Faculty Fellow for Essential Studies (ES) Focused on Diversity/Intercultural Knowledge & Skills Course Development within the Teaching Transformation and Development Academy (TTaDA)

Fall 2018 – spring 2019 (renewable for fall 2019 contingent upon satisfactory performance). 30% Academic Year Effort (within contract with adjustment to duties depending on departmental needs)

Through support from the Vice President for Student Affairs & Diversity and the One UND Goal #5 Team, this is one of two positions which are meant to be complimentary in advancing curricular, instructional, and co-curricular activities related to diversity and inclusion.

Purpose:

The faculty fellow will support faculty and departments as they make instructional improvements related to courses within the ES Program focused on the learning goal of Intercultural Knowledge & Skills. As these instructional improvements will frequently coincide with development of courses to meet updated ES requirements, this position will support and lead efforts to ensure student learning of the highest quality relative to this aspect to the ES Program.

The expertise and guidance provided by this position will help improve student learning focused on issues related to diversity, and will also enable the ES Program to be well-positioned to meet student needs (in both face-to-face and online sections) when updated requirements go into effect in Fall 2020.

Position Description:

- This position reports to the Teaching Transformation and Development Academy and works in collaboration with the Director of Essential Studies and the Essential Studies Committee to:
  - Develop a detailed understanding of the goals and requirements of the ES Program, with a particular emphasis on understanding the nature of the Intercultural Knowledge & Skills learning goal and the criteria for the Diversity of Human Experience (DHE) and Analyzing Worldview (AW) Special Emphasis requirements
  - Create and/or identify at least 3 different types of evidence-based pedagogical materials and/or resources for each of the program’s Breadth of Knowledge areas (assignments, readings, case studies, etc.) which can serve as models or starting points for faculty to develop and validate a DHE or AW course
  - Engage in outreach to chairs and deans to encourage consideration of DHE and AW course development and validation. This should include all departments
currently teaching US or Global Diversity courses, and at least 5 additional
departments per semester
  o In coordination with TTaDA leadership, plan, schedule, and conduct at least two
campus-wide gatherings per semester (fall 2018, spring 2019, and, upon
renewal, fall 2019) whose purpose is to assist faculty and departments in
developing and validating courses for the DHE or AW areas and to share program
data
  o Collaborate with the ES Director and ES Committee to develop a vision for the ES
Intercultural Knowledge & Skills curriculum and course, program, and internal
and external marketing materials whose purpose is to elevate the prominence
and rigor of students’ learning relative to the Intercultural Knowledge & Skills
learning goal
  o Participate in assessment efforts through involvement with the ES Assessment
Week process.
  o Analyze institutional data to better understand barriers to underrepresented
student success in ES courses, identifying at least 2 metrics which speak to this
issue
  o Collaborate with units and individuals involved with campus diversity initiatives
to help ensure a coherent student learning experience across ES, the rest of the
curriculum, and within co-curricular events and activities
  o Conduct an environmental scan of activities at UND related to supporting the ES
Program’s Intercultural Knowledge & Skills goal (both academic – institutional
and departmental – and co-curricular activities) and establish realistic goals for
improvement in at least two key areas

Required Qualifications:

- Experience teaching courses with content or course elements focused on topics related
to diversity, culture, cross-cultural understandings, or other similar topics
- Demonstrable knowledge about or a record of direct involvement with the Essential
Studies Program and its structure, purpose, and goals
- Experience or demonstrated interest in faculty development through involvement in
such activities as mentoring and/or workshop participation
- A strong interest in UND undergraduates’ educational experiences

Preferred Qualifications:

- A record of collaborative and collegial involvement in departmental, college, or
university-wide course development, curriculum development, and/or assessment
activities