

**Experiential Learning Initiative (ELI)
Announcement for Faculty Fellows Applications**

The newly created Experiential Learning Initiative (ELI) invites faculty applications for five ELI Fellows beginning in the 2015-16 academic year in the following areas:

- Internships/Practica (1)
- Off-Campus Programs (1, beginning Spring 2016)
- Service Learning (1)
- Undergraduate Research (2)

Each Fellow will serve a three-year term as Co-Chair to their respective ELI Advisory Team. Fellows will receive overload credit as noted in the job descriptions attached.

Qualifications for the Fellows include:

1. Member of the Messiah College Ranked Faculty;
2. Commitment to each of the responsibilities listed in the respective job description;
3. Professional interest and advocacy for experiential learning and the respective ELI experience;
4. Demonstrated administrative skills to provide collaborative leadership to the respective Advisory Team.

Interested applicants should submit the following materials to Robin Lauermann and Christy Hanson by **August 15th**:

1. current CV;
2. narrative of at most 2-3 pages describing how the applicant meets the qualifications and how the applicant envisions meeting the responsibilities of the position;
3. brief letter of support from the respective school dean and/or department chair attesting to the applicant's qualifications for the position.

****Specific job descriptions for each Fellow are attached****

Faculty Fellow Description for ELI INTERNSHIPS/PRACTICA

Roles

- Represent internships/practica on the ELI Oversight Committee
- Serve as co-chair of ELI Internships/Practica Advisory Team
- Coordinate ELI Internships/Practica Professional Learning Community (PLC)
- Serve as primary faculty resource for faculty who oversee ELI-approved practica experiences for students

Responsibilities

- As the primary faculty resource for the Internships/Practica ELI, the Faculty Fellow will:
 - Be well-versed in ELI expectations and parameters
 - Field questions from faculty advisors on how to administer an ELI-approved practicum experience for students
 - Monitor and respond to proposals for ELI-approved practica (with feedback and support from ELI Internships/Practica Co-Chair and Advisory Team)
 - Provide relevant ELI-related feedback, questions, insights and critiques received from faculty advisors to the Internships/Practica Advisory Team
 - Stay up-to-date on relevant experiential learning literature, particularly as it relates to internships/practica
 - Compile and disseminate helpful resources for faculty who are supervising practica
- As co-chair of ELI Internships/Practica Advisory Team, faculty fellow will set/manage/contribute meeting agenda items related to practica
- Connect annually with Department Chairs, possibly in a School meeting setting, to communicate information about ELI and departmental practica
- Lead a Professional Learning Community (PLC) for faculty who are, or are interested in, supervising ELI-approved practica (one per semester, or as needed)
- Attend ELIOC meetings and carry out tasks as determined by the committee
- Track, assess and provide accountability for ELI-approved practica

Credit-Load: 1 credit overload per semester

Professional Learning Community for Internships/Practica

Approximately once per semester, the faculty fellow would lead a PLC with the following goals in mind:

- Provide a space and community for exploration, training and sharing of best practices for faculty involved in supervising practica students
- Discussions may address the following topics:
 - Trends and laws for students in the workplace
 - Addressing challenging student situations in the workplace
 - Resources available from the Career & Professional Development Center

Faculty Fellow Description for ELI OFF-CAMPUS PROGRAMS

Roles

1. Serve as the primary faculty resource for ELI faculty advisors in Off-Campus Programs, with a focus on:
 - a. QuEST Cross-cultural courses
 - b. Discipline-specific Cross-cultural Courses
2. Serve in the leadership pool for the ELI Professional Learning Community (PLC).
3. Serve on the Experiential Learning Initiative Oversight Committee (ELIOC).
4. Serve as Co-chair of the Off-Campus Programs Advisory Committee:
 - a. Provide broad and consistent input on both short-term implementation and long-term planning of off-campus programs for Messiah College.
 - b. Provide faculty input into the development and maintenance of semester-long off-campus programs.
5. Serve as an advisor to ELI advisees (semester-long off-campus programs) to share the advising load in the Intercultural Office.

Responsibilities

1. As the primary faculty resource for the Off-Campus Programs ELI, the Faculty Fellow will:
 - a. Field questions from faculty advisors on conceptually framing the assignment for courses, providing meaningful support for student mentees, and encourage steadfastness and creativity.
 - b. Provide relevant ELI-related feedback, questions, insights, and critiques from faculty advisors to the Off-Campus Programs Advisory Committee.
 - c. Stay current on relevant experiential learning literature, as well as on the foundational literature in the academy.
 - d. Send the Off-Campus Programs graduate assistant important articles for an online digital ELI library available to the faculty advisors.
2. Lead one Professional Learning Community session each semester.
3. Attend ELIOC meetings and carry out tasks as determined by the committee.
4. As a co-chair of the Off-Campus Programs Advisory Committee, faculty fellow will set/manage/contribute meeting agenda items related to experiential learning in faculty-led cross-cultural courses.
5. Facilitate review and assessment of external partner semester-long programs for Messiah College.
 - a. Review our portfolio of off-campus programs
 - b. Official program approval
 - c. Ongoing assessment
 - d. New program development
 - e. Other relevant duties as needed to facilitate and improve semester-long off-campus programs experiences for students
6. Support and advise semester-long off-campus ELI advisees
 - a. E-mail correspondence
 - b. Evaluation of reflective experiential requirement work
 - c. Provide encouragement and timely feedback

