

**Coordination of Academic Units by Faculty Leads
Procedures**

1. *Reassigned time credits (RTC) during the academic year*
 - a. The dean and the academic lead will complete the *Leads Roles and Responsibilities Worksheet* (see Appendix A) approximately every three years, unless there are substantive changes to an academic unit, or the dean and/or lead request a review. This review sets the shared understanding of the needs of the academic unit and the expectations of the lead.
 - b. Academic leads receive a minimum of 3 RTC/semester for each of the fall and spring semesters when the majority of responsibilities as outlined in the *Leads Roles and Responsibilities Worksheet* are required to meet the needs of the academic unit.
 - c. In cases where the academic unit's size, scope, and/or complexity (using metrics such as enrollments, number of course sections, and number of different courses, and/or credentials as a guide, see Appendix B) is beyond the norm at the college, a higher RTC can be proposed with the recommendation of the dean and approval by the Vice President of Academic and Student Affairs.
 - d. In instances where the needs of an academic unit may not require most of the responsibilities as outlined in the *Leads Roles and Responsibilities Worksheet* due to the limited size, scope, or complexity of the unit or the nature of the unit, RTC will be determined commensurable with the responsibilities. The dean in consultation with the faculty lead will provide a rationale for the proposed RTC to the Vice President of Academic and Student Affairs.
 - e. The RTC per semester will be established on or about February 1st of each year for the following academic year. All academic lead RTC will be reviewed and approved by the Vice President of Academic and Student Affairs and adjustments made if necessary to ensure equitable reassigned time across schools and units in relation to the size, complexity, and demands of the area.
 - f. Deans will include the RTC in the faculty workload for fall and spring semester, which in accordance with VCCS policy 3.5.0.1.10 cannot exceed 40 credits for the academic year.
 - g. RTC that is determined to meet the needs of an academic unit may be distributed among faculty within a unit based on allocation of responsibilities, not to exceed the amount determined herein by this procedure.

2. *Compensation during summer session for general lead duties*
 - a. Academic leads will receive compensation equivalent to a minimum 1 and up to 2 RTC in the summer for general lead duties such as responsiveness to deans for adjustments in schedules; assisting the dean with hiring and onboarding of adjunct faculty; evaluation of course substitutions; and responsiveness to student services/advising; program assessment/curricular needs; and other duties as needed in the summer. The RTC for these basic duties will be at a minimum of 1 and up to 2 RTC determined in consultation with dean for each summer based on the needs for that summer and approved by the Vice President of Academic and Student Affairs.
 - b. *Project Agreement/Stipend* forms with the summer compensation will be completed, signed by academic leads and deans, and submitted on or about May 15th of each year for approval by the Vice President of Academic and Student Affairs.
3. *Compensation for program review reports*
 - a. Academic leads who oversee units with degrees, certificates, and career studies certificates are required to submit program reviews based on the program review cycle established by the Director of Academic Assessment, Evaluation, and Analytics.
 - b. As part of the regular academic year RTC, academic leads are responsible for data collection, analysis and evaluation of student learning outcomes and program performance metrics. Additional RTC will be allocated in the summer session for writing of the program review report.
 - c. Compensation for writing the program review reports will be determined in consultation with the dean and the Director of Academic Assessment, Evaluation, and Analytics, and approved by the Vice President of Academic and Student Affairs based on the number of degrees, certificates, and career studies certificates under review in each program review cycle.
 - i. Compensation equivalent to 1 RTC will be allotted for each degree program under review with additional 0.25 RTC allotted for each lower credential associated with that degree. See examples in Appendix C.
 - ii. *Project Agreement/Stipend* forms for program review reports shall be completed, signed by academic leads and deans, and submitted on or about May 15th of each year for approval by the Vice President of Academic and Student Affairs. Upon receipt of the program review report, the dean will approve remuneration.
4. *Reassigned time for special projects*
 - a. Faculty may be tasked with special projects from time to time that are aligned with the college's mission and strategic initiatives that are outside the scope of academic lead responsibilities and are not limited to faculty serving as program leads.
 - b. Reassigned time for special projects will be negotiated between faculty and their dean with approval from the Vice President of Academic and Student Affairs.

