

Proposal to Establish a Center for Teaching and Learning

Vision Statement: The Center for Learning and Teaching is a place where University faculty, staff, students, and community members work in a collaborative environment to create rich, engaged learning and teaching experiences; the center increases student success, builds vital community partnerships, and invites individuals to become members of an intellectually diverse, active learning community.

Submitted to Dr. Michael Sonntag, Vice President for Academic Affairs and Provost

April 2012

[Prepared by R. Rice]

Contents

1. Executive Summary	page 3
2. Introduction	page 5
3. Community of Practice Membership	page 8
4. Section I: Services	page 9
5. Section II: Location and Layout	page 15
6. Section III: Center Administration	page 19
7. Conclusion	page 22
8. Addendum A: Director Job Description	page 23
9. Addendum B: Community of Practice Meeting Notes	page 25

I. Executive Summary

This document proposes establishment of the Center for Teaching and Learning at the University of Maine at Presque Isle. The vision for this unit, outlined in this Proposal, has been developed through a collaborative process during the past nine months, including a campus-wide vision-crafting process that involved faculty, staff, administration, a review of multiple existing Center formats, and support from the New England Resource Center for Higher Education.

This document provides the rationale for establishment of the Center for Teaching and Learning (CTL) as an important enabling mechanism for achieving our institutional goals of increasing retention and graduation rates by providing outstanding instruction and support. It outlines the Center's functions in the context of our institutional priorities and our substantial experience with curricular engagement and student support services and in terms of intra- and inter-institutional connections.

To summarize three primary issues examined in this Proposal:

Center Goals:

The Center for Excellence in Curricular Engagement will a) engage University faculty, staff, students, and community members work in a collaborative environment to create rich, service/engaged learning and teaching experiences; b) contribute to significant increases in student retention and graduation rates; and thus c) establish the University of Maine at Presque Isle as a System leader in these areas.

The proposed Center will be:

- integral to the academic mission of the university
- essential in offering stronger and more integrated support services to its students
- led by experienced faculty, staff, and students
- housed in South Hall and integrated in work with both Student Affairs and Academic Affairs
- charged to build the capacity of the university to integrate teaching, learning, and scholarship with engagement through service-learning and related academic initiatives
- provide curricular support for both traditional and e-learning courses and environments
- position the institution as a leader in efforts to advance civically-engaged teaching, learning, and scholarship

The Center will have the capacity to:

- establish and maintain long-term, sustainable, mutually-transformative partnerships across the campus and between the campus and the broader community
- leverage campus and state collaborations to that each benefits the other
- provide seamless support between and among student service areas (including advising, tutoring, counseling, etc.), productively involving both staff and faculty in these areas
- expand into new, relevant programming areas
- connect systematically with related initiatives on campus (such as General Education, distance education, assessment, undergraduate research, etc.)
- collaborate with faculty, staff, students, community members, and programs engaged in related forms of experiential, community-based teaching, learning, and scholarship, thereby helping to strengthen such efforts and generating new models for effective curricular engagement across a range of venues (e.g., internships, undergraduate research, learning communities, etc.)
- garner external funding in support of the teaching, learning, and scholarship activities associated with curricular engagement

Center Funding:

In support of this work, the Project Compass initiative has made available a significant part of its Year Four final budget of \$181,000. This includes approximately \$50,000 that may be applied to the salary of a Center Director (in whatever form such financial support takes), the assignment of an Administrative Assistant toward the Center's services and operation, and the assistance of the Activities Coordinator of the Native Education Center. This funding is available through December 31, 2012, after which time the university will assume all budgetary responsibilities.

Center Administration:

In support of the Center, we recommend the following administrative structure:

Responsible administrator: President, University of Maine at Presque Isle

Center Director (See attached job description)

Center Advisory Board: Comprised of no fewer than six members (excluding the Center Director), including the Director of Advising, Director of Student Support Services, Director of Career Services, Director of the Writing Center, and the Chairs of Arts and Sciences and Professional Programs.

The Center Director should also work closely with pertinent individuals associated with Institutional Technology, Institutional Research, and Curriculum Design.

II. Introduction

The university's mission statement concludes with the following commitments:

- close student, faculty, and staff interaction in support of intellectual growth and personal development;
- diversities of culture, age, and nationality among both students and staff;
- public service which promotes the well-being of the state's citizenry; and,
- a global consciousness.

