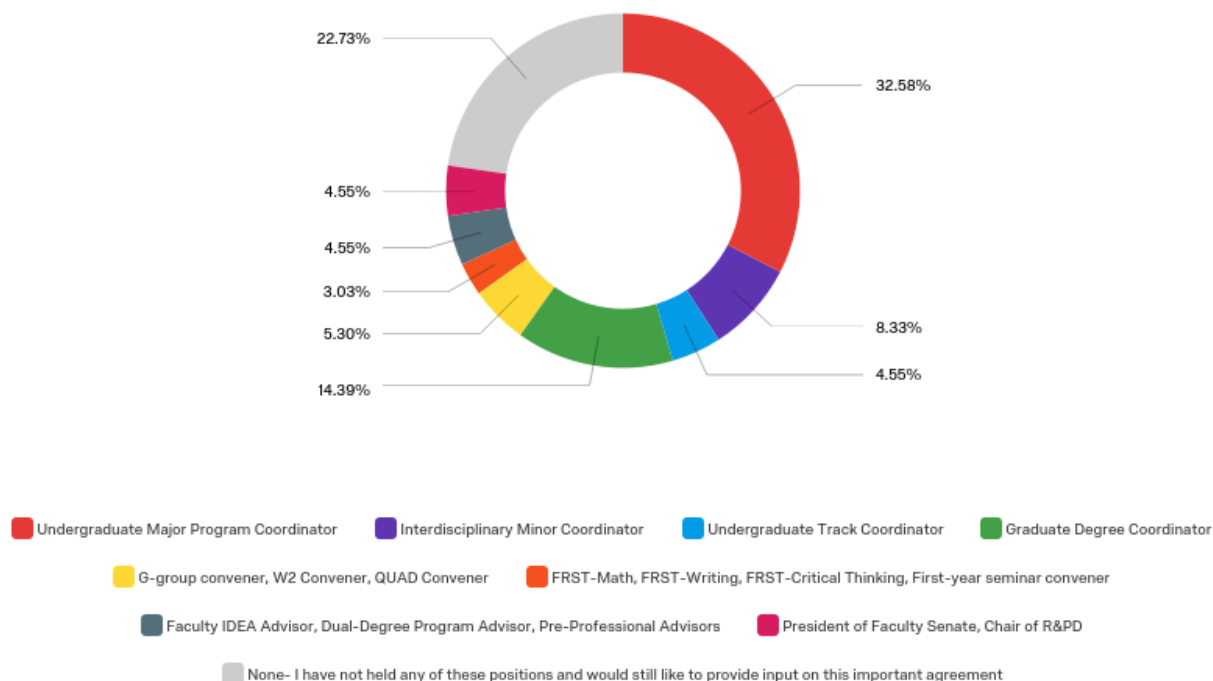


Faculty Leadership Survey Report

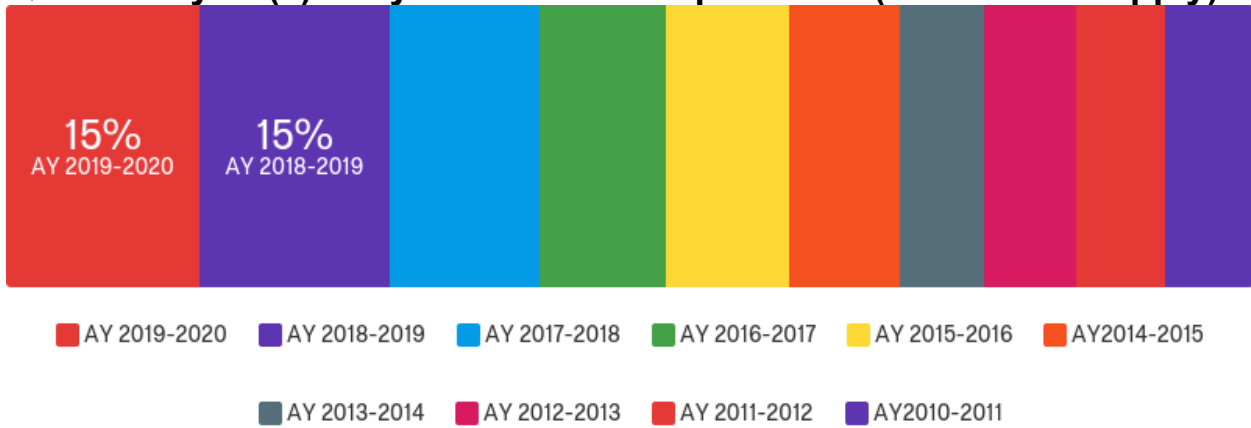
Who responded? 141 faculty

- 7 G, W, Quad Convenors
- 11 interdisciplinary minor coordinators
- 6 undergraduate track coordinators
- 43 undergraduate coordinators
- 19 graduate coordinators
- 4 FRST coordinators/convenors
- 6 faculty IDEA, dual-degree, pre-professional advisors
- 6 President of Senate, Chair of R&PD
- 9 director of faculty-led centers and institutes
- 30 none

Q2 - What is the exact name of the position in which you serve or have served?



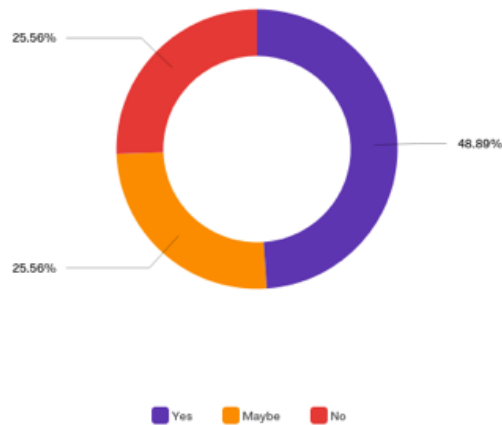
Q3 - What year(s) did you serve in this position? (click all that apply)



Q4 - What is the length of the term in the position for which you served/are serving?



Q5 - Is the term length suitable and effective for the position?



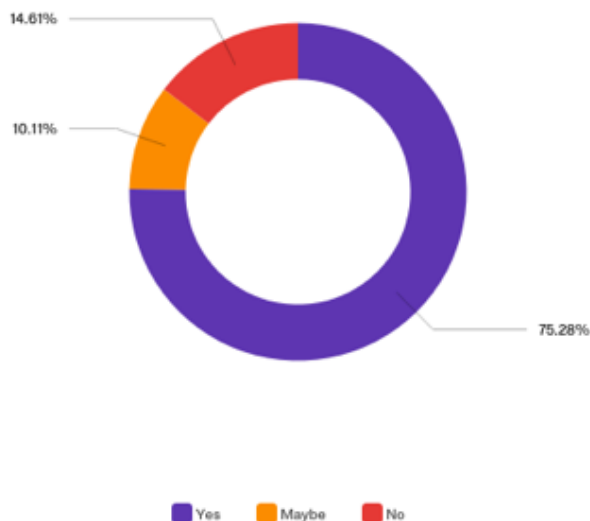
Q6 - Please elaborate on suitability of term length here.

Among undergraduate coordinators, the smaller or less complex the program, the greater the preference for two-year terms. The longer or more complex the program, with accreditation being one notable aspect, the greater the preference for a longer term.

- **Left blank (35:** 18 undergraduate coordinators/FRST coordinator/convenors, 5 G/W/Q Convenors, 4 Interdisciplinary minor Coordinators, 8 Directors/IDEA/Senate President/RPD)
- **Prefer longer than 2 years (36:** 18 undergraduate coordinators, 4 FRST/W2 Convenors, 4 interdisciplinary minor coordinators, 10 Directors/IDEA/Senate President/RPD):
 - *The learning curve during the first year is high enough that two-year terms mean that the majority of time is spent with a coordinator who is learning aspects of the position. Terms should be three years, long enough to know what is needed for most of the term but short enough that the end is still in sight even that first year.*
 - *This position has a high learning curve given the complexity of the job. Also, it would be better for the FRST Coordinator and FRST Convenor positions not to all expire at the same time, for continuity. A three year FRST Coordinator position would help that.*
 - *I feel like it takes about a year to figure out one of these jobs, so a two year cycle might feel a little bit short. Indeed, one reason I stayed on for a second go-around is that I felt like I knew the lay of the land and was better equipped to really do the job well (including making some changes and so forth).*
 - *Personally I would have preferred a longer term length, because so many of the initiatives cannot be achieved within the two-year time span.*
- **Prefer two years or shorter (22:** 10 undergraduate coordinators, 3 G/FRST Convenors, 3 Interdisciplinary Minor Coordinators, 6 Directors/IDEA/Senate President/RPD):
 - *The term is suitable. It is long enough to make an influence and short enough if you don't like the job to move on.*
 - *The learning curve is not steep for this smaller program*
 - *The responsibilities aren't high for convenors and the learning curve easy, short terms are reasonable.*
 - *I think that a two-year term is appropriate for a minor. Only faculty who are highly-invested in the minor will serve as coordinator, so it is likely anyone serving in that capacity has a firm grasp of what is occurring.*
 - *Two-year terms provide continuity - any less, and the programs have to likely deal with recruiting and transitioning power each year. Three-year terms could become problematic if leaves, course releases, or sabbaticals come into question.*

- *Graduate: Overall agreement of the need for longer terms. This was especially true of accredited programs that noted the steep learning curve needed for accreditation prohibited regular rotation.*

Q7 - Is the term start date and end date (i.e. July 1 - June 30) suitable and effective for your position?

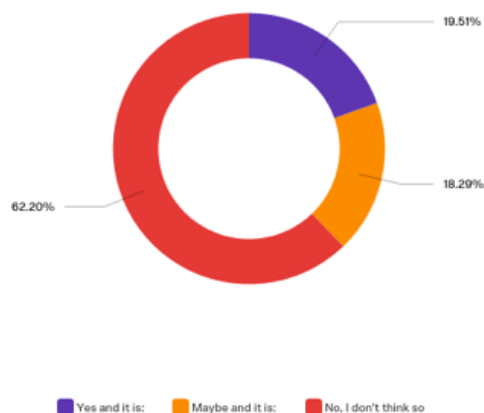


Q8 - Please elaborate on the suitability of start date and end date here.

Mostly, as the quantitative data demonstrates, undergraduate coordinators are happy with the current start/end dates. Exceptions are leaders in programs where there is more summer work.

- *A summer handoff seems reasonable. However, since there is a significant amount of work done by coordinators in the summer it would make sense for the handoff to occur either at the beginning or the end of the summer, not in the middle.*
- *FRST Coordinator/Convenor: This start/end date is problematic as it has someone new starting in the middle of the orientation cycle, which makes it challenging to hand over the position. It would be better for the start/end date to overlap, so that in June, as one person is finishing the annual report/orientation is starting up, one person is cleaning up from the last year and another ramping up for the next. We handled this in change-over by having one person unofficially start early, shadowing and attending all planning meetings/being copied on all emails related to the new term.*
- *FRST Coordinator/Convenor: A lot of the work of the position happens over the summer, so it's not a good idea to transfer this position in the middle of the summer. As enrollment has expanded, we have needed to provide A LOT more seats in 1000-level FRST courses. It's not easy to help a new coordinator recruit, interview, and train new adjuncts over the summer, especially when final headcount is not clear.*

Q9 - Is there a faculty leadership position that is missing from the current agreement and SHOULD BE included in the future?



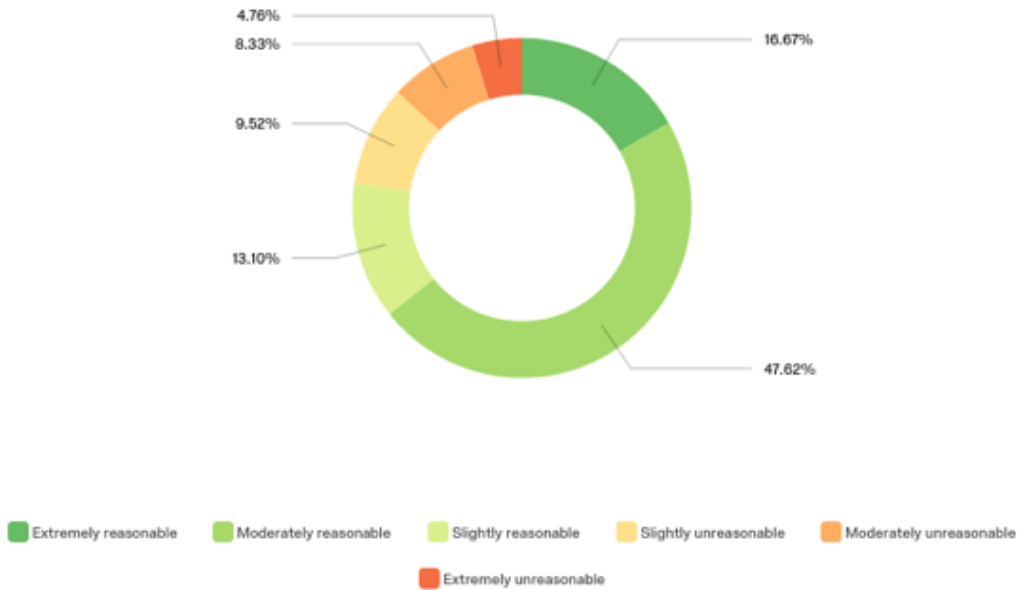
Q10 - Yes, and it is

- *Public Health*
- *Search Chairs for large searches (say 100-200 applicants)*
- *GIS Certificate coordinator/director*
- *FRC Chair, but also a comment later from a different respondent: "While I agree that faculty leadership positions in general should be compensated, I do NOT believe that FRC chair should be a compensated position. I know that it is a HUGE job, I have done the job myself. But I also think that the FRC in every capacity needs to be beyond reproach in this task - untainted by the promise of reward for the job."*
- *Chairs of various federally mandated regulatory committees: IRB, IACUC, & maybe radiation safety, etc.*
- *In programs with multiple concentrations, there could be "track coordinators" for concentrations with more than 25 majors.*
- *Accreditation self study preparation*
- *Assessment sub-coordinator- I believe in accredited programs a faculty member should be designated and compensated to assist with program data collection and analysis in support of accreditation related work.*
- *Coordinator of the International Writing Residency. This residency, which I started in 2013 and have been coordinating without compensation, is funded through GENS and brings an international writer to Stockton for three weeks every year. Coordinating the residency should be an SFT-covered position with an open selection process and defined duties. The duties begin in the summer and continue until the IW leaves in early December. Duties include organizing the IW's selection and events; providing hospitality and cultural exchange experiences, for the IW, including taking care of their transportation needs; and coordinating with the University of Iowa and other external partner programs, as well as with programs across Stockton. Troubleshooting the financial arrangements and paperwork for the IW is a huge time suck. The residency is designed for social activists from developing countries. Since the IW faces unfavorable currency exchange rates when coming to the US, they need to receive their payments*

from Stockton in time to be able to afford food and winter clothing while they are here. My negotiations with the Stockton financial establishment never end. Almost every year personnel changes and/or paperwork changes occur in the financial establishment and I start over with new people who don't yet understand the purpose of the residency and want to impose paperwork and payment schedules that are not appropriate to the purpose.

