Memorial University of Newfoundland
Chairs in Teaching and Learning
Terms of Reference

November 7, 2014

Purpose and Objectives

The Chairs in Teaching and Learning (CTL) program at Memorial University of Newfoundland is intended to enhance the student learning experience by promoting the development of innovative pedagogical approaches, teaching capacity and competence across the university, within academic and support units, and at the level of individual faculty members.

The objectives of the program include the following:

1. The creation of a learning community of scholars and professionals dedicated to teaching and learning excellence
2. The development and dissemination of best practices in teaching and learning
3. The development of strategies and program to address critical challenges and immediate needs facing teaching and learning at Memorial University
4. The development of the next generation of teachers through mentoring of junior faculty and graduate students
5. Promote the scholarship of teaching and learning
6. Meet the challenges of changing demographics and resource availability in the teaching environment
7. Advance the objectives of the MUN Teaching and Learning Framework

CTLs will receive an annual stipend of $7500 plus $7500 to support professional development or activities associated with the CTL. CTLs may also be provided with a one course release as appropriate to the activities undertaken and subject to the approval of the Dean of the Chair holder’s academic unit.

Relationship to the Teaching and Learning Framework

At Memorial University, the “Teaching and Learning Community supports 21st century explorers on their personal journeys of discovery and fosters a commitment to lifelong learning”. In May of 2011, Memorial University adopted a Comprehensive Framework For Teaching and Learning at Memorial University (TLF) which outlined a vision, values and principles for teaching and learning. (http://blog.delts.mun.ca/teachingandlearning/files/2014/06/Framework_FINAL.pdf)

The CTL program embodies the values and principles of the TLF and represents a response to its two primary recommendations. Specifically, the TLF recommended (1) that the University identify structures responsible for realizing the TLF and (2) that strategies are developed and implemented to address areas requiring immediate attention. Although it is not the intention of these terms of reference to be prescriptive as to the content of activities, they are structured to encourage action by a CTL holder is oriented toward areas of immediate need. For example, the TLF is referenced in both the CTL application materials and the CTL selection criteria.
Eligibility and Terms

(1) Members of the academic staff holding full-time tenure track, tenured or full-time regular term appointments are eligible for appointment as CTLs. The term of appointment as CTL will be two years, from July 1 to June 30, renewable once for up to two years. In the case of contractual appointments, academic staff must hold academic appointments that cover the term of the CTL. Academic staff members will not be eligible to hold a CTL while on sabbatical or administrative leave or leave without pay.

Funding

(1) Funding will be provided from the Vice President Academic envelope through support for the Teaching and Learning framework. For the first round of funding, funding will be provided to provide for the creation of one CTL in each academic unit. Funding includes the following:
   a. an annual stipend of $7500
   b. $7500 to support professional development or activities associated with the CTL.
   c. CTLs may also be provided with a one course release as appropriate to the activities undertaken and subject to the approval of the Dean of the Chair holder’s academic unit and contributed by the academic unit in which the chair is appointed.

Application Procedure

Candidates for a CTL must submit an application containing the following:

(1) A letter of application, not exceeding four pages, that describes at least the following:
   a. A rationale for the candidate’s interest in serving as a CTL,
   b. The self-assessment of the candidate’s effectiveness and scholarly competence and contributions in areas relevant to the CTL, such as the candidate’s philosophy of teaching, teaching responsibilities, evidence of teaching effectiveness, and contributions to teaching development.
   c. A proposed program of activities that are linked to the objectives of the CTL program and to the vision, core values, principles and strategies in the MUN Teaching and Learning framework,
   d. Three to five measures of success of the proposed program.
(2) A proposed budget detailing the planned expenditure of the funds provided to support the CTL.
(3) A letter from the Dean of the academic unit (a) recommending the application (b) indicating agreement with the goals of the application and (c) committing to provide any additional proposed support, including a course release if necessary.
(4) Curriculum Vitae (focussing on the last 5 years and maximum of 4 pages)

Appointment Process

(1) Appointments as CTLs will be made by the VPA or his or her delegate, on the recommendation of the Dean of the academic unit of the applicant.

