

**College in the Schools**

# **Events Coordination: A Guide to Success**



## **College in the Schools Events Coordination: A Guide to Success**

**About College in the Schools (CIS) events:** Each year College in the Schools hosts approximately 110 on-campus “events.” These events range from Field Days attended by 100’s of high school students, ongoing discipline specific teacher workshops, to small Advisory Committee meetings of 3-5 people. The work involved in this coordination is year-round, though due to the academic year, it often comes in waves. CIS at the University of Minnesota is a national leader among such programs in providing on-campus opportunities for its students, and ongoing professional development for its teachers.

**Purpose:** The goal of this document is to give the reader an inside view of CIS processes used in events coordination, as well as to pass along more general hints along the way. What works? What doesn’t? Why in the world do we bother to do all of this?!

**Partners:** Partner high schools or their districts are responsible for certain direct and indirect program costs associated with field days. The contract between CIS and the high school includes statements about the high schools responsibility to provide release days and transportation for field days. (See attached: School Partnership Agreement.)

**Audience:** CIS events really serve three distinct audiences; high school students, high school teachers, and University faculty. Let’s start with the last...

### **CIS Faculty Coordinators:**

Each CIS discipline is headed by a University faculty member from the department offering the course. In many ways, our Faculty Coordinators are the back-bone of the program: They train CIS teachers, ensure University rigor in the courses, recruit new teachers, visit high school classrooms, design and implement the teacher workshops and student field days, and represent the academic authority for each CIS discipline. For all of these reasons, a positive and vibrant ongoing relationship between CIS staff and faculty is vital to our success. *The CIS Events Coordinator has perhaps the greatest continuous contact with faculty, and thus acts as “keeper” of these relationships.*

Many faculty have an assistant who works with CIS in coordinating events scheduling and facilitation. Our faculty and assistants all respond well to e-mail making this the preferred method of communication. Finally, it is worth noting that these are academics, not administrators. Many of the administrative tasks which come with the Faculty Coordinator job, are not typical tasks for faculty. The Events Coordinator helps faculty with this sometimes foreign aspect of their job.

### **CIS Teachers:**

While the Events Coordinator does see teachers 3-6 times per year at teacher workshops and field days, it will not be necessary to know each of them as you do the faculty. Teachers will call with questions about parking, campus, and events, but generally they are calling to respond to an RSVP. Often teachers are less accessible by e-mail, preferring instead to be called.

Our teachers are extremely dedicated professionals who take on the extra work of CIS without extra pay. As such, we pay for their parking at teacher workshops and in general recognize the extra work that they do. We also count on our teachers to let us know what students think about field days, and to let us know what they’d like included in workshops. These are likely the hardest working people in CIS!

## **CIS Students:**

College in the Schools students are generally juniors and seniors in the top 20-30% of the class. They tend to be serious about their studies, but teenagers all the same! They are bright, fun, outspoken, and creative. *Not being accustomed to 2 hour lectures, it can be a genuine (and worthwhile) challenge to keep these students engaged and entertained during a lengthy field day.*

The CIS Events Coordinator will see these students during our roughly 25 student field days per academic year. Different disciplines bring different types of students, and so you'll find that each discipline has a very unique model for the field days.

Other than directing traffic and helping the occasional lost lamb, the Events Coordinator focuses on this audience by bringing his/her expertise with the age group and knowledge of campus to the planning stage of events. Nonetheless, you never know what can happen when you bring 200 – 400 high school students to campus—so be ready for anything!

## **THE EVENTS**

Having now briefly discussed the program and its various audiences, we should now turn our attention to planning these events. With 110 events per year (and growing!), the Events Coordinator needs a system to keep track all of the details. The *database* is absolutely critical, but I also recommend utilizing Outlook calendar/reminders, a good portable calendar, and an up-to-date wall calendar to track events. With redundancies built into your organization, there is a much smaller chance of dropping the ball.