- SCOSA Chairs (with another name if Chair is used for program coordinators)
- IRB Chair
- Senate Vice-president

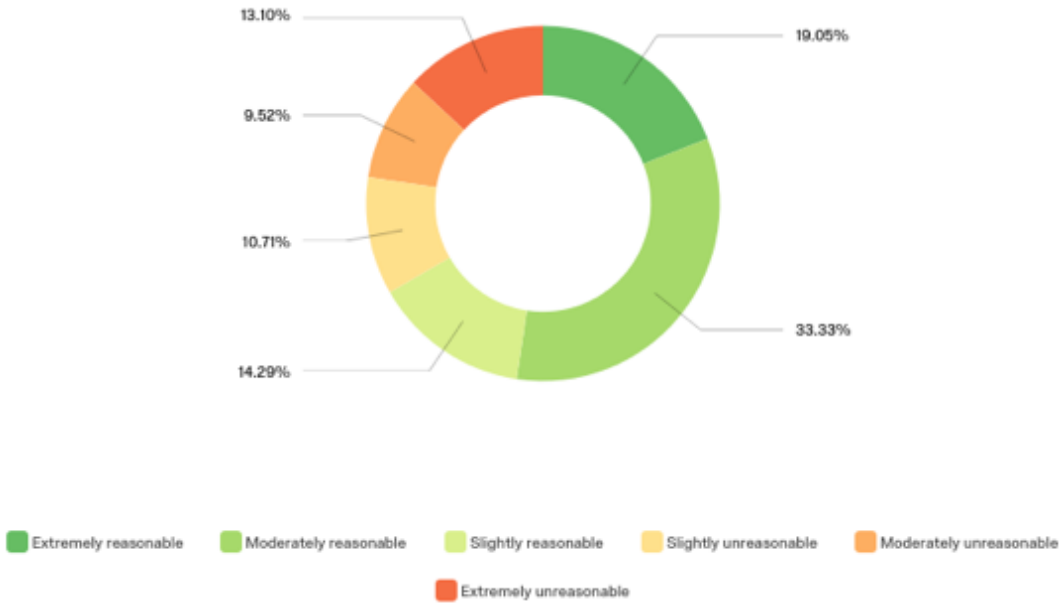
Q11 - The listed duties in the 2018 MOA for my position are



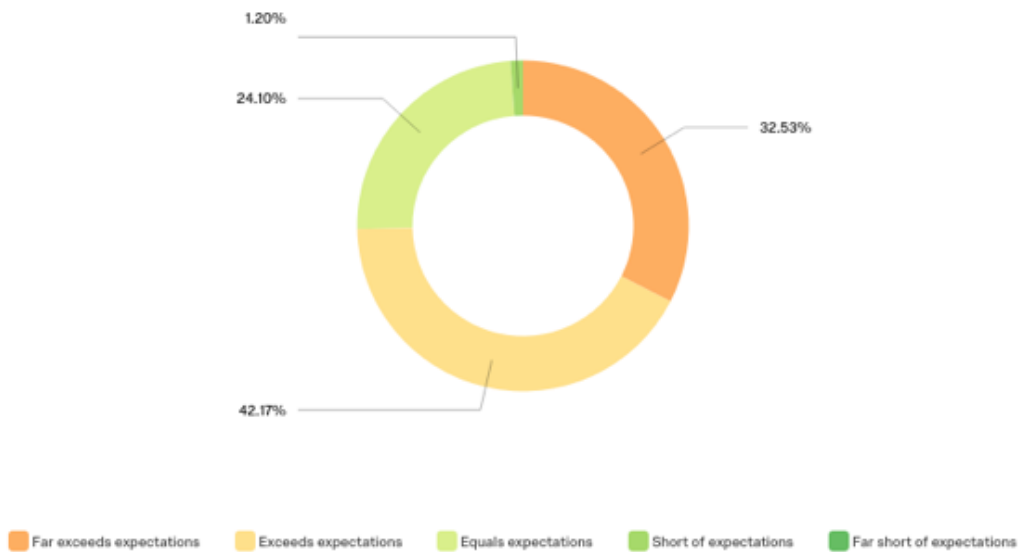
Q12 - The actual workload of my position in the ACADEMIC YEAR ONLY is:



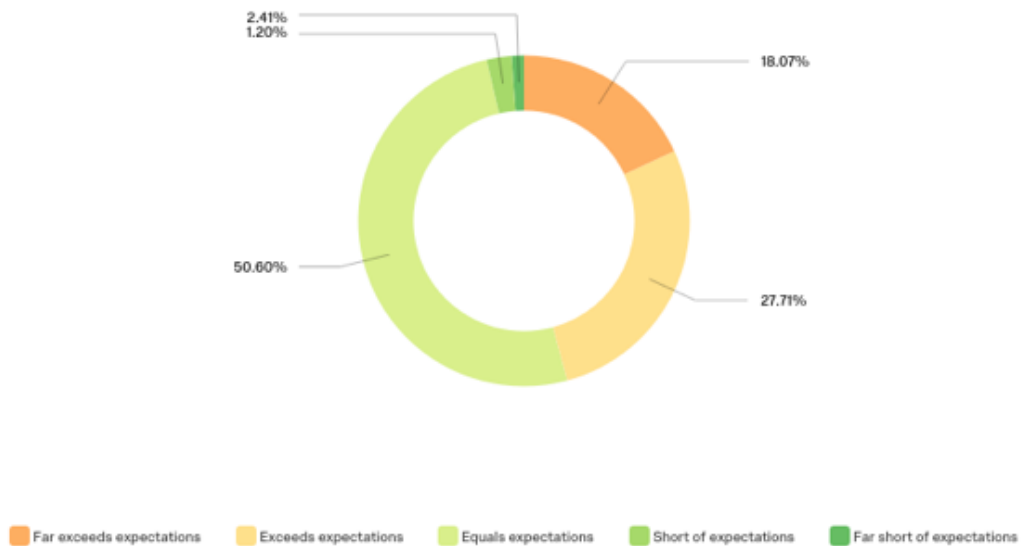
Q13 - The actual workload of my position in SUMMER ONLY is:



Q14 - The amount of work performed in the ACADEMIC YEAR ONLY
 _____ **when I agreed to serve in this position:**



Q15 - The amount of work performed in SUMMER ONLY
 _____ **when I agreed to serve in this position:**



Q16- Of the duties in the Agreement, list the ones you spend the most time on:

- **Left blank (26:** 15 undergraduate coordinators, 3 G/W/Q convenors, 2 interdisciplinary minor coordinators, 6 Directors/IDEA/Senate President/RPD)
- **Scheduling (25:** 19 undergraduate coordinators, 4 FRST Coordinator/Convenors, 2 interdisciplinary minor coordinators):
 - *Scheduling, this is by the far the one that takes the most amount of time. This is especially true in Programs where there are specialized teaching environments such as laboratories, studios, and field placements.*
 - *Constant updating and fixing the teaching schedule for a huge program as we do not have enough faculty (both TT, PT, temp, and adjunct) in a given semester to fulfill the increased student numbers the next semester.*
 - *Scheduling. In the last two years, we have hired more than twenty new faculty members, and (in some cases) doubled the amount of courses offered to meet the needs of the student body increase. In that same time, we have increased our adjunct turnover, given that we've so significantly increased our adjunct population.*
- **Point of contact/liaison work (25:** 15 undergraduate coordinators, 1 W/Q/G Convenor , 2 interdisciplinary minors, 7 Directors/IDEA/Senate President/RPD)
- **Hiring/Staffing** including new full time faculty and adjunct faculty (**27:** 14 undergraduate coordinators, 3 FRST Coordinator/Convenor, 3 interdisciplinary minor coordinators) and related mentoring work (**8:** 3 undergraduate coordinators, 3 FRST Coordinators/Convenors, 2 Directors/IDEA/Senate President/RPD):
 - *mentoring adjuncts and visiting faculty and norming their syllabi, etc.*
 - *Scheduling. In the last two years, we have hired more than twenty new faculty members, and (in some cases) doubled the amount of courses offered to meet the needs of the student body increase. In that same time, we have increased our adjunct turnover, given that we've so significantly increased our adjunct population.*
 - *Recruiting and coordinating the adjuncts necessary as other programs in other schools (e.g., HLTH) create last minute demands for new courses.*
 - *Constant updating and fixing the teaching schedule for a huge program as we do not have enough faculty (both TT, PT, temp, and adjunct) in a given semester to fulfill the increased student numbers the next semester. (always short of faculty)*
- **Meeting related work (21:** 14 undergraduate coordinators, 1 FRST Coordinator/Convenor, 1 G/W/Q Convenor, 2 interdisciplinary minor coordinators, 3 Directors/IDEA/Senate President/RPD): *convening too many meetings and acting on all of the action items from the meetings + minutes and agendas from all of the meetings*

- **Advising/Student issues (18:** 5 undergraduate coordinators, 7 interdisciplinary minor coordinators, 6 Directors/IDEA/Senate President/RPD):
 - *Meeting advising needs (curricular changes, precepting documents)*
 - *I spend a lot of time emailing with prospective majors and minors, including during the summer. Since students switching to our major may have preceptors who can't answer their questions, they reach out to me. Academic Advising has asked for help (during AY and summer) with sticky issues with transfer students. We are getting more students transferring in as seniors whose courses need to be evaluated to see if we can accept the credits.*
 - *Advise preceptors and students on course selection, certification, and minor requirements*

- **Recruitment/marketing/admissions (graduate) (15:** 2 undergraduate coordinators, 6 graduate program respondents, 7 Directors/IDEA/Senate President/RPD)

- **Reporting (13:** 10 undergraduate coordinators, 1 FRST Coordinator/Convenor, 2 interdisciplinary minor coordinators): *But the additional information transmission workload is FAR greater in my current term than my last term. This past summer's request to work on an enrollment management template with insufficient lead time on top of the usual reporting was frustrating.*

- **Accreditation for accredited programs** (Graduate Programs - 5 programs spoke to the amount of work)
 - *Administration of the Program, particularly accreditation requirements.*
 - *Accreditation - We are currently in an accreditation year. Our report, written this summer as phase one of a three phase process, was over 1 gig of data. Under accreditation, we are responsible for recruitment of new students.*

- **Counseling faculty** (3 W/Q/G convenors)
 - *Mentoring faculty in teaching writing*
 - *Act as consultant to faculty in the process of G-course development*

Other notable items:

- **Interpersonal conflict:** *brokering faculty disagreements*
- **Appeals:** *...student appeals and complaints have also grown as students are sent from the Deans to the coordinators as the first level of "appeal". This is time consuming and puts an emotional strain on individuals.*

Q17 - Of the duties in the Agreement, list the ones you spend little time on:

- **Left blank (29:** 23 undergraduate coordinators/3 G/W/Q Convenors, 3 interdisciplinary minor coordinators)
- **Said N/A or none (13:** 5 undergraduate/FRST coordinators/Convenors, 8 Directors/IDEA/Senate President/RPD)
- **Few real trends across undergraduate and FRST coordinators and convenors.**
 Nearly every comment refers to something unique, or nearly unique (four or fewer responses, usually one or two) to that person's stated experience: *It's hard to say. As I look over the responsibilities, I engage in all of them that are listed, and much more. I suppose I might say I have spent less time on assessment lately; or that I spend less time explicitly "preparing records," but in all honesty, it really depends on the semester and where the greatest and least needs lie at the moment.*
- **Few Trends for Graduate Coordinators** - *Items comments on included meetings, adjuncts, scheduling – There was not a lot of agreement on this topic.*
- *A few trends identified for Directors, IDEA, Senate Pres, RPD: Updating website, mentoring faculty, orientation of adjuncts*

Q18 - Describe the duties you perform over the summer (July 1 to August 31):

- **Left blank (27:** 16 undergraduate coordinators, 3 G/W/Q Convenors, 2 interdisciplinary minor coordinators-- two more wrote in that there were none, 6 Directors/IDEA/Senate President/RPD)
- **Recruitment/Admissions (32:** 16 undergraduate coordinators, 2 interdisciplinary minor coordinators, 0 Convenors, 2 Directors/IDEA/Senate President/RPD, 12 GRAD Coordinators), :
 - *tracking newly admitted freshmen who do not show for orientation to find out if they still plan to attend Stockton*
 - *Requests to meet with potential students (and sometimes their families) to discuss the major (so like private recruiting meetings)*
 - *This was a large item for Graduate Coordinators - almost all noted admission work was completed over the summer)*
- **Correspondence (26:** 5 undergraduate coordinators, 3 FRST Coordinators/Convenors, 6 interdisciplinary minor coordinators, 2 G/W/Q Coordinators, 4 Directors/IDEA/Senate President/RPD, 6 GRAD Coordinators): *Continuing to deal with faculty, program coordinators, and assistant deans*

- **Searches/hiring/staffing/mentoring new hires (17:** 12 undergraduate coordinators, 4 FRST Coordinators/Convenors, 1 interdisciplinary minor coordinator) and Scheduling (17: 8 undergraduate coordinators, 4 FRST Coordinators/Convenors, 1 interdisciplinary minor coordinator, 0 G/W/Q Convenors, 4 GRAD Coordinators):
 - *Recruited, interviewed, and guided temporary and adjunct faculty for the Fall// adjunct coordination, syllabi review for adjuncts, mentoring new faculty, interfacing with current and new faculty*
 - *Deal with last minute scheduling and staffing issues. This has grown to be a major part of summer work as Programs have been forced to hire part-time and visiting faculty, which are searches that seems to have delayed starts every year. This force coordinators to constantly be hiring and working with search committees to make sure sections of course that are ALREADY full have a faculty member to teach them*
 - *Facilitate scheduling, including helping interview and hire new adjunct faculty when other faculty quit or course needs change.*

- **Advising/Orientation/Placement (22:** 5 undergraduate coordinators, 1 FRST coordinator, 3 interdisciplinary minor coordinators, 5 Directors/IDEA/Senate President/RPD, 8 GRAD Coordinators):
 - *In July and August, the main duties I perform typically relate to student issues, determining course equivalencies for new transfer students, determining how to deal with waitlisted students (e.g., courses to add to the Fall schedule, etc.)*
 - *Multiple requests from Academic Advising to review and determine transfer equivalencies*
 - *Help place students, especially where there are questions about a student's transfer credits and the competency requirement.*
 - *-auditing the transcripts and Degree Works of all minor students
--requesting individual.. adjustments from Academic Advising
--emailing individual minor students to inform them of which courses they still need to take for their minors.
--responding to faculty requests for approvals of [minor course inclusion].*

- **Assessment (13:** 5 undergraduate coordinators, 2 interdisciplinary minor coordinators, 6 assessment/accreditation): Analysis of assessment data gathered during AY

- **Reporting (7:** 7 undergraduate coordinators): *Responding to requests for information from Administration, including new enrollment management template*

- **Accreditation (2:** 2 undergraduate coordinators): *I have a very comprehensive accreditation report to complete each summer (175-200 pages). It is usually released at the beginning of June and due at the beginning of August. Preparing for the incoming graduate class including planning orientation and updating the program handbook is also time consuming.*

Other notable items by GRAD Coordinators:

- **Budget requests** - *ordering equipment and supplies for equipment intensive labs; this has to take place after the budget is approved for the upcoming year. Fees for accreditation, professional organization, licensure exam agency, software for clinical education, etc all are renewed in August to prepare for the upcoming year. Despite increasing costs and the need to replace / purchase new equipment the flat budget approach means coordinators do not have adequate resources and must negotiate with various stakeholders to prioritize "most urgent" needs among reasonable requests.*
- **Licensure Exams** - *Analyze licensure exam data and generate reports for faculty; meet with students who are unsuccessful and must repeat the licensure exam; analyze links between licensure scores and student academic performance and challenges in the curriculum.*

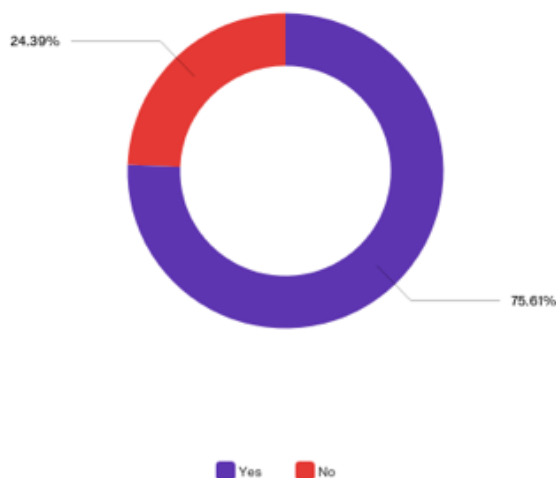
Q19 - Which duties of this position do you find the most rewarding or meaningful?

