and signature on sign-in roster
- **Conferences**—A brochure or agenda, proof of attendance such as a receipt for registration fees, and an explanation of how it relates to improvement of professional effectiveness
- **Enrollment in College Courses**—Course description, plus a transcript or official grade report, and an explanation of how the course relates to improvement of professional effectiveness
- **District, College or Campus Committees**—Membership list provided by the committee chair
- **Meetings**—Meeting minutes showing attendance or a sign-in sheet provided by the chair
- **Research**—An explanation of the research problem undertaken, a summary of activities including dates and times, and an annotated bibliography of all works researched
- **Special Projects/Activities with Students**—Must occur outside of routine class hours and be documented on a syllabus or student notice and performed on a specific day
- **All Other Activities**—should be fully documented by a log, journal or other document verifying dates, times, and an explanation of the activity, product or outcome information and how it relates to improvement of professional effectiveness

COMPENSATION

Faculty will be paid for completing adjunct and extra-pay flex obligations after the flex documentation has been received and approved by the respective college Flex Committee Representative. The pay rate will be at the composite rate for the associated class. Full-time faculty do not accrue flex credit for extra-pay assignments until after the contract flex obligation has been met.

Hours earned in excess of the flex obligation **will not be paid**. Faculty will be paid for flex activity hours **only if the class is not canceled**. Exception: Adjunct faculty who attend the adjunct flex activity/orientation will be paid for fulfilling the flex obligation even if the class is subsequently canceled and if the flex credit cannot otherwise be applied toward another class.

PROHIBITION OF DOUBLE PAYMENT

Activities already paid for by other organizations are not acceptable for flex credit. *The Flex Committee Representative decides if double payment is an issue.*

Examples of Prohibited Double Payment:

- a. A faculty member, teaching at multiple public institutions, *cannot* receive flex credit and/or monetary payment from multiple institutions for a single event/project geared for a single institution's benefit.
- b. A faculty member, serving on a main committee *cannot* receive additional flex credit for serving on a subcommittee of the main committee.
- c. A faculty member awarded/reassigned time for committee service *cannot* receive additional flex credit for that service.
- d. A faculty member enrolled in a college course for salary schedule advancement *cannot* receive flex credit for that activity.

FLEX ACTIVITIES

Title 5 Regulations list the general categories of activities which are appropriate in lieu of instruction, or flex credit. These activities include, *(but are not limited to):*

1. Course instruction and evaluation
2. Staff development, in-service training, and instructional improvement
3. Program and course curriculum or learning resources development and evaluation
4. Student personnel services
5. Learning resources services
6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity
7. Departmental or division meetings, conferences, workshops, and institutional research
8. Other duties as assigned by the district
9. The necessary supporting of activities for the above

GROUP FLEX ACTIVITIES

The definition of a group activity is an approved flex activity in which at least two or more college divisions/departments are involved; or an activity within a division/department that goes beyond normal duties. *(This includes a group activity involving three or more persons.)* Department or division meetings conducted each year before the start of the semester are designated as group activities.

Workshops

Workshops open to two or more divisions or departments are considered group activities. Participants may claim credit for the hours attended. The workshop presenter may claim three (3) times the credit of the actual hours of the workshop. Workshop organizers *(who do not present)* may claim two (2) times the credit of the actual hours of the workshop.

~~A flex number should be obtained from the respective Flex Committee Representative in advance by individuals planning or organizing such group activities.~~

~~**Adjunct Faculty Participating in Commencement**~~

~~Those wishing flex credit must sign a roster. Those who claim commencement as a flex activity and find they cannot attend commencement must fulfill an alternative flex activity before the commencement date. A maximum of 2 hours may be claimed.~~

~~**Committee Work**~~

~~A small portion of committee work may be claimed as either group or individual hours. Anyone granted reassigned time for work on a committee is disallowed flex credit for service on the same committee. The colleges' Flex Committee endorses the following yearly flex credits for Institutional Service on committees (criteria is given here):~~

- ~~• Academic Senate—30 hours~~

~~Weekly meetings, consultation with constituents, monthly reports to divisions, required service on at least one subcommittee of the senate or screening committee.~~

- ~~• Service on College/Campus Councils and Standing Committees~~

~~Flex credit will be awarded as outlined below. For a description of the committees, please refer to the Purpose Statements in the Colleges' Handbooks. In the case where a council or standing committee does not meet as often as indicated by the purpose statement, the flex hours will be granted on a prorated basis.~~

