North Campus Faculty-in-Residence

Position Description

Overview:

North Campus Faculty-in-Residence play a fundamental role in the North Campus living-learning community, helping to create a shared experience and supportive environment that foster academic and intellectual learning, personal development, holistic well-being, and a sense of belonging and connectedness. While Faculty-in-Residence are pivotal to each of these dimensions, Faculty-in-Residence play a leadership role in the dimension of learning. (See North Campus Faculty Programs Mission Statement. (Supporting documents can be found at: http://www.cornell.edu/provost/vp-undergrad-ed.cfm.)

Responsibilities:

1. Create opportunities (informal or formal) for student-faculty interactions around intellectual, academic, or cultural subjects, minimally two times a month. Examples include:
   a. Hosting visiting speakers or Cornell faculty for discussions over dinner or refreshments in the residence hall or Carol Tatkon Center/Community Centers;
   b. Hosting students in the residence hall or the Carol Tatkon Center/Community Centers to screen and discuss films; to learn about diverse cultures/identities; to discuss political events; to participate in creative opportunities in the arts or engineering/science; etc.;
   c. Attending guest lectures, theatrical or musical performances, or other intellectual/academic/cultural events;
   d. Collaborating with New Student Programs or others to offer cross-disciplinary programs;
   e. Hosting sessions about undergraduate academic paths and opportunities, undergraduate research opportunities, graduate programs, study abroad opportunities, careers, etc.;
   f. Providing mentoring and advising opportunities;
   g. Hosting opportunities for students to participate in activities sponsored by the West Campus House System;
   h. Partnering with college programs and offerings.
2. Assist the professional and student residential staff (Residence Hall Director and Residential Advisors respectively) in their efforts to build community and promote health and well-being and become familiar with residents by attending in-hall social and wellness events and interacting informally with students.

3. Interact with students in groups or individually over meals, at least two times per week (either in your home or in a dining hall).

4. Play an active role in the selection process for Faculty Fellows for your community.

5. Serve as a mentor to the Faculty Fellows in your community and seek to develop an esprit-de corps, including hosting a reception/meeting for the Faculty Fellows during the orientation/move-in day time frame and at the beginning of the spring semester.

6. Establish regular meetings with the Residence Hall Director to develop and execute programs, etc.

7. Work to become familiar with the Resident Advisors, their areas of responsibilities, and their interests. Examples include:
   a. As feasible, attending portions of the weekly staff meetings (on Wednesday evenings 5-7pm);
   b. Attending August welcome dinner with Resident Advisors;
   c. Attending August “floor meetings” with Resident Advisors and residents.

8. Participate in North Campus Faculty-in-Residence meetings coordinated by New Student Programs.

9. Attend August informational session(s). In August of the first year of her/his appointment, the Faculty-in-Residence will meet with appropriate members of New Student Programs and Residential Programs for an orientation.

10. Participate in August New Student Orientation activities:
   a. Welcoming new students and families to the residence on move-in day;
   b. Serving as a small-group discussion leader for the New Student Reading Project; the assignment will be in residence.

11. Submit an annual written report to the Associate Director for North Campus Faculty Programs/Carol Tatkon Center by May 31.
Terms and Conditions of Appointment:

1. Faculty-in-Residence are appointed by the Vice Provost for Undergraduate Education (Vice Provost) and are responsible to the Vice Provost and the Associate Dean, New Student Programs/Director, Carol Tatkon Center (Associate Dean).

2. Faculty-in-Residence will work closely with the Associate Director for North Campus Faculty Programs/Carol Tatkon Center (Associate Director).

3. Faculty-in-Residence will be appointed to a three-year term, commencing August 1 and ending June 15 of the final year of appointment. Faculty-in-Residence will have the possibility of renewal for an additional three-year term upon review by the Vice Provost and the Associate Dean. Faculty-in-Residence will inform the Associate Dean or Associate Director of her/his decision regarding renewal by August 1 of the Faculty-in-Residence’s penultimate year and a renewal decision will be made promptly.

4. All efforts shall be made to appoint Faculty-in-Residence one year prior to their commencement date. When this is accomplished, during the academic year preceding their term, a rising Faculty-in-Residence is expected to serve as a Faculty Fellow in the residence to which she/he is assigned.

5. Faculty-in-Residence will reside in the faculty apartment during the course of his/her appointment. While it is understood that Faculty-in-Residence will be free to travel, she/he will not be absent for extended periods during the academic year.

Compensation:

1. During their period of appointment, Faculty-in-Residence will receive a summer payment in the amount of $5,000 each year. Payments will begin the summer following the first year of appointment and continue through the summer following the final year of appointment.

Program Support:

1. Faculty-in-Residence will receive a discretionary program budget in the amount of $1,750 per year to develop and implement programs in residence.

2. Additionally, upon request, Faculty-in-Residence are able to receive additional programming funds from the Associate Director.

Eligibility Requirements:

1. Nominations for the position of Faculty-in-Residence are welcomed from all ranks of the tenure-track faculty, clinical professors, and senior lecturers who have demonstrated excellence in teaching and a commitment to faculty-student interaction beyond the traditional classroom.