

John Carroll University Teaching Postdoc Fellowship

Preamble: At a time when the world and our nation are becoming more complex and varied, diversifying the JCU faculty is integral to advancing the inclusive excellence model, improving the campus climate, and to becoming more representative of the local demographics and the global connectedness of the 21st Century. Moreover, by diversifying our faculty, JCU students will be better prepared to more effectively engage in the marketplace of ideas due to exposure to a broader array of professors, scholarship, and research. An important goal of John Carroll University is to develop a vibrant and diverse faculty. This process, however cannot take place overnight. It occurs slowly, one or two faculty members at a time. The need for rich variety of ideas, cultures, thoughts, and styles, however, is immediate. So as we contemplate and prepare for another hiring season, we simply must be more creative and holistic in our approaches, and learn from what has and has not worked in the past.

The JCU Postdoctoral Teaching Fellowship Program

Rationale: Postdoctoral fellows can form an important part of our faculty, allowing John Carroll University to offer exciting new classes in emerging fields or new sub-disciplines, as well as creating important connections to graduate programs and advisors for many of our students contemplating graduate study.

Most postdocs have little teaching experience when they apply for their first faculty position. They have been primed to emphasize research, often at the expense of everything else. So when they enter a tenure-track faculty position that includes teaching responsibilities, they are often unprepared to develop and teach a curriculum.

Teaching postdocs are similar to research postdocs in that the fellows work under the direction of a faculty mentor. Unlike research postdocs where most of the fellow's time is spent at the bench, a teaching postdoc allows you to spend time developing teaching skills. Historically, the higher education system has not been structured to give postdocs the teacher training they need. But a few postdoctoral programs are now being designed to emphasize teaching. Universities fund some, others are sponsored by the National Institutes of Health (NIH), and foundations, such as Mellon, have created others.

The John Carroll Postdoctoral Teaching Fellows Program will provide postdoctoral fellows with outstanding teaching experiences while improving the recruitment of faculty from underrepresented groups. The teaching component includes instruction in teaching pedagogy, course development, mentorship training and classroom experiences.

- **Why a Teaching Postdoc?** To explain what this type of program or fellowship entails; those who qualify for and obtain this type of funding are required to spend a portion of their time learning how to be an educator for the future. This will involve spending time with an assigned mentor planning, developing and teaching undergraduate courses, and can also involve attending education and instruction workshops and courses. Thus, applying for this type of fellowship requires serious consideration, as there are a lot of commitments involved that will restrict time at the lab bench. Having said that, **if an applicant knows early on that she/he wants to teach, the rewards of this type of fellowship can be immeasurable, as they will finish the postdoctoral work fully trained in many aspects of teaching.**

Postdoc Salary and compensation: Annual average wages total \$43K per year for 0 years experience. Career length is the biggest factor affecting pay for Postdocs, followed by the particular city and the particular employer. In addition to salary, JCU will provide benefits at a rate of 37.75% of salary thus the range of total compensation would be \$59,233. Additionally, each Postdoc Fellow will be allotted \$1,500 for professional conference travel; and where possible, the Postdoc Fellows will be provided with housing assistance.

The Postdoc Application Process: As part of the application, candidates will provide the contact information for three references. Complete applications will include:

- A curriculum vitae
- Cover letter addressing your training goals and professional plans.
- A teaching statement, not to exceed 750 words, describing your methods and goals in teaching a text in a general education course.
- Transcript of graduate work.

JCU Position rank: As provided in the JCU Faculty Handbook, Postdocs would be classified as, “Faculty Collaborators.” Examples of Faculty collaborators include those in adjunct ranks, lecturers, research fellows, and graduate assistants. While they may be granted certain privileges of Faculty members, they are not entitled to all benefits, which accrue to full-time Faculty, nor do they have the right to vote on official Faculty matters (Part One, section ii, p. 2).

Proposed Course and Assignment load: The postdoctoral fellows will not be given any service assignments. The primary duties will involve course preparation (3+2; or 2+2), student advising, and faculty development activities. Ideally, courses will be scheduled on Tuesday-Thursday rotation to allow for optimum flexibility for development activities.

After the Postdoctoral Experience: With the awarding of the postdoctoral fellowship, there is no commitment to further full-time employment at the University. However, a goal of the program is to identify top-notch candidates from underrepresented backgrounds who might become candidates for tenure-track faculty lines after the postdoc experience. Additionally, we aim to raise the profile of JCU among a broader population of colleagues and institutions, and strengthen our networks and recruitment pipelines.