

To: Academic Senate
From: Marilyn Marquis
Re: Discipline Reassigned Time
Date: April 25, 2017

Reassigned time equity and transparency for academic disciplines has many advantages. It is my hope that highlighting the connection between fair and equitable policies in regard to the allocation of reassigned time will motivate the administration to review the current practices. A fair and equitable system of support for disciplines will contribute to the college's ability to meet accreditation standards and to support the mission statement, vision statement, values statement, goals, and priorities of the college.

Accreditation Standard II focuses on the role of faculty in assuring academic quality and institutional effectiveness. The faculty members in every discipline contribute to the effectiveness by promoting dialog within that discipline and with related disciplines to ensure continuous learning. Faculty members also contribute through program review and ongoing assessment of student learning, through analyzing the results of those assessments, and through implementing changes that will contribute to the effectiveness of their teaching. Managing resources to assure effectiveness in support of academic quality is an expectation. The accreditation standard also requires a shared understanding, which can only be achieved when members of the faculty have a clear understanding of their role in achieving success. This can only happen when faculty have time away from the demands of the classroom and when one person in each discipline has the responsibility for ensuring that the dialog happens and standards are met.

In order for the institution to successfully engage in continuous evaluation and planning, each discipline must also engage in evaluation and planning. Faculty members accomplish this through annual program review. While every faculty member, full-time and part-time, contributes to the effectiveness of the discipline, one person in the discipline must have leadership responsibilities for a process that leads to academic quality.

Additionally the Accreditation Standard requires clarity, accuracy and integrity of information regarding accreditation status. This requirement of providing clarity, accuracy, and integrity to every aspect of the institution also justifies the request for clarity, accuracy, and integrity in the assignment of reassigned time.

The accreditation standard also encourages all faculty have responsibility to ensure that the content, methods of instruction and professional standards are met. We are encouraged to continuously improve every aspect of our courses and teaching to ensure student success. The accreditation standards also require validation of the effectiveness of department-wide course and program examinations and that processes are in place to reduce test bias and enhance reliability. One person in the discipline needs to take responsibility for promoting opportunities meeting these expectations.

The College Mission statement focuses on the college's commitment helping students reach their academic goals. The Vision Statement focuses on promoting students' contribution to the greater society. The Values Statement highlights the importance of a collaborative teaching and learning community. Each of these ideals can only be realized when the faculty have the respect and support

of the administration so that they can enthusiastically participate in the process of supporting the students and the institution.

In an effort to promote clarity and equity in the process of determining discipline reassigned time, I asked the faculty to identify the discipline wide responsibilities. What do they have to do in order to meet the obligations of accreditation and the college? There are some unique disciplines that will require additional consideration. For example, performing arts, team sports, the library each has requirements beyond those required for academic success.

The responses were consistent regardless of number of sections, the FTES, or FTES. Thus, in small disciplines there are fewer faculty members to share in the work. In disciplines with a single full-time faculty member, that one person must meet same responsibilities that might be shared among a group in larger disciplines. Additionally, in disciplines with a basic skills component and a transfer component, like English and Math, the responsibilities for each are uniquely different and might benefit from separate coordinators.

These are the requirements for which lead faculty in every discipline should receive reassigned time and those things which most lead faculty identified as important for their continued effectiveness. Some disciplines, like English, ESL and Math, are involved in assessment into courses with prerequisites, and have a program of sequential courses with shared final exams, select textbooks for the discipline and thus require additional coordination.

Requirements

Program Review

Enrollment Management

Curriculum revision and updates

Instructional Equipment requests

Faculty requests

Budgets

Student Learning Outcomes supervision

Scheduling of classes: fall, spring, & summer, with multiple drafts

Staffing

Hiring part-time faculty

Observation reports for part-time faculty

Handling pre-requisite challenges

Good Practices

Mentoring part-time faculty

Discipline specific staff development

Holding discipline/department meetings

Textbook selection

Collaborating with the library staff to create research projects for the discipline

Collaborating with student services to ensure appropriate discipline specific advising

Collaborating with discipline faculty to recommend student tutors

Keeping the discipline webpage updated

Community outreach to encourage new students in the discipline