



Butte College Flex Calendar 2009-2010

Individual Activity Contract

For Full-time and Associate Academic Staff

IAC # 2000

For PDO use only

Date received in PDO

___/___/___

The IAC form must be completed

You must fill out the IAC form. The state mandates that variable flex hours in lieu of instruction be accounted for. The IAC form allows independence in your choice of activities, yet it provides the documentation that state requires. Deliver the form to the Professional Development Office in LB 210 as soon as you finish your project or activity.

2009-2010 contract deadline

All completed IACs must be received no later than June 3, 2010. Inform Professional Development by June 3rd of IAC projects that will not be completed until the end of June 2010.

Acceptable topics and the pre-approval process

Topics for individual contracts are your choice. You decide what is an acceptable activity for your professional and/or personal development. Pre-approval from your chair/coordinator is necessary for your IAC. Contact the Professional Development Coordinator if you're not sure your project fits the guidelines. See information in the set of guidelines included on the back of this form.

Your name _____ **This IAC is for** Summer Fall Spring _____ Year.

Project/Activity title _____

Number of Flex Calendar activity hours for this project/activity: _____ hours.

Proposed activity _____

Pre-approval by Department chair (signature) _____

1. **Activity/Accomplishments** Describe the project/activity and the end products or outcomes (i.e., materials developed, curricular changes, knowledge gained, and so on)?

2. **What impact do you feel this Flex activity has had on you professionally or personally?**

On your students? _____

On your department/institution? _____

I certify that I have completed the IAC plan with an hourly commitment equal to or greater than the activity hours specified.

Faculty member's signature Date ___/___/___ Deliver completed IAC to PDO.

Full-time Associate Department _____ Phone _____

For Professional Development use only. Date approved ___/___/___ **SDOC** _____ **Hours** _____

Your IACs for 2009-10 must be received by June 3, 2010

Guidelines for the Individual Activity Contract

Your IAC proposal does require pre-approval ...

You need an approved project for your contract for individual activities. If you aren't sure your special project qualifies for flex credit under the guidelines for individual activities, ask your chair/coordinator or consult with the Professional Development coordinator before you begin. The best time to determine the appropriateness of your project is before you start the work. Not after you're all done. Please check in at the beginning if you're not sure. Using the flex guidelines, department chairs and coordinators can review your request and approve (or deny) your proposal. Any denials by that group may be taken to the Flex committee for review. You can modify your IAC if you plan to modify a pre-approved IAC, you must receive pre-approval for the modification from your department chair/coordinator or the Professional Development Office.

IACs after 6/3/2010

Notify the Professional Development Office that your IAC project will not be completed until the end of June. (Send a copy of the IAC by June 3, 2010) Then, submit the completed IAC to the Professional Development Office when the project is finished.

IAC Guidelines from Title 5 of the California Code of Regulations, Part VI, Division 6, Chapter 8, § 55724

The following list of developmental and instructional improvement activities is intended as a guide and not intended to be limited to these activities. It should be noted that some activities can address more than one category.

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, pre-requisites, referring students for service).
Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resources 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).
Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies).
Workshops on how to write grants.
Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline.
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).
Learning a second language to better communicate with the diverse student population.
Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need).
Improving or learning how to deal with computers and technology.

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 of additions.
Creating self-study modules and/or computer-assisted instruction.
Student advising (e.g., academic advising of students by faculty).
Training in classroom research (assessment) techniques.
Mentoring of students.
Faculty participation in student orientation programs.
Matriculation services (e.g., special orientation of 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 transfer processes.
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).

Instructional Improvements

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

Rationale

The focus of activities during flexible calendar time is interpreted to mean all those activities leading toward improvement of the instructional program. In some cases, it is appropriate to involve other college personnel, in addition to faculty, to facilitate improvement in an area of need. The preparation required to teach or perform the services on a day-to-day basis – such as grading student papers, preparing class lectures, attending regularly scheduled department or division meetings – are part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program. However, stepping to the higher level, looking at the course or program as a whole, and then making a major revisions does meet the intent of improvement of instruction.

IACs are available
from Pro Dev