According to the Liberal Education and America's Promise Initiative of the Association of American College and Universities, college and universities should engage in seven principles of excellence (see <http://www.aacu.org/leap/> for further information):

- Inclusive excellence for the entire educational experience
- Focus each student's plan of study on achieving essential learning outcomes (and assess programs providing those outcomes)
- Immerse all students in the arts of inquiry and innovation
- Teach through the curriculum to far-reaching and global issues
- Connect knowledge with choices and action as we prepare them for citizenship by means of engaged and guided learning
- Emphasize personal and social responsibility in all fields of study
- Use assessment to deepen learning and establish a culture of shared purpose and continuous improvement.

Multiple programs and several initiatives have undertaken, over the years, to carry out the university's commitments and, more recently, to engage more systemically in the principles called for by the AAC&U. Student Support Services, for instance, maintains and regularly renews a long-standing Federal Grant providing assistance to students of low income and first generation academic backgrounds (providing both professional and peer tutoring); our TRIO program provides additional targeted assistance; the Advising Center provides essential services to all UMPI matriculated students; the Writing Center serves a growing number of students annually from both General Education and upper division courses (including assistance to Houlton Center and online students). More recently, a PBS Task Force was created to investigate, analyze, and recommend the viability and success of "developmental" coursework on campus and to assist in removing unintentional barriers to program persistence rates among students requiring such coursework. In addition, an ongoing General Education Curriculum Task Force was charged with coordinating, assessing and making recommendations to the curriculum (which has also incorporated the LEAP principles).

All of these initiatives were developed with the intent of addressing the academic success rates of our students, both in terms of persistence and (ultimately) graduation rates. Recent

demographic trends in the state, as well as increased institutional competition (both from traditionally delivered and online programs) across the state in, partly because of these demographics, provide yet another impetus toward addressing barriers to persistence and graduation. Both internal and external initiatives (including system-provided support to hire two “professional advisors”) have been explored as ways to further meet these challenges.

Starting in summer 2011, as part of the discussion of a redirected emphasis for the fourth and final year of the university’s Project Compass initiative facilitated by Glen Gabbard, NERCHE’s co-director and liaison to our campus, planning for the Center began with the establishment of the following goals:

- Establishment of a Center for Teaching and Learning (CTL) linking Academic and Student Services initiatives and best practices (in teaching, advising, and research).
- Articulation of the relationship and staffing between the existing Native Education Center and the proposed Center for Teaching and Learning.
- Development of a broader cohort of grant writers among the CoP members, thus ensuring greater resource stability for the two Centers and retention initiatives more generally.
- Articulation of the staffing of the Centers.
- Development of a logic model outlining the vision, goals, outcomes, and assessment measures for the CTL and construction and staffing of the center along said measures commencing no later than September 1, 2012.
- Filling the recently vacated IR position by January 1, 2012.
- Transferring relevant duties of the departed Director of Project Compass to the incoming leadership of the CTL (i.e. Director, etc.).

As outlined by Glenn Gabbard, working in conjunction with Michael Sonntag, Provost and Christine Corsello, Vice President of Student Services in September, 2012, the Center would facilitate the following activities:

- Supervise the provision of services and supports for Native American and First Nation students currently delivered by the Native Education Center (NEC) as defined in the logic model (see above);
- Initiate the centralization and coordination of existing faculty and staff efforts among faculty and staff that are aimed at appreciable and assessable efforts to develop and implement bold measures to improve teaching and learning activities at the university;
- Initiate program and grant development efforts supporting (1) the long-term sustainability of the Center and (2) the three strategic areas within the logic model by involving faculty and staff in innovative practices;
- Establish the Center as a nexus of activities supporting (1) leadership of initiatives encouraging innovative practices in engaged advising, teaching and learning, research, community collaboration, and institutional citizenship; (2) fostering collaboration among

other colleges in the investigation of retention interventions; (3) working with faculty and staff to develop an inclusive curriculum and culturally responsive educational environment benefitting all students, faculty, staff, and the external campus community.

The establishment of the Center thus provides the best institutional opportunity to actualizing and maintaining productive connections between Student Services and Academic Affairs.

Accordingly, the Community of Practice working group of Project Compass, comprised of a diversity of representatives from Student Services, Academics, and Administration, having met in a series of full- and half-day workshops over the course of the 2011-2012 academic year, offer the following proposal toward the establishment of the Center for Teaching and Learning.

III. Community of Practice Membership:

IV. Section I: Services

The Carnegie Foundation for the Advancement of Teaching defines “curricular engagement” in the following manner: “Curriculum Engagement” includes institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution. (See http://classifications.carnegiefoundation.org/descriptions/community_engagement.php for further information.)

