



College of Engineering

UNIVERSITY OF WISCONSIN-MADISON

Director of Engineering Undergraduate Learning Center (246906-AS)

Madison, WI

Position Summary:

The University of Wisconsin-Madison, College of Engineering (CoE) seeks a dynamic professional to serve as the Director of the Undergraduate Learning Center (ULC). The ULC cultivates a climate of non-remedial, peer academic support in the College of Engineering and provides students a welcoming, inclusive environment that supplies the added assistance that may be needed to help them excel in their courses. The Undergraduate Learning Center has a deep and profound commitment to equity and inclusion. As such, we strongly encourage applications from candidates who foster and promote these values.

The College offers various types of academic support: (1) peer-led problem solving workshops developed based on the understanding of how and why students struggle in the core courses for engineering education; workshops reinforce concepts, bridge gaps between teaching and learning, and supply strategies to promote problem-solving skills, (2) peer-led group drop-in tutoring for courses in math, chemistry, physics, computer science, statistics, and engineering, (3) peer one-on-one tutoring for students in critical need, and (4) additional courses, workshops and resources on a variety of topics such as math used in early engineering courses, study skills and specialized software training.

Qualifications:

- A minimum of 5 years higher education administration or program management experience, or direct STEM teaching/tutoring experience with additional program management experience.
- Knowledge of and commitment to employing best practices in inclusive teaching, tutoring and active and blended learning, and a high degree of cultural sensitivity and awareness in working with students from first generation, underrepresented, transfer, and other targeted populations.
- Understanding of the engineering profession and engineering curricula, awareness of the rigorous requirements of engineering courses, and ability to relate to engineering undergraduates.
- Knowledge of and commitment to facilitating peer learning in inclusive environments.
- Experience with evaluation, quantitative and qualitative analysis and demonstrated ability to use data to evaluate program effectiveness, inform policies and practices, and guide program development.
- Demonstrated commitment to and experience working in collaboration with students, faculty, and staff of diverse ethnicities, cultures, social and economic backgrounds.
- Excellent supervisory, organizational, and oral and written communication skills including group facilitation and strong interpersonal communication, and a high degree of compassion and empathy.

- Proven record of high-quality direct service to students in one or more of the following areas: academic support, retention programs for underrepresented students, teaching at the college level, academic advising, career advising, academic policy, or academic outreach.

- Ability to manage, prioritize and advance multiple projects and responsibilities simultaneously.

Essential Responsibilities:

15% Oversees strategic planning and program budgets, including strategizing program objectives and goals, long-term planning, and developing policies and procedures as needed

10% Serves as the principal liaison between the program and stakeholders across campus, and provides clear, consistent communication with colleagues and broader audiences to articulate program goals

10% Designs curriculum and/or techniques for instruction in a disciplinary area and suggests new ways of effective instruction in courses within that discipline

10% Assesses student outcomes to ensure alignment with program goals, performs program assessments, and prepares reports for campus stakeholders

10% Develops teaching techniques that enhance course effectiveness in alignment with desired outcomes and established strategy and trains faculty and other instructional staff in use of said instructional techniques and programs

10% Provides supplemental instruction for students enrolled in classroom, online, and/or laboratory courses in a variety of formats such as one-on-one sessions, group sessions, peer mentor sessions, and seminars

5% Meets with students for intake and general assessment and makes referrals to others on campus as appropriate

10% Exercises supervisory authority, including hiring, transferring, suspending, promoting, managing conduct and performance, discharging, assigning, rewarding, disciplining, and/or approving hours worked of at least 2.0 full-time equivalent (FTE) employees

5% May develop grant proposals for instructional development and may serve as principal or co-principal investigator on grants to develop new teaching methods and program offerings in the discipline

Unique Responsibilities:

10% Develops and maintains knowledge of inclusive teaching and learning practices that utilizes peer tutors and mentors to meet program needs.

5% Ensures inclusion, diversity, and equity is central in all policies, hiring, and decision making; engages in practices that build inclusive teams; and promotes environments that are welcoming and inclusive.

Institutional Statement on Diversity:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background -people who as students, faculty, and staff serve Wisconsin and the world.

For more information on diversity and inclusion on campus, please visit: [Diversity and Inclusion](#)

How To Apply:

Please click on the "Apply Now" button at this link to start the application process.