Roughly 25 times per year, groups of CIS students come to campus for a discipline-specific field day. These are the largest and most complex events we host, and must be planned for accordingly. Each discipline has a very distinct model for their day. (See attached: *A Look at Past College in the Schools Student Field Days.*) Attendance at field days ranges from 50 – 500 students. *The lion's share of coordination work happens the 6 weeks prior to the event.* However, the Events Coordinator will need to attend all field days, and in general, put out fires as they arise. Did the AV show up? Is there construction in the room? Are there plenty of maps and restaurant lists? Is there toilet paper in the rest rooms? Did all the schools show up?

## **Scheduling**

*Perhaps the single biggest responsibility for the Events Coordinator is to make sure that all the disciplines schedule their events with LOTS of time to spare!* The hectic schedule of teachers, limited space on campus, and the sheer complexity of the program make scheduling early absolutely critical. Once all scheduling has taken place for an academic year then the Events Coordinator needs to make sure all teachers, faculty, and CIS staff receive a completed calendar.

## **So, what works?**

It is generally a good idea to remind faculty before their summer workshops with teachers to choose academic year dates for the field days. Some friendly prompting usually pays off, but expect to have to do it. This means that the Events Coordinator can begin creating the following academic year events calendar as early as June. *It should be completed no later than mid August and mailed to all principals, teachers, faculty, and CIS staff.* Once a cohort has given you event dates, the #1 priority becomes **ROOM SCHEDULING...**

**..but before you look into rooms, always create an electronic ‘record’ in the *database* documenting the date, discipline, and type of event.** (See attached example of a typical database entry: *Event Information for French Field Day.*)

**Then, let the room hunt begin!**

**Room Scheduling:** Field Days which require numerous ‘breakout’ classrooms for students should be scheduled for during winter break, or between spring semester and May Term. If only a few breakouts are needed students can split up in an auditorium. Remember to keep a copy of all forms that you complete and record the dates received and sent.

*Be sure to update the database and all calendars as soon as a room has been scheduled.*

### **Events Logistics—The Nitty Gritty (Planning for the events themselves)**

So the event has been scheduled, a *database* record created, the calendar updated, and space reserved; it is now time to micro-plan for the event itself.

5-6 weeks prior to a field day contact the Faculty Coordinator to find out their plans. Often this will serve as a reminder and they’ll get back to you with details. It is a good idea to request the following information (the earlier these questions are answered, the easier planning will be.):

- 1) Ask for a complete agenda
- 2) Will there be a guest speaker?
- 3) If so, will there be an honorarium, and how much
- 4) Will they need AV ordered (overhead, laptop, VCR, projector, flip-chart etc.)?
- 5) Would they like food delivered?
- 6) Are there any special handouts (other than the notice) which need to be mailed to teachers prior to the event?

Once you have this information, it is time to mail an official notice with complete event details to teachers within that cohort. During the school year e-mail invites work fine.

### **Catering/Audio Visual (AV)/Honoraria/Miscellaneous**

**Catering:** CIS must always be as frugal as possible with food costs. So be conservative in your orders. Be sure to update the *database* after food has been ordered (including the cost!).

**Audio Visual Equipment:** AV is expensive, so only order what is absolutely necessary. And again, be sure to update the *database* with details and cost.

**Honoraria:** Small amounts are often paid to speakers and presenters at CIS field days. We suggest \$200 for field days or \$150/hour (this includes mileage). Faculty will let you know if they think this is insufficient, but be sure to always check with faculty before you process payment.

Speakers that are not on the University faculty will need to complete some forms. It is ALWAYS a good idea to highlight or put an ‘X’ next to the parts that the speaker should fill out. You can then fill out the rest. Once the

speaker has returned the forms and they are complete, make a copy for you own records, and forward the originals to the finance department. (Sample *Honorarium Invoice* is attached.) Remember to update the *database* with the date you submitted the payment request, and the amount the speaker is to be paid.

**Miscellaneous** details are not applicable to all events but are very important for some. If you are not sure if an event requires something, ask!