~~5 hours—Committee meets once or twice a semester~~

~~10 hours—Committee meets monthly or semi-monthly~~

~~30 hours—Committee requires an extraordinary amount of work (e.g., Academic Senate)~~

~~**Committee Flex Credit**~~

~~-~~

<u>Committee</u>	<u>Flex Credit</u>
Academic Calendar Committee	10 hours
Academic Preparation Committee	10 hours
Academic Standards Committee	5 hours
Academic Senate	30 hours
BSI Committee	10 hours
College/Campus Councils	10 hours
Curriculum Committee	10 hours
Diversity Committee	10 hours
Educational Resources Planning	10 hours
Equal Employment Opportunity	5 hours
Faculty Staffing	10 hours
Flex Committee	10 hours
Mentor Program	30 hours
SLO Committee	10 hours
Sabbatical Leave Committee	10 hours
Safety Committee	5 hours
Staff Development Committee	5 hours
Technology Committee	10 hours
Perkins IV Local Planning Team	5 hours

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• ~~Subcommittees and Workgroups to Councils and Standing Committees~~ — 5 hours

~~This applies only to subcommittee members who are not members of the main respective Council or Standing Committee. Activities include monthly meetings, research, review, preparation and presentation of reports. Those wishing flex credit must forward a statement from the Council or Standing Committee Chair verifying that the faculty member is participating on the subcommittee or workgroup.~~

• ~~New Committees~~ — Hours to be determined

~~New committees must be approved by the respective College Council. Anyone wishing flex credit must have the committee chair forward a written request along with the Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested. New Committees should be approved by the respective College President and forwarded to the Vice Chancellor, Educational Planning and Services to update the Flex AP as appropriate.~~

• ~~District Project Teams~~ — Hours to be determined

~~Project teams are short term committees that usually exist for one year. Anyone wishing flex credit must have the Project Team chair forward a written request along with the Project Team Purpose Statement to the respective Flex Committee. The written request must justify the flex hours being requested.~~

• ~~Screening Committee for Full-Time Positions~~ — 10 hours

~~Activities include reading and scoring applications, conducting interviews and deliberating.~~

INDIVIDUAL FLEX ACTIVITIES

Individual flex activities do not need prior approval. However, to ensure that an activity qualifies for flex credit, prior approval should be obtained from the Flex Committee Representative.

The Flex Committees have developed a detailed list of recommended activities to aid faculty members in the development of individual plans.

College Courses

Enrollment in college courses outside one's discipline/assignment, for enrichment, is encouraged but limited to 10 hours per year. Flex credit will be granted up to the full number of hours spent in class for courses related to their teaching discipline/assignment. *(Actual number of hours spent in class is to be used on the contract.)* Faculty must provide:

- a. the number of hours
- b. a brief explanation of professional effectiveness improvement through the course of choice
- c. a transcript or official grade upon completion of course of choice
- d. evidence of the product/outcome of course of choice

Practice in the Discipline

Mastering the skills which improve one's professional effectiveness is appropriate for flex credit. However, if the skill is one previously mastered or practiced, this is instead viewed as ongoing preparation or routine responsibility of the faculty member.

Remote Activities

Flex credit earned during travel should be related to one's instructional discipline and provide improvement of one's professional effectiveness. Credit will be given for actual travel time only. A product or outcome of the activity is required by the respective Flex Committee *(such as logs,*

journals, presentations, lectures, course brochures, etc.) prior to the approval of the activities. Product or outcome information is due September 15 following the summer break and on February 15 following the winter break.

Research

Flex credit should be documented as to location and duration. Faculty members should also be prepared to provide the following minimal requirements to validate a stated research project:

- a. a brief summary of any and all specific research activities
- b. an annotated bibliography of any and all works researched
- c. explanation of research problem undertaken

A maximum of ten (10) hours per year is allowed for research in pursuing a Ph.D.

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Curriculum Development

Specific explanation of expected outcomes for curriculum work should be provided beforehand. Afterward, specific outcomes are documented:

- a. through a summary statement
- b. official course documents
- c. program review materials

Examples of curriculum work include developing a course not yet offered in YCCD or integrating "new" technology into already existing courses.

Special Projects with Students

Special projects with students must take place apart from the routine work day as defined in the Flex Plan. Documentation must be submitted. The District does not pay adjunct faculty for office hours through instructional assignment hours or flex credit. However, flex credit may be earned by assisting students with projects outside of class time as long as it is documented on a syllabus or student notice and performed on a specific day.

