



# **San Diego Mesa College**

## **FLEX SUBCOMMITTEE**

### **Flexible Calendar Program Review for**

**FY 2006-07**

**Presented to President's Cabinet**

**April 2007**

**SAN DIEGO MESA COLLEGE**  
**FLEX SUBCOMMITTEE**  
**FLEXIBLE CALENDAR PROGRAM REVIEW FOR**  
**FY 2006-07**  
**PRESENTED TO PRESIDENT'S CABINET**

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**SAN DIEGO MESA COLLEGE  
FLEX SUBCOMMITTEE  
FLEXIBLE CALENDAR PROGRAM REVIEW FOR  
FY 2006-07  
PRESENTED TO PRESIDENT'S CABINET**


**COMMITTEE MEMBERSHIP/SIGNATURE PAGE:**

  
\_\_\_\_\_  
Yvonne Bergland  
Chair

  
\_\_\_\_\_  
Susan Mun  
Campus-Based Researcher

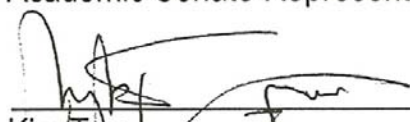
  
\_\_\_\_\_  
Gabriel Adona  
Academic Senate Representative

  
\_\_\_\_\_  
Hank Beaver  
Academic Senate Representative


  
\_\_\_\_\_  
Nancy Bray  
Academic Senate Representative

  
\_\_\_\_\_  
Dana Hall  
Academic Senate Representative

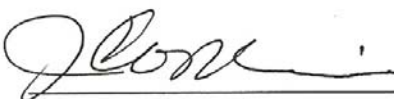
  
\_\_\_\_\_  
Ed Hilscher  
Academic Senate Representative


  
\_\_\_\_\_  
Kim Tran  
Academic Senate Representative

  
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Ben Weaver  
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Angela Liewin-Romeo  
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Caterina Palestini  
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\_\_\_\_\_  
Jodi Corliss  
Administrative Representative

  
\_\_\_\_\_  
Gail Conrad  
SLOAC Coordinator

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**Title 5 Requirement – Section 55726**

- **Agreements and records are maintained for each employee who performs flex activities in lieu of classroom instruction. The number of hours of flex activities is at least equal to the classroom hours from which the employee is released, plus associated hours of out-of-classroom responsibilities (55726).**

In the academic year 2002-2003, the San Diego Community College District instituted an online, automated system for the Flexible Calendar program. This website included the three colleges; City, Mesa and Miramar. It was designed to give faculty access to Instructional Improvement (FLEX) schedules at all sites. The system also permits faculty to design and submit independent projects.

There are two portals to the system: one for faculty and one for the assigned Flex Coordinator at each college. The faculty side of the system contains the following:

1. Welcome – page with email links to each of the coordinators (See Appendix A).
2. Guidelines – these explain the instructional improvement (flex) obligation (See Appendix B).
3. Workshop Registration – a listing of available workshops for faculty with active assignments. Access is password protected (See Appendix C).
4. Your Contract – this password protected document contains the individual faculty member's flex obligation, a listing of workshops enrolled in and a listing of current independent projects. The system automatically computes each faculty member's obligation (See Appendix D) based upon their classroom assignment.
5. Independent Projects – an online "form" for use by faculty submitting independent projects. This document is password protected (See Appendix E).

The "Faculty Flex Admin Application" is used by the Flex coordinator and designated staff to input workshops, review/approve independent projects and monitor the flex obligation. The Flex Coordinator and designated staff are able to view/edit the following parts:

1. Faculty Information – an alphabetic listing of all faculty that records obligation and contracted hours (See Appendix F). Individual faculty records can be accessed for review of activities and obligation hours.
2. Workshop Information – a listing of all approved workshops input by site with start date, start time, end time, capacity, enrolled, attended, cancel and display features. New workshops can be added at any time. Individual workshop rosters are printed and distributed to presenters for reference. This feature is used to produce Mesa's Flex Handbook each year (See Appendix G).
3. Independent Projects – projects submitted by faculty are displayed here for review and action (See Appendix H).
4. Academic Year – a list of the current and previous academic years on the system to permit review of historical data (See Appendix I).

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**Title 5 Requirement – Section 55728**

- **Attendance accounting data as requested, for purposes of calculating the flex adjustment, are reported to the Chancellor's Office Fiscal Services Unit (55728).**

Attendance accounting data are reported to the Chancellor's office Fiscal Services Unit by the San Diego Community College District, Office of the Vice Chancellor of Student Services. These data are submitted within established timelines using the required reporting mechanism.

**Title 5 Requirement – Section 55730**

- **An assessment of needs and a plan of activities are developed annually (55730).**

The Mesa College Flex Subcommittee is responsible to design and administer an assessment of needs and a plan of activities annually. Each year, a "Staff Development Needs Assessment/Survey" is reviewed, revised and then distributed to the college community electronically, (See Appendix J). The returned documents are used by the Flex Subcommittee to plan flex activities for Instructional Improvement Days (FLEX) scheduled prior to the fall and spring semesters.

**Title 5 Requirement – Section 55730**

- **Records of participation are maintained and evaluation is conducted annually (55730).**

Records of participation are maintained in electronic format on the Faculty Staff Development Website or online Instructional Improvement (FLEX), commonly known as the Faculty Flex site.

Mesa College designed and implemented an online evaluation instrument. This tool is administered in both the fall and spring semesters. Appendix K contains a copy of this instrument. Analysis of the fall 2006 evaluations is found in Appendix L.

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**Title 5 Requirement – Section 55730**

- **A flex advisory committee including faculty, students, administrators, and other interested persons meets regularly to make recommendations (55730).**

The Mesa College Flex Subcommittee formed during the 2002/2003 academic year meets on a regular basis. Appendix M contains a listing of its membership.

