

I am pleased to submit my application for the position of Math Learning Center Director. Ever since I won the tutor of the year award in 2001 from my college's Learning Assistance Program I have viewed learning centers as integral to undergraduate education. Below I have highlighted my relevant qualifications of the day-to-day operations of the position.

- Recruit and supervise student workers at the MLC (e.g. tutors, peer mentors, and undergraduate course assistants)
 - Four years of experience: Advertising, reviewing applications, interviewing, and hiring department [undergraduate learning assistants](#) (about 24 hired per year).
 - Four years of experience coordinating and directing learning assistants in Pre-Calculus for Engineers.
 - Two semesters of experience coordinating Calculus 1, Calculus 2, and Calculus 3 learning assistants.
- Supervise the permanent employees of the MLC.
 - My duties in teaching Pre-Calculus, Calculus 1, Calculus 2, and Calculus 3 include observing fellow teaching faculty and teaching assistants as well as leading weekly meetings with fellow instructors and teaching assistants.
- Collaborate with the Mathematics TA Coordinator to staff the MLC positions held by graduate students.
 - My present position includes scheduling teaching assistant hours in the applied math learning center rooms.
- Oversee and direct current MLC activities; develop and implement new services and programs as needed to further student success in mathematics courses.
 - During the pandemic remote teaching era, I came up with the idea of forming weekly learning assistant facilitated study groups. We find Pre-Calculus students prefer to utilize these study groups, working with their peers, over utilizing drop-in homework/office hours.
 - With support from an intra-campus grant we expanded these study groups to Calculus 1 and 2 where they are widely successful. The vast majority of students we survey at the end of the semester report valuing these study groups greatly and indicate they would utilize them again in the future if given the chance.
 - These study groups are offered in addition to more traditional options such as drop-in homework hours and scheduled exam review sessions.
 - During pandemic remote teaching I organized a gift card raffle for Pre-Calculus students. Each time a pre-calculus student attended a weekly study-group or drop-in homework hour they earned an entry. I randomly selected a winner after each midterm and before the final exam.
- Oversee communication and marketing efforts to advertise MLC services to students taking mathematics courses.
 - In CU Boulder Applied math, individual courses take the lead on advertising to their students through in-class announcements and hours posted on course pages. I ensure homework hours are also posted at learning center room doors. I also make sure we have the hours posted online so academic advisors can reference them when talking with Applied Math students.
 - In Pre-Calculus, I email low performing student and suggest they make use of homework hours as a way of improving their scores.
- Develop collaborative working relationships with campus partners to facilitate the exchange of ideas surrounding learning support.
 - At CU Boulder, I have served on committees with University administrators to create campus-wide resources for students.
 - The Learning Assistance Program at CU Boulder hosts workshops where I have been able to share innovations with other departments while also learning from them.
- Oversee the MLC budget in collaboration with the department administrator; prepare and submit proposals for supplementary funding.
 - I wrote and was awarded a \$6,400 intra-campus grant proposal in 2021 for the “first-year experience grant” to fund the hiring of learning assistants to run weekly study groups in Calculus 1 and 2.
 - I am in the process of submitting a Collaborative research proposal to NSF to facilitate conversations between math courses and the the degrees they feed students into.