UCLA

Report of the Review Committee for the Future Positioning of the Office of Instructional Development

JUNE 10, 2016

Table of Contents

Overview of Methodology

The following report was commissioned by Vice Provost & Dean Patricia Turner. The Office of Instructional Development Academic Review Committee includes members from each division of the college, from the School of Arts and Architecture, from the professional schools (Engineering and the Anderson School) with staff support provided by the Division of Undergraduate Education and OID. The committee members were chosen from among recent Distinguished Teaching Awardees and Diversity Award Winners as well as faculty who have been involved in curricular innovation in their disciplines and in the university at large, and former chairs of the Academic Senate. The OID Academic Review Committee was asked to "create a vision for OID that will speak to the 21st century teaching and learning needs of the campus" and consider how best to redefine the current Office of Instructional Development (OID) in order to meet the educational challenges of the coming decades. We were also asked to suggest what kind of leader this new entity would need. In arriving at its suggestions, the committee consulted a number of sources:

We surveyed all instructors (ladder faculty, lecturer, and teaching assistant) regarding their needs and wishes for teaching support in the coming years (see the appendix for the results of this survey). In addition to completing the surveys, over 70 faculty and teaching assistants indicated that they would be willing to be interviewed to provide us with more detail on their ideas about teaching. These interviews in turn led to others, so that we spoke with over 80 instructors by the time of this report. We are still interviewing.

In addition, the committee examined teaching support organizations at other institutions (see appendix for summaries of some of these) to search for best practices.

We reviewed the report "Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers" produced by Educause and the University of Maryland. We also conducted a site visit to the University of Maryland. Additionally, we reviewed the report "Online Education: A Catalyst for Higher Education Reforms" from MIT.

We reviewed the report "Enhancing Student Success and Building Inclusive Classrooms at UCLA" by Sylvia Hurtado and Victoria Sork, and the principles and suggestions of Jan Reiff's SCOTL committee. In addition, we interviewed both Professor Hurtado and Dean Sork; and Professor Reiff is a member of our review committee.

We consulted the Academic Senate Review of OID; we also interviewed the Chair and Vice Chair of the Academic Senate and the Chair of the Graduate Council as well as members of the Graduate and Undergraduate Councils.

OID directors consulted with their counterparts at other UC campuses as well as at other national universities (at conferences as well as during some campus visits). The OID directors also held a retreat to discuss their own vision of what OID might become in the future.

All of these data contributed to this report and summaries are included in the Appendices. The suggestions are based on the overwhelming alignment of views generated by our research into teaching innovations across the country, the reports generated within UCLA, desires expressed by UCLA faculty, and the committee's own discussions. We encountered a groundswell of support for these recommendations.

Challenges and Opportunities

UCLA currently faces daunting challenges related to teaching. We have an overwhelming number of new undergraduates while the faculty numbers must be held to current levels because of budgetary constraints. The number of graduate students available to help in instruction as Teaching Assistants is not sufficient for our needs, but a difficult job market in higher education makes faculty hesitate to increase numbers simply to fill teaching needs. Both faculty and teaching assistants express a need for more training in both pedagogy generally and instructional technology more specifically. They want to know how they can try out teaching techniques and how to assess whether they are working. They want to bridge the divide between graduate and undergraduate and infuse innovations from and to professional schools and the College. And everyone wants more information about support of teaching without having to negotiate the discipline and funding boundaries across campus. The challenge is to determine what kind of organization can help the faculty to maintain UCLA's extraordinary level of educational excellence in the face of increasing challenges. To meet the challenges of increased enrollments we must innovate and become more efficient, and to do this, the faculty needs teaching support and development. The Office of Instructional Development (OID) is uniquely positioned to become the foundation for this innovation in that it touches almost all aspects of the teaching program everywhere on campus. OID provides critical basic services such as infrastructure for the learning management system, course evaluations, TA training, video services, curricular assessment, instructional improvement and mini-grants, general assignment classroom management and much more. While traditional pedagogical approaches will remain, innovations in pedagogy and in teaching technology supported by OID (e.g., video learning modules, Bruincast, flipped classrooms, hybrid on-line instruction, clickers, etc.) will be crucial to making our teaching more efficient and of higher quality for a larger number of students.

In OID we have the core personnel to promote teaching innovation and excellence into the future. But in addition to this core, we will need to invest resources to achieve even more effective and creative teaching. And we will need to shift the culture of a dominantly research institution to value teaching as a priority.

Happily, the faculty with whom we interacted were eager to explore options and opportunities related to teaching. They were keen to receive more research and training related to teaching; they were willing to give us their time and ideas; they are primed to support teaching in new ways. And UCLA has in the current OID staff a wealth of expertise that can be employed in this task. This staff is enthusiastic about moving forward to promote teaching innovation and excellence on campus. So, what we present is an ambitious but crucially necessary series of recommendations about how UCLA can create a culture of research-informed experimentation and support of teaching and collaborations across campus.

Main Recommendations

Based on all of the input we gathered both on campus and nationally, we offer the following suggestions (which will be fleshed out in the narrative that follows):

1. **Create a Center for Teaching Innovation and Excellence (CTIE) to demonstrate the importance and centrality of UCLA's teaching mission. The components of the current OID would form the core of this new center. UCLA would need to invest in building upon that core. This should be an independent Center whose sole mission is to foster and champion innovation and excellence in teaching across the entire campus and at all levels. The vision promoted by this Center would be for UCLA to be a public research institution whose faculty and instructors consistently embody excellence in teaching and are leaders in pedagogical innovation.**

   In examining operations supporting teaching excellence across the country, it became obvious that the most successful of these were independent centers or institutes whose mission was fostering teaching excellence and innovation across the entire campus that they served. On campus, we got very much the same input from our own instructors and academic leaders. Faculty are very frustrated at all the boundaries they encounter when they try to do something innovative in their classes. They want one place where they can go if they have an idea or question about teaching. They want to eliminate the undergraduate-graduate boundary as well as the college-non-college boundary. They would like a center or hub that can work across the entire campus, including the professional schools, on any issue related to teaching. While such a center could not solve all problems itself, it could point out campus resources or help transmit successful pedagogical experiments from one part of campus to another. It should move beyond turf definitions and funding streams and foster cooperation and collaboration on all issues related to teaching. The current positioning of OID within the Division of Undergraduate Education limits its ability to do this.

   Additionally, this center should facilitate communication among instructors at all levels—ladder faculty, adjuncts, visiting faculty, lecturers, TAs. The Center should help to pilot and then disseminate teaching innovations from any part of campus to other areas

where those innovations might be effective. It should become what one faculty member called "a cheerleader for teaching on campus," an organization that would highlight and publicize teaching accomplishments to the campus, to parents and alumni and to citizens of California.

It has become obvious to the committee that simply changing the name of OID and elevating its status will not be enough to meet the campus's current needs for teaching innovation and support. Rather, the current components of OID (pedagogical development and training, technologies for teaching, and assessment) should form the foundation of a larger structure that would add a component of research and innovation as well as a component dedicated to online instruction. The research/innovation component would make use of our expertise across campus related to teaching and learning. We envision a team of faculty from cognitive psychology, neuroscience and education whose work centers on teaching and learning, and who would be positioned to suggest and nurture innovation in pedagogy. The online instruction component would handle the burgeoning development of wholly online and hybrid courses. (We note that ideally online instruction should be a component of all of the other categories rather than a distinct area. But at the moment, the groundwork and infrastructure creation surrounding online instruction seems to demand that it be a separate item. Eventually, we would want to see it merged with the other areas so that it becomes a more normalized part of our teaching program.)

These newly aligned components (pedagogical development and training, technologies for teaching, assessment, research/innovation, online instruction) would be the base on which a new Center for Teaching Innovation and Excellence (CTIE) would be built. They would allow immediate interaction among the various pieces necessary to produce truly innovative and excellent pedagogy across campus. Given the pressures on teaching that we outline above, the campus urgently needs to invest in such a Center and to provide resources for it to become a central hub for teaching activities across the entire campus and at both the undergraduate and graduate levels.

We provide three diagrams here to demonstrate how the current components of OID can become the foundation for a new Center for Teaching Innovation and Excellence.

Diagram 1, "Current Components of OID," shows the current main components of OID. And these are the same components we came to as the first items necessary to underpin a new Center. These current components contain areas of Pedagogical Development including training efforts on several levels as well as assistance in developing new courses. Our current Instructional Improvement Grants program in which faculty can apply for funds to try new course innovations (both technical and pedagogical) is included here. The second area we recognized as crucial is that of assessment. Currently we include course evaluations, senior surveys, grant assessment and curricular assessment in this category. The third foundational piece that currently exists in OID is that of

Pedagogical Technology. This ranges from the infrastructure for our Learning Management System and CCLE to video reserves and streaming to physical installation of cameras and technological support systems in classrooms. We believe these current OID components could serve well as a foundation for a new Center.

Diagram 2: "Needs, functions and services imagined for the new CTIE mapped onto the current OID structure." This diagram maps current, proposed, and anticipated needs, functions and services on the current OID structure. In doing so, it demonstrates both the complexities of devising a best structure for the CTIE as well as the advantages of having related support for emerging teaching and learning priorities working together in a shared environment that reports to a single administrative head. We stress here that there may well be other programs that should be included or that could be included in the future, but this is our best estimate at this point. And we have tried not to arrange the components into a hierarchical map because we believe that the interaction among them will be crucial.

Diagram 3, "Interactions between CTIE and its Constituencies," shows the interactions between a new CTIE and the many constituents on campus that it should serve. The double-sided arrows indicate that these interactions would go in both directions. The CTIE would help to introduce new pedagogical innovations or technologies and to pilot their use, but it would also help to transfer successful pedagogies developed in one part of campus to another. This multi-directional interaction would help to minimize redundant development efforts and to maximize the utility of pedagogical innovations developed anywhere on campus. This should help to make the best use of any resources invested in support of teaching at UCLA as a whole.

Figure 1. Current Components of OID

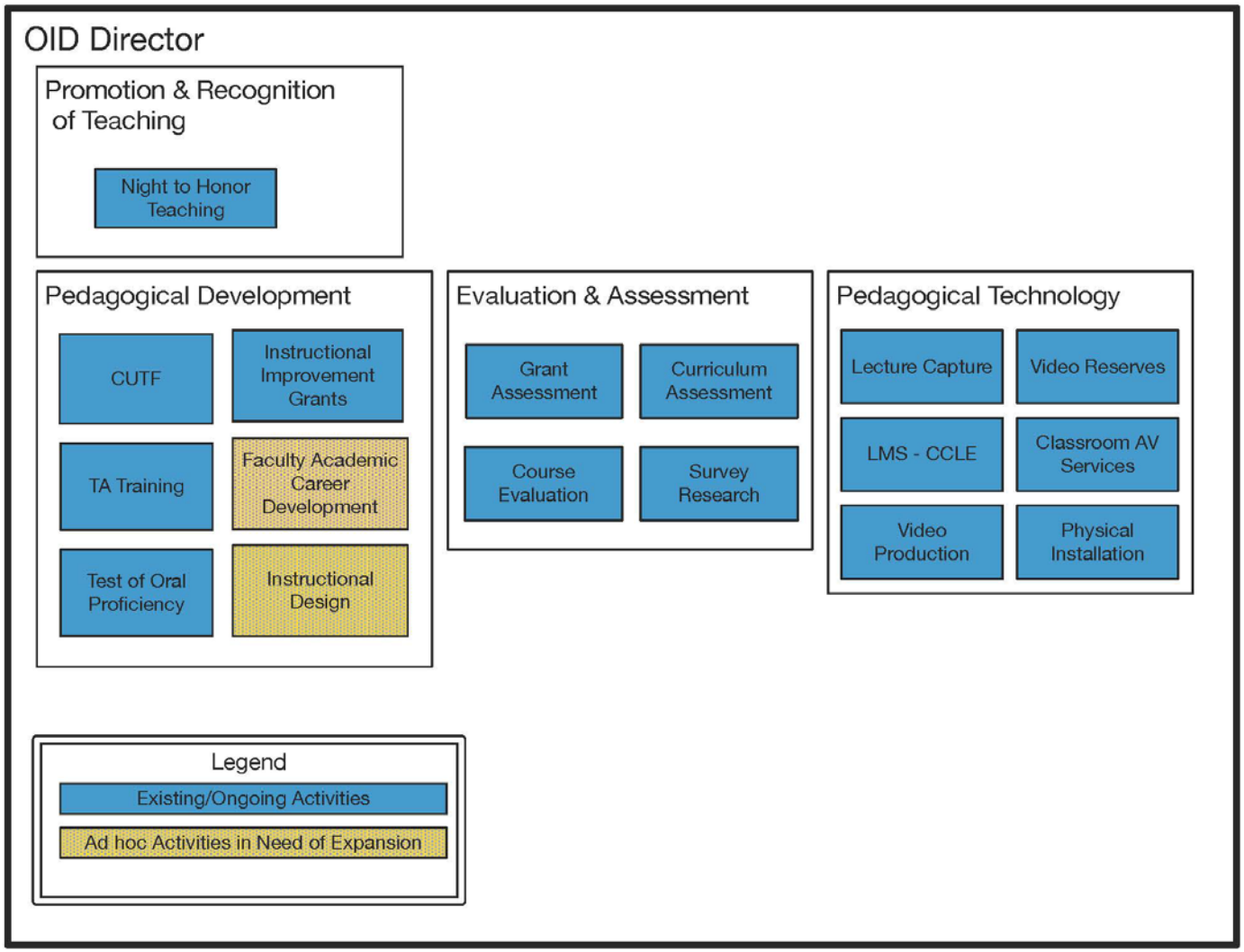


Figure 2. Needs, functions and services imagined for the new CTIE mapped onto the current OID structure