- Will the faculty coordinator want to award gift certificates to people who contributed to the field day? If so, how many will they need and for what amount? A typical amount is \$10.00 to the University of Minnesota's bookstore.
- Does the faculty coordinator plan on sending a thank-note to guest speakers? This can be written and mailed from the CIS office and signed by the appropriate people.
- Is this a new Field Day format or has it been a while since the day has been evaluated? Talk to the Faculty Coordinator about conducting a student evaluation of the day.
- Signage. Some field days require very specific signage, others require basic room signs.
- CIS has two door stops. Carry them along as a back up. It is important to move the students as quickly as possible.

## Final Confirmations and Materials

2-3 days prior to an event you should confirm all reservations and arrangements. When you confirm be sure to indicate this in the *database*. It is important to have this documented in case there are problems. It is also a final opportunity to catch any errors.

*The day before a workshop* compile the following materials:

- 1) Sign-in sheet for teachers (generated from database)
- 2) Nametags
- 3) Marker(s)
- 4) VIP stamper to validate parking
- 5) Extra copy of all handouts
- 6) Extra copy of the teacher notice

*The day before a field day* compile the following materials:

- 1) VIP stamper to validate *speaker* parking (not student parking)
- 2) Campus maps for all students
- 3) Restaurant lists for all students
- 4) Extra copies of all handouts including notice / agenda
- 5) Special materials (convention signs?)
- 6) Nametags and markers for CIS staff, teachers
- 7) Signage directing students around buildings
- 8) Digital Camera

Whew!!

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## The Checklist

So, let's recap the ordered checklist: (Hint: It's a good idea to run through this checklist for every event.)

- 1) Event scheduled with faculty
- 2) Event record created in database
- 3) Calendars updated with date
- 4) Space reserved
- 5) Faculty queried about details (4-6 weeks)
- 6) Faculty respond with details
- 7) Notice mailed to teachers (2-4 weeks)
- 8) Catering ordered
- 9) AV ordered
- 10) Honoraria request submitted
- 11) Final confirmations (2-3 days)
- 12) Materials compiled (day before)
- 13) ENJOY the event!!

Note: Faculty and their assistants also have events responsibilities. (See the attached *History Field Day Timeline* for a description of the faculty responsibilities.) Knowledge of what falls in the faculty domain is critical to your planning and organization.

University of Minnesota, Twin Cities  
College in the Schools  
School Partnership Agreement

Teacher Applicant: \_\_\_\_\_

School: \_\_\_\_\_

Principal: \_\_\_\_\_

Partner high schools or their districts are responsible for certain direct and indirect program costs associated with delivering University of Minnesota, Twin Cities courses through the College in the Schools. Please review the costs carefully and acknowledge your school's commitment to partner with College in the Schools by signing below.

**Tuition:** Schools are billed directly for student tuition and are responsible for paying the bill within 30 days of the billing date. *If payment is not received within 90 days of the billing date, the U of M finance office will assess a late payment fee of \$90 per student.* Tuition for 2007-2008 is \$139 per student per course. Tuition is subject to change. You will be notified in advance, usually in late winter, of any changes.

The reduced tuition charge per student registration *per course* is approximately 15 % of the usual cost for the same 3-credit course, 11% for the same 4-credit course, and 9% for the same 5-credit course on campus.

**Teacher stipend for summer workshops:** CIS provides three kinds of summer workshops—orientation for new teachers, workshops for new teachers by subject area, and workshops for both new and returning teachers by subject area. We provide this professional development without charge, and we strongly encourage school districts to provide stipends for teachers when applicable.

**Release days for faculty workshops and student field days during the academic year:** Schools or their districts provide substitute teachers for daylong teacher workshops and student field days. *Note: 3-5 release days, depending on the discipline, are required for each course a CIS teacher teaches. A teacher teaching both lit and comp, for example, would need 8-10 release days.*

*Teacher workshops* are held each semester and offer ongoing professional development that addresses content, pedagogy, and assessment of the course(s) as well as opportunities for discussion with faculty coordinators and teacher colleagues who are teaching the same course(s).

