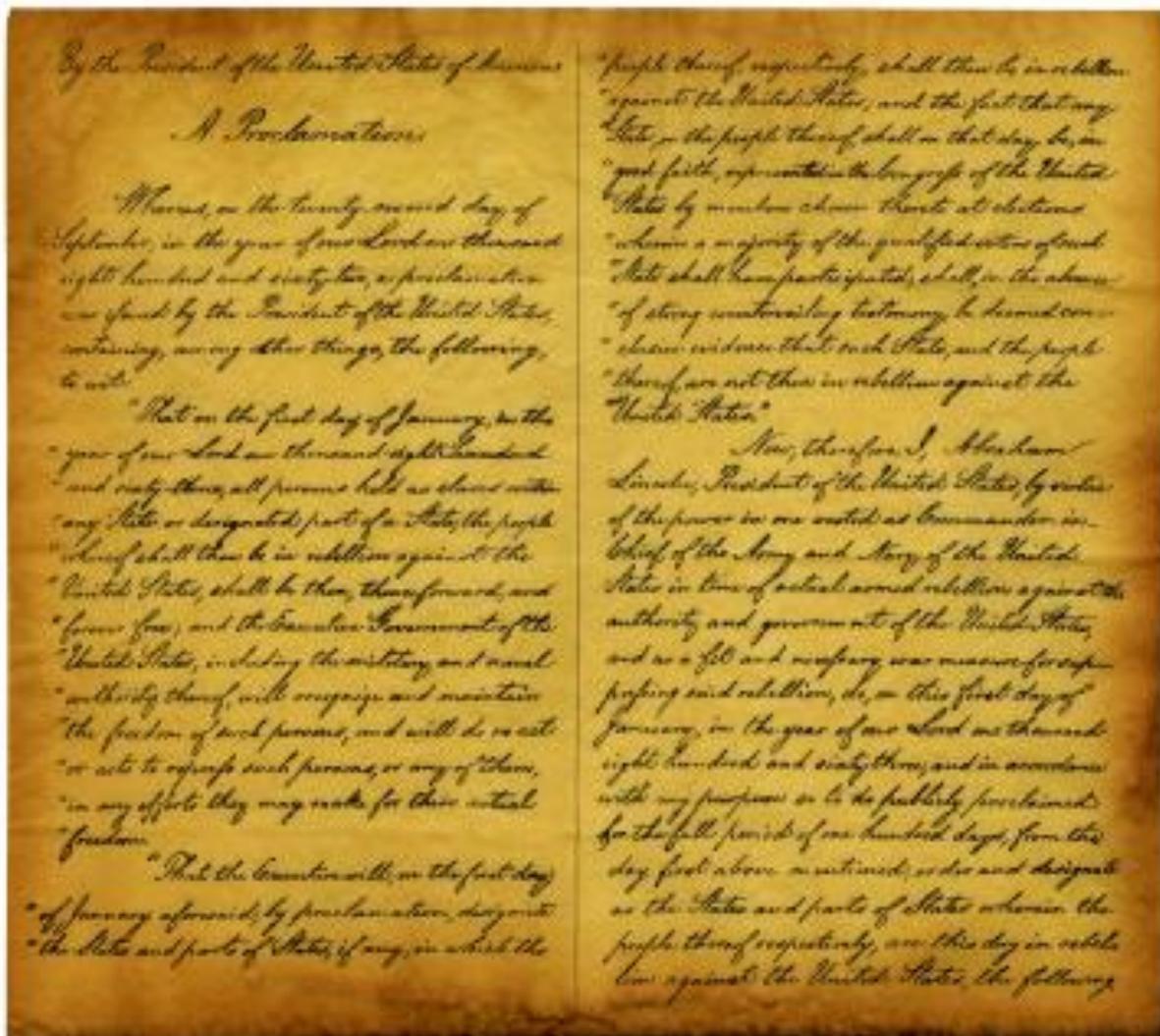


CALL FOR WRITING IN HISTORY POST-DOCTORAL FELLOWS 2020-21

The Department of History is pleased to announce a new competition for two (2) Post-Doctoral Fellowship positions open to all FIU History PhDs graduating in the two previous academic years, to begin Fall 2020. The two positions include consideration of potential applicants requesting renewal of their FIU post-doctoral position for up to a second year. Fellows will receive \$35,607 for the Academic Year plus benefits and \$ 1,000 in research and professional development funds. The Fellows must have the PhD in hand by the start of the Fall semester.



APPLICATION: By **Monday, March 30, 5:00 pm**, please send to Luis del Pino by email (delpino@fiu.edu) the following two items: 1) a **cover letter**, no longer than one page in length, that addresses your suitability for the position and that details your professional activities and future objectives. Excellent candidates will relate those activities and objectives to their work as a Fellow; 2) a **fleshed-out syllabus** that demonstrates some of your ideas for the undergraduate course on Historical Writing and Research (see below). All questions about the Duties and Expectations of the Fellows should be addressed to Chair Victor Uribe (uribev@fiu.edu)

DUTIES AND EXPECTATIONS. The responsibilities of Postdoctoral Fellows will be in four main areas: teaching (new fellows a 1/2 teaching load with additional workshops; renewed fellows a 2/2 teaching load with additional workshops); the production of pedagogical materials; the promotion and coordination of activities to enhance undergraduate writing; and, tutoring. Some details follow:

TEACHING

- Design and teach during the period of the fellowship one or two upper-division undergraduate classes on a historical topic of interest to the candidate and emphasizing **historical writing and research** and one or two **lower division classes** on a historical topic of the Fellow's choosing that emphasizes excellence in writing.
- Offer three hands-on **writing workshops** for 25 to 50 undergraduate students during every academic semester, the topics of which will reflect the interests of the fellows and the needs of the undergraduate program.
- Produce and circulate "de-briefing" write-ups (a) after every workshop and (b) once a semester, on tutoring. For the tutoring report, it should indicate the number of students served, the # of repeat clients; the kind of help most often requested; the level of students seeking help (LD, UD-non major, UD-major; Sr and Jr Sem.); qualitative observations about the nature of assignments, course formats, and teaching styles that gets students to seek out tutors. These reports would be sent to the Advisory Committee for review, and then circulated after revision to the teaching faculty.

- Organize and promote a **faculty roundtable on the theory and practice of teaching writing and offer it once** during the Academic Year
- PEDAGOGICAL MATERIALS
- Strengthen and update once per semester the **digital materials to enhance students' writing** available in the Department's website.
 - Strengthen and update on a regular basis the **pedagogical writing component of the Department's website** informing users about in-house and external opportunities to enhance one's writing and compete for writing fellowships.
 - Promote among faculty the **development or enhancement of at least one major pedagogical activity per semester aimed at improving students' historical writing.**

PROMOTION, COORDINATION AND SUPPORT

- Establish a major **writing contest on an annual basis** to recognize the best papers submitted in lower division classes, junior, and senior seminars.
- Assist the Undergraduate Committee in the SACS-related **evaluation of written assignments** completed in core courses.

TUTORING

- **Coordinate in-house writing tutors** in the Department maximizing their time and effort and enhancing their overall training and quality in coordination with the FIU Center for Excellence in Writing and the Department's GAs.
- **Tutor one-on-one**, at least some of the students who use the tutoring services every semester.
- **Tutor one-on-one**, in conjunction with the Department's tutors and GAs, no less than **10% more students enrolled in lower division classes** than were tutored by the program during the previous semester

- Promote the tutoring program by visiting lower- and upper-division classes, emailing faculty, hanging posters, coordinating with social media directors and in other ways.