

**SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
October 29, 1996**

MINUTES

PRESENT: J. Friedlander, D. Barthelmess, L. Fairly, K. Hanna, K. O'Connor, D. Oroz, J. Romo, L. Rose
ABSENT: B. Hamre, C. Hanson (excused)
GUESTS: Three Members of the Accreditation Visiting Team: Lea Templer, Professor, Economics; Pegi Ard, Vice President, Business Services, Cabrillo College; and Allan MacDougall, Director, Information Resources, Saddleback Community College District

CALL TO ORDER

The meeting was called to order by Dr. Friedlander at 3:05 p.m. in SS250.

ANNOUNCEMENTS

Accreditation Team Visit

Dr. Friedlander introduced the members of the visiting Accreditation team and welcomed them to the meeting.

Fall 1997 Full-time Faculty Obligation

Dr. Friedlander announced that the Chancellor's Office has projected the Full-time Faculty Obligation for SBCC for Fall 1997 at 173.7 FTE. (The Full-time Faculty Obligation for the Fall 1996 year is 162.7.) The College is now in the hiring process to fill an estimated 20 new and replacement positions for 1997-98. Departments will be submitting their requests to the Office of Academic Affairs by the end of the first week in November. The Academic Senate has set two dates to hear presentations from the departments requesting new and replacement positions. Requests will be reviewed and ranked by the Academic Senate by the end of November. The College Planning Council will review the ranked requests and send its recommendations to the President.

Welding Program

Dr. Friedlander reported that after a lengthy study he is recommending that the Welding Program be discontinued in its present location by the Spring 1997 semester. The rationale for this recommendation is based on the following considerations:

1. **Lack of job market.** The Economic Development Department provided statistics showing that there are currently 125 persons employed in welding in Santa Barbara County in construction, manufacturing and the oil industry. The projected growth in the number of jobs to the year 2000 is 5 new positions and 20 replacement positions. In the area of welding/machine setters there are 20 operators employed in the county and no growth is projected to the year 2000. Welding machine operators number 10 in the county and no growth is projected to the year 2000.
2. **Use of Welding space to benefit instructional programs in the Administration Building.** Reallocating the space in the Welding Shop will enable the College to provide computer lab space for graphic communications, electronics, multimedia arts and technologies, drafting, auto services, telecommunications and the computer art design programs; and provide a Technologies Division

classroom with priority for environmental horticulture. Media Services would move into the welding area and the Media Services area would then be transformed into an ESL/Foreign Languages Computer Lab, which would more than double the number of computers available for the 1000 or so students enrolled in foreign languages and ESL courses. The existing language lab would be converted into two additional 30-35-space classrooms.

The instructor in the welding program would be assigned to teach the welding courses as part of the Marine Diving Technology curriculum in 1997-98 and would be given a post-retirement contract for 1998-99 to teach welding to students in the MDT program. The offer to have the welding program instructor remain at the college on a full-time basis in 1997-98 and on a post-retirement contract in 1998-99 is contingent upon the submittal of his retirement at the end of the 1997-98 academic year.

Dr. Friedlander stated that the administration is continuing to review the recommendation to discontinue the Welding Program with the Academic Senate.

APPROVAL OF MINUTES OF October 15

M/S/C To approve the minutes of October 15 as submitted (Rose/Fairly) - Ayes: Unanimous

ACTION ITEM: Request from Continuing Education to fill vacant Certificated position: Parent-Child Workshop (Hanne Sonquist)

Mr. Romo provided a brief background on this request for a faculty replacement in Continuing Education. He noted that there are only four tenured certificated faculty members in the CE division and that they differ markedly from the credit tenured faculty in terms of (1) percent of contract (80%); and (2) assignment (primarily responsible for facilities maintenance, state certification, all budget and fiscal matters of the workshop, teaching classes and supervision of programs, parents, children and staff). Given the uniqueness of this position, Mr. Romo requested an exception from the normal faculty hiring procedures, including the review and ranking process conducted by the Academic Senate. During the discussion it was acknowledged that there was lack of clarity on CPC's role in the hiring process (for both credit and non-credit faculty/counselors) and members suggested that the Council address this concern at a future meeting. It was also suggested that Mr. Romo look at the possibility of expanding this director position from its current 80% to 100% and any salary implications.