Examples of encouraged special projects include individual study courses, club activities, tutor training, kiln firing, etc. Field trips qualify as long as they are outside of, and in addition to, contracted class meetings. No credit will be given for actual travel time, unless there is student-faculty interaction.

Writing & Performing

Writing and performing within one's professional arena is acceptable for flex credit (*i.e., musical and theatrical performance is included*) so long as the faculty member is not receiving other compensation. All such work should be fully documented by a log, journal, or other document which verifies the outcome. Activities should be of the sort which brings prestige to YCCD.

Consulting

Consulting consists of that which brings familiarity with "new" technology and techniques in areas which are of value to our student body. A maximum of 10 hours per year is allowed.

Short-Term Courses

Short-term courses may be offered for flex credit. This activity is encouraged during the January intersession, but is acceptable at other times if the course is out of the ordinary and not possible without flex. (*Courses will be taught for .5-1.0 unit; with the instructor receiving respectively, 20-40 hours of individual flex credit in place of pay.*)

Full-time & Adjunct Partnerships

Each earns up to six (6) hours of individual flex credit. There is a limit of two (2) partnerships per academic year, for a total possible credit of twelve (12) hours per year.

ADDITIONAL RECOMMENDED ACTIVITIES

The list is divided into three broad areas: *Professional Growth, Professional Effectiveness, and Institutional Service.*

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PROFESSIONAL GROWTH can include the following:

- a. Preparing for conference and workshop presentations; oral or written presentations to professional conferences, whether invited or in response to a call for papers
- b. Attending professional conferences and workshops (*not limited to just those presenting at a conference or workshop*)
- c. Creating or learning to use field or discipline-related software
- d. 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. (*Faculty member may not receive other compensation.*)
- e. 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. However, the activities 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 these possibilities.
- f. Acquiring foreign language skills: This includes languages which enhance one's ability to work in his or her field of experience.
- g. Doing course work in one's related field: The course will typically be upper-division, or graduate level.

PROFESSIONAL EFFECTIVENESS can include the following:

- a. Developing skills in reading and/or writing across the curriculum and in critical thinking within the classroom
- b. Developing and testing skills and tools for evaluation of one's classroom and/or instructional effectiveness
- c. Revising curricula: while the development of a new course on campus would be included, routine preparation of classroom schedules, readings, etc. would not. Non-traditional methods of delivery (*i.e., taped lectures, broadcasted lectures*) could be investigated.
- d. Developing computer/software skills: these skills should be related to one's work for instructional institutions or field of expertise.
- e. Beginning or maintaining District/College outreach projects: these might include information about the college or a program within the college.
- f. Consulting with other campus departments or offices: this might include program coordination or development of interdisciplinary courses.
- g. Examining educational issues: this could be in a small group on campus or at a workshop or other off-campus event, such as Great Teachers seminars.
- h. Visiting business or commercial sites: The purpose may be to identify industry needs, develop or update a campus major or program, or keep current with employment trends for students.
- i. Redesigning/maintaining physical facilities integral to education tasks: This includes renovation/updating of Career Technical Education equipment/shops, or athletic facilities and equipment, (*these are best done by department faculty*). Includes lab redesign in the sciences, and reorganization of computer labs in other departments. Excludes routine maintenance.
- j. Assessing library holdings: Applies to both the academic and vocational arenas. A written review and recommendation could be submitted to the Director of Learning Resources.
- k. Advising students: departmental, discipline-related, and general educational advising of students is included.
- l. Offering non-instructional programs for students: these could be for informing students about campus issues, or working with students on solutions for campus or community issues/problems, or participating with students in cultural events which have an educational impact (*i.e., drug support groups, music or theater events, field trips, etc.*).

