

## Nicholas Monk, Ph.D

Throughout my fifteen years in higher education leadership, I have demonstrated a deep commitment to advancing teaching excellence, fostering inclusive learning environments, and leading transformative initiatives that benefit both students and faculty.

Since 2019, I have served as Director of the Center for Transformative Teaching (CTT) at the University of Nebraska-Lincoln (UNL), overseeing a \$1.2 million budget and managing a staff of sixteen professionals. In this role, I have developed a comprehensive faculty development grants program that has awarded over \$330,000 to support innovative teaching projects, impacting more than 2,000 students. I also led the university's rapid transition to online learning during the COVID-19 pandemic, supporting over a thousand instructors through comprehensive training and resource development. Additionally, I have implemented Diversity, Equity, and Inclusion (DEI) initiatives, including workshops and curriculum re-design efforts aimed at closing equity gaps and fostering inclusive teaching practices across the institution. I also re-designed the CTT's hiring practices with a view to creating a more diverse pool of applicants.

Prior to my role at UNL, I served as Director and Deputy Director at the Institute for Advanced Teaching and Learning (IATL) at the University of Warwick from 2010 to 2019. I co-founded and expanded IATL, increasing the staff from 5 to 13 and managing an \$800,000 budget. During this period, I played a pivotal role in establishing Warwick's interdisciplinary programs, including two new undergraduate degrees – Liberal Arts and Global Sustainable Development – which exceeded recruitment targets by 150% and generated \$600,000 in revenue within their first three years. I also contributed to the design of the Oculus, Warwick's state-of-the-art teaching and learning facility, which showcases innovative, student-centered instructional spaces.

A significant component of my leadership philosophy is a commitment to student-centered, experiential learning. My scholarly contributions, including *Open-Space Learning: A Study in Transdisciplinary Pedagogy* (Bloomsbury, 2011), emphasize approaches that empower students as co-creators of knowledge. One of my proudest achievements has been founding the International Conference of Undergraduate Research (ICUR), which connects students from multiple institutions across six countries in a globally linked research forum. ICUR fosters undergraduate research engagement and has expanded to over eight hundred participants annually, emphasizing collaboration and student agency. More recently I was co-investigator on the NEH grant, "Ordinary People: Poland's reception and integration of Ukrainian refugees," for which we received \$120,000. My role in this was to collaborate with my colleagues in Politics to design a day-long workshop on 'identity' for groups of students and community workers that included six different nationalities. My colleagues and I are working on an article that details how the combination of Open-space Learning sessions and action research led to significantly more efficient data gathering.

My Ph.D is in Literary Studies and I specialize in the literature of the American Southwest. The works of Leslie Silko and the novels of Cormac McCarthy have been significant for me in this context. My research and teaching interests intersect in the essay, 'Cormac McCarthy Made Me Do It,' in which I look at feeling and embodiment in both literary work and teaching and learning.

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