Credit Load: 1 credit overload per semester (to be added to the current loading of the cross-cultural faculty liaison who receives 3 credits, therefore the Faculty Fellow would receive 4 credits a year)

Faculty Fellow Description for ELI SERVICE LEARNING

The Service Learning Faculty Fellow (herein referred to as SL Faculty Fellow) plays an important role in the on-going development, oversight, education and advancement of service learning as a vibrant pedagogy among faculty members across campus. There are three primary responsibilities of the SL Faculty Fellow:

- Co-Chair of the Service Learning Advisory Committee. As such, the SL Faculty Fellow will share the responsibilities (with the Co-Director of the Agape Center for Curricular Service Learning) for performing the responsibilities of the Committee as described elsewhere in this document.
- The Service Learning Faculty Fellow, along with the Co-Director of the Agape Center for Curricular Service Learning, will create a vibrant professional learning community for educators interested or engaged in service-learning.

Responsibilities

The above responsibilities of the SL Faculty Fellow are further delineated here.

1. SL Faculty Fellow will along with the Co-Director of the Agape Center for Curricular Service Learning, interpret and ensure the appropriate, consistent and rigorous use of the approved ELI parameters for Service Learning among faculty members teaching SL courses.
2. The SL Faculty Fellow will, along with the Co-Director of the Agape Center for Curricular Service Learning, serve as a liaison to the Experiential Learning Initiative Oversight Committee. This will include attending periodic meetings of the Oversight Committee and providing feedback based on best practices and the implementation of SL ELI in service learning courses across the curriculum. This feedback may include suggested revisions to the approved ELI parameters and process for Service Learning.
3. The SL Faculty Fellow will Co-chair, along with the Co-Director of the Agape Center for Curricular Service Learning, the Professional Learning Community (PLC) for Service Learning. As stated in the original ELI charter document, a PLC is a “group of educators who meet regularly over an extended period of time to read, discuss, and reflect on a given focus area related to teaching and learning”. The intent of the SL PLC is to focus on the following dimensions of SL:
 - *community partner* identification, cultivation, engagement and evaluation;
 - *sourcing content* to enable students to appreciate the significant and relevance of their service learning experience in service to their community partners and stakeholders;
 - *cultivating authentic service* learning experiences for students in the form of both direct and indirect service learning projects and engagement;
 - *holistic reflection* that goes beyond simply descriptive and observational reflection, but facilitates students in reaching higher levels of insightful analysis, synthesis and meaning from their service learning experiences.The SL PLC will principally occur through periodic gatherings (at least once per semester) of Educators jointly planned, hosted and facilitated by the SL Faculty Fellow and Co-Director of the Agape Center for Curricular Service Learning These gatherings will focus on specific resources and best practices related to the previously defined dimensions of SL. Specific resources will include articles and online resources, as well as presentations from select faculty members and other well-

practiced SL educators. The periodic gatherings might also take the form of the SL Faculty Fellow facilitating and organizing the observation of best practice SL classrooms, as well as reviewing and discussing best practice syllabi, reflection assignments and assessment across the disciplines. The purpose of these periodic gatherings is to provide guidance and direction to educators engaged in or exploring the use of service learning so they can be consistently improving on their service learning practice.

In addition, the SL Faculty Fellow and Co-Director of the Agape Center for Curricular Service Learning will continue to enhance the service learning resources available to faculty in both the Agape Center library and online via the Agape Center web site. Faculty members will be made aware of and encouraged to make use of these resources.

Finally, the advanced practice of having faculty members critically reflect on their own SL teaching practices and the practices of others will be encouraged by the SL Faculty Fellow. This may take the form of faculty members sharing their own reflections on teaching in one of the periodic gatherings. Faculty members will also be encouraged to consider other forms of more public dissemination of their reflections.

Credit-Load: 1.5 credit overload per semester

Faculty Fellow Description for ELI RESEARCH

Compensation: 1 overload credit per semester

Primary duties:

- Serve as co-chair of the Undergraduate Research advisory team
- Represent undergraduate research, in its various forms, on the ELI – Oversight Committee
- Provide accountability for research projects, particularly at the proposal stage. Much of the onus is on the research mentors and department chairs to ensure high quality research projects. The Fellow provides accountability to ensure the various aspects of the method are being respected and followed. Specifically, signed (by advisor and department chair) proposals will be collected by the Fellow.
- Connect annually with department chairs – perhaps in the setting of School leadership meetings – to communicate expectations for research and to ensure a sufficiently rigorous standard is being maintained by all chairs evaluating research proposals
 - Chairs are not responsible for vetting all aspects of the project. Chairs will certify that the proposed project is a meaningful research endeavor in the discipline that will provide a significant learning experience. In many cases, that can be gleaned from the abstract without the need for thorough review of the proposal. Department chairs should also understand the project’s impact on departmental resources, pledging their support.
- The Fellow must be well versed in the ELI process and parameters, able to arbitrate in any areas of uncertainty
- The Fellow will not be expected to provide any training in the area of research, since this would be much too broad to do well. The support the fellow provides to other faculty will be in the areas common to all areas of ELI (e.g. advice for mentoring students through the reflective aspect of the e-portfolio) and not specific to the research area.