



CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION

Advanced Studies in Education and Counseling Department

ASEC PROGRAM COORDINATORS 101

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INTRODUCTION

First, thank you for serving as a program coordinator. This guidebook is intended to help you steer your program in the right direction.

Your service as a program coordinator is appreciated. This step marks your leadership capacity, both in terms of your own self-assurance as well as the public recognition of your peers. You'll notice that the words "service" and "coordinator" are very close to each other, with good reason.

This experience will further develop your leadership skills, and provide you with a deeper understanding of academic governance and operations. It will also give you more insights about your peer program colleagues, and help you network with faculty in other subject domains.

As the program coordinator, your focus is on student success, supported by strong relevant curriculum and high-quality instruction by top-notch faculty. As part of this focus, you also foster a spirit of teamwork with our program faculty, and serve as their representative leader to the rest of the department and beyond. In effect, you are instrumental in improving student success, the program faculty, and the program itself.

You are strongly encouraged to set a couple of yearly professional goals and personal goals for yourself for your own benefit.

Coordinating a program is a highly complex and demanding function. At times, it can be stressful. At times you may feel alone. There is help: the department chair, your peer coordinators, the college associate deans, the dean, graduate office, credential office, assessment office, development office, and several staff such as the ASM, facilities manager, and tech specialist. It takes all of us to help students and programs succeed.

This guidebook addresses several aspects of program coordination. Each section describes the tasks, and provides tips for optimizing results. This guidebook is a "living" document in that your ideas are welcome; you can help improve it for your next year – and for the next program coordinator.

IMPORTANT CONTACTS

ASEC OFFICE

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Long Beach CA 90840-2201
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ASEC PERSONNEL

Lesley Farmer, Chair	562.985.4509
Laura Portnoi, Assistant Chair	562.985.7047
Erica Robinson, Dept. Coordinator	562.985.7947
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COLLEGE OF EDUCATION OFFICES

Dean	562.985.4513
Graduate office	562.985.8476
Credential office	562.985.4109
TPAC office	562.985.1106
Assessment office	562.985.2506
Development office	562.985.7477
Administrative Services Manager	562.985.1615
Facilities office	562.985.7609
Technology service	562.985.1112

CSULB HELP NUMBERS

University police	562.985.4101
Tech help desk	562.985.4959
Facilities management	562.985.HELP
Parking	56.2985.4146
Disabled Students Services	562.985.5401
Counseling/Psychological services	562.985.4001

College of Education Program Coordinator Responsibilities

1. **Representing the program as needed on and off campus including district, regional, state venues**
2. **Recruitment and Admissions**
 - Participating in recruitment fairs and activities with local schools
 - Conducting informational meetings
 - Coordinating the application process (e.g., application reviews, conducting applicant interviews, making admission recommendations, etc.)
3. **Advising**
 - Providing general (whole group and individualized) advisement to prospective and continuing students
 - Overseeing student completion of program requirements
 - Conducting program orientations
 - Addressing student concerns, conduct and dispositions
4. **Scheduling**
 - Scheduling courses and instructors
 - Identifying part time faculty
 - Coordinating changes to schedule
5. **Program Development and Assessment**
 - Developing program curriculum
 - Coordinating program curriculum review and updates
 - Reviewing/revising program objectives and student learning objectives
 - Overseeing the development and improvement of the program and supporting courses
 - Overseeing assessment of the program and supporting courses: signature and other course and program assessment instruments, collecting and analyzing data, identifying and implementing actions for improvement
 - Working with faculty, advisors and advisory committee members to review program data and suggest ways to improve the program and its factors (e.g., instructional design, faculty instruction, resources)
 - Preparing and disseminating program documents: recruitment, advising guides, assessment and accreditation reports
 - Coordinating longer-term program planning
6. **Overall Coordination**
 - Planning program meetings; coordinating program-related work of faculty in program
 - Maintaining communication with administrators, staff, and other faculty regarding program matters; fielding requests (e.g., regarding curriculum issues, program operations, lecturer reviews).
7. **Other**
 - Updating the program website
 - Overseeing the comprehensive examination process
 - Assist with Graduate Culture activities
 - Planning mixers and other social events with students
 - Attend Department and College coordinator meetings
 - Oversight of field experiences, including field supervisors