We feel that the Center for Teaching and Learning will help to establish a culture of curricular engagement that not only encompasses initiatives traditionally considered part of the academic curriculum (service learning, etc.), but that also profoundly impacts our ability to provide students with a “compass” for negotiating all levels of their collegiate experience, from their very first contact with student success counselors to community outreach work with disciplinary specialists to providing tutorial support to fellow students. We believe the benefits of such engagement will extend to all participants:

- As **students** are guided through their university career by means of integrated support services, they can most effectively appreciate the critical examination of experiences and issues in the broader community; in turn, they develop intellectually, personally, and in their capacities as citizens; and they learn how to think critically, how to collaborate with diverse others, and how to problem-solve at all levels of their collegiate experience.
- The **faculty and staff** who work with students are rewarded by finding new outlets for their work as scholars, new approaches to best meeting their instructional goals, and providing the best possible opportunities for their students to succeed in all aspects of the curriculum and collegiate experience.
- **Community members** have a stronger voice in the education of future leaders, future employees, and can work as full partners in advancing institutional missions of knowledge generation and its application.
- Finally, the **university** builds new connections across programs, disciplines, and constituents while enhancing its ability to carry those connections out.

Curriculum engagement initiatives value learning that focuses on both the student and the community as beneficiaries, establishing them as equal partners within the learning process. Such initiatives can be especially beneficial in that they provide:

- Intentional design for integrated learning outcomes and community impacts
- Critical reflection as a mechanism that both intensifies and documents learning outcomes

- An assessment of outcomes for all constituents involved (students, faculty, staff, community, and institution)
- Mutually transformative relationships among all constituents
- Capacity-building among all constituents for problem-solving and the ability to effect systemic change within existing organizations

In other words, a Center that practices curriculum engagement from the “ground up,” so to speak, can transform practices both within Student Services and Academic Affairs, leading to more rewarding relationships among faculty and staff and providing a culture of support and empowerment for their students.

Over the course of several full- and half-day workshops, individuals representing both Student Services and Academic Affairs agreed that the following services should be included within the Center umbrella. Services are indicated in the left hand column, with subsequent columns indicating the primary recipients of such services:

Services	Faculty	Staff	Students	Community
Campus Orientation	x	x	x	
Tutoring	x	x	x	
Advising	x	x	X Student advising/ peer advising	
Writing Center	x	x	x	
Placement Testing	x	x	x	
Faculty Development	X	x	x	
Faculty Mentoring	X (full time and adjunct)			
Career Services	x	x	x	x
NSE	x	x	x	
Counseling	x	x	x	x
Engaged Learning/Service learning initiatives	x		x	x
Distance Education instructional development	x	x		
Curricular Design and Support	x			x
ADA testing/ services	x	x	x	x
Seminars	x	x	x	x
Workshops	x	x	x	

Grants/ external conferences	x	x	x	x
IR Data	x	x	x	
Publication	x	x		
PLATO tutorial support	x	x	x	
Professional /Career prep and development		x		
Faculty / Adjunct orientation	x			
Student/faculty research collaboration	x		x	x
Marketing	x	x	x	x
Non-traditional student services	x	x		

These separate services can be sorted into seven areas of endeavor that the Center will coordinate and support:

- Collaboration across units
- Coordination and integration of student services
- Faculty development and support
- Student leadership
- Learning outcomes/assessment development
- Scholarly work and collaboration
- Community partnerships

1. Collaboration across units

The university has a long history of both inter-departmental and external collaborations, which the Center can help to further coordinate and maximize, including:

- First Year Learning Communities
- The First Year Seminar (FYS 100) experience
- Peer tutoring services
- Faculty engaged learning initiatives
- The Honors Program

As the Center is launched, these units should be included in ongoing conversation regarding the evolution of the Center. In a collaborative arrangement, the proposed Center will benefit

immensely from the experience and expertise available in these units, and also assist in the coordination of the various activities performed by the units.

Goals: The Center will seek to strengthen existing collaborations on campus as well as assist faculty and staff in the forming of new collaborations, both on and off campus.

2. Coordination and Integration of Student Services

The Director will be tasked not with the oversight of specific services (i.e. Advising, Tutoring, Writing Center, Career Services, etc.) but rather with coordinating and maximizing the efficiency of the operations as they are delivered within the Center. In turn, the Director will help to coordinate faculty involvement in all levels of service with specific programs and initiatives. The Director will also be responsible for the day to day operations of the Center (oversight of administrative assistant and student workers, time and space management, etc.). (See below for recommended job description for the Director.)