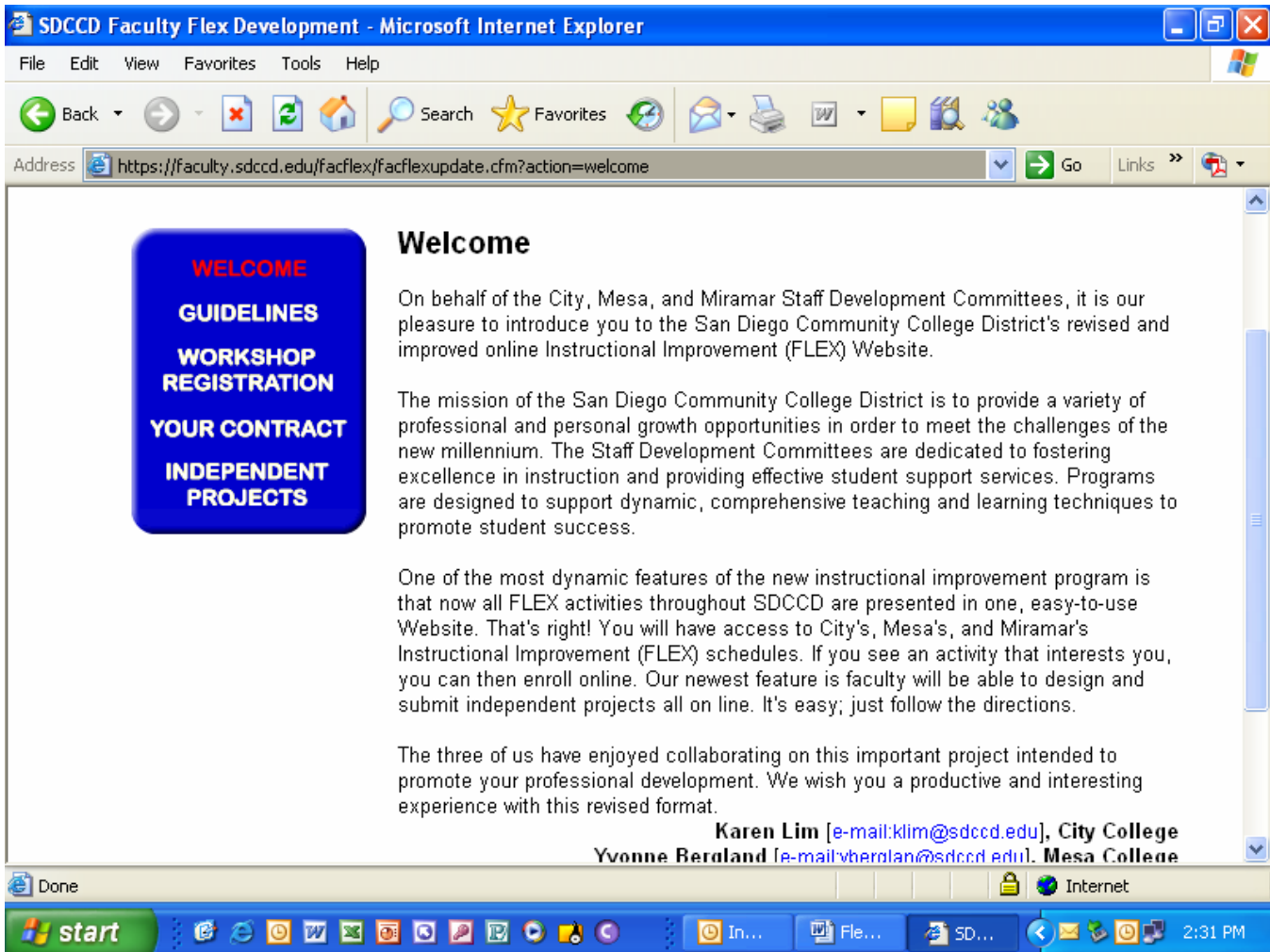
The Flex Subcommittee has the following duties and responsibilities:

- development of the flexible calendar of activities. A minimum of twenty (20) hours commitment including two (2) formal meetings with outside follow-up. The timeline for this project begins in February (Needs Assessment prepared and distributed) through April (review of proposals, design of Handbook, etc.).
- act as communication links to the Schools
- organize, develop and present workshops on FLEX (Instructional Improvement Days)
- review of FLEX proposals. Training will be given to perform this function. Weekly commitment of one (1) hour.

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**APPENDICES**

**WELCOME PAGE**



**GUIDELINES**

SDCCD Faculty Flex Development - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

Address <https://faculty.sdccd.edu/facflex/facflexupdate.cfm?action=goals> Go Links

*City Mesa Miramar*  
**Faculty Staff Development**  
San Diego Community College District

CHANGE PASSWORD LOG OUT

**WELCOME**  
**GUIDELINES**  
**WORKSHOP REGISTRATION**  
**YOUR CONTRACT**  
**INDEPENDENT PROJECTS**

### Guidelines

The academic calendar includes 15 Instructional Improvement (flex) days for all classroom faculty. Flex is defined in Title 5 as "in lieu of instruction." It is designed for faculty to conduct staff, student, and instructional improvement activities. These hours must be monitored for state apportionment.

**Following are guidelines for implementation of the Instructional Improvement (flex) obligation.**

1. All faculty (contract, adjunct, overload) who have a 16-week classroom assignment must meet their Instructional Improvement (flex) obligation.
2. There is no Instructional Improvement (flex) obligation for short-term (less than 16 weeks) or long-term (more than 16 weeks) assignments.
3. All contract faculty must be on campus, or at a designated SDCCD location for

Done Internet

start Inb... Flex... SDC... 2:38 PM

**WORKSHOP REGISTRATION**

**SDCCD Faculty Flex Development - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address <https://faculty.sdccd.edu/facflex/facflexupdate.cfm?action=enrollment>

**WELCOME**

**GUIDELINES**

**WORKSHOP REGISTRATION**

**YOUR CONTRACT**

**INDEPENDENT PROJECTS**

### Contract Information For:

Available Workshops For:

Academic Year: **2006-2007 (07/01/06 - 06/30/07)**

Campus: **ALL** Workshop ID:  **GO**

- Select available Academic Year above and Click on the **Ok** button to display information.
- Click on any Workshop field to view full Workshop Information
- Use the **Check Boxes** to select a specific course for enrollment.
- Click on the **Add** button to enroll in all the courses you have selected.
- Click on the **Clear** button to clear all check boxes.
- You can click on the **↑↓** arrows to re-sort display.
- Be sure to use the **Log Out** when you are finished adding workshops and reviewing your contract.

