



UNIVERSITY *of*
DENVER

Position Profile

**Director, Faculty
Development &
Career Advancement**

February 2020



About University of Denver

The University of Denver (DU) is located where the Great Plains meet the Rocky Mountains. Founded in 1864, it is the oldest independent private university in the region. The University of Denver is built on exploration through research and collaboration among educators, students, and local and global communities. This spirit of exploration and discovery defines the region. DU enrolls approximately 12,000 graduates and undergraduates with average class sizes under 21 students and an 11:1 student-to-faculty ratio. Individual attention combined with urban connections has historically provided a wealth of professional opportunities for students, many of whom choose to stay in Denver after graduation. By facilitating research, community involvement, and global exploration, students are building a foundation for lifelong achievement. To learn more, go to: <https://www.du.edu/about/overview>

The Strategic Plan

Today the University has embarked upon an ambitious strategic plan titled DU Impact 2025 under the leadership of Chancellor Jeremy Haefner. This plan outlines four transformative directions including:

- Students Leading and Learning in a Diverse and Global 21st Century;
- Discovery and Design in the Age of Collaboration;
- Engagement and Empowerment in Denver and the Rocky Mountain West;
- One DU (creating one community committed to values shared across the institution)

For more information about the strategic plan please use this link: <http://impact.du.edu/>

Inclusive Excellence

Inclusive Excellence (IE) is a hallmark of the University and was introduced in 2006 and moved DU away from a simplistic definition of diversity to a more inclusive, comprehensive, and omnipresent notion of inclusiveness. IE is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of a college or university. The goal is to make IE a habit that is implemented and practiced consistently throughout an institution. Click here to read the Chancellor's statement: <https://www.du.edu/about/leadership/chancellor/vision/diversity>

Inclusive Excellence has the following features:

- **Inclusiveness and Excellence are interdependent**, as opposed to the traditional perspective that separates the two concepts. To practice inclusiveness is excellence. Both are core values of the University.
- Shifts the **responsibility for diversity and inclusiveness to everyone** (administrators, faculty, staff, students, and alumni) on campus as opposed to one unit or department shouldering the responsibility for diversity. A unit or person can drive the process, but every individual at DU from the Chancellor to students assumes responsibility for change.

- Shifts the university away from conceptualizing diversity as a numerical goal (numbers only) of diverse students, staff, faculty, administrators, and alumni **to transforming the institution into a vibrant community that embeds diversity throughout the institution in multiple areas** including (but not limited to): demographics (numbers), curriculum, policies, pedagogy, financial resources, leadership, hiring, student learning, marketing, technology, teaching, student advising, communications, administration, recruitment and promotion, assessment, institutional advancement, tenure and promotion, and evaluation.
- **Employs a broad and inclusive definition of diversity** that includes disability, gender identity and expression, sexual orientation, age, religion, disability, race/ ethnicity, nationality, and other important social dimensions that are part of the campus community.



Office of Teaching and Learning

Located in the faculty affairs unit of the Office of the Provost, the current mission of the Office of Teaching and Learning (OTL) is to improve student learning across the University by fostering innovation and strengthening practices in teaching, course design, curriculum development, and assessment. The OTL staff supports faculty by advancing skills in course design, pedagogy, and academic assessment.

The range of OTL's effort is from direct assistance to individual faculty to providing leadership for teaching excellence, innovation, and inquiry efforts on campus. The creation and implementation of new programs and services to promote and support deep and active learning within and across disciplines through evidence-based practices, educational technologies, and research on teaching and learning is a characteristic of the Office, whether within the OTL or as part of larger campus initiatives.

