

Un/Under-Articulated Responsibilities

Task Force members observe that directing/coordinating/convening at Stockton often involves additional responsibilities that are not listed in the current MOA, but that are important to how the university functions.

These responsibilities fall under several categories: Leadership, Requesting Resources, Communication. Some of them might be done by someone else, or no one. Others seem likely to often be part of coordinating/directing/convening.

Un-Articulated Responsibilities

Leadership:

1. **Providing general leadership/program cohesion/community-building.** Stewardship of this kind is important, time consuming, and seems to be under-recognized.
2. **Mentoring new faculty (at large, adjunct, 13D or 13O, or TT).** We acknowledge that mentoring is somewhat spread across program members. Nonetheless, Coordinators frequently do extra mentoring, in part because Coordinators perform organizing duties for PRC activities and in part because of their higher visibility/communication level.
3. **Helping recruit colleagues for other service positions.** At least in some schools, Program Coordinators frequently communicate with the Assistant Deans and others to help recruit colleagues into various other service positions on campus.
4. **Starting new endeavors of various kinds (dual-degree, tutoring, TA use, dual-credit, new majors/minors/certificates, etc.)** Frequently, these endeavors are at administrator request/encouragement; sometimes they come from staff or faculty. Starting them often involves writing and revising proposals to send to Faculty Senate Committees and multiple communications with the SFT, as well as other stakeholder groups on and off campus. This work often requires a high investment of time, energy, and political capital. It can be discouraging, often has multiple hard deadlines, and then sometimes results in new offerings that are never properly financially supported. Sometimes this work can be delegated to other program members, but even then the Coordinator is often a project manager.
5. **Dealing with colleagues who are recalcitrant about attending meetings, participating in program events, scheduling courses, participating in program or School service, etc.** This is exhausting, politically challenging, and often fruitless.
6. **Dealing with colleagues who are harassing, bullying, and/or threatening other colleagues and/or students.** This is exhausting, often abusive, and often fruitless as there have historically been few effective avenues for dealing with such behavior.
7. **Emotional labor.** Some emotional labor comes from refereeing the issues in #5 and #6. Other emotional labor comes from being the main depository for complaints, concerns, and personal worries, for faculty, affiliated staff, students, and families.

Requesting Resources:

1. **Writing line requests (TT, Visiting) and staff requests.**
2. **Applying for internal/external resources to support new endeavors (2020, RPD, POF, external grants).** New endeavors, whether requested by administrators or desired by faculty or staff, often require faculty leaders to write proposals for 2020, RPD, or other internal sources of funding, write proposals for community or external sources of funding for the items listed in Leadership-4 and other pilot endeavors, and/or request money from various on-campus entities, sometimes annually, to continue even a small, relatively inexpensive program.
3. **Writing proposals requesting or defending space.** This involves writing proposals and usually having one's proposal in a holding pattern of indefinite length.
4. **Writing budgets.** Coordinators are sometimes asked to write budgets that include financial information they do not have easy access to. In addition, budgets that are provided sometimes do not seem to be informed by the budgets submitted.

Under-Articulated Responsibilities

In addition to tasks that are not really covered in the existing MOA, there are others that are addressed in the MOA, but that used to be at a much smaller scale. These include communication; scheduling across multiple campuses; handling internships; summer work; and scheduling across multiple concentrations/tracks.

Communication:

1. **Marketing at a larger and more diverse number of outlets (open houses, Day in the Life, summer orientation programs, faculty-development programs, etc.).** Many Coordinators are currently expected to conduct personal program information/recruitment meetings with prospective students and their families throughout each semester, give tours of our facilities to students/families that are visiting campus, help with athletic recruits; tend to requests from area high schools and community colleges for recruitment visits from our program faculty to their schools; and field frequent emails from students who want to know more about the programs at Stockton. We think that some of this is the program/coordinator's job, but that coordinators are often neither appropriately trained nor appropriately compensated for the time it would take to do this part of the job effectively.
2. **Emails and phone calls.** Coordinators often need to respond to numerous external program-related email requests, some of which could probably be handled by dedicated program staff. Coordinators also field a growing number of phone calls from parents and other family members. In addition, things like scheduling meetings and disseminating information to program colleagues becomes unwieldy and time consuming.
3. **Being a liaison with other internal and external groups.** With new initiatives, including SEMP, retention, more agreements with high schools, community colleges, and community organizations, this takes up more and more time. Given how short staffed most programs are, it is hard to recruit others to assist the coordinator with these activities as the MOA suggests (appoint a liaison).

Multiple Campuses

1. **Scheduling courses, mentoring faculty, and more, across multiple resources.** This is particularly challenging when working with the same number of faculty and/or in programs where resources are needed but not replicated in both sites (computer lab resources, TV studio, equipment, etc.). It is also challenging to schedule individual faculty members teaching at multiple campuses and include them in program life.

Summer Work

1. Coordinators' Summer Responsibilities have experienced mission creep. The MOA might more fully and clearly articulate the expectations for Summer Coordinator Duties.

Annual/5-Year Reports

1. **Annual reports.** Annual reports are important and potentially very valuable. When done thoughtfully, they can yield excellent insights and guide programs into the future. But, to be meaningful, coordinators must invest time and attention interpreting institutional and program data. The way the reports are currently structured means that to get meaningful information from them, coordinators need to put significant detailed effort into them. However, the more effort one puts into it, the less likely anyone will read it--because then the report is longer, more data-heavy, and more complex to read. There is little reward for doing a good job in this task, and little or no penalty for doing the report poorly--or not at all--so the expectations need to be changed.
2. **Five-year reports.** The compensation for the five-year report seems fair. However, it sometimes seems that few people read, digest, and meaningfully respond to the reports, and that few meaningful major changes are made as a result of the recommendations. Either the University needs to work with the programs and schools to make the most out of these reports, or the university should simplify the expectations for these reports to match the amount that they actually matter.

Not all programs have the situations below, but they currently aren't considered in compensation, so there are unaccounted-for disparities in expectations and obligations.

Internships

1. Some programs have internal and external internships, as well as community partners that provide internships and pre-professional opportunities. Keeping track of the students/partners can be a challenge for programs that don't have staff members to do so, where this falls to the coordinator.

Multiple Concentrations/ Tracks

1. Other programs have multiple tracks or coordinators, without having track convenors or coordinators. Leading each of these means many moving parts, parts that become very difficult to coordinate effectively without assistance. Dedicated program staff or additional convenors/coordinators could help with this.

Summary

The current MOA does not fully capture the breadth or intensity of the work of faculty leaders. Also, programs have different needs--one size does not fit all.