Faculty in Residence Program 2015-2016 (Deadline Extended!!)

CALL FOR FACULTY IN RESIDENCE IN THE FOLLOWING AREAS:

1. AFFINITY HIRES FACULTY MENTORING PROGRAM
2. CULTURALLY INCLUSIVE AND RESPONSIVE TEACHING AND LEARNING
3. COMMUNITY ENGAGEMENT AND SUSTAINABILITY (in cooperation with the Center for Community Engagement and Office of Sustainability)
4. COMPLETING A SCHOLARLY PROJECT DURING THE ACADEMIC YEAR
5. INTERNATIONALIZING THE CURRICULUM
6. TRANSFORMING YOUR ONLINE COURSE FOR SEMESTERS
7. SEMESTER CONVERSION: PROJECT BASED LEARNING

Compensation for each position will be ONE COURSE RELEASE in either winter or spring quarters and a $1000.00 stipend. Please see descriptions of each position below.

Faculty in Residence are faculty members with an area of expertise or high interest who lead Faculty Learning Communities during the academic year and advise colleagues on their area of expertise, offer workshops, and assist the Office of Faculty Development and the Online Hybrid Support Center with programming.

In addition to expectations for individual positions during fall, winter, and spring quarters of 2015-16, Faculty in Residence (FIR)

- Work with other FIRs to design, develop FLC curriculum and outcomes, select participants, and meet to report on progress of faculty learning communities on agreed upon dates in fall, spring, and winter quarters (a FIR FLC, essentially);
- Encourage faculty to examine their pedagogies and participate in the Scholarship of Teaching and Learning;
- Facilitate topic area FLCs that meet for a total of 12 times (on agreed upon dates) during fall winter and spring quarters 2015-16, including the annual spring symposium held June 3, 2015, an event at which FLCs share their experiences and outcomes.

Faculty Learning Communities (FLCs) bring together small groups of faculty—tenured, tenure-track, and lecturer—from across disciplines to discuss specific pedagogical topics,
to develop strategies for enhancing teaching and learning, and to grow professionally. During seminar-style sessions facilitated by FIRs, FLC members discuss how to create classroom environments that excite, challenge, and inspire a passion for learning. In the process, FLCs foster a supportive community of reflective and engaged teachers and scholars.

If you are interested in applying for one of these FIR positions, please send a cover letter and curriculum vitae to Jessica Weiss in the Office of Faculty Development, via email by Thursday, October 22nd, 2015. Please put “FIR” in the subject line and name the file you attach LastnameFIRapp. Email: jessica.weiss@csueastbay.edu

Your cover letter should describe your interest in and knowledge of a specific FIR position area; any experience you have as a participant, presenter, or facilitator in faculty development; ideas for particular workshops, events, and topic area FLC sessions; and thoughts about what you can contribute to your colleagues and students through the Office of Faculty Development and the Faculty Center for Excellence in Teaching. Your letter must state that you commit to attend all applicable Friday (usually) FIR sessions and FLC meetings once the schedule is set and must include the signature of your chair to demonstrate acknowledgement of program requirements.

1. **AFFINITY HIRES FACULTY MENTORING PROGRAM**

The Affinity hiring program aligns tenure track hires with the Institutional Learning Outcomes for Sustainability, Community Engagement, and Leadership (2015-16) and Sustainability and Diversity & Social Justice (2014-15) in order to promote interdisciplinary collaboration among faculty and students. This FIR will lead faculty from participating affinity hire departments to develop and apply best practices in mentoring, provide the infrastructure and programming to grow provide mentoring for the 2015-16 affinity hires, and identify areas of interdisciplinary collaboration and activity in the sustainability, social justice, diversity, and leadership ILOs to support the 2015 Affinity Hire cohort and their collaborative activities and prepare for the arrival and collaboration of 2016-2017 affinity hires.

The Faculty in Residence for the Affinity Hires Faculty Mentoring Program will

- Facilitate a Faculty Learning Community that explores and shares best practices in mentoring and interdisciplinary collaboration related to the 3 identified ILOs and supports the preparation of a schedule of activities to support mentoring and collaboration during Fall, Winter, and Spring Quarters.
- Meet with the Director of the Office of Faculty Development and other FIR appointees on agreed upon dates throughout the academic year.
- Explore collecting quantitative, qualitative, and reflective assessments of the Affinity Hire Program toward the preparation of a study in the
Scholarship of Higher Education, Mentoring, or Faculty Collaboration as applicable.

- Provide a year-end report on activities and accomplishments and share these with the campus community.

2. **CULTURALLY INCLUSIVE AND RESPONSIVE TEACHING AND LEARNING**

Culturally Inclusive and Responsive Teaching and Learning focuses on the practices that create classroom environments that make all students feel welcome, heard, and respected, regardless of the subject matter being taught. This FIR should be willing to work with faculty from all disciplines to identify and increase awareness of best practices in inclusive teaching, to improve and assess pedagogy to augment students’ classroom experiences, and to explore such topics as implicit bias, cultural intelligences, cross-cultural communication, intersectionality, social justice, and universal design.