(2) A call for applications will be issue by December 15, 2014.

(3) Applications for appointment as CTLs are due February 15, 2015.
(4) Announcements of CTLs will be made by April 1, 2015.

(5) Applications for renewal will follow the same process.

(6) The term of a CTL will be for a two year period, July 1 to June 30, renewable once.

(7) Applications will be assessed on the following criteria:

   a. The strength of the applicant’s effectiveness and scholarly competence and contributions in areas relevant to the CTL, such as the candidate’s philosophy of teaching, teaching responsibilities, evidence of teaching effectiveness, and contributions to teaching development.

   b. The potential impact of the proposed program of activities assessed against the purpose and objectives, expectations, and desired deliverables of the CTL program, and the vision, core values, principles and strategies of the MUN Teaching and Learning framework.

   c. The specificity and concreteness of the (3-5) measures of success of the proposed program.

   d. The adequacy of the proposed budget.

(8) To provide continuity and overlap of membership among the community of holders of CTLs, the deployment of the initial set of CTLs will be staggered over the first two years. At any time during the program, the CTL Selection Committee may elect to defer or accelerate the appointment schedule of specific CTLs in order to enhance the impact of the overall program.

Applications and Criteria for Renewal

(1) Holders of a first CTL may apply for renewal in their second year, following the schedule described above.

(2) The required application materials and selection criteria for renewal will be the same as for initial application, with the following addition:

   a. The application package must contain a two-page statement detailing the activities undertaken during and the results achieved during the term of CTL up to the date of application for renewal.

   b. The assessment process for renewal will emphasize the results achieved during the term of CTL up to the date of application for renewal. The renewal request should clearly describe how the renewal builds on the first term of the Chair and how it informs the vision for the second term.

Examples of activities undertaken by CTL Holders

Examples of activities that might be undertaken include the following:

- Enhancing engagement and retention of students in first year, or fostering recognition of teaching excellence at the university level, enhancing student support services, improving
assistance with academic challenges faced by students, providing effective orientation for new students, enhancing engagement between teachers, learners and the community, identifying and piloting ways to increase access to informal learning spaces, exploring alternative approaches to course scheduling and delivery, or tailoring of course design, delivery or evaluation to meet the needs of diverse learners.

- Activities that facilitate the development of teaching capacity and capability across the university. This may include efforts to identify, develop and disseminate best practices and/or innovations in teaching and learning. Examples include surveys on teaching methods, and organization and delivery of workshops and seminars. Activities and initiatives that develop teaching capacity at the program level. This may include the identification of unit specific opportunities, such as those that are particular to a given discipline or support unit. Examples include development and pilot testing of alternative methods of program delivery or pedagogy, and assisting academic units with curriculum/program assessment and revision

- Activities and initiatives that develop teaching capacity and competence at the level of individual faculty members. Examples include development of mentoring and remediation programs, or classroom observation and faculty coaching, and assisting colleagues to improve their teaching through peer review, 360 assessment, etc.

- Identifying and assisting applicants for Faculty, university, regional and national teaching awards in collaboration with the IDO.

Expectations and Deliverables of CTL Holders

1. Develop and implement instructional initiatives that advance the teaching and learning objectives of the University and the objectives of this program, as described above.

2. By August 31, submit to their Dean a report of activities undertaken and progress toward the measures of success identified in their application.

Creation of a CTL Learning Community

CTL holders will be encouraged to:

1. Be a “learning community” of professionals and scholars dedicated to teaching and learning excellence at MUN. The process for the creation of this community and its ongoing functioning will be the responsibility of its members, although it is expected that the community will convene at least quarterly. The CTL learning community may act as a community to take on activities that advance teaching and learning at Memorial, such as serving as the organizing committee for events, such as a national/regional conference on teaching and learning, or organizing an annual one-day teaching and learning forum at and for Memorial University.