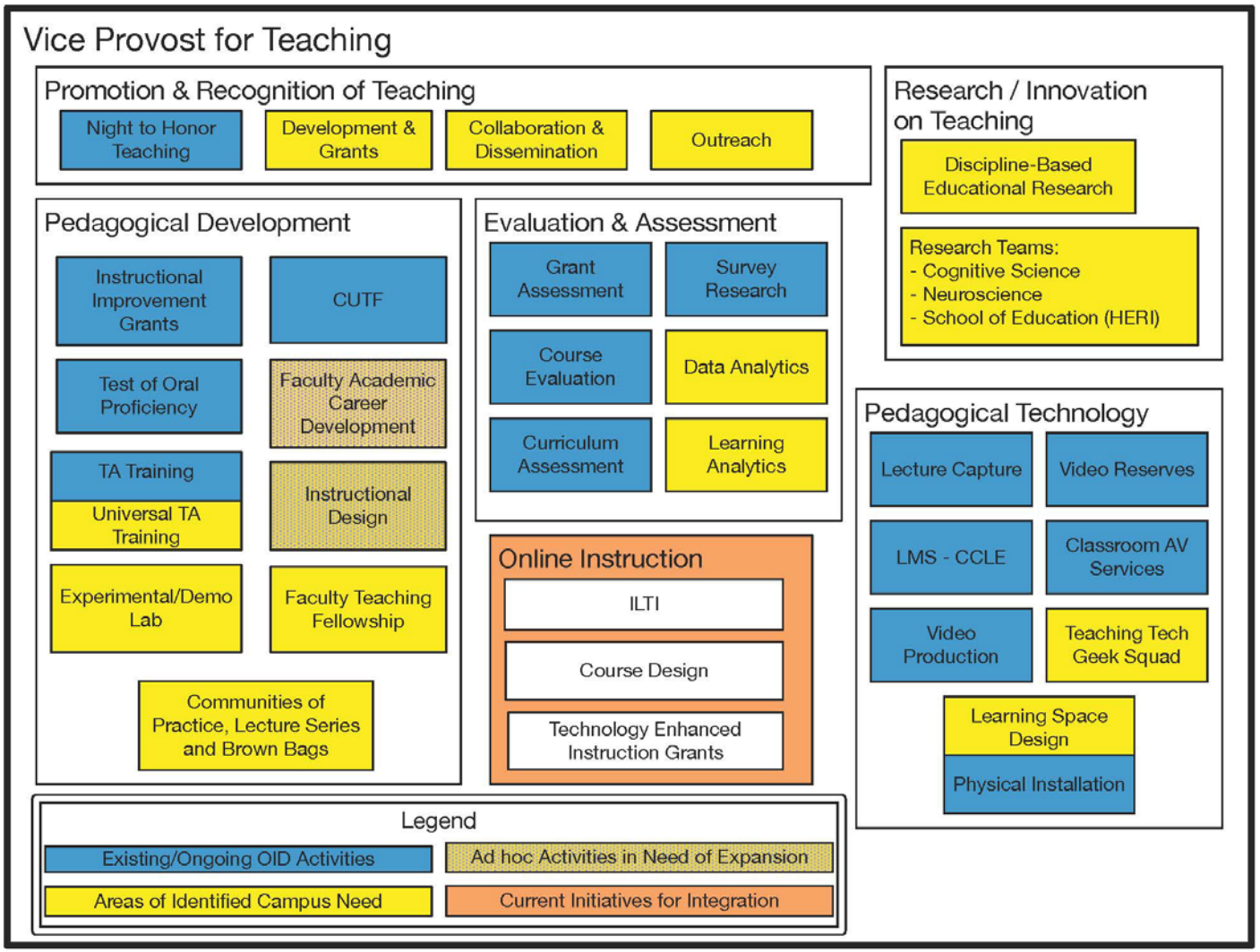
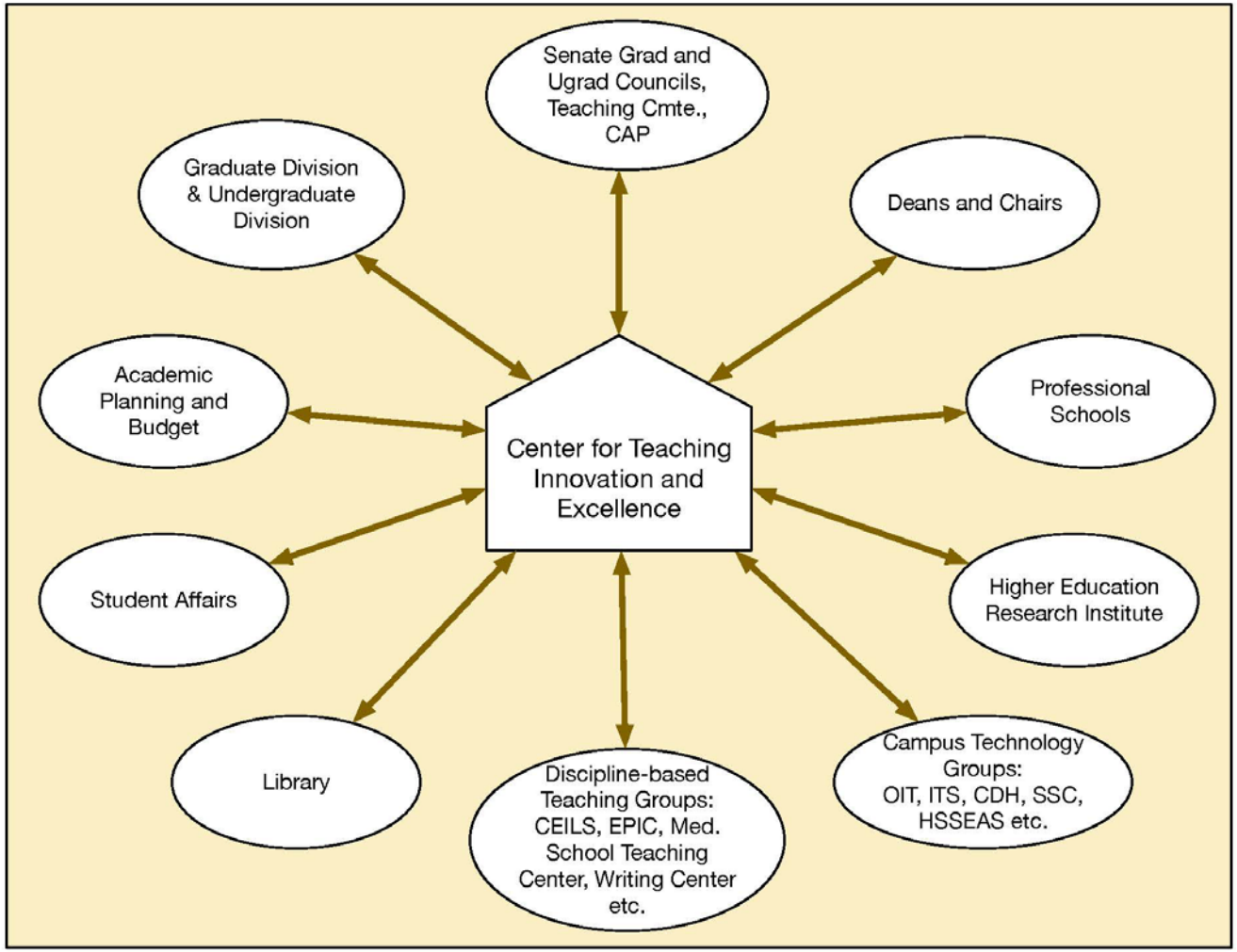


Figure 3. Interactions between CTIE and its Constituencies



2. **This Center should be headed by a ladder faculty member with a demonstrated record of excellence and innovation in teaching, who would be determined through a national search.**

   The committee felt that the specific discipline from which this person comes was not an issue, but this must be someone with a track record of accomplishment in the area of promoting pedagogical innovation and excellence. S/he should also have an understanding of technological developments in pedagogy. However, we would want someone who understands that the pedagogy must drive the technology, not the other way around. A national search would underline the importance of this new position and lend weight to the beginning of a new attitude toward teaching on campus. We believe that only a ladder faculty member will command the respect and possess the status that will be necessary to lead a new center.

3. **The faculty member who heads the Center should have a Vice Provost title and answer directly to the EVC. This would help to underline the importance of teaching on campus and to create a parallel to the Vice Chancellor for Research, thus rebalancing the components of our dual mission of teaching and research. The new Vice Provost would collaborate with all the other Vice Provosts, side by side and as a peer.**

   While strengthening the service side of a new Center and supporting it as an incubator of pedagogical innovation is essential, it is equally critical that faculty take full advantage of the resources a new Center could provide. This, however, is not happening. In embracing our eminence as a research university, UCLA faculty and administration have too frequently relegated "university"—that is, an institute of higher ***education***—to secondary status. We have fostered a culture where research excellence is celebrated with press releases, accolades, accelerated promotions, and tenure, while teaching excellence earns a pat on the back. Addressing the issues raised in the Hurtado and Sork report and maximizing the impact of a new Center will require elevating the importance of educational excellence and embracing it as a core mission of our faculty and an unassailable right of our students. To do this effectively, educational excellence needs a champion on the campus. To elevate teaching as one of our two major responsibilities and to make it more equal in status to our research mission, a new Center for Teaching Innovation and Excellence should fall under the leadership of a Vice Provost for Teaching, a position parallel to the Vice Chancellor for Research. This individual would have a dual role of 1) ensuring that CAP, Deans, Chairs and the faculty at large internalize educational excellence as a foundation of academic advancement so that faculty have an incentive to be educational innovators, and 2) overseeing the resources and services provided by the Center so that faculty can attain this goal (this would include development efforts and grant writing in support of the needed resources). This

office would play a pivotal role in uniting educational innovation efforts across campus and disseminating best practices. Only by creating a nexus of resources for pedagogical innovation and a culture that rewards educational excellence will we be able to provide UCLA students with the quality of education expected of a great research university.

A number of major universities across the country have adopted this model of a Center headed by a Vice Provost for Teaching (or the equivalent title). Among them are Stanford, University of Wisconsin, Columbia University and University of Maryland. We spoke extensively with the Associate Provost at the University of Maryland (which was the university that issued the 2015 Educause report "Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers") to see if he felt their new structure with an Associate Provost (the equivalent to our Vice Provost) was beneficial. He reported that this new title and reporting structure had clearly helped to increase the visibility and importance of teaching on campus and made faculty more enthusiastic about participating in Center programs and initiatives. While the universities mentioned above all have slightly different versions of the Center and Vice Provost model (some have additional components in their centers, some have a Center for Innovation as a separate component) they all share this basic structure. And many of them moved to this structure within the past few years for precisely the reasons of coordination and visibility that we mention above. The 2015 Educause report notes, "…a sharp increase in the number of senior administrative positions … created over the last 2-3 years to lead their institution's academic change initiatives. These individuals hold titles such as …Vice Provost for Innovation in Learning and Student Success, or Associate Provost for Learning Initiatives and are often filled by faculty leaders who have emerged as "change agents" among their colleagues" (Educause report, p. 1). We believe that the creation of a Vice Provost for Teaching filled by an outstanding faculty member will help drive change at UCLA as well.

4. **Establish a strong faculty advisory committee to help the new Vice Provost explore innovations in teaching and teaching technology.**

This committee should be drawn from the best teachers on campus. We would want to consult the lists of Distinguished Teaching Award Winners and Diversity Award Winners from the previous five years as well as faculty who have demonstrated a talent for creating innovation in their own courses. The members would serve on the committee for 5-7 years (to create some continuity). 20% would rotate off and be replaced each year. The committee should include the vice-chair of the academic senate (or the chair of the committee on teaching) as members to facilitate communication with the faculty as a whole. It should also include a graduate student selected from recent Distinguished TA lists, and an undergraduate (supplied by the Undergraduate Student Association).

> We envision this group as a kind of think tank to advise the Vice Provost about innovations, issues, and opportunities related to teaching. The committee members should be drawn from across campus so that new developments from specific areas could be communicated within the group. They could also help to publicize teaching excellence on campus and to develop common interest groups.

These initial moves would create a new status for teaching on campus that would put it on a more equal footing with our research mission. Carrying the Vice Provost title and reporting to the EVC would give the faculty head of this new Center the status to generate the kind of discussion around teaching that the campus engaged in regarding diversity and inclusion and to launch engaging programs and initiatives focused on excellence in pedagogy. While we anticipated that this would look like the appointment of yet another administrator, we felt that this person would not serve simply in Murphy Hall, but rather s/he would serve the faculty and their teaching efforts. **We see this position as faculty support and development.** An appointment at this level would really raise the visibility and importance of teaching on campus.

This Center must work collaboratively with other units on campus. Good things are happening all over campus in relation to teaching, but these are not formally coordinated in a way that can promote teaching across the entire campus. This Center should serve as a hub to help increase awareness, broaden adoption and translate innovations from one part of campus to another. It could also help to suggest innovations and to pilot them to see if they are really effective. It would need a strong **team** of experts in pedagogy, technology, assessment, research and teaching innovation to work together and with other campus offices to make sure all the parts we need to create excellent teaching are in place and interacting. While the current OID staff can provide the necessary foundational expertise necessary, the campus would need to build on this foundation to accommodate new and more extensive tasks (which we will enumerate below). Many of the faculty members with whom we spoke or who have applied for Instructional Improvement Grants are adopting new technologies and asking us for guidance and assistance with related pedagogy.

Resources would be needed to accomplish some of these ambitious goals. A **development effort** could help generate these. A named Center for Teaching Innovation and Excellence would be a goal for development especially during this period of the UCLA Centennial. This Center should also write **grants** to support some of these efforts and partner with other groups on campus who are writing grants related to teaching. We believe that having such a Center with prestige and support would also strengthen our competitiveness for training grants across campus. It would greatly facilitate this Vice Provost's job to create a permanent **CAO position** to help run what would be a complex unit.

Specific Recommendations for Supporting Teaching in the coming years

Our committee's work revealed recurrent themes that form the basic categories that the Center would need to address to support teaching innovation and excellence going forward. We list these in separate categories but with the understanding that many of them overlap and imply a team effort within the new Center as well as collaboration with other units on campus. In fact, one of the most crucial aspects of a new Center would be to provide the environment in which these various groups would be constantly interacting and exchanging ideas and expertise. Broadly speaking the categories are **development/training, teaching technologies, more strategic uses of assessment to improve teaching and curricula, development of a research/innovation group, online teaching, and culture and visibility**.

Culture and Visibility

To begin with the last category, we found that one of the most crucial outcomes of newly formed centers (as reported by our colleagues at the University of Maryland, for example) was the shifting of faculty attitudes toward and perceptions of teaching. UCLA needs to **create a campus culture that openly and enthusiastically values teaching**. We need to **promote the value of teaching accomplishments in professors' career trajectories.** (This would involve concrete steps such as making sure that our promotion committees and the faculty in general understand that the Distinguished Teaching Award should trigger an acceleration action, for example.)