5. *Appointment of Academic Lead*

- a. Leads are selected from among the qualified faculty within an academic unit in accordance with SACSCOC Principle 6.2.c and to meet the educational mission and goals of the college.
- b. The dean recommends an academic lead to the Vice President of Academic and Student Affairs for appointment to a one-year term. Consecutive appointments may be made, at the recommendation of the Dean.
- c. If no faculty within an academic unit express interest in serving in the role, then to ensure the college remains compliant with accreditation, faculty within the academic unit shall rotate as lead via a process established by the academic unit faculty in collaboration with the dean (see Appendix D for an example process).

6. *Periodic Evaluation*

- a. The Vice President of Academic and Student Affairs shall initiate a review of the procedure following the first academic year of implementation and then thereafter review on a three-year cycle.
- b. Evaluation will include feedback from all stakeholders, including but not limited to academic leads and deans.

Document History:

Approved: Kim Blosser: March 1, 2022

Appendix A: Leads Roles and Responsibilities Worksheet

Academic Lead Roles and Responsibilities Worksheet

Academic Program/Discipline Lead

An Academic Program/Discipline is a faculty member with responsibility for facilitating the educational goals of academic program(s) or discipline(s) within a school or division at the college in consultation with the Dean. The Program Leads primary responsibility is as a teaching faculty and as such, duties of program lead should not negatively impact teaching responsibilities. The Program/Discipline Leads receive reassigned time for completion of program responsibilities.

Purpose

Program and discipline leads collaborate with the appropriate faculty and school dean to implement the educational mission and goals of the college by (a) participating in the planning and management of instructional and personnel services, (b) representing the students and faculty of the program, (c) engaging in problem solving at the program level, (d) directing, coordinating and managing within the program, with other programs, and with other college departments to achieve educational goals.

Program/Discipline: _____

Lead: _____

Dean: _____

Signatures

Date:

Lead: _____

Dean: _____

VP ASA _____

Performance Responsibilities

Column A*

Column B**

1 Program Leadership/Facilitation

a. Program/Department/Discipline Meetings

Schedules and facilitates unit meetings as necessary.

Notes:

b. Program Communication

Communicates with fulltime and adjunct faculty, and at times, dual enrollment faculty, regarding program/departamental business, delivery of courses, reinforces communication from dean/VP regarding college policies, procedures, requirements, and updates.

Notes:

c. Textbooks

Coordinates Textbook adoption and communication with bookstore.

Notes:

d. Scheduling

Assist the Dean with course scheduling as needed, provides recommendations. With support from dean, works with FT and adjunct faculty to ensure coverage of all course sections at all instructional sites.

Notes:

e. Budgeting

Develops and submits program budget requests for capital and operational items in conjunction with the dean to meet program goals and outcomes, including annual Equipment Trust Fund (ETF) requests.

Notes:

f. Hiring and Mentoring Faculty

Assist dean with screening and interviewing potential adjuncts and evaluating credentials. Collaborate with dean in full-time faculty hiring. Acclimate and serve as a resource to newly hired faculty and adjuncts. (Dean has primary responsibility of initiating hiring process.)

Notes:

g. Curricular Advisory Committees

Maintain CAC membership and ongoing communication with the advisory committees. Work with dean to schedule CAC meetings, develop agenda and submit minutes.

Notes:

h. Dual Enrollment

Facilitate the approval of textbooks and syllabi for dual enrollment courses by program faculty, reinforces program changes/updates.

Notes:

2 Curriculum

a. Program/Discipline Curricular Development

Review curricula and facilitates discussion as needed to identify modifications, additions, deletions. Works with program faculty and dean to facilitate curricular/course proposals through C&I process if curricular change is needed.

Notes:

b. Course Updates

Review Course Content Summaries for accuracy and currency, ensure most up to date version are posted in the repository. Work with program faculty and dean to facilitate course changes through the C&I process as needed.

Notes:

c. Program/Discipline Assessment

Reviews assessment plan, submits SLOs, coordinates program and/or Gen Ed assessments (as appropriate) to be conducted during the semester. Coordinates with Director of Assessment on collection of data. Analyzes and shares data with program faculty. Submits program review report. (additional reassigned time allotted in summer for writing of program reviews) AY21-22 includes participation on Assessment Committee

Notes:

d. Program Planning

Provide input on short and long-range planning in conjunction with dean. Share input from Curriculum Advisory Committee as appropriate. Work with dean on articulation agreements.