*Student field days* are usually held each semester and provide students the opportunity to come to campus for a day, meet their peers from other high schools, and engage in course-related activities such as lectures, citizen juries, and classroom visits.

**Transportation to CIS student field days on campus:** Schools or their districts provide transportation for students and instructors to come to the University campus for at least one field day experience during the U of M course.

**Textbooks:** CIS requires that the same textbooks used in on-campus classes be used in CIS classes. Schools or their districts are required to provide the laboratories, textbooks, and materials as needed.

**Faculty internet access:** CIS requires teachers to use their U of M e-mail accounts to utilize web-based course management functions and to receive official U of M correspondence. Schools or their districts agree to provide internet access for teachers.

**Class size limits for selected courses:** Many, but not all, departments at the U of M set maximum class size limits in order to promote an optimal class experience for both the teacher and the students. High schools agree to respect class size limits.

- Applied Economics – 35
- Basic Writing – 17
- Chinese – 18
- English Composition – 26
- English Literature – 25
- French – 24
- German – 24
- Hebrew – 20
- Japanese – 18
- Latin – 22
- Spanish – 24

*On behalf of the school or school district, I agree to support the above-named applicant by taking responsibility for the above items in offering College in the Schools courses through the University of Minnesota, Twin Cities.*

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Date

**Honorarium Invoice**  
**College in the Schools, University of Minnesota**

I, \_\_\_\_\_, verify that I conducted a lecture for College in the School's History Student Field Day held at the University of Minnesota on May 17, 2005. My honorarium is in the amount of \$200.

My current address is as follows:

\_\_\_\_\_ Street  
\_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code

Signature \_\_\_\_\_ Date \_\_\_\_\_

**College in the Schools**  
**History Field Day Timeline**  
**May 16, 2005**

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*Faculty Coordinator Assistant*

**March 1, 2006- DEADLINE**

- Invite Speaker

**March 10, 2006- DEADLINE**

- Report to Jennifer Shofner which teachers are coming and how many students they will be bringing
- Confirm speaker

**April 7, 2006- DEADLINE**

- Prepare, assemble, and mail field day packet to all participating teachers
  - Photo copy readings
  - Finalize agenda
  - Complete Excel spreadsheet (CIS has template) to ensure equal distribution of cabinet roles and number of students between schools
  - Student and teacher instructions with cabinet assignments/special roles
  - Map of East Bank for bus driver
  - Report expenses to CIS staff, if done outside of CIS office
- Assign teachers to facilitate cabinets and mail out assignments

**April 14, 2006- DEADLINE**

- Coordinate with CIS for the honorarium for speaker; give CIS name, address, U of M ID number (if applicable), amount to be paid, and role.

**April 21, 2006- DEADLINE**

- Send information to speaker about where to park as well as agenda and other pertinent information.

**Day of field day:**

- Make last minute adjustments to cabinet assignments
- Help teacher/students locate rooms(s)
- Meet speakers and facilitate discussions
- Facilitate small group discussion at lunch and help student prepare for their presentation

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*Events Manager*

- Reserve auditorium and breakout rooms (January)
- Create room signs; hang day before field day
- Maintain communication with faculty coordinator and assistant
- Order UDS for the field day teacher's lounge
- Work with Faculty Coordinator Assistant to determine AV, order
- Submit paperwork for speaker honorariums
- Send announcement to teachers 4 weeks and 2 weeks prior to event; include agenda, directions, times, special information
- Assist Faculty Coordinator Assistant with field day packet mailing
- Bring supplies to event- restaurant lists, maps, door stops, evaluations, overhead sheets and markers
- Send thank you card to speaker