Questions and Answers from the Accreditation Team

The meeting concluded with a brief but informative question and answer session with the accreditation team visitors. Their questions revolved around the role of CPC in decision making, membership and voting; how decisions are made with regard to the discontinuance of instructional programs; and the degree of involvement by college groups in decisions regarding the use of facilities (instructional programs).

The meeting was adjourned at 3:00 p.m.

JF:jdm

cc: Cabinet, Deans, Assistant Deans, Department Chairs, Academic Senate, Instructor's Association, CSEA, Classified Council, College Information, *The Channels*, Rob Reilly, Publications

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
November 19, 1996

MINUTES

PRESENT: J. Friedlander, K. McLellan (for L. Fairly), K. Hanna, C. Hanson, K. O'Connor,
D. Oroz, J. Romo, L. Rose

ABSENT: L. Auchincloss, D. Barthelmess, B. Hamre, L. Fairly (all excused)

Call to Order

The meeting was called to order by Jack Friedlander at 3:08 p.m.

Approval of Minutes: November 5, 1996

The minutes were approved with the following corrections: "The vice presidents will field test the template." (Rose/Oroz) Ayes: 7 Abst. (1)

Budget Revisions

Charles Hanson distributed copies of the **1996-97 BUDGET REVISIONS**. The district will increase funded credit enrollment by 5%, or approximately 579 FTES, to meet the 1996-97 revised state enrollment (FTES) Cap for SBCC. Efforts are underway to increase credit enrollments by expanding course offerings in the fall, spring and summer terms, Saturday classes; and, possibly, adding a second summer session in 1997. Marketing efforts are being expanded, including the resumption of mailing class schedules to all area residents.

A portion of the new growth funds will be used to offset costs associated with expanding course offerings. These include:

Certificated hourly salaries	\$378,641
Readers (5% increase)	3,395
LRC Tutors	9,843
Publications (Spring schedule)	4,300
Multimedia Arts & Technologies (Hourly Classified and Supplies)	40,000
Learning Support Services LTA (Previously approved)	35,000
<u>Saturday Registration Costs</u>	<u>5,996</u>
Total	\$477,175

On December 12, the Board will be requested to revise the 1996-97 budget to reflect the additional revenues and expenditures noted above. Other changes in revenue may occur after the college receives the Chancellor's Office first apportionment report in February, 1997.

In response to concerns raised about specific expenditures (e.g., MAT costs), Dr. Hanson noted that the vice presidents and Dr. MacDougall had discussed the items to be funded and that the President approved the expenditures. Dr. Friedlander noted that the MAT is a WSCH-generating program; but, as a new program, there are costs associated with its implementation. This issue of the process used to allocate new resources will be revisited at the next Cabinet meeting. The more fundamental issue, members reiterated, is the need for CPC to develop a process to recommend the prioritization and allocation of resources. Members noted that a process should be in place as soon as possible, especially as the College moves toward implementation of Project Redesign and the goals and objectives of *The College Plan*.

