

Estimated Start December 2022 with ongoing regular meetings until reaching a recommendation to the Chancellor.

Purpose

- Produce a robust district-wide participatory inquiry with full information provided to help CLPCCD examine an alternative academic calendar in detail.
- Explore, research, and evaluate potential plans for implementation of a compressed academic calendar.
- Reach agreement that forms the basis of a recommendation to the Chancellor.
- Comply with the [Faculty Association contractual language](#) in Article 8D that specifically addresses the Alternative Academic Calendar Committee (AACC) pasted below:
 - The Faculty Association and the District may, upon mutual agreement, form an Alternative Academic Calendar Committee to examine in detail the benefits and liabilities involved with any modification to the standard seventeen and a half (17.5) week semester Primary Term. The Committee will be co-chaired by a representative designated by the Faculty Association and a representative designated by the District. Any agreed upon Committee shall identify potential benefits, costs and negotiable issues, if any, that would have to be addressed and negotiated by District with appropriate Faculty Association-District representatives.

About the Committee

The AACC will be led by **two Chairpersons (co-chairs): Dr. Theresa Fleischer Rowland** and an FA Appointment **Jason Ames**. The AACC will “examine in detail the benefits and liabilities involved with any modification to the standard seventeen and a half (17.5) week semester Primary Term.” (FA Article 8)

The AACC will be supported by the district-contracted **professional expert, John Mullen**. The AACC co-chairs will work closely with John Mullen to lay out the process, collaboratively plan the agendas, and facilitate guide and respond to the committee.

AACC Members will be appointed in Fall 2022 by the District/Colleges and FA. AACC members will be carefully selected to represent key stakeholder groups, contribute expertise, and ensure consistent and committed participation. The committee will strive to keep to a group of approximately 15 voting members, and pro-actively include resource experts from across the colleges and district throughout the process. The co-chairs will promote a clear itinerary of topics and meeting access information in order that connected, concerned, and involved individuals can attend the open meetings.

Vice Chancellor Rowland’s ESSS District Office will coordinate with the AACC members to set, communicate, and support meetings that will fit into the schedule of Committee members throughout Fall 2022 and Spring 2023, to commence no earlier than the week of October 10, 2022. Holidays and peak times for programs and services will be taken into consideration.

The co-chairs and appointed members will participate to the degree possible in all meetings of the AACC, whether in person or by zoom.

Anticipated Timing

Part of the inquiry and determination process will include thinking through adoption timelines based on readiness criteria suggested by the AACC. The CLPCCD process will produce a robust district-wide participatory inquiry with full information provided to help CLPCCD examine an alternative academic calendar in detail.

The soonest adoption is based on the following two assumptions: (1) the AACC starts to meet in October and regularly from that point and (2) CLPCCD Senior Leadership makes a final decision by May 2023. This is stated for information purposes only and not to pre-determine outcomes, a quality process is desired more than speed. When planning, CLPCCD should keep in mind that a District application should be submitted to the CCCCCO no later than October for implementation the following academic year. The timeline needs to account for the CCCCCO examining and deciding upon the District's application. For example, if CLPCCD submits an application to the CCCCCO by October 2023 and it is approved, the soonest implementation will be the 2024-25 academic year.

The following needs to occur in order to ensure a quality process for CLPCCD:

- The regular availability of the AACC throughout the year to meet approximately two times per month, and more often if needed.
- Four (4) on-campus and/or virtual forums to engage District-wide stakeholders in the exploration process, modality to be determined.
- Consultation and presentation to Senior Leadership Team as requested, throughout process and prior to making formal recommendation.

AACC Committee Roles and Responsibilities

AACC Committee:

- The AACC will be presented with information and clarity on benefits, costs, impact on programs and services, and negotiable issues related to alternatives and modifications to a 17.5 week semester Primary Term. AACC questions and requests will be fully addressed to the degree possible.
- The AACC will suggest readiness criteria for what would need to be in place in the event an alternative calendar is adopted, thus helping determine the target year of adoption.
- The AACC will receive extensive analysis and materials in digital form to communicate to all identified stakeholders on compressed calendar options and their prospective advantages and disadvantages.
- The AACC will provide background and discuss:
 - Aspects of the current CLPCCD academic calendar, class scheduling and business process practices, identifying characteristics deemed important to retain when envisioning compressed calendar alternatives.

- CLPCCD's experience with Flex Calendar planning and operations, leading to preliminary thoughts on the number of flex days, if any, to be scheduled each year in a compressed calendar model.
- The AACC will host, determine modality, and encourage attendance at four (4) on-campus and/or virtual forums into the exploration process.

AACC Members:

- The AACC members will understand the expectation that they each will have the time and interest to spend significant numbers of hours in and between meetings of the Committee.
- The AACC members will commit to attending the set meetings and fully participating whether in person or by zoom to the degree possible. Members will share committee progress and gather information through exchanges with their district-wide colleagues and constituencies.
- AACC members prepare before and between AACC meetings (e.g., research, interviews, reporting out, gathering input, presentations, drafted calendar configurations).

Consultant:

- The consultant will present on Title 5 regulations concerning academic calendars and experiences of other California community college districts that have moved from a traditional academic calendar to a compressed calendar or not.
- The consultant will facilitate the development and adoption of a mission statement with the AACC membership.
- The consultant will provide one or two possible compressed calendar configurations for consideration of the AACC and District leadership and refine them for eventual discussion among members of the several stakeholder groups.
- The consultant will modify, if appropriate, the possible compressed calendar configurations based on administrator, faculty, staff, and student input.
- The consultant will facilitate four (4) on-campus and/or virtual forums into the exploration process, modality to be determined.

Co-Chairs and Consultant:

- The co-chairs and consultant will lead the AACC through identification and detailed analysis of compressed calendar options, supporting thorough examination and evaluation of compressed calendar options.
- The co-chairs and consultant will guide the AACC in thinking through adoption timelines and readiness criteria.
- The co-chairs and consultant will plan and conduct up to four district-wide Forums with AACC co-chairs to share advanced information with broader groups of faculty, classified

professionals, administrators, and students. Forums may be either on-campus and/or virtual to present information on and entertain questions about the potential move to a compressed calendar – details, advantages, challenges, peer comparisons, and negative points.

- The consultant and co-chairs will draft a comprehensive report that summarizes the AACC's recommendation to the Chancellor at the end of the inquiry period which concludes the work of the AACC.

Co-Chairs:

- The co-chairs will produce an informational webpage and an electronic survey to elicit specific responses from throughout the District that will guide the AACC in preparing a recommendation on whether or not to apply for approval of a compressed academic calendar and the year in which to implement.
- The co-chairs will regularly meet to plan deliverables and timely communications with consultant in order to ensure the project objective is met on time and deliverables are realistic.

Vice Chancellor:

- The Vice Chancellor's ESSS Office will support a webpage where regular updates will be posted, information on how to participate in the process, and documents uploaded.

Summary

Following extensive analysis by all identified stakeholders of compressed calendar options and their prospective advantages and disadvantages, if the District should decide to move forward to seek approval from the State Chancellor's Office to implement a compressed academic calendar, Consultant Mullen will be prepared to assist in the development of the required application.

Basic References

T5 55702 Change in Academic Year Terms Prior to any change in academic year terms, including the addition, deletion, shortening or lengthening of any term, the district governing board shall request and obtain approval of the Chancellor.

T5 58003.1(b) Primary Term The governing board of each community college district shall establish a single primary term for each of its colleges of not less than ten weeks in length.