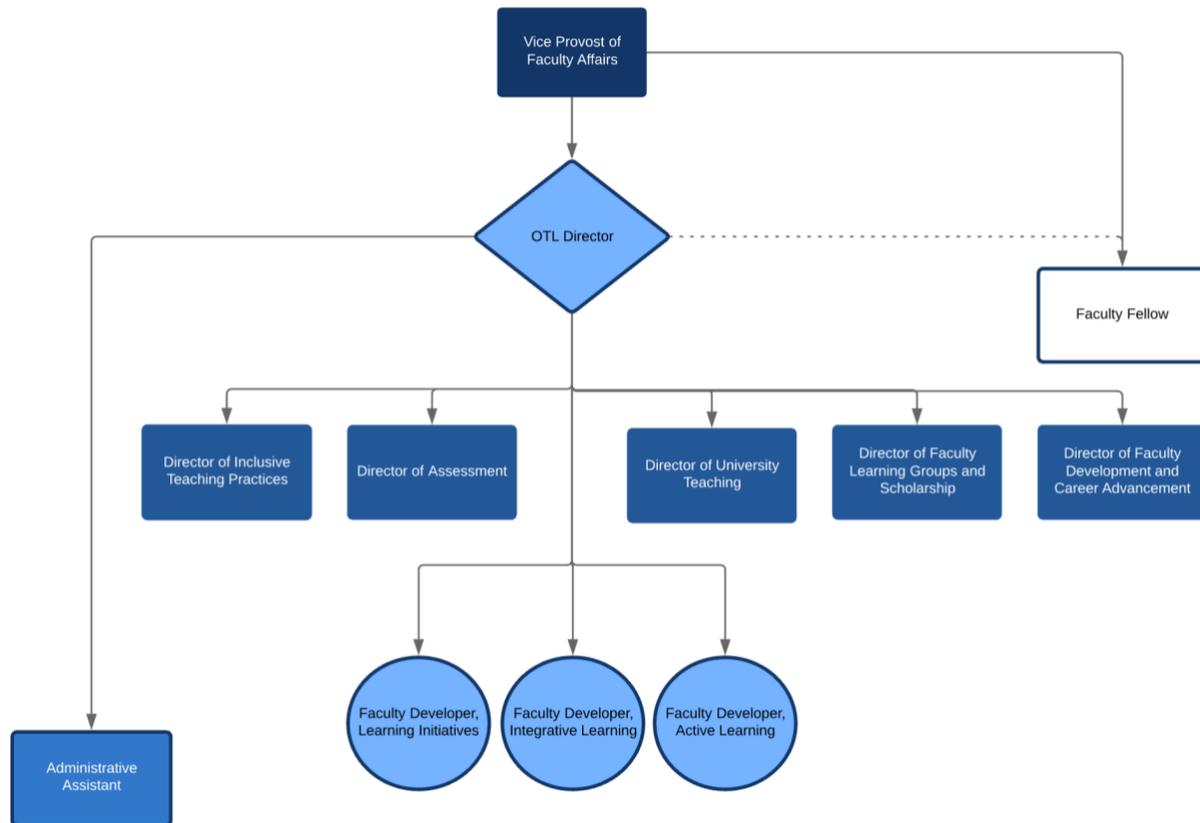
The OTL participates in the development and implementation of institution-wide teaching and learning initiatives related to the university strategic plan, which currently include experiential learning, whole student development, and inclusive teaching practices. See <http://impact.du.edu>.



Kate Willink was appointed Vice Provost of Faculty Affairs on July 1, 2019. She will also continue to serve as Faculty Director during the 19-20 academic year. Dr. Willink's work centers on critical intercultural communication with a focus on cultural memory. She holds the rank of associate professor in the communications department at the University of Denver.

She received her BA from Cornell University; her MA from the University of New Mexico; and her PhD from the University of North Carolina at Chapel Hill.

OTL Organizational Chart:



The Opportunity

Director, Faculty Development and Career Advancement

The Director of Faculty Development and Career Advancement will focus on enhancing faculty success at all levels of the academic lifecycle by identifying and implementing best practices for faculty recruitment, onboarding, and retention. Under the leadership of the Office of Teaching and Learning (OTL) director, they will be responsible for leading initiatives related to supporting faculty throughout the academic lifecycle, tracking faculty statistics, and preparing regular descriptive reports related to demographics and retention. In addition to supporting early career faculty, the director will develop offerings that support faculty at different career stages, across faculty appointment types, and across faculty contributions and roles. Contributing to an inclusive, thriving faculty community and a dynamic and collaborative OTL is central to this position.