Goals: The Center will provide integrated “one stop shopping” for students in regards to student services, maximizing the efficiency of existing operations and providing productive engagement between Student Services staff and academic faculty in regards to such services.

3. Faculty development

The Center will provide more systematic support for new and veteran faculty, both full-time and adjunct, thus allowing for more productive academic experiences for our students. While individual colleges and initiatives have assisted in various ways in the area of faculty development, the Center will systematically coordinate a comprehensive support mechanism.

Goals: In addition to effectively and systematically implementing a model for faculty professional development, the Center will:

- Provide opportunities for faculty development in terms of pedagogical best practices and instructional design (workshops, training, etc.)
- Develop comprehensive mentoring programs for all faculty
- Provide grant support and workshops for faculty and staff, especially in regards to grants enriching collaborative opportunities with the community
- Provide support for engaged and service learning initiatives and opportunities
- Provide training and support for e-learning best practices and technological developments

4. Student Leadership

The Center will reflect and provide opportunities for enacting the university's fundamental commitment to faculty/staff/student "co-creation" across all disciplines and services. This not only provides student leaders on campus, but invaluable experience for students of all disciplines upon graduation in the marketplace. In addition, this fully integrates knowledge-making opportunities capable of providing greater perspective and potential transformative initiatives, as students are empowered to learn and employ increasing levels of responsibilities within each of the Center's service areas.

Goals: In addition to establishing a focal point (leading to a systematic network across campus) for the provision of a continuous stream of knowledgeable and experienced student leaders, the Center will work to formalize a developmental model and support the participation of more students within its service areas (i.e. advising, tutoring). With greater capacity to work with more students in this developmental fashion, the Center will be able to provide more comprehensive and more consistent support to faculty and to related units across campus; it will also coordinate and collaborate with academic units as it aids those units areas of specific curricular need and concern. The Center will also be able to provide leadership in regional and state efforts to investigate and create best practices and infrastructure for student leadership in curricular engagement.

5. Learning Outcomes/Assessment Development

The Center will assist in the continued (and necessary) integration of service experiences with academic material (both in terms of Center-provided activities and coordination of disciplinary engagement with the broader community). The Center will also assist faculty in the development of academically sound, empirically-validated models promoting student learning through the integration of critical reflection and assessment. Its dedication to engaged, experiential, and service-learning initiatives will assist faculty in the implementation of such models and support the use of these models in related experiential, community-based teaching and learning venues (including within activities provided by the Center).

Goals: The Center will:

- Expand faculty development offerings related to reflection and assessment (including through collaborative research on student learning outcomes with groups such as the General Education Curriculum Task Force, etc.)
- Provide faculty with access to reflection and assessment tools for use with their own students and in their own scholarship
- Provide support and training in best pedagogical practices, both in traditional and online venues, supported by (and informing) assessment initiatives
- Support faculty and programs in ongoing reflection and assessment for curricular development generally

6. Scholarly Work and Collaboration

The university has identified itself as an institution dedicated to excellence in instruction and learning supported by a strong record of scholarship, thus fostering a culture of experimentation and assessment that can positively impact the further development of models of faculty development, scholarship, student leadership, and critical reflection/Assessment. Collaborations among faculty, staff, and students will be essential to developing such models and, in turn, providing System- and state-wide leadership, as well as outstanding research/publishing opportunities for our students.

Goals: The Center will help to leverage funds to support faculty and students in conducting research and disseminating their work, including travel funds (to conferences, etc.). The Center will also provide educational mini-grants to faculty and staff exploring initiatives in the areas noted above. With enhanced capacity in this area, the Center will be well-positioned to contribute to “scholarship of teaching and learning” initiatives on campus and beyond.

7. Community Partnerships

The Center will have the resources and initiatives that make it ideally suited to provide leadership on campus in developing community partnerships as well as investigating and supporting potential partnerships for specific faculty and programs (i.e. engaged learning and service learning initiatives).

Goals: The Center will facilitate rich relationships with the community and faculty/staff interested in or involved in engaged learning initiatives. The Center will coordinate with and support other units on campus exploring such partnerships, including providing support for faculty and staff in pursuing grants and other opportunities relating to such initiatives. The Center will also play a public relations role in disseminating and marketing such initiatives, as well as its own activities, within the community and explore avenues of community support and engagement with such activities.

