

The Major Roles for ACS Postdoctoral Groups

Fellows
<ul style="list-style-type: none">• Teach three to four courses each year (no more than a half-time load) with an emphasis on interdisciplinary study.• Provide open lectures to faculty and students on specific areas of interest and expertise.• Pursue scholarly research, collaborating with others on the campuses.• Participate actively in the learning and pedagogical discussions on campus – using learning as a basis for new efforts in pedagogy and curriculum design.• Join Fellows from other ACS institutions in exploring teaching approaches, curricular design, and research interests in an ACS Fellows’ colloquy each year.• Benefit from Mentoring on the individual campuses and across institutional boundaries.• Participate in ACS conferences each year• Be a key link between the institutions that supply Fellows and the ACS campuses.• Serve an important role in an extensive evaluation of the post doctoral program.
Mentors
<ul style="list-style-type: none">• Meet with the Fellow regularly (at least monthly), serving as a guide to the culture of the institution and to the expectations for new faculty• Assist the Fellow to create a Developmental Plan and guide him/her in the pursuit of ongoing research projects and publication• Ensure that the time promised the Fellow to pursue research and other related interests is not encroached upon• Observe the Fellow in the classroom at least twice each term, offering reciprocal visits to the Mentor’s classroom and opening constructive dialogues to pedagogical approaches and classroom management• Assess the Fellow’s progress as a teacher and scholar and share this assessment with him/her in ongoing dialogues• Accompany the Fellow to ACS-sponsored conferences each year, partnering with other Mentors in shaping a supportive environment for larger discussions about teaching, learning and research in the liberal arts college• Invite and welcome the Fellow into campus discussions on key curricular and pedagogical questions, as well as scholarly discussions of environmental issues• Arrange opportunities for lectures provided by the Fellow for interested faculty and students• Ensure the Fellow has access to necessary administrative and technology support• Elicit from the Fellow a careful, ongoing assessment of his/her experience, drawing on those comments to make adjustments if necessary so that the arrangement is as mutually beneficial as possible.• Summarize these ongoing assessments in the institution’s annual report to ACS
Institutions
<ul style="list-style-type: none">• Make the proper match for the Fellow, identifying the appropriate department and Mentor for the Fellow.• Provide the special training needed for the Mentors.• Carefully oversee the relationship to make sure it fulfills its objectives – making any corrective changes that need to be made.• Provide a basic orientation to the Fellow when he or she comes to the campus, providing materials on the standards of excellence that are required on the campus as well as the details on the appointment.• Provide access to the teaching and learning centers on campus, enabling Fellows to learn more about the teaching process, testing different approaches, receiving feedback on their teaching.• Invite and welcome the post doctoral Fellow into campus discussions on key curricular and pedagogical questions, such as considerations of learning-based pedagogy.• Arrange opportunities for lectures provided by the Fellow for interested faculty and students.• Work closely with the Fellow in helping to advance his or her research, including providing guidance about preparing publications.• Make sure the Fellow is given the full range of opportunities, privileges and recognition that will help to make the experience a valuable one for all involved.• Make sure that the time promised to pursue research and other related interests is not encroached upon – the Fellow should not be overburdened with distracting activities.• Give the Fellow an opportunity to advise students, particularly those heading towards graduate school (but not overwhelming him or her with this responsibility)• Enlist from the Fellow a careful assessment of the experience--drawing on his or her advice to make the arrangement as mutually beneficial as possible.• Provide the necessary administrative and technology support to enable the Fellow to make optimal use of teaching, research, and advising opportunities on campus.