



**2015 FIGS PEER INSTRUCTOR
SELECTION INFORMATION PACKET**

This packet includes an outline of responsibilities and requirements for First-year Interest Group Seminar (FIGS) Peer Instructors and an overview of the Selection Process.

Completed online applications are due by 11:59 PM on Tuesday, January 3, 2015.

Get more information:

**Friday, December 5 @ 1:30pm
Scott Hall 103**

**Friday, January 23 @ 3:00pm
Hickman 216**

**Friday, January 30 @ 4:00pm
Tillett 103C**

**OUTDATED INFORMATION!
PLEASE LOOK FOR FALL 2016
SELECTION INFO
TO BE POSTED MID-FALL**



**Contact:
figs@echo.rutgers.edu
(848) 932-7442**

About FIGS

First-Year Interest Group Seminars (FIGS) are one-credit seminars (graded Pass/No-Credit) taught by upper-class students to aid first-year students in their transition to college while exploring an academic interest area. Students in FIGS will meet faculty in their interest area; explore career, research and educational opportunities; and learn the ins and outs of the many resources available at Rutgers. Each FIGS section is limited to 25 students in order to facilitate an intimate educational experience, lively participation in class, trips/tours around campus, and group projects. Since FIGS are taught by an experienced upperclass student, first-year students gain valuable advice on how to navigate Rutgers from someone who was once in their shoes.

The Peer Instructor Role

Each Peer Instructor (PI) is responsible for leading one section of FIGS. Each FIGS is scheduled for one (80-minute) class period per week for 10 weeks during the Fall semester. The PI plans, develops and implements his/her own lesson plans for the FIGS utilizing the 11 required FIGS elements (information literacy, diversity, personal wellness, etc.). The PI coordinates each class topic, including discussion topics, guest speakers, class trips, etc. The PI maintains class records including attendance and grades during the semester, and makes final grade recommendations to the FIGS Program coordinators.

Mandatory Training Programs

PI Orientation

Two orientation sessions will be held and new Peer Instructors will choose one to attend. The sessions are scheduled for Friday, April 17 and Sunday, April 19 from 5:00pm-9:00 pm. During this time, you will be introduced to the required elements of the FIGS program and meet fellow Peer Instructors and program staff. Attendance at one of the two orientation sessions is mandatory.

Summer Institutes 1 & 2

Peer Instructors participate in two multi-day training sessions held May 14 & 15, 2015 and August 24, 25, & 26, 2015. During these sessions, you are provided with background and in-depth information on the FIGS Program as well as the tools needed to design your curriculum. You will also spend time getting to know the other Peer Instructors, learning about many university resources for first-year students and sharing ideas on ways to structure your class. Attendance at all days of both Summer Institutes is mandatory for your successful development as a Peer Instructor.

Peer Instructor Education Class

In addition to leading a FIGS for 10 weeks, Peer Instructors must register for and attend Peer Instructor Education (3 credits). This class meets once per week for the entire Fall semester. This course runs during the same semester that the FIGS is taught. Therefore, if selected to be a PI, you must schedule around this class. We offer four different sections of PI Education. During Fall 2015, classes are available on Tuesday from 9:15am-10:35am on Douglass Campus, Wednesday from 9:50am-11:10am on College Avenue Campus, Wednesday from 12:35-1:55pm on Cook Campus, or Thursday 9:50am-11:10am on College Avenue. A special permission number will be provided by the FIGS coordinators during the Fall registration period.

NOTE: Peer Instructors will have the opportunity to rank their preferences for day of the week in which their PI Education course will be held.

Peer Instructor Education: An exploration of the theory and practice of teaching and new student education. Peer Instructor Education is designed to prepare you to be an effective instructor and mentor for the students in your FIGS course. We will spend a considerable amount of time exploring the art of teaching, discussing your experiences in the classroom and learning about the development of first-year students. In addition to time spent preparing for your FIGS class each week, you should expect to complete assignments (readings, papers, presentations, etc.) for this course.