Replacement Equipment (Non-Technology) Allocations

Copies of the 1996-97 Replacement Equipment Allocations was distributed by Dr. Hanson. The allocations to the vice presidential areas are:

<u>Unit</u>	<u>% Total</u>	<u>Allocation</u>
Academic Affairs	66.8196	\$267,278
Business Services	19.9841	79,936
Continuing Education	4.5844	18,337
President's Area	5.2131	20,852
Student Affairs	<u>3.3988</u>	<u>13,597</u>
	100%	\$400,000

A substantial reduction from the previous year (10%) occurred in Academic Affairs due to the reappraisal of the replacement cost of the Bell saturation diving system. Shifting Media Services and the Word Processing Center inventories to the President's Office (due to organizational changes) and the sale of the Dental Assisting Equipment also reduced the percentage/allocation to Academic Affairs Area. Business Services' inventory increased by 4 percent; Continuing Education, 1 percent; President's Office, 3 percent and Student Services 1 percent. The accounting office has set up appropriation accounts in Fund 28, and vice presidents are asked to begin allocating Replacement of Equipment funds to their accounts. Dr. Friedlander noted that the Word Processing Center is part of Academic Affairs and, as such, the inventory for this support service should be part of the Academic Affairs' equipment inventory.

Equipment Allocations (Technology) 1996-97

Dr. Hanson distributed a summary report on the Equipment Allocations - Information Technology. The District has proposed changing the equipment policy by setting as a target doubling the annual allocation for Replacement Equipment (from \$320,000 to \$600,000) and for New Equipment (from \$480,000 to \$800,000). The proposal will go to the Board at the December 14 meeting.

The 1995-96 Balances are:

Prior Allocation:	\$462,212
New Equipment	250,000
Other Projects	225,000
Foundation	70,000
Redesign	250,000
Total	\$1,252,312

The 1996-97 Balance is \$1,206,850 (Sources of funds:\$586,880 (state grant); \$320,000 (Lottery) and \$300,000 (State Grant) Dr. Hanson agreed that approximately \$850,000 is available for computer technology this year. (to be allocated by the District Technology Committee).

Equipment Allocation - Vice Presidents

1996-97 Equipment allocations to the Vice Presidents are as follows:

Academic Affairs	\$267,278
Business Services	\$ 79,935
Continuing Education	\$ 18,337
Student Affairs	\$ 13,597
President's Areas	\$ 20,852

College-wide Equipment Allocations

Balance 1995-96	\$154,824
Proposed Allocations	\$ 80,000
1997-98 Suggested Allocations	\$ 80,000

The College Plan: Development of Process for Prioritizing and Allocating Resources.

Vice Presidents were requested at the last CPC meeting to develop a template outlining the costs for implementing the goals and objectives contained in the College Plan. Keith McLellan, representing Lynda Fairly's unit, submitted a analysis of the costs for implementing **Objective 2b** in the **Community Responsive** section of the College Plan. **Provide community college students, faculty and staff with seven-days-a-week, 4-hours-a-day access to a college-wide information system from both on- and- off-campus (June 1988).** Using this template as a basis, a matrix was developed for listing the resources needed to achieve the goals and objectives of the College Plan. The matrix is shown on the following page.

D R A F T

Santa Barbara City College
College Plan
Resource Analysis - Sample Template
11/25/96

- 2b. Provide community, students, faculty, and staff with seven-days-a-week, 24-hours-a-day access to a college-wide information system from both on- and off-campus (June 1998). Implement a comprehensive computer-based College-wide Information System (CWIS) to provide students, faculty and staff with greater access to college support information.`

Produce a plan for intranet and internet data elements, document management, page production and page maintenance.

Design and produce templates for Web page production.

Produce and publish initial text-based pages, interactive pages, interactive data-base options and interactive instructional support pages.

Internal support and distributed maintenance and support text-based pages, interactive pages, interactive data-base services and interactive instructional support services.

YEAR ONE			
Resource	Handle with Existing Resources	Not Handle with Existing Resources	
Specify if New and if On-Going or One-Time Only	Hours or Budget To Allocate	Hours Needed	Budget Needed
Faculty			
Staff			
Activity Support			
Training			
Consultant Services			
IRD Personnel			
Hardware/Software			
Other: (specify)			

Members offered the following suggestions/comments:

1. Timelines should be reasonable.
2. Cost analysis of all objectives is imperative.
3. If the objective is on-going or requires several stages of development, are there sufficient resources to reach end results?
4. Units which cannot meet objectives due to fiscal constraints should consider pooling resources and personnel to implement objective.
5. Units should ascertain whether objectives overlap between units.
6. Does the objective need support from college committees or support services? If so, how much (dollars, time and personnel)?
7. May require reallocation of resources.