V. Section II. Location and Layout

The Community of Practice recognizes that, although the Center will be dedicated to a global curriculum engagement initiative, its activities are sub-divided into those that occur on an ongoing and daily basis and those focused on specific workshops, presentations, and document storage/dissemination. The majority of student-intensive activities, such as advising, tutoring, career services, and writing center support, comprise the former activities; workshops on pedagogical best practices, engaged- and service-learning initiatives, and reflection/assessment methodologies comprise the majority of the latter. However, the Community of Practice simultaneously recognizes the importance of connecting these two activity areas as much as possible, as both are essential to an institutional climate that supports a collaborative, knowledge-based, and experiential culture of curricular engagement at all stages of a student's career. To this end, we recommend that the first floor of South Hall be refitted to accommodate all advising, tutoring, and career service activities and that space on the second floor of South Hall be re-dedicated to the construction of a workshop/conference center and office space for the development of a documents library, supporting pedagogic, assessment, engaged learning, grant-writing, and curricular initiatives for faculty. This also allows for immediate access between the Center and Native Education Center (located on the third floor of South hall).

Activities on South Hall, First Floor would thus include the following:

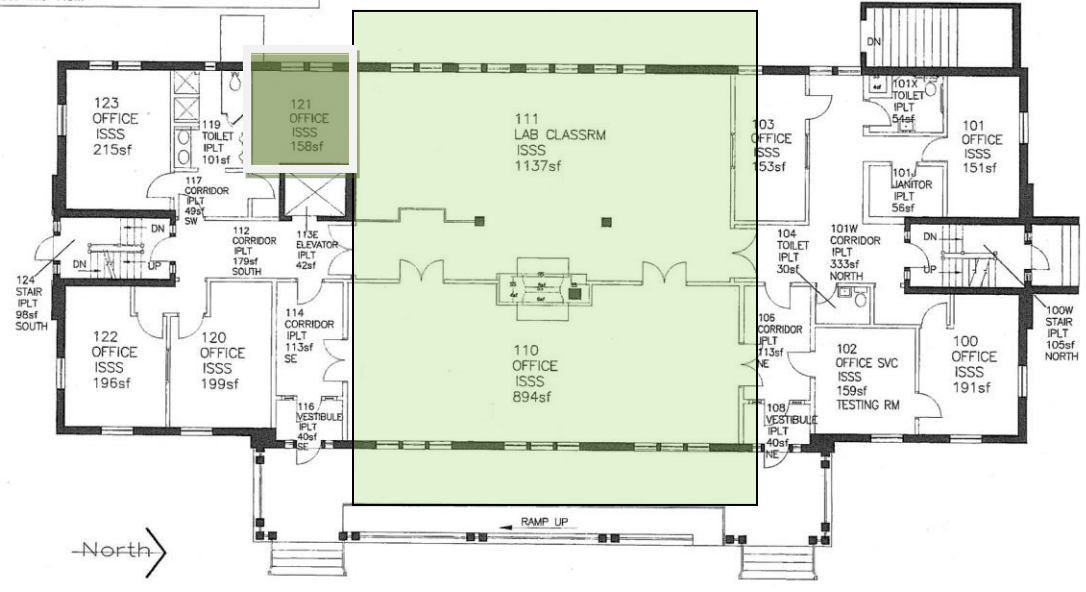
1. Registration/Welcome desk
2. Peer and Professional Tutoring
3. Advising
4. Writing Center
5. Administration Assistant office (reporting to Center director)

Activities on South Hall, Second Floor would include the following:

1. Seminar Room (South Hall 211, suggested)—includes White Board and computers for workshops and seminars
2. Resource Room (includes document library)
3. Director's office

The following First Floor Plan of South Hall indicates the space recommended for the former activities (shaded in green):

Area Summary	SPCS	AREA sf	% GSA
Gross	n/a	5,512.74	100.00
Useable	29.00	4,834.23	87.70
Assignable	12.00	3,533.61	64.10
Non-Assignable(incl all Shafts)	17.00	1,300.62	23.60
Structural	n/a	678.51	12.30
7P060-1.ins FICM			