## A Past Look at College in the Schools Student Field Days

<b>Discipline</b>	<b>Description</b>	<b>Term</b>	<b>Teacher Preparation</b>	<b>Student Preparation</b>
<b>Agronomy</b>	Pilot (TBD)			
<b>Animal Science</b>	Pilot (TBD)			
<b>Applied Economics</b>	Under what conditions, if any, should the U.S. government move to reduce air pollution? Students will attend a panel with U of M professors on a relevant economic issue, such as air pollution, followed by small-group student juries. They will reconvene with a Minnesota state senator to share thoughts and questions.	Spring (January)	Distribute student reading packet (will receive in mail) discuss in class prior to FD, distribute small-group roles	Read student packet; discuss in class, prepare for small-group role; bring pen/paper
<b>Basic Writing</b>	Students in the Basic Writing class will get a unique, up-close view of the University. Students will meet with a faculty panel to discuss opportunities at the U. Students will observe a class of their interest followed by a Q and A session with U of M students and advisors.	Fall/Spring	Copy and distribute class descriptions (will receive via e-mail)	Read class descriptions and choose one to attend.
<b>Chinese</b>	CIS students will go to the Science Museum of Minnesota, instead of coming to the campus at the U. At the museum, they will view a Chinese dinosaurs exhibition, and learn other aspects of Chinese culture and the Chinese Program at the U.	Spring		
<b>English Composition</b>	Each semester students are assigned to write an Ethnography paper. Students will hear from a visiting cultural anthropologist who will share techniques and professional experiences. Students also hear testimonials from CIS alumni on their ethnography experience and paper.	Fall/Spring	Provide Muriel with names of CIS alumni who may be able to speak about their paper	Bring pen/paper
<b>English Literature</b>	In what ways do you think your life is post-modern? Spin a "Big T" (truth) story from your own life, regardless of the "facts" of the case. Students will read a common text and listen as Professor McNaron applies a chosen literary lens to the story. Students will divide into small groups further discussing the text, and will write a story applying the lens to their own life. Stories are then shared with the whole group, critiqued by McNaron.	Fall/Spring	Photocopy and distribute FD reading (will receive in mail), discuss in class, prepare to lead a small group discussion, assign students to small group by numbering off	Read assigned story; discuss in class prior to FD; bring pen/paper
<b>French</b>	Students will visit various activities throughout campus based upon a ticket system. All will attend a cultural activity such as a speaker (ex. Louise Dillery, Holocaust survivor) or performing artist (Francophone panels, Mali and West French African Musicians); followed by a rotation through class visits; a French café with croissants and drinks; tour the Weisman Museum in French, and a U of M scavenger hunt.	Fall/Spring	Distribute tickets to students upon arriving at the event	Dress in layers-students will be entering and leaving buildings frequently
<b>German</b>	In the fall, hear Dept. Chair Rick McCormick give a lecture on the top 10 German films of all time, visit a German café, classroom visits, study abroad, and faculty visits. In the spring, students compete in a video competition and wait anxiously to hear the winner of a 4-year U of M scholarship from the German Department.	Fall/Spring	Distribute tickets to students with rotation session assignments; guide students in creating video/turn in videos to judges before video due date as set in spring workshop	Create videos; complete scholarship application if applicable
<b>Hebrew</b>	After dividing into three speaking levels, students give presentations; listen to speaker on music,	Fall/Spring	Give students presentation assignment.	Prepare presentation