INSTITUTIONAL SERVICE can include the following:

- a. Restructuring departmental or office organization and procedures to better serve instructional goals
- b. Creating and implementing professional development workshops for new and/or part-time personnel
- c. Accomplishing extended committee work: this includes committees which have specific tasks requiring large blocks of time which could meet during Flex Credit days to accomplish tasks
- d. Reviewing articulation of courses and other cooperative efforts between high school, college and university faculty and staff
- e. Course outline revision
- f. Program review
- g. Assessing and improving the public relations of the District
- h. Becoming informed about and acting on new regulations, legislations, and state programs which affect the District and its colleges/sites
- i. Participating in community college business at the state level: this includes the statewide Academic Senate, and/or other community college associations.
- j. Special recruiting efforts
- k. Student placement follow up

NON-QUALIFYING ACTIVITIES

Flex activities cannot include tasks that are an ongoing part of the regular teaching responsibilities such as holding office hours, grading papers, choosing texts, reading in your discipline, writing lesson plans or syllabus guides, cleaning/organizing offices or classrooms, attendance of full-time faculty at regularly scheduled department or division meetings, etc. Other activities that do not qualify include union, political and religious activities as well as those for which the faculty member receives other compensation.

OPERATION OF THE FLEX COMMITTEES

YCCD will have two Flex Advisory Committees, one at Woodland Community College and one at Yuba College. The composition of the College Flex Committee will be determined by the College Leadership. The Committee purpose statement including membership will be listed in each of the College Handbooks. Flex Committees will also be responsible for conducting the annual evaluation of the program at their respective college.

FLEXIBLE CALENDAR PROGRAM CERTIFICATION DOCUMENTS

Each college will submit to the State Chancellor's Office the annual Fiscal Year Certification forms by the stated deadline (typically, July 1).

CHANGES IN THE GUIDELINES

Individuals suggesting changes to these guidelines must have their suggestions approved by the Academic Senates, then forwarded to the respective CHEX representative (i.e., College President) to be presented for review and approval. To maintain standard District guidelines changes will only be considered as outlined in AP 7161. Once recommended by the Senates and approved by CHEX the AP will then be revised and updated to reflect the approved changes.

Adopted: 8/24/2009

Revised: _____

Last Modified by Cathy R Richter on August 9, 2013

Woodland Community College

ACADEMIC SENATE

CONSTITUTION AND BYLAWS

February 29, 2008 Revised January

??, 2016

PART I – CONSTITUTION

Article I - Legal Basis for an Academic Senate

Article II - Purpose

Article III - Membership Qualifications

Article IV - Composition and Officers

Article V - Duties and Responsibilities

Article VI - Amendments

PART II – BYLAWS

Article I - Duties of Officers and Senators

Article II - Meetings

Article III - Elections

Article IV - Recall and Dismissal

Article V - Amendment Procedures

Article VI – Supplemental Procedures

CONSTITUTION

ARTICLE I - LEGAL BASIS FOR AN ACADEMIC SENATE

SECTION 1 – Title 5

The Academic Senate of Woodland Community College is established so that the faculty may have a formal and effective process for participating in the formation of district policies relative to academic and professional matters as set forth in Title 5 of the California Code of Regulations.

SECTION 2 – Powers Vested in the Faculty

All powers and responsibilities herein granted shall be vested in the faculty acting through the academic senate.

ARTICLE II - PURPOSE

SECTION 1 – Senate Purpose

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration of Woodland Community College and to the governing board of the Yuba Community College District in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty thereof.
- Work toward the development and improvement of professional standards.
- Provide a venue for addressing issues of an academic or professional nature affecting Woodland Community College and its faculty.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters. "Academic and professional matters" means policy development and implementation matters as delineated in Sections 2 and 3 below.

SECTION 2 – Senate Responsibilities

The academic senate shall have primary responsibility for the following (See Board Policy 2510 Participation in Local Decision Making.):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

SECTION 3 – Role of Senate and Board of Trustees

The following items (4 – 11) shall require mutual agreement between the academic senate and the board of trustees (See Board Policy 2510 Participation in Local Decision Making.):

4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the board of trustees and the senate

ARTICLE III - MEMBERSHIP QUALIFICATIONS

SECTION 1 – Senate Membership

Membership in the academic senate shall consist of those individuals employed by the Yuba Community College District and assigned to Woodland Community College who meet the following definition of "faculty."

"Faculty" is defined as those employees of the Yuba Community College District who hold the rank of "professor," "instructor," or "adjunct faculty member." An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester ("return right" as defined in the YC-AFT Contract).

SECTION 2 – Ineligibility

If a member of the academic senate becomes ineligible for membership (refer to Constitution, Article III, Section 1), that person will no longer continue to be a member of the senate and the vacancy shall be filled as provided in Bylaws, Article III, Section 1.

ARTICLE IV - COMPOSITION AND OFFICERS

SECTION 1 – Senate Composition

The academic senate shall be composed of the elected president of the senate, six additional full-time faculty members, two adjunct faculty members, and the past president of the senate (when seated).