- **Left blank:** (30: 18 undergraduate coordinators, 3 W/Q/G Convenors, 2 interdisciplinary minor coordinators, 7 Directors/IDEA/Senate President/RPD)
- **Helping students:** (34: 10 undergraduate/FRST Convenor/coordinators, 5 interdisciplinary minor coordinators, 1 W/Q/G Convenor, 8 Directors/IDEA/Senate President/RPD, 10 GRAD Coordinators):
 - *Helping out our students. By far the best part of my position.*
 - *resolving student issues.*
 - *Making sure the W2 curriculum best serves the students*
 - *Meeting with students to help them plan their curriculum to meet their individual needs.*
 - *Mentoring and teaching students who are entering a profession*
- **Mentoring/helping faculty** (21: 8 undergraduate coordinators/FRST Coordinators/convenors, 4 W/Q/G Convenors, 5 Directors/IDEA/Senate President/RPD, 6 GRAD Coordinators):
 - *Providing leadership and support to the Program, especially when it comes to pre-tenure faculty*
 - *Helping colleagues*
 - *I like mentoring adjunct faculty members. I was one for a long time, so I find it meaningful, but also problematic, given how many of them express interest in getting onto the tenure-track, which is almost statistically impossible.*
 - *mentoring faculty to improve teaching of writing across campus, and learning from them while working with them*
 - *Acting as a consultant to faculty developing new courses*
- **Collaboration/community building** (12: 9 undergraduate coordinators/FRST coordinators/Convenors, 3 GRAD Coordinators):

- *working on changing the culture of incivility in my program, trying to figure out how to heal old wounds*
 - *Being point of contact with deans and having the opportunity to lead, negotiate, mediate all of the needs of program and deans office*
 - *designing/brainstorming ideas/initiatives with program members*
 - *I have also found working closely with my Program coordinator, my assistant dean, and my dean meaningful. This work has fostered important personal and professional relationships in my life, and I am grateful for that.*
 - *I enjoy interacting with colleagues about the teaching of courses in the minor and the recruitment of quality teachers for our courses. Finally, it is very rewarding to work with other programs and minors on matters of joint concerns.*
- **Nothing (5: 4 undergraduate coordinators, 1 interdisciplinary minor coordinator):**
 - *At the end of the term, feeling relieved to pass the torch to the next coordinator is the most rewarding time*
 - *I wish I could say I found any of it rewarding, but I do not. I am happy we have our program, but it is like herding cats and pulling teeth. Part of the issue is that faculty do not seem themselves as part of a minor, as they do a major. Because they are already so pressed for what little time they have, they are less likely to contribute beyond teaching to the same things that all programs need - leadership, delegation, committee work, etc. All of that ends up falling on minor coordinators at a different rate than major programs.*

Notably, some of the same things some hate, others love: budgeting, scheduling, assessment, 5 year reviews, meetings, etc. One Graduate Coordinator put that they liked accreditation.

Q20 - Are there duties (either in the MOA or not) that have changed in scope or structure in the past three years due to changes in enrollment, multiple campus locations, or other factors?



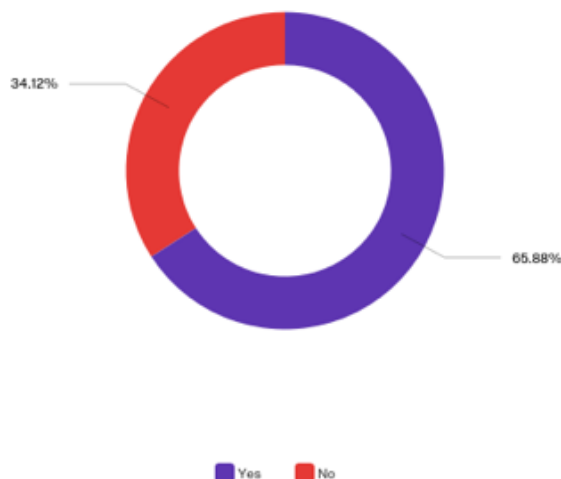
Q21 - Please describe those changes:

- **Growth in student numbers/particular categories (22: 6 undergraduate coordinators, 4 FRST Coordinator/Convenors, 5 interdisciplinary minor coordinators/convenors, 4 Directors/IDEA/Senate President/RPD, 3 GRAD Coordinators):**
 - *As enrollment has grown, the demands of the scheduling portion of the position have grown to a large degree. This consumes the coordinators time for many months of the year as enrollment projections seem to be a moving target and this data is not shared in a workable way with coordinators. Guessing how many sections are needed is challenging and the commitment from administrators about adequate staffing to meet these demands makes this process extremely difficult.*
 - *Enormous numbers of transfer students//growth in transfer students*
 - *The size of the FRST cohort has increased substantially*
 - *The increasing size of the Freshman class has produced new pressures on staffing and placement, and has led to more students who are overall less prepared for the academic rigors and responsibilities of college. This has created the need to re-strategize pedagogy and delivery strategies across the program, and has led to discomfiting conversations with administrators about the competency requirement overall, the role of FRST in administering academic dismissals, and the teaching responsibilities of FRST faculty who have been told, in more words, to teach FRST courses exclusively, and to reduce or eliminate General Studies teaching, in order to accommodate more students and avoid deferrals from required FRST courses.*
 - *Enrollment has increased by over 100% in FRST 1101, College Writing. We've almost doubled our use of adjunct labor.*

- *There is demand for more courses for the minor, there are more students interested and demand for more events.*
- *Due to the minor's increasing popularity, the number of students in the minor has increased from around 10 when the program first started to close to 200 in the past two years.*
- **Scheduling (12:** 9 undergraduate coordinators/ FRST coordinators/convenors, 3 interdisciplinary minor coordinators):
 - *Scheduling has become a nightmare. Also, in requesting scheduling earlier, many changes need to be done since decisions are made so early*
 - *There are more classes to schedule*
 - *Scheduling. In the last two years, we have hired more than twenty new faculty members, and (in some cases) doubled the amount of courses offered to meet the needs of the student body increase. In that same time, we have increased our adjunct turnover, given that we've so significantly increased our adjunct population.*
- **New sites (8:** 5 undergraduate/FRST coordinators/Convenors, 1 interdisciplinary minor coordinator, 2 Grad Coordinators):
 - *We are experimenting with offering a limited number of courses in AC and this takes coordination and some additional adjustments. One course didn't fill (hardly any students) and I had to work with AD to adjust the faculty member's schedule. We have scarce upper-level offerings and having one in AC made it a challenge for students with another course in the prior module on the main campus. I had to mediate that.*
 - *Multiple campuses has made changes--we now are scheduling courses and faculty in Galloway and AC, which leads to more complications in terms of projecting and responding to changes in enrollment, especially in scheduling one faculty member across two campuses. It also has led to needing to change our program meeting time twice in two years.*
- **Need for staffing (7:** 4 undergraduate coordinators, 3 FRST coordinators/convenors, 1 Directors, IDEA, Senate Pres, RPD)
 - *We have increased class offerings with no net increase in TT faculty lines.*
 - *Increased Enrollments without staffing*
- **Reporting/paperwork (5:** 4 undergraduate coordinators, 1 interdisciplinary minor coordinator):
 - *The complexity and quantity of the demands in the reports*
 - *There is much more reporting that has to do with the AC campus than before - the reports ask about using the AC campus (we do not) and resources, and you have to justify why that is not the case.*

- **Marketing/recruiting (5: 5 undergraduate coordinators):** *increased demand to have faculty market program, 2 GRAD Coordinators,*
 - *There is much pressure to do marketing. I know it is part of the MOA, but I am not in marketing or public relations. I would prefer to talk with interested students rather than spending so much time trying to market the program.*
- **Accrediting (Reporting) (3 Grad coordinators) -** *Spoke to the increase in the accreditation responsibilities imposed by external bodies.*

Q22 - Are there duties (either in the MOA or not) of your position that you can imagine being done by non-faculty?(professional staff, deans, TES, student workers, etc)

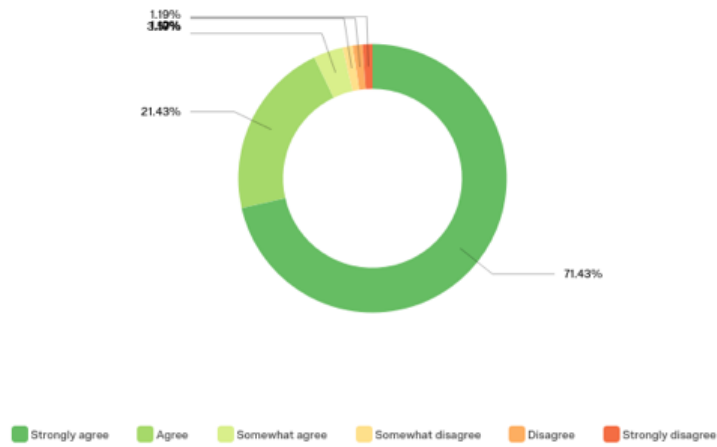


Q23 - Please elaborate:

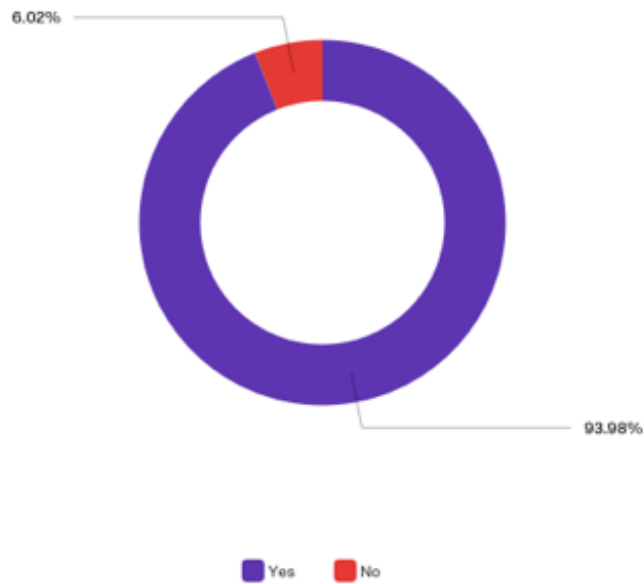
- **Left blank (42: 28 undergraduate coordinators, 5 G/W/Q convenors, 1 FRST Convenor, 8 interdisciplinary minor coordinators)** or not much: *Most of the work really needs to be done by someone grounded in the program.*
- **Sharing basic information/basic paperwork/basic correspondence (13: 4 undergraduate coordinators, 2 Q/W/G convenor, 2 interdisciplinary minor coordinators, 5 GRAD Coordinators):**
 - *I would say that staff could communicate, via email, some info that is sent down from above or from the dean.*
 - *reviewing the schedule to make sure all W2 courses being offered have approval and contacting administrators/faculty when there is a mismatch, could be done by a staff member or someone else*
 - *The actual work of overseeing the curriculum requires specific expertise in writing instruction. But the massive amounts of e-mail, record keeping, etc. could be handled by someone else.*

- *f there were an electronic submission platform, that would reduce work related to receiving applications, posting them, etc.*
 - *Answering basic questions about workload and requirements can be done by anyone in the office*
 - *Tracking curriculum, tracking budgets, tracking students (I don't even have a way of knowing day to day how many students we have in the program! That takes a special email to registration!).*
- **Scheduling, or some scheduling (11: 8 undergraduate coordinators, 1 interdisciplinary minor coordinator, 2 GRAD Coordinators):** *I greatly think that the scheduling of classes*
 - **Recruitment and Marketing - (7: 3 undergraduate coordinators, 4 GRAD Coordinators)**
 - *While it is important for faculty to participate in Open Houses, etc., recruitment should be the purview of professionals, not an expectation for coordinators. Professional staff should be coordinating the recruitment.*
 - *Work with the Office of Graduate Studies and program faculty to recruit, admit, and retain students, including development and updating of marketing materials, providing appropriate information for the graduate website and other on line resources, assuring program participation in open houses and other recruitment events.*
 - **Event logistics (6: 3 undergraduate coordinators, 3 Directors/IDEA/Senate President/RPD):** *The logistical details of setting up events can be done with the assistance of student workers. It would help to have at least one student worker assigned to each program*
 - **Student complaints about teaching, especially for full-time faculty (3: 3 undergraduate coordinators):** *Dealing with student complaints about faculty teaching. Coordinators have no authority over most faculty. While it is important for coordinators to receive complaints about courses that are not meeting their ELOs, if a student is complaining about faculty not returning any tests, unfair grading, etc., the coordinator has no authority. If the person is an adjunct, I can just not rehire them. But when there are serious problems, I can't resolve any issues with any other type of faculty.*

Q24 - Faculty leadership positions carry with them meaningful duties that require faculty expertise.



Q25 - Are there duties (either in the MOA or not) that you believe must be done by faculty?

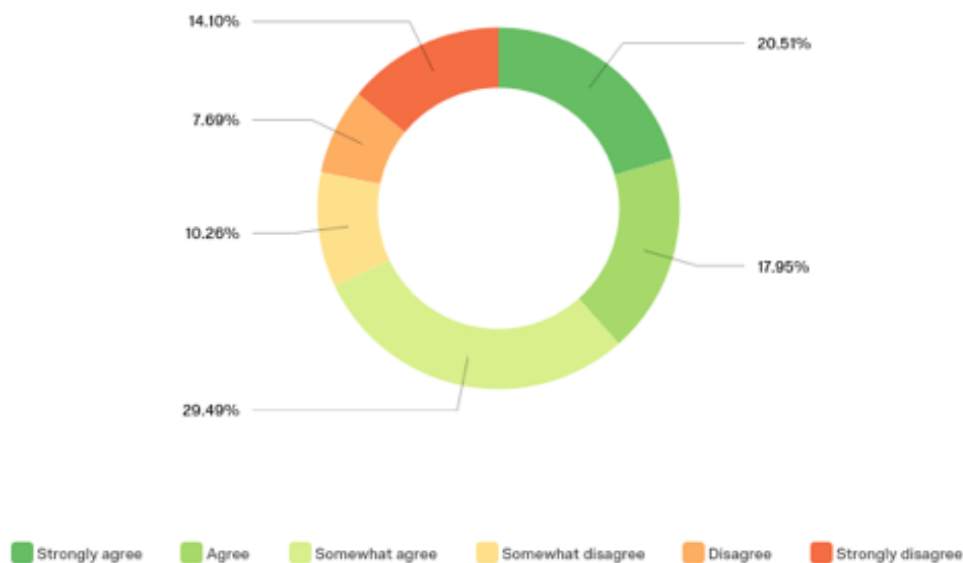


Q26 - Please elaborate and identify the duties that are essential for faculty to perform:

- **Left blank (35:** 19 undergraduate coordinators, 3 W/Q/G Convenors, 2 interdisciplinary minor coordinators, 11 Directors/IDEA/Senate President/RPD)
- **Almost everything (19:** 6 undergraduate coordinators, 1 G/W/Q Convenor, 1 interdisciplinary minor coordinator, 7 Directors/IDEA/Senate President/RPD, 4 GRAD Coordinators)
 - *Anything that has the ability (or the potential) to affect our work as educators, researchers, and scholars.*
 - *I would think that most items on the MOA are more effectively completed if performed by faculty.*
 - *I think the majority of duties listed in the MOA are essential elements for faculty to perform.*
- **Curriculum development/evaluation (29:** 10 undergraduate coordinators/FRST coordinators/convenors, 4 W/Q/G convenor, 6 interdisciplinary minor coordinator, 9 GRAD Coordinators): *Coordination of all curricular initiatives*
 - *In FRST Critical Thinking, TEACHING is primary, and essential for faculty; so is curricular design and pedagogy for teaching critical thinking, reading and writing; collaborating with other FRST faculty; maintaining academic standards.*
 - *The consulting aspect of the convener role is critical that it be done by faculty, we are acting as mentors to our colleagues in this aspect of the role and ensuring that the curriculum is robust.*
 - *Anything that pertains to teaching should be overseen by faculty. Period.*
 - *I think the faculty needs to retain the ability to create and modify a curriculum. Faculty are subject-matter experts and must be looked to in that regard to maintain the most impactful curriculum. Administrators should NOT (IN ANY WAY WHATSOEVER) take over the role of deciding what should be in a curriculum. Their "mission" is different than a program's, even if those administrators have an academic background (even in that field!).*
 - *Guiding the development of the minor program's curriculum, so that the courses offered reflect the cutting edge in the field.*
 - *Curriculum matters should ALWAYS be the faculty's purview - this includes running courses at lower enrollments so that students can be best engaged.*
- **Advising/Appeals for degree requirements (16:** 7 undergraduate/FRST coordinators, 3 interdisciplinary minor coordinator, 6 GRAD Coordinators/):
 - *Programs should have control over any exceptions or appeals relating to program degree requirements with the coordinator as point person.*
 - *Reviewing students completion of degree or dismissal criteria*