The Center should work to **highlight and celebrate teaching accomplishments to the campus and to the larger community.** While the current OID does celebrate teaching accomplishments through mounting the dinner to celebrate the Distinguished Teaching Award program for faculty and TA's, we believe more efforts to promote visibility and community-wide recognition should be made. This could take several forms, including a series of lectures by Distinguished Teaching Award winners on their teaching; a Lecture Series on teaching innovations from campus faculty and visiting experts; Brown Bag Series on specific pedagogical innovations; an annual Pedagogy Conference that could bring in innovators from other campuses; and possibly a Collegium of Teaching Fellows for faculty analogous to our very successful CUTF program for graduate students. Providing faculty with small grants to attend pedagogy conferences would also be helpful.

The Center could also **facilitate communities of interest around teaching issues.** It could organize groups of faculty who want to think through a particular teaching technique or technological need. These groups might form, discuss possibilities, suggest innovations—and then the Center would help faculty pilot these in their classrooms and assess their effectiveness. If they are successful, the Center could help to disseminate these innovations throughout campus. The Center could facilitate forming a committee to revamp curricula to focus on problem-based or problem-motivated learning. The Center would need to interface across several disciplines to create curricula that can place UCLA in the forefront of leading

education in the 21st Century. Such curricula also have the potential to improve 4-year graduation rates as it focuses on a "learn as you need" approach.

Faculty and Graduate Student Development and Training

A major component of the programs that we looked at across the UC system and the nation and a major desire voiced by many of the instructors on campus was the need for more training and the ability to **develop new teaching skills and techniques**. A new Center for Teaching Innovation and Excellence would have this aim as one of its main functions. OID currently works with individual faculty to develop their teaching, and we offer Instructional Improvement Grants to pilot innovations in teaching; but a Center for Teaching could be more **proactive in providing the faculty and TAs with research findings on new pedagogies and new technology as well as helping to disseminate innovative approaches** being developed on campus and in our professional schools and undergraduate curriculum.

Among the repeated suggestions for faculty development was the idea of a day-long **workshop to introduce all faculty new to UCLA** (and all visiting faculty who often teach in arts programs and elsewhere) **to a culture of teaching at UCLA**—to highlight that we care about teaching, value it, and have resources to support it. This would include an introduction to the kinds of diverse student body that we have as well as their range of economic status and level of preparation so that faculty would begin to think about what factors would be necessary to teaching success in a UCLA environment.

Faculty would also like ongoing development and support in trying out new technology or new pedagogical techniques. They would like **workshops on specific topics**. These would be facilitated by the Center staff, which would also provide **research on the pedagogical issue** at hand. The Center could help assemble communities of interest that could meet to examine teaching innovations or problems. We believe that the campus as a whole (including OID) does not currently make use of all of the research on teaching and on how students learn that takes place on campus—in psychology, in neuroscience, in the School of Education. We would like to begin to tap that potential.

There is a very strong sentiment among both faculty and TAs that UCLA needs **universal training in pedagogy**—preferably for ALL graduate students but certainly for all TAs. Understanding how to design assignments and courses, how to create an inclusive classroom, how to create active learning and collaboration, and how to assess whether your teaching is making learning possible for your students are basic skills that can be employed in any work context. This is academic career development. Other universities should recognize that UCLA graduate students have this training as part of their career preparation. We could use exceptional TAs who have been through our programs to help staff the future workshops. This aspect of faculty and TA support and development should also include hiring **instructional designers** in various disciplines across campus. These designers would work in collaboration

with instructional designers in other units (possibly even joint hires) to help both specific disciplines and the central hub group explore resources for online and hybrid or face-to-face courses. While this would require additional personnel and resources, it would be enormously helpful to faculty and teaching units and promote a more effective learning environment for our students.

At the more immediate end of the development and training spectrum, faculty also expressed a desire for "**just in time" training** for their courses. The most common example was live help with using the technology of the Learning Management System run by CCLE. Faculty envisioned a **team of undergraduates who could come to their aid to help them with the parts of our Learning Management System** that they know exist but don't know how to use. This would enable them to make better use of all the bells and whistles in our system to improve their teaching outcomes and allow them to be more efficient teachers as they are teaching their courses.

Technology for Teaching

Even those faculty who are not high-end, cutting-edge users of technology in their teaching realize that students today are wedded to their tablets, smartphones and laptops. The faculty would like to understand how to use **technology for teaching in a way that enlists the methods by which students learn and communicate today.** Faculty were interested in technology driven by pedagogical innovation, not for its own sake. They would like a Center that could present them with models and with training about pedagogical technology.

A Center should provide **support for teaching technologies**—especially immediate support for specific skills. A strike team (possibly of undergraduates) should be assembled to help faculty learn specific skills when they need them (see above "just in time" learning), which is when they are most likely to absorb the information.

One ongoing piece of technology that the Center should support is a **Learning Management System** (although we assume that what this will continue to change with new technologies) and the growing number of tools connected to the LMS**.** Faculty would like to understand the LMS better and be trained to use its capabilities more fully. They would also like more space for faculty input into LMS functions. This is an interesting issue on campus since the spectrum of faculty use of the system is very broad. At one end are high-end users who develop their own teaching tools and at the other are a great many faculty who would simply love to be trained to use what our current LMS already offers. A new Center would need to consider how to negotiate these differing faculty abilities.

A recurrent theme in the interviews that we conducted with instructors was the need for **more attention to teaching and learning spaces—both physical and virtual.** Replacing bolted chairs with chairs that could be reconfigured for different kinds of teaching—or even replacing bolted

seats in large auditoria with seats that swivel—was high on the list. We realize that there is a major space initiative going on right now. We believe that there should be a **strong faculty voice** in that discussion. Classrooms need updating, but we also need new kinds of spaces (with electrical outlets!) for students to gather and work. A Center could help to create some experimental tech classrooms to pilot new technologies. Such a center should also be involved in considering new technologies for the classroom so that we know what faculty need and what students expect. The Center should help develop and disseminate virtual tools to help students learn.

A Center for Teaching Innovation and Excellence should provide **information on new teaching technologies and suggestions for innovation in a proactive way. It should also aid faculty in piloting these to assess their impact.** This is currently done to some extent by OID's instructional improvement grants, but it should be a stronger and more proactive component of a new center. The new Center should ideally have an experimental technology lab in which faculty could both try out new technologies for teaching and learn to use those that we already have.

Strategic Uses of Assessment to Improve Teaching and Curricula

The Center should help to **create new assessment tools** that aren't just quick and easy numbers in a dossier but rather can be used to see if teaching techniques and innovations are actually having a positive effect on students' learning. We would like to see assessment return to its original purpose—that is, to improve teaching, not just to judge the teacher. While summative assessment is important to start the discussion, formative assessment is what feeds the teacher. We should work to find funding (such as grants) to expand data driven assessment such as that currently being done in STEM areas to the entire campus, both in the college and in the professional schools. We could **make better use of data** that we are beginning to be able to collect from within the courses themselves. And online courses will begin to provide big data that we should use to promote better learning outcomes and student success. We could use this data (as the Hurtado/Sork report does) to envision ways we can improve our pedagogy to fit our diverse student body. Data sources should include institutional data, surveys, focus groups, interviews, BruinCast, fishbowls, classrooms (observation), and national data. The Center's assessment group should partner with those developing broader assessment tools (such as the dashboard developed by Kelly Wahl in Academic Planning and Budget) to contribute to a campus-wide conversation on how best to use newly gathered data to improve the classroom experience.

Faculty would like to **rethink our current course evaluations** and redesign them to measure more than student satisfaction with the course. They would also like to find ways to make online evaluations more workable and more tailored to the needs of specific courses while trying to increase the number of students who complete them. Over the last five years, our

course evaluation service has expanded to meet the needs of several professional schools across campus, and we should work to make this service as effective as possible.

A Research/Innovation Group

Many faculty members commented that we do not make enough use of our own talents on campus. We agree. Faculty from many disciplines are studying how we learn and what implications that has for how we could teach most effectively (witness, for example our most recent faculty research lecture by Robert Bjork). We suggest forming a group that would bring together faculty from across campus (particularly from the areas of cognitive psychology, neuroscience and education) to share this research and suggest possible teaching innovations based on it. (The MIT report in our appendix is quite useful in thinking about this.) This group would interact with the other components of the new Center to help develop research- and data-based innovations for teaching.

Online Instruction

Online instruction—in the form of entirely online courses and hybrid courses—is becoming an increasingly urgent and growing enterprise. At the moment it is taking place in several parts of the campus (OID being only one). In the future, the development of online instruction should be housed in the new Center. To support it, the center would need to hire instructional designers in disciplinary areas who could interact with the other areas of campus to take general pedagogical best practices to the disciplinary level. A few designers are already at work on campus, and those developed in the new Center should work cooperatively with these designers. It seemed to us that this category is so enormous that it should be a separate component for the time being. It would eventually sit under the director who handles teaching technologies, but at the moment, this would seem to overburden the teaching technologies areas. Ideally, online instruction should be a component of all of the Center's areas rather than a separate enterprise. This would insure that our online courses are informed by the best practices in pedagogy from each of our areas.

Parting Comments

While the committee reviewing OID realizes that this is a long list of things to accomplish, and that accomplishing them will take investing in teaching in a major way, we are convinced that this is the time to make that investment. We feel this not simply because teaching to larger numbers of students with a smaller faculty is challenging nor because there is pressure from outside the university (although both of these are true). We are optimistic that the faculty itself and our instructors at all levels and across the university are genuinely enthusiastic about creating a new culture of teaching excellence and innovation at UCLA. As a final question on

our survey regarding OID and the future of teaching, we asked if the participant would like to talk further about teaching. Approximately 70 people said yes immediately and a few more signed on along the way. In the end, we conducted over 80 hour-long interviews. We were delighted that so many faculty and lecturers, deans, chairs, and TAs were enthusiastic about teaching and that each of them was prepared to spend an hour with us to give us their ideas and desires. Many with whom we spoke expressed their appreciation at being asked about teaching. Many said that no one had ever asked them what resources they would like to have available to support their teaching in the coming years. And they all felt chagrinned that teaching was seldom discussed at faculty meetings (curricula yes, but not teaching itself). They welcomed the chance to exchange ideas about pedagogy and the possibility that new support, training, innovation and promotion might be forthcoming. Many faculty were worried about the new influx of students and about the apparent rush to move them through their undergraduate education quickly. The instructors with whom we spoke were very concerned that we not lose the quality of a UCLA education while trying to make it more efficient.

For all of these reasons, we believe that now is the time for UCLA to invest in a Center for Teaching Innovation and Excellence headed by a ladder faculty member appointed as Vice Provost. The faculty is eager. We have in the current OID the foundation on which to build a major center. With support from the top leaders at UCLA, we believe we could develop a Center that would mark UCLA as a leader in pedagogy in higher education.

Respectfully submitted:

Paul Barber, Ecology & Evolutionary Biology

Neil Garg, Chemistry & Biochemistry

Robert Gibson, Office of Instructional Development

Carlos Grijalva, Psychology

Daniel Kamei, Bioengineering

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John Mamer, Anderson School of Management

Janice Reiff, History/Statistic

Administrative Note to the Report: Community Based Learning Programs (CBL)

The Review Committee was asked to consider what current components housed in OID might be removed from our portfolio, and the Community Based Learning Program (CBL) falls into this category. We did not, however, ask the Review Committee to opine on whether the programs in CBL should be relocated out of OID because this move seemed clear to everyone in OID. As an outwardly facing, grant-funded program not involved with OID's teaching activities, CBL's work is very different from all the other activities that OID conducts, which are aimed at innovation and excellence in our teaching effort within UCLA. CBL was, therefore, an obvious component to be moved from OID to some other home.

The Acting Co-directors of OID sponsored a project team from Campus Human Resources' Professional Development Program (PDP) to examine CBL and other questions about OID's internal and external alignment. It has been the opinion of those inside OID that the programs in CBL are neither appropriately located nor well served in our operation, and the PDP report reached a similar conclusion. CBL currently operates several large grants with the city and county of Los Angeles that tax OID's administrative infrastructure, pose financial risks, and divert attention from OID's core mission. Consequently, we have begun the process of reviewing the CBL portfolio and finding possible homes for either CBL as a whole or its constituent parts.

We do not take this search lightly because many jobs are involved. The programs are wonderful community outreach activities that encourage disadvantaged youth to remain in school and to aspire to attend college. Many of them employ UCLA students as tutors or assistants; others hire community students during the summer to give them an understanding of work life and of the university. These are important outreach efforts and they contribute to UCLA's presence and good reputation in our local communities.

I would like to suggest again that it would serve the university and the community well if UCLA could consolidate its many fine community outreach programs (located in many parts of the university—OID, Student Affairs, the Division of Undergraduate Education, the School of Education and Information Studies, and others) into a single office that provides the necessary staff support to carry out its mission more efficiently.

It is crucial that UCLA help to encourage and support our local communities. The Chancellor has declared community outreach to be one if his top priorities. These wonderful outreach programs deserve more centralized support.

Appendices

The following appendices are referenced in the committee's report. For lengthy reports, the executive summaries have been included instead. If you would like to obtain copies of the full reports, please contact the Office of Instructional Development at director@oid.ucla.edu.