SECTION 2 – Senate Representation

Representation to the senate shall be as delineated in Article III, Section 3 of the Bylaws:

SECTION 3 – Senate Officers

The officers of the senate shall include a president, a vice president, and a secretary. The officers'

terms, election procedures, and duties are set forth in Bylaws

ARTICLE V - DUTIES AND RESPONSIBILITIES

SECTION 1 – Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority of the senate shall constitute a quorum, which shall be sufficient to transact business.

SECTION 2 – Meeting Minutes

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

SECTION 3– Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

SECTION 4 – Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

ARTICLE VI - AMENDMENTS

The academic senate and/or members of the faculty may propose amendments to the Woodland Community College Academic Senate Constitution and Bylaws, as set forth in Bylaws, Article V.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

There shall be a president, a vice president, and a secretary of the academic senate. Only full-time faculty members are eligible for the office of president and vice president

SECTION 2 – Election of the President

1. The president of the senate shall be elected at-large from the membership of the full-time faculty.
2. The election of the president shall conform to the procedures specified in Bylaws, Article III, Section 2.

SECTION 3 – Election of the Vice President

At the last meeting in February of each year, the senate shall nominate, from its membership, a vice president for a one-year term. The nomination shall be subject to confirmation by a majority of the senate.

SECTION 4 – Election of the Secretary

At the last meeting in February of each year, the senate shall nominate from its membership a secretary for a one year term. The nomination is subject to confirmation by a majority of the senate. In the absence of an elected secretary, the senate may choose to rotate secretarial duties among its members.

SECTION 5 – Terms

1. The president shall serve for a term of two academic years. The president shall serve a maximum of two consecutive terms (of 2 academic years each) but may serve additional terms after an interruption of service of at least one term.
2. The vice-president and the secretary shall serve for one academic year.
3. The past-president (when seated) shall serve for one

academic year

SECTION 6 -- Duties of the President

1. Preside at all regular and special meetings of the senate.
2. Preside at all meetings of the faculty called by the senate president or by the senate.

3. Attend, or have a senate representative attend all regular meetings of the Board of Trustees. The vice president should first be asked to attend in the president's absence; if the vice president is unavailable, then another member of the senate should be asked.

4. Represent the senate in all “major governance” committees if the senate has not already appointed a person to represent the senate at such meetings. The president should regularly attend all “major governance” committees, especially when major academic and professional matters are under discussion. The academic senate shall determine which committees are to be defined as “major governance” committees.
5. The president should be accompanied by the vice president, another senator, or designated faculty representative at all meetings with the administration. The vice president shall first be asked to accompany the president; if the vice president is unavailable, another member of the senate or a faculty representative should be asked.
6. Serve as an ex-officio member of all senate committees.
7. Prepare and distribute an agenda for each senate meeting.
8. Ensure that senate business is carried forward from previous senate meetings in a timely manner.
9. Implement decisions of the senate and supervise administration of senate business.
10. Perform those tasks that the senate or president deems necessary to the responsible discharge of the president’s obligations to the faculty and senate.
11. The president will be the official spokesperson for the academic senate.

SECTION 7 – Duties of the Vice President

1. If the president is absent or incapacitated, the vice president shall assume the duties of the president until such time as determined by the senate.
2. The vice president shall regularly attend “major governance” committees as assigned.
3. The vice president or a designee from the senate shall attend all curriculum committee meetings.
4. The vice president shall accompany the president when possible in meetings with the administration.
5. The vice president shall perform other duties as assigned by the president or the senate.
6. The vice-president shall maintain a list of committee membership and when committee positions need to be filled, the vice-president shall solicit volunteers from the faculty.

SECTION 8 – Duties of the Secretary

1. Keep minutes of all meetings and distribute them to all faculty members.
2. Keep the official record of the senate business.
3. Assume the duties of the president if both the president and vice president are absent or incapacitated.
4. Keep and report the official attendance record of the senate.

SECTION 9 – Duties of Senators

1. Attend senate meetings regularly.
2. Report senate deliberations to constituents and carry constituent concerns to the senate.

3. Represent the senate only when authorized to do so.

SECTION 10 – Ineligibility or Resignation

1. If the president resigns or becomes permanently incapacitated, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.
2. A senator shall become ineligible for a position on the senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the academic senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. Regular Calendar Meetings – The academic senate shall hold regular meetings at least once every month during the academic year (August through May). The senate shall, by resolution, set forth the calendar of meetings (to include date, time and place) for the succeeding academic year during the final May regular meeting (Sec. 54954, California Government Code [Brown Act]).
2. Regular Agenda Meetings – An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).

