

Faculty Recommended Action Items

California State University-San Marcos

The action items are presented in the body of the report as arranged by the Faculty Dimension Committee. Following this and the recommended grade, they appear in the priority order that they inherit from FoEtec.

Priority 1. Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department).

Action Item 1.1. Develop an orientation program for adjunct faculty and teaching assistants. (High Priority)

Action Item 1.2. Add first-year issues to the current New Faculty Institute. Alternatively, create a first-year presentation on MediaSite that could be shared with all faculty as they receive an assignment to teach a first-year class. (High Priority)

Action Item 1.3. Develop ongoing faculty development concerning first-year issues with an incentive system that encourages faculty to continue learning about teaching strategies. (High Priority)

Action Item 1.4. Invite all faculty who are teaching first-year students to a short retreat with a focus on the characteristics of the students who they will be teaching and how to reach those students. (Medium Priority)

Action Item 1.5. Implement a program for recognition of excellence in teaching first-year students. The program should include acknowledgement of the unique nature of teaching first-year students throughout the hiring and RTP process (High Priority) as well as the development of a new teaching award (Medium Priority) and formal recognition of all faculty who are doing an excellent job in reaching first-year students. (High Priority)

Action Item 1.6. Expand the Peer Coaching program to include more adjunct faculty, especially targeting those who are teaching first-year students. (Medium Priority)

Priority 2. Assign coordination of all first-year activities, including GEL, GES, GESS, GEW, and GEO classes as well as programs like learning communities, to one office or position. The charge should include the following action items.

Action Item 2.1. Develop a set of first-year learning goals and disseminate them widely, especially to faculty who will be teaching the first-year students. (High Priority)

Action Item 2.2. Include remediation strategies in the goals and all aspects of planning for first-year students. (High Priority)

Action Item 2.3. Include all majors and typical first-year courses in the planning for and assessment of first-year programs. (High Priority)

Action Item 2.4. Expand successful campus programs with a focus on first-year students. For example, expand the number of learning communities and expand the Faculty Mentoring Program to include first-year students. (Medium Priority)

Priority 3. Develop opportunities for the faculty to learn about and engage with first-year students.

Action Item 3.1. Disseminate information about the incoming class at Convocation and through regular media releases and/or a website devoted to the first-year students. (Medium Priority)

Action Item 3.2. Create opportunities for faculty to meet and engage with first-year students, such as lunch with faculty at student orientations, departmental or all faculty meet and greets, and mentoring programs. (Medium Priority)

Recommended Action Items:

- Develop an orientation program for adjunct faculty and teaching assistants. (*High priority*)

This is item 1 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."

- Add first-year issues to the current New Faculty Institute. (*High priority*)

Alternatively, create a first-year presentation on MediaSite that could be shared with all faculty as they receive an assignment to teach a first-year class. This is item 2 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."

- Develop ongoing faculty development concerning first-year issues. (*High priority*)

This faculty development must include an incentive system that encourages faculty to continue learning about teaching strategies. This is item 3 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."

- Coordination of all first-year activities: development/distribution of first-year learning goals (*High priority*)

Develop a set of first-year learning goals and disseminate them widely, especially to

faculty who will be teaching the first-year students. This is item 1 of 4 under "Assign coordination of all first-year activities, including GEL, GES, GESS, GEW, and GEO classes as well as programs like learning communities, to one office or position."

- Coordination of all first-year activities: inclusion of remediation strategies in planning (*High priority*)

Include remediation strategies in the goals and all aspects of planning for first-year students. This is item 2 of 4 under "Assign coordination of all first-year activities, including GEL, GES, GESS, GEW, and GEO classes as well as programs like learning communities, to one office or position."

- Coordination of all first-year activities: planning for and assessment of first-year programs (*High priority*)

Include all majors and typical first-year courses in the planning for and assessment of first-year programs. This is item 3 of 4 under "Assign coordination of all first-year activities, including GEL, GES, GESS, GEW, and GEO classes as well as programs like learning communities, to one office or position."

- Implement a program for recognition of excellence in teaching first-year students. (*High priority*)

The program should include acknowledgement of the unique nature of teaching first-year students throughout the hiring and RTP process (High Priority) as well as the development of a new teaching award (Medium Priority) and formal recognition of all faculty who are doing an excellent job in reaching first-year students. (High Priority). This is item 5 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."

- Expand the Peer Coaching program to include more adjunct faculty. (*Medium priority*)

Adjunct faculty who are teaching first-year students should be especially targeted. This is item 6 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."

- Coordination of all first-year activities: expand successful campus programs (*Medium priority*)

Expand successful campus programs with a focus on first-year students. For example, expand the number of learning communities and expand the Faculty Mentoring Program to include first-year students. This is item 4 of 4 under "Assign coordination of all first-year activities, including GEL, GES, GESS, GEW, and GEO classes as well as programs like learning communities, to one office or position."

- Faculty learning/engagement opportunities: Disseminate information about the incoming class. (*Medium priority*)

One forum could be at Convocation. This can also be done through regular media releases and/or a website devoted to the first-year students. This is item 1 of 2 under "Develop opportunities for the faculty to learn about and engage with first-year students."

- Faculty learning/engagement opportunities: Faculty meeting and engaging with first-year students. (*Medium priority*)

Create opportunities for faculty to meet and engage with first-year students such as lunch with faculty at student orientations, departmental or all faculty meet-and-greets, and mentoring programs. This is item 2 of 2 under "Develop opportunities for the faculty to learn about and engage with first-year students."

- Organize a retreat for faculty who teach first-year students. (*Medium priority*)

Invite all faculty who are teaching first-year students to a short retreat with a focus on the characteristics of the students who they will be teaching and how to reach those students. This is item 4 of 6 under "Develop an orientation and professional development strategy for all faculty (campus) and teaching assistants (department)."