Members agreed that units would submit resource requests to the CPC in February. John Romo, Bill Hamre and Jack Friedlander will meet to synthesize the resource requests and place them into an overall matrix that will serve as the basis for ranking the resource requests.

Announcement

Dr. Friedlander announced that the College anticipates hiring 20 new tenure-track faculty for 1997-98.

Adjournment

The meeting was adjourned at 4:55 p.m.

c: Cabinet, Deans, Assistant Deans, Department Chairs, Academic Senate, Instructor's Association, CSEA, Classified Council, College Information, *The Channels*, Rob Reilly

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
December 3, 1996

MINUTES

PRESENT: J. Friedlander, L. Fairly, B. Hamre, K. Hanna, K. O'Connor, D. Oroz, J. Romo,
L. Rose
ABSENT: D. Barthelmess, B. Hull (excused)

Call to Order

The meeting was called to order at 3:05 p.m. Minutes of October 29 and October 19 were distributed and will be approved at the December 17 meeting.

Approval of New Faculty Positions 1997-98

It was suggested that this item be presented for information only, based on members' recollection that new faculty hirings no longer require CPC endorsement.

Dr. Friedlander reported that the District will fund 20 new/replacement faculty positions. The Senate has reviewed all 31 new/replacement faculty positions submitted by academic departments, and at its last meeting, the Senate voted to recommend the following positions, in ranked order:

- | | |
|------------------------------------|--------------------------------|
| 1. English #1 | 14. Computer Science |
| 2. Math #1 | 15. ESL #1 |
| 3. Spanish #1 | 16. CIS |
| 4. Biology #1 | 17. English #2 |
| 5. Art | 18. Marine Diving Technology |
| 6. Automotive Services | 19. Biology #2 |
| 7. Essential Skills #1 | <u>20. Essential Skills #2</u> |
| 8. Math #2 | 21. Philosophy |
| 9. French | 22. Math #3 |
| 10. Multimedia Arts & Technologies | 23. Communication |
| 11. Physical Education | 24. ESL #2 |
| 12. Music | 25. Associate Degree Nursing |
| 13. Chemistry | 26. Radiologic Technology |

Dr. MacDougall is considering filling the 20th ranked position with either a third Math or third English faculty position or a second Essential Skills position. The decision will be based on the applicant that has the greatest potential for making a significant contribution to one of these three departments. Discussions are continuing between the President, the Vice President, Academic Affairs and the President of the Academic Senate on this issue.

Process for Allocation of Resource Request

Charles Hanson provided the timeline the College uses in its budget development process, noting that this information would be helpful to CPC in determining its timeline for allocating departmental/unit resource requests. In general, budget development begins with the Governor's Proposed Budget which is announced in January. By February, the College has developed the Preliminary Budget (includes adjustments to the previous fiscal year's adopted budget and P1 for the current year and other anticipated revenues and expenditures). The Tentative Budget is presented in May and the Adopted Budget is sent to the Board for approval in June. Dr. Hanson suggested that department/unit resource requests be submitted from January through February. By that time the College has a reasonably clear picture of income and expenditures for the year. Other factors need to be explored before CPC embarks on the allocation of resources project such as contractual employee salary obligations and allocations to contingency accounts and costs for major college projects (e.g. conversion).

CPC's role in the allocation of resources which take place in ITC and DTC was also discussed, and several members opined that CPC should approve any major acquisitions that exceed the existing funds allocated to that committee. Other points made during the discussion: ideally the budget should be driven by (1) the College Plan, (2) Project Redesign, and (3) department/unit resource needs. If new funds are limited, what is the process for reallocation of existing funds? Dr. Hanson emphasized that it is important for the College to have a firm grasp on the budget (all revenues, including annual one-time funds, and other augmentations) and expenditures (one-time and on-going) by February.