SECTION 2 – Special Meetings

Special meetings of the academic senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

A special meeting of the academic senate shall be called by the president upon the written petition of at least three members of the senate or ten percent of the members of the faculty, or at the discretion of the president.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the senate or president such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 5 – Tenure Hearings

Tenure hearings are closed personnel sessions of the academic senate and are to be held prior to February 15.

SECTION 6 – Compliance with *Robert's Rules of Order*

All academic senate meetings shall be conducted in accordance with generally accepted parliamentary procedures, as described in *Robert's Rules of Order*.

ARTICLE III - ELECTIONS

SECTION 1 – Formation and Duties of Election Committee

Election Committee – During the first week of May, the president of the senate shall solicit volunteers from the faculty to serve on an “Election Committee” for the following academic year. The senate shall then select at least three of these faculty members to form the Election Committee. It shall be the duty of this committee to actively seek out qualified candidates to be nominated for all elections. The Election Committee shall follow the procedures below in conducting the election:

1. Set and advertise the dates for nominations and elections.
2. Issue secret ballots.
3. Ensure that each faculty member casts only one vote and ensure that all faculty members in the representative group are given the opportunity to vote.
4. Secure the ballot box and tally ballots in the presence of all members of the committee.
5. Report the results of the election in writing to the president of the senate.

SECTION 2 – Election of the President

1. The full time faculty shall elect the president of the academic senate by the end of the first week of February. The new president will assume the duties of president of the academic senate at the first senate meeting of the following academic year.
2. Nominations – The vice president at the time of nominations will automatically be a nominee for president if she/he agrees to run. Other nominations for president may also be made by submitting to the Election Committee a petition of nomination signed by not less than ten percent of the full time faculty members including the nominee.

SECTION 3 – Election of Senators Representing Academic Groups

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

a. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences)

2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

- a. One at-large senator

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland campus
2. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative, that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

1. By the end of the first week of February, the Election Committee shall notify those academic groups that are eligible to elect a member from within their unit to serve on the

senate. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected.

2. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee. All nominations shall be submitted to the Election Committee by the end of the second week of February. The Election Committee will hold elections as specified in Bylaws, Article III, Section 1.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.
4. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty members.

SECTION 4 – Election of At-Large Senators

1. By the end of the third week of February, the election committee will notify the faculty of open at-large seats and will begin accepting nominations. These include:
 1. The seat(s) reserved for full time faculty.
 2. The seats reserved for adjunct faculty.
 3. Any seats that may result from a division not nominating a senator to represent it.
2. Nominations for at-large senators will close on February 28 or the first working day afterwards.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.

SECTION 5 – Nomination and Confirmation of Vice President

As soon as the new senate has been elected, it shall nominate one of its members to the office of vice president. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected.

SECTION 6 – Nomination and Confirmation of Secretary

Following the election of the vice president, the senate shall nominate one of its members to the office of secretary. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected or the senate decides not to seat a secretary.

Section 7 Ties

In the event that an election results in a tie, the elections committee will conduct a coin flip to determine the winner.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023...
2. Math/Science –2017, 2020, 2023...
3. Social Science –2018, 2021, 2024...
4. Business/Vocational Education –2018, 2021, 2024...
5. Student Services –2016, 2019, 2022...
6. Adjunct for Woodland –2016, 2019, 2022...
7. Adjunct for Colusa –2018, 2021, 2024...

8. At Large –2016, 2019, 2022...

ARTICLE IV - RECALL AND

DISMISSAL SECTION 1 – Recall of Senators

Any member of the academic senate is subject to being recalled by two-thirds of the faculty that elected them, as defined in Constitution, Article III, Section 1. The academic senate governs the recall procedures. Further, any member of the academic senate is subject to being expelled by a vote of two-thirds or more of the membership of the senate.

SECTION 2 – Recall of Officers

If the president is recalled, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president’s term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.

