

## Staff Development Department Flex Day Activity Proposal Form

1. Department(s) [interdisciplinary proposals are welcome]:

2. Focus of activity:

- |  |   |
|--|---|
| <input type="checkbox"/> Discipline subject matter   | <input type="checkbox"/> Campus activity or forum planning      |
| <input type="checkbox"/> Curriculum/program planning | <input type="checkbox"/> Pedagogy/classroom practice            |
| <input type="checkbox"/> Student success data        | <input type="checkbox"/> Student services                       |
| <input type="checkbox"/> Grading/assessment          | <input type="checkbox"/> Serving particular student populations |
| <input type="checkbox"/> Other: _____                |   |

3. Type of activity

- |  |  |
|--|--|
| <input type="checkbox"/> Workshop              | <input type="checkbox"/> Best practices sharing/discussion |
| <input type="checkbox"/> Book group discussion | <input type="checkbox"/> Presentation                      |
| <input type="checkbox"/> Group planning        | <input type="checkbox"/> Data analysis/discussion          |
| <input type="checkbox"/> Other: _____          |  |

3. Area(s) of improvement the activity is intended to support:

- Staff Improvement
- Student Improvement
- Instructional Improvement

4. Describe the proposed activity in a short paragraph that includes the following information:

- Intended participants
- Proposed agenda for the activity (1 ½ or 3 hours in length; **must be conducted 11:15-12:45 and/or 1:30 to 3**)
- Explanation of how the activity will contribute to improvement in the area(s) checked in #3.
- Plan for assessing effectiveness of the activity (evaluation form, survey, focus group discussion, etc.)

Signature, Department Coordinator (if applicable)

Signature, Division Dean

**DEADLINE:** Please submit to Jeanette Sorensen ([jsorensen@fullcoll.edu](mailto:jsorensen@fullcoll.edu)) by **Monday, May 22<sup>nd</sup>**

## **5. FLEXIBLE CALENDAR PROGRAM ACTIVITIES**

### **A. ACTIVITY FORMATS**

The time allowed for faculty to obtain flexible calendar credit is limited to those activities designed to improve a college's staff, student, and instructional program (title 5, section 55724 (a) (4)). Professional development activities intended for instructional improvement can be delivered in many formats including:

- a. in-service training
- b. workshops
- c. conferences
- d. seminars
- e. individual or small group planned projects
- f. institutionally planned activities

### **B. KINDS OF ACTIVITIES**

The following list of development and instructional improvement activities are 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.

#### **1. 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, prerequisites, referring students for services)

Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource 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

## **2. 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 out-dated items and make recommendations for additions

Creating self-study modules and/or computer-assisted instruction

Student advising (e.g., academic advising of students by faculty)

Mentoring of students

Faculty participation in student orientation programs

Matriculation services (e.g., special orientation for 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 services to students

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)

## **3. INSTRUCTIONAL IMPROVEMENT**

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 counselor 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 conferences, 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

All activities should be linked to the comprehensive plan for staff development and to the goals and objectives of the flexible calendar program. In addition, the staff development plan and the flexible calendar program should be linked to the goals and mission of the college. The flexible calendar program is primarily intended to facilitate faculty improvement of the instructional program. However, any institutionally planned activity should be made available to other college staff as well (title 5, section 55724 (a)(5)).

Section 5 above is from the *Guidelines for the Implementation of the Flexible Calendar Program*, pages 15-18.