



OFFICIAL MINUTES

- I. **Call to Order** – The meeting was called to order at 11:38am.
- II. **Remote Member Attendance**
Description: *PDP will consider remote participation of members under the provisions of AB2449, if any.*
No members of PDP requested remote participation under the provisions of AB2449.
- III. **Roll Call**
Members present: Aaron Roberts (Coordinator), Amena Coronado, Xuchi Eggleton, Ansina Green, Jade Hidle, Bruce Hoskins, Tricia Hoste, Dominique Ingato, Ghada Osman, Brian Page, Zica Perovic, Denée Pescarmona (administration), Andrea Petri, Jim Sullivan
Members absent: Rica French
Remote attendance: Jim Julius
Others present: curry mitchell
- IV. **Individuals Wishing to Address the Committee** (*on items not on the agenda*) – None.
- V. **Changes to Agenda Order**
New business will be discussed prior to reports.
- VI. **Consent Calendar**
 - A. **Approval of the Regular Meeting Minutes of May 10, 2024**
The consent calendar was approved by unanimous consent.
- VII. **Reports**
 - A. **Coordinator** – *Aaron Roberts*
Roberts noted he is feeling positive with his relationships with his students as this semester has begun and felt lighter and in control. He asked committee members how they felt at the beginning of this semester. Some committee members shared their experiences.
 - B. **C3** – *Jim Sullivan*
There are four threads we are thinking about; teaching with technology, pedagogy of Corino and this year we are introducing two more including mindful teacher focusing on mind, body, spirit, plan, and communal connection, and also teaching math and science. This month they are trying to get that cycle of Hyflex and follow-up email messages kicked off in October. Teaching and technology will be the first and third Thursdays, math and science will the first and third Fridays.
 - C. **Online Education** – *Jim Julius*
At yesterday's Board meeting, Julius presented an annual report for online education. The Board asked a number of good questions and were very supportive. The student trustee was there and heard from students that they need online classes but struggle with being an online student. Some classes are a particular challenge to navigate.
 - D. **DEqCC** – *Xuchi Eggleton*
This morning, instead of a regular meeting, DEqCC members and a few other faculty members had a two-hour national conflict resolution training. They encourage folks to participate on Zoom next week. At a brief meeting yesterday, they recapped the Flex week conference. There was lighter attendance than last year. Many staff attended. Positive feedback was received for hands on and community building.
- VIII. **New Business**
 - A. **Academic Senate Advisory: Amount and Placement of Flex Days** — *Aaron Roberts*
Description: *The committee will discuss and finalize our recommendation to the Academic Senate for the amount and placement of the Flex days in the new calendar. We will also discuss a plan to utilize new days spaced throughout the year that are considered independently scheduled.*

Some preliminary recommendations were made to the calendar task force. The committee now needs to recommend to AS the amount and placement of Flex days in the new calendar. Curry Mitchell gave a summary of the process for approving the new academic calendar noting that the college will continue the flexible calendar but there is a need to determine the number of Flex days and the need to be in compliance with Title 5. At the last PDP meeting, the committee was good with five days in the fall and five in the spring. A combination of the joyful teacher, C3, PD opportunities, and recommendations from PDP, instead of an impacted flex week, we heard it would be beneficial to distribute the days throughout the semester but keep a few of the days at the beginning of the semester. Days that would be placed during breaks such as fall break and spring break are not to schedule workshops but to provide opportunities for PD needs, such as a department activity, perhaps a focused AI or equity day. PDP would take some ownership around those days and give a suite of options.

In terms of approving the calendar, there is a need to know how many days, then negotiations with FA and the district will occur. Then the Office of Instruction can establish instructional hours for class time in order to build the calendar.

Last year there was a discussion of the value of keeping the ten Flex days versus reducing them. The committee was in favor of keeping the ten days. To direct the cultural change from PDP, we can shape those days and show the college how professional development can be done without it being in that first week by giving it structure. Four of those days can be throughout the year that are not the typical Flex week. Therefore, there could be three days in the beginning of the semester and two throughout. Fall break is an example of that to have that Monday and there is also one in the beginning of spring break.

