Director, Center for Excellence in Teaching and Learning
University of Wisconsin—Milwaukee

The University of Wisconsin-Milwaukee (UWM) is Wisconsin's second-largest university, with a unique dual mission of access and research to provide high-quality education for students from all backgrounds. UWM is one of 146 top research universities recognized as "R1" by the Carnegie Classification of Institutions of Higher Education. In addition, UWM received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, making UWM one of a limited number of institutions to have both Carnegie R1 and Community Engagement classifications.

UWM's unique dual mission of research and access makes it a driving force in the economy of the region and the state. Two-fifths of our students are the first in their families to attend college. One-third are Pell eligible, and one-quarter are from historically underrepresented minority groups. UWM was recognized in 2022-23 as a Top 10 Military Friendly school by VIQTORY and a Top 40 LGBTQ+ Friendly school by Campus Pride Index. UWM has partnered with other educational institutions to improve the success of all students. A leader in workforce development, UWM co-founded the Higher Education Regional Alliance in 2019 to help build Southeastern Wisconsin's talent pipeline. The alliance includes 18 colleges and universities, as well as community and economic development partners. In 2021, UWM helped launch the Milwaukee Anchor Collaborative, a group of health care and educational institutions committed to diversifying their workforces and hiring from Milwaukee's poorest neighborhoods.

UWM celebrates, values and promotes the diverse voices and experiences of its students and employees and our community partners. We believe diversity enriches and strengthens our institution. UWM is committed to providing equitable access to opportunities for students and employees from every background. We aspire to create a campus climate that is welcoming to all. Learn more here: https://uwm.edu/diversity-equity-inclusion/about-dei/.

THE POSITION:
UWM's Director of the Center for Excellence in Teaching and Learning (CETL) fosters an educational environment of high-quality academics with the intent of improving student success and encouraging the scholarship of teaching and learning. The Director leads a team of academics, support staff, and learning management system administrators to provide assistance to faculty and graduate teaching assistants as they develop and deliver their courses. In addition, the Director oversees and promotes numerous institutional and systemwide teaching and learning workshops and teaching fellowships. The CETL Director reports to the Vice Provost for Faculty Affairs.

AREAS OF RESPONSIBILITY:

1. Strategic Leadership & Program Development:
- Develop and implement a targeted strategic plan for CETL that aligns with the institution's overall mission and goals and contributes to student retention and success.
- Create and promote programs that foster inclusive and equitable teaching practices.
- Promote effective teaching and learning practices across the institution and promote professional development opportunities at UWM and across the Universities of Wisconsin and with external organizations.
- Design and implement faculty and instructor development programs to enhance teaching effectiveness.

- Further innovative and evidenced-based strategies that advance learning for a diverse population of learners.
- Foster understanding and use of inclusive and culturally responsive classroom practice and pedagogy.
- Bolster faculty and instructor effectiveness in high Drop/Fail/Withdraw and gateway courses with the goal of advancing student success, particularly for those who have been underrepresented in the academy (e.g., first-time in college, Pell-eligible).
- Promote, develop, collaborate, and support the use of Generative AI to advance teaching, the facilitation of learning, and student academic success.
- Collaborate with academic departments, administration, and other campus units to promote a culture of teaching excellence through reflective and transformative communities of practice.
- Build and support a cohesive and motivated CETL team to provide high–quality service to instructors and the institution.
- Manage the team responsible for ongoing maintenance of UWM's Canvas learning management system.

2. Faculty Support & Professional Development:
- Facilitate and encourage ongoing professional development opportunities for faculty, instructional academic staff, and graduate teaching assistants that reflect innovative, evidenced-based strategies to inspire student engagement, allow students to see themselves in the curriculum, and advance students' academic success.
- Offer individual and group consultations to instructors seeking guidance on teaching methodologies, course design, and assessment strategies.
- Provide resources and support for new faculty, new instructional staff, and new graduate teaching assistant orientations and mentorship programs.
- Stay abreast of current trends, research, and best practices in teaching and learning.
- Collaborate with the Universities of Wisconsin central administration Office of Professional & Instructional Development on various professional development opportunities.
- Provide training and support for faculty in the use of technology for instructional purposes.
- Develop, implement, and promote programs to recognize and reward excellence in teaching. Nominate members of the UWM community for teaching awards and honors.

3. Research and Scholarship:
- Encourage and support faculty and instructional academic staff in conducting research and scholarship related to teaching and learning.
- Maintain knowledge of best practices and educational theory to inform professional development efforts.
- Make active contributions to the scholarship of teaching and learning through research and publications.

4. Assessment & Evaluation:
- Collaborate with faculty and UWM's Office of Assessment and Institutional Research to develop and implement strategies for assessing student learning outcomes and informing instructional improvements.
- Implement assessment tools with a critical lens to evaluate the effectiveness of teaching and learning initiatives.

- Use data and feedback to make informed decisions and improvements to programs and services.

5. Budget Management:
- Develop and manage the budget for CETL, ensuring efficient use of resources.
- Seek external funding opportunities to support teaching and learning initiatives.

MINIMUM QUALIFICATIONS

- Earned terminal degree in a field of study appropriate to UWM and a record of research, teaching, and service accomplishments consistent with at least a tenured position as an associate professor.
- Experience in fostering a culture of transparency, equity, inclusion and professional development, and growth.
- Demonstrated experience, success, and critical understanding in advancing the success of students who have been historically underrepresented in the academy (e.g., first-time in college, Pell eligible).
- Notable record of teaching excellence.
- Record of progressive responsibility in higher education, including at least two years of leadership.
- Knowledge of and experience in providing training to faculty and instructional staff about best practices in teaching.

PREFERRED QUALIFICATIONS

- Demonstrated experience in teaching professional development training sessions across multiple instructional modalities (e.g., in-person, online, etc.).
- Leadership role in a teaching and learning professional development unit for five or more years.
- Record of presentations and publications in the scholarship of teaching and learning.
- Knowledge and experience in supporting the development and use of Generative AI to advance teaching and student learning.
- Demonstrated experience and achievements working with diverse instructional staff and student bodies in an urban access institution.

REQUIRED COMPETENCIES:

- Strong leadership skills with the ability to motivate stakeholders and guide teams toward shared institutional goals.
- Demonstrated experience in advancing initiatives, policy, and practice that leads to more inclusive environments, particularly for those who have been historically underrepresented in the academy, towards excellence in institutional programming, personnel, and initiatives.
- Excellent writing and presentation skills, with the ability to articulate complex ideas in an accessible manner, to engage and persuade stakeholders toward the institutional vision, and to positively represent the institution to external stakeholders.
- Strong and timely problem–solving and decision–making skills based on analysis of quantitative and qualitative data and an extensive understanding of the higher education landscape.

- Strong relationship-building skills and emotional intelligence to foster collaborative relationships, engage stakeholders, and resolve conflicts toward positive outcomes.
- Ability to lead, manage and communicate organizational change, adapt to new circumstances, and innovate in a dynamic higher education environment.
- Ability to foster a culture of innovation, creativity, and continuous improvement in teaching, research, and student success.
- Demonstrated skills in strategic thinking with the ability to create and assess long-term plans within academic programming and the institution.