# Faculty Fellow of Equity, Diversity, and Inclusion

# & Open Educational Practices

Applications due by February 29, 2024. Submit to gmctl@usask.ca

|  |
| --- |
| **In search of faculty members from academic units that are willing to adopt broader change with the help of an appointed Faculty Fellow in the domains of****Equity, Diversity, and Inclusion (EDI), Indigenization, and Open Educational Practices (OEP).** |

**The application package must include:**

* Responses to Faculty Fellow questions  (pg. 2-3)
* Responses to Academic Leader questions  (pg. 4)
* Faculty Fellow’s proposed course syllabus (please attach)

#### The EDI Faculty Fellow is an individual who has:

* Demonstrated the ability to meet commitments.
* A desire to embed principles of Equity, Diversity, and Inclusion (EDI), and/or Indigenization, along with Open Educational Practices (OEP) within their own course, such that students experience a sense of belonging and are taking action towards meeting the EDI Competencies or the Indigenization Priority.
* The qualities of someone who contributes to change: A clear philosophy on teaching and positionality, empathy for others’ lived realities, willingness to have difficult conversations with peers, open to new ways of doing and being, and the explicit support and commitment of their academic leads to pursue this work throughout the Fellowship.

#### The EDI Faculty Fellow is looking to:

* Act on internal motivations for a more equitable, diverse, and inclusive world.
* Develop their academic leadership skills.
* Bridge their teaching and scholarship.
* Engage with a community of practice.

#### Fellowship Timeline

|  |  |
| --- | --- |
| **Term** | **What Faculty Fellows will focus on** |
| **Spring 2024-Summer 2024** | Designing a course where students experience a greater sense of belonging and are taking action on meeting the EDI Competencies and/or Indigenization Priority. The course will have constructive alignment. |
| **Fall 2024-Winter 2025** | Implement the course design (teaching). Reflecting/sharing about teaching on EDI and/or Indigenization. (Blogs, podcasts, hub, repository, etc.)  |
| **Spring/Summer 2025** | Facilitation and change management skills. Action plan for change. Catalyzing others. Creating support materials for faculty. Designing opportunities for other faculty. |
| **Fall 2025- Winter 2026** | Mentoring peers and facilitating workshops for your home unit. Effecting the ‘how’ as needed (co-created solutions with GMCTL staff). |

#### The successful candidate agrees to:

* Attend all sessions, approximately 20 hours in Spring/Summer 2024 and regular follow-up meetings throughout 2024-2026. Dates and times will be mutually decided.
* Produce a new or revised course design as evidenced by a course syllabus and blueprint that must be submitted prior to the start of the course.
* Set and enact a meaningful course evaluation plan for selected elements of the course.
* Create a reflective piece, written or otherwise, related to the course and to share it with the USask teaching and learning community.
* New materials created for this course, such as a lab manual or other materials shared with students will be released under an open license, unless a compelling reason exists to not release materials under these terms.
* Teach a course that embodies principles of EDI and/or Indigenization, and OEP during Fall 2024 or Winter 2025.
* Be assigned duties in Fall 2025 and Winter 2026 to engage meaningfully and leading change with faculty and peers on other curricular opportunities.
* Receive funding up to $3,500 in the first year, and up to $3,500 in the second year. How the funds will be distributed will be determined before the start of the fellowship.

## Faculty Fellow Questions

|  |  |
| --- | --- |
| **Name of Applicant** |  |
| **NSID** |  |
| **Position (must be a faculty member)** |  |
| **College**  |  |
| **Department** |  |
| **Academic Unit Leader Name** |  |
| **Department Financial Analyst Name** |  |

1. **Why do you want to be part of this two-year fellowship? Include in your answer ways this may benefit your teaching, students’ learning, programmatic or curricular impacts, etc.** (50-100 words)
2. **What do you see as the biggest challenges that you face embedding EDI/Indigenization and OEP into your course?** (50-100 words)
3. **How might you impact change regarding EDI/Indigenization and OEP in your college or department? Please review the academic leader questions for some suggestions.** (100-words)
4. **How will you align to help work towards USask Student Competencies?** (200-300 words)

*You may write your response, or you may find the table to be helpful to use instead.*

|  |  |
| --- | --- |
| [**USask Student Competencies**](https://teaching.usask.ca/documents/gmctl/usask-competencies.pdf) | *To be completed by Faculty Fellow candidates* **As an instructor, please describe how you align with at least three (3) of these priorities.** |
| **Engaging in our intercultural society** |  |
| **Nurturing successful relationships** |  |
| **Leveraging technology** |  |
| **Adaptive design and problem solving** |  |
| **Communicating meaningfully** |  |
| **Cultivating well-being** |  |

## Academic Leader Questions

If the candidate is accepted into the Fellowship and completes the requirements each year, they will receive funding to support their work on EDI and Indigenization. These funds are to be used to advance EDI and Indigenization in teaching and learning as well as open educational practices at the College or department level that go beyond one individual course. Please provide your comments below to indicate how a Fellow in your unit may allocate the funds in alignment with your support. We recognize that these plans might change.

|  |  |  |
| --- | --- | --- |
| **Possible ways to effect tangible change** | **Actions we may take as a unit include…** | **Fellowship Funds will be allocated to…** |
| Design and articulate the progression of undergraduate competencies in a specific program over time. |  |  |
| Assess the extent to which programs provide students with experiential learning about EDI (including feedback and reflection) and refine programs based on what they find. |  |  |
| Create and support structures which allow for collegial conversations about designing authentic experiences and explicitly teaching skills. |  |  |
|  Set aside time for the faculty fellow to work with teams and individuals on embedding undergraduate competencies, considering this time within assignment of duties. |  |  |
| Communicate and support alignment with existing priorities, including EDI. |  |  |
| Promote opportunities for sharing and reflection on teaching and learning, such as SoTL, conference proceedings, podcasts, blogposts, workshops, etc. |  |  |
| Identify and address potential barriers to ongoing success of progressing on goals of the EDI Strategy. |  |  |
| Establish and support teaching partnerships institutionally and externally. |  |  |
| Other |  |  |
| Other |  |  |
| Other |  |  |