

Request for Reassignment Proposal

Instructions: Complete the following form, ask your dean to review and sign, and then submit it to the Office of Instruction. You can use the Tab key to move through the form fields.

1. Term in which assignment would begin (*semester, year*) Fall, 2017
2. Application Date (*mm/dd/yyyy*) 01/26/2017
3. Author(s) Jessica Kaven (Professor, Faculty Assessment Coordinator, IPC co-chair, ELITE Member, & Honors Transfer Program Coordinator), Lezlee Ware (Professor, ELITE Member & Distance Education Coordinator), Allison Hughes (Instructional Technologist & ELITE Member), Denise Erickson (Professor & Faculty Professional Development Coordinator, ASGC Member), Michael Hoffman (Professor & ACES co-coordinator), Sondra Saterfield (Professor), Doniella Maher (Professor, AFT Rep & English Department Coordinator), Salumeh Eslamieh (Professor & AFT Rep), Anna Budd (Professor), Elizabeth Terzakis (Professor), Paul Roscelli (Professor & PTK Advisor), Monica Malamud (Professor, AFT President & ASGC Member), Lisa Palmer (Professor & ASGC Member), Michael Stanford (Professor)

Overview

4. Type of Request:
 - New request for reassignment
 - Renewal of existing reassignment
 - Augmentation to existing reassignment
 - Revision to a previously submitted application
5. Position or Project Name:
Identify a "one line" description of the type of assignment (faculty leadership, coordinator, research, etc.)
Faculty Coordinator for the Center for Innovation and Excellence in Teaching (CIETL)

Amount of Reassignment

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: □ 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. □ Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week

6. Fall (*FTE*) 0.40 Spring (*FTE*) 0.40 Total Annual (*FTE*) 0.80
7. Duration of Reassignment
How many semesters of reassigned time are being requested? When is the end date? (Please note that if the request exceeds two years, a renewal RRP will be required.) □
2 years (Spring 2019)
8. Commitment
Upon completion of the reassignment term:
 - The work is complete and no further investment of reassigned time will be required.
 - The work will require an ongoing commitment of reassigned time or other staffing.
9. How will the part-time faculty replacement costs be funded?
 - Fund 1 PT faculty allocation
 - Grant funding, please specify
 - Categorical funding, please specify

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Other, please specify

Justification

10. Identify the duties to be performed and explain why they require reassigned time.

Cañada's CIETL, a center dedicated to innovation and excellence, formerly initiated by the Vice President of Instruction (and validated and supported by administration and faculty), an institutionalized place for directed focus on issues of teaching and learning, was dismantled several years ago without a clear explanation and is now being requested to be re-invigorated.

Duties to be performed by the CIETL faculty coordinator will include but is not limited to:

1. Use the current physical CIETL designated area and create a virtual space for inquiry and excellence in teaching, learning and program planning.
2. Create a campus-wide culture of evidence-informed, innovative professional development in teaching and learning focused on student success, which includes (but, is not limited to) Flex Day activities for faculty.
3. Identify and use tools and resources to make evidence-informed decisions in teaching, learning and program planning.
4. Assist faculty and students to engage in a collaborative, supportive environment for learning, thinking, sharing and discussion.
5. Assist with the GE Pathways program.
6. Designated space (physical & virtual) for ELITE, Enhanced Learning & Instruction through Technology Education. ELITE space will include assistance with distance education/pedagogy, Canvas/technology, faculty assessment/TRACDAT.
7. Collaborate with the ELITE program to find necessary resources and tools that will allow faculty to explore innovative teaching strategies in their courses.
8. Collaborate with the ELITE Program to offer high-quality distance education and Canvas trainings for faculty new to teaching online and faculty looking to update and advance their online education skills.
9. Create and/or facilitate creative learning and sharing opportunities for faculty related to honors, learning outcomes/assessment, faculty focused professional development activities, transfer, and transfer communities.
10. Invite faculty and staff to provide trainings and workshops to be presented campus-wide.
11. Create a space for all employees to come and experiment with the latest educational technologies and engage in conversations about teaching and learning.