CURRICULUM

What do we want our students to be able to know and do – in each course and by the end of their program? That is the basis for the curriculum. Several programs have national accreditation bodies or professional standards that guide the curriculum content. Programs also have to comply with state CSU and CSULB regulations. Nevertheless, academic freedom exists in the design and delivery of instruction of the curriculum. As program coordinator, you oversee the program's curriculum to make sure it is high-quality, relevant, and supportive of the college's and university's mission.

Basic Curriculum Practices

Every instructor is required to submit the current syllabus each term (typically electronically) to the ASEC office. It is a good practice for you as the program coordinator to be copied in the syllabus submission so that you can review it for currency and quality, particularly to support new instructors.

Every course should have a Standard Course Outline (SCO). This document provides the framework for the course, and insures that all students will be able to meet the same identified Student Learning Outcomes (SLO). The SCO may be given to new instructors to guide them in their instructional design and delivery. The SCO serves as the basis for course changes, and should be reviewed every three years to make sure that it reflects current content and practice. Ideally, the program coordinator should have a copy of each program SCO. While the ASEC office has some SCOs, it is more likely to maintain current syllabi.

Textbook orders need to be placed early: mid March for fall and mid October for spring. If the program uses lecturers, or if the instructor has not been assigned as of those dates, you may need to place the textbook orders yourself. The bookstore and the ASEC office can help you.

At the end of the semester, program faculty need to submit data about the signature assignments for the courses they taught, and usually a sample of student work at each level (1-4 level of competency). As the program coordinator, you need to make sure that all applicable faculty complete these tasks.

Be sure to help new instructors understand how curriculum and instruction operate within the program; the department chair will orient them to department practices. You may want to observe new instructors at some point in their first semester to ascertain what support they might need. You might have new instructors pair up with a veteran instructor, especially for course details. You should also encourage them to take BeachBoard workshops, and get instructional design help from Academic Technology Services. New instructors may also need help with enrollment and other course administrative issues, in which case you can direct them to the ASEC office. The ASEC office can also help them with guest speaker parking, supplies and some equipment, or direct them to the appropriate office.

Course Delivery Modes

CSULB offers a wide variety of learning experiences for students, and is mainly considered a face-to-face campus. Increasingly, hybrid and online courses have been added to the mix within CSULB and the College of Education. Generally, faculty undertake online instruction cautiously, wanting to make sure that

students will have rich learning experiences that lead to demonstrable competence commensurate with the results of face-to-face and hybrid courses. It should be noted that if instructors do not use technology within a human context, then a different learning experience occurs.

As your program faculty examines the curriculum, they should think about potential feasible modes of course delivery. Here are several factors to be addressed when considering hybrid and online courses.

- **Status of students.** Online methods courses do not seem appropriate for preservice candidates because interaction and timely learning moments/interventions cannot be modeled well by online instructors. Instructors also need to address students' dispositions and socialization when designing courses.
- **Equity.** All courses need to be ADA-compliant. Do students have adequate Internet connectivity (bandwidth) to take online courses?
- **Community context.** How is technology used with the program's target clientele?
- **Program-specific issues that can or cannot be met in online courses.** Many courses need F2F socialization and real-time physical experiences (e.g., building small group collaborating skills, presenting before live audiences, reading and addressing paralanguage).
- **Faculty interest and readiness.** It is not necessary for all faculty to instruct online. Do faculty want to teach online? Do they have technical skills and online instructional design expertise?

Hybrid courses seem to be a good way to explore technology-enhanced instruction and learning. It might be doable to pair an online course with a F2F/hybrid course so that the same candidates can have some F2F interaction and socialization. It would probably be good for every student to experience online learning, even if it is just one unit within a course because they are likely to experience professional development online at some point, and may practice in online environments. Whatever the decision, the mode of delivery for individual courses (or course section) needs to be determined by all program faculty in light of the program's curriculum and overall mission. It should also take into consideration relevant professional accreditation standards and expectations.