Add
Clear

ID ↑↓	Title ↑↓	Campus ↑↓	Start Date ↑↓	Mtg Day ↑↓	Start Time ↑↓	End Time ↑↓	Max Seats	Enrolled	Flex Credit	Enroll Me!
39171	(B) School Meeting: Math and N	Mesa	02/23/07	F	01:00 pm	03:00 pm	80	39	2.00	Enroll <input type="checkbox"/>
39172	(B) School Meeting: Health Sci	Mesa	03/19/07	M	02:00 pm	03:00 pm	50	9	1.00	Enroll <input type="checkbox"/>

Internet 2:40 PM

**YOUR CONTRACT**

SDCCD Faculty Flex Development - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop

Address <https://faculty.sdccd.edu/facflex/facflexupdate.cfm> Go Links

<b>Obligation Hours</b> Fall: <b>0.00</b> Spring: <b>0.00</b> <hr/> Total: <b>0.00</b> Less Attended: <b>- 1.00</b> <hr/> Hours Due <b>-1.00</b>		<b>Contracted Hours</b> Enrolled: <b>5.00</b> Attended: <b>- 1.00</b>	
---	--	---	--

Contract faculty must complete their obligation by 12:00 p.m. on the last working day in **May**.  
 Adjunct faculty must complete their flex obligation by 12:00 p.m. on the last working day in **December** for the Fall obligation and by 12:00 p.m. on the last working day in **May** for the Spring obligation.  
**If "Hours Due" is zero or negative, your obligation has been met.**

**Current Workshop Enrollment**  
 For Detailed Information Click On Any Workshop Field.

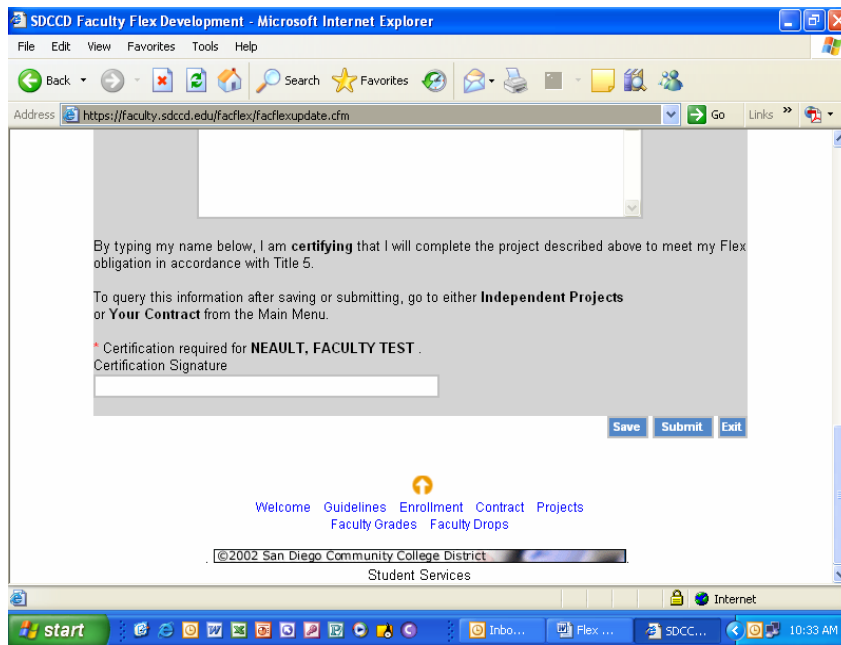
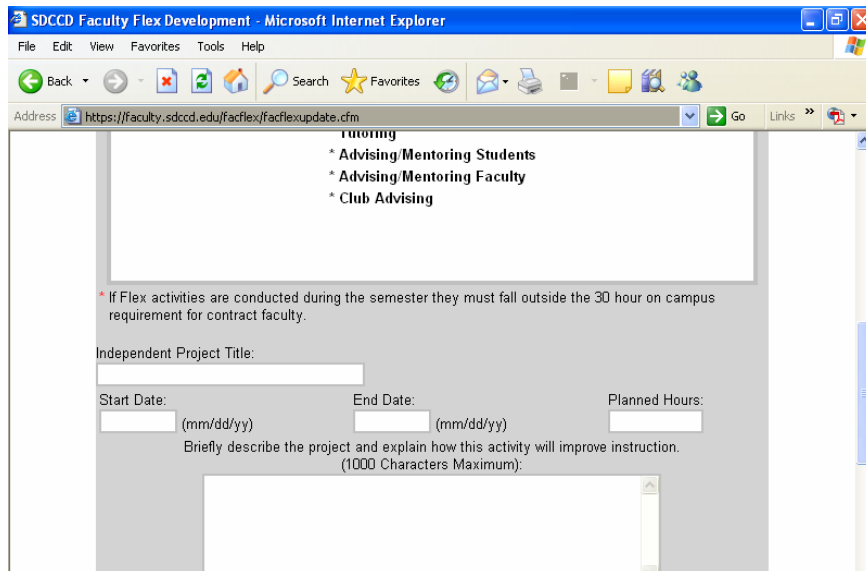
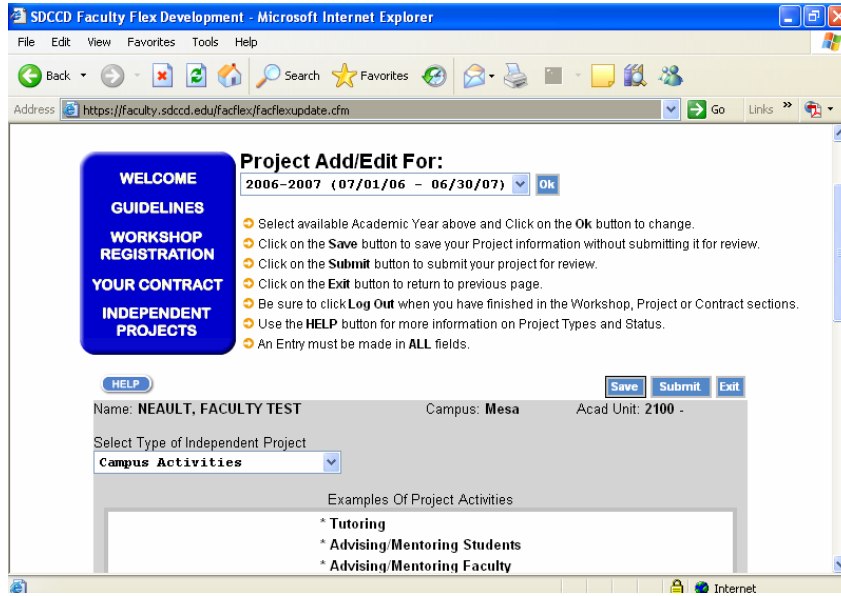
Drop	ID	Title	Start Date	Mtg Day	Start Time	End Time	Campus	Location	Wkshp Hrs	Attend Hrs	Attended
	39044	Logic in the Classroom	09/01/06	F	02:00 pm	03:00 pm	Miramar	S5107	1.00	1.00	No <input type="radio"/> Yes <input checked="" type="radio"/>
<input type="checkbox"/>	39304	The Benefits of Using a F	09/01/06	F	03:10 pm	04:40 pm	City	B203	1.50	.00	No <input checked="" type="radio"/> Yes <input type="radio"/>
<input type="checkbox"/>	39161	(B)(F) Orientation for CO	01/29/07	M	05:30 pm	08:00 pm	Mesa	H 117/118	2.50	.00	No <input checked="" type="radio"/> Yes <input type="radio"/>