John Romo reported that he and Bill Hamre have completed their analysis of the College Plan and will bring to the Council their assessment of the measurability of each objective. Several objectives need to be revised because they are too activity-oriented. The measures template is being developed and will be distributed to vice presidents next week.

John Romo reported that productive discussions have taken place in Cabinet with George Tamas on the process for identifying the resource needs associated with the goals and objectives in the College Plan. Mr. Tamas has additional ideas on how to improve this process, which he conceded is difficult and complex. Members requested that Mr. Tamas be invited to a CPC meeting in February to discuss *change management*, the process being discussed in Cabinet as a means of achieving the goals in the College Plan in a systematic way which will integrate objectives and eliminate duplication. An expanded report on this process will be given at the February 4 meeting by John Romo and Bill Hamre.

Next CPC Meeting(s)

Members agreed to meet on December 17, 1996 and February 4, 1997. A meeting may be called in January.

Adjournment

The meeting was adjourned at 4:03 p.m.

cc Deans, Assistant Deans, Academic Senate, Department Chairs, Instructor's Association, CSEA, Classified Council, The Channels, College Information, Publications

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

PRINCIPLES OF BUDGET DEVELOPMENT

There are numerous examples of organizations that have become ineffective because of a lack of sound fiscal planning. Organizational leaders should assure (Drucker) that organizations have: a capacity for survival; structural strength and soundness; and, the ability to survive a blow, adapt to sudden change, and avail itself of new opportunities.

The delineation of principles applied in developing the College's budget is intended to protect SBCC's viability—as an institution capable of fulfilling its educational mission for the greater Santa Barbara community. Providing students with quality educational and student services consistent with our mission and State funding is the objective sought through applying these principles.

Principles:

1. The college will maintain a balanced, comprehensive non-credit and credit program with an emphasis on courses and services to matriculating students. The college must balance its budget, i.e. ongoing expenses must be supported by ongoing income and reserve of 5 percent maintained.
2. It is recognized that the faculty and staff are SBCC's greatest resource. The faculty and staff will need to participate in identifying solutions and increasing efficiencies. Staff development activities to increase the capability of faculty and staff to contribute, e.g. using technology to increase effectiveness, will be supported.
3. The FTE cap must be met. If it is not, the fiscal problems will worsen. Consistent with the ability to meet our mission, a higher WSCH/FTE will be a major factor in considering program retention.
4. Categorical funds, e.g. DSPS, EOPS, and staff development, must be spent in accord with the program guidelines.
5. All Federal, State, and local legal mandates shall be complied with, e.g. collective bargaining agreements, etc..
6. One-time funds will not be used to fund essential ongoing programs or activities.
7. Utility, liability and property insurance, salary steps, and reserve expense increases are projected annually, and allocations made early in the budget development process (preliminary budget) to meet those mandated expenses.
8. For non-state income (out-of-state fees, interest income, lottery), a conservative estimate is made, e.g. a three-year historical trend is used to establish a base and adjustment made for current negative conditions such as a drop in the interest rate.

continued . . .

9. The District equipment non-technological inventory is estimated at \$12.6 million. To assure the College's capacity to provide quality programs, this inventory should be replaced in a timely fashion. Assuming items have an average estimated life of ten years; thus, \$1.2 million is needed annually to maintain current levels; that is a minimum goal. Under no circumstance should the replacement go below a 15-year replacement criterion (\$800,000). To achieve this, lottery income will continue to be used primarily for the systematic and timely replacement of the District equipment inventory. (Board Policy #3, 1991-92, 8/22/91)

10. The district technology inventory is estimated at \$3 million. As defined in the 6/27/96 Board Agenda, Item 6.1, beginning in 1996-97, an annual target allocation of \$600,000 will be established for equipment replacement of the computer inventory. Funding will come from 1) lottery revenues, 2) State instructional equipment funding, and 3) end-of-year balances. Also in 1996-97, an annual target of up to \$250,000 will be provided for five years to fund new computer initiatives and complete development of the computer infrastructure. Funding will come from 1) State instructional equipment funding, 2) end-of-year balances, 3) grants or donations, and 4) strategic partnerships.