Course and Program Changes

Course and program changes undergo both department and college review, so such changes should be done carefully and thoughtfully. New programs have to be reviewed all the way up to the Chancellor's office level. Occasionally, a change is minor, such as adding a delivery mode or changing the course title (if content doesn't change); these changes can usually be done in an expedited manner. Even for course changes, make sure to check its impact on the overall program, SLOs, and CSULB catalog text copy; involve all program faculty, if possible. Furthermore, changes could impact other programs, so make sure that you get consultation documentation from all college department chairs and any programs that may be impacted; your department chair can suggest some possible groups to consult.

The process for changing a course or program is detailed at <http://www.ced.csulb.edu/college-governance/ced-curriculum-guidelines>. The proposal is electronically submitted to the department curriculum committee chair, and copied to the department chair and ASEC department coordinator. It's a good idea to discuss possible changes with the department chair first; s/he can provide some practical advice, and has the "big picture" so can see possible broad implications. One faculty member serves as the proposer; for a course it is usually the person who is designated to teach the course, and for a program it is usually the program coordinator who makes the proposal. It is good practice for the program coordinator to accompany the proposal to review meetings. The department curriculum committee closely examines changes, both in terms of content as well as technical/presentation aspects; their job is

to insure that the changes are appropriate and effective. The more thorough your documents are for the department curriculum, the easier it is to get college level approval. Be sure that the department chair signs off on the proposal when it has been approved at the department level. Also make sure that the ASEC department coordinator gets an electronic version of the final approved changes.

Be strategic in course and program changes. Currently, the campus approves changes once a year; all changes must be approved and submitted to CSULB's Curriculum office by November 1, so you need to work backwards to determine a realistic timeline for development, review, and approval. It is good practice to begin work in the spring; the latest that initial proposals can be submitted to the department curriculum committee is October 1. Changes become effective the following fall term.

Even after the changes are approved, more tasks are required. Alert the Graduate office about program changes, and see if any forms (such as advancement to candidacy) need to be changed (such as course title). Update the program website and program documents as needed.

SCHEDULING

Scheduling is an essential task for program coordinators, and needs to be addressed all four terms of the year. It is possible that you will be dealing with several terms at once as you plan ahead, and have to make last-minute changes. However, if you plan early and carefully, those changes can be minimized, and students and faculty can look forward to a predictable schedule that meets their needs.

Most program coordinators start by reviewing the past term or year's schedule: What worked, and what should be improved? The department coordinator sends you the prior semester schedule, and then asks for changes. Keeping notes about scheduling activities throughout the year can save you time when planning begins for the next term. Has the program changed, which can affect course sequencing and offerings? Do days of the week and time of day meet students' and faculty's needs? Does the sequence of courses facilitate student progress? Are the right number of sections offered to insure timely student progress while being able to fill the section so students have rich learning experiences? Do you need to consider alternative times such as weekends, or provide hybrid courses? Would a course blossom in a "smart" or "active" classroom? Would a co-taught course add value to the students' learning experience? As you can see, scheduling reflects educational philosophy.

In addition, specific faculty situations need to be considered. Who has assigned time? Has a grant bought out some of the faculty's time? Does the faculty have reduced time because of a personal need? Does the faculty want or need a special kind of room, or need to schedule the course in a specific building (such as one with labs for easy access)? Do they have lots of supplies that they integrate into the course so that a first floor classroom would be handy? Special requests are more likely to be accommodated if made early, so prompt scheduling results in happy faculty, students, and office staff. If a faculty member has a special need, such as wheelchair access, that might need accommodations, direct that person to the department office coordinator.

