



University Housing & Dining

Faculty-in-Residence (FIR) Application Fraternity & Sorority Community Spring 2018

"Both students and institutional environments contribute to what students gain from college. Thus, the key to enhancing learning and personal development is not simply for faculty to teach more and better, but also to create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities, both in and outside of the classroom."

(Student Learning Imperative, 1996)

Division of Student Affairs

The Clemson University Division of Student Affairs creates supportive environments and innovative opportunities for student learning. We promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community.

FACULTY-IN-RESIDENCE PROGRAM

The Faculty-in-Residence Program at Clemson University is a structured program that promotes interaction between students and faculty through out-of-classroom experiences. The Faculty-in-Residence lives in a specially designed apartment within or adjacent to a residence hall so that the faculty member and his/her family can share the residence hall living experience with students. The Faculty-in-Residence helps plan and implement educational, recreational, social and cultural programs while serving as a role model, mentor, adviser, teacher, and leader in the residential community.

A successful Faculty-in-Residence will be interested in students and have the desire to relate to students in a residential setting, outside of the classroom or laboratory. He/she will be able to articulate programming ideas and community development initiatives that will enhance the collegiate experience of students in the residence halls as well as have meaningful interactions with individual residents in the community.

The following outline provides information and guidelines for the Faculty-In-Residence Program.

RESEARCH AND JUSTIFICATION OF PROGRAM

Research has shown that faculty programs in residence halls benefit students and the university as a whole. Students who have contact with faculty outside the classroom have higher retention rates leading to graduation (Astin, 1977; Bean, 1980), are more satisfied with college (Astin, 1977; Pascarella, 1980), and exhibit higher levels of achievement (Centra and Rock, 1971).

The faculty members involved with students in out-of-classroom experiences also benefit from the experience. Faculty gain a greater understanding of students' needs, expectations, strengths and weaknesses that can lead to better structured academic expectations and challenges, and a reduction of misunderstandings (Pascarella, 1975).

GOALS OF THE PROGRAM

- To increase faculty presence and role modeling in the residence halls
- To provide opportunities for faculty and students to interact outside the classroom
- To provide a seamless transition between the classroom and the residence hall environment
- To increase personalization of the residence halls and the university community

LOCATION

- Norris Hall, working with fraternity and sorority residents living on the Quad and in Bryan Mall

EXPECTATIONS OF THE FACULTY-IN-RESIDENCE

Faculty members serving as Faculty in Residence will provide academic engagement and enhancement opportunities for students outside the classroom. Focused on engaged student learning, the FIR will provide both formal and informal experiences for students to apply what they are learning in the classroom and advance their development as leaders, thinkers and entrepreneurs.

These expectations are designed to encourage regular interaction, collaboration and communication between the Faculty-in-Residence and their respective area Residential Living staff:

- The Faculty-in-Residence will maintain a high level of visibility in the residence area and initiate informal contact with students. The Faculty-in-Residence will establish and advertise office hours in their residential hall office (where applicable) and be available to residents during that time to assist with various issues on a walk-in or appointment basis. In addition, the Faculty-in-Residence will utilize the office space as an extension of his/her apartment, welcoming students during non-office hours as appropriate and conducive to workload.
- The Faculty-in-Residence apartments are conducive to student group meetings and should be utilized for small group gatherings, meals, programs, staff meetings, etc.
- The Faculty-in-Residence will craft a written or video welcome for residents in the community to be shared around opening of the community (August).
- The Faculty-in-Residence will plan and implement at least 1 formal area-wide program per semester. Collaboration with area staff and/or area government is encouraged when planning and implementing these programs.
- The Faculty-in-Residence will work with Residential Living staff to create and deliver a program or event for House Managers each semester.
- The Faculty-in-Residence will work collaboratively with Residential Living staff to serve on the Fraternity and Sorority Accountability Board for residents.
- The Faculty-in-Residence and the area Residential Living staff will meet at least once per month to discuss the residential community. At this meeting the FIR will provide updates on monthly events, office hours interactions and plans for future events. Residential Living staff will provide support for events and feedback about the community.
- The Faculty-in-Residence will attend area staff meetings, in-services, and recognition programs, as reasonably requested and schedule permits by the Residential Living and Residential Learning staff.
- The Faculty-in-Residence will participate in University Housing & Dining staff training activities (July – August), opening day (August 13, 2018) in the residence halls, House Manager specific training (August), and Welcome Week activities in the fall.