- **Assessment (14:** 7 undergraduate coordinators/FRST Coordinator/conveners, 1 G/W/Q Convenor, 1 interdisciplinary minor coordinator, 5 GRAD Coordinators):
 - *Learning outcomes assessment*
 - *Interpreting and sharing data to help the program solve problems and improve what we are doing.*
- **Scheduling (9:** 9 undergraduate coordinators):
 - *Programs should schedule their own teaching schedules as they are best qualified to know what the students need with the coordinator (or designee) as point person.*
 - *Faculty need to have some role in the scheduling process since the faculty understand the nuances of their program (labs, studio, linked courses, etc.) However, there could be more support from a staff member, or in larger programs with multiple tracks, track coordinators could help immensely with scheduling.*
- **Hiring** full time and adjunct faculty/mentoring new faculty (9: 8 undergraduate/FRST coordinators/conveners, 1 interdisciplinary minor coordinator):
 - *Interviewing and interacting with potential and new hires/full time and adjunct faculty hiring*
 - *Hiring must also stay in the program - again, it is up to the faculty to know how their program's expertise needs to grow.*
- **Accreditation (9:** 4 undergraduate coordinators, 4 graduate coordinators, 1 Directors/IDEA/Senate President/RPD): *application to specific accreditation bodies*
Comments were specific to accreditation must be done by faculty.
- **Leading meetings (8:** 7 undergraduate coordinators, 1 interdisciplinary minor coordinator): *Leading program meetings and writing minutes*
- **Admissions (7:** 7 graduate coordinators) - Noted the importance of coordinators role in making admission decisions.
- **Program development/vision (5:** 5 undergraduate coordinators/conveners):
 - *The care involved in Program Building, and the push for new courses, as well as the overall vision of what a Program is after, and how it emerged and developed.*
 - *providing program leadership related to vision and program goals.*
- **Recruit students (3:** 3 undergraduate coordinators): *communicating with students about the major/minor*

Q27 - Faculty leadership positions carry with them administrative duties that are not meaningful for faculty and do not require faculty expertise.

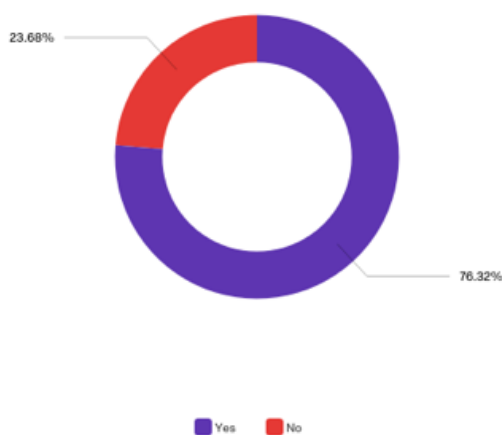


Q28 - Of the duties listed in the Current Agreement, which one(s), if any, do you think are NOT appropriate for a faculty member in this position, and why?

- **Left blank (40:** 25 undergraduate/FRST coordinators, 3 G/W/Q Convenor, 3 interdisciplinary minor coordinators, 9 Directors/IDEA/Senate President/RPD)
- **None or NA (11:** 6 undergraduate coordinators/FRST coordinators/convenors, 1 G/W/Q Convenor, 2 interdisciplinary minor coordinator, 2 Directors/IDEA/Senate President/RPD):
 - *Very little of what the coordinator does provides meaning to our jobs as faculty; all of what the coordinator does needs to be done by someone who fully understands that program and its needs. Maybe if each program had a secretary who was completely immersed in the program it would be possible to delegate a meaningful amount of tasks such as reviewing documents for recruitment, etc. but a faculty member would still need to be the final set of eyes even in the event of having a dedicated staff member.*
 - *Virtually all other responsibilities of a coordinator require the kind of intimate knowledge about the academic nature of a program that a tenured faculty person is uniquely qualified to offer.*
 - *I think that each one is meaningful in theory, but that we are not given the time or support to carry them out effectively. There are parts of many of the duties as they are articulated that could easily be handled by a dedicated staff member*

- *I somewhat disagreed with the previous statement because I do not know what others in faculty leadership positions end up taking on. I know the amount of work involved in leadership positions is not equal. I understand that many of my colleagues in leadership positions are frustrated by some of the work they are tasked with. I am reluctant, though, to think or believe that the solution is to hand off the work to administration. I believe that these leadership positions matter, and the expertise (and actuality) that we bring to them, as faculty, matters. These are the positions that can protect our agency as educators, ensure that we have a say in our curricula, and keep program vision and pedagogical control where it belongs: with us.*
- **Student recruitment: (12:** 3 undergraduate coordinators/1 FRST convenor/3 interdisciplinary minor coordinator, 2 Directors/IDEA/Senate President/RPD, 3 GRAD Coordinators)
 - *Student recruitment (off-campus) is also something that takes too much time away from the faculty who are trying to maintain and deliver that curriculum. That is why we have an entire Student Services division at the university - we should not be doing our own recruiting for students. We are not marketing experts.*
 - *publicizing the minor and precepting could be performed by other units on campus. I would actually like to see the Office of University Relations and Marketing perform tasks that are typically associated with a Marketing department. Hire creative people who can generate the designs for things, to include promoting minors. Don't expect faculty to select image and write the content, when the purpose of the Marketing department is to generate content that sells the university.*
 - *Marketing responsibilities - not my area of expertise*
 - *I don't think I should spend as much time or experience as much pressure on marketing. It takes up a lot of my time and requires a lot of time from faculty on the marketing committee.*
- **Logistics(6:** 3 undergraduate coordinators, 1 interdisciplinary minor coordinator, 2 Directors/IDEA/Senate President/RPD)
 - *It's appalling that faculty coordinators time is wasted scheduling faculty interviews, taking phone calls...*
 - *Ordering food for an event*
- **Scheduling (5:** 5 undergraduate coordinators): *Setting of teaching schedules- I have no direct power over faculty nor do I make final decisions regarding their teaching schedule. I find this duty puts me in a difficult situation since I cannot say what a faculty member can or cannot teach.*

Q29 - Are there any duties of your position that are especially burdensome?



Q30 - Please elaborate

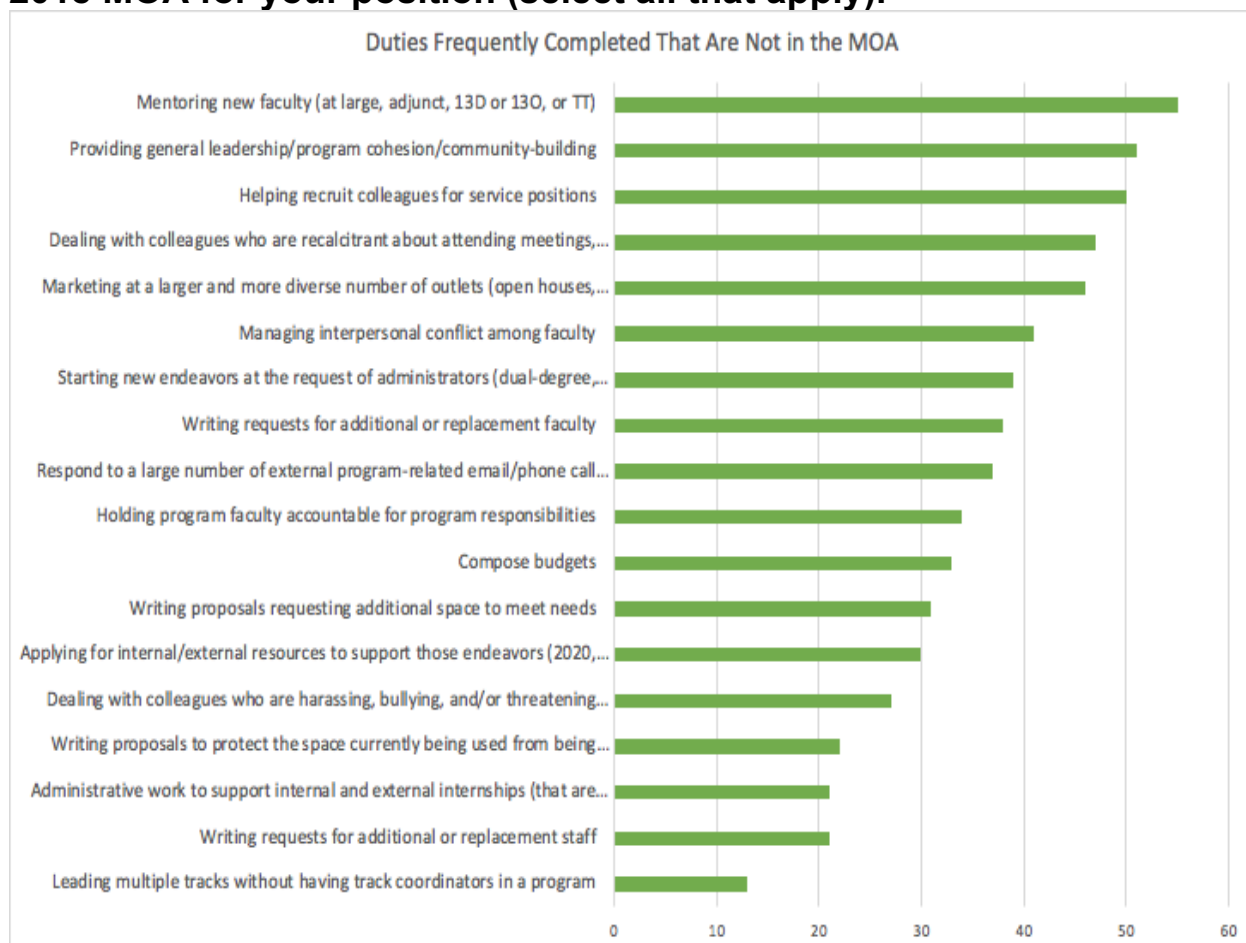
- **Left blank (42:** 22 undergraduate coordinators, 5 W/Q/G Convenors, 5 interdisciplinary minor coordinators, 10 Directors/IDEA/Senate President/RPD)
- **Reporting (12:** 8 undergraduate coordinators/FRST convenor/coordinators, 3 interdisciplinary minor coordinators, 1 Grad Coordinator): *The ever-evolving year-end report process is frustrating. The way they are currently structured means that to get meaningful information from them, you need to put significant detailed effort into them. However, the more effort you put into it, the less likely anyone will read it. There is no reward in doing a good job in this task, so the expectation needs to be changed.*
- **Staffing/Scheduling (7:** 4 undergraduate coordinators, 3 FRST Coordinator/Convenor):
 - *Hiring, and by extension scheduling and aspects of personnel review, has become the bane of our existence...Our current processes are unsustainable, we've nearly failed to meet our obligations ...[redaction] in both of the last two years, doing so only with last minute hires and one or two faculty taking overloads that they didn't particularly want. And forget about the coordinator actually taking enough course release to have time to dedicate to the administrative needs of being coordinator...*
 - *Scheduling and mentoring are meaningful, but incredibly burdensome, given how much the student body has increased in the last few years. This was not always the case.*
 - *I am a [school] faculty member. My adjuncts are hired by [school] and some by [school] due to prior history. The minor is housed in [school]. I spend ridiculous amounts of time coordinating info, scheduling, hiring between 3 different schools*
- **Accreditation (5:** 1 undergraduate coordinator, 4 Graduate Coordinators):

- *The accreditation element of our program is also extremely time consuming. There are strict guidelines that must be adhered to when designing curriculum and tracking student progress through assessments that go beyond course grades. These duties extend far beyond other responsibilities for coordinators of programs that are non-accredited*
- *Accreditation requirements - this is the KEY difference between undergrad and some grad coordinators of non-accredited programs and grad accredited programs. It is totally unrealistic and unfair to equate accredited and non-accredited coordinator/director positions in this agreement.*
- *There must be a 12-month PROGRAM DIRECTOR position for grad accredited programs.*
- *Accreditation but we are required to do it as faculty.*
- *Getting faculty members to participate in weekly accreditation work*

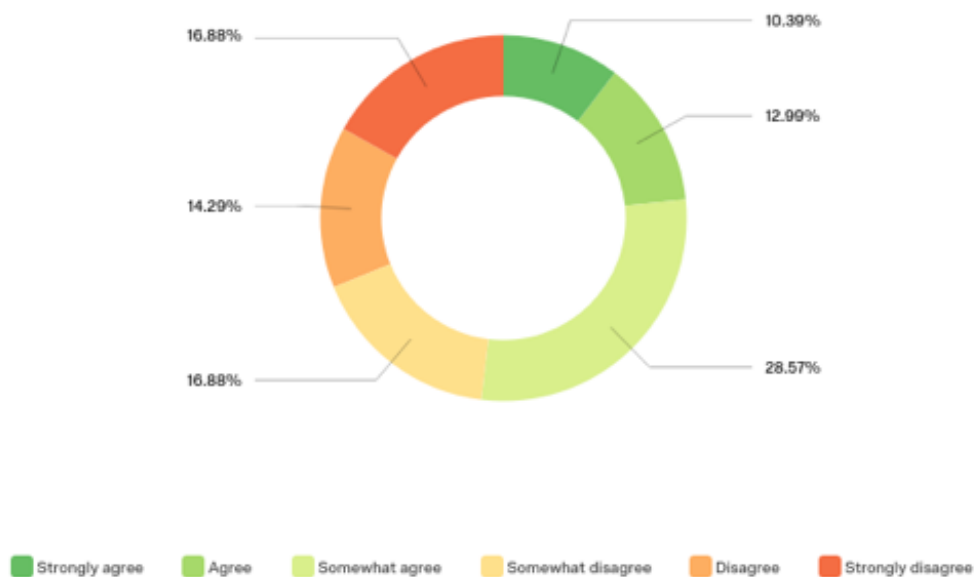
Notable:

- *anything that has to do with administrative duties is burdensome to the scholar and professor. but I also see the impact faculty can have on our institution as part of the administration. faculty add a valuable type of expertise to our discussions and decisions.*
- *Again, it is not so much that any one of these things is innately burdensome, but that we have neither the time nor the support staff to do all of these things.*
- *To rarely, as a program, get to contribute courses to general studies (paraphrased)*
- *Dealing with bullying faculty and interpersonal conflicts.*
- *Dealing with faculty colleagues who will not do any program service.*
- *As it stands, the expectations for this role have crept steadily forward and it typically falls on the coordinator. Some of this is certainly the program/coordinator's job, but we are neither appropriately trained nor appropriately compensated for the time it would take to do this part of the job effectively. The expectations continue to expand beyond the Open House events (e.g., Program specific open houses for accepted students, instant decision days, a day in the life events, personal program information/recruitment meetings with prospective students and their families throughout each semester with personal tours of our facilities, requests for help with athletic recruits; requests from area high schools and community colleges for recruitment visits from our program faculty to their schools; and requests from perspective students who just want to know more about the program etc.) This is all too much for a program coordinator, and does a disservice to the programs in that recruitment cannot be given the attention it deserves, and hence cannot possibly be reaching the fullest potential audience.*

Q31 - Please click on any duties you do but are not covered in the 2018 MOA for your position (select all that apply).