**Current Independent Projects**  
 For Detailed Information Click On Any Project Field.

Cancel Project	Restore Project	ID	Title	Start Date	End Date	Planned Hrs	Actual Hrs	Status	Completed
<input type="checkbox"/>	<input type="checkbox"/>	39830	The Cross Papers #1	08/25/06	08/28/06	3.00		Canceled	

start | Internet | 9:20 AM

# INDEPENDENT PROJECTS



**FACULTY INFORMATION**

**SDCCD WEB ADMINISTRATION**  
**FACULTY FLEX ADMIN**

[MAIN MENU](#)
[FACULTY](#)
[WORKSHOPS](#)
[PROJECTS](#)
[LOG OUT](#)

- You can click on the ↑ ↓ arrows to re-sort display.
- You can click on any field to view/edit full Faculty record.

**List Options**

Academic Year: **2006-2007 (07/01/06 - 06/30/07)** Campus: **Mesa** [GO](#)  
 Enrollment: **--All--**  
 Academic Unit: **--All--**  
 Last Name Search:   
 CSID Search:

[>](#)
[>>](#)

**Faculty List** Records **1 to 50** of **914** Total Selected

Csid ↑ ↓	Name ↑ ↓	Status ↑ ↓	Campus ↑ ↓	Acad Unit ↑ ↓	Obligation Hours			Contracted Hours		Obligation Remaining ↑ ↓
					Fall ↑ ↓	Spring ↑ ↓	Total	Enrolled ↑ ↓	Attended ↑ ↓	
[redacted]	[redacted]	Contract	Mesa	2202	32.00	37.50	69.50	55.50	35.50	34.00

**WORKSHOP INFORMATION**

**SDCCD WEB ADMINISTRATION**

## FACULTY FLEX ADMIN

[MAIN MENU](#) | [FACULTY](#) | [WORKSHOPS](#) | [PROJECTS](#) | [LOG OUT](#)

- You can click on the ↑↓ arrows to re-sort display.
- You can click on any field to view/edit full Workshop record.
- Click on the **PRINT CATALOG** button to print current Workshop List.
- Click on the **ADD WORKSHOP** button to add new Workshops.
- Click on the **Roster** link at the left side of row to print Workshop roster.

**List Options**

Academic Year: 2006-2007 (07/01/06 - 06/30/07) Campus: Mesa

Workshop ID:

<b>Workshop List</b>												
Records 1 to 50 of 548 Total Selected												
	Campus ↑↓	ID ↑↓	Title ↑↓	Start Date ↑↓	Start Time ↑↓	End Time ↑↓	Max Seats	Enrolled	Avail Seats	Attended	Canc	Disp
<a href="#">roster</a>	Mesa	39047	(B)(F) Orientation f	08/31/06	05:30 pm	07:30 pm	80	24	56	24	No	Yes
<a href="#">roster</a>	Mesa	39048	(B)(F) New Contract	08/24/06	08:30 am	03:00 pm	80	27	53	25	No	No

**INDEPENDENT PROJECTS**

The screenshot shows a Microsoft Internet Explorer browser window displaying the 'SDCCD Faculty Flex Admin' application. The address bar shows the URL: <https://faculty.sdccd.edu/facflex/admin/index.cfm?action=listprojects&projsortorder=Ft%5FfullName%2C%20W>. The application has a navigation menu with 'MAIN MENU', 'FACULTY', 'WORKSHOPS', 'PROJECTS', and 'LOG OUT'. Below the menu, there are instructions for using the interface, such as clicking on arrows to re-sort, clicking on Faculty or Project fields to view/edit records, and using buttons like PRINT, CHECK ALL, Submit, and Undo.