Because faculty workloads and student demand may change, it is often better to leave the instructor name blank rather than list "staff" or assign a part-time lecturer to the course if there is any chance that the course will be cancelled. In fact, it is better to list a T/T faculty who *might* get other work to insure that they will satisfy their full workload for the year; if they are assigned other work, then a part-time lecturer can be slotted in closer to the term. Scheduling gets most crucial for spring semester because if a faculty member has a light workload in the fall, the spring workload has to be greater in order to reach the 24-unit mark for the faculty's workload. Additionally, more students seem to enroll in the fall, so sometimes spring courses may be cancelled, so it's better to front load work in the fall.

Part-time (PT) faculty require close attention. They may have an entitlement, which means that they expect to teach X number of units per year in courses that they are qualified to teach based on their contracts and prior teaching service. The order of instructor assignment is as follows:

1. T/T faculty
2. 3-year full-time (FT) lecturers (15 units each semester)
3. Other continuing multi-year FT lecturers
4. 3-year PT lecturers up to their time base entitlement
5. Other continuing multi-year (not 3-year) PT lecturers up to their time base entitlement
6. Visiting faculty
7. Other PT and FT lecturers with no multi-year appoints who were employed last year

8. New employees

Check with the department chair and the office coordinator about lecturer status.

The program schedule planned request is submitted typically **six** months ahead to the department coordinator; she will meet with you to verify the details and clarify any questions. Submit the schedule request as a list of changes, as exemplified here.

COUN CLASSES

(May 15, 2014)

Spring 2015 Schedule Requests:

Change: COUN 508B: change enrollment cap to 30

Change: COUN 555: change Instructor to Staff

Change: COUN 643A—Section 02: remove this section

Room: COUN 643D—Section 01: need room (AS-230 or any 2nd floor AS room)

STUDENT SUCCESS

Student success starts with recruitment and continues even after they finish the program. As the program coordinator, you make sure that the program faculty each do their part to make student success a reality.

Recruitment is the first step: making high-quality prospective individuals aware of the program and getting them to apply. Recruitment includes producing and disseminating informative, enticing publications: flyers, brochures, presentations (e.g., PowerPoint), and websites (both the official program website as well as social networking venues such as LinkedIn. It should be noted that social networking sites demand regular news feeds, so only develop them if a program faculty member can maintain it). When the college announces outreach events, your program should try to have a representative at those functions; you can also plan program recruitment sessions, and ask the college and ASEC department to post the event on the website's calendar (also keep the Graduate office in the loop). The Graduate office maintains a database of individuals who inquire about college programs; it is a good idea when at a recruitment event to maintain a sign-up list, which you can give to the Graduate office to add to their database. You might also consider have a program faculty person serve as the recruitment point person, keeping a list for future contact purposes.

Admissions is a critical step as the program faculty try to find good students who match the program. The underlying concept is that those individuals admitted to the program have the capacity to succeed; it is an investment on the part of the program. Some programs use a cohort model, which can work if all students go at the same pace and same course sequence (e.g., full-time students); other programs have a mix of students in each course, which can foster peer mentoring. In any case, programs tend to aim for accepting groups of 25-30 in order to provide a full roster for each course.

Different programs use different methods of selecting students/candidates. The application form lists required components. Several programs interview applicants, but their methods vary: individual or group, face-to-face or online, one-on-one or a group of interviewers. There is sometimes money to pay for food during all-day interviewing sessions; you can ask the department chair.

Advising occurs throughout the student's program journey. Under your direction, your program should provide an orientation session for incoming students, which may be done as part of the College's student orientation event. Upon your request, the graduate office also provides valuable orientation for degree students. Typical ongoing advising tasks include scheduling, academic and personal guidance and interventions, benchmark checks such as advancement-to-candidacy, field placement, culminating experience details, letters of recommendation, and graduation details. Some program coordinators serve as the sole advisor, which results in a consistent message and practice. Other programs distribute students to all program faculty, which enables students to match interests and personalities; in this model, sometimes an initial match is changed as students experience different instructors. It is a good practice to develop course "pathways" that list logical sequencing of courses; some programs create variations depending on the pace of the student (e.g., part-time versus full-time). If several advisors exist in your program, check to make sure students are getting equitable advising and consistent messages. In any case, encourage advisors to contact each student at least once a semester. It is also a good idea for the program faculty to discuss student progress, and agree on appropriate interventions for individual students. CSULB

has several services to support students, to which faculty can make referrals: <http://www.csulb.edu/student-info/current.html>. These resources, along with other program documents (e.g., forms and handbooks), should be posted in the program website so students can get help independently.