11. There is a responsibility to maintain the College's buildings and grounds. To achieve this, year-end balances in accounts (except categorical) will be transferred to the Construction Fund for maintenance projects. A minimum level of funding to maintain College buildings and grounds is projected to be \$600,000/year. (Board Policy #2, 1991-92, 8/22/91)

THE ACADEMIC CALENDAR

A REPORT BY THE
ACADEMIC SENATE PLANNING AND RESOURCES COMMITTEE.
March, 1997.

A. Background:

On a bi-weekly basis throughout the fall semester, 1996, the Academic Senate's Planning and Resources Committee met to consider and recommend changes to the academic calendar for Santa Barbara City College. Impetus for this effort came from several sources:

- 1) **SBCC student and faculty surveys** recently demonstrating strong support for calendar changes (see Appendix A and B)
- 2) **Encouragement from the Community College Board of Governors** to instill more flexibility in local schedules by their changes to the 175-day rule
- 3) **Calendar innovations in other California Community Colleges** which have received widespread attention (See Appendix C--Santa Monica Calendar)
- 4) **The climate of redesign at SBCC** which fosters a re-examination of the way we do business locally
- 5) **The ascendancy of technology** into the learning process, triggering a review of new ways to enhance instruction
- 6) **The stark necessity of responding to tight budgets and rising enrollments** by, among other things, considering possible calendar changes

B. Definition of Terms and Limitations:

1. **State Academic Calendar Regulations:** For funding purposes, state regulations require a 175 day college calendar year. For a day to count toward meeting this requirement recently revised CC Board of Governors rules (Sec. 58120) state that instruction must be offered for a minimum of three hours

during the period of 7AM and 11PM. That means if only one course is offered for at least three hours during the given 7AM-11PM period, qualifications have been met for "a day." The implication is clear: weekends--notably Saturday classes--now qualify as "days" toward the 175 requirement. **Prior to this change** at least fifty percent (50%) of the average number of courses a college offered in a day must be taught to qualify for a given "day" (Section 58120). Obviously, half of the average number of courses we teach in an average day were not offered on weekends; hence, Saturday classes, previous to the change, did not qualify toward the 175 day requirement. They now do.

2. **Flex Days.** Within the 175 college days, calendar regulations require that instruction be held a minimum of 160 days. Hence, up to 15 days may be designated as flex days. The flexible calendar allows faculty (full-time, part-time, instructional and non-instructional) time to work individually or in groups to achieve improvement in **three distinct areas: staff , student and instructional improvement.** Flex day activities require prior approval by and follow up reporting to the state. (See **Appendix D - Flex Calendar**)

3. **Determining Flexible Account Hours.** Title 5, section 55720(c) states that "a district with an approved flexible calendar shall ensure that all **employees under contract with the district work at least 175 days**, including flex days, in each academic year." The 175 days (including up to 15 flex days) are to be converted into the total number of accountable hours for Chancellor's Office funding FTES.

4. **Required Time for Maintaining Colleges During Preceding Fiscal Year; Withholding of Apportionment Upon Failure to Comply.** State regulations remain clear: no community college shall receive its full apportionment from the State School Fund unless it has maintained the college for at least 175 days during the fiscal year. If a community college district fails to maintain its colleges for the required 175 days, the Board of Governors shall withhold a portion of the district's funding.

