The Office of Faculty Development/Faculty Center for Excellence in Teaching is pleased to announce The Faculty in Residence Program for 2017-18. This year's Faculty Learning Communities will focus on supporting student success and our transition to semesters through innovations in teaching and learning and holistic support for faculty.

CALL FOR FACULTY IN RESIDENCE IN THE FOLLOWING AREAS:

1.  Transparent Teaching & Learning  
2.  Completing a Scholarly Project within the Academic Year  
3.  Peer Review of Online Classes  
4.  Grants from A to Z  
5.  Teaching Students How to Learn  

General Education Overlays  
6.  Diversity Student Learning Outcomes  
7.  Social Justice Student Learning Outcomes  
8.  Sustainability Student Learning Outcomes  

Compensation for each FIR position will be ONE COURSE RELEASE in either winter or spring quarters and a $1000.00 stipend. Please see position descriptions 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 Director of the Office of Faculty Development with programming.

In addition to expectations for individual positions outlined below, during fall, winter, and spring quarters of 2017-18, Faculty in Residence (FIR) will:

- Work with other FIRs to design and 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);
- Organize topic area FLCs that meet for a total of 12 times (on agreed upon dates) during fall winter and spring quarters 2017-18, including the Fall FLC Kick Off on Friday, October 13, 1200-2:00 pm and the Celebration of Teaching on June 7th, 2018 12-2:00 pm, an event at which FLCs share their experiences and outcomes.
- Facilitate a Faculty Learning Community designed to assist faculty in the exploration and implementation of the topic area/mission of the FLC to which they are appointed.
Provide a year-end report on activities and accomplishments and share these with the campus community.

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 Friday, August 18th, 2017. 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, knowledge of, or enthusiasm for a specific FIR topic 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.

FIR Position Descriptions

1. **Transparent Teaching and Learning:**

   This FIR will work with colleagues to implement aspects of the “Transparency in Learning and Higher Education” (TLHE) project at UNLV, in courses at CSU East Bay. Transparent teaching and learning promotes assignment and course redesign that shares with students the goals and tasks of design and delivery of assignments that usually go unsaid. Transparency is one strategy for transforming courses for semesters. Studies show that transparency promotes student success and educational equity. A hands-on Back to the Bay workshop will introduce the concept of Transparency in Higher Education. For more on Transparency, see [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning). This Faculty in Residence should have a strong interest in student learning and student success.

   Note: This FLC is designed for first and second year faculty specifically. Members of other cohorts will be welcome to apply, but will be admitted only after applications from first- and second-year faculty have been accepted, on a space-available basis. Faculty enrolled in this
learning community are encouraged to direct their stipend toward the purchase of a Ph.d. robe and regalia. FLC members who participate in the assessment element of this FLC will receive an additional $500.00 stipend.

This Faculty-in-Residence will:

- Serve as a support person for faculty seeking to revise courses and assignments for transparency and assist the OFD Director in the creation of workshops on transparency in teaching and learning;
  - Encourage discussion and support of assessment of, scholarship, reflection and publication on introducing transparency to courses.

2. **Completing a Scholarly Project in the Academic Year**

The peer support and the mutual accountability of a writing community provide an environment that encourages scholarly productivity. This Faculty in Residence should have a strong record of scholarly activity and experience and interest in, 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;
  - Encourage discussion and support of scholarship, writing and publication.


3. **Peer Review of Online Courses**

Faculty participation in QA certification programs such Quality Matters increases student success and reduces DWF rates. Online courses are critical student pathways to graduation. By sharing formative feedback with one another faculty contribute to a supportive teaching culture. This FLC is intended for but not limited to those faculty engaged the Quality Online and Hybrid Grants to support the QM course certification process to provide the opportunity to benefit. This FIR should have some experience with either QOLT or QM certification and be enthusiastic about encouraging formative peer review and sharing of online teaching strategies and the application of best practices to online course design and delivery.

This FIR will:
Serve as a support person for faculty pursuing or interested in pursuing QM or QOLT certification and best practices for formative evaluation

- Encourage discussion and support of assessment, scholarship, reflection and publication on online teaching and learning.

4. Teaching Students How to Learn

According to Saundra Yancy McGuire in *Teach Students How to Learn*, faculty have a role to play in designing coursework, assignments, and activities that not only teach disciplinary content and assess student learning, but also teach students the skills they need to be successful in college and beyond. This FIR should have a strong interest in student success and how learning happens and be eager to facilitate discussions of how assignments can teach content, program and program/discipline skills and build learning/study skills.

5. Grants from A to Z

This FLC will support faculty through the process of identifying grants, developing ideas and delivering proposals, and provide an overview of the grant support and administration provided by the Office of Research and Sponsored Programs. The FIR for this FLC should have a strong record of grantsmanship and enthusiasm for mentoring faculty across the disciplines through the process of seeking and receiving grants.

This FIR will

- Serve as a support person for faculty pursuing or interested in pursuing grant applications in 2017-18 or 2018-19
  - Work with ORSP to assist in identifying databases and other tools for faculty grants.

General Education Overlays

For each of the Overlay topics below, the Faculty in Residence shall

- Assist faculty with varied experience in exploring the pedagogy of the overlay topic;
- Facilitate faculty and campus discussion of sustainability, diversity, or social justice (and their interconnections)
- Encourage supportive collaboration around development of course material—content, activities, assignments, and assessments—in the overlay topic and assist faculty to incorporate the overlay in their upper division courses during semesters
- Possess scholarly and teaching knowledge of the ILO Overlay topic and an interest in assisting faculty new to the field explore possibilities, and enthusiasm for incorporating the Overlay in a variety of disciplines.

6. **Sustainability Overlay**

After completion of a course designated as fulfilling the Sustainability requirement, students will be able to:

1. identify the environmental, social, and economic dimensions of sustainability, either in general or in relation to a specific problem; 2. analyze interactions between human activities and natural systems; 3. describe key threats to environmental sustainability; and 4. explain how individual and societal choices affect prospects for sustainability at the local, regional, and/or global levels.

7. **Social Justice Overlay**

After completion of a course designated as fulfilling the Social Justice requirement, students will be able to:

1. Use a disciplinary perspective to analyze issues of social justice and equity; 2. describe the challenges to achieving social justice; and 3. identify ways in which individuals and/or groups can contribute to social justice within local communities, nations, or the world.

8. **Diversity Overlay**

After completion of a course designated as fulfilling the Diversity requirement, students will be able to:

1. Describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members; 2. Identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures; 3. Analyze the intersection of the categories of race and gender as they affect cultural group members’ lived realities and/or as they are embodied in personal and collective identities; 4. Recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities. For the purposes of this document “cultural group(s)” refers to historically oppressed groups in the United States such as: African Americans, Asian Americans, Pacific Islanders, Latinos/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people).