Together
with Humanities

Student Assessment Partners

Position Description

Student Assessment Partners (SAPs) collaborate with faculty and staff to assess the impact and outcomes of courses funded by the Together with Humanities: Language, Community, and Power grant. This project uses community-engaged scholarship to investigate themes of language and power across disciplines, allowing students to experience the power of a socially engaged humanities education in action. We are hiring **two SAPs** in Spring 2025, one to partner with each of the Together with Humanities courses described on the next page.

Inspired by the [Students as Learners and Teachers (SaLT) program](#), each SAP will work 4-8 hours per week alongside an assessment team, consisting of the Assessment and Project Manager for Together with Humanities, the course instructor(s), and other SAPs, to evaluate the impacts of the course, as well as formulate recommendations for instruction and community collaboration. The SAP will sit in on one class meeting each week to conduct primary research, including participant observation, surveys, and interviews, and draw conclusions from the resulting data that will improve the Together with Humanities program.

Key Responsibilities

- Attend and participate in weekly, semi-structured, one-hour discussions with the Assessment and Project Manager and other Student Assessment Partners
- Visit the course(s) once each week and take detailed observation notes focused on themes identified by the assessment team (instructors, staff, and Student Assessment Partners)
- Meet regularly with the faculty and/or instructor(s) of the course(s) you are evaluating
- Collaborate with the assessment team to design and carry out evaluation and assessment for the course, including observation, surveys, and 1-on-1 and/or group interviews with students enrolled in the course
- Type up observation notes each week and deliver those to the Assessment and Project Manager in a timely manner
- Use qualitative data evaluation software (e.g. Dedoose) to process, synthesize, and analyze collected data (no prior experience necessary)
- Oversee documentation of each course, including taking photography and video and/or creating content for Together with Humanities social media pages
- Present findings through written reports and/or oral presentations in collaboration with other Student Assessment Partners

Applications for Spring 2025 Student Assessment Partners are due by **Monday, December 2.**

Note: You <u>may not</u> be enrolled in the course that you are evaluating, and you must be available to attend at least one course meeting per week.

To apply, we ask that you:

- Fill out a [short application survey](#) indicating why you are interested in the position
- Secure two recommendations, one from a student and one from a member of the Tri-Co faculty, staff, or administration
    - Have recommenders send a very brief but substantive recommendation via email to Emily Drummond (edrummond@haverford.edu) explaining why you would be an effective consultant
    - Recommenders should comment on your capacity to i) analyze and brainstorm solutions to complex pedagogical issues; ii) carry out research independently and collaboratively; and iii) communicate respectfully and effectively

<u>Spring 2025 Courses</u>

Genocide, Exile, and Resistance: Dari Persian and Hazara Poetry from Afghanistan (RELG/COML 237)
Farid Asadullah and Guangtian Ha (MW 10:00-11:25am)

This course combines intensive studies of the Dari Persian language with hands-on collaborative work of literary translation. As part of the language learning process, students will collate and translate contemporary Hazara Persian poems collected from Hazara poets in exile around the world, culminating in a symposium that brings the poets together to present their work and hold talks on Hazara history and Persian literature. This collaborative translation process will raise wider awareness about issues of immigration, political resistance, exile, home, and language politics in Afghanistan, the U.S., and beyond.

Human Rights: Culture, Language, and Power (ANTH 222)
Zeynep Sertbulut (TTh 11:30am-12:55pm)

This course explores how global human rights are appropriated and translated in various contexts through lenses of "culture" and "language". How do specific issues become recognized or fail to be recognized as human rights violations? What is the relationship between human rights and language access in social justice? Through a guest speaker series and multimodal projects, students will investigate ways that access to human rights is mediated by language, culture, and power structures in global, local, and personal networks.