The Faculty in Residence for Culturally Inclusive and Responsive Teaching and Learning will:

- Serve as a resource and support person for faculty who seek to enhance knowledge of culturally inclusive and responsive teaching and learning, to integrate inclusive and responsive pedagogy into their curriculum, to design accessible classes for students, to help shape a more inclusive and responsive campus.
- Facilitate a Faculty Learning Community on Culturally Inclusive and Responsive Teaching that meets on agreed upon dates each month during fall winter and spring quarters and focuses on integrating cross cultural intelligence pedagogies across the curriculum;
- Provide a year-end report on activities and accomplishments.

3. **FACULTY IN RESIDENCE FOR COMMUNITY ENGAGEMENT AND SUSTAINABILITY**

This FIR should have experience with community engagement and sustainability pedagogy through the incorporation of service learning and sustainability in the curriculum. This FIR should have scholarly knowledge of student learning through community engagement and sustainability, knowledge of best practices in building community partnerships, and a vision for how sustainability can be embedded across disciplines in order to contribute to the institutionalization of sustainability. Those with experience publishing or presenting on the scholarship of community engagement and sustainability are encouraged to apply as are those who have designed courses that incorporate community engagement or sustainability.

The Faculty in Residence for Community Engagement & Sustainability will:
• Serve as a resource and point person for faculty, in conjunction with the Center for Community Engagement and Office of Sustainability, who want to involve their classes in partnered projects that address growth, quality of life, sustainability, and social justice goals within local government.

• Facilitate a Faculty Learning Community for Community Engagement & Sustainability that meets on agreed upon dates each month during fall, winter, and spring quarters and focuses on exploring the potential for CSUEB to join a network of universities implementing the highly successful, award winning, and Environmental Protection Agency supported, Sustainable City Year Program.

• Provide a year-end report on activities and accomplishments and share experiences with the campus through the Center for Community Engagement and Office of Sustainability.

4. Faculty in Residence for Completing a Scholarly Project during the Academic Year

Peer support and the mutual accountability of a writing community provide a structure that encourages faculty scholarly productivity. This Faculty in Residence should have a strong record of scholarly activity and an interest in enthusiasm for coaching and supporting faculty writing and research that results in grant proposals, publications, and other plans for dissemination.

The Faculty in Residence for Completing a Scholarly Project will

• Serve as a support person for faculty seeking to carry out research and writing and assist the OFD Director in the creation of workshops on academic productivity;

• Facilitate a Faculty Learning Community designed to assist faculty in the work of academic research and writing during the teaching year, loosely guided by Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success and other resources;

• Provide a year-end report on activities and accomplishments and share these experiences with the campus community.

5. Faculty in Residence for Internationalizing the Global Curriculum

Preparing our students to be citizens of a multi-cultural community both at home and in an ever – globalizing world, requires, in addition to engagement with global issues and partners, a comprehensive and multi –dimensional strategy to internationalize our curriculum. A truly internationalized campus/curriculum includes course content and teaching/learning approaches that incorporate intercultural and international perspectives as well as study abroad programs,
foreign language classes and area programs. This Faculty in Residence should have a strong record of international experience—internationalizing curriculum, doing research abroad, facilitating study abroad, and or establishing international partnerships.

This Faculty in Residence will
- Explore internationalizing practices including curricular transformation, inclusive pedagogies that serve all students, possibilities of study-abroad programs, and developing international opportunities (and funding) for faculty.
- Facilitate a Faculty Learning Community designed to assist faculty in internationalizing the curriculum, research, and or co-curricular experiences.
- Provide a year-end report on activities and accomplishments and share these experiences with the campus community.

6. FACULTY IN RESIDENCE FOR TRANSFORMING YOUR ONLINE COURSE FOR SEMESTERS
This FIR should have knowledge and experience with online teaching, Blackboard, pedagogies and tools for promoting student learning online, training in either Quality Matters or QOLT (Quality Online Teaching and Learning) rubrics, and enthusiasm for sharing this knowledge with other faculty. This FIR should be aware of the challenges and opportunities the semester transformation provides.

The Faculty in Residence for Transforming and Online Course for Semesters will:
- Serve as a resource and support person for faculty who seek to revise their online course for semesters with best practices in mind;
- Facilitate a Faculty Learning Community on transforming online courses for semesters that meets agreed upon dates each month during fall, winter and spring quarters and focuses on the creation of a fully transformed online course ready for semesters for each participant;
- Provide a year-end report on activities and accomplishments.

7. SEMESTER CONVERSION: PROJECT-BASED LEARNING
Semester conversion presents a unique opportunity to involve students and faculty in the process and examination of institutional change through the study of its many elements. Project-based learning is a teaching strategy whereby students engage in and tackle ‘real-world’ challenges, generally in a collaborative setting. Disciplines that might apply project-based learning to the semester conversion at CSU East Bay include Business, Psychology, Communications, Educational Leadership, Sociology and Anthropology. Possible project topics include branding transformations, organizational behavior; organizational
communications; marketing; public relations, human resources, and higher education leadership. This FIR should have experience in or enthusiasm for project-based learning and interest in and knowledge of the semester conversion process.

This Faculty in Residence will

- Share, explore, and support Problem-Based-Learning pedagogy, exercises, and scholarship with faculty interested in integrating a semester-conversion themed project in their classes.
- Facilitate a Faculty Learning Community on Project-Based-Learning for Semester Conversion in which members create units, class activities, or assignments for courses taught in academic years 2016-17, 2017-18, or 2018-19.
- Provide a year-end report on activities and accomplishments and share these with the campus community.