Appendix A

Executive Summary of the "Enhancing Student Success and Building Inclusive Classrooms at UCLA" report by Professor Sylvia Hurtado and Dean Victoria Sork

Appendix B

"Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers" report produced by Educause and the University of Maryland

Appendix C

Table of Contents and Executive Summary from the "Online Education: A Catalyst for Higher Education Reforms" report from Massachusetts Institute of Technology

Appendix D

"2013-2014 Academic Senate Program Review of the Office of Instructional Development"

Appendix E

"Principles identified by SCOTL (2014-2015)" and "Recommendations for Next Year" by the UCLA Steering Committee for Online Teaching and Learning

Appendix F

Summary of the responses to the "UCLA Teaching and Learning Survey" commissioned by the OID Academic Review Committee that served as the basis for the recommendations in this report

Appendix G

Summary from the Faculty Interviews conducted by OID as follow-up to the "UCLA Teaching and Learning Survey"

Appendix H

Notes from the OID Director's Retreat held on January 8, 2016

Appendix I

"Reimagining TA Training and UCLA" proposal by OID describing the plan for a comprehensive TA Training Program at UCLA

Appendix A: Executive Summary of the "Enhancing Student Success and Building Inclusive Classrooms at UCLA" Report

Executive Summary

The University of California Los Angeles (UCLA) faces a number of external pressures that require a renewed commitment to excellence and diversity in undergraduate education. For example, California Governor Brown has urged campuses to decrease the overall time-to-degree attainment and explore how undergraduates may complete the baccalaureate in three years. Businesses and government agencies also are calling for college graduates with skills to function in a more diverse workforce. In the wake of the Moreno Report, which was commissioned by Chancellor Gene Block and found faculty discrimination and bias in academic units, California Attorney General Harris has asked the campus to address the climate for diversity and disparities in completion rates for underrepresented groups within a specified time frame. In comparison with other national universities, UCLA has yet to adopt inclusive excellence initiatives that make use of many advances in teaching, student learning, and assessment. Further, UCLA needs to focus more efforts on transforming education in science, technology, engineering and math (STEM) fields to meet national goals (PCAST, 2012). If UCLA is committed to providing *all* students an equitable and inclusive learning experience in every discipline, it is important to address these issues, especially in light of increased undergraduate enrollments (~600-700) in the near future. At the request of Executive Vice Chancellor and Provost Scott Waugh, a working group was tasked to identify areas of attention where UCLA could start to make changes that would have an immediate impact on improving the success of all students in the classroom. This self-study report and its recommendations are a first step towards building inclusive classrooms so that each student has an equal opportunity to succeed at UCLA.

UCLA is characterized as one of the most selective public universities in the U.S., with a 20% acceptance rate. The mean high school grade point average (GPA) for first-year students entering in Fall 2014 was 4.3 and all demonstrate exemplary personal accomplishments and/or significant motivation to overcome obstacles. Suffice it to say that we have the most highly qualified and uniquely talented students we have had in the history of the University. The changing demography of the state and the unequal opportunity for high quality education in K-12 schools has created a context where the demographics of the California population, the UCLA undergraduate student body, and the faculty who teach them are highly discrepant. In particular, the UCLA faculty is majority male (65%) with only 11% underrepresented minorities (URMs), while the student body is 56% female with 24% URM. This discrepancy and underrepresentation exacerbates the impact of implicit biases[1] in the classroom based on racial/ethnic/gender/economic differences and the stereotype threat[2] experienced by students when they are in the minority in classroom settings. These potential problems can only be avoided by utilizing effective teaching practices now being implemented at major universities throughout the country.

This report of the working group has two main objectives, which focus on the teaching component of student success in the classroom. First, our goal was to identify obstacles that are

[1] *Implicit bias* "refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner." In the classroom, unconscious attitudes and stereotypes may affect an instructor's understanding of student behavior and result in an unfavorable assessment or disrespect. Stereotyping is more prevalent in environments where students are underrepresented (Staats et al. 2015)

[2] *Identity or stereotype threat* refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's identity group such as race, gender or socioeconomic status, which has been shown to affect achievement (Steele and Aronson, 1995).

hampering students' progress towards a bachelor's degree, with an emphasis on the achievement gap among groups of students, specifically URMs *versus* other students, students with Pell Grants *versus* non-Pell students, and between male and female students. Second, we were asked to make recommendations that could have early beneficial impacts on student success that could be directed to the EVC, deans, department chairs, and course instructors.

Given the size of the UCLA student body and that 81% of UCLA students had more than half their course schedules filled with large classes, we focused on courses with 50 or more students. To describe patterns of student success, we utilized the campus database of course grades to analyze grading patterns for the last two years for all course offerings with at least five URMs (N=2,689 courses). To gain more insight about departmental and course practices associated with those grading patterns, we conducted a short survey distributed to department chairs and faculty teaching those courses. Recent student and faculty surveys also were analyzed to further explore classroom experiences. Finally, to understand factors contributing to uneven student success, we met with selected groups with different perspectives: individuals working on intervention programs to enhance student success, academic advisors, and associate deans or deans' designees from every school or division.

There are several key assumptions of this report. First, courses are offered so that all students can learn, and UCLA is committed to offering a high quality educational experience with faculty who are outstanding educators and world-renowned scholars. Second, UCLA is a learning organization that can benefit from regular self-study as well as knowledge about the latest advances in teaching and learning. Carl Wieman (2015), recipient of the Nobel Prize in Physics, states "all the research in the past few decades has established strong correlations between the type of STEM teaching practices used and both the amount of student learning achieved and course completion rates. These correlations have been shown to hold across a large range of different instructors and institutions." In short, *high fail rates at UCLA in specific courses indicate low levels of student learning, which could be improved with more effective teaching practices*. The key findings follow:

- Overall fail rates: Despite the high achieving nature of our student body and faculty, UCLA has a large number of course offerings (34.2%) where 5% or more of the class receives a non-passing grade of a D or F. This finding is based on analyses of courses with enrollments of over 50 students offered during the last two academic years. In this group, many courses had No-Pass rates exceeding 10% and some as high as 35%. Analyses show that courses with high fail rates are distributed across upper and lower division courses, departments, and schools and divisions. Courses with particularly high fail rates deserve attention because they extend time to degree for many students and raise concerns about the effectiveness of teaching.
- In investigating disparities in the distribution of passing grades, we found that URM and Pell Grant recipients were more likely to receive a non-passing grade. However, multivariate analyses show that the strongest predictor of the URM failure rate in a course is the failure rate of non-URMs, indicating an issue with teaching and assessment practices that affect *all* students in a given classroom. The disparity in achievement between groups is particularly high in specific classes that are outliers compared with the campus norm, and is significantly higher in classes taught by non-ladder faculty versus ladder faculty, although this pattern varies across disciplines. While we identified courses of concern in specific units and campus-wide, there appear to be no systematic methods to monitor

student progress nor are there departmental strategies to address these courses and improve low levels of student learning.

- Findings from the chairs' questionnaire indicate professors and lecturers receive few incentives and limited opportunities to improve teaching methods and little feedback on effectiveness, except course evaluations or occasional peer-review. Graduate teaching assistants receive little preparation on how to teach their discussion sections or what to teach so that their efforts complement course goals. Compared with many other campuses, very few efforts are in effect to help course instructors become more aware of factors that have an impact on inclusive classroom environments, such as dealing with diversity in the classroom, implicit bias, stereotype threat, and micro-aggressions.
- The grading practices in courses were associated with disparities in failure rates between student comparison groups. The analysis of the patterns of grade assignments across the selected courses resulted in several clusters of different kinds of grade distributions. Some grading patterns were associated with smaller disparities between categories of students, but other grading patterns were associated with fewer A's and B's and more non-passing grades between: URM versus non-URM students, Pell Grant recipients versus non-Pell Grant recipients, and males versus females.
- Findings from the course surveys suggest that some faculty are grading according to criteria of concept mastery, which aligns grades to student learning, while at the other end of the continuum, faculty assign grades based on the class distribution (called norm-referenced grading or "grading on a curve"). It is this latter practice that is associated with the greatest disparities across groups in course performance.
- Campus-wide surveys offered further insight: There are significant group differences in whether students think course instructors were able to determine their level of understanding of course material, and less than half of all students felt that their contributions were valued in class. Males, non-URMs, and students in higher socioeconomic (SES) groups were more likely to report a higher comfort level with classroom climate than females, URM and low-income students. Asian and African Americans were least likely to feel that their contributions were valued in class, although they were somewhat more positive about the level of faculty concern for their progress. Faculty and student survey data also revealed different opinions regarding the level of classroom competition. Further research is necessary to understand variation in classroom climate in course offerings at UCLA, as current data reveal only general perceptions.

Many selective universities have achieved national recognition for their work in promoting teaching excellence and addressing diversity in the classroom as integral to their initiatives. For example, the Center for Research on Teaching and Learning (CRTL) at the University of Michigan is the source of the most widely used book on *Teaching Tips* in higher education. The CRTL trains instructors/faculty about diversity in the classroom and administers student evaluations that include questions about diversity. They encourage the use of a variety of effective teaching practices and promote the scholarship of teaching. UC Berkeley offers diversity coaching and consultations through its Multicultural Education Program in the division of Equity, Inclusion, and Diversity. Cornell University's Center for Teaching Excellence offers extensive online resources and tips for inclusive teaching strategies, attending to classroom climate, and improving students' active learning in large classes. The University of Wisconsin-Madison has integrated inclusive excellence goals in all of its academic and administrative units. It hosts online learning communities via the Center for the Integration of Research, Teaching and

Learning (CIRTL) that focuses on building a national network of faculty at 21 universities committed to advancing effective teaching practices for diverse learners. Moreover, many institutions are using advanced data analytics and dashboard systems to monitor student progress, identify "bottleneck" courses for supplemental instruction, and use technology to provide timely information to improve advising and advance students more quickly to degree completion. *UCLA should optimize use of technology and research on teaching to advance a comprehensive strategy for improving inclusive excellence in teaching and learning.*

RECOMMENDATIONS

Recommendation #1: Adopt a technology-supported dashboard system to monitor student progress, identify courses with high fail rates, and target responses to improve student success. At the current time, data are stored and show great potential to be mined for improving practice; however, it is not possible for deans, chairs, and course instructors or advisors to easily identify courses of concern where student performance is within the campus-wide range of performance or is an outlier with high fail rates. The campus should immediately adopt a data inquiry tool for deans and chairs that will be useful in identifying courses of concern within their units for review with respect to student progress, teaching quality, instructional and grading practices, discussion size, credit hours, instructor/teaching assistant (TA) preparedness, and other factors, to see whether improvements could be implemented to advance student success. Such a tool is intended to provide timely information needed within each unit for the dean or chair to assist faculty in improving student learning, and for advisors to advance students towards the finish line. An additional benefit of this tool is that it will provide initial evidence for exploring courses and disciplines where UCLA can focus its effort to improve the effectiveness of pedagogical approaches. Students could benefit from an advanced tool that provides accurate course information and advances academic planning. For example, before they register they could review course evaluations, number of times the course is offered each year, the proportion of majors that take the course, and estimate time-to-degree.

Recommendation #2: Create a campus-wide awareness of evidence-based pedagogy and implement effective pedagogy in undergraduate courses at UCLA. Evidence-based pedagogical practices are empirically linked with student success and completion. One of the current problems is that there is no repository of information on evidence-based teaching practices or ongoing discussions on what works to improve student learning, making it difficult to identify areas of faculty innovation in teaching and learning across campus. There are a variety of learner-centered approaches, backed by research, that can be incorporated in course design, implementation, and assessment that focus on improving the success of all students. For example, "backward design" aligns assignments and content, basing grades on goals/competencies set for student mastery and course objectives. Deans and department chairs should encourage faculty to document their teaching practices in review and promotion materials as an example of impact, make their teaching practices public in the same ways that scholarship is made public, and/or share how they advance student learning in the classroom.

Recommendation #3: Develop a campus-wide strategy to support faculty development and teaching assistant training for teaching in diverse classrooms. An inclusive education is one that is based on the principles of equity and inclusion of all students, differences are acknowledged as contributions in the classroom, and individuals are respected for their beliefs and cultural practices. To provide students an inclusive education, UCLA faculty must be made aware of those instructional practices that deter student success in ways that

disproportionately affect individuals who identify with traditionally underrepresented groups in higher education or who are beset by socioeconomic challenges that can differ from their peers who have never encountered these challenges. If diversity is a core value at UCLA then all faculty and instructors should learn how to create the optimal conditions for a dynamic, diverse learning environment. The EVC, Vice Provost/Dean for Undergraduate Education, Vice Chancellor for Equity, Diversity and Inclusion and academic deans need to mount a coordinated effort to develop an effective and sustained strategy for campus-wide diversity education and the adoption of inclusive excellence goals across all units.

Recommendation #4: Engage in a campus-wide dialogue about methods of student assessment and grading practices for effective student learning. The analyses of grading patterns in this report show the relationship between grading practices and student success and also reveal that certain grading patterns are associated with disparities across groups. Some of the patterns are consistent with a criterion-referenced grading practice where students achieve grades based on their mastery of course learning objectives. Other grading patterns are consistent with a practice where grades are assigned based on the normative class performance (i.e. class ranking and grade quotas). This latter approach is associated with higher fail rates and disparities across groups. One problem with the latter approach is that how a student earns a grade is not transparent; his/her grade depends on how the whole class has performed rather than what a student has learned. Developing a set of guidelines on best practices for grading could improve student success and level the playing field for all students. Faculty and department chairs should make grading practices transparent in all course syllabi and adopt grading and assessment practices that help students achieve course learning goals.

Recommendation #5: Explore further ways to enhance active learning in large classes and improve discussion and laboratory sections so that they also incorporate practices for inclusive education. We analyzed large classes to determine factors that contribute to student performance outcomes. While the overall model indicated that not all large classes were a problem, the separate models comparing student groups identified secondary section size as associated with higher No-Pass rates. More importantly, when we analyzed the factors associated with the achievement gap between URM and non-URM students or Pell Award recipients and non-recipients, course size was a significant factor in disparity ratios. Given the considerable number of classes with large enrollment, how we teach these courses will make a big difference in student learning. Through the questionnaires, we learned that many classes do not develop a pedagogical approach for discussion sections, that course instructors often do not meet with TA's, and that TA's lack critical training in effective and inclusive teaching methods. Further research should explore how lecture and discussion/laboratory material could be integrated to enhance student learning. Deans and chairs need to work together with faculty to assess problems associated with discussion or laboratory sections that also affect student success. Central teaching excellence initiatives should consistently deal with pedagogies for active learning and offer tips for instructors of large classes. The Chancellor's Office may need to provide additional resources for more teaching assistants or undergraduate learning assistants to assist active learning activities.

Recommendation #6: Improve accountability and recognition for good teaching. The Academic Senate should consider new approaches and policies to improve the assessment of teaching on campus, hold faculty and department chairs accountable for the quality of their courses in departmental reviews, and reward improvement as part of the academic personnel process.

One way to improve accountability is to develop new criteria for assessing teaching performance. Rather than rely on student and peer evaluations, both of which yield limited assessment of student learning[3], contributions toward teaching should include practices that result in desired student outcomes. For example, assessment of the relationship of learning objectives to the content of syllabi and concepts in examinations, papers or other assignments, as well as transparency of grading practices should be part of the evaluation system. Another example is the effective use of teaching observation protocols by trained individuals that are used widely elsewhere and are now being tested on campus and rather than unstructured observations by peers. The Academic Senate also should consider rewarding faculty who engage in activities to improve their teaching, scholarship on teaching, and mentoring activities to promote student success.

