

COACHE UPDATE

Instructional Staff Meeting

November 8, 2017

Provost Paul Arcario



Community College

COACHE Timeline

- April 2015: Faculty survey administered
- October 2015: Results emailed to all faculty
- Fall 2015: Faculty Council-sponsored information and discussion sessions
- Spring 2016: Focus groups conducted by external consultant

Lack of released time for research for untenured faculty after scholarly time ends

- Released time instituted for 6th-year faculty starting in AY2016-17
- Number of awards depends on budget availability
- Application process created
- “Blind” reading and ranking of proposals by academic chairs using a rubric
- Award is 3 hours released time

Academic Affairs Research/Creative Work Award

2016-17	Applied	Awarded
	6	6

2017-18	Applied	Awarded
	25	15

Travel funding

- Increase made in coverage of registration fees:

	Old Guidelines	New Guidelines
First conference presentation	100%	100%
Second conference presentation	40%	75%

Workload: Released Time

Lack of transparency and standardization across departments regarding released time

- **In 2016, formula developed for departmental released time for Program Directors.**
- **Increased released time for Program Directors by 5% (in total).**
- **Departmental “administrative” released time not yet standardized.**

Faculty Support from Academic Affairs AY 2016-17

Released Time	Hours	Expenditures
• <i>CTL (Grants)</i>	178	\$295,275
• <i>Other AA (Tax-levy)</i>	935	\$1,122,000
Total Released Time	1,113 Hrs rt	\$1,417,275
Stipends – CTL	n/a	\$372,247
Totals		\$1,789,522

Tenure and Workload Issues

- Clarity regarding “primary function” category:
Provost’s Learning Space: Self-Report of Teaching
- Expand what counts in college contribution category
- Allow some “double counting” in categories to reduce workload

Primary Function: Teaching

After participating in Provost's Learning Space:

- Use template for faculty Self-Report of teaching.
- One goal is sufficient in this category [but including more is okay].

Self Report of Teaching

1. What “question” were you trying to explore? [an actual question, issue, or challenge you would like to deal with in your class, e.g., learning obstacles students encounter, a common difficulty for students, particularly challenging learning objectives].
2. What new or revised strategy did you use in dealing with your question?
3. How did you assess student outcomes?
4. What outcome(s) would have you believe that you dealt successfully with the question/problem? In other words, what benchmark did you set for achievement?
5. What were the outcomes? What happened in terms of your benchmark?
6. Reflection: What worked /didn't work in terms of the strategy and/or assessment? Will this strategy now become part of your pedagogical “toolbox?” What adjustments, if any, would you make? What would you do differently, if anything?

College Contributions and “Double-counting”

Activities below are examples how the college contribution category has been broadened. Activities that support goals designated as college priorities during a particular time period by the president and/or provost also now “double count” in two categories for purposes of reappointment (see first 3 examples below). Currently, assessment, advisement, and first year experience are the designated priorities.

- Leading or being lead writer for a periodic program review or accreditation [formerly only department, now department *and* college];
- Active and substantial engagement in student advisement [formerly only student guidance, now guidance *and* college];
- Developing a new program (major/option) or articulation agreements for a program [formerly only department; now department *and* college]
- Fostering increases in student recruitment, retention, or graduation;
- Fostering college connections to the community.

Promotion

- Attempting to clarify language regarding “leadership ability.”

Lack of transparency/clarity regarding Collegewide P&B Process

- Provost meeting with Senate faculty and Faculty Council each semester.
- Data on College-wide P&B actions collected and disseminated.
- Collegewide P&B website created.

<http://laguardia.edu/Academics/Personnel-and-Budget-Committee>

Gender and racial equity issues

- Outside consultants (“Essential Partners”) hired to conduct faculty workshop in Spring, 2017
- Workshop conducted for academic chairs and deans, Spring, 2017
- Faculty & Staff of Color Collective launched September, 2017
- SURJ (Showing Up for Racial Justice) campus chapter
- New hire: confidential counselor

What's Next

- Series of follow-up discussions being scheduled.
- Joint meeting of departmental P&B Committees will be scheduled this coming winter.