The 'List Options' section contains the following search criteria:

- Academic Year: 2006-2007 (07/01/06 - 06/30/07)
- Campus: Mesa
- Academic Unit: -All-
- Last Name Search: [Empty]
- Project Status: -All-
- ID Search: [Empty]
- Project Type: -All-

Buttons for 'PRINT CATALOG', 'CHECK ALL AS INPUT', 'Submit', and 'Undo' are visible. Below the search options is a purple header for the 'Independent Project List' with '726 Records Found'.

ID ↑↓	Name ↑↓	CSID ↑↓	Project Title ↑↓	Start Date ↑↓	End Date ↑↓	Planned Hrs	Actual Hrs	Current Status ↑↓	Date of Current Status ↑↓	Change Status
4199	[Redacted]	1700700	San Diego Economic	01/26/07	01/26/07	3.00	3.00	Completed	01/30/07	Process

The Windows taskbar at the bottom shows the start button, several application icons, and the system clock at 3:04 PM.

**ACADEMIC YEAR**

**SDCCD WEB AMINISTRATION**

## FACULTY FLEX ADMIN

[MAIN MENU](#) | [FACULTY](#) | [WORKSHOPS](#) | [PROJECTS](#) | [LOG OUT](#)

- You can click on the ↑↓ arrows to re-sort display.
- You can click on any field to view/edit full Workshop record.
- Click on the **PRINT CATALOG** button to print current Workshop List.
- Click on the **ADD WORKSHOP** button to add new Workshops.
- Click on the **Roster** link at the left side of row to print Workshop roster.

**List Options**

Academic Year: 2006-2007 (07/01/06 - 06/30/07) | Campus: Mesa | [GO](#)  
 Workshop ID: 2006-2007 (07/01/06 - 06/30/07) | 2005-2006 (07/01/05 - 06/30/06) | 2004-2005 (07/01/04 - 06/30/05) | 2003-2004 (07/01/03 - 06/30/04) | 2002-2003 (07/01/02 - 06/30/03) | [>>](#)

[PRINT CATALOG](#) | [ADD WORKSHOPS](#)

### Workshop List

Records 1 to 50 of 548 Total Selected

	Campus ↑↓	ID ↑↓	Title ↑↓	Start Date ↑↓	Start Time ↑↓	End Time ↑↓	Max Seats	Enrolled	Avail Seats	Attended	Canc	Disp
<a href="#">roster</a>	Mesa	39047	(B)(F) Orientation f	08/31/06	05:30 pm	07:30 pm	80	24	56	24	No	Yes
<a href="#">roster</a>	Mesa	39048	(B)(F) New Contract	08/24/06	08:30 am	03:00 pm	80	27	53	25	No	No

**STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY**



*FLEX SUBCOMMITTEE : Dean Yvonne Bergland. Chair. x2509. A109*  
**STAFF DEVELOPMENT NEEDS ASSESSMENT/SURVEY**  
**2007 – 2008 INSTRUCTIONAL IMPROVEMENT DAYS (FLEX)**

**Fall 2007: August 22 and Required On-Campus Days (Contract Only) August 23-24**  
**Spring 2008: Required On-Campus Days (Contract Only) January 24-25**

The Mesa College FLEX Subcommittee is requesting your input to assist in the development of the 2007-2008 Instructional Improvement Days (FLEX) program for both the Fall and Spring semesters. Please list your suggestions for activities that foster professional growth among faculty. **Use one form for each activity suggested. If additional copies of this form are needed, please contact the Staff Development office at x2509 or visit the following website at <http://www.sdmesa.edu/instruction/flex/index.html>.**

Return this form **no later than March 17, 2007** to Yvonne Bergland, Instructional Improvement Days Program, Room A109. Please call x2509 if you have any questions. Thank you.

**Please complete this survey for the following types of activities (check one):**

- Campus-wide workshop, or  Departmental Workshop (\*) or  School Workshop or  Group

**(\*)NOTE:** For Fall 2007 – August 23 is reserved for President’s Contract Faculty Breakfast (8:30am – 12 noon); School Meetings (1:00-3:00pm); Department Meetings (3:00 – 5:00pm)

INDICATE IF THIS WORKSHOP IS FOR: FALL 2007  OR SPRING 2008  OR BOTH

**SUGGESTIONS FOR 2007 - 2008 STAFF DEVELOPMENT WORKSHOPS/PRESENTATIONS**

SUGGESTED TITLE: \_\_\_\_\_

LOCATION OF WORKSHOP: \_\_\_\_\_ (Please verify the use of the location: Mila Zagynskiy at [mzagvans@sdccd.edu](mailto:mzagvans@sdccd.edu) for classrooms, Joyce Skaryak at [jskaryak@sdccd.edu](mailto:jskaryak@sdccd.edu) for LRC.)

MAXIMUM CAPACITY OF WORKSHOP: \_\_\_\_\_ LENGTH OF WORKSHOP: \_\_\_\_\_  
 HOURS (\*)

PRESENTER(S): \_\_\_\_\_ (If you are not the Presenter, please confirm with the person named.)

BRIEF 2-3 SENTENCE DESCRIPTION OF WORKSHOP: \_\_\_\_\_

CHECK HERE IF SPECIFIC DATE/TIME IS NEEDED FOR THIS WORKSHOP. Indicate these \_\_\_\_\_  
 (Requested dates not guaranteed.)  
 (NOTE: The following dates/times are **NOT** available: August 23, 2007, all day; January 25, 2008, 2:00 – 4:00 p.m.)

Check here if travel is involved with this workshop. Indicate where: \_\_\_\_\_ (Note: Workshops involving travel outside SDCCD will require individuals to complete a no-cost travel request form.)