Recommendation #7: Advance a center for teaching excellence that will provide ongoing/coordinated professional development opportunities and resources to learn best practices in teaching and inclusive education. Timely and regular information should be provided to faculty to initiate the implementation of effective teaching techniques. This information could be delivered through online resources, workshops on campus, faculty learning communities focused on a technique or disciplinary advances in teaching, and symposia to learn best practices for inclusive education. Such practices include: aligning course assessments and learning activities with student learning objectives; interactive classrooms; practices to avoid implicit biases in teaching and to reduce stereotype threat among students; skills to handle micro-aggressions and conflict in the classroom; and development of transparent grading practices. The initial focus may be on recently hired assistant professors, lecturers, teaching assistants, and instructors of large gateway[4] courses or courses with high fail rates. The implementation for this recommendation will require collaboration between the EVC, deans and faculty to establish a vision of a center that can coordinate and disseminate resources, discipline-based activities, and ways to incentivize participation of faculty, non-tenure track instructors and teaching assistants.

The focus of this report is to identify areas for improving student success in the classroom, faculty teaching practices, and classroom climate. We assume that UCLA will continue to invest in student interventions that address issues confronted by first generation college students, especially those coming from secondary schools where the quality of education and availability of advanced courses are less than what is offered at enriched, high-performing secondary schools. We also assume that academic advisors will continue to strive to ensure that students have the appropriate background and prerequisites for the courses and majors they select, and we encourage further efforts to improve the effectiveness of advising to enhance student success. However, this study did not fully address this area. We hope this report will be widely shared and that the campus uses these findings and recommendations to stimulate campus-wide discussion and exchange among deans, chairs, Academic Senate members, and class instructors.

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[3] Clayton's (2009) meta-analysis reports that the correlation between measures of student learning and student course evaluations has decreased over recent years and is very low. Peer evaluations have been quite variable, and unsystematic in implementation within and across units and divisions and are not linked with student performance at UCLA. Nor do these forms of evaluation of teaching quality provide information on inclusive teaching practices.

[4] A ***gateway course*** is defined as a course that is used as a prerequisite for a major that must be passed before a student can continue to meet the requirements for a major. Any gateway course with a high fail rate can hamper progress towards degree because students who do not pass the course must retake it before they can continue in major. If a student switches majors, then students often have to take new prerequisites.

Appendix B: “Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers”

WILLIAM E. KIRWAN
CENTER *for* ACADEMIC INNOVATION

Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers

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Background

Academic change is the term being used increasingly to describe universities' efforts to improve student success by creating optimally effective learning environments that simultaneously increase access, affordability, and quality of higher education for all those who want a postsecondary degree. Institutions are starting to see the vast potential of hybrid classrooms, shared courseware initiatives, open educational resources, competency-based education, learning analytics, and adaptive learning environments and they are seeking ways to scale and sustain these innovations.

Among the positive outcomes from these change efforts have been two interesting developments. First, there appears to be an increasing number of institutions that are reconstituting their "faculty development centers" and/or "centers for teaching and learning" to help lead their organizations in transforming and advancing student success through academic innovation and improved support for students and faculty. The second recent development has been what appears to be a sharp increase in the number of senior administrative positions in academic affairs being created over the last 2-3 years to lead their institution's academic change initiatives. These individuals hold titles such as *Assistant Provost Office of Academic Innovation, Vice Provost for Innovation in Learning and Student Success*, or *Associate Provost for Learning Initiatives* and are often filled by faculty leaders who have emerged as "change agents" among their colleagues. In some cases, they are managing a complex combination of instructional design and technology staff, faculty development centers, and data analytics units. And, while these individuals may be experts in innovative pedagogies supported by emerging technologies, many seem to be less well versed in the integration of these technologies or the organizational change theories and change management approaches that will be necessary to make innovations scalable and sustainable within their institutions. Individuals filling these newly constituted positions are seeking support networks and professional development opportunities.

It seems we may be observing the emergence of a new, interdisciplinary "innovation infrastructure" within higher education administration. However, little is known beyond anecdotal information about how these changes are being implemented.

Purpose

The purpose of the Leading Academic Change project was, therefore, to begin exploring this trend using a 3-pronged approach:

- bring together a cross-section of academic innovation leaders to begin the conversation around academic change leadership during a 2-day **Leading Academic Change Summit**;
- conduct **Interviews with Innovative Teaching and Learning Centers** to learn more about how their centers are functioning and where changes are occurring; and
- based on our findings from the Summit and our interviews, design a **National Survey of Campus Centers for Teaching and Learning** to explore the larger landscape.

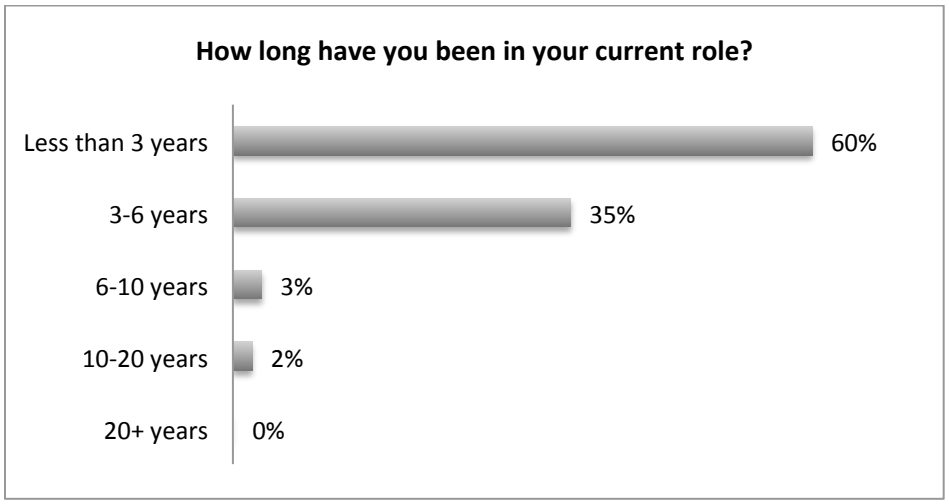
Leading Academic Change Summit

With support from the Bill and Melinda Gates Foundation, the University System of Maryland's Center for Academic Innovation hosted the inaugural *Leading Academic Change Summit* on December 2nd and

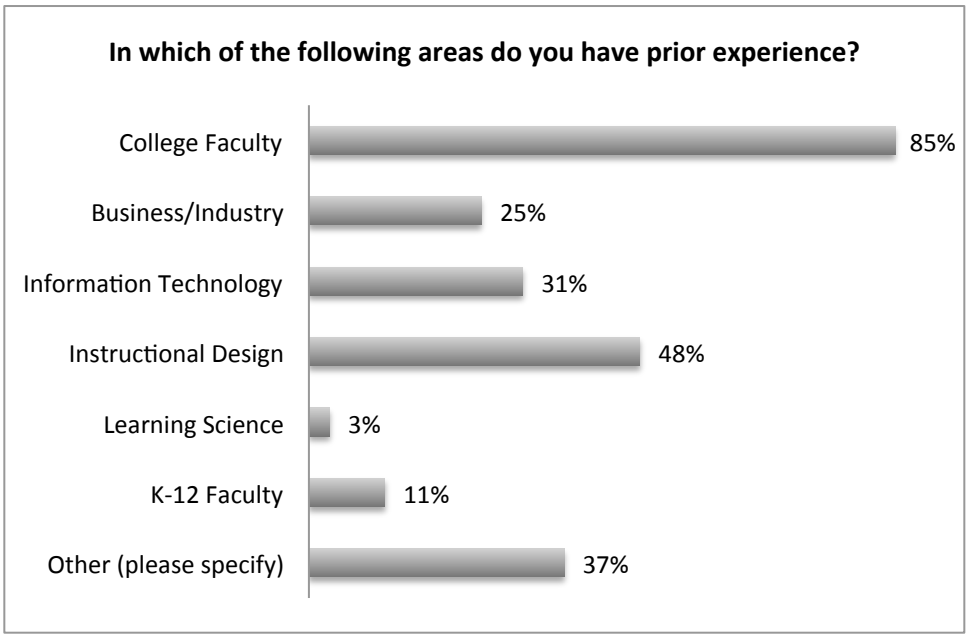
3rd, 2014. The Summit brought together more than 60 academic innovation leaders, representing 2- and 4-year public and private colleges, universities, and systems as well as other guests from ACE, APLU, EDUCAUSE, Ithaka S+R, NASH, and NASPA. Invitees were selected based on the knowledge and experience of the project directors in consultation with other experts both at the USM Center for Academic Innovation and the Bill and Melinda Gates Foundation.

The highly interactive 2-day conference was a rare and exciting opportunity for this diverse group of higher education leaders to engage in discussions around how academic transformation efforts are unfolding on their campuses, explore common challenges, and identify promising practices. Among the learnings from the Summit discussions and the pre-/post-conference surveys were:

Almost all of the participants (94%) have been in their position 6 years or less and more than half (59%) for 3 years or less.

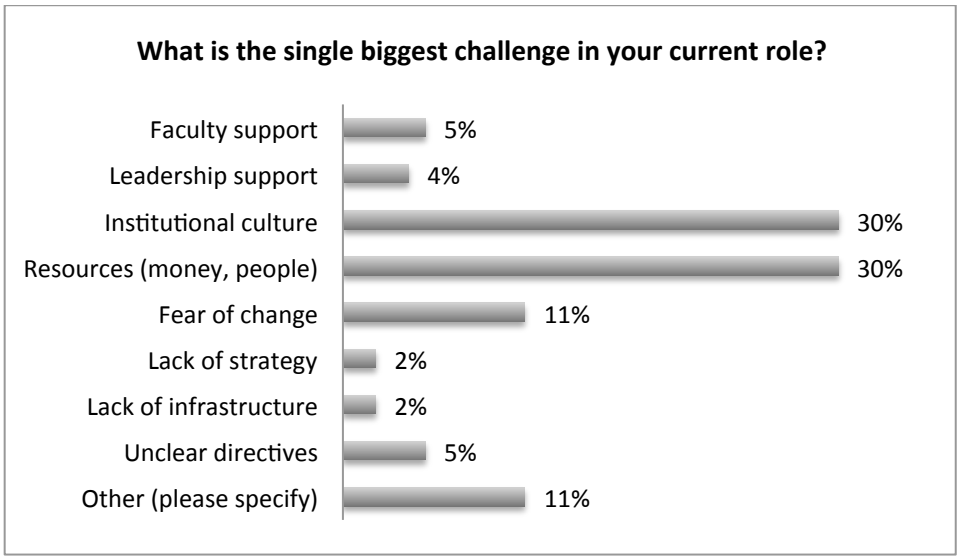


Most (85%) have college/university faculty experience.



More than three quarters (78%) report to the Provost/Academic Affairs VP (as compared with IT/CIO, chancellor/president, or student affairs).

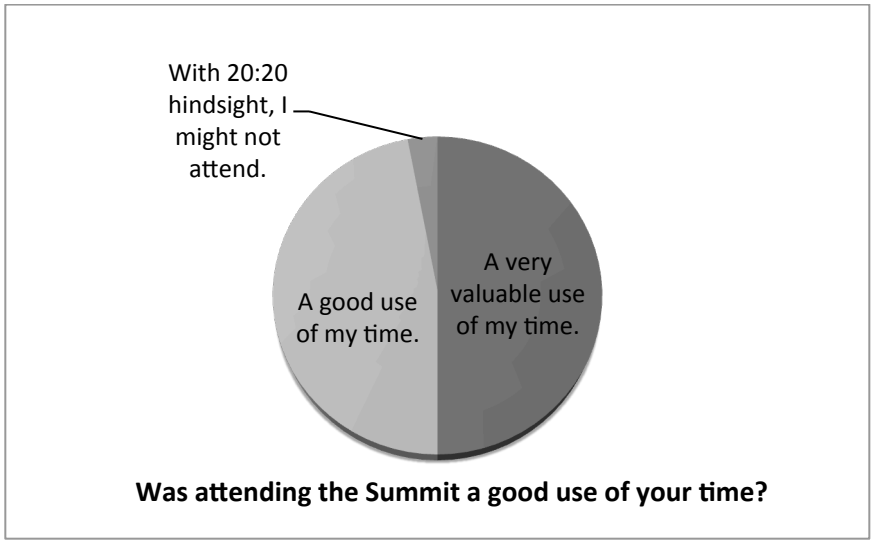
Navigating "institutional culture" is among the biggest challenges these leaders' encounter (equal to "lack of resources").