Field experience is required for most programs. Requirements and placement procedures vary by program. However, as the program coordinator, you should oversee field experience to insure that placements, supervisors, and student experiences are successful. It is a good practice to provide field experience guidelines for students, supervisors, and placement sites. Such guidelines detail SLOs, processes, expectations, and assessment guidelines. In addition, all field experiences outside the student's workplace need an affiliate agreement, which should be developed at least four months in advance. Associate dean Cynthia Grutzik is the college point person for advice, but it is usually the program coordinator who takes the lead in setting up the agreements. See appendix A of this guidebook for more details. If issues arise in the field experience, the relevant course instructor is the first point of resolution; you are the second, and the department chair is the third level. However, careful advising and thorough student preparation should minimize such occurrences.

Culminating experiences provide an opportunity for students to demonstrate their competency through synthesizing and articulating their accumulated knowledge. For credential programs, the culminating experience may be a field experience, eportfolio, or exam. For degree programs, options include a thesis, project, or comprehensive exam. As program coordinator, you oversee the comprehensive exam: questions, rubrics, readers, and process. The ASEC assistant chair Laura Portnoi serves as your point person. The main thing to remember is deadlines. In terms of the students, you should work with your faculty to help prepare students for their culminating experiences; some good practices include providing a study guide, reviewing key concepts and readings, encouraging study groups, sharing exemplar student work, and practicing test taking (and giving feedback).

Graduation day is an exhilarating time: the big emotional payoff. Getting there takes lots of time and effort. Remind students of impending deadlines, and alert them to the Graduate office website: <http://www.ced.csulb.edu/graduate>. The college provides a hooding event before the graduation ceremony, which is a good time for faculty to socialize with students and their families. Some programs hold an additional event to graduating students, and may include alumni as a way to transition them to the profession.

ASSESSMENT

Programs are formally assessed at course and program levels using several data points: the semester signature assessment template and sample student work, college and CSU surveys, advisory group feedback, data about students from the time of their recruitment through to their post-graduate experiences. In addition, students and faculty are routinely assessed throughout their affiliation with the college.

As the program coordinator, you coordinate assessment efforts, particularly at the program level. Encourage that all program faculty analyze the data points, make recommendations for improvement, develop and implement intervention plans, and assess the effectiveness of the plans. The data, analysis and action plans form the basis for program reports for CSULB and accreditation agencies (i.e., WASC, the Commission for Teacher Credentialing, and CAEP). As the program coordinator, you oversee the creation of these reports, and are ultimately responsible for their quality. However, you may delegate drafting of reports, or sections thereof, to other program faculty.

In analyzing the data, program faculty may find a need to change SLOs, signature assignments, or rubrics. As much as possible, such changes should be discussed by the program faculty as a whole, although the document drafting are likely to be done by one or two program faculty members. It is important that you submit approved signature assignments and accompanying rubrics to the assessment office.

It is also a good practice to involve other stakeholders such as field placement supervisors and typical employers. Several programs have advisory boards, which can provide valuable feedback. These boards should be encouraged to participate in program assessment, including data for program reports.

PROGRAM DOCUMENTS

Programs produce several documents: program recruitment flyers and brochures, application forms, advancement to candidacy forms for degree programs, program handbooks for students, field experience guidelines, program reports, and program websites. Most of these are created in collaboration with faculty or staff, so your job is to oversee the collection, and make sure documents send a clear, accurate, and consistent message.

The college wants publications to be “branded” as much as possible, using approved logos, etc., and can help you with this process. The outreach service has program flyer templates, and can input your program’s message into the template to make it look professional. You can also request copies of approved documents for recruiting events (e.g., district meetings, local conferences): <http://www.ced.csulb.edu/outreach/resources-recruitment>. Make sure that you give the outreach service plenty of lead time (at least two weeks) to create and print documents.