Check here if there is a cost involved (i.e. admission fee, etc.) State amount \$ \_\_\_\_\_

Check here if equipment is needed. State what it is \_\_\_\_\_

NAME (please print) \_\_\_\_\_

SIGNATURE / DATE \_\_\_\_\_

<b>FOR COMMITTEE USE ONLY:</b>			
Workshop date:	FALL _____ mm/dd/yy	SPRING _____ mm/dd/yy	
Workshop Time:	Start _____ am/pm End _____ am/pm	Start _____ am/pm End _____ am/pm	
Presenter:	Notified _____ Date	Notified _____ Date	
NOTES:	_____ _____		
Processed by:	_____ Committee Member	_____ Date	

**ONLINE EVALUATION INSTRUMENT**

**San Diego Mesa College  
Instructional Improvement Days  
Evaluation of Flex Activities  
Fall, 2006**

Title 5 requires that the effectiveness of conducted staff development activities be evaluated. Please refer to your online Flex contract as needed to assist you with answering the following questions regarding your fall Flex activities that began July 1, 2006. Your feedback will be used to design future staff development activities. Your participation is greatly appreciated. Thank you!

1. What is your faculty status?
  - Adjunct faculty
  - Contract faculty
  
2. What flex activities did you do during the fall semester?
  - I enrolled in and attended workshops only. *(if selected, survey goes to Q3, skips Q4)*
  - I submitted independent projects only. *(if selected, survey skips Q3, goes to Q4)*
  - I did both. *(if selected, survey goes to Q3 and then Q4)*
  
3. Alpha designators are used to designate the different themes of Mesa's workshops. These designators precede the title of the workshops. Please indicate the themes of the workshops you attended:
  - B: School/Department/Group/College-wide
  - C: Committee Participation
  - D: Technology
  - E: Personal and Cultural Enrichment
  - F: Curriculum/Instruction
  - G: Generic Pre-Approved Workshops
  - H: Health and Wellness
  - O: Online Professional Development
  - P: Academic Program Review
  - S: Assessment and Student Learning Outcomes
  
4. Please indicate what type(s) of independent project(s) you submitted:
  - Curriculum and Instruction
  - Meetings and Committees
  - Campus Activities
  - Technology
  - Professional Organization
  - Self-Improvement/Wellness
  - Research/Writing
  - Community Outreach
  
5. Please indicate your level of agreement with the following statements.
  - a. The workshops I attended and/or independent projects I submitted met my expectations by teaching me what I had hoped to learn.
    - Strongly agree
    - Agree
    - Disagree
    - Strongly disagree
    - Not sure
    - Decline to answer

**ONLINE EVALUATION INSTRUMENT**

- b. I will be able to incorporate the information I learned from the workshops and/or independent projects into my teaching.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Not sure
  - Decline to answer

- c. Overall, I was satisfied with the workshops I attended and/or independent projects I submitted.
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
  - Not sure
  - Decline to answer

6. Do you have any comments regarding the workshops you attended or independent projects you submitted over the past term? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Do you have suggestions for future workshops and/or projects? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you!!!

**ANALYSIS OF THE FALL 2006 EVALUATIONS****San Diego Mesa College  
Evaluation of Fall 2006 Flex Activities****Introduction**

An evaluation survey was conducted for Fall 2006 flexible calendar activities in accordance with Title 5, which mandates that all flex professional development activities be evaluated. The survey was administered electronically via the Internet. An email with a link to the survey was sent out on the 12<sup>th</sup> and 13<sup>th</sup> of October to 766 faculty members, and the response rate was 27.8% with a total of 213 responses. The first survey item regarding faculty status, which elicited 212 responses, indicated that 138 of the 553 adjunct faculty members at Mesa responded to the survey, yielding an adjunct faculty response rate of 25.0%, while 74 of the 213 contract faculty members responded to the survey, yielding a contract faculty response rate of 34.7%.

**Flex Activities: Workshops and Independent Projects**

Of the 205 respondents who indicated the type(s) of activities in which they participated, 93 (45.4%) enrolled in and attended workshops only, 26 (12.7%) submitted independent projects only, and 86 (42.0%) did both. Approximately one-half of adjunct faculty enrolled in and attended workshops only, while the majority of contract faculty did both types of flex activities. However, 19.1% (N = 25) of adjunct faculty submitted independent projects only, whereas only 1.4% (N=1) of contract faculty did so. The proportion of faculty who submitted independent projects only was much higher for adjuncts perhaps because the independent projects are more convenient and amenable to adjunct faculty schedules.

Table 1. Types of Flex Activities Engaged in by Adjunct and Contract Faculty

	What is your faculty status?					
	Adjunct		Contract		Total	
	Count	%	Count	%	Count	%
I enrolled in and attended workshops. only	68	51.9%	25	33.8%	93	45.4%
I submitted independent projects only.	25	19.1%	1	1.4%	26	12.7%
I did both.	38	29.0%	48	64.9%	86	42.0%
<b>Total</b>	<b>131</b>	<b>100.0%</b>	<b>74</b>	<b>100.0%</b>	<b>205</b>	<b>100.0%</b>

Respondents were asked to indicate the themes of the workshops they attended. Each individual may have attended multiple workshops with different themes. Of the 183 respondents to this question, 155 (84.7%) attended School/Department/Group/College-wide workshops, 77 (42.1%) attended Curriculum/Instruction workshops, and 50 (27.3%) attended Personal and Cultural Enrichment workshops.

Table 2. Themes of Workshops Attended

Responses	Count	% of respondents who selected response
School/Department/Group/College-wide	155	84.7%
Curriculum/Instruction	77	42.1%
Personal and Cultural Enrichment	50	27.3%
Technology	43	23.5%
Assessment and Student Learning Outcomes	40	21.9%
Committee Participation	36	19.7%
Generic Pre-Approved Workshops	21	11.5%
Online Professional Development	20	10.9%
Academic Program Review	19	10.4%
Health and Wellness	10	5.5%

For the 113 individuals who indicated the type(s) of independent project(s) they submitted, the most frequently submitted type of project was Curriculum and Instruction (N = 58, 51.3% of question respondents), followed by Professional Organization (N = 27, 23.9% of question respondents) and then Meetings and Committees (N = 23, 20.4% of question respondents).

