

**CSM SoTL Coordinator  
Position description**

*DRAFT 3.19.07  
for use in conversation at Canada*

**The CSM SoTL coordinator will have two main responsibilities:**

- 1. To organize and administer the selection process of five SoTL scholars a year.**
- 2. Organize and facilitate the year long activities for the SoTL scholars. These activities include, but should not be limited to:**
  - a. Regular meetings as a group of Scholars to facilitate the completing of each SoTL project**
  - b. Support and advising of Scholars for publication and presentation of work**
  - c. Organization of faculty workshops for Scholars to share scholarship findings with other CSM faculty (and other interested groups).**
  - d. To help create a campus environment of reflective scholarship about teaching and learning at CSM**

**Support for the CSM SoTL Coordinator:**

- 1. The Coordinator will be a tenured faculty member and will receive a total of six units release time per semester.**
- 2. The coordinator will serve for a period of at least two years—at which point a call will go out for other interested faculty to apply. Preference will be given to those who have served as a scholar. A coordinator may serve up to two terms.**
- 3. Selection of the coordinator will be done by a three person committee: the Academic Senate president (or designate), the Assessment Committee Chair (or designate) and the VPI (or designate). This committee will construct the application for the position which will be approved by the Academic Senate.**
- 4. The SoTL coordinator will recommend various “Themes” that the prospective Scholars will try to address in consultation with the President’s Cabinet. The actual choice of theme or themes for the year will be made by the Academic Senate Governing Council**
- 5. The Coordinator will manage the Center for the Scholarship of Teaching and Learning.**
- 6. Participation of Faculty in the program is voluntary; this program is for those who are interested and is not intended to be imposed on all.**

**CSM SoTL Scholars**

**The college will support 5 scholars per year. Each scholar who is selected will receive 3 units of release time each semester for a period of one year. Scholars will have an obligation to meet minimum criteria as established by the Coordinator and approved by the 3 person committee. This will include working on scholar’s proposed project with focuses on a selected theme, attempting to publish**

and/present the finding of their research and doing workshops on campus in order to share findings/concerns with other faculty at CSM.

**Project costs:**

<b>CSM SoTL Scholars</b>	<b>5 faculty per year</b>	<b>3 units per semester</b>	<b>30 units per year (at \$3400 for 3 units)</b>	<b>\$34,000</b>
<b>CSM SoTL Coordinator</b>	<b>1 faculty per year</b>	<b>6 units per semester</b>	<b>12 units per year</b>	<b>13,600</b>
			<b>Total personnel cost per year</b>	<b>\$47,600</b>

**Possible Funding Sources**

This proposed program clearly is focused on faculty development—with an emphasis not on disciplinary scholarship but rather on pedagogy, assessment, and student learning. This program is NOT intended to replace an already under funded professional development program that does focus on long and short term professional development for disciplinary and professional scholarship. Rather, it is intended to complement that program. None the less, it is a faculty development project. As such we believe that this is a program the should be funded through the district. But, we will also seek outside sources of funding such as grants and gifts to fund the project.

**Assumptions:**

Well trained and enthusiastic faculty do a better job teaching students. This environment fosters greater student retention which is one of the primary means to increase FTES. More and more students are coming to CSM less and less prepared for college level work, and most faculty have little or no training in how to teach this population of students. This produces frustration for both the students and the faculty who are trying to teach them. This frustration causes students to drop and faculty to “burn out” and be less productive. The SoTL program provides a mechanism to address and alleviate the frustration in both groups producing greater productivity.

Hence, while the program has a significant price tag, over time it should more than pay for itself in increased FTES, greater student success and satisfaction, and greater productivity from faculty.

**Lastly, faculty publication and presentation around SoTL will greatly increase the academic profile of CSM. This will benefit the reputation of the college which should translate, over time, into FTEF growth.**

**This program also establishes a transparent process both for faculty to propose and to get support to explore new ideas and for administrators to identify directions or themes that the college needs to address.**