The application form and advancement-to-candidacy form are developed in collaboration with the Graduate office. It is a good practice to review these forms yearly to make sure they are current.

Other program documents, such as a student handbook or field experience guidelines, are generally created by the program faculty. As the program coordinator, you can delegate work, but you need to review the content with the program faculty, and you should oversee the process of creating the documents and ensuring their quality. It is a good practice to provide the department chair and the Graduate office with an electronic copy.

The program website often serves as the first impression for prospective students. The website should provide basic information about the program: SLOs, program requirements, course descriptions, admissions, and contact information. Some of these elements may be links to CSULB webpages, such as the current catalog. Additional elements might include student handbooks and field experience guidelines, “testimonies” (text, podcast, etc.), current projects, and photos. Be sure that any images that include people who can be recognized have written permission for broadcasting; permission forms are available from the college webmaster. The webmaster has set up each webpage, in collaboration with the program coordinator, and supports program’s webpage improvement.

Some programs have established a social media presence. LinkedIn is considered the most professionally-oriented option. Such sites may attract prospective students and subject domain professionals; they can also serve as a means to keep in contact with alumni. However, these sites are only as valuable as their continuing new content, and require a program faculty point person to “seed” the site regularly. The sites also need to be monitored to insure that contributed content is appropriate. When social media are used, they should be linked to the college program’s main website (and vice versa). As with other outreach efforts, social networking sites should be made known to the college’s outreach service.

FACULTY RELATIONS

As program coordinator, you will spend considerable time relating to other faculty: within your program, your department, and your college. For example, graduate degree program coordinators meet monthly (usually the first Wednesday at noon), and credential coordinators meet at least once each semester. You serve as the program representative in these larger venues, and provide valuable communication between the different institutional levels.

Your focus, though, is the program faculty: the heart of the program. CSULB wants faculty to feel accepted, supported, and respected. CSULB wants faculty to be engaged, connected, and caring about CSULB. In support, the program faculty should work as a team, and you serve as their coach. Get to know your team person by person, and facilitate their interaction. Each person has unique expertise and skills, which complement others' contributions. Leverage each person: the writer, the speaker, the details person, the techie, the active listener, the organizer, the networker, the artist, etc. – as well as specializations within the academic field.

Well-functioning teams need to have common goals (student success is an obvious one; other goals might include increased recruitment, comprehensive exam revision, certificate development, etc.) and common directions (how to optimize the program to maximize student success). It is a good practice for the program faculty to develop a couple of yearly goals, and then review them regularly to determine future actions. Goals also serve as an incentive to celebrate, which addresses the social aspect that groups need to thrive. Predictable monthly meetings provide a venue for sharing experiences and examining ways to improve the program; it is a good practice to maintain minutes. In addition, consider offering another impromptu get-together at lunch each month to socialize and do a quick “check-in.” Remember that not every faculty person “meshes” well with another, but everyone can be civil and professional; you set the tone.

The program faculty may need additional materials to fulfill their duties, such as a projector, specialized software, easels, etc. The ASEC office has some equipment (e.g., laptops, cables, projectors, camcorder, Clickr class set, easel) that may be borrowed; they may also refer faculty to other offices that loan materials. Faculty can routinely get supplies as needed from the ASEC office, and can get some printing done there too (such as color copies on a limited basis). ASEC may also have some hospitality funding; there are no guarantees, but usually \$100 is available per year per program.

As the program coordinator, you should pay particular attention to new faculty, especially those who are starting their academic careers. Entering faculty need help with the professional expectations (i.e., teaching/scholarship/service), as well as personal/socialization to aid them in connecting with the program faculty. The department chair is considered the primary mentor, so feel free to refer new faculty to her. Some mentoring ideas are available in the appendix.

TIME MANAGEMENT

As you can see, coordinating programs is a complex cluster of activities. You receive some assigned time to do this coordinating, but it *is* labor-intensive. You already have ways to manage your time; the following tips may help address the program coordination aspect of your life.