Notes:

e. Curricular Point of Contact

Provides input as needed on course substitutions and equivalencies. Serves as point of contact for advising and promotion of degree program. Reviews program marketing materials, provides updates for program guides and website info.

Notes:

3 Other Responsibilities as Appropriate

a. Observe Adjunct Faculty

Assist dean by performing classroom observations of adjunct and/or DE faculty. When appropriate, engage other FT faculty to assist with observations. NOTE: need to quantify appropriate number of observations per semester. Dean completes formal evaluation.

Notes:

b. Program Specific Accreditation

Varies by program. List accrediting organization. Provide level of reporting required. (1) reporting required only on a multi-year accreditation cycle; (2) some documentation required each year; (3) intensive data collection/analysis/reporting annually. (Note: In years where accreditation visits occur, reassigned time will be considered separately from annual RTC.

Notes:

c. Internships, Clinical, or Practicum Placements

Varies by program. Provide level of coordination: (1) primarily student directed; (2) needs moderate faculty coordination; (3) more intensive faculty coordination required

Notes:

d. Outreach Activities

Varies by program, may include outreach to k-12, community or business organizations. Must be beyond that expected as faculty member in general.

Notes:

e. Additional Assigned Activities

List any special projects or activities identified with dean (i.e. SACSCOC QEP; PCEP 2.0)

Notes:

NOTE *Column A represents those responsibilities that are expected of a *degree program* lead, with most, though perhaps not all, for *discipline* leads depending on the discipline area.

**Column B represents responsibilities that are dependent on the nature of the degree or discipline.

Appendix B: Reassigned Time Credit (RTC) Rubric

An example of a guide for evaluating the size, scope, and complexity of programs for consideration of RTC beyond 3 credits/ semester.

****Reassigned Time Credit (RTC) Rubric** – to be used as a guide in determining if an academic unit warrants more or less than 3 RTC (per semester; fall 2021 data)

	3 RTC		
	SMALL	MID	LARGE
Number of Reg Sections	<20	20 to 80	> 80
Number of Program Hdct	<25	25-125	>125
Number of diff Courses	<5	5 to 20	>20
Number of creds	1	2 to 5	>5
other			
RTC = 3			

Appendix C: Program Review RTC Examples

One (1.0) RTC for each degree with .25 additional for each associated lower credential within a degree for the writing of the report.

Assumptions: When certificates and career studies certificates (CSC) are associated with a degree, these will be bundled together in one report. While the data is required to be disaggregated for each credential, most of the narrative can be combined. Given the level of support and guidance provided by the Director of Academic Assessment, Evaluation, and Analytics in the current program review process, 1.0 RTC (equating to 40 clock hours) is considered sufficient time for writing of the final report for a single degree program.

Program in Catalog	Degree	RTC	
Information Systems Technology	AAS	1.00	2.25
Cloud Computing	CSC	0.25	
Cybersecurity and Networking Foundations	CSC	0.25	
Networking Specialist	CSC	0.25	
Software Development	CSC	0.25	
Technology Essentials	CSC	0.25	

Program in Catalog	Degree	RTC	
Education	AA&S	1.00	1.00
Early Childhood Development	AAS	1.00	1.50
Advanced Early Childhood Development	CSC	0.25	
Early Childhood Development	CSC	0.25	
			Total:
			2.5

Appendix D: Example of Process for Rotation of Lead Duties established by the English Department

The selection of the Academic Lead for the next academic year should be made in January each year, so that the faculty lead's upcoming fall and spring schedules can be planned with release time in consideration. Leads will serve for a two-year period, and may choose to continue in that role on a year-to-year basis if there are no other volunteers. Ideally, there will always be a volunteer to serve.

However, if there is no one willing to volunteer, the Academic Lead role will rotate, starting with the most senior faculty member who has not already served as lead and excluding any faculty who are not on multi-year contracts. In that case, the Lead position will rotate every two years, in descending order of seniority for those who have not already served. If there is a willing volunteer at the end of someone else's two-year period, then the Lead rotation would be suspended and resumed the next time there is no volunteer.