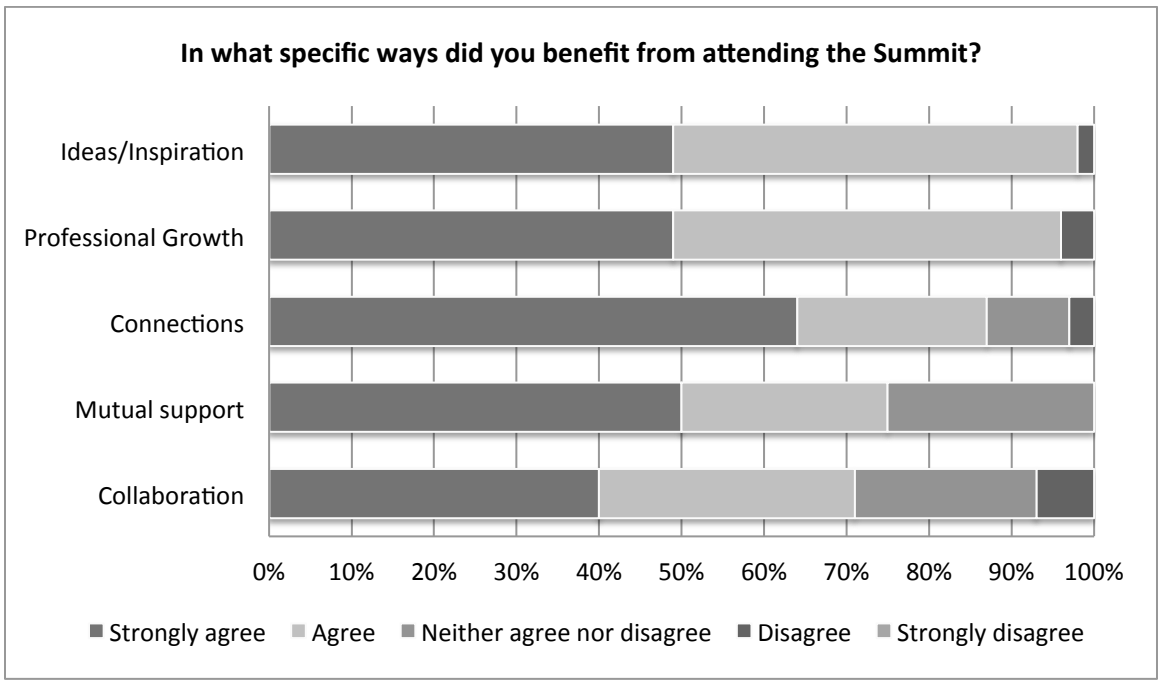
They are eager to learn more about theories and strategies for faculty engagement, boundary spanning, and organizational/cultural change. The top 3 reasons for attending the Summit (all 97% agreed or strongly agreed) were:

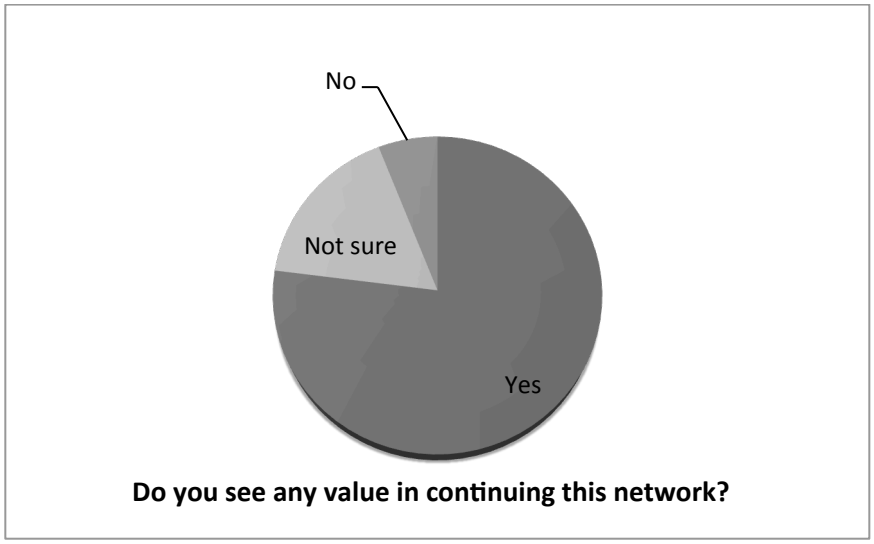
- Seeking ideas or inspiration to help them in their job.
- Advancing their thinking about leading academic change at their institution.
- Making/strengthening bonds with people who will help them do their jobs.

Ninety-seven percent of participants reported they thought the Summit was a good use of their time, and 50% of those stated that it was, in fact, a "much more valuable use of my time than what I probably would have done otherwise."



When asked about the specific ways they felt they benefited from the Summit, participants' top responses included making connections and mutual support.





Much of the conversation at the Summit seemed to confirm that these academic change leaders are eager to have interactions with colleagues for networking, inspiration, and collaboration, but existing networks and membership organizations are not sufficiently addressing their needs. Participants also confirmed the need for a new network in their survey responses, with nearly 77% confirming that there would be value in developing this new network.

Overall, Summit participants left energized and with a new sense of focus. Additionally, there continues to be interaction and communication among the attendees including the formation of at least one northeast regional group that is exploring collaborations around faculty teaching and learning innovation grants.

Interviews with Innovative Teaching and Learning Centers

Also as part of the project, in October 2014 we engaged the services of Cynthia Jennings of The Black Bear Group to conduct in-depth interviews with a total of 17 particularly innovative academic transformation leaders to talk about the evolution of the teaching and learning centers at their institutions. The interview protocol and the list of targeted institutions were derived by the project directors in consultation with Ms. Jennings and experts at the USM's Center for Academic Innovation and the Gates Foundation. Interviewees included representatives from a variety of institution types, including public and private, 2-year and 4-year, research intensive and liberal arts, as well as one public higher education state system. Interviews were conducted between November 2014 and early January 2015.

Key Findings

Revisioning and Reorganizing:

What used to be "centers for teaching and learning" are taking on much broader responsibilities and roles across campus, necessitating revisioning and reorganization. While the models institutions pursue still vary quite a bit, some themes do seem to be emerging from these particularly innovative efforts.

For example, Stanford, the University of Maryland, and Purdue University have all recently completely reorganized and moved several functions –including their teaching and learning center– under a new Vice Provost for Teaching and Learning or similarly named position. Similarly, UT-Austin recently merged the university's Continuing and Innovative Education unit into the Center for Teaching and Learning, creating a new kind of campus infrastructure for teaching and learning that includes both on-campus and off-campus academic innovations. At the University of Georgia, these mergers are breaking down political and budgetary boundaries that have existed in the past and prevented the kinds of collaborations needed to truly impact teaching and learning.

Another traditional boundary that appears to be getting increasingly fuzzy is that between academic and student affairs. Many "pedagogy centers" are also beginning to look at topics like student health and well-being and other student success areas. In some cases, like LaGuardia Community College, we are seeing the total merger of academic affairs and student affairs under the Provost.

But as new organizational structures are emerging, sometimes boundaries can be difficult to establish and/or maintain. In some cases, boundaries are blurred because institutions have retained their "legacy" structures. For example, the University of Connecticut has retained their Institute for Teaching and Learning while also having recently started a Center for Excellence in Teaching and Learning. The former is serving largely as their instructional technology unit now. Similarly, Georgetown has both a Center for New Designs and Learning and Scholarship (CNDLS), which focuses on teaching and learning, and the recently created "Red House," which serves as an innovation incubator with a student success focus. These units along with the Center for Technology Innovation, the Center for Teaching Excellence, and the Center for Assessment Analytics and for Research are working in close collaboration to assure that they are all part of the conversation.

Collaboratives:

In fact, regardless of the organizational changes, most these efforts involve strong collaborations among various units on campus, including the library, instructional technology, facilities, and the like. Purdue's

center, for example, works very collaboratively, assigning "teams" to work with faculty on course transformation under their IMPACT program. American University also draws heavily upon collaborations with student affairs in programming on diversity and inclusion and their open educational resource initiatives.

Because most academic change units are in the tricky position of not being able to dictate change from the top down, several of these centers are exploring a "shared services model." UT-Austin's center, for example, works hard to "empower and facilitate structure" rather than impose strategies. In their center redesign, UT-Austin has made substantial changes aimed at giving resources directly to the leading faculty innovators on campus, essentially "deputizing" these leaders through the Provost's Teaching Fellows program.

Student Involvement:

As the focus shifts from faculty success to thinking more about student success, many of these centers are involving students more directly in the work. For example, LaGuardia Community College actually employs students to help train the faculty. Stanford also works very closely with students. In fact, under the Stanford center's umbrella are also student learning resources, the tutoring programs, the academic skills and coaching programs, the student resilience programs, and graduate teaching development.

Technology's Role:

Technology is often not the leading focus of most of these efforts, but rather viewed as a tool to potentially help achieve desired outcomes. UT-Austin, for example, has created an Associate Vice Provost for Learning Sciences position that oversees a Learning Sciences group that includes faculty developers, digital content developers, technologists, and a unified learning analytics infrastructure. Duke's center, which is the only one among the 17 that reports up through the library, works very hard to take faculty who come in wanting to test a new technology and get them thinking, instead, about transforming their course. This is also true for Carnegie Mellon's Eberly Center, which grounds any technical solutions in the desired learning outcomes.

National Survey of Campus Centers for Teaching and Learning

In November 2014 we engaged the services of Kenneth C. Green of The Campus Computing Project to work with us on the distribution and statistical analysis of the *first known* national survey of campus teaching and learning centers. Survey items were designed and developed from our preliminary findings from the Summit and the interviews. We also sought the help of a variety of higher education experts from POD, the USM Center for Academic Innovation, and other experts at the Gates Foundation including Anne Keehn (grantor), Senior Fellow for Technology and Innovation and part of the Postsecondary Success Team, as well as Rahim Rajan and Greg Ratliff, both Senior Program Officers, Postsecondary Success, and Jason Palmer, Deputy Director, Postsecondary Success. See Appendix 7 for the entire survey with data tables.

Given that there is no definitive "list" of U.S. higher education teaching and learning centers and/or their directors, we decided to employ an "open survey" approach. We invited those center directors we did know to respond while, at the same time, circulating the survey to the memberships of various technology-and-pedagogy-oriented higher education professional organizations with a request to

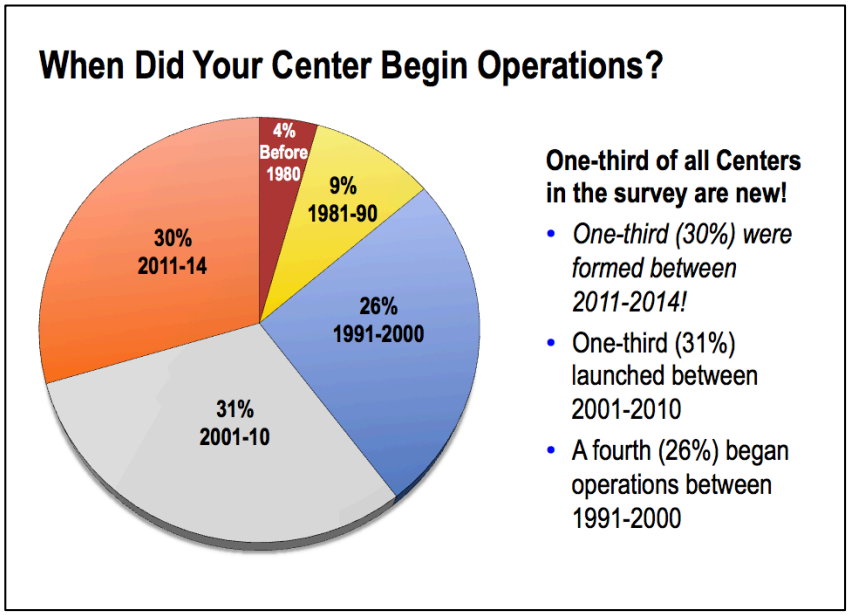
participate or to pass on the link to an appropriate respondent. These open requests for participation went to various listservs at EDUCAUSE (the CIO, ELI, Blending Learning, Small Colleges, and Community Colleges lists), the Online Learning Consortium (OLC), the Council on Libraries and Information Resources (CLIR), and other professional organizations. We also received support from POD, NISOD, and the TLT Group to promote the survey with their members.

The survey was distributed in January 2015. In total, 163 center heads/directors responded, fairly evenly distributed among public/private, 4- and 2-year, research and comprehensive. While we were pleased with the participation level and the diversity of institutions represented given the difficulty in locating the centers and their directors, there are over 4000 colleges and universities in the U.S. and many more than 163 are likely to have teaching and learning centers. The findings reported below should, therefore, be considered to be illustrative, but not definitive.

Key Findings

Center Launch:

Many of these centers are new. One-third (30%) were formed between 2011-2014 with a second third (31%) having launched between 2001-2010.



Director Background and Status:

Three-fifths (58%) of the center directors who responded have experience as teaching faculty and two-thirds (64%) are holding some type of academic appointment while also serving as center director.

Center Leadership:

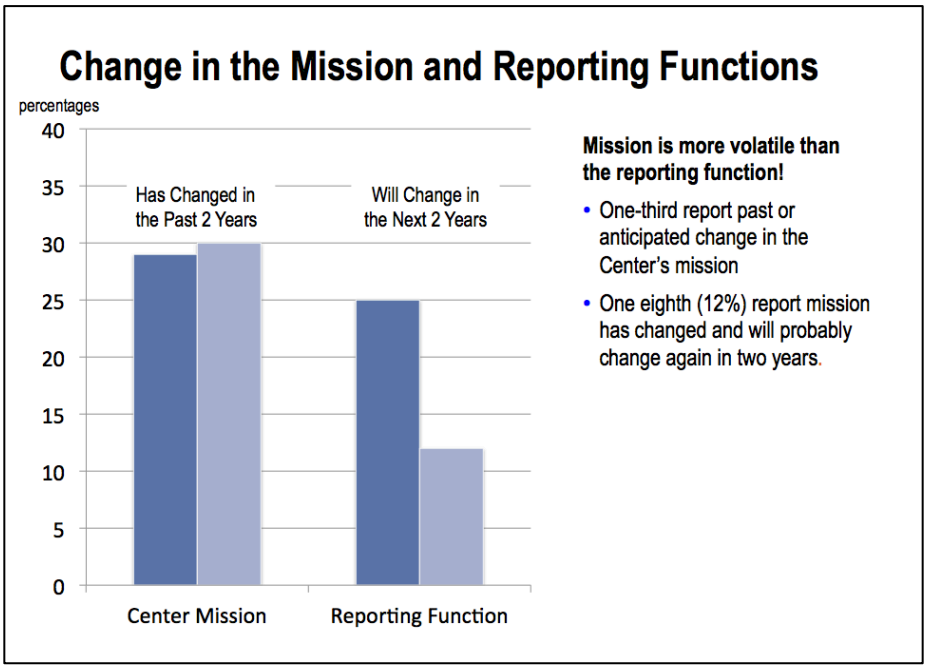
Most center directors have academic backgrounds and many also still retain faculty status (full-time or part-time). Three-fifths (58%) of the respondents have backgrounds as teaching faculty and two thirds (64%) have some type of academic appointment.

Center Reporting Function:

Most centers (81%) report up through the Provost or Academic Affairs Office. The remainder report to the CIO (6%), the library (2%) or "other" units such as a special learning or innovation office (10%).

Changing Mission and Reporting Functions:

Most of the centers have recently experienced a change in mission, with almost 60% of the center director respondents reporting either that their center's mission has changed in the past 2 years or is likely to change within the next 2 years. Similarly, more than one-third of the responding centers have either recently undergone a reporting function change or anticipate one within the next two years.



Number of Centers on Campus:

Nearly half of all respondents reported their campuses have two or more similar centers supporting the institution's instructional mission.

Budgets and Staff:

While the majority of respondents indicated their budget has experienced little or no change over the last 2 years, the good news is that only one-fifth have experienced budget cuts and a third benefited from budget increases. However, there are big variations within sectors, with public institutions' centers generally seeing less modest budget growth than their private counterparts. Perhaps not surprisingly, larger universities have larger compliments of center staff than smaller institutions (approximately 10 as compared to 3-5) and also make greater use of student workers.