	such as Israeli hip-hop or film, finish the day with modern day music karaoke. Tour the U of M in Hebrew.			
<b>History</b>	Students will become experts in historic public policy options surrounding Hiroshima, the Cold War, and Vietnam. In simulated cabinet sessions, students will try to convince their president of their option. Groups will reconvene with a public policy expert to share final conclusion, thoughts, and questions.	Spring	Distribute student reading packet (will receive in mail); distribute small-group roles; discuss significance of options in class	Read student packet; discuss in class, prepare for small-group role; bring pen/paper
<b>Japanese</b>	TBD			
<b>Latin</b>	Students have a full day as they visit the Rare Books Room in Anderson Library, enjoy a pizza lunch, participate in a mock lecture by Professor Nicholson, and view Roman Coins at the Weisman Art Museum.	Fall/Spring		Bring pen/paper
<b>Political Science</b>	Political Science students will enjoy a day of debating current public policy. Recent topics include: MN Smoking Ban, Same Sex Marriage, and Evolution vs. Intelligent Design. Students will read articles on both sides of the issues, hear from experts, debate in citizen juries, and share their thoughts and questions with a MN state senator.	Spring (January)	Distribute student reading packet (will receive in mail), discuss in class prior to FD, distribute small-group roles	Read student packet; discuss in class, prepare for small-group role; bring pen/paper
<b>Spanish</b>	Students will visit various activities throughout campus based upon a ticket system. All will attend a Flamenco dance performance; followed by a rotation through class visits; learning abroad information session; lectures on the Mexican border and NISGUA, tour the Weisman Museum in Spanish, and a U of M scavenger hunt.	Fall/Spring	Distribute tickets to students prior to the event, or on the bus (will received tickets in the mail about 2 weeks before)	Dress in layers-students will be entering and leaving buildings frequently

College in the Schools will e-mail teachers four weeks prior to the field day with details including: date, time, location, directions, bus parking, and a detailed agenda. It is very important that you RSVP to Jennifer Shofner the number of students you plan to bring, ASAP. Students will be given time to explore and eat lunch in Dinkytown or Stadium Village at the end of the event. Teachers are expected to help ensure the quality of the field day by monitoring students attending the event. The format of your event may differ from the description provided on this handout; most field days will be planned in your cohort's workshops. Any questions concerning field days can be directed towards Jennifer Shofner, Event Coordinator or your faculty coordinator.

# Event Information: Fren Field Day ( ID# 568)

## GENERAL INFORMATION

Event Type: Student Field Day  
Event Date: 2/23/2006  
Event Time: 8:30am -to- 1:30p

### AdditionalNotes:

Nametags printed 1/23

## ROOM INFORMATION

Building, Room: CMU Theatre  
Date Reserved: 12/8/2005  
Date Res'v Confirmed: 12/8/2005  
Reservation Duration: 8-12  
Reserved From: CMU  
Emergency Contact Info: 5-7200

### RoomNotes:

Backup date 2-23: Theater Confirmed for this day- Switch to backup date on 12/20. Betsy confirmed Riverbend Commons on 1/23

## CATERING INFORMATION

Refreshments Required?   
Date Ordered: 2/20/2006  
Date Order Confirmed: 2/20/2006  
Caterer/Vendor: Uptown Ovens

### Catering Notes:

UDS: coffee, cider, chocolate 2/14/06, cost \$301.54; Uptown Ovens- Paul- 20 dozon assorted raspberry, blueberry, chocolate, cream cheese- will be delivered to the Yudof Hall Club room between 8:30 and 9:00- 612-623-4760- \$242.75

## AUDIO/VISUAL INFORMATION

Audio Visual Required?   
AV Ordered From: Joe  
AV Technician Phone: 5-1966  
Date AV Ordered: 1/25/2006  
Date AV Confirmed: 1/25/2006

### AV Notes:

3 microphones and podium

## MATERIALS INFORMATION

Materials Required?

### MaterialsNotes:

Photographer Tim will arrive at 9:30am; phone 612-927-5953

## SPEAKER INFORMATION

Speaker Required?   
Speaker #1: Louise Dillery  
Speaker Phone: 651-770-9458  
SpeakerEmail:  
#1 Requested Pay Date:  
Speaker1Pymt: \$0.00

Speaker #2:  
Speaker 2 Phone:  
Speaker 2 Email:  
#2 Requested Pay Date:  
Speaker2Pymt: \$0.00

## EVENT EXPENSE INFORMATION

Room Reservation Total \$: \$400.00  
Catering Total \$: \$544.29  
Audio Visual Total \$: \$140.00  
Copy Total \$: \$25.00  
Speaker Total: 0  
Misc. Total \$: \$0.00

**RUNNING EVENT TOTAL \$: \$1,109.29**