CSU Todos Santos Center 10-week position as Instructor and Academic Coordinator (AC)
Updated 8/18/2022

The 10-week position carries the same job description as a 5-week position, plus holds serves as the Academic Coordinator. The vision of the Academic Coordinator role is to elevate the authority and responsibility of one instructor / faculty member in support of the academics of semester programs, cultivate teamwork among faculty, and support the holistic well-being of students throughout their experience. This position will work closely with Center staff.

Time commitments include:
- Up to 5 hours pre-departure to host curriculum integration meetings with co-instructors
- Up to 5 hours per week on-site
- Up to two-hours post-program

Areas of influence and responsibility include the following:

1) Co-facilitate pre-travel instructor workshop(s) with outcomes to include team building, information about the Center, and dialogue about ways to increase student engagement and high impact learning (for example, through experiential learning).
   a) This workshop could be virtual, in person, or hybrid to best meet the goals, the current climate, and logistics.
   b) Timing TBD up until the date of departure.

2) Be a resource for faculty program planning questions during the previous semester and the semester in Todos Santos (no summer or winter break time commitments).
   a) Share experiences teaching in Todos Santos for incoming faculty, particularly those who have not taught at the Center previously.
   b) Make connections between faculty and Center staff when faculty express questions about the CSU Todos Santos Center and surrounding community.
   c) Offer examples of high-quality experiential and service learning when relevant.

3) Coordinate with faculty, staff, and students throughout program.
   a) Provide peer mentoring and coordination among faculty via one meeting per week. This could be breakfast or lunch at the Center or an off-site conversation after hours.
   b) Play a leadership role for any conflicts or questions that cannot be resolved directly between faculty and students,
   c) Partner with Center staff to address conflicts or situations that arise among students.
   d) Be engaged in service-learning activities throughout the semester. This includes coordinating a rotation for faculty engagement at each weekly service-learning site. Academic Coordinator will attend some service-learning activities but is not required to attend all.
4) Weekly dialogue with the faculty team to maximize connections and coordination between the courses taught in each five-week session during the semester. This conversation could occur at a set meal each week, for example, and include:

   a) Highlight thematic, experiential, and intellectual commonalities among classes, through service learning, activities, and excursions during a regular weekly meeting, with an emphasis on holistic student learning and development.
   b) Share observations about student well-being. Highlight any areas of concern and act as a liaison for this information with the Center team.
   c) Provide input and feedback to the Center team regarding ideas for future semesters.

5) Be a resource for faculty transitions to maximize continuity in teaching. This could include the transition of faculty between sessions or transitions between faculty sharing teaching responsibilities for the same class.

6) Co-lead a faculty debrief at the conclusion of the semester, in partnership with the Center team. Evaluation and debrief can focus on program structure, local experiences, communication, teamwork, support, what worked well, and what can be improved in future semesters.

7) Meet with the incoming AC in advance of the start of their assignment to share experience and answer questions.