Discussion began on the placement of those ten days throughout the year. It was asked that by moving the days, would it extend the instructional year for students and what was the rationale for a fall break? It would not extend the year because we exchange flex days for instructional days. We have also compressed the calendar to 16 weeks instead of 17 weeks. What is currently finals week will become a week of instruction. That trades off for Thanksgiving week no longer being an instructional week. Start and end dates would basically be the same as they are now.

Discussion shifted to the placement of the days throughout the year.

It would like three days at beginning of semester, and then two days, one at the beginning of fall break. Days throughout the semester coming at times that seem to be as a time of instruction ends like the beginning of fall semester into fall break and the flex day comes at that point. It is also after a holiday such as Labor Day or Veterans Day so we are extending our time away from instruction during that time period such as a Monday off in addition to a Friday that we would have the Monday as a flex day. It was asked what could happen if the placement of the days does not work well. It was noted that the compressed calendar is a big undertaking at the Chancellor's Office. The question of where the flex days are can change from year to year in consultation with AAC and how you put the calendar together. Hypothetically, if you wanted to embed your days and do a trial around one year, and see how it goes and, in the spring, adjust the days when you do the next calendar depending on the assessment from PDP as to what was effective or not effective. One sticky point noted would be the flex day being proposed for the third week in fall and the second week in spring that would follow a Monday holiday. It would give students a four-day weekend. We would come back on Tuesday and would do something together for professional development such as the Cultural Competency Conference. We are taking an instructional day and don't know how easy it is to flip from one year to the next. It was noted that Presidents Day and Veterans Day shift from year to year. The key is also that as long as you have instructional days on Wednesday, Thursday, and Friday, it counts as a regular week. If you make a Tuesday and Wednesday as PD days, it will upset the calendar in terms of instructional days.

A lengthy discussion ensued around the placement of flex days on the calendar. For the full discussion visit this [LINK](#) from the meeting.

At the next PDP meeting, the committee will finalize the recommendation for the number of Flex days and where to place them on the academic calendar.

IX. Information/Discussion

A. Proposed Changes to BOG title 5 Regulations – Aaron Roberts, Denée Pescarmona

Description: Proposed title 5 language changes regarding the flexible calendar will be discussed. This is the first time any changes have been made to this language in almost 20 years.

This agenda item was tabled. However, it was noted that committee members need to be aware of the proposed changes to BOG Title 5 regulations. This is not yet official and there is a 45-day read period. This would impact a lot of instructional work. Pescarmona is still digesting this because it has not been enacted. PDP committee members should read this. There is a way to provide public comment. This will come back to the next meeting for a more in depth discussion.

B. Committee Roles and Responsibilities for the Year — Aaron Roberts

Description: The committee will discuss and assign roles for the year, set timelines for work to be completed, and determine working arrangements between meetings.

Committee members were asked how they want to get involved this year. There is not a good structure on how things are done between meetings.

- a. Ghada Osman will work on the **PDP travel processes**, to understand it better.
- b. Jim Julius and Andrea Petri volunteered to work on the **Flex survey**. This is required but has not been done enough. This could be an email to the campus community, but it could also be something different. It will need to be created, deployed, and presented to the committee.
- c. **Flex team** Amena Coronado, Dominique Ingato, and Brian Page volunteered.
- d. **Canvas page** – Zica Perovic will work on this.
- e. **Joyful blogging** – tabled
- f. **Mid-month meeting squad** – tabled
- g. **Flex audit** – Dominique Ingato volunteered to help with the Flex Audit. Debby Adler will ask Zak Ruvalcaba if there is a way to get a list of transcripts on the administrative side of the MyFlex system but to redact the names from the transcripts. Roberts will also talk with Rica French about the flex audit.

For the next PDP meeting, the focus will be:

- Voting on the placement of and number of days for Flex.
- Read the new Title 5.

X. Adjournment – The meeting adjourned at 1: 27pm.