Here is some time management advice from Gmelch and Miskin, 2004, *Chairing an academic department*. Atwood.

- Plan your work, and work your plan.
- Focus on high pay-off tasks (i.e., scheduling, data analysis)
- Concentrate.
- Take breaks.
- Avoid clutter.
- Don't be a perfectionist.
- Don't be afraid to say no.
- Don't procrastinate.
- Delegate.
- Don't be a workaholic.

Email Suggestions from ASEC Faculty

- Have clear expectations (e.g., 24-48 hours turnaround time, no response after 9pm)
- Put in syllabus under expectations to contact peers rather than instructor for missed information due to absences.
- Use Beachboard's discussion board to clarify course content/issues.
- Discuss generational "issues" such as texting, immediacy, etc. in class.
- Encourage phone calls or face-to-face meetings when issues are complex.
- Do one subject per e-mail; subject line should match message. Send a second message for another topic.
- Use cc to keep someone in the loop; cc'd individuals are not expected to respond.
- Put "NNTR" – No need to reply – at the end of message or subject line.
- Put reminders in signature line.
- Use "High Importance" mark only when necessary.
- Prioritize email and sort by "sender."
- Flag difficult/complex emails.
- If you can't give an answer quickly, let the emailer know: "I'll check back with you."
- Respect requests; be polite.
- Post large files (e.g., photos) on Picasa, Dropbox, or Shared Folders.
- Go to bottom of the page and "unsubscribe" for news feeds you don't use.
- Schedule a regular time to check email.
- Use an email program to organize incoming emails, e.g. Mozilla Thunderbird; Tina and Ali can demonstrate.
- Use online programs such as RescueTime Team to track your email use patterns.
- Work where's there's not Internet connectivity.

TYPICAL YEARLY CALENDAR FOR PROGRAM COORDINATORS

9/1: syllabi to ASEC office, update faculty webpage

9/15: spring scheduling (end of phase 1, beginning of phase 2)

9/30: fall comprehensive exam details due

10/1: fall scheduling (beginning of phase 1)

10/10: any curriculum changes due to dept. curriculum committee

10/15: spring textbook orders due

11/1: any curriculum changes due to CSULB (need to be approved by CED curriculum committee)

12/1: Assigned Time (AT) forms

12/20: Assessment template and exemplars due to assessment office

1/02: winter session starts

1/5: fall scheduling (beginning of phase 2)

1/25: spring semester starts

1/30: syllabi to ASEC office

2/15: Academic Achievement Award nominations due to Dean

2/28: PT lecturer portfolios due to ASEC office coordinator

2/28: spring comprehensive exam details due

3/1: CSULB catalog copy review

3/1: travel requests due to ASEC office

3/7: fall scheduling changes deadline

3/15: fall schedule available for student enrollment

3/15: summer and fall textbook orders due

4/1: request for new faculty due to dean

5/1: AT forms

5/1: review of inactive courses

5/20: assessment template and exemplars due

6/1: spring scheduling (end of phase 1, start of phase 2)

6/1: summer syllabi to ASEC office

6/20: winter scheduling starts

Yearly (or each semester):

