MEMO

Oct. 8, 2014

To: Tera Montgomery, Improvement of Learning Committee Chair
From: B. J. Reed, Teaching & Learning Center Director
Subject: Potential structure of T&LC going forward

Current structure
- Director: 75% appointment in school year, 100% appointment in summer
- Assistant Director: 50% appointment in school year
- Graduate Assistant: 50% appointment office support, one per school year
- Work Study: 20% appointment office support, one per school year
- Internship: Usually unpaid, 150 to 200 hours, one per school year or summer

Optional structure 1
- Director: 100% appointment, faculty rank
- College Representatives: 25% each, one rep from each college
- Graduate Assistant: 50% appointment office support
- Work Study (2): 20-25% appointment each office support
- Internship: Unpaid, 150 to 200 hours, each semester & summer

Optional structure 2
- Director: 75% appointment in school year, 50% appointment in summer
- Classified staff: 100% appointment year round
- Work Study: 20% appointment office support, one per school year

Additional Considerations

T&LC Representation on and off campus
- Do you want representation from the three colleges?
  - How might you accomplish that, given the current budget restraints?
- At this time, the director and the assistant director are the two representatives on campus for OPID (Office of Professional and Instructional Development for UW System).
  - Should one of the OPID reps be an ILC member, rather than having both in the T&LC?

T&LC’s Role on Campus
- Should the T&LC have a closer connection to training for technologies in the classroom, which overlap with pedagogy (or andragogy) frequently?
  - If so, should the trainer be headquartered in the T&LC instead of a separate entity like ICET (Instructional Center for Educational Technologies)?
- What should be the T&LC’s role in mentoring?
  - Is the current situation appropriate?
What should be the T&LC’s role in the writing emphasis general education requirement?
  o Is the current situation appropriate?
What should be the T&LC’s role in researching pedagogy on campus?
  o The syllabus study, for instance, was allowed as a Wisconsin Teaching Scholar project.
  o How might we encourage and support this?

Logistical Considerations
  ▪ How should office work be accomplished?
    o By faculty selected as director and/or assistant director (current situation)?
    By students (current situation)? By fulltime, dedicated staff?
  ▪ What is the most cost-effective way to staff the T&LC?
  ▪ Should the T&LC offer one or two major training sessions per year, or should we allow various constituencies across campus handle these sessions?
    o (EMS does their own, the strategic planning committees have been doing their own, and the Education Think Tank group recently did one.)
    o How many of these do we want and how much money do we want to spend on this?
    o If the T&LC offers this kind of session, the budget will need to be set to cover expenses.