C. Summary of Committee activities During Fall Semester, 1996

1. A review of appropriate state legislation and recent rule changes concerning community college academic calendars. (See Appendix E).
2. A session on alternative calendar implementation at other California and out of state community colleges.
3. The creation and distribution of a faculty survey soliciting opinion on alternatives to the current college calendar (length of semester, winter sessions, flex days, short courses). The survey is included as Appendix A of this report.
4. A session with Rocky Young, Vice-President- Instruction, at Santa Monica City College to examine the Santa Monica CC alternative calendar model--its strengths and drawbacks.
5. Sessions with Jane Craven, Assistant Dean-Student Affairs; Elizabeth Auchincloss, representing the classified staff; Jim Chesher, representing proponents of the modular calendar; and with representatives from instructional support and student services - to acknowledge their concerns with the issues before the committee.
6. A spring in-service presentation to faculty interested in the work of the committee with a question and answer session.
7. The solicitation of departmental opinion concerning changes in the current calendar via representatives on the Planning and Resources committee and division senators.

Throughout its deliberations the committee was ably assisted by Academic Senate President Kathy O'Connor, Dean Susan Sargent and Assistant Dean Jane Craven who provided invaluable information on an array of issues. Thank you.

D. Committee Recommendations:

1. **A 175-day college year.** The committee unanimously supports the reduction of the college calendar from 177 to 175 days which is consistent with state law and with the practice of California community colleges. Since weekend courses now qualify toward the 175-day minimum college calendar, there should be no difficulty reaching this requirement even if emergencies close the campus temporarily.

2. **Two sixteen week semesters beginning fall, 1998.**

Fall semester: commencing August 26 (flex days on Aug. 26-28) with classes beginning August 31, 1998. Finals week scheduled for December 14-19, with the fall semester ending December 22, 1998.

Spring semester: commencing January 22, 1999 (flex day on Jan. 22), with classes beginning January 25. Finals week scheduled for May 17-22 with the spring semester ending May 25, 1999. A 16 week calendar permits experimentation with a modular format of two eight-week sessions which could run concurrently with the 16 week semester.

3. **Three flex days prior to the beginning of classes for the fall semester, 1998,** one of which would be an all-college day similar to the current in-service day and the remaining two days designated as department or division flex days. The purpose of the two department/division flex days—which would be **campus-wide** and would take place for all departments/divisions **on the same designated days**— would be to permit faculty to prepare materials for the upcoming semester, consult with peers on professional matters, participate in redesign projects and other college related activities; in short, to engage in staff, student or instructional improvement tasks.

4. One flex day prior to the spring semester (similar to the current in-service day) and one department flex day imbedded in the spring semester to be held as one college-wide flex day for all departments.
5. No winter session between semesters for the 1998-1999 calendar year.
6. A designated eight week period for summer session within which flexible summer sessions of various lengths (most typically six weeks) could be conducted. The eight week summer time span is consistent with the concept that the sixteen week semesters could be divided into equal eight week modules.

E. Advantages and Limitations of the Proposed Calendar Change.

Advantages:

1. Anticipated lower student attrition and faculty "burnout."
2. Provides time following finals to work on student exams and faculty obligations before semester officially ends.
3. Provides opportunity for installing a modular calendar of two eight week sessions within each semester.
4. Reduces faculty annual contract obligations by two days.
5. Synchronizes SBCC calendar more closely with UC and CSUC campus calendars.
6. Provides time for professional growth and development activities.
7. Provides for a flexible summer schedule of eight weeks.
8. Provides for more efficient use of facilities.
9. Eases child care concerns of students with children by beginning classes later in August.
10. Permits early summer job market opportunities for students by ending earlier in the spring semester.

Limitations:

1. Requires rethinking of individual course syllabi and class configurations.
2. Provides less time for college wide activities during the period of instruction.
3. Raises issue of accountability during additional non-teaching days.
4. Requires adjustments to calendar and scheduling changes, raising the issue of change management.

