**Faculty in Residence Program 2019-2020**

**CALL FOR FACULTY IN RESIDENCE IN THE FOLLOWING AREAS:**

1. **Chairing and Leading: an FLC for Chairs**
2. **Classroom Communication**
3. **Completing a Scholarly Project in the Academic Year**
4. **Evaluation of Teaching: Beyond the Student Evaluation**
5. **Supporting  First Generation Student Success in our Courses**
6. **Writing Grant Proposals**

**Compensation** for each position will be calculated based on three (3) WTUs to be paid  during Spring semester. Other overload assignments for the university may disqualify applicant from receiving compensation. Release time should not be assumed and must be approved by Department Chair and College Dean.

**Definitions**

**Faculty in Residence** are faculty members with an area of expertise or high interest who lead Faculty Learning Communities (FLCs) during the academic year and advise colleagues on their FLC topic, offer workshops, and assist the Office of Faculty Development with developing programming.

**Faculty Learning Communities (FLCs)** bring together  faculty members—tenured, tenure-­track, and lecturer--from across disciplines and with all levels of experience-- in groups to discuss specific pedagogical topics, develop strategies for enhancing teaching and learning, support scholarship and creative activities and to grow professionally. During seminar­-style sessions facilitated by FIRs, members discuss how to create classroom environments that excite, challenge, and inspire a passion for learning and create spaces that encourage scholarship and creativity. FLCs foster a supportive community of reflective and engaged teachers and scholars.

In addition to expectations for individual positions during fall and spring semesters 2019-20, Faculty in Residence (FIR)

●  Work with other FIRs to design and develop FLC call, curriculum, and outcomes, recruit and select participants, and meet together and with the Director of Faculty Development to report on progress of faculty learning communities on agreed upon dates in fall and spring semesters (a FIR FLC, essentially);

●  Assist the OFD Director in the creation of workshops on the topic of their FLC;

●  Facilitate FLCs that meet for a total of 12 times (on agreed upon dates) during fall and spring dates 2019-20, including Fall FLC Kickoff, scheduled for October 4th, 12-2:00 pm, and the annual Celebration of Teaching held Friday May 8th, 12:00-2:00 pm, an event at which FLCs share their experiences and outcomes. The FIRs schedule should accommodate several possible meeting times.

●  Support completion of FLC outcomes; and

●  Provide a year­ end report on activities, accomplishments, & experiences and share these with the campus community.

If you are interested in applying for a FIR position, please send a cover letter and curriculum vitae to Jessica Weiss in the Office of Faculty Development, via email to fac\_dev@csueastbay.edu by Monday, September 9th, 2019. Faculty appointed as FIRs should expect to meet Friday, September 13th, at a time to be arranged.

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/faculty learning communities; ideas for particular workshops, events, and topic area FLC sessions/directions and or those for the campus community; and thoughts about what you can contribute to your colleagues and students through the FLCs and 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.  New this year: please list your other campus commitments as part of your application letter.

Please put “FIR” in the subject line and name the file you attach LastnameFIRapp. Email to: fac\_dev@csueastbay.edu.

FIR applications are invited in the following areas:

1. **Chairing and Leading: an FLC for Chairs**

Chairing a department demands a variety of skills and tasks from scheduling to resource management and personnel to publicity. This FIR  will provide leadership, experience and facilitation to create a Faculty Learning Community that will support and guide prospective, new and continuing Chairs or former Chairs with a desire to mentor as they explore  policies, procedures & best practices and also leadership and department culture. Possible outcomes include chair mentoring pairs, a practical peer generated guide to the position, creating programming for Chairs, and identification of best practices.

**2. Classroom Communication:**

Effective and inclusive faculty to student and student to student communication shape student learning. This FIR will have experience with and or enthusiasm for all aspects of classroom communication from public speaking to creating engaging class discussions online or on ground to facilitating a warm, welcoming and inclusive classroom community. Potential FLC members may be seeking to develop effective public speaking styles or successfully shift from "sage-on-the stage" to "guide-on-the side" teaching or create an engaging, interactive online course. Possible outcomes include curated resources,  faculty workshops, or revised teaching materials or assignments and activities.

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

The peer support, interdisciplinary feedback, and  mutual accountability of a writing community that meets regularly provide a structure 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 publications and or other types of 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;

●  Facilitate a Faculty Learning Community designed to assist faculty in the work of academic research and writing during the teaching year;

* Encourage discussion and support of scholarship, writing and publication.

**4. Evaluation of Teaching: Beyond Student Evaluations**

This FIR will have experience with and or enthusiasm for peer observation of teaching and an interest in facilitating in depth and wide-ranging discussions of classroom observation, student evaluations, and other elements that go into the formative and summative evaluation of university teaching and the mentoring and development of effective instructors at all stages of experience. The FIR may support faculty in the creation of rubrics and guides to evaluation of teaching, gathering and dissemination of best practices, and in the experience of providing and receiving feedback on teaching through peer observation.

**5. Supporting  First Generation Student Success in our Courses**

This FIR will  have experience and or enthusiasm to explore asset- or strength-based models of student experiences and discuss in- and  outside of classroom strategies to motivate, support, and assess student learning for equity, inclusion, and success with Faculty Learning Community members. The FIR will support faculty in the design/ redesign of assignments, syllabi, readings or in-class activities and the scholarship of teaching and learning studies.

 **6. Writing Grant Proposals**

This FIR will support, advise, and facilitate a community of grant writers. Some of the activities may include crafting research questions and prospecti, identifying grants, and drafting and submitting proposals, as well as sharing peer feedback. The FIR should have a strong record of grantsmanship and can expect to collaborate with Office of Research and  Sponsored Programs staff to assist faculty with all aspects of grants.