Center Budgets

A/Y 2014-15	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Mean	$522,507	1,116,854	355,708	267,605	1,097,148	129,194	71,086
Median	$137,000	650,000	100,00	65,000	700,00	65,000	35,000
Budget Increase or Decrease Over the Past Two Years							
+ 8% or more	15	8	7	9	30	29	15
+ 3-7%	17	27	17	13	5	9	15
+/- 2%	51	51	52	48	55	48	60
- 3-7%	9	3	14	17	5	11	5
- 8% or more	9	11	10	13	5	7	5

Center Budgets

- Big variations within sectors
- Budget may not include personnel costs

Budget Trends

- Majority report little or no change
- Variations by sector regarding gains
- A third benefited from budget increases
- A fifth experienced budget cuts

Professional Personnel and Staff

Average Headcount	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Professional Staff	6.4	10.6	4.1	3.5	9.4	7.2	2.2
Faculty Fellows	2.4	4.2	1.8	2.6	3.7	1.2	0.8
Admin Support Staff	2.3	2.3	1.2	1.7	3.2	4.6	0.8
Students Assisting Prof Staff	5.5	9.4	3.3	0.2	12.3	2.0	7.1
Students Assisting Adm. Staff	1.2	3	0.8	0.5	2.8	1.1	0.7

Center Staffing Affected by Campus Size and Mission

- Universities have larger staff than other sectors, and also make greater use of student workers

Center Priorities:

Center directors who responded indicated that their primary foci are on faculty engagement with students, course design/redesign (online/hybrid and face-to-face), and leveraging instructional/learning platforms for instruction. Other technologies and approaches such as adaptive, analytics, open educational resources, courseware, e-portfolios, competency-based learning, and badging were all rated as far lower priorities. This finding may also be reflected in the responding center directors' surprisingly low awareness or familiarity with third-party digital content providers.

Current Priority of the Center's Activities and Initiatives

Scale: 1=low priority 7=high priority *percentages*	Low Priority (1-2)	Medium Priority (3-4-5)	High Priority (6-7)
Faculty engagement with students (high impact practices)	3	17	81
Course / program development or redesign for on-campus courses	9	34	57
Course / program development or redesign for blended / hybrid courses	12	37	51
Leveraging Cloud platforms for instruction (LMS, learning platforms)	24	30	46
Course / program development or redesign for fully online courses	25	34	42
Classroom / learning spaces design	25	41	34
Adaptive learning technologies	38	43	19
Learner / learning analytics	30	53	17
Improving academic advising	46	37	17
Use of ePortfolios	37	48	15
Competency-based learning	50	38	13
Assessment of prior learning	33	54	13
Open Educational Resources (OER)	40	48	12
Use of third-party digital courseware	44	44	11
Digital textbooks and course materials	41	50	9
Gaming and simulations	53	44	4
Digital Badging	67	30	3

High Priority

- Faculty engagement with Students
- Course design for on-campus, hybrid courses & online courses
- Leveraging cloud platforms

Low Priority

- Adaptive technologies, advising, learning analytics
- OER, Digital curricular resources, Competency-based learning, Badging

Usage:

According to the center directors, pre-tenured, full-time faculty are the primary users of these centers. While lower numbers of engagement for tenured and part-time faculty may not be particularly surprising, it is disappointing to see that respondents reported very little use by graduate and undergraduate students. When asked what disciplines tend to make more use of the center, respondents indicated the highest levels of engagement come from the social sciences, STEM fields, and health sciences. The least engaged disciplines are business and education. Also, according to the responses, it seems the primary uses that faculty are making of the center resources and services are professional development for teaching and instructional design help.

Best Estimate of Who Uses the Center's Resources

percentages	ALL Institutions	Not App.
Full-time Faculty	38	3
Part-time Faculty	24	13
Academic Staff	15	33
Graduate Students	20	52
Undergrads	18	63

Full-time Faculty Are the Primary Users

- Highest numbers for full-time faculty
- Low numbers for part-time faculty not surprising
- Surprisingly low numbers for graduate students
- Little undergraduate activity (function of mission and marketing?).

Effectiveness and Impact:

Given faculty usage it is, perhaps, not surprising that the directors rate "improving teaching skills" and providing course redesign support as the most effective services their centers offer. When asked about their center's impact, the directors indicated they thought they were having a modest positive impact on learning transformation and student success. When asked about the one thing their center could do better, the responses included engagement beyond full-time pretenure faculty, communication about services, and use of assessment (both to assess faculty progress and to assess the Center's work).

Perspectives on the Center's Impact

percentage who agree/strongly agree

The Center serves as an effective catalyst for a significant learning transformation in teaching and learning	71
The Center serves as a positive catalyst for modest improvements in teaching and learning.	92
The Center touches a large group of faculty and serves them well	61
The Center touches only a small group of faculty but serves them well	54
The Center serves as an effective catalyst for a significant transformation in overall student success.	45
The Center serves as a positive catalyst for a modest improvement in overall student success.	70
The Center's activities and services are well known and widely respected on campus	81

Good but not great impact on

- Learning transformation
- Student success

Outreach Strategies:

Directors are using a variety of strategies to encourage use of center resources –everything from financial and course release incentives to changes in promotion and tenure policies. Among those strategies rated most effective were departmental outreach and financial incentives. Least effective were efforts to promote learning science research (evidence), funding to present at pedagogy conferences, and providing professional accreditation support to the program.

Outreach Strategies to Encourage Faculty to Use the Center's Resources and Services

Scale: 1=not effective 7=very effective *percentages*	Not Effective (1-2)	Medium Effective (3-4-5)	Very Effective (6-7)
Outreach to division and department chairs	11	56	33
Financial incentives to individual faculty	8	62	31
Support to present at teaching / pedagogical conferences	16	65	20
Support with accreditation requirements of professional programs	13	70	17
Course release time for faculty during the academic year	10	78	13
Use of learning science research to improve student learning	19	68	13
Changes to promotion and tenure policies that encourage teaching innovation	10	80	10
Financial incentives to academic programs / departments	8	86	7
Embedding support staff in academic units	10	83	7
Course release time for faculty during the summer months	10	84	6

Very Effective
- Outreach to dept. chairs
- Financial incentives

Not Effective
- Promoting learning science
- Conference support
- Accreditation requirements

This was the first known attempt to do a broad survey of teaching and learning center directors and we received a good deal of positive feedback from respondents for making this effort to reach out to them and learn more about their experiences. Overall, the survey results demonstrate the clear need to engage faculty in the work of academic innovation and illustrate some of the difficulties involved in doing so. The findings suggest the importance of supporting these teaching and learning center directors' efforts through stronger engagement with academic department as well as better messaging from the Provost around the importance of these centers as a key strategy to promote innovation. Additionally, training for center directors in how to manage change and affect organizational culture was among the top responses participants volunteered when asked "what key issues did we miss in the survey?"

Summary and Conclusion

There was a surprising amount of consistency in the data that we collected across this three-pronged project, all of which does seem to point to the emergence of a new, interdisciplinary innovation infrastructure within higher education administration. Overwhelmingly, this transformation is most apparent within Academic Affairs units, which may mark a shift in thinking about the role academic affairs can and should play in institutional efforts to increase effectiveness and affordability, particularly in relation to student success. And, increasingly, these efforts are taking on a highly collaborative tone, busting traditional higher education silos in order to progress and, in some cases, even bringing multiple units together under one "umbrella" position.

Centers for teaching and learning are clearly evolving at the same time, often providing the underlying structure necessary to support academic change more broadly. These centers' missions are shifting from a reactive "faculty development" focus to a more proactive "teaching and learning transformation" focus. Student success, not just faculty success, is now a priority for most. And, as part of this mission shift, these centers' responsibilities are expanding to include program and curricular redesign, "next generation digital learning," assessment and analytics, facilities and use of instructional space, as well as advising and other student success initiatives.

Given their background and expertise, the individuals charged with leading academic change appear to be respected if, perhaps, somewhat isolated advocates. Their biggest challenge is changing the institutional culture, but they may not be particularly well trained for the task or well supported in that role. In addition to lacking the evidence they need to demonstrate benefits to faculty for innovations, they face the continuing challenge of building strong alliances with academic departments.

This is a time of transformational and, perhaps, disruptive change in higher education. Public and private colleges and universities increasingly face calls for more transparent accountability, evidence of return on investment, and creative solutions to difficult problems including budget constraints, rising costs, and stagnant completion rates. Additionally, the changing character of our students in terms of their preparation, prior experiences, motivation, culture, age, and expectations of our institutions challenges us to seek new pedagogical models that capitalize on recent findings from the learning sciences as well as the capabilities of emerging technologies. As a result of these pressures, our higher education institutions are responding by creating a new, interdisciplinary "innovation infrastructure."

This project has taken the first steps to shed some light on how these organizational changes are being implemented and who these new academic innovation leaders are. But clearly there is more work to be done to support these leaders' efforts to affect change within their institutions.

Appendix 01: Leading Academic Change Summit Participating Institutions

Institution	Type
American University	Private, R1
Arizona State University	Public
Austin Peay State University	Public, comp
Bowie State University (USM)	Public, HBU
Broward College	2-year
California Institute of Technology	Public
California State University System	Public, system
Capella University	Private, online
Carnegie Mellon University	Private, R1
Central New Mexico Community College	2-year
Chattanooga State Community College	2-year
City Colleges of Chicago	2-year
College of New Jersey	Public, comp
Coppin State University (USM)	Public, HBU
Cornell University	Private, R1
CUNY	Public
Dartmouth	Private, R1
Duke University	Private, R1
Eckerd College	Private
Essex County College	2-year
Florida Virtual Campus	Public
Frostburg State University (USM)	Public, comp
Gateway Technical College (WI)	2-year
George Mason University	Public
George Washington University	Private
Georgetown University	Private, R1
Georgia State University	Public
Guilford Technical Community College	2-year
Guttman Community College	2-year
Howard Community College (MD)	2-year

Institution	Type
Kentucky Community and Technical College System (KCTCS)	2-year
LaGuardia Community College, CUNY	2-year
Lake Area Technical Institute	2-year
Massachusetts Institute of Technology	Private
Miami Dade Community College	2-year
Minnesota State Colleges and Universities	Public
Montana University System	Public
Montgomery County Community College (PA)	2-year
Ocean County College	2-year
Penn State	Public, R1
Portland State University	Public
Purdue University	Public, R1
Richard Stockton College of New Jersey	Public, comp
Rio Salado College	2-year, online
Salisbury State University (USM)	Public, comp
San Francisco State University	Public
Santa Barbara City College	2-year
Shippensburg University	Public, comp
Sinclair Community College	2-year
St Petersburg College	Public
Stanford Universty	Private, R1
Stony Brook University	Public, comp
SUNY Empire State College	Public
SUNY Office of the Provost	Public, system
Tennessee Board of Regents	Public, system
The University of Texas System	Public, system
Tidewater Community College	2-year

Institution	Type
Tidewater Community College (VA)	2-year
Towson University	Public, comp
Universities at Shady Grove (USM)	Public, reg cntr
University of Arkansas System	Public, system
University of Baltimore (USM)	Public, comp
University of California at Davis	Public
University of California Los Angeles	Public
University of Central Florida	Public
University of Central Oklahoma	Public
University of Connecticut	Public, R1
University of Florida	Public, R1
University of Georgia	Public, R1
University of Maryland, Baltimore (USM)	Public, R1
University of Maryland, Baltimore County (USM)	Public, R1
University of Maryland, College Park	Public, R1
University of Maryland, Eastern Shore (USM)	Public, HBU
University of Maryland, University College (USM)	Public, online
University of Massachusetts, Boston	Public

Institution	Type
University of Michigan	Public, R1
University of Michigan, CRLT	Public
University of North Carolina System	Public, system
University of Notre Dame	Private
University of Southern California	Public, R1
University of Texas at Arlington	Public
University of Texas at Austin	Public, R1
University of Texas System	Public, system
University of the Pacific	Private
University of West Florida	Public, comp
University of Wisconsin System	Public, system
University of Wisconsin-Extension's Continuing Education	Public, R1
University System of Georgia	Public, system
University System of Hawaii	Public
University System of MD Hagerstown (USM)	Public, reg cntr
Utah System of Higher Education	Public
Vanderbilt University	Private, R1
Virginia Tech	Public, R1
Walla Walla Community College	2-year
West Virginia University	Public, R1
Western Governor's University	Private

Appendix 02: Evolution of T&L Centers -- Interview Protocol

Our hypotheses:

There is an increasing number of institutions that are reconstituting their Faculty Development Centers and/or Centers for Teaching & Learning to help lead their organizations in transforming and advancing student success through improved teaching and learning.

The changes appear to include the following:

1. Infrastructure reorganization that takes these centers out of library and/or IT focused units of the institution and moves them into academic affairs and under the supervision of the Provost.
2. Efforts to move long-time, well-respected faculty into administrative/ leadership roles within these Centers and/or within the Provost's office to oversee these Centers (along with other direct reports such as instructional technology and learner analytics).
3. Tighter alignment and collaboration with what used to be called "student success" programs and initiatives in Student Affairs.
4. A new leadership role has been created and reports to the Provost and/or President

Questions:

1. What is the name of your Center/Institute? Your official title? Who do you report to?
2. Where is your Center/Institute housed within the overall organizational structure? In academic affairs? Information technology?
3. When was your Center/Institute created?
4. What is the background of your Center's director? Academic/Faculty? Staff? (If not talking to Center director, get name and title).
5. How would you gauge the level of faculty participation in the programs/services offered by the Center?
    a. What sorts of strategies do you use to encourage different faculty to engage with the Center's programs/services so that you're not always just "preaching to the choir?"
    b. What do you perceive are the barriers or levers for increasing faculty use of the Center/Institute?
6. To what extent does your Center collaborate with the other units on campus that are critical to its mission? (So, for example, if Center is housed in IT to what extent does it collaborate with academic affairs and vice versa?)
7. If you had to pick one thing (program, approach, strategy) that stands out for you as being particularly innovative about your Center/Institute, what would it be?
8. In what ways, if any, has the mission/focus of the Center's efforts changed over the last few years?
9. On a scale of 1-5 (with 1 being "not at all a priority" and 5 being "top priority"), what are the sorts of initiatives that your Center/Institute is focusing on right now:

a. Course/program redesign
b. Competency-based learning
c. Learner/learning analytics
d. Open Educational Resources
e. Adaptive learning
f. Faculty engagement with students (high-impact practices)
g. Badging
h. Prior learning assessment
i. Use of e-portfolios
j. Other?