F. Issues To Be Resolved

As of March 15, 1997, the Planning and Resources Committee had not resolved the following issues:

1. **Faculty accountability concerns under a new college calendar.** This issue centers around obligatory minimum teaching days, office hours, committee work, etc. Faculty policies will have to be reviewed in these areas.
2. **State requirements versus local contract requirements.** Current local faculty contract requirements are for 177 days while state law requires 175 college days for funding purposes and a minimum of 160 instructional or teaching days in an academic year. Given the recent Community College Board of Governors' change of the 175-day rule -- specifically, the definition of a teaching day to allow more flexibility in offering different kinds of schedules--the implication for local contracts needs further review. **State regulations currently permit multiple calendars for different types of calculations; i.e., funding, STRS and local contracts.**
3. **Separate Calendars.** The issue here concerns the possibility of separate calendars to accommodate the needs of both instructional and non instructional faculty.

RETURN TO ACADEMIC SENATE MAILBOX BY
NOVEMBER 22, 1996

To: All Contract Faculty
From: Academic Senate Planning and Resources Committee
Re: Modifications to the college calendar

The Academic Senate's Planning and Resources Committee is currently reviewing several calendar options which, if adopted, would begin fall semester 1998.

The committee asks for your opinion concerning the following possible calendar options:

LENGTH OF SEMESTER: PLEASE INDICATE YOUR PREFERENCE IN RANK ORDER WITH #1 BEING THE HIGHEST.

Also Note: Options A and B (below) could allow for some flex (professional development) days and would probably entail modest lengthening of class time, depending on the number of flex days allotted.

- A. 26 15 week semester-- this option allows, potentially, for a trimester system of three 15 week semesters during the year.
- B. 46 16 week semester -- this option could incorporate eight week courses running concurrently with semester length classes.
- C. 18 17.5 week semester-- status quo--there is no change here. It is the current semester pattern at SBCC.
- D. 9 Other --Please explain.

WINTER SESSION. The issue here is both the length and the viability of a mid-winter session. **PLEASE INDICATE YOUR PREFERENCE IN RANK ORDER WITH #1 BEING THE HIGHEST.**

- A. 38 4 week winter session (approximately January 5-31)
- B. 12 6 week winter session (approximately January 5- Feb. 14).
- C. 38 no winter session.
- D. 5 other. Please explain.

PLEASE TURN PAGE

If you favor options A or B (winter session) please list some courses you feel could be taught appropriately during a shortened winter session.

FLEX DAYS (OR FACULTY DEVELOPMENT DAYS) Current law allows for up to fifteen flex days. SBCC is one of approximately three community colleges which does not use any of these days. A shortened semester provides opportunities for flex days to be used for legitimate educational purposes such as interdisciplinary college initiatives, faculty training, etc. After reviewing all flex day options, the Planning and Resources Committee recommends a maximum of 10 flex days for our campus. Options A and B (below) include one campus wide in-service day each semester. **PLEASE INDICATE YOUR PREFERENCE IN RANK ORDER WITH #1 BEING THE HIGHEST.**

- A. 28 3 flex days prior to each semester (total 6 for the year)
- B. 28 5 flex days prior to each semester (total 10 for the year)
- C. 0 flex days (specify number-----) for the fall semester only
- D. 28 flex days (specify number -----) for the spring semester only
- E. 2 no change. Keep the status quo of having 2 campus wide in-service days plus up to 2 department faculty development days per semester.
- F. _____ Other. Please indicate.

SHORT (BLOCK) COURSES. During the academic year it is possible to reconfigure courses into modules or blocks of various lengths, such as four, six or eight weeks within a larger semester. **WOULD YOU LIKE TO TEACH IN ONE OR MORE OF THESE MODULE SYSTEMS?**

- A. 35 Yes. I'm definitely interested
- B. 25 No. For various reasons this is not appealing to me.
- C. 24 Maybe. More details are needed before I can answer this

NAME: _____ (OPTIONAL)
DEPARTMENT/DIVISION _____

RETURN TO ACADEMIC SENATE MAILBOX BY NOV. 22. THANK YOU