Q32 - The 2018 MOA (p. 4, Administrative Support and Communication) calls for each School Dean to provide clerical and administrative support for the designated faculty leaders in the MOA. Please answer the following questions. I believe that I have the appropriate type and amount of staff support for the work that I do:



Q33 - Please elaborate on the type and amount of staff support for the work that you do:

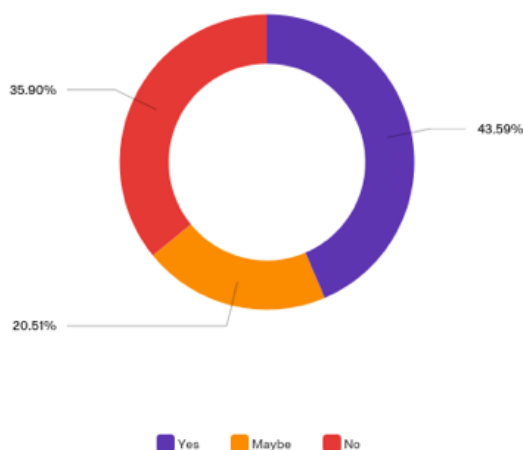
- **Left Blank (42:** 23 undergraduate coordinators, 1 FRST convenor, 5 W/G/Q convenors, 5 interdisciplinary minor coordinators, 8 Directors/IDEA/Senate President/RPD)
- **Very little (20:** 7 undergraduate coordinators, 2 interdisciplinary minor coordinator, 4 Directors/IDEA/Senate President/RPD, 7 GRAD Coordinators):
 - *There was no specific staff support offered or information about staff support given to me when I served as coordinator.*
 - *I can't even tell you what staff is available to me*
 - *There is little. I do everything electronically. Plus, if you do need something (a flyer, promotional information) you need to make the request a month in advance through our University Relations and Marketing Department*
- **Praise (11:** 4 undergraduate coordinators, 2 G/W/Q convenor, 2 interdisciplinary minor coordinator, 2 Directors/IDEA/Senate President/RPD, 1 GRAD Coordinator):
 - *Staff in our school (ARHU) are so very helpful and supportive! Awesome team.*
 - *The professional support staff in SOBL is wonderful and I utilize them often for program business - receipts, course scheduling, etc.*

- *For students with a clear understanding of the minor requirements, SOBL administrative assistance professionals have been signing off on their minor declaration forms and placing a copy of the forms in my mailbox. They have been doing this starting from the 2018-2019 academic year, and this is quite helpful.*
 - *Work closely with assistant dean and department administrator staff in department. Could not do everything without the assistance of these individuals.*
 - *The GENS staff keeps track of proposals coming in and confirms that the paperwork is done, which is all the support needed.*
 - *GENS staff help maintain records. If staff members could go through the course offerings and compare to the records, and provide a list of courses up for review, that would be helpful.*
- **Staff overworked (9: 2 undergraduate coordinators, 4 FRST Coordinator/Convenor, 1 interdisciplinary minor coordinator, 2 GRAD Coordinator):**
 - *The [school redacted] staff is overworked, so things fall between the cracks. I need to go to different staff for different things”*
 - *I think we are desperate for additional support staff in GENS/FRST, but I hardly think the dean is to blame for our lack of it.*
 - *GENS has an AD, a budget person, and 4 full-time clerical staff that are shared by all the interdisciplinary minor faculty and all the GENS faculty (including a great many adjuncts). Our clerical faculty are so overworked that I almost never ask them to do anything.*
 - *The support I have for what they can do is great. But, I need so much more support that I cannot ask our support staff to do.*
 - *Though I have and can reach out to our AD, she is already terribly overworked. The support staff in GENS have to offer to support to most of the interdisciplinary minors, the high school dual degree programs, Holocaust and Genocide Studies, Service Learning, etc, it is hard to ask them to do anything else. Their desks are full.*
 - *_____ staff are supremely intelligent, problem solving, easy to work with, and efficient. However, they are doing a lot of out-of-title work right now, and therefore the [Program] Coordinator is trapped in two untenable positions:*
 - 1) *Needing to either do some work not in the coordinator agreement him/herself or ask others to do it out of title.*
 - 2) *Being forced to ask staff to do out of title work that the coordinator cannot actually do (registering students, changing caps, running reports, updating reports).**She is already overworked, as all the secretaries in our school are. This program needs a dedicated assistant, who is only for this program.*
- **Specific requests (several undergraduate coordinators):**
 - *A part time lab coordinator to assist with labs and maintain lab equipment.*

- *Ordering supply, help with the bidding, reservation of visitor hotels, travel form, budget updates*
- *I could use support staff for a social media campaign to recruit students*

Notable - *To be quite honest, it is difficult to have staff do accreditation related tasks since it takes some time to teach the staff what needs to be done. If we were to have 1 staff person specifically allocated to our program, then we could teach the person and they would know what to do each time the accreditation task needed to be completed. As it is, we have 1 office staff person who supports 3 different programs as well as has other responsibilities. It is just easier to do many of these tasks myself due to time.*

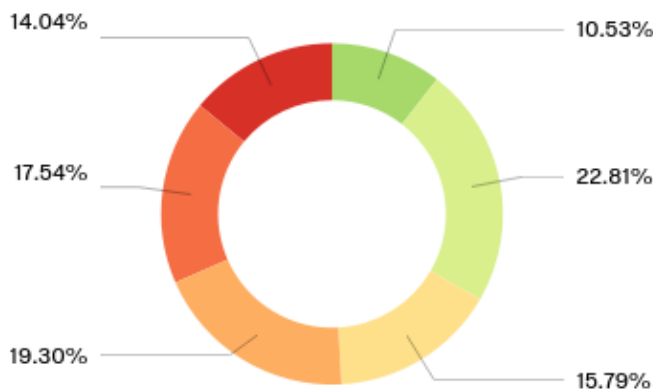
Q34 - Do you have a designated “go to” person in your School/Unit office for the clerical and administrative support work for this position?



Q35 - The 2018 MOA Evaluation Designated Faculty calls evaluation of faculty in leadership positions by the designated supervisor in the first year of their term. Please review the language on pp. 4-5. Have you ever been evaluated for this leadership position?

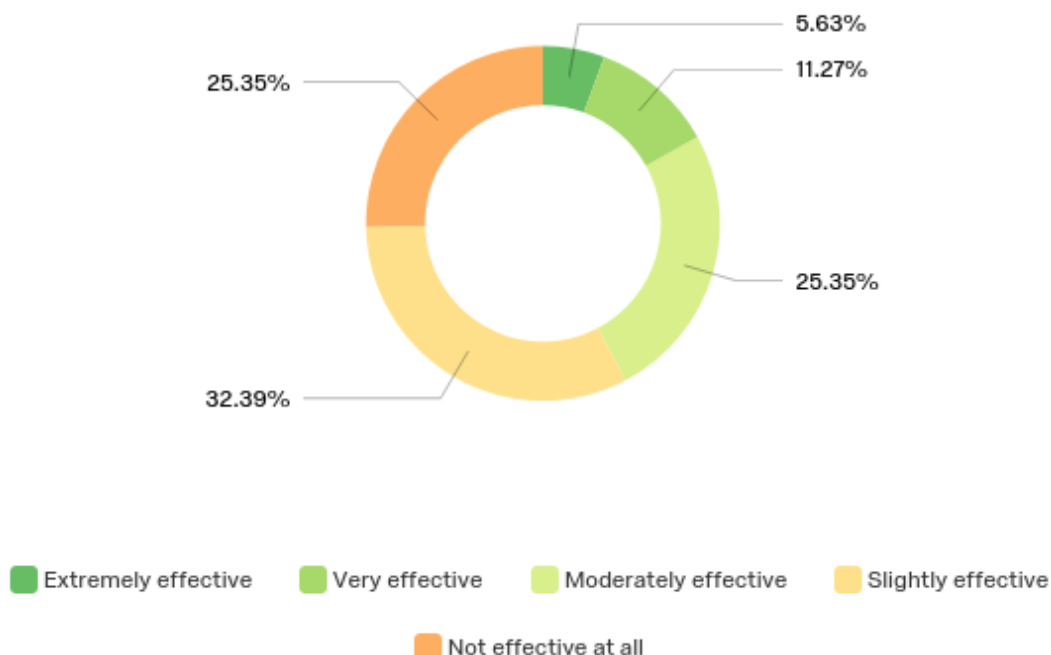


Q36 - The current evaluation process for faculty in leadership positions is:



- Extremely adequate
- Moderately adequate
- Slightly adequate
- Slightly inadequate
- Moderately inadequate
- Extremely inadequate

Q37 - How effective would a formal, confidential evaluation to be solicited annually by the Deans be for this position in the future?



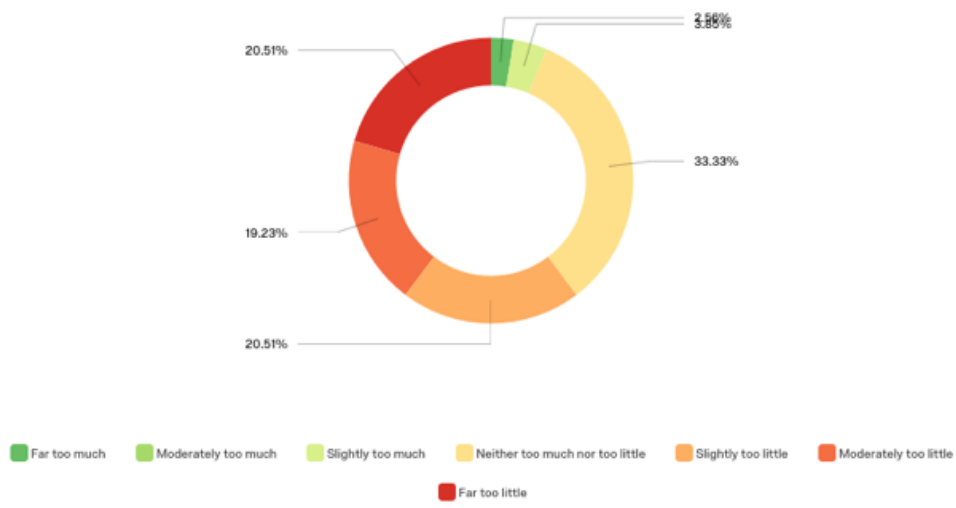
Q38 - Please elaborate on the evaluation process for faculty in your position:

Only two people reported having had an evaluation.

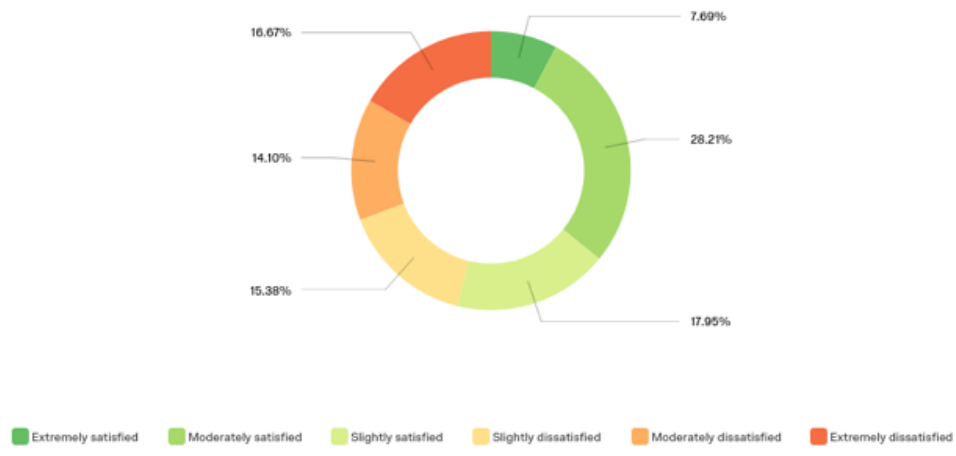
- **Blank: (44:** 27 undergraduate coordinators/FRST Coordinator/Convenor, 3 W/G/Q convenors, 5 interdisciplinary minor coordinator, 9 Directors/IDEA/Senate President/RPD)
- **Not done (22:** 14 undergraduate coordinators/FRST Coordinators/Convenors, 3 Directors/IDEA/Senate President/RPD, 5 GRAD Coordinators): *"I am not even sure I have ever been evaluated as a program coordinator"*
- **Not needed (16:** 6 undergraduate coordinators, 5 interdisciplinary minor coordinators, 5 Directors/IDEA/Senate President/RPD):
 - *Adding a layer of evaluation would just be a burden. In our program, we know who will do the work and who won't.*
 - *f program members are unhappy, one won't be re-elected and it would harm one's relationships and chances for tenure/promotion.*
- **Might be helpful:** 3 FRST/G/W/Q/interdisciplinary minor coordinators

- **Done** (2 undergraduate coordinators): *I had one sit-down evaluation with the dean that I found very helpful.*

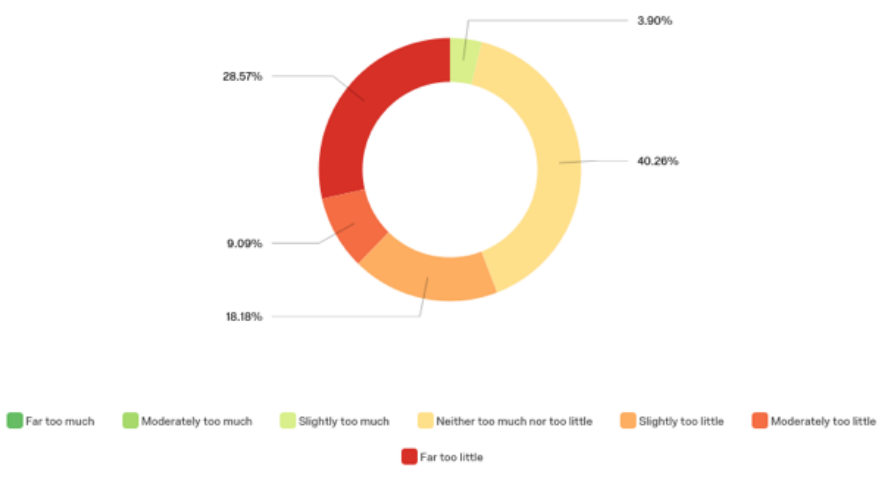
Q40 - For my actual workload in this position in the ACADEMIC YEAR ONLY, my compensation is:



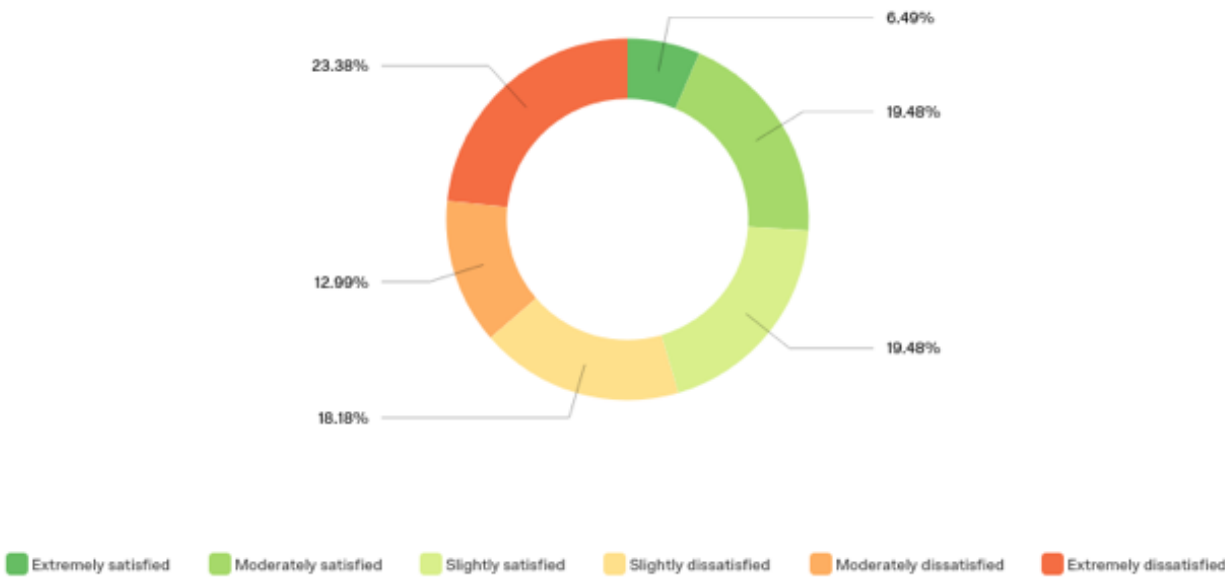
Q41 - I am _____ about my compensation in the ACADEMIC YEAR ONLY.