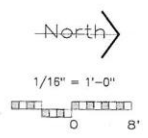
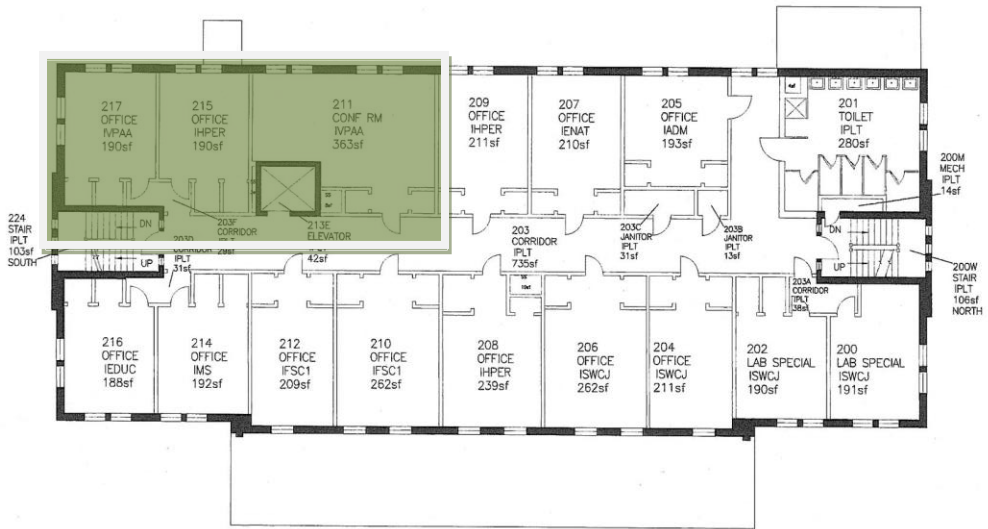
FIRST FLOOR PLAN
 SOUTH HALL
 UNIVERSITY OF MAINE AT PRESQUE ISLE
 ojc/UMS 3-14-07

Full use of Rooms 110 and 111 for tutoring and advising would necessitate the relocation of the two professional tutors currently situated in Room 110 to offices on the second or third floor of South Hall. Room 121 could be made available for the administrative assistant assigned to the Center.

The following Second Floor Plan of South Hall indicates the space recommended for the Seminar Room, Resource Room, and Director's office.

Area Summary	SPCS	AREA sf	% GSA
Gross	n/a	5,518.36	100.00
Usable	30.00	4,747.91	86.00
Assignnable	15.00	3,300.94	59.80
Non-Assignnable (incl all Shafts)	15.00	1,446.96	26.20
Structural	n/a	770.45	14.00

7P060-2.ins FICM



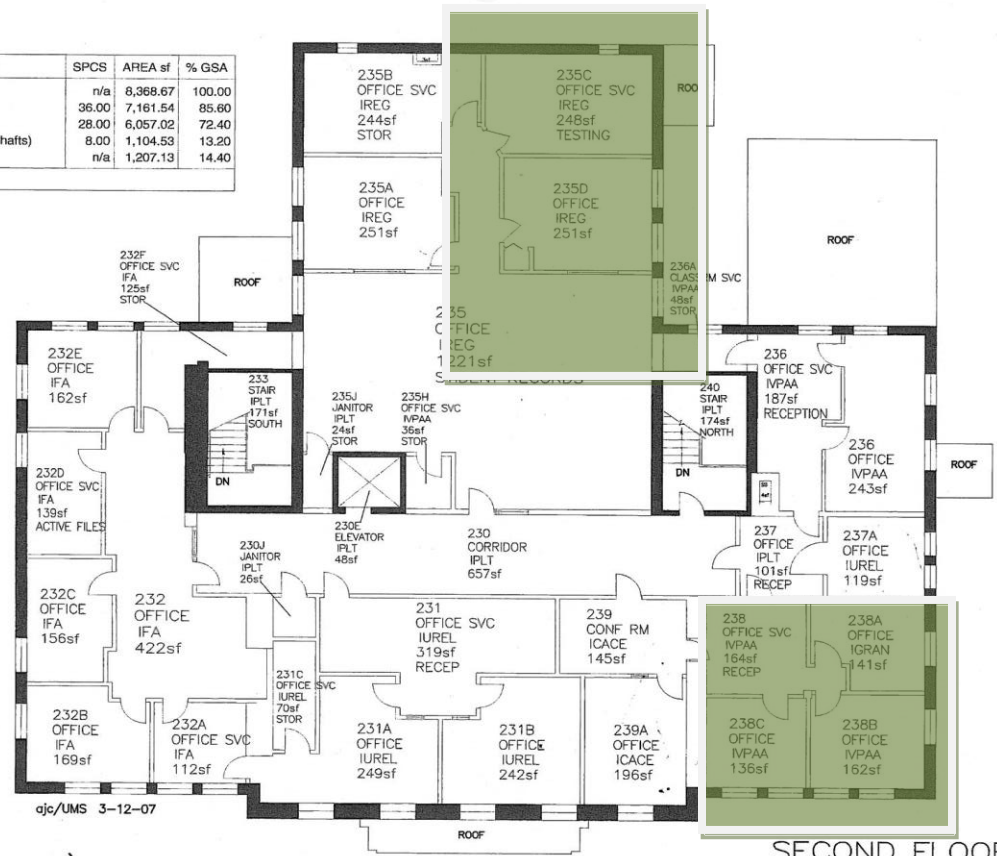
7P060
 SECOND FLOOR PLAN
 SOUTH HALL
 UNIVERSITY OF MAINE AT PRESQUE ISLE
 ajc/UMS 3-14-07

Once again, the green-shaded area represents that which is recommended for re-appropriation. South 211 would become the Conference Room; South 215 the Resource Room; and South 217 the Director’s office. This would necessitate replacement space provided for faculty conferencing and meeting, as well as reassigned space (presumably on the First Floor) for the Director of Advising and Administrative Assistant.

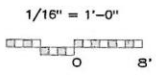
Alternatively, available space in Preble Hall could be assigned to the Conference and Resource rooms of the Center. The following Second Floor Plan of Preble highlights our recommended sites.

Area Summary	SPCS	AREA sf	% GSA
Gross	n/a	8,368.67	100.00
Usable	36.00	7,161.54	85.60
Assignable	28.00	6,057.02	72.40
Non-Assignable(incl all Shafts)	8.00	1,104.53	13.20
Structural	n/a	1,207.13	14.40

7P030-2.ins FICM



North →



SECOND FLOOR PLAN
PREBLE HALL
UNIVERSITY OF MAINE AT PRESQUE ISLE

7P030

VI. Section III. Center Administration

The Community of Practice recommends the following governance structure for the Center.

1. Staffing

The Center will be led by a Director (see Addendum A for the recommended job description); staffed by an administrative assistant and the Retention Activities Coordinator of the Native Education Center (both reporting to the Director); and supported by at least two student leaders (probably but not necessarily limited to work study positions). It will liaison with specific Student Affairs programs located within it (Advising, Tutoring, Career Services) as well as faculty with the academic Colleges (Arts and Sciences, Professional Programs, Education). Alternatively, the Community of Practice would support Co-Directors, one representing Student Services, the second a faculty member representing Academic Affairs. However, the Community of Practice feels that a single, appropriately qualified Director (see job description) would be more effective in coordinating and managing partnerships than co-directors.

2. Advisory Board

The Advisory Board, selected by the Director, should include professional staff from related units, faculty, students, and community partners (as appropriate). The Advisory Board will support the Center's leadership team in strategic planning, expanding to new initiatives, and in collaborating with other units across campus and in the community. In its inaugural year, the Board will be charged to:

- Participate in the development of a Mission Statement and Strategic Plan for the Center
- Provide feedback on a Strategic Plan for the Center, including an assessment strategy
- Contribute to the planning of activities, including invitations to speakers and presenters
- Make recommendations regarding the development of engaged/service-learning opportunities for students in the Center as well as the community

We recommend that the following individuals should be members on the initial Board:

- Director of Advising
- Director of Student Support Services
- Director of Career Services
- Director of the Writing Center
- Chairs of Arts and Sciences and Professional Programs.

The Center Director should also work closely with pertinent individuals associated with Institutional Technology, Institutional Research, and Curriculum Design.

3. Budget

As noted above, in support of this work, the Project Compass initiative has made available a significant part of its Year Four final budget of \$181,000. This includes approximately \$50,000 that may be applied to the salary of a Center Director (in whatever form such financial support takes), the assignment of an Administrative Assistant toward the Center's services and operation, and the assistance of the Activities Coordinator of the Native Education Center. This funding is available through December 31, 2012, after which time the university will assume all budgetary responsibilities.

We strongly recommend that the budget include lines for travel, supplies, consultation/personal services (for speakers and consultants), and professional development (educational mini-grants available to faculty and staff). The Year 4 budget for Project Compass is included below as a potential model.

Project Compass		
Budget Implementation Phase, Year 4 (December 1, 2011-December 1, 2012)		
Please note that this budget reflects a reduction of 25% in the total request from the Nellie Mae Foundation.		
Budget Category	Total Budget	
Personnel		
<i>Community of Practice Membership</i>	0	
<i>Clerical</i>	26,084	
<i>Other Personnel</i>	69,433.44	
<i>Benefits</i>	47,758.72	
Subtotal Personnel	143,276.16	
Consultation		
Subtotal Consultation	12,000	
Travel		
<i>Travel to 2 Learning Community Meetings, Lodging & Ground Transportation Only</i>	5,000	
<i>Other Travel</i>	5,000	
Subtotal Travel	10,000	
Professional Development		
Subtotal Professional Development	10,090	
Supplies		
Subtotal Supplies	6,000	

Other	
Subtotal Other	537
TOTAL	181,903.16

4. Reporting Structure

The Community of Practice recommends that, at least initially, the Center Director report to the President. We also recommend at least monthly meetings be held between the Director, President, Vice-President of Academic Affairs, and Vice-President of Student Services to ensure that significant progress is made toward the achievement of the Center's aforementioned goals.

