

Theme 4: Faculty Renewal

(No ranked order among the components and actions has been established by the Theme 4 working group at this time.)

Component 1: Workload

Action 1: Increase tenure density to better balance tenure-track/tenured faculty workload (see Appendix A below).

Action 2: Align WTU allocations with RTP Components.

- Clarify the expectations for each component of RTP (Teaching, Professional Development, and Service).

Action 3: Ensure that all mandatory training is verified as mandatory, and is matched to the appropriate trainees.

Component 2: Faculty Support and Evaluation

RTP Process

Action 1: Articulate and disseminate RTP “best practices” from across campus. This is to include both practical protocol, as well as mentoring.

Action 2: Establish and Support mentoring programs.

Action 3: Create a richer method of teaching assessment in the RTP process, to include:

- Supporting faculty to develop a real understanding of teaching practice, syllabus elements, pedagogy, and the components of “a learning moment”
- Identifying teaching excellence and practice.
- Improved Mechanisms for accounting for our teaching practice (thus capturing and valuing what we actually do)

Action 4: Promote a university-wide philosophy on faculty expectations (such as the Teacher-Scholar Model).

Post-Tenure Review

Action 5: Reimagine post-tenure review:

- Create a supportive process, including funding, to re-engage faculty who want to recommit to research, teaching and service.
- Attach funding incentives to post-tenure review for highly engaged/active faculty.

Action 6: Recognize the academic maturity of our colleagues during post-tenure review, and stress the importance of self-imposed standards of rigor and accountability. One way to express this is through:

- Accountability based on our care of our department (accountable for each other)

Temporary Faculty

Action 7: Institutionalize the new Lecturer Orientation, to include an orientation on the RTP Process for Lecturers, and to produce/distribute a Temporary Faculty Handbook.

Action 8: Provide incentives for successful long-term temporary faculty.

Action 9: Standardize expectations/evaluations of Graduate Student Teachers

Component 3: Compensation

Action 1: Enact campus-level compensation mechanisms as allowed by the CBA, to include:

- Addressing Inversion
- Addressing Compression
- Addressing Stagnation
- Addressing Salary Competiveness

Action 2: Create a campus mechanism to ensure that compensation issues are addressed in an equitable and ethical manner, to include:

- Promoting general transparency to salary and negotiation (tell people how they can negotiate their salaries openly)
- Within Colleges define in Constitution or Procedures
- Encourage people to share information down the line –train Deans, Chairs, Secretaries to know and disclose:
 - Promotion practices
 - Recognize that base compensation is negotiated, but the President can take action beyond what is negotiated.
 - General compensation ethics

Action 3: Maintain momentum regarding increases in Professional Development Funds. Continue to improve support for developing research.

Action 4: Streamline processes for the distribution of incentive funds and improve communication about internal grant funding (no RFPs for small grants).

Component 4: Sense of Belonging and Well Being

Action 1: Create Spaces for Communication, Collaboration, and Socializing, for example:

- Fully return Selvester’s Café-by-the-Creek as a faculty/staff dining facility
- Ensure that all Colleges or buildings have a common faculty space room to meet, eat and collaborate.

- Establish Wellness spaces for faculty on campus (communication hub for health and community group activities and news –child care, after school, baby care, elder care)

Action 2: Develop, administer, and respond to an annual Campus Climate Survey

Action 3: Create an Ombudsman for the campus.

Action 4: Continue to practice “Chico Communication” including:

- Training to facilitate community (Chairs, Deans, Staff at orientation)
- Disseminate literature on better and effective leadership

Component 5: Administrative and Faculty Relationship

Action 1: Emphasize a Culture of Transparency via an Intentional Architecture, to include:

- Rely on shared governance principles and processes
- Establishing a university policy on agenda-posting and meeting minutes.
- Tracking Policy Coordination and Development.
- Committee Efficiency Project: Provide a “clearinghouse of committees” of administrative committees and make available who is on the committees, as well as the charge for each of the committees. CAD, Council of Chairs, Cabinet, Campus Planning Committee, Research Foundation Board.
- Creating a formal process of Notification/Consultation and final formal enrollment so everyone knows processes and where to find information.
- Creating subcategories of types of policies to manage appropriately.
- Consistent and intentional communication flow for all key university meetings.

Action 2: Design activities/programs to engage both faculty and administrators to understand each other better and to do things together.

Appendix A: Faculty Workload Inventory

TEACHING (all in the context of increased class sizes)

Course preparation for an established course (much more for new course)

- Syllabus updates (including new required policy language)
- Reading/assignment updates
- Build LMS structure (learn new LMS, learn new features)
- Make course materials accessible
- Build and then maintain class online website in Blackboard
- Posting enrichment material online.
- Learn new applications for Blackboard learn.
- Learn applications of Google (for posting)
- Update/acquire applications for devices

In-Class hours (4 classes = 10 hrs./week)

Class preparation

- Maintain currency
- Prepare presentations
- Prepare assignments
- Prepare in-class materials

Grading

- Create rubrics
- Review assignments (comments, grades)
- Maintain online or offline gradebook

Student contact outside of class

- Office hours (scheduled and drop-in)
- Email (24/7)

Supervision instruction (may or may not be part of assigned teaching load)

- Graduate students
- Independent Study
- Thesis/Project/Professional Paper
- Internships
- Developing relationships for internship placements

Letters of Recommendation

Assessment of SLOs (departmental and General Education)

SERVICE

Departmental Committees

- Personnel
- Curriculum
- Library
- Assessment
- Etc.

College Committees

- Personnel
- Leaves
- Scholarships
- Etc.

University Standing Committees (see Senate list)

Ad Hoc Committees

- Searches
- Other examples fall 2014: SET Committee, APC Theme working groups, etc.

Advising

- Departmental: majors, minors (twice a year mandatory for many/most departments); graduate students/potential graduate students
- Student organizations
- University-wide programs: Summer O, Chico Preview Day, Professor Palooza, etc.

Guest presentations

- in other courses
- for campus groups: Conversations on Diversity, CELT, etc.
- for community groups

Other Service

- Discuss best practices used with colleagues inside and outside department
- Provide best practices examples
- Provide commentary and advice to community leaders
- Interviews with media
- Assist colleagues' manuscript, mentoring
- Providing ideas to lists like this!
- Writing letters of recommendation for students, colleagues
- Keeping up with LinkedIn—students, colleagues.

RESEARCH/PROFESSIONAL DEVELOPMENT

Research and writing

Conference attendance/presentations

Grant-writing

- Internal (IRG, CELT, other)
- External
- Sabbatical/leaves applications

Service to the profession

- Professional organization leadership
- Manuscript reviews

Other Research:

- Review book advertisements from publishers for class texts, for research texts
- Updating vitae
- Internet searches for updating current, past research links and research used.