Qualifications to be a FIGS Peer Instructor

- Rutgers University full-time undergraduate student
- Grade point average of 3.0 or higher (at time of application and at the start of Fall 2015)
- An upper-class student (junior or senior in Fall 2015 – at least 54 credits completed)
- Good academic and disciplinary standing at Rutgers University
- Leadership abilities through campus & community involvement
- Strong knowledge of the discipline you plan to instruct through your academic and extracurricular pursuits
- Positive attitude about Rutgers and a strong willingness to be a mentor to first-year students
- Demonstrated ability to work well independently and within a team
- Attendance at all training sessions currently scheduled for:
 - Friday, April 17 from 5:00-9:00pm or Sunday, April 19 from 5:00-9:00pm (choose one to attend)
 - Thursday, May 14 (9am-6pm) and Friday, May 15 (9am-6pm)
 - Monday, August 24, Tuesday, August 25, and Wednesday, August 26 (9am-6pm)
 - Friday, April 24 (3:00pm-6:00pm)—*only for PIs associated with Learning Community FIGS*
 - Registration for one section of Peer Instructor Education (01:090:320) in Fall 2015. Classes are available on Tuesday from 9:15am-10:35am on Douglass Campus, Wednesday from 9:50am-11:10am on College Avenue Campus, 12:35-1:55pm on Cook Campus, or Thursday 9:50am-11:10am on College Avenue. A special permission number will be provided by the FIGS coordinators during the Fall registration period.

Peer Instructors in Learning Communities

Several of our FIGS courses are affiliated with a learning community offered at Rutgers. In the Discovery House program, students have the benefit of sharing three courses in common (one being their FIGS) which leads to greater connection with peers in the classroom and in residence and high levels of academic success. In the Bunting Cobb program, students share a common residential experience along with their FIGS course. PIs in Learning Communities will be asked to attend one additional training session on Friday, April 24 from 3:00-6:00pm. In addition, PIs will be asked to participate in monthly meetings with members of the Learning Community Team consisting of Learning Community Peer Instructors, Peer Mentors who live in residence with the students, and professional staff; attend a program sponsored by the Peer Mentors; and participate in the Learning Community orientation program to be *tentatively* held on Friday, August 28. PIs in Learning Communities will receive a \$150 stipend upon successful completion of additional responsibilities. Please note that Peer Instructors teaching a FIGS connected to a learning community DO NOT live with their students in residence. If you are interested in any of these opportunities, please indicate your interest on the application.

Discovery House & FIGS

Discovery Houses are available in four interest areas: *Business, Health & Medicine, Law & Political Science and Psychology*. Small, select groups of SAS and RBS first-year students enjoy the benefits of sharing common residential and academic experiences. Students in Discovery Houses take a FIGS, Expository Writing and a content course together (i.e., General Biology, Law & Politics, etc.). The Peer Instructors who lead the Learning Community FIGS have the added benefit of mentoring these unique groups of students while providing valuable feedback to staff on the students' development during their first semester.

Bunting Cobb & FIGS

Bunting-Cobb is the first residence hall in the country designated for women interested in the science, technology, engineering and math (STEM) fields. This living-learning community allows women pursuing majors in the STEM fields to live among other women with similar STEM interests. First-year Bunting-Cobb SEBS, RBS, and SAS students will take a common FIGS: Exploring Careers in the Sciences course, taught by an upper-class woman majoring in a STEM discipline.

Application & Interview Process

- Applications will be available online in late November 2014 at <http://figs.rutgers.edu/>
- Completed online application due on Tuesday, February 3, 2015 at 11:59 PM.
- Group interviews will be held Friday, February 6; Saturday, February 7 and Sunday, February 8. You will have the opportunity to sign up for one 90 minute slot as part of your online application. **The more popular group process times fill quickly, so the earlier the candidate submits their application, the more options they will have to choose from for group process times.**
- Recommendations forms can be downloaded at <http://figs.rutgers.edu/> and should be submitted by a Rutgers faculty or staff member or previous supervisor via email attachment to figs@echo.rutgers.edu no later than Wednesday, February 25 for candidates invited to do an individual interview.
- Individual interviews will be held from February 16-March 4. Upon successful completion of the group interviews, select students will receive invitations to the individual interviews. Notification will be sent via email by Wednesday, February 11. Students who receive an invitation to participate in the individual interview process will be asked to go online to sign up for a specific interview time.
- Final Peer Instructor selection will be announced on or about March 10.

Information about the Individual interview

WHAT TO EXPECT:

You will meet with 2-4 members of the selection committee and be asked to do a presentation and answer several questions about yourself.

PRESENTATION DETAILS:

Imagine that you are conducting a class (doesn't necessarily have to be a FIGS). You will have up to 5 minutes to "teach" the committee something. You may choose to give directions on how to perform a certain task, teach us a concept, etc. Sample presentations have included (but are not limited to) teaching us how to effectively manage time, how to create origami, how to make a sandwich, or about a simple concept from a class that you've taken, etc. Be creative and imaginative. Keep in mind that you should be comfortable with whatever you choose to teach, it should tell us a little about you and also provide a glimpse of how you would interact with your students.

WHAT TO BRING:

(1) Bring any props necessary for your presentation (enough for 4 people, if necessary). The interview room does NOT have multimedia equipment or a chalk/dry erase board, so we recommend keeping your presentation simple. (2) Bring 2 copies of your updated resume.