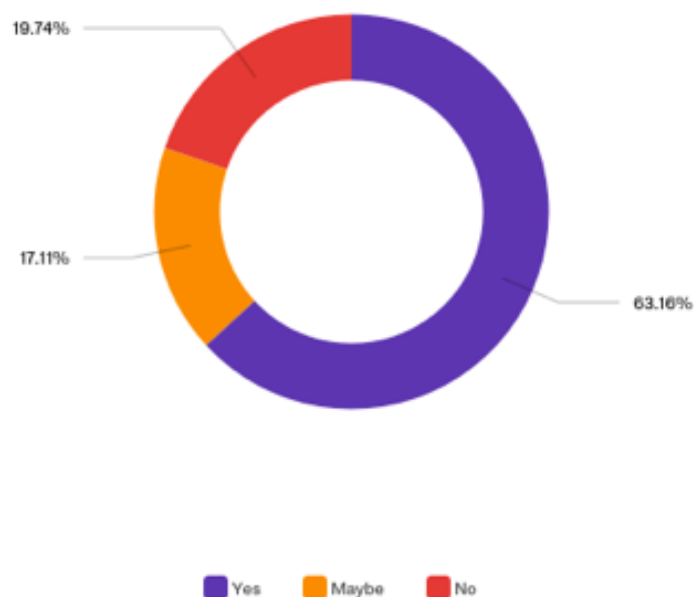
Q42 - For my actual workload in this position in SUMMER ONLY, my compensation is:



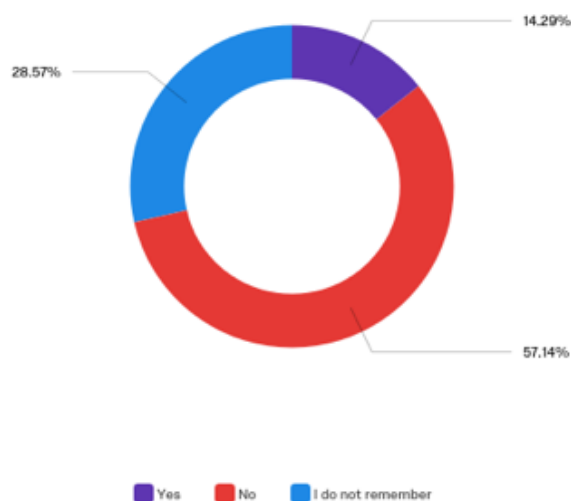
Q43 - I am _____ about my compensation in SUMMER ONLY.



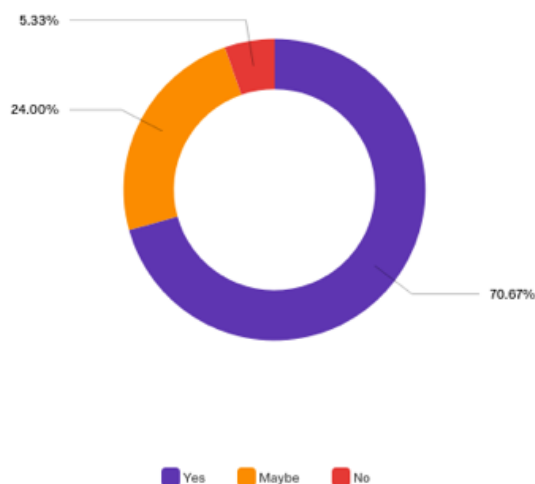
Q44 - Should the summer stipend for your position be increased?



Q46 - Answer this question if you have served as an Undergraduate Major Program Coordinator. To determine compensation for coordinators, the 2018 MOA (p. 3) outlines a tiered system (5 tiers) based on the number of FTE faculty. Each full-time faculty counts as 1.0 FTE and part-time and adjunct faculty are counted in fractions. The compensation by tier is on p. 7 of the MOA. Were you notified by the Dean each fall (September 1) of the number of FTE faculty (full-time, part-time, adjunct) in your program to decide the appropriate tier?



Q47 - In addition to number of faculty/adjuncts teaching in a program, are there other criteria that should be considered in allocating compensation for undergraduate and graduate coordinators?



Q48 - Please identify additional criteria that should be used to calculate compensation for undergraduate and graduate coordinators:

- **Left Blank (45:** 24 undergraduate/FRST coordinators/Convenors, 6 G/W/Q convenors, 1 interdisciplinary minor coordinator, 14 Directors/IDEA/Senate President/RPD)
- **Number of students: enrollment, demand, taught, or by major/minor (28:** 16 undergraduate coordinators/FRST coordinators, 3 interdisciplinary minor coordinator, 3 Directors/IDEA/Senate President/RPD, 6 Graduate Coordinators):
 - *You should use the number of students we serve. However, it must be based on more than just BA degrees*
 - *The annual number of students graduating with the minor. I think this number is more indicative of the amount of labor involved than the number of declared minors.*
- **Accreditation (13:** 6 undergraduate coordinators/FRST coordinators, 1 interdisciplinary minor coordinator, 6 GRAD Coordinators):
 - *Does the program have accreditation requirements or degree aspects that require regular, sustained work by a single contact person and that leads to a significantly greater amount of work on the part of the coordinator in terms of interacting with the community or managing their students.*
 - *Accreditation is a time consuming endeavor. Those programs who have accreditation responsibilities in the summer should be compensated for it.*
- **Complexity, Labs/internships/clinical/tracks, etc: (12:** 8 undergraduate coordinators/FRST coordinator/convenors, 4 interdisciplinary minor coordinator):

- *There are additional responsibilities in maintaining the labs” and “number of tracks, including dual degree, internships*
- *Technical needs*
- *number of minors [within a major program]*
- *clinical responsibilities*
- *course innovation, and inter-Program collaborations..*
- *Amount of student and outside interest, press inquiries, community events. A high-profile program is hard to manage*
- *Criteria for the minor is 4 credits for all minors. My minor has dramatically more obligations than other minor coordinators with community events, meetings and tangential committee participation. Also, additional compensation is based on number of students in the minor. Student interaction is not necessarily the primary time-drain in these positions. There should be other ways to discern workload. Also, in the minors, students often don't declare the minor until the last moment. Therefore, the count may not be reflective of the true student population.*
- *Hours required to meet reporting requirements, student recruitment efforts, meeting and meeting and meeting and meeting, assessment collection, etc. Although there are no meetings required for minor coordinators (it is "as necessary"), they are as necessary as regular program meetings. I have been experimenting with Zoom and recordings, but that is still under development.*
- *I believe there should be an increase if the number of students in the minor exceed a certain amount.*
- *Minors that require an independent study or portfolio require additional time to meet with each student and grading.*
- *certificate programs*
- *adjunct faculty are more work to coordinate than full time faculty members and should be treated as such*
- *other factors at play affect the complexity of coordinating--number of minors/tracks/concentrations (and presence/absence of coordinators for them), number of students served, number of majors/minors, number of affiliated faculty/staff, complexity of curriculum, accreditation and its demands, internships or other projects, etc.*

Q49 - What changes, if any, would you recommend for the compensation for faculty leaders? Please include opinions about positions you have held or have direct knowledge of.

AND

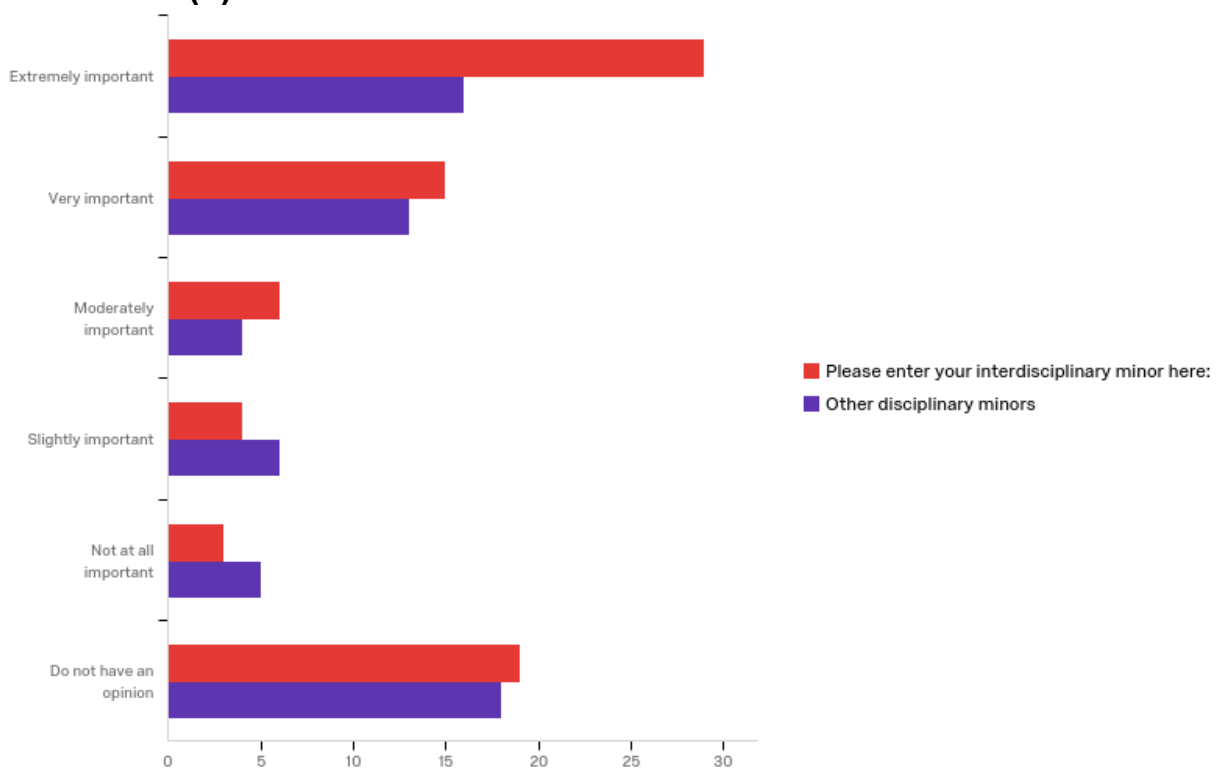
Q50 - What changes, if any, would you recommend in the compensation for a position not currently listed in the agreement or in this survey or the compensation for faculty leaders? Please include opinions about positions you have held or have direct knowledge of.

- **Left blank** (32 undergraduate coordinators/FRST convenors, 6 G/W/Q convenors, 1 interdisciplinary minor coordinator, 13 Directors/IDEA/Senate President/RPD)
- **None/not sure** (3 undergraduate coordinators)
- **Less compensation for G convenors (4:** 3 undergraduate coordinators, 1G/W/Q convenor):
 - *G-convenors don't do enough work outside of discussing new courses with faculty, which is service we ought to want to do, to warrant compensation."*
 - *Some positions (like G-convenors) seem like positions that do not really warrant compensation at this point (seem to be mostly service oriented) ,only true if the reporting requirements are removed (which seem meaningless at this point)"*
 - *It isn't obvious why G-convenors should be compensated. I do more work in any number of my other service roles that are uncompensated than I ever did in as convener. The only time I felt I earned the compensation was when my term as convener overlapped with being chair of the General Studies Committee.*
- **Other suggestions:**
 - *Another course release when Five-Year Reviews occur.*
 - *Undergraduate program coordinators in Tier 4 and 5 should only have to teach one class per year. They are too frazzled to teach and be coordinators. In our school, they often give up their research so their teaching doesn't suffer, which puts them behind when going up for Full Prof. It also sometimes shuts down their research careers, as anyone who takes off a couple of years from research is not viewed as "serious". We have a hard enough time being perceived as "serious" or "intelligent" since we care about teaching and are not at an R1. Being program coordinator seriously sets back your career in terms of both teaching and research."*
 - *A structure that acknowledges that the expertise lost in the classroom when a coordinator takes release time varies from coordinator to coordinator would be helpful. Sometime a coordinator has had no choice but to teach more overload*

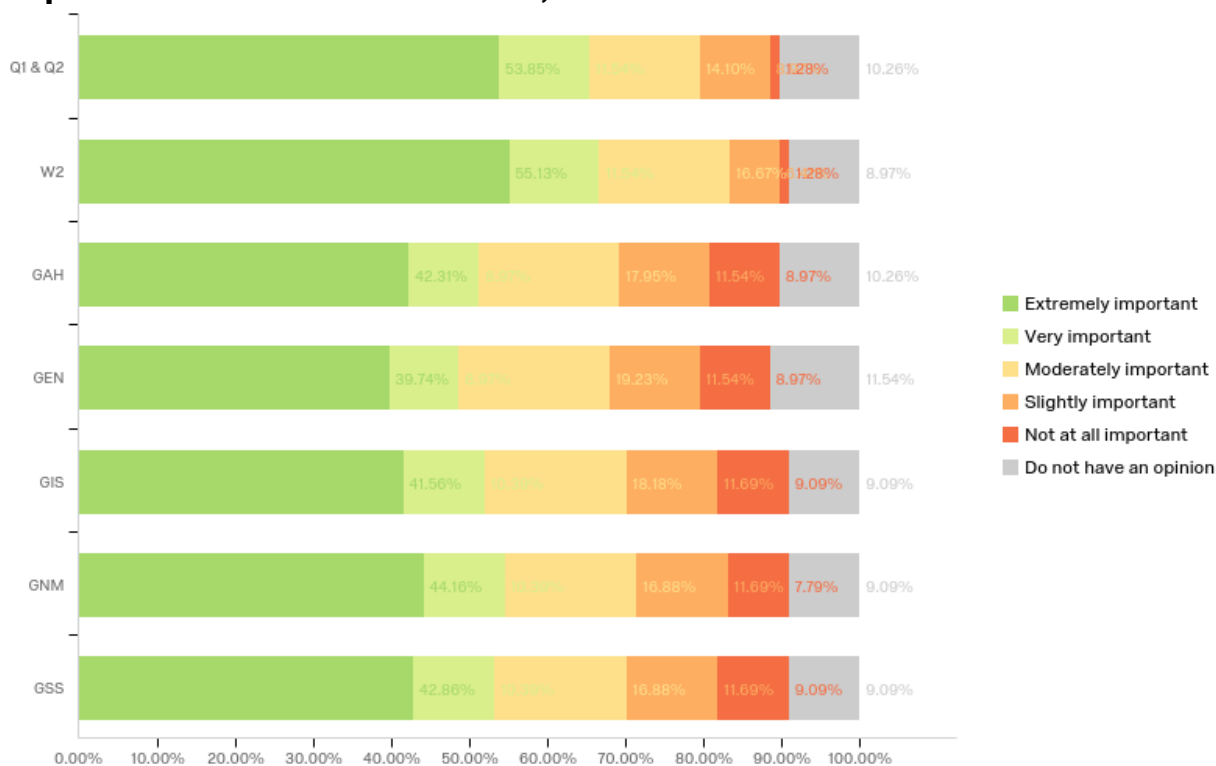
than wanted simply because there was no one else available to teach a particular course.

