Faculty Development Center Fellows Program

The FDC Faculty Fellows Program offers opportunities for full-time faculty members to provide professional development and peer support to other faculty. Fellows will be selected from among the full-time faculty to work with the professional staff in the FDC on focus areas to improve student learning.

Responsibilities

Fellows will work with support from the staff of the Faculty Development Center to:

- Develop and teach two workshops (or comparable experiences and activities) on a select focus area (see below for details)
- Serve as faculty organizer of an FDC-sponsored faculty learning community or facilitator of a monthly meeting of the FDC-sponsored Reflective Teaching Community
- Develop materials in support of activities that promote the goals of a specific fellowship focus area
- Provide faculty consultations and office hours to support faculty on focus area
- Contribute leadership to university conversations about issues and opportunities that impact the focus area

Fellowships may last for a semester or a year with the anticipation that the fellows will develop and facilitate at least one (for semester-long fellowships) or two (for year-long fellowships) substantial faculty development experiences.

Additionally, faculty fellows will support faculty professional development efforts through consultations scheduled by appointment. It is anticipated that the time commitment for these activities will require an average of three hours of work per week.

2014-2015 Faculty Fellowships

The FDC has defined areas of focus that faculty are encouraged to address through their proposed fellowship work. We also welcome and encourage proposals beyond the suggested focus areas, and well-defined, creative, and innovative topics will be considered equally among proposals for the listed areas.

The two focus areas for the 2014-2015 academic year are 1) the scholarship of teaching and learning (SoTL), and 2) any topic related to the implementation of a College, School, or Departmental curricular initiative that can be significantly advanced through faculty professional development.

Focus Area 1: Scholarship of Teaching and Learning

The scholarship of teaching and learning (SoTL) is the recognition that excellent teaching in higher education is a discipline itself, in which with scholars perform research and share the results with peers.
The process that guides the scholarship of teaching and learning involves identifying best practices in teaching, conducting research related to the practice of interest, and disseminating the results with others. The selected Fellow in this area would be expected to make a contribution to faculty development for SoTL in two or more of the following areas:

- Identifying best practices for measuring learning
- Designing evaluative tools that can measure learning outcomes
- Qualitative and statistical analysis of learning measurements
- Publishing and/or presenting findings based on SoTL results

Applicants are welcome to identify other contributions based on their experience with this focus area.

**Focus Area 2: College, School, Departmental Curricular Initiative (of applicant’s choosing)**

As faculty members engage in complex processes to revise and develop curriculum, they may find that there are key faculty development challenges that will not only meaningfully advance current initiatives, but which are also of interdisciplinary value to the university at large. University initiatives, including the Deans’ Global Initiative, are leading to innovations in course design, development, and/or delivery that require faculty skills and knowledge for successful implementation. This fellowship provides faculty members with resources and support for developing and delivering professional development components of such curricular initiatives.

Applicants with interest in working to create and deliver faculty development programs to support their college, school, or department initiatives are encouraged to apply and include an outline of how they envision working with their faculty colleagues. If appropriate, applicants are also encouraged to describe how their efforts will be of use to faculty members beyond their target audience, including potential contributions to FDC programs and resources (faculty learning communities, teaching festival, workshops, webinars, etc).

**Compensation**

Fellows are awarded a stipend based on one credit hour team appointment per academic term (actual amount varies with experience), and applicants are free to identify which terms specifically they will serve on the application form, but it is the preference of the FDC that fellows serve for one academic year.

Alternatively, if in keeping with the needs and preferences of the department and college/school, fellows who serve for an entire academic year (four academic terms) may ask their department chair and dean to approve a three credit hour course release plus a stipend for one credit hour (compensation equal to four credit hours). In this situation, the reduced load must occur during the duration of the fellowship with the stipend to be paid in the first term of the academic year.
Applicants are asked to discuss this with their chair and dean as part of the application process outlined below.

**Application Process**
1. Download and complete the application and submit it to your chair along with any additional materials in support of your application. The application form is available on the FDC web site at: [http://www.webster.edu/faculty/fdc/fdc_fellows.html](http://www.webster.edu/faculty/fdc/fdc_fellows.html)
2. Ask your department chairperson to submit a letter of support and to forward the letter and application to your dean.
3. All materials must be received by March 10 for fall 2014 appointments.

**Selection Process**
Full-time faculty members serving on the FDC Advisory Council will review all applications and select applicants based on qualifications related to the identified focus areas.

**Questions?**
Please contact Erik Palmore, Director, Faculty Development Center, at palmoeri@webster.edu or 314-246-8648

**Current and Previous Fellows**

<table>
<thead>
<tr>
<th>Name</th>
<th>Terms Served</th>
<th>Focus Area</th>
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<tbody>
<tr>
<td>Kit Jenkins</td>
<td>2013-2014</td>
<td>Creating Intl. Experiences with Technology</td>
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<tr>
<td>Heather Mitchell</td>
<td>2013-2014</td>
<td>Learning Self-Regulation and Metacognition</td>
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<tr>
<td>Aaron Aubuchon</td>
<td>2012-2013</td>
<td>Using Video for Teaching and Learning</td>
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<tr>
<td>Linda Holtzman</td>
<td>2011-2012</td>
<td>Strengthening Student Writing</td>
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<tr>
<td>Victoria McMullen</td>
<td>2011-2013</td>
<td>Scholarship of Teaching and Learning</td>
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<tr>
<td>Kristen Anderson</td>
<td>Spring 2011</td>
<td>Preventing Plagiarism (program pilot)</td>
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