Essential Functions

- Under guidance of OTL Director, lead initiatives to improve processes related to faculty lifecycle such as recruitment, onboarding, mentoring, and retention, that is informed by best practice
- Coordinate, assess, and evaluate programs that support faculty advancement (e.g. onboarding, mentoring, promotion, tenure, and reappointment, and leadership development) across career stages and appointment types (i.e. tenure line, teaching, clinical, etc.)
- In collaboration with OTL team, survey faculty and leadership development needs and oversee the design, implementation, assessment, and evaluation of comprehensive

- programming (e.g. workshops, orientation, seminars, conferences, learning communities, etc.) to address gaps and promote faculty career advancement
- Active collaboration, as role appropriate, with other OTL directors on ongoing programming and initiatives related to inclusive excellence, Scholarship of Teaching and Learning (SoTL), Faculty Learning Communities, teaching and learning, integrative learning, High Impact Practices, curricular design, assessment, and accreditation
 - Evaluate and assess faculty satisfaction and program effectiveness
 - Facilitate interdisciplinary collaborations across the university to strategically advance institutional capacity related to faculty development, career advancement, and thriving
 - 1:1 consultations with faculty related to academic lifecycle concerns, for example, preparing for tenure and promotion
 - Assist in the creation of infrastructure for recognizing and documenting invisible labor and faculty workload (i.e. inequitable service and student mentoring loads)
 - Assist OTL team in building a data informed decision-making processes

Knowledge, Skills, and Abilities

- Critical understanding of diversity, equity, and inclusion in higher education in particular with regard to recruitment, hiring, retention, student evaluations of teaching, and promotion/tenure of underrepresented faculty at predominantly white institutions
- Demonstrated understanding of current best practice related to faculty development, teaching practice, and trends in higher education
- Knowledge of promotion and tenure review process including longitudinal assessment of faculty teaching, scholarship, and service
- Clearly articulated knowledge of and ability to implement current professional approaches around the development, implementation, assessment, and evaluation of programming for faculty across various career stages and appointment types
- Ability to develop cross-campus relationships that allow for connecting faculty members to appropriate resources that will support their overall success in the institution
- Exceptional communication, interpersonal, and problem-solving skills, including the ability to maintain collaborative and confidential relationships
- Demonstrated success working effectively with inclusive practices with faculty from underrepresented groups
- Exceptional organizational skills and demonstrated success with project management

Required Qualifications

- PhD or equivalent terminal degree
- Demonstrated success working with faculty on various initiatives related to professional development
- A record of teaching, mentoring, and/or scholarly excellence as a faculty member

Preferred Qualifications

- Experience as a member of a leadership team
- Demonstrated success working with diverse disciplines

Work Schedule

Monday-Friday, 8:00am-4:30pm, occasional evenings and weekends

Position Summary:

This is a full-time (12 month) staff position with full benefits. The position will report to the Director of the Office of Teaching and Learning who reports directly to the Vice Provost for Faculty Affairs. See our [organizational chart](#) for more detail.

The director will collaborate with faculty and administrators on the creation and delivery of new programs and will have the opportunity to interact with colleagues across campus. The ideal candidate is adept at interacting with faculty across different disciplines and knowledgeable about the challenges they face, in particular with regard to the faculty lifecycle and tenure/promotion for all faculty ranks and series. Experience as a faculty member in a university setting and success attaining external grants will be particularly competitive.

We seek candidates who are flexible, well-organized, inquisitive, resourceful, detail-oriented, creative, ethical, collaborative, and committed to inclusive excellence. The ability to prioritize and juggle multiple tasks in a dynamic environment while maintaining quality work products is crucial for success in this position.

The Director of Faculty Development and Career Advancement will be responsible for using evidence informed decision making to develop, implement, and assess a range of programs that support the professional development of individual faculty and academic leaders across the academic lifespan and appointment types. Additionally, the director will enhance and support the implementation of institution-wide initiatives related to teaching and learning, inclusive excellence, faculty learning communities, faculty mentoring, leadership development, and assessment.

Procedure for Candidacy

Candidates must apply online through www.du.edu/jobs to be considered. Only applications submitted online will be accepted. Once within the job description online, please scroll to the bottom of the page to apply.

Required documents

- CV or Resume
- Cover Letter
- One page Faculty Development Philosophy
- One page Diversity Statement including your understanding of diversity, equity, and inclusion in higher education in particular with the faculty life cycle.
- One Writing Sample
- Contact information for 3 individuals that can serve as a reference.

For further information contact:

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