- *Faculty who help design programs should be compensated too*
- *Accreditation self study preparation*
- *The Nursing program needs a full time (12 month) chairperson, a full time dedicated secretary, a full time clerk, and at minimum, a part time lab coordinator.*
- *Maintaining a laboratory - there should be additional compensation*
- *student workers - the university should budget to provide at least one student worker for each program*
- *concentration coordinators”*
- *FRST Convenor positions, especially math and writing, include way too little summer pay given that a large amount of re-scheduling, hiring, and other work has to be done in July and August as adjunct faculty quit and must be replaced, more or fewer students come that were anticipated and schedules have to be changed, and more.*
- *We might separate some of the coordinatorships into academic versus administrative. This might clarify what is expected in each role and help prevent job creep.*
- *12 month compensation would be nice.*
- *Compensation should be more than course release.*
- *All coordinators (including minor coordinators) should be compensated for summer work*
- *More compensation for programs with a large number of students. Better yet, a co-coordinator so that the number of students the coordinator is responsible for can be decreased, and the quality of advising can be improved.*
- *Increase the compensation by a factor of 2*
- *For the Coordinator of the International Writing Residency, one course release per year.*
- *For track coordinators, there should be the option of a course release each semester.*
- *I would like to see a clearer articulation of what coordinators are not expected to do. For example, in a recent meeting I attended, the Provost spoke at length about the important work faculty in the dance program did to increase the number of students enrolled in their program. I don't believe that recruitment should be tasked to faculty. Why didn't admissions and marketing address the enrollment problem? Some coordinators are recruiting and some are not. Some are doing assessment and some are not. There is no clear statement of what falls outside the scope of the coordinator's role.*
- *Pay us in the summer. Yes even minor coordinators.*
- *The compensation should be case by case.. if someone has lower load, then they should be paid accordingly and vice-versa.*
- *It is unconscionable that the FY Writing/Math coordinators do not receive the option of a course release each semester.*

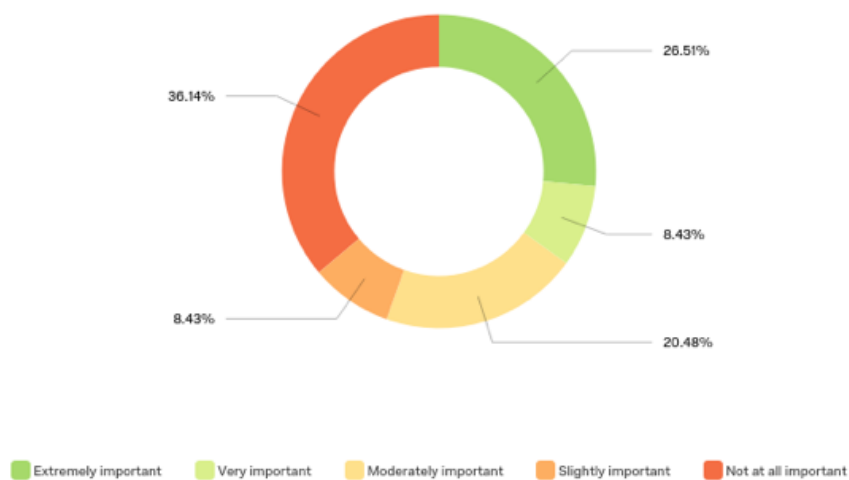
Q51 - How important is it for interdisciplinary minors to have separate coordinator(s)?



Q52 - How important is it to have separate conveners for each of these areas? Please visit the General Studies site on course proposals for more information, as needed.



Q53 - How important is it to you that Stockton use the term "Program Coordinators" instead of "Chairs"?



Q54 - Please elaborate on your opinion about using the terms coordinator and/or chair for faculty leadership positions.

More faculty commenting prefer coordinator, either for philosophical or practical reasons. Others prefer "chair"--either as better understood/valued externally or as de facto what the job currently is. Much akin to Brexit, how faculty feel will likely depend on the details of how each position is defined.

- **Left blank: (28:** 18 undergraduate coordinators, 5 interdisciplinary minor coordinators and 5 G/Q/W convenors)
- **The current job, with its lesser hierarchy, remains desirable (19:** 13 undergraduate coordinators/FRST coordinator/Convenors, 2 interdisciplinary minor coordinator, 3 Directors/IDEA/Senate President/RPD, 1 GRAD Coordinator):
 - *The position seems very much about coordinating the wishes and work of all the members of the program and not chairing, which to me suggests having a more powerful and controlling position*
 - *Chair has a lot of historical baggage and suggests a greater hierarchy. One of the things that drew me to Stockton was that it attempted to offer new, less hierarchical models of governance and management*
 - *Having chairs - at least in the conventional sense of the term - changes the nature of the current coordinator role in a way that detracts from the close collegiality that is now possible with coordinators. We are, in a sense, first among equals. Having chairs would introduce a hierarchical that would insert "distance" between the coordinator and his/her colleagues.*
 - *I've no interest in moving to the centralized administrative structure that is common with chairs. In so far as language helps guide the culture of the institution, staying with the term coordinator is important. But language must also reflect reality, if that reality is no longer one in which the coordinator is simply a faculty member who is responsible for calling meetings and certain administrative tasks while having no more voice in the direction of the program than other members then the language should change to reflect truth.*
 - *I realize that there isn't a clear distinction. But the term symbolizes that we are part of our programs and are coordinating activities, NOT supervising our colleagues. I want the people in these positions to rotate on a regular basis. This prevents rigidity. I wouldn't mind term limits (subject to exceptions when necessary). I strongly object to combining positions for undergraduate coordinators so that multiple programs are served by one Chair. This will break down effective communication and lose the important connection to disciplinary knowledge.*
 - *As long as duties remain the same, the name of the position does not seem important. However, if this is an attempt to erode the position by first changing the name then this is a problem*
 - *Coordinator positions represent a key role in the running of a program, and the system as it is set up, where programs determine their coordinators, and coordinators in general help represent and coordinate the program's desires, is central to both my belief in Stockton and the effectiveness of the program.*

- *An essential virtue of having coordinators is that colleagues can confide in us without having to feel they are talking to administrators - they are talking to a colleague who understands them from their perspective. It would be a real loss for Stockton if we compromised that virtue by having chairs, as opposed to coordinators.*
 - *Stockton's unique structure wherein faculty serve in leadership roles without assuming the mantle of administration creates horizontal power structures that contribute to collaboration, shared decision-making and, in general, faculty empowerment in program and school governance.*
 - *I think Coordinator better reflects the lack of hierarchy in terms of the coordinator and other program members--that the coordinator is leading, but has no real oversight power. But this is not a matter of significant importance to me, the name of the position.*
 - *I think that it's important for faculty to remain equals in these positions and for faculty to rotate into and out of these coordinator positions. Coordinators encourage a collaborate process and work space. Chairs imply a hierarchy.*
 - *I would think it's obvious? Language matters. Implications of the former are of horizontal relations and connectedness. The latter speaks to a hierarchical arrangement, where a "decider" sits outside and above those who are "decided" upon.*
 - *I don't care that much about the label. However, there is the implication that Chairs are supervisory. I think that supervisory roles should be held by people who have managerial training/experience. Faculty usually do not.*
 - *Coordinator means that the person-in-charge is of a horizontal relationship to the others in the program. This implies that the leadership style is one of cooperation, collaboration, and teamwork.*
 - *It is vital that faculty leaders are seen as faculty - not administrators. They are not to be placed in supervisory positions over other faculty. Chairs makes them sound as if they are administration.*
- **Coordinator is the appropriate term for the current job (12: 10 undergraduate coordinators 2 interdisciplinary minor coordinators):**
 - *The concept of "chair" has a known definition at the university level. Chairs typically have direct budget and scheduling duties that are more administrative in nature. Coordinators do not have these responsibilities as of yet so if they were called "chairs" it may be confusing when compared to other higher education institutions.*
 - *[chair] is normally associated with a full-time administrative position.*
 - *know that we have been told that we can just use "chair" and "coordinator" interchangeably as we see fit, but it makes me feel pretentious to use "chair" without general agreement that this is what we are.*
 - *The amount of work done by coordinators exceeds that of a "chair".*
 - *Boy, oh boy, is this a hornet's nest. Program Coordinators are faculty members who are not administrators (there are benefits and disadvantages to this system).*

Program Chairs are faculty members who have accepted an administrative position (there are benefits and disadvantages to this system). Either way, COORDINATORS ARE BEING USED AS QUASI-CHAIRS WITHOUT THE ADMINISTRATIVE LIMITS (or power). Example - calling meetings after graduation. It is my understanding that administration cannot call meetings after graduation (which must be communicated more!) - however, because PCs are faculty, it is "just" faculty calling a meeting. NO IT IS NOT. In that position, they are serving an administrative function, and we should not be white-washing it by calling it a "faculty meeting." As much as a narrative exists that faculty can just say no to meeting, the reality is different (particularly for junior faculty or faculty worried about being evaluated for promotion). It is time for the faculty and the union to get their heads out of the sand on this point, and work within what we know is reality - not the Stockton "myth."

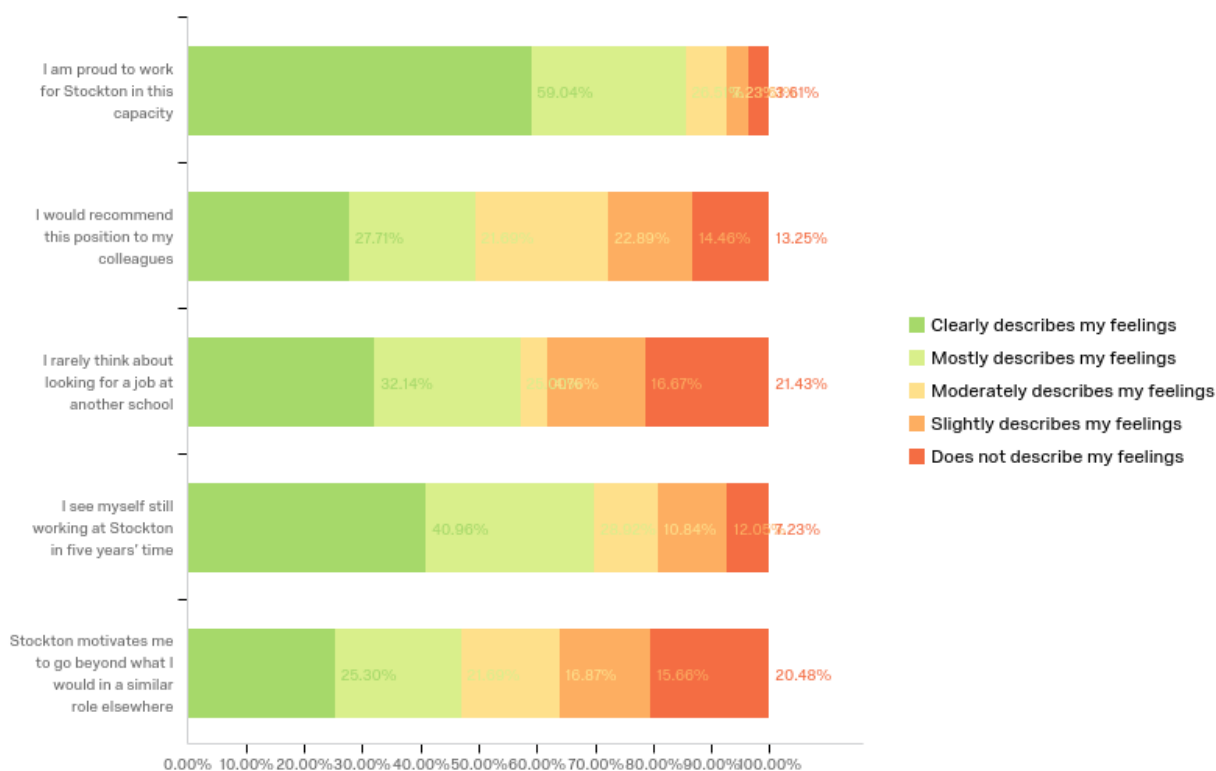
- **Chair is easier for external audiences to understand (10:** 7 undergraduate coordinators, 2 Directors/IDEA/Senate President/RPD, 1 GRAD Coordinator):
 - *I would personally prefer the language of "chairs." I appreciate the unambiguous representation to external colleagues. I also think that "chairs" is more indicative of the directions we are going, given both the growth of the university, and the increased responsibilities these positions have taken-on as a result. Further, when dealing with external clients (for internships, accreditation, etc.), the title of "chair" carries more gravitas. (I would like to be able to use "chair" on my business cards, email signature, etc. It is not about having power within the Stockton community, it is about portraying gravitas externally).*
- **No strong preference for name (6:** 3 undergraduate coordinators, 1 interdisciplinary minor coordinator, 2 Directors/IDEA/Senate President/RPD):
 - *I don't feel very strongly about the terminology here*
 - *It's not the title that concerns me. It's the authority and resources needed to do the job that matters.*
 - *I do not care for the name/title. I care about fair compensation for a well done job.*
 - *To me, it's a label. I am fine with chairs because it aligns with what I'm more accustomed to hearing. I like chairs for programs and coordinators for minors.*
- **Director (4 GRAD Coordinator)/Director or Chair (1 GRAD Coordinator)**
 - *I strongly believe the term Program Chair or Program Director should be used for Graduate programs. This is the language utilized in our accreditation standards and what we must fulfill. The term "coordinator" in the health professions refers to individuals responsible for fieldwork / internship placement and oversight (eg, Fieldwork Coordinators).*
 - *Several graduate coordinators wanted to return to the terminology Graduate Director.*