SECTION 3 – Petition of Recall

If an academic group wishes to recall the individual they elected to be their senate representative, a petition signed by a majority of the eligible unit’s voters and presented to the academic senate will start the recall process. The Election Committee will then conduct an election to fill the vacant seat as outlined in Bylaws, Article III, Section 1. A two-thirds majority of the votes cast is required to remove the senator from office. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 4 – Recall of At-Large Senator

If the senator to be recalled is an at-large senator representing full time faculty, a petition signed by forty percent of the full time faculty presented to the academic senate will start the recall process. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 5 – Recall of Adjunct Senators

If the senator to be recalled is an adjunct senator, a petition signed by forty percent of the eligible adjunct faculty presented to the academic senate will start the recall process. The term “eligible adjunct faculty” refers to the faculty that are eligible to vote for that senator. If the senator is representing the Woodland campus, only those adjunct faculty members teaching in Woodland can vote. If the senator is representing the Colusa outreach, only those adjunct faculty members teaching in Colusa can vote. If the Senator is serving all adjunct faculty, then all adjunct faculty can vote. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast from is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 6 – Dismissal of Senators for Excessive Absences

If a senator misses more than 50% of regular Senate meetings during any semester, that senator will be considered derelict in his or her duty and shall be removed. If the senator in question represents a Representative Area, the group will be notified that their senator has been removed from office. The Election Committee will then conduct a new election for that academic group using the election procedures as outlined in Bylaws, Article III, Section 1. If the senator in question is serving at large, the senate will declare that seat vacant and the Election Committee, using the election procedures, will conduct a new election as outlined in Bylaws, Article III, Section 1.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Woodland Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. Amendments can be put forward in one of two ways: First, the sponsor of an amendment shall submit to the academic senate a copy of the proposed amendment, with the signatures of thirty percent of the full time faculty. Second, the academic senate may by majority vote become the sponsor of an amendment. In either case, the senate shall set a date for a meeting of the faculty for the purpose of debating the proposal. The sponsor shall distribute copies of the proposed amendment to the faculty no later than five working days prior to the faculty meeting.
2. The senate shall conduct an election on the proposed amendment no earlier than five working days, nor later than ten working days, following the date of the faculty debate of the amendment.
3. A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
4. A two-thirds majority of the senate shall be required to amend the Bylaws.

SECTION 2 – Amendment Voting Weights

For voting purposes, the number of faculty shall be defined as all full-time faculty plus two-fifths of the adjunct faculty. Each full-time faculty member shall have one full vote. Each adjunct faculty member shall have a two-fifths vote.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the senate and provide for the resolution of contentious issues, the senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of senate resolution, and shall be binding. They will generally deal with issues of less importance than those items enumerated in this

Constitution and Bylaws. They can be passed and modified by a majority vote of the senate. They will be published separately from this Constitution and Bylaws.

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Governance Draft

College Council – Dean Lee is already on College Council. College Council has added placeholders for one full-time faculty member, one adjunct faculty member, one classified and one associated student member from LCC/CCC.

Senate – Options: (1) Add one FT and one adjunct

Curriculum – Since curriculum is discipline and not site specific, *recommend no change*. However as seats come up for new terms, LCC faculty members can fill division seats. This will need to be reviewed closely, as LCC has concerns regarding the CTE curriculum transition.

DE – Since DE concerns extend beyond curriculum and some are likely to be site specific, *recommend one LCC full-time faculty member*.

Library Advisory – *Recommend one LCC full-time faculty member and one LCC library staff*.

Diversity – Recommend one LCC faculty member and one LCC/CCC classified staff

Safety – *Recommend one LCC faculty member and LCC Dean**.

Institutional Effectiveness (IE) – If formed, *recommend one LCC full-time faculty member, one ASLCC member, one LCC/CCC classified staff, and LCC Dean*. If not -

Budget and Planning (B&P) – *Recommend one full-time faculty member, one LCC/CCC classified staff, and LCC Dean*.

Program Review Validation Team (PRVT) - *Recommend one full-time faculty member, one LCC/CCC classified staff, and LCC Dean**.

Faculty, Staff, Administrative Planning Committee (FSAPC) - *Recommend one full-time faculty member, one LCC/CCC classified staff, and LCC Dean**.

Student Learning Outcome (SLO) - *Recommend one full-time faculty member, one LCC/CCC classified staff, and LCC Dean**.

Schedule Criteria - *Recommend one full-time faculty member, one LCC/CCC classified staff, and LCC Dean**.

Flex Committee - *Recommend one full-time faculty member*.

Student Success- *Recommend one full-time faculty member*.

*Or designee, e.g. Campus Operations Specialist...