11. Identify how the activities align with the college's strategic plans and initiatives.

The primary purpose of CIETL is committed to the college's core mission of helping all of our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning across campus.

CIETL directly aligns with the colleges Student Equity Plan (goals 1 & 2), Student Engagement Plan (principles 4 & 6), Strategic Enrollment Plan (strategic direction/goals #1, Teaching and Learning), and Educational Master Plan (goal #1). Additionally, CIETL supports the college mission of creating a learning-centered environment, ensuring that students from diverse backgrounds (including, but not limited to 1st generation, high needs and basic skills) have the opportunity to achieve their educational goals by providing excellent and innovative teaching,

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learning and transfer opportunities. Along with the college, CIETL focuses on cultivating students' abilities to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgements, and understand and appreciate different points of view through the focus on improved teaching and learning with the support of the Office of Instruction.

12. Provide evidence that the quantity of reassigned time being requested is justified by the workload.

This might be accomplished by providing a schedule of work to be performed during a typical week. (1 unit = 2.5 hours per week)

1. Staffing CIETL, which includes ELITE, and providing group mentoring sessions - 5hrs/week
2. Collaboration with campus programs (e.g., ELITE, learning communities) - 1-2hrs/week
3. Planning conferences, workshops, speaker and film series for and by faculty - 2 hours/week
4. Meeting and discussing creative learning opportunities on-campus - 2-5hrs/week
5. Research and implement faculty centered learning and innovative opportunities on campus - 1hr/week
6. Meeting with retention specialists, counselors and reporting - 2hrs/week

13. Nature, number and frequency of meeting *(if applicable)*

Meetings will be ongoing, organic and will occur daily.

14. Number of faculty directly served by this position annually *(if applicable)*

The entire institution, which includes faculty, staff, students and administrators, will be impacted by revitalizing CIETL as one of the college's foci should be on its commitment to excellence and innovation in teaching and learning.

15. Number of students directly served by this position annually *(if applicable)*

All of the college's students will be positively impacted by CIETL annually and continually.

Assessment

16. Outcomes

List the outcomes that can be expected upon completion of the term of reassignment.

1. Create a physical and virtual space for inquiry and excellence in teaching, learning and program planning.
2. Identify and use tools and resources to make evidence-informed decisions in teaching, learning and program planning.
3. Create a campus-wide culture of evidence-informed, innovative professional development in teaching and learning focused on student success, which includes (but, is not limited to) Flex Day activities for faculty.
4. Create high-quality training for distance education, Canvas, regular effective contact, and accessibility for new and returning online, hybrid, and face-to-face faculty in conjunction with the instructional technologist and distance education coordinator.
5. Build a strong partnership with the ELITE Program in order to offer consistent training and advice for faculty and staff looking for professional development opportunities and support.
6. Implement an assessment plan that outlines how faculty and staff training needs will be identified, and how CIETL will ensure these needs are being met.

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17. Accountability

Describe how the activities performed under this assignment will be recorded and reported.

CIETL will operate as an innovative space, which will include formal meetings in which minutes will be taken and posted online. A interactive calendar will also be co-constructed and shared with the campus community. Workshops and events will be informed by attendance and feedback from workshop attendees which will be collected through feedback forms and electronic surveys. Additionally, invited faculty presentations will be filmed in order to upload and share with the entire college community.

Administrative Use Only

Dean's Review:

- Fully support request
- Support with reservation
- Do not support (explanation required)

Explanation:

VPI Action:

- Approve request as submitted
- Approve request but with less time than requested
- Deny request with recommendation to revise
- Deny request (explanation required)

Explanation:

Recommendation for alternate funding:

- Professional Development
- Grant/Categorical (specify)
- Overload hourly special project
- Stipend
- President's Innovation Fund
- Trustees Fund for Program Improvement
- Short-term hourly staff

Comments:

Approved Duration of Assignment:

Outcomes and reporting requirements:
