



# Butte College Flex Calendar 2011 - 2012

## Individual Activity Contract For Full-time and Associate Academic Staff

IAC # 2000  
For PDO use only  
Date received in PDO  
\_\_\_\_/\_\_\_\_/\_\_\_\_

### Pre-approval Required

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 and flexibility in your choice of activities, while adhering to Title 5 guidelines. Deliver the form to the Professional Development Office in LB 210 as soon as you finish your project or activity.

IACs require pre-approval by the Dean/Director for full-time faculty and by Department Chairs/Coordinators for Associate Faculty. You are encouraged to pre-plan and submit your IAC proposal for approval during the first 8 weeks of each semester.

- It is recommended that IAC not be more than 50% of the total flex requirement for full-time faculty and not more than 75% for associate faculty.
- Deans/Directors may make exceptions for full-time faculty up to 75%.

### Acceptable topics and the pre-approval process

Topics for individual contracts are to support Staff Improvement, Student Improvement, or Institutional Improvement. Within those guidelines, you decide what is an acceptable activity for your professional and/or personal development. Contact the Professional Development Coordinator if you are not sure your project fits the guidelines. Title 5 guidelines are on the back of this form. The Faculty Flex Committee acts as an appeals committee to review any IAC denials.

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 \_\_\_\_\_

Expected Outcomes: \_\_\_\_\_

Full-time Faculty: Pre-approval by Dean/Director (signature) \_\_\_\_\_

Associate Faculty: Pre-approval by Chair/Coordinator (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 Pro Development use only. Date approved \_\_\_\_/\_\_\_\_/\_\_\_\_ PDOC \_\_\_\_\_ Hours \_\_\_\_\_

# Pre-Approval Required for IACs

## Your IAC proposal does require pre-approval:

### Fulltime-Deans/Directors, Part-time-Chairs/Coordinators.

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, 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.

Using the flex guidelines, Deans/Directors, Chairs/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:

Fulltime-Deans/Directors, Part-time-Chairs/Coordinators.

### IACs after 6/1/2012

Notify the Professional Development Office if your IAC project will not be completed until the end of June. (Send a copy of your proposed IAC by June 1, 2012) Then, submit the completed IAC to the Professional Development Office when the project is completed.

## 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 major revisions does meet the intent of improvement of instruction.

IACs are available  
from ProDev