Table 3. Types of Independent Projects Submitted

Responses	Count	% of respondents who selected response
Curriculum and Instruction	58	51.3%
Professional Organization	27	23.9%
Meetings and Committees	23	20.4%
Research/Writing	14	12.4%
Technology	13	11.5%
Campus Activities	12	10.6%
Self-Improvement/Wellness	9	8.0%
Community Outreach	8	7.1%

## Survey Items

The survey had three Likert-scale items which pertained to the fulfillment of expectations held for flex, applicability of flex to teaching, and overall satisfaction with flex. The three Likert-scale items were:

1. The workshops I attended and/or independent projects I submitted met my expectations by teaching me what I had hoped to learn.
2. I will be able to incorporate the information I learned from the workshops and/or independent projects into my teaching.
3. Overall, I was satisfied with the workshops I attended and/or independent projects I submitted.

## Responses to Survey Items: Overall

Approximately half of the respondents agreed positively with the three statements, while about one-third to two-fifths of the respondents strongly agreed. Those who disagreed accounted for 7 to 12% of the respondents, while no one strongly disagreed with the first statement and less than 2% did so for the second and third statements. While there was slightly more disagreement with the statement, “I will be able to incorporate the information I learned into my teaching,” than with the other statements, overall, most respondents positively agreed or strongly agreed with all three statements.

Table 4a. Overall Responses: Statement 1

		Count	%
The workshops I attended and/or independent projects I submitted met my expectations by teaching me what I had hoped to learn.	Strongly agree	84	40.8%
	Agree	101	49.0%
	Disagree	20	9.7%
	Strongly disagree	0	.0%
	Not sure	1	.5%
	Total	206	100.0%

Table 4b. Overall Responses: Statement 2

		Count	%
I will be able to incorporate the information I learned from the workshops and/or independent projects into my teaching.	Strongly agree	75	36.2%
	Agree	102	49.3%
	Disagree	25	12.1%
	Strongly disagree	4	1.9%
	Not sure	1	.5%
	Total	207	100.0%

Table 4c. Overall Responses: Statement 3

		Count	%
Overall, I was satisfied with the workshops I attended and/or independent projects I submitted.	Strongly agree	87	42.0%
	Agree	101	48.8%
	Disagree	15	7.2%
	Strongly disagree	4	1.9%
	Not sure	0	.0%
	Total	207	100.0%

## Responses to Survey Items: Adjunct and Contract Faculty

The adjunct and contract faculty responses to the items reflected the same pattern seen in the overall responses, with approximately half of the respondents positively agreeing with the statements regarding met expectations, applicability to teaching, and overall satisfaction, almost as many strongly agreeing, few disagreeing, and those who strongly disagreed being few and far between. There was slightly more disagreement among contract faculty than adjunct faculty with the three statements. Strong disagreement

was only seen from 3% of adjunct faculty in response to applicability to teaching and overall satisfaction. Overall, between 85% and 92% agreed or strongly agreed that their expectations were met, the information they learned was applicable to their teaching, and they were satisfied overall.

Table 5a. Adjunct and Contract Faculty Responses:  
 “The workshops I attended and/or independent projects  
 I submitted met my expectation by teaching me what I had hoped to learn.”

What is your faculty status?						
	Adjunct		Contract		Total	
	Count	%	Count	%	Count	%
Strongly agree	52	39.4%	32	43.8%	84	41.0%
Agree	67	50.8%	33	45.2%	100	48.8%
Disagree	12	9.1%	8	11.0%	20	9.8%
Not sure	1	.8%	0	.0%	1	.5%
Total	132	100.0%	73	100.0%	205	100.0%

Table 5b. Adjunct and Contract Faculty Responses:  
 “I will be able to incorporate the information  
 I learned from the workshops and/or independent projects into my teaching.”

What is your faculty status?						
	Adjunct		Contract		Total	
	Count	%	Count	%	Count	%
Strongly agree	49	37.1%	26	35.1%	75	36.4%
Agree	64	48.5%	37	50.0%	101	49.0%
Disagree	14	10.6%	11	14.9%	25	12.1%
Strongly disagree	4	3.0%	0	.0%	4	1.9%
Not sure	1	.8%	0	.0%	1	.5%
Total	132	100.0%	74	100.0%	206	100.0%

Table 5c. Adjunct and Contract Faculty Responses:  
 “Overall, I was satisfied with the workshops  
 I attended and/or independent projects I submitted.”

What is your faculty status?						
	Adjunct		Contract		Total	
	Count	%	Count	%	Count	%
Strongly agree	57	43.2%	30	40.5%	87	42.2%
Agree	62	47.0%	38	51.4%	100	48.5%
Disagree	9	6.8%	6	8.1%	15	7.3%
Strongly disagree	4	3.0%	0	.0%	4	1.9%
Total	132	100.0%	74	100.0%	206	100.0%

Reponses to Survey Items: Workshops and Projects

In terms of having expectations met, finding flex to be applicable to teaching, and being satisfied overall, the majority of those who attended workshops only or did both workshops and independent projects agreed positively with the statements. However, the majority of those who did only independent projects strongly agreed with all three statements. This overall difference in levels of agreement could be attributed to the fact that independent projects by their very nature give faculty more direction and control over their own flex experiences than do workshops, which are organized and designed externally. The stronger agreement among those who submitted only independent projects may also be partially due to social desirability response bias, whereby self-evaluations tend to be more favorable than evaluations of work performed by others.

Table 6a. Workshops and Projects:  
 “The workshops I attended and/or independent projects  
 I submitted met my expectation by teaching me what I had hoped to learn.”