- The Faculty-in-Residence will participate with Greek Week as requested and as schedule allows (typically as a judge).
- The Faculty-in-Residence will attend IMPACT as a small group facilitator with the Department of Fraternity & Sorority Life.
- The Faculty-in-Residence does not have supervisory or operational responsibilities in the hall or area. The focus of his/her interaction is developmental and programmatic.
- The Faculty-in-Residence is expected to support and abide by all University and University Housing & Dining rules and regulations, as well as state and federal laws. The Faculty- in-Residence is also expected to conduct him/herself in a professional, legal, and ethical manner when dealing with students and staff.

Questions regarding any of these expectations should be referred to the Assistant Director for Residential Living or the Director of Residential Learning in University Housing & Dining.

ORGANIZATIONAL RELATIONSHIPS

The relationship between the Faculty-in-Residence and the University Housing & Dining staff is one of support, cooperation, and collaboration. Regular communication to plan and share information is required. University Housing & Dining staff will share information with the Faculty-in-Residence regarding staff selection, training, programming, staff development, and other staffing issues as necessary, and provide resources and on-going support.

The faculty member's performance as a Faculty-in-Residence will be evaluated by the Director of Residential Learning with input from academic program partners, building staff and residents. The Faculty-in-Residence and Director of Residential Learning will discuss the program and individual performance at the end of the each semester.

PACKAGE INCLUSIONS:

Compensation: Compensation is negotiable depending on academic department options for course buyouts or overload pay. Summer training (beginning mid-July) is required. On average, the Faculty-in-Residence will be paid approximately \$5,000 to \$10,000 for the academic year (depending on community placement) through course buyouts, stipend, professional development funding or a combination of these options.

Apartment: The faculty member is provided a two-bedroom apartment, including rent, utilities, basic cable service, Internet, and local phone service. Furnishings are negotiable. The program does not cover the cost of moving, liability insurance for personal property, or long distance telephone charges. An inventory of the apartment will be conducted by the residence area professional staff member when the FIR moves in and again when s/he moves out. It is an expectation that the apartment is clean and all personal items removed when the FIR moves out.

Meal Plan: A meal plan is provided and is to be utilized in part for the academic mission of the FIR program.

Domestic Partners: The Department of Residential Learning welcomes spouses and partners of graduate and full-time faculty and staff. Appropriate documentation and a Domestic Partnership Agreement must be submitted for approval to the Director of Residential Living at least two weeks prior to partner planning to take residency. Spouses or partners not affiliated with the university must complete a background check prior to taking residency on campus.

Pets: The Department of Residential Living allows full-time live-in staff to own and keep a single pet in the residence hall under the specific tenants outlined in the University Housing & Dining Live-in Staff Pet Ownership Policy and Standards. The staff member must contact the Director of Residential Learning in writing BEFORE acquiring or bringing a pet and complete the necessary procedures and paperwork.

Additional Benefits:

FIR who would like to utilize campus services and activities to further engage with residents may receive additional compensation to cover costs. Programs covered *may* include:

- Fike Fitness Center Membership
- Athletic Events
- Brooks Center Events

Programming Funds: \$1,500 - FIR will have a budget of approximately \$750.00 per semester for use with the residents.

Office Space & Support: An office is provided in or nearby the residential community where available.

SUPPORT FROM ACADEMIC DEPARTMENT

The Department Residential Learning fully acknowledges and supports the role of faculty in the academy. With this partnership we will enhance the academic process for both students and faculty by providing meaningful opportunities and engaging spaces for continued intellectual stimulation outside the classroom. The faculty member is responsible for communicating with his/her academic department about this role and will provide a signed *Statement of Support* document indicating acknowledgement and support from his/her Department Chair.

EVALUATION OF PROGRAM

The Faculty-In-Residence program will be evaluated each semester by the Director of Residential Learning.

TERMS OF AGREEMENT

Selected FIR will sign a two-year renewable contract to be reviewed at the end of one year.

University Housing & Dining will oversee the contractual agreement with the FIR, conducting reviews and evaluations for the FIR program.