VII. Conclusion

The Center for Teaching and Learning will be a powerful mechanism for engaging students, faculty, and staff across campus with the university, the state, their disciplines and professions, and their own learning and career development processes. The Center can provide a model for the University of Maine System in achieving excellence toward integrating academic and student support services by placing the student experience at the heart of its activities and empowering students to become institutional and community leaders in all areas of the university's programming. In addition, the Center will serve as liaison to both the broader community and the landscape of higher education itself. This will lead to increased persistence and graduation rates by establishing students, faculty and staff as co-participants within the very activities and programs central to a liberal education and the success of its constituents.

Addendum A: Director Job Description

Director, Center for Teaching and Learning

UMPI invites applications for the founding Director of our Center for Teaching and Learning. The Center will serve a college body of approximately 1400 students, 65 full-time and adjunct faculty members, professional student services staff and tutors, and learning and writing specialists. The Director will advance institutional retention strategies through the coordination of student services as well creating, managing, and sustaining innovative and collaborative programs to support faculty development for excellence in teaching. The Center's programs will include pedagogy workshops (including both traditional and e-learning modalities), faculty-led seminars, individual and/or program consultations, the establishment of a library of electronic and print resources, as well as the coordination of faculty involvement in and interaction with student services such as (but not necessarily limited to) advising, tutoring, and writing center services. The Director will work closely with the Director of Student Support Services, the Director of Advising, Writing Center Director, College Chairs, and other faculty and staff (including institutional research and curriculum design specialists) to help ensure the development of a student-centered learning environment in which diversity is valued and ability-based education is emphasized. The position involves a twelve month contract.

Center Vision Statement: The Center for Learning and Teaching is a place where University faculty, staff, students, and community members work in a collaborative environment to create rich, engaged learning and teaching experiences; the center increases student success, builds vital community partnerships, and invites individuals to become members of an intellectually diverse, active learning community.

Primary Job Duties:

- * Provide leadership and advocacy that encourages engagement by faculty and staff within general student retention initiatives.
- *Provide leadership and advocacy that champions outstanding teaching throughout the campus.
- *Constitute and chair a proactive advisory committee, comprised of selected Student Service and Academic leaders, that will assist in guiding all operations and activities connected to the Center.
- *Assist in the promotion of the Center for Teaching and Learning both on campus and in the broader community.
- *Coordinate and supervise daily activities in the Center, including oversight of an administrative assistant and student workers.
- * Facilitate and promote classroom and laboratory innovation including assistance in the

administration of educational mini-grants and other professional opportunities (including procurement of grants by individual faculty and staff).

* Work collaboratively to build and strengthen partnerships with individuals, offices, and groups on campus; collaborate with the Writing Center Director, Director of Advising, and Director of Student Support Services in providing support for students.

* Develop and implement workshops and consultations to enhance teaching effectiveness for both new and experienced faculty.

*Coordinate a mentoring program for all new faculty members (full-time and adjunct).

* Organize and hold forums for discussions on curriculum and student learning.

* Provide assistance in the implementation and evaluation of educational technologies and e-learning media that enhance student engagement and learning.

*Coordinate activities (along with institutional researcher and student service directors as appropriate) that support awareness and provide training in the design and implementation of methodologies for educational assessment.

* Develop and implement workshops and programs (with student service directors) supporting strategies for effective learning skills, including activities for FYS courses, **Career Services, etc.**

*Further develop a collegial learning community incorporating faculty, staff, and students.

*Assist in the strengthening of a culture of engaged learning across the curriculum and the cultivation of community partnerships to that end.

The successful candidate will have significant teaching experience (preferably in both traditional and e-learning environments) at the college or university level and/or significant experience and leadership in area(s) of student services; strong interpersonal skills, including excellent communication skills, a demonstrated ability to delegate, strong organizational skills, and an ability to develop and work within a network of staff and faculty; should show promise as an enterprising leader with an ability to work across academic programs and with multiple constituencies; should have familiarity with retention strategies; should have some knowledge of institutional research and assessment; grant writing ability or experience preferred.

Addendum B: Community of Practice Meeting Minutes

