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Developed by:....LP, DG  
Reviewed by:LB; DG; DLJ  
Approved by:.....LK  
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**UNIVERSITY OF RHODE ISLAND**

**Position Description**

**TITLE:** Associate Director for Faculty Professional Development  
**DIVISION:** Academic Affairs (Provost)  
**REPORTS TO:** Associate Vice Provost, Office for the Advancement of Teaching and Learning  
**GRADE:** 14  
**SUPERVISES:** Faculty development specialist/s, graduate teaching assistants

**BASIC FUNCTION:**

Develop, administer, and assess the impact of the University's Faculty Development Program. Provide leadership to engage members of the university faculty to advance excellence in teaching and learning by designing and offering a combination of workshops, seminars, and consultations. Provide expertise in the scholarship of teaching and learning to help faculty members identify a range of evidence-based practices that are appropriate for their specific teaching contexts, particularly in the areas of diversity, equity, inclusion, and justice. Design and implement programs to assist faculty members in collecting and analyzing direct and indirect measures of student learning for the purpose of improving course design, instructional techniques, and student success. Collaborate with the Associate Vice Provost and other staff in the Office of Advancement of Teaching and Learning (ATL) in strategic planning efforts and in the design of appropriate assessment methods for those efforts.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Provide leadership in strategic planning for the Faculty Development Program including conducting needs assessments when appropriate.

Serve as project manager for special faculty development initiatives (e.g., active learning, gateway courses, diversity and inclusion initiatives, general education).

Create, find, and disseminate resources related to university teaching and learning, particularly in the areas of diversity, equity, inclusion, and justice.

Provide leadership, expertise and consultation with various university-wide committees on teaching-related issues, particularly in the areas of diversity, equity, inclusion, and justice.

Design protocols for consultations with individuals, faculty groups, and academic units about teaching and learning concerns including protocols for conducting classroom observations, collecting midterm student feedback, facilitating focus groups, and surveying current or former students.

Design, advertise, conduct, and evaluate workshops, seminars, and other events for faculty members and other relevant campus stakeholders.

Design and implement initiatives that support faculty participation in the Scholarship of Teaching and Learning.

With the support for the Associate Vice Provost, evaluate the effectiveness of the Faculty Development Program on a regular, periodic basis.

Support effective implementation and use of course evaluation system across the University by designing and delivering consultations, workshops and online resources for individuals, departments, and colleges.

Identify, monitor, and oversee the program effectiveness metrics of all Faculty Development programming and All ATL programming and professional development experiences in collaboration with ATL's Data & Program Effectiveness Coordinator for future growth and to measure the effectiveness of the office.

Provide supervision for the faculty development specialist/s, including ensuring professional development for this position.

Write, and help others to write, grant proposals for external funding of special instructional improvement initiatives.

In collaboration with the Faculty Development Specialists, and the ATL Graduate Assistants, oversee the design and maintenance of the faculty development portion of the ATL website.

With support of the Associate Vice Provost, identify campus needs, develop proposals, and invest allocated funding from Faculty Development budget to improve identified needs over time.

Engage in active research to stay current with trends in Faculty and Educational Development, to ensure that the programming and professional development experiences offered to the campus from ATL are in alignment with contemporary best practices in the field of teaching and learning and faculty success.

Attend conferences in the field of Faculty and Educational Development and/or present and represent URI and ATL in those spaces for professional growth and to enhance ATL's ability to meet the needs of current URI instructors.

Work closely with all ATL teams to assist in the efforts to collaborate and integrate effective best practices in teaching and learning,

including assessment and technology, as requested by colleges, academic departments, and individual instructors.

Lead the process to develop ATL's schedule of professional development offerings each semester.

Co-Chair ATL's annual Innovative Education Conference.

Represent ATL on college and university-wide committees and collaborations focused on strategic needs as opportunities align with current responsibilities or individual expertise.

**OTHER DUTIES AND RESPONSIBILITIES:**

Perform other duties as required.

**LICENSES, TOOLS AND EQUIPMENT:**

Personal computer and printers; word processing, database management, spreadsheet and presentation software, learning management systems and classroom technology.

**ENVIRONMENTAL CONDITIONS:**

This position is not substantially exposed to adverse environmental conditions.

**QUALIFICATIONS:**

**REQUIRED:** Ph.D., Ed.D or terminal degree; Minimum of three years of college teaching experience at the time of appointment; Demonstrated experience in providing leadership to faculty development programs or projects; Minimum four years of faculty development experience (including consulting with post-secondary faculty about teaching and learning issues and inclusive pedagogy); Demonstrated experience in developing and conducting workshops on college teaching and learning; Demonstrated knowledge of educational psychology and learning theory; Demonstrated knowledge of evaluation and instructional methodology; Demonstrated experience in quantitative or qualitative research; Demonstrated strong interpersonal and verbal communication skills; Demonstrated proficiency in written communication skills; Demonstrated experience managing complex data sets (e.g. relational data bases, statistical programs, and/or qualitative data analysis systems); Demonstrated supervisory experience; and, Demonstrated ability to work with diverse groups/populations.

**PREFERRED:** Ph.D. in a field related to diversity, equity, inclusion or social justice; and, Demonstrated knowledge of educational psychology, learning theory, and evaluation and instructional methodology.

**The University of Rhode Island is an equal-opportunity employer committed to the principles of affirmative action. It is the policy of the University of Rhode Island to provide reasonable accommodation when requested by a qualified applicant or employee with a disability.**