The FIR will work collaboratively with a variety of University Housing & Dining staff members and will utilize the Director of Residential Learning as his/her primary contact for FIR program.

Training and professional development opportunities will be provided and participation is expected.

SELECTION

Faculty interested in the FIR program will submit a completed application, signed *Statement of Support* from Department Chair and curriculum vitae to Suzanne Price, Director of Residential Learning **by March 26, 2018.**

Interviews will be conducted and will include Residential Life staff, appropriate academic program partners, and student residents.

FOR MORE INFORMATION

For more information on the program, contact:

Suzanne Price, Ph.D.

Director of Residential Learning

University Housing & Dining

Division of Student Affairs

100 Mell Hall

Clemson, SC

Phone: (864)656-0285, (864)650-2680

E-mail: mjprice@clermson.edu

REFERENCES

American College Personnel Association (1996). Student learning imperative: Implications for student affairs [Report]. Washington, DC: Author.

Astin, A.W. (1977). Four critical years. San Francisco: Jossey-Bass.

Bean, J.P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. Research in Higher Education, 12, 155-187.

Centra, J., and Rock, D. (1971). College environments and student achievement. American Educational Research Journal, 8, 623-634.

Kuh, George D., Schuh, John H., and Thomas, Robert O. (1985). Suggestions for encouraging faculty-student interaction in a residence hall. NASPA Journal, 22, 29-37.

Pascarella, E. (1980). Student-faculty informal contact and college outcomes. Reviews of Educational Research, 4, 545-595.

Portions of this document were adapted with permission from the University of Florida, Department of Housing.

FACULTY-IN-RESIDENCE APPLICATION

DIRECTIONS: Please submit this application with attached letter addressing questions below, signed *Statement of Support* from Department Chair, and curriculum vitae to:

Suzanne Price, PhD
Director of Residential Learning
University Housing & Dining
100 Mell Hall
Clemson, South Carolina 29634
E-mail: mjprice@clermson.edu
Phone: (864)656-0285, (864)650-2680

Full Name: _____

Department: _____ Faculty Rank: _____

Campus Address: _____

Campus Phone: _____ E-mail: _____

Please indicate your residence hall living experience(s) (circle all that apply):

Undergraduate Student

Graduate Student

Graduate Staff member

Full-time Staff

Full-time Faculty

In a letter of application, please address the following topics:

- What interests you about the Faculty-in-Residence program? What special skills, qualities, or experiences would you bring to the program that would enhance the learning experiences of your residents?
- Describe a meaningful out-of-class interaction, program or mentoring you've experienced, either as a student or as a faculty member. How has this interaction influenced your own advising philosophy? How would this philosophy guide your role as a Faculty-in-Residence in providing similarly meaningful experiences with your residents?
- Describe both an academic/intellectual program AND a cultural/social program you envision offering your residents, including how you would implement the programs and encourage student participation.

Please provide the following information for **3 references** (1 academic reference, 1 student reference, 1 other reference of your choice):

- Name
- Title
- Capacity in which this person knows you
- E-mail address
- Phone number

If you have any questions, please contact Suzanne Price (contact information above).

FACULTY-IN-RESIDENCE STATEMENT OF SUPPORT

The following faculty member has applied to serve as a Faculty-in-Residence in University Housing during the term July 2018 – May 2020. The faculty member has reviewed the Faculty-in-Residence application packet and agrees to reside in the assigned residence hall and fulfill all expectations of University Housing & Dining as outlined. It is the responsibility of the selected Faculty-in-Residence to communicate with his/her academic department about Faculty-in-Residence responsibilities and discuss any special considerations for serving in this role.

I am aware of _____'s application for the Faculty-in-Residence program with University Housing & Dining. I understand that he/she will sign a contract of service for two years. Remuneration for service will be determined on an individual basis and may include course buyouts, stipend, professional development funding or a combination of these options.

Department Chair

Date

Faculty-in-Residence Applicant

Date

This document should be submitted with the completed application materials **by March 26, 2018** to:

Suzanne Price, Ph.D.
Director of Residential Learning
University Housing & Dining
Division of Student Affairs
100 Mell Hall
Clemson, SC 29634
Phone: (864)656-0285, (864)650-2680
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