

Faculty-in-Residence Program

An Invitation to Faculty to Serve as a Faculty-in-Residence

Faculty Center for Teaching and Learning | University College

The Faculty Center for Teaching and Learning (FCTL) seeks a tenured, tenure-track, or Level 3 non-tenure track faculty member to serve as a Faculty-in-Residence beginning in Fall 2024 or Spring 2025. This opportunity can extend up to three years, with the possibility of a second, three-year period of engagement.

We seek a colleague who is collaborative, innovative, creative, and forward-thinking about supporting faculty and advancing first-generation student learning and success. We also seek a colleague whose experiences, perspectives, and knowledge add breadth and depth to FCTL.

The Faculty-in-Residence will contribute to two areas of work, each of which will provide learning opportunities for faculty to:

1. Better understand and support the success of first-generation students; and
2. Further develop their effectiveness in the classroom and/or other areas of faculty work.

While each area of work offers considerable breadth of opportunity for the Faculty-in-Residence, the first is narrowly focused on advancing first-generation student success through faculty educational development opportunities. The second area of work offers the Faculty-in-Residence the opportunity to contribute to ongoing programming in FCTL and/or develop new learning opportunities for faculty.

Program Purpose and Support

The Faculty-in-Residence Program supports FCTL's mission to support Ferris faculty and the greater educational community in their efforts to affect deep and positive learning. As a member of FCTL, the Faculty-in-Residence will contribute to FCTL's efforts to support all who teach at and for Ferris State University. The staff of FCTL do this – individually and collaboratively – by responding to and meeting the needs and interests of individual faculty, academic units, and the broader University community.

Reassigned time of 50% or the equivalent of 20 hours per week during the academic year will be provided by the faculty member's college or unit. FCTL will collaborate with the college to determine what replacement resourcing is needed. While summer work is not guaranteed, for any mutually agreed upon summer work, a stipend will be provided to the Faculty-in-Residence.

Because the Faculty-in-Residence is an important, integral member of FCTL, the Faculty-in-Residence will be provided with an office in FCTL and expected to spend significant time in the FCTL offices. If the Faculty-in-Residence's primary teaching or work location is somewhere other than Big Rapids, we will explore ways for us to stay connected. Whether on the Big Rapids campus or elsewhere, this physical or virtual presence will enhance collaboration with the current FCTL staff and establish the Faculty-in-Residence as an important, accessible, and integral member of the FCTL team. The current FCTL staff members are committed to collaborating with, assisting, and supporting the Faculty-in-Residence in their work, including growth in understanding and applying concepts, skills, and approaches to educational development.

Areas of Work

First Area of Work: Faculty Learning Opportunities in Support of First-Generation Student Success

Scope of Work

FCTL seeks to continue to contribute to the University's efforts to support and improve the success of first-generation students. The work of the Faculty-in-Residence will include:

1. Providing and evaluating workshops, institutes, and/or other opportunities for faculty to better understand and support first-generation students' success;
2. Developing collaborations with others at the University who advance initiatives and other work in support of first-generation students, including gathering and analyzing data about first-generation students at Ferris, and using the results of this work to inform faculty development opportunities; and
3. Learning about the field of educational/faculty development and concepts and skills important to this field.

Collaborators

The Faculty-in-Residence will collaborate with the FCTL team, faculty, and other individuals, offices, and groups that support first-generation students' success.

Support

In addition to the support available from the FCTL team and others in the University community, FCTL will also fund the Faculty-in-Residence's participation in at least one conference or other appropriate learning opportunity related to first-generation students. Funding will also be provided to attend at least one Professional and Organizational (POD) Network Conference, the premier faculty professional development conference in higher education.

Time commitment

This work will entail a time commitment of approximately 10 hours per week.

Second Area of Work: FCTL's Ongoing and/or New Learning Opportunities for Faculty

Scope of Work

FCTL facilitates numerous learning opportunities for faculty, including, for example, the Faculty Transition Program, Junior Faculty Fellows Program, Summer Institutes, and Faculty Learning Communities. FCTL also seeks to continue to offer new workshops, programs, and services for faculty. We invite the Faculty-in-Residence to collaborate with us in supporting current and/or developing new learning opportunities for faculty.

Collaborators

The Faculty-in-Residence will collaborate with the FCTL team, faculty, and other individuals, offices, and groups.

Support

In addition to the support available from the FCTL team and others in the University community, FCTL will also fund the Faculty-in-Residence's participation in at least one conference or other appropriate learning opportunity related to their specific work in FCTL. Funding will also be provided to attend at least one Professional and Organizational (POD) Network Conference, the premier faculty professional development conference in higher education.