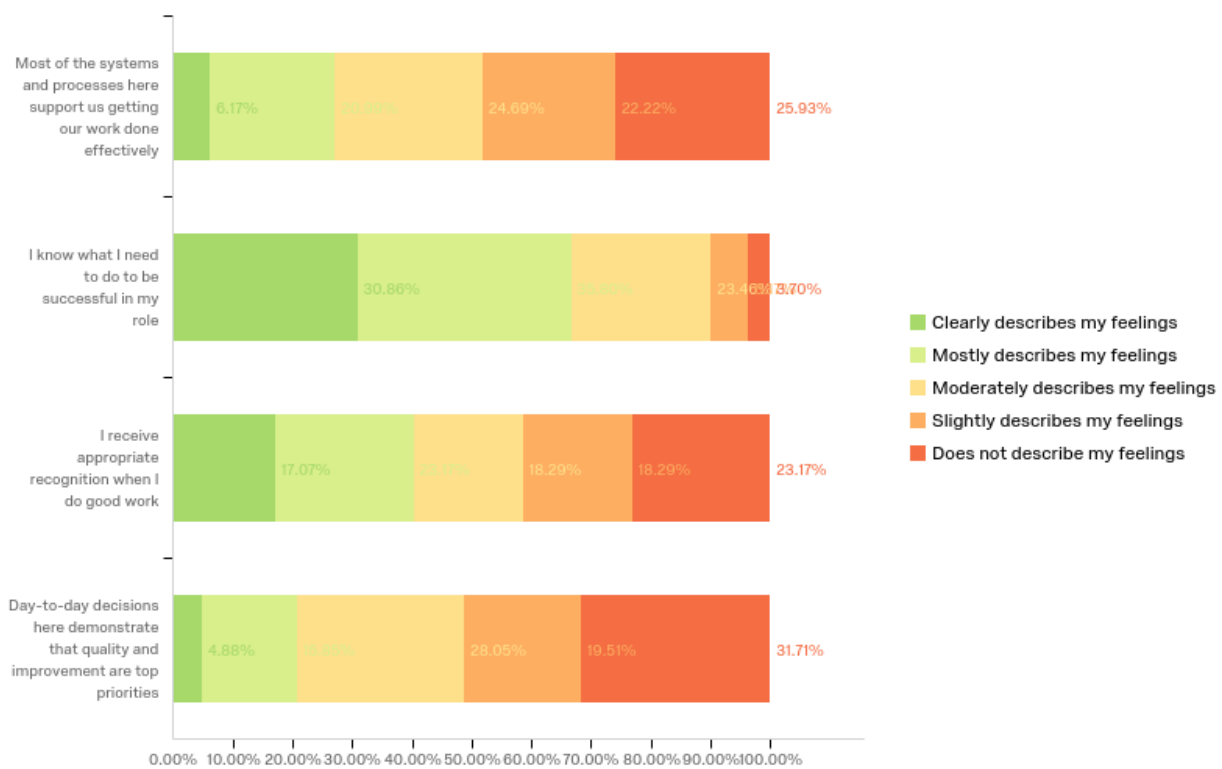
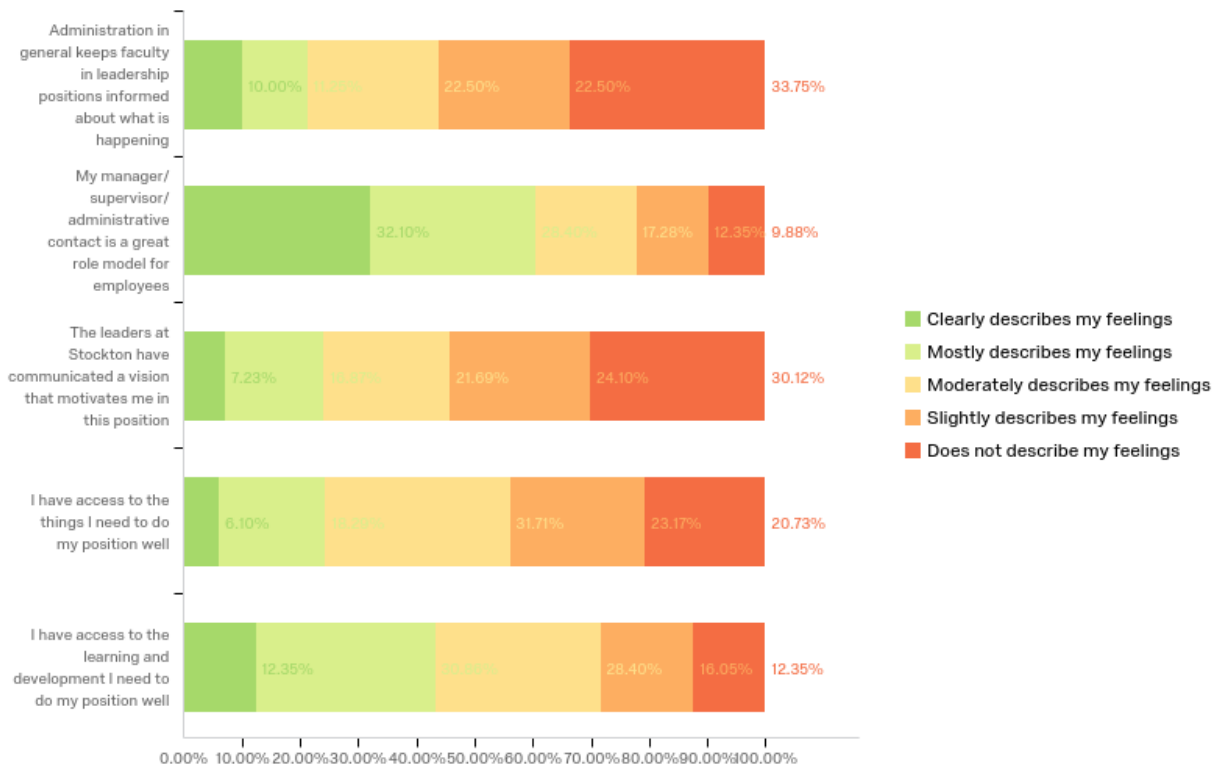
- **There is too little faculty power in the current coordinator (3: 2 undergraduate coordinator, 1 Directors/IDEA/Senate President/RPD):**
 - *By having weak coordinators, we pass those duties UP the chain and further empower the administrators, which was a mistake.*

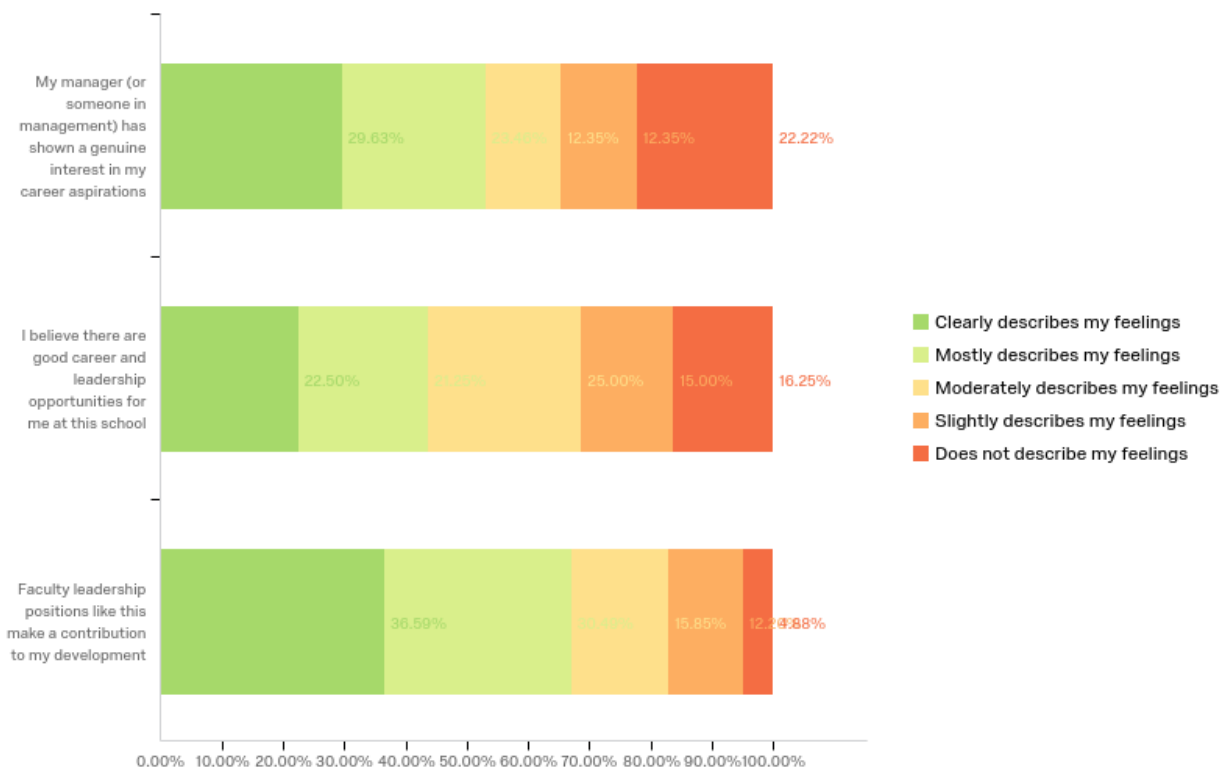
- **We need full time chairs (2: 2 undergraduate coordinators):** *We need a full time person overseeing the program. This revolving door coordinator role is for the birds. It is for scut work only and faculty should not be in coordinator roles.*

- **Eroding interdisciplinarity (1 undergraduate coordinator)**
 - *"Chair" implies traditional academic self-contained departments instead of "programs." An ancient Stockton principle is that faculty should engage in more than one program. That's still true of [redaction, School]. I hope it stays that way.*

Q55 - Please rate the following statements based on your experience in faculty leadership:







Morale

Although the survey did not ask about it, several respondents brought up issues of unfairness or low morale:

- *I am happy to support my program by being a program coordinator; I am not happy to be called out as a slacker by administration at the fall faculty conference because I get a course release.*
- *double standards*
- *In completing the last few questions, it made me realize that as much as I am proud and privileged to be at Stockton, I do not feel valued by the administration for the work that I do as a faculty member. Recognition of the same folks happens all the time, while the rest of us are just "here"*
- *I do not currently feel that hard work and going above and beyond is valued at Stockton any longer. I take great pride in what I do but I have had very recent situations where actions taken by administration/management devalue my efforts.*
- *I'm planning to retire soon so I'm not job hunting but don't plan to be here in 5 years. This decision was largely motivated by my concerns that the Administration's plans are undermining the qualities that made Stockton distinctive. We are on the road to becoming just a mediocre state university. Faculty are demoralized. We are ignored. There is only a performance of process.*

- *[administrator name redacted] has at times arbitrarily denied faculty leadership positions [examples redacted] and set up faculty by hand picking favorite administrators to judge applications/nominations disfavorably*
- *Helping support faculty at a time when administrators are frequently hostile towards our program, unappreciative of our work, and frequently, in micro and macro ways, suggest that we are not professionals or that our opinions/work is flawed or irrelevant.*
- *My manager is my dean, as I understand it, so I want to make it clear that [the Dean] has always supported me, and takes a genuine and helpful interest in my work as a teacher, coordinator, and scholar. I feel that the [administrator redacted] actively works against my program's success, and has personally attacked my scholarship and teaching in writing, and in meetings at this institution, and the scholarship, leadership, and teaching of many of my colleagues. []behavior toward faculty is inappropriate, and borderline harassing.*
- *Faculty in my program especially [program redacted] do a TON of administrative work. And we face a LOT of administrative push-back from the powers that be. Let's just say it's often frustrating and counter-productive.*
- *I cannot explain how thankless this job is - for a minor coordinator, we have all the work of other programs, but little of the recognition. And that question about development in the position is a joke - what I would not give to have a small budget to do things like attend a conference and/or symposium in the field so that I could bring new administrative or curricular ideas back to the faculty. What a way to stay up-to-date and relevant on issues within those specific fields - to do so, however, I would have to use my own faculty funding in my own "home" program, which is also supposed to support my development in THAT field. Interdisciplinary minors are not just "fun" programs - they are serious areas of study that bridge the teaching, scholarship, and service of faculty members, and I wish we had more support in seeing and demonstrating their value.*
- *Most people I know who take on faculty leadership positions are dedicated to excellence in teaching and serving our students well. They are hard working and simply put in longer hours to get the job done in this era of escalating expectations and diminishing resources / support. Our commitment to students and to our colleagues is what keeps us going in the current culture at Stockton. I am frustrated by the "myth" of faculty who have checked out and do the least amount possible. It is not the case in my School. I think faculty want to be heard and believe they can make a significant contribution to the future of Stockton. However the growing numbers and resources provided for administration (at the expense of students and faculty) and the "corporate culture" of Stockton have led me to question whether our day to day operations align with our espoused mission and values. In a faculty leadership position this clash of values is*

more apparent than when I was in a faculty role. While I remain committed to the future of my program the frustration and discouragement is becoming more pervasive.

- *I feel unsupported and undervalued by administration. My program members are very encouraging and appreciative, as are the staff members, my Assistant Dean, and my Dean. My care for students and my colleagues keeps me going, in what appear to be very dark days for my program and Stockton in general, in which there is near-daily discouragement in terms of how things are said to us, the value placed upon the professional work that we do (examples: suggestions that anyone could be recruited to help us, removal of traditional responsibilities in ways that suggest or imply that we have been doing them badly, lack of acknowledgement of our reported high levels of burn out, desire to change how we are scheduled to remove all GENS teaching/other program teaching from us in fall terms, and more). Honestly, I love leading my program colleagues and helping problem solve for students. Most of the time, I love collaborating with administrators and staff, in Academic and Student Affairs, and at every level from Clerk Typist to Chief Planning Officer or Enrollment Officer as we try to reach common goals. But I do not love having myself or my colleagues demeaned, having people not hear what we are saying in terms of burn out and dramatic changes in student needs, having professional staff colleagues working out of title to do essential work for the program, having Academic Advising colleagues be understaffed as they add support work for our program to already over-filled plates, having dramatic changes forced upon us in two years and then being blamed for a decrease in quality of outcomes, or being constantly asked to do more and more work, in the summer, and during the school year. ...I am very discouraged by dramatic cultural changes at Stockton that appear to devalue the work of faculty leaders, and the work of Assistant Deans, Deans, and professional staff. No MOA can change the culture, unfortunately.*
- *Faculty, for the most part, place great value on autonomy. Since I have been at Stockton, administration has become increasingly more onerous and unwilling to allow faculty the freedom to pursue our aspirations. They communicate distrust and often obstruct faculty from being recognized for their work. Value is placed on numbers, ever greater numbers, be it enrollments, funds, courses, programs offered. This dehumanizes faculty.*

Other notable comments

- *Greater transparency about acquiring new lines, class sizes, and other administrative decisions would benefit programs and allow them to run more smoothly and with more trust.*
- *One concern not addressed is equity between programs, even sometimes within a department, in terms of class size, requirements for when faculty schedules are due, how often coordinators are rotated or how they are chosen. Some of these might best be program choices, but others might be based on requests or histories that create imbalances.*

- *About the above questions, a weak coordinator is a hard position to maintain any sanity in a high conflict program like mine at Stockton. Without any real power, a coordinator has no ability to "make" people get along nor does s/he have any ability to make program members behave towards him or her. So it's a hard position to keep in a high conflict program. I don't think the solution is to further de-empower the position by cannibalizing its duties and putting them under the dean and making the PC even more harried by taking compensation away from them and making them work more while they still end up doing the same amount of duties (because let's be honest, the stuff a TES does is not the stuff you end up spending your time on, really.)*
- *For large programs, the coordinator duties should be split between two people. When I first came here (and coordinators got almost nothing), three people did the coordinator's job since no one was losing out.*
- *Service programs are not adequately understood by the administration.*
- *The project of program-level enrollment management has not been explained clearly. This is a NEW requirement for most programs, though technically in the duties. I still want to see a model of what is expected. The template we got this summer was mostly useless and had questionable data that was either old or inappropriate (compounded annual growth rates???? How do people compound?). Not created by people with statistical literacy.*
- *Not in the MOA, if you need something completed for a minor, it is typically the coordinator who completes the task. This includes assessment, organizing events, speakers, etc. As it is, the agreement is purely administrative, and ensures that there are classes, period. Any program or minor should offer more than coursework.*
- *the internationalization pillar is in the books, online, everywhere, but minimally developed. how are the languages integrated in our curriculum? How many programs require language study to prepare students to function globally? Why is it that our students and faculty traveling abroad have no choice by to rely on English speaking people (students, faculty, guides) in those countries. why do our students go to Germany, Poland, Colombia and other countries and do not speak a word of German. why are there not international students taking our courses at Stockton? why do we separate (rarely see) international students (summer usually) from our students? how do we prepare culturally and linguistically our students to really be independent global citizens? The rhetoric for internationalization is there, the actions on this front are still dismal. all of these internationalization efforts are done in English only. Why? this is puzzling.*
- *Please consider the urgent need for a 12 month fairly-compensated director position for accredited graduate programs.*
- *I wish that we could address the gendered dynamic of serving in these leadership positions. I don't think that could appear in the new agreement, but I feel like we need to address the fact that female faculty members contribute more to these service positions.*
- *In regard to the above question, I have lost count of how many Dean's I have had while at Stockton. I currently have a great Dean who supports me but I have also been bullied by a Dean in the past. We are currently searching for a new Dean. With regard to the question at hand, I would like to see the term "Program Director" return for graduate*

programs. Also, although requesting more managers is not going to be a popular move, I really feel that the accredited health professions need a department head as an intermediary between the program director (who remains a faculty member) and the dean. The Department Head would deal with all of the administrative duties including monitoring compliance with accreditation and making sure we have the resources to do so. The Program Director could focus on curriculum and assessment related to student success.