Review and update program webpage

Meet with program advisory board

Visit program PT lecturers

APPENDIX A: AFFILIATE AGREEMENT PROCEDURES

Process for Establishing Affiliation Agreements

Rev. April 2013, August 2013

1. Using the Risk Management database to track and find current Affiliation Agreements:
 - a. http://daf.csulb.edu/offices/financial/purchasing/affil_agreement.html
 - b. "View our existing agreements"
 - c. Username: affiliation; Password: agree
 - d. Programs can use this to create program-specific lists of the schools/districts/agencies
 - i. Include name of site, expiration date of agreement
 1. Don't include contact info – it's contract signers only and should not be accessible to students
 - ii. Faculty and staff can have the login and password – but not students
 - iii. Programs should notify Associate Dean Grutzik of any change in contact personnel at placement site – she'll forward to RM.
2. Establishing new Affiliation Agreements:
 - a. Step One: Program sends a request to the district/agency:
 - i. Determine who the correct contact person is (usually in HR)
 - ii. Send 3 items: Cover Letter, General Provisions & Exhibits
 - iii. Program should fill in most of the General Provisions template for the district/agency, and put in 5 years for the length of the agreement.
 - iv. Program can follow up on process, status of paperwork
 - b. Step Two: District/Agency returns 2 original signed copies of the General Provisions & Exhibits to the department.
 - i. In the event that the District/Agency sends back its own agreement, or an alternate agreement, forward it immediately to Risk Management (Mary Ann Odell) along with contact information. This will need negotiating.
 - c. Step Three: Department reviews and confirms it meets department needs; sends the agreements to Risk Management (Mary Ann Odell) by inter-office mail so that Risk Management can sign for the campus.
 - i. Keep a copy [not the originals] just in case...
 - d. Step Four: Risk Management confirms the signatures, signs the agreement, scans and emails the signed agreement to Associate Dean Grutzik, and updates the database.
 - e. Step Five: Associate Dean will notify the department, and save an electronic copy for future reference.
 - f. Should any serious problems arise with the placing site (i.e. student complaints of harassment), the program should notify Associate Dean Grutzik and Risk Management.
3. Risk Management will take care of automatic mail-out of all 90-day renewals.
4. Issues that fall outside of this process should be sent to the Associate Dean, who will work directly with Risk Management to resolve them including for Agreements where the other party requests any changes or modifications to the approved templates or protocols.
5. Risk Management Contact: May Ann Odell x58574, 8-5 M-F

Prior to initiating an Affiliation Agreement, a consultation with Associate Dean Cynthia Grutzik is recommended to review current processes and to avoid redundant efforts.

APPENDIX B: MENTORING

Desired Outcomes

- Faculty who feel accepted, supported, and respected.
- Faculty who are engaged, connected, and care about CSULB.
- Faculty who are successfully tenured and stay at CSULB.
- Faculty who make significant contributions to CSULB and their academic field.
- A college that is welcoming to all faculty, and nurtures/supports junior faculty.

Mentoring benefits the entire academic community. Mentoring should consist of a constellation of individuals (dept. chair, program faculty, dean, sr. faculty, other faculty with similar interests and/or values), and should include both formal and informal mentoring. Forms of mentoring may include:

- One-on one mentoring
- Committee mentoring
- Zone mentoring (by area of expertise)
- Peer mentoring
- Annual review meetings
- E-mentoring

Mentor Responsibilities

- Listen actively
- Be accessible, respectful, encouraging, and open
- Build trusting professional relationships
- Help determine goals and build capacity
- Provide timely, specific, constructive feedback and encouragement
- Facilitate orientation, introductions, and socialization into the institution
- Nurture self sufficiency

Mentee Responsibilities

- Listen actively
- Display a positive, open-minded attitude
- Seek, consider and act upon advice from mentors
- Build trusting professional relationships

Mentoring Needs of All Faculty

- Career success: input on a plan for key career evaluation points, timely and specific feedback on faculty documentation
- Academic performance: perspectives and guidance on issues in courses, program or department
- Networking: help in building beneficial university and professional networks for instruction, research and service

Developmental Issues for Probationary Faculty

- Retention, Tenure and Promotion: guidance on college and university RTP policies; specific review and feedback on RTP plans and progress
- Instruction: guidance on instructional practices via university resources (policies, offices, peer-review, use of student evaluations, BeachBoard and other instructional design support)
- Publications and grants: guidance on university resources (offices, peer experts, opportunities); guidance on getting published
- Service: advice on levels and quality of participation
- Institutional navigation: advice on departmental structure, practices and norms; some guidance on college structure, practices and norms; discussion of expectations and balancing of professional roles
- Networking: guidance on identifying and working with university and professional networks and mentors,
- Personal: guidance on setting concrete goals and strategies; discussion on balancing professional and personal responsibilities; advice on addressing difficult experiences (e.g., inappropriate behavior of others, feelings of pressure, gendered expectations); acclimation to the community
- Advocacy: support of probationary faculty's unique issues

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