Time commitment

This work will entail a time commitment of approximately 10 hours per week.

Faculty-in-Residence Program: Application Form and Review Process

We invite applications from tenured or tenure-track and non-tenure track Instructor Level 3 faculty members who wish to serve as Faculty-in-Residence. The application form, guidelines, and information about the review process and criteria are found below.

If you have questions about the application and/or application process, please contact FCTL at fctl@ferris.edu or 231-591-3826.

Submission of Applications

1. The deadline for receipt of applications is June 14, 2024. Applications are to be emailed to fctl@ferris.edu.
2. Applications include:
 - a. Completed demographic information (e.g., name, college) and responses to each prompt in Sections A and B. The application begins on page 4.
 - b. Two letters of support: One from your Department Head or Chair or School Director, and one from your Dean. The letters of support are to be emailed to fctl@ferris.edu or sent to FCTL at FLITE 408.

Application Review and Selection Process

Members of FCTL and one or more members of the FirstGen Work Group will constitute the Review Committee. Criteria used to evaluate each application are found beginning on page 5. Committee members will independently review each application and then meet to determine which candidate(s) to invite to meet online or in person with the Committee. We anticipate all applicants will be notified of final decisions by July 12, 2024.

Faculty-in-Residence Application

Please be sure to consider the Review Criteria prior to drafting your responses.

Your name:

College:

School or Department:

Preferred start date:

- Fall 2024
- Spring 2025
- No preference

Section A: Areas of Work

First Area of Work: Faculty Learning Opportunities in Support of First-Generation Student Success

You have an opportunity to provide learning opportunities for faculty to enable them to better understand and support first-generation students' success.

1. Please describe the knowledge and experiences you possess that would benefit this work. Such knowledge and experiences may relate to supporting first-generation students' success and working with faculty who teach first-generation students.
2. Please include one example and an explanation of your work that demonstrates your support of first-generation students' success. This example and explanation may relate to supporting first-generation students' success or working with faculty who teach first-generation students.

Second Area of Work: FCTL's Ongoing and/or New Learning Opportunities for Faculty

You have an opportunity to contribute to FCTL's ongoing programming and/or develop new learning opportunities for faculty.

1. Please describe the work you would like to contribute to and/or develop while Faculty-in-Residence.
2. Please describe the knowledge and experiences you possess that would most benefit this work.

Section B: Philosophy

Please describe your teaching philosophy or your faculty/educational development philosophy. Please be sure to consider the Review Criteria prior to drafting your response.

Completed Application Checklist

- I have provided the requested demographic information and responses to each prompt in Sections A and B.
- I have requested letters of support from my School Director or Department Chair or Head and my College Dean and advised them of the deadline.

Criteria for Review of Applications (for use by the Review Committee)

Section A: Areas of Work

First Area of Work: Faculty Learning Opportunities in Support of First-Generation Student Success

The knowledge and experiences the applicant describes will significantly benefit their work.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The applicant's example of their work is a clear example of their support of first-generation students' success and working with faculty who teach first-generation students.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The applicant's explanation of the example of their work provides additional clear and compelling evidence of their support of first-generation students' success and working with faculty who teach first-generation students.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

Second Area of Work: FCTL's Ongoing and/or New Learning Opportunities for Faculty

One or more specific areas of work are described clearly.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The knowledge and experiences the applicant describes will significantly benefit their work.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

Section B: Evaluation of Philosophy

Teaching Philosophy (if submitted as part of the application)

The applicant's description of their teaching philosophy shows clear evidence of inclusive and learner-centered approaches to teaching and student learning.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The teaching philosophy shows clear evidence of having a theoretical basis or being shaped or informed by relevant research.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

Faculty/Educational Development Philosophy (if submitted as part of the application)

The faculty/educational development philosophy shows clear evidence of the applicant's service orientation.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The faculty/educational development philosophy shows clear evidence that the applicant recognizes or appreciates that faculty work involves a commitment to professional growth and development.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

Qualities (these may be addressed in a cover letter and/or the other application materials)

The responses give evidence that the applicant is collaborative, innovative, creative, and/or forward-thinking.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

The responses give evidence that the applicant's experiences, perspectives, and knowledge will add breadth and depth to FCTL.

- I strongly agree
- I agree
- I disagree
- I strongly disagree

Comments:

Letters of Support

- My comments regarding the letter of support from the applicant's School Director or Department Chair or Head:
- My comments regarding the letter of support from the applicant's Dean: