ACLS Leading Edge Fellowship

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<th>Project:</th>
<th>Curriculum Mapping Database for Equity (CMDE)</th>
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<td>Organization:</td>
<td>International Student Exchange Programs (Arlington, VA)</td>
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<td>Location:</td>
<td>Remote</td>
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<tr>
<td>Stipend:</td>
<td>$60,000 per year, plus health insurance and professional development funding</td>
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<td>Start Date:</td>
<td>September 2021</td>
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ORGANIZATION DESCRIPTION

The International Student Exchange Programs (ISEP) seeks to create a more just and equitable world by enabling underserved communities around the globe to access international education. ISEP works with over 300 member colleges and universities in 50+ countries to create cross-cultural learning experiences through member exchange and direct enrollment programs. Each year, we enable over 3,000 students to participate in international education programs. We build on ISEP’s 41-year history of working to provide all individuals the tools, freedom, and confidence needed to become global citizens and lifelong learners. Learn more at https://www.isepstudyabroad.org/

PROJECT DESCRIPTION

The ISEP Member Relations team is launching the Curriculum Mapping Database for Equity (CMDE) project to streamline the course offerings of more than 300 member institutions into a searchable database, which will create equitable advising tool for students of all backgrounds. Around 25% of ISEP’s global student participants are first-generation college students who face systematic challenges in navigating international education—a significantly higher percentage than US universities. ISEP also serves more students of color, indigenous students and students with disabilities than most other international education providers. Yet, even after applying and making deposits for programs, students from these under-represented communities are still consistently denied international education opportunities in larger numbers than privileged groups. One of the greatest obstacles for underserved and minority students is finding and enrolling in courses that help them achieve their larger educational goals.

The CMDE project will help overcome this obstacle and serve ISEP’s constituent communities, including HBCUs and Indigenous-serving institutions, which often have limited staff available to assist with study abroad advising and research. This project also directly supports the diverse student populations at all ISEP members: students of color, students with disabilities, and first-generation college students, non-traditional students, and students of low socio-economic status. The end result will be an online, publicly accessible platform grounded in an equity-driven user experience. Building upon existing program search tools, the CMDE project will 1) develop a database with a user experience focused on globally underserved student populations; and 2) enhance ISEP’s internal capacity to measure and improve equitable academic access. The project requires systematic coordination and engagement with diverse ISEP stakeholders, primarily with Member Relations and IT, but also ISEP student advisors and faculty of member universities that support large numbers of minority students.

This project will engage the humanistic training of a Fellow and allow them to develop new project management skills. At the end of the year the Fellow will know how to lead a team, create workflows, and automate systems while applying understandings of myriad global identities that their previous humanistic training brings. They will make a direct impact on the equity of access for international education for students. In addition to core technical and marketing support, the Curriculum Mapping Manager will receive direct supervision from the Member Relations Vice President, mentorship from a
previous ACLS/Mellon Public Fellow and the ISEP Diversity and Inclusion Task Force, as well as the opportunity to work with leading organizations in global education, such as Diversity Abroad, NAFSA, and the Global Leadership League. This is a full-time commitment for the fellowship year, including dedicated time for professional development activities.

**Responsibilities and tasks:**

- Collect relevant data (via surveys and interviews) and documents (syllabi, course offerings) and research. Identify, draw insights from data and report to ISEP Member Relations on student enrollment patterns among specific intersectional identities.
- Organize 10,000+ existing courses into database. Develop process for adding new courses and staff training, informed by findings and insights from analysis of student data.
- Design a user experience around database drawing on a humanistic perspective and sensitivity to intersectional issues, while collaborating with marketing and IT teams. Define metrics of success around equity-issues for minority students.
- Build and pilot platform around user experience. Test and refine metrics of success. Draft long-term plan for monitoring and evaluation strategy.
- Track and analyze usage patterns based on metrics of success. Pilot staff training modules and tools. Refine long-term monitoring and evaluation plan.

**Qualifications:**

- PhD in any field of the humanities or humanistic social sciences. Read more about eligible fields [here](https://www.acls.org/Competitions-and-Deadlines/Leading-Edge-Fellowships);
- Interest in cross-cultural education, information equity, and equity-driven design;
- A humanities-informed passion for research and organization;
- Excellent oral and written communication skills; strong organizational skills;
- Resourcefulness and tenacity in collecting different data types from a range of sources;
- Comfort working with and gathering insight from globally diverse project stakeholders; and
- Experience with databases; interest in using current and new technologies to support project goals.

**Preferred:**

- Experience living, studying, or working abroad

**APPLICATIONS**

- Information on the Leading Edge Fellowship Program: [https://www.acls.org/Competitions-and-Deadlines/Leading-Edge-Fellowships](https://www.acls.org/Competitions-and-Deadlines/Leading-Edge-Fellowships)
- All applications must be submitted through the ACLS Online Fellowship Application System (ofa.acls.org)
- Application deadline: 9pm EDT, May 6, 2021

This position is **only** available through the Leading Edge Fellowship program. You may **not** contact the host institution to inquire about this position.