Freshman Scholars Institute: Residential Program Overview
FSI is a seven-week summer program that allows a cohort of entering students the chance to experience the intellectual, co-curricular, and social life at Princeton prior to the beginning of the fall semester. During the program, Freshman Scholars immerse themselves in the intellectually vibrant culture at Princeton through seminar-style courses and/or laboratory research experiences, to engage with fellow scholars in a variety of co-curricular, community-building activities, and to work closely with faculty members from a range of academic disciplines and fields. By experiencing early the many resources that Princeton has to offer, Freshman Scholars have the chance to prepare themselves to be future campus leaders, scholars, and peer mentors.

Freshman Scholars Institute: Distance Program Overview
The Freshman Scholars Institute (FSI) serves as a crucial first segment of the longer pipeline to success for first-generation and lower-income freshman by providing students with an introduction to campus resources, academic enrichment, mentorship, and community. However, because the program is limited in size, and because many invited students are unable to attend due to family obligations or prior internship/travel commitments, it is only available to approximately 1/3 of our targeted student population.

The FSI-Distance Learning Environment is a 6-week, non-credit critical thinking, reading, and writing course and mentorship experience. While it will not recreate the benefits of the residential program entirely, the FSI-Distance Learning Environment will provide students who cannot take part in the residential FSI program with their own academic enrichment and mentorship experience. The distance FSI program will 1) give students an early opportunity to connect in structured exchanges with faculty, staff, and peers on campus 2) gain familiarity with the various academic and co-curricular campus resources and 3) to participate in an online, non-credit critical thinking and writing course. Through these experiences, students will be able to reflect upon the transition to college scholarship, learn to navigate the resources and unspoken expectations of the University, form an online community with fellow freshman, establish early mentorship relationships with experienced peer learners, graduate students, staff, and faculty, and develop the critical thinking, reading, and writing skills foundational to scholarly work across the University.

Throughout the course, students will video-conference regularly with course mentors from the university. These conferences are intended to help students hone and develop their critical reading, thinking, and writing skills, to practice a process-oriented approach toward academic work, and to gain familiarity with the forms of scholarly exchange that are fundamental to the University community. Importantly, mentors will also work with students to develop a reflective practice about their own learning. Students will learn to identify and articulate their own personal, professional, and scholarly goals and to consider how their newly developed skillsets and University resources can best be put to use in service of these goals.
In the summer of 2018, FSI Distance will run for 6 weeks, tentatively from July 16-August 26, with an open orientation module from July 11-July 16. Grad Mentors will also attend a training session in late May.

**Distance Mentor Position**

**The Role of the FSI Distance Mentors**

1) **Reading Precepts:** Each FSI-Distance Mentor will lead weekly online “precepts” (1 hr/week with a group of 6-8 students through a google hangout format. These precepts will focus on helping students develop critical reading and thinking strategies, to process and analyze challenging and complex reading assignments, and to hone the communication skills necessary to successfully and generously engage in a scholarly conversation. Mentors will be expected to prepare for these precepts in advance, attending weekly curriculum planning meetings with FSI staff and faculty. (~3 hours/week). *In the Summer of 2018, Reading Precepts will take place on Wednesdays (July 18-August 22) at a time to be determined by the collective schedules of students and mentors.*

2) **Writing Conferences:** Each FSI-Distance Mentor will meet in weekly 30-minute individual writing and learning conferences with each student in their section (6-8 students). These conferences will focus on developing ideas and strategies for tackling weekly writing assignments and will ensure that each student is able to receive individualized feedback on their work-in-progress. These conferences will also provide a forum for students to reflect upon their individual learning process, to develop goals around that process, and to learn about Princeton resources for achieving those goals. Mentors will receive training through the FSI program and the Writing Program in order to prepare for these conferences. (4-5 hours/week) *In the Summer of 2018, Writing Conferences will take place on Fridays and Saturdays (July 20-August 25) at a time to be determined by the schedules of students and mentors.*

3) **Written Feedback and online discussion monitoring:** Each FSI-Distance Mentor will provide written comments on student writing and on learning reflection pieces. In addition, they will monitor and participate in the online discussion forum and messages in their mentor “inbox,” providing ongoing informal mentorship and guidance to students as necessary. (2-3 hours/week).

4) **Fall Follow-up:** Each FSI-Distance Mentor will meet the 6-8 students in their section during the fall orientation period and will serve as an informal residential mentor to the students throughout the fall semester (~10 hours throughout the fall).

**Training:** In addition to these duties, FSI-Distance Mentors will engage in course development meetings and preparation in late May, June, and early July (approximately 20 hours total) and an FSI-wide pedagogy training on July 5th and 6th. There will be weekly professional development meetings with FSI staff and faculty throughout the program (~1 hour). They will receive mentorship throughout the academic year in translating their experiences in inclusion and diversity work toward professional materials.
**Compensation:** Mentors will receive a stipend of $2500 for their course preparation work and their mentorship in the course during July and August (to be paid ½ in June and ½ in July, depending on their status. Mentors will receive an additional $500 for their fall term follow-up.

**To Apply:** To apply, please submit a CV and one-page cover letter detailing your interest in teaching the course and your commitment to inclusive pedagogy to Khristina Gonzalez at kfg2@princeton.edu, Keith Shaw at kmshaw@princeton.edu and Christy Kahler at christyk@princeton.edu. Applications are due by 5pm on March 5th, 2018. Current Princeton University faculty and graduate students are eligible to apply.