What flex activities did you do during the fall semester?								
	Workshops only		Independent projects only		Both		Total	
	Count	%	Count	%	Count	%	Count	%
Strongly agree	34	36.6%	14	56.0%	35	41.2%	83	40.9%
Agree	49	52.7%	8	32.0%	42	49.4%	99	48.8%
Disagree	9	9.7%	3	12.0%	8	9.4%	20	9.9%
Not sure	1	1.1%	0	.0%	0	.0%	1	.5%
Total	93	100.0%	25	100.0%	85	100.0%	203	100.0%

Table 6b: Workshops and Projects:  
 “I will be able to incorporate the information  
 I learned from the workshops and/or independent projects into my teaching.”

What flex activities did you do during the fall semester?								
	Workshops only		Independent projects only		Both		Total	
	Count	%	Count	%	Count	%	Count	%
Strongly agree	23	24.7%	16	64.0%	35	40.7%	74	36.3%
Agree	53	57.0%	6	24.0%	41	47.7%	100	49.0%
Disagree	14	15.1%	2	8.0%	9	10.5%	25	12.3%
Strongly disagree	2	2.2%	1	4.0%	1	1.2%	4	2.0%
Not sure	1	1.1%	0	.0%	0	.0%	1	.5%
Total	93	100.0%	25	100.0%	86	100.0%	204	100.0%

Table 6c: Workshops and Projects:  
 “Overall, I was satisfied with the workshops  
 I attended and/or independent projects I submitted.”

What flex activities did you do during the fall semester?								
	Workshops only		Independent projects only		Both		Total	
	Count	%	Count	%	Count	%	Count	%
Strongly agree	35	37.6%	16	64.0%	36	41.9%	87	42.6%
Agree	50	53.8%	6	24.0%	42	48.8%	98	48.0%
Disagree	7	7.5%	2	8.0%	6	7.0%	15	7.4%
Strongly disagree	1	1.1%	1	4.0%	2	2.3%	4	2.0%
Total	93	100.0%	25	100.0%	86	100.0%	204	100.0%

### Comments and Suggestions

The flex evaluation ended with two open-ended items soliciting comments regarding workshops attended or independent projects submitted and suggestions for future workshops and projects. The types of responses yielded by these two open-ended items were indistinguishable from one another in terms of content. Therefore, the comments and suggestions were examined together in the content analysis.

The two open-ended items yielded 76 discrete comments/suggestions, which were grouped into 10 themes.

**Table 7. Flex Comments/Suggestions Grouped by Theme**

<b>Themes</b>	<b>N</b>	<b>%</b>	<b>Responses</b>	<b>N</b>	<b>%</b>
Workshops of interest	19	25.0%	Workshops on technology	6	31.6
			Workshops on adjuncts	2	10.5
			Workshops on foreign language instruction	2	10.5
			Workshops on non-violent communication	2	10.5
			Workshops like 4faculty.org	1	5.3
			Workshops on best practices	1	5.3
			Workshops on coping with stress	1	5.3
			Workshops on creating surveys	1	5.3
			Workshops on SLOs	1	5.3
			Workshops on stretching/increasing flexibility	1	5.3
Workshops on student/classroom issues	1	5.3			
Scheduling	11	14.5%	Need to be more considerate of adjunct faculty schedules	8	72.7
			Need to rearrange flex schedule	3	27.3
Criteria for qualifying as flex credit	9	11.8%	Appreciate that so much can count as flex credit	2	20.0
			Need to rethink the criteria for what counts as flex credit	2	20.0
			Should offer Flex credit for attending Commencement	2	20.0
			Cultural activities, e.g. museums, concerts, should count	2	20.0
			Cultural activities, e.g. museums, concerts, should not count	1	10.0
Personal/professional enrichment	9	11.8%	Complements/enriches my teaching	5	55.6
			Flex contributes to my personal enrichment	4	44.4
Special commendation for specific workshops	8	10.5%	Attended City College workshops	3	37.5
			Faculty Life Drawing Workshop was excellent	1	12.5
			Hank Beaver's workshop was excellent	1	12.5
			Library Open House was excellent	1	12.5
			SLO workshops were excellent	1	12.5
WebCT workshop was excellent	1	12.5			
Personal issues	7	9.2%	Personal issues (no flex obligation, needed more time, etc.)	7	100.0
Overall praise for flex	6	7.9%	Flex is excellent overall	4	66.7
			Good opportunity to blend with other faculty	2	33.3
Room for improvement	3	3.9%	Flex manual needs improvement	1	33.3
			Need more participant interaction in the workshops	1	33.3
			Need to use Flex to break the status quo	1	33.3
Unexpected cancellation	2	2.6%	Flex presenter did not show up/unexpected cancellation	2	100.0
Negative criticism	1	1.3%	Flex is bureaucracy	1	100.0
<b>Total</b>	<b>76</b>	<b>98.7%</b>	<b>Total</b>	<b>76</b>	<b>100.0</b>

The most frequently-mentioned comments were related to the themes of workshops of interest (25.0%), scheduling (14.5%), and criteria for qualifying as flex credit (11.8%), as well as personal/professional enrichment (11.8%). The need to be more considerate of adjunct faculty schedules was the most frequently submitted comment or suggestion (N = 8). There were mixed feelings regarding the theme of criteria for what qualifies as flex credit, with some faculty conveying satisfaction with the criteria (N = 4) and others expressing skepticism (N = 4). Equally present were comments pertaining to the personal and professional enrichment that flex brings to the faculty (N = 9).

### **Looking back and heading forward...**

The results of the flex evaluation suggest that for Fall 2006 flexible calendar activities, the vast majority of faculty, contract and adjunct who attended workshops and/or submitted projects, agreed or strongly agreed that their expectations for flex were met, the information they learned could be applied to their teaching, and their overall feeling was that of satisfaction. The comments and suggestions indicated that more consideration needs to be given to adjunct faculty schedules. Many faculty expressed gratitude for the personal and professional enrichment that flex provides. Feelings were mixed regarding criteria for what counts as flex, and several suggestions were made for future workshop offerings. Kudos to the Fine Art department for their life drawing workshop, Hank Beaver, the LRC, WebCT, and SLO presenters for the honorable mentions made by their faculty peers.

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