10. To what extent have you seen other institutions shift the focus/mission of their faculty development/T&L centers and how?
11. Has your budget increased over the years? Staff size increased/decreased?
12. Are there Centers that you consider exemplars? Who have changed their model (s) of support for Faculty and Students in teaching & learning?
13. What conferences do you attend for knowledge and professional development in your Center leadership role?
14. If there were to be a National Summit and/or a network of your peers, would you find this valuable to attend/join? If so, why?
15. Is there someone else you think we should be talking with to get the answers to these questions?

Appendix 03: Evolution of T&L Centers Interview Participating Centers

1) American University, Center for Teaching, Research, and Learning
2) Carnegie Mellon University, Eberly Center for Teaching Excellence
3) Dartmouth College, Center for the Advancement of Learning
4) Duke University, Center for Instructional Technology
5) Franklin and Marshall College, The F&M Faculty Center
6) Georgetown University, Center for New Designs in Learning and Scholarship
7) LaGuardia Community College, LaGuardia Center for Teaching and Learning
8) Purdue University, Center for Instructional Excellence
9) Stanford University, Center for Teaching and Learning / Teaching Commons
10) Towson University, Office of Academic Innovation
11) Vanderbilt University, Vanderbilt Institute for Digital Learning
12) West Virginia University, Teaching and Learning Commons
13) University of Connecticut, Center for Excellence in Teaching and Learning
14) University of Georgia, Center for Teaching and Learning
15) University of Maryland College Park, Teaching and Learning Transformation Center
16) University of Texas - Austin, Center for Teaching and Learning
17) University of Texas System, Institute for Transformative Learning

Appendix 04: Survey Data Tables

See next page.

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Number of respondents	171*	39	30	26	20	30	20	5
Q1: What is the name of your college or university? *(open ended response)*								
Q2. My Institution has a Campus Center for Teaching and Learning, Professional Development, or Academic Transformation that supports faculty and students in using educational technologies and innovative practices for teaching and learning. *(percentages)*								
Yes	99	100	100	96	100	100	100	80
No	1	0	0	4	0	0	0	20
Don't know								
Q3. Are you the head or director (senior officer) of the Center? *(percentages)*								
No	4	3	0	12	0	3	0	40
Yes	96	97	100	88	100	97	100	60
The data presented below are for only the head or director of a campus Center.								
Q4: Reporting structure for the institution's Center: To what office does the Center report?								
Academic Affairs / Provost	81	76	66	87	90	86	90	67
Information Technology / CIO	6	11	10	0	5	7	0	0
Library	2	0	3	4	5	0	0	33
Student Affairs	0	0	0	0	0	0	0	0
Other	10	13	21	9	0	7	10	0
Q5: When did the Center begin operations (year)?								
1961 - 1980	4	13	3	0	0	0	5	0
1981 - 1990	9	16	7	25	11	0	0	0
1991 - 2000	26	32	34	15	42	14	15	0
2001 - 2010	31	24	34	30	32	41	25	33
2011 - present	30	16	21	30	16	45	55	67
Q6: Is your Center the only such unit on the campus or others that offer similar instructional support and professional development services?								
This Center is the only such unit on campus	45	26	48	70	40	45	50	100
This Center is the primary unit for these resources and services, but there are others, often linked to academic programs or other campus units.	48	66	45	26	55	48	45	0
This Center is one of several similar units on campus, but none is the primary campus center for these services.	6	8	7	4	5	7	5	0
Don't know	1	0	0	0	0	0	0	0
Q7: As the Center head or director, do you also have another institutional appointment?								
No: No other institutional title	21	26	31	22	25	21	0	0
Yes: I have a regular (tenure-track) faculty appointment	43	39	41	30	40	45	70	0
Yes: I have an appointment as adjunct or affiliate faculty	21	29	14	22	25	21	10	33
Yes: I have another staff / administrative appointment in addition to the position of Center director	15	5	14	26	10	14	20	67
Q8: As the Center head or director, which description below characterizes your background?								
Teaching faculty	58	39	62	52	55	66	90	33
Research faculty	7	8	3	0	20	7	5	0
Staff / administration	28	37	28	39	25	21	5	67
Other	7	16	7	9	0	7	0	0
Q9: Has the mission for the Center changed in the past two years?								
No, the mission has not changed	71	70	62	70	65	79	75	100
Yes, the mission has changed	29	30	38	30	35	21	25	0
Q10: Will the mission for the Center change in the next two years?								
No	70	61	69	74	60	79	85	33
Yes	30	39	31	26	40	21	15	67
Calculated: **percentage of Center directors who report that the Center mission *has changed* in the past two yeae that also expect the mission *will change* again in the next two years.**	12	16	17	9	25	7	0	--
Q11: Have the organizational reporting arrangements for the Center changed in the past two years?								
No	75	82	72	70	70	76	80	67
Yes	25	18	28	30	30	24	20	33
Q12: Will the organizational reporting arrangements for the Center change in the next two years?								
No	88	89	83	96	90	83	95	100
Yes	12	11	17	4	10	17	5	0
Calculated: **percentage of Center directors who indicate that the Center reporting function *has changed* in the past two years who also expect the reporting function *will change* again in the next two years.**	3	0	7	0	5	4	0	--

* *Note:* 171 institutions completed the online questionnaire, including just one public baccalaureate college. The data for that one public BA institution are not presented separately in these data tables.

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Q13: Annual Center Budget for Academic Year 2014-15								
Average budget	$ 522,507	$ 1,116,854	$ 355,708	$ 276,605	$ 1,097,148	$ 129,194	$ 71,086	$ 60,010
Median budget	$ 137,000	$ 650,000	$ 100,000	$ 65,000	$ 700,000	$ 65,000	$ 35,000	$ 60,000
Q14: How has the operating budget for the Center changed over the past two years?								
Significant increase: up 8 percent or more	15	8	7	9	30	29	15	0
Modest increase: up 3-7 percent	17	27	17	13	5	7	15	67
Little change: plus or minus 2 percent	51	51	52	48	55	46	60	33
Modest decrease: down 3-7 percent	9	3	14	17	5	11	5	0
Significant decrease: down 8 percent or more	9	11	10	13	5	7	5	0
Q15. Average head-count of key groups of personnel at the Center (number)								
Professional staff who provide services to faculty / students	6.4	10.6	4.1	3.5	9.4	7.2	2.2	2.0
Faculty fellows	2.4	4.2	1.8	2.6	3.7	1.2	0.8	3.0
Administrative support staff	2.3	2.3	1.2	1.7	3.2	4.6	0.8	0.7
Student workers (including graduate students) who support / assist the activities of the professional staff	5.5	9.4	3.3	0.2	12.3	2.0	7.1	0.0
Student workers who support / assist administrative staff	1.2	1.8	0.8	0.5	2.8	1.1	0.7	0.3
Q16. Best estimate of the proportion (%) of the institution's faculty and students who made use of the Center's resources and services during the fall term, 2014?								
Full-time faculty	38	38	38	49	28	38	38	12
not applicable to my center	3	3	10	0	0	0	0	0
Part-time faculty	24	24	31	24	25	17	19	24
not applicable to my center	13	13	10	0	15	10	35	0
Academic staff	15	13	22	18	16	11	11	2
not applicable to my center	33	29	35	26	20	38	45	33
Graduate students	20	22	21	0	24	14	5	3
not applicable to my center	52	5	59	78	30	66	95	67
Undergraduates	18	15	21	9	37	11	26	5
not applicable to my center	63	61	66	65	65	55	65	67
Q17. How would you characterize the current priority of the following initiatives and activities for your Center?								
mean scores (scale: 1=low priority; 7=high priorty)								
Course / program development or redesign for on-campus courses	5.4	5.5	5.4	4.9	5.8	5.3	5.4	4.7
Course / program development or redesign for blended / hybrid courses	5.1	5.4	5.2	5.3	5.5	5.4	3.4	6.3
Course / program development or redesign for fully online courses	4.5	4.7	5.2	5.4	4.4	4.3	2.2	6.3
Competency-based learning	3.1	3.6	2.8	3.5	3.1	3.0	2.4	3.7
Adaptive learning technologies	3.4	4.0	3.4	3.9	2.8	3.1	3.4	2.0
Use of third-party digital courseware	3.1	3.1	2.8	3.3	3.2	3.5	2.9	4.3
Digital textbooks and course materials	3.1	3.4	3.1	4.0	2.6	3.0	2.5	4.7
Learner / learning analytics	3.7	4.2	3.6	4.0	3.7	3.6	3.3	3.7
Open Educational Resources (OER)	3.2	3.1	3.4	4.1	3.2	3.0	2.8	2.0
Faculty engagement with students (high impact practices)	6.2	6.3	6.3	6.2	6.3	6.4	6.1	5.7
Digital Badging	2.2	2.6	2.4	2.6	1.9	2.0	1.5	1.7
Assessment of prior learning	3.4	3.3	3.0	3.1	3.3	3.9	4.0	2.0
Use of ePortfolios	3.4	3.3	3.3	3.1	3.4	3.8	3.2	3.7
Gaming and simulations	2.7	3.1	2.5	2.7	2.9	2.7	2.4	2.0
Leveraging Cloud platforms for instruction,(LMS, learning platforms, etc.)	4.6	4.2	4.8	4.8	4.9	5.6	3.5	5.0
Classroom / learning spaces design	4.3	4.6	4.1	4.1	4.9	4.3	3.6	5.0
Improving academic advising	3.2	3.0	2.5	3.1	2.4	3.9	4.2	4.7
percent reporting low priority (score of 1 or 2)								
Course / program development or redesign for on-campus courses	9	5	10	13	0	14	15	0
Course / program development or redesign for blended / hybrid courses	12	5	17	9	5	7	35	0
Course / program development or redesign for fully online courses	25	16	21	4	20	25	75	0
Competency-based learning	50	39	59	35	55	50	68	33
Adaptive learning technologies	38	22	38	22	58	50	42	67
Use of third-party digital courseware	44	44	52	39	47	33	50	33
Digital textbooks and course materials	41	31	41	22	55	46	60	0
Learner / learning analytics	30	19	35	26	25	31	45	33
Open Educational Resources (OER)	40	38	31	32	45	43	50	67
Faculty engagement with students (high impact practices)	3	3	3	0	0	3	5	0
Digital Badging	67	58	62	55	75	75	84	67
Assessment of prior learning	33	36	41	39	25	25	20	67
Use of ePortfolios	37	39	35	50	40	32	32	33
Gaming and simulations	53	41	66	57	35	54	58	100
Leveraging Cloud platforms for instruction, (LMS, learning platforms)	24	30	21	22	15	12	45	0
Classroom / learning spaces design	25	22	32	17	10	29	40	0
Improving academic advising	46	54	59	55	47	36	25	0
percent reporting high priority (score of 6 or 7)								
Course / program development or redesign for on-campus courses	57	68	55	39	60	57	65	0
Course / program development or redesign for blended / hybrid courses	51	57	59	48	60	54	20	67
Course / program development or redesign for fully online courses	42	38	66	48	40	36	15	67
Competency-based learning	13	17	10	17	10	11	11	0
Adaptive learning technologies	19	28	21	17	11	7	32	0
Use of third-party digital courseware	11	14	10	4	5	15	10	67
Digital textbooks and course materials	9	11	10	22	5	4	0	33
Learner / learning analytics	12	22	17	17	15	14	15	33

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percent reporting high priority (score of 6 or 7) continued								
Open Educational Resources (OER)	12	11	10	32	15	4	5	0
Faculty engagement with students (high impact practices)	81	84	83	78	75	86	75	67
Digital Badging	3	8	3	5	0	0	0	0
Assessment of prior learning	13	17	7	9	5	21	15	0
Use of ePortfolios	15	14	7	14	20	25	11	33
Gaming and simulations	4	14	3	0	0	0	0	0
Leveraging Cloud platforms for instruction,(LMS, learning platforms, etc.)	46	43	48	48	40	73	20	33
Classroom / learning spaces design	34	43	39	17	40	36	25	33
Improving academic advising	17	16	3	14	0	32	35	33
Q18: Which Center resources and services are most used by faculty?								
Mean score (scale: 1=least used; 7=most used)								
Instructional design services	5.2	5.4	5.3	5.5	5.1	4.9	4.5	5.3
Learning science research and support	3.7	3.8	3.9	2.6	3.7	4.2	4.1	3.3
Course / program development or redesign for on-campus courses	5.2	5.4	4.8	5.0	5.6	5.4	5.0	4.0
Course / program development or redesign for blended / hybrid courses	5.0	5.5	4.9	5.2	5.0	5.0	3.6	7.0
Course / program development or redesign for fully online courses	4.7	4.5	5.3	5.5	4.2	4.0	3.7	5.7
Media production (graphics, video, interactive simulations)	3.7	4.1	4.4	3.5	3.5	3.1	3.2	3.7
Teaching assistants	3.9	4.7	2.0	1.5	4.9	3.3	2.2	.
Evaluation support for courses and programs	4.3	4.8	4.7	3.5	4.1	4.9	3.6	3.0
Library support	3.2	2.4	3.2	3.4	3.6	3.5	3.3	3.0
Professional development	6.0	5.9	6.2	6.4	5.6	6.0	5.8	5.3
Opportunity to experiment with new technology resources	5.2	4.9	5.3	5.2	5.4	5.0	5.4	6.0
Improving teaching skills	6.1	6.3	5.9	5.9	6.5	6.0	6.5	5.7
Percent Reporting Least Used Center services (scale score of 1 or 2)								
Instructional design services	8	5	10	4	5	11	16	0
Learning science research and support	24	18	17	48	35	14	20	33
Course / program development or redesign for on-campus courses	7	3	14	4	5	7	10	0
Course / program development or redesign for blended / hybrid courses	9	3	14	4	5	7	30	0
Course / program development or redesign for fully online courses	15	13	11	9	25	25	10	0
Media production (graphics, video, interactive simulations)	21	16	14	22	30	25	25	33
Teaching assistants	11	11	17	9	5	4	21	0
Evaluation support for courses and programs	14	18	4	26	15	4	16	33
Library support	18	26	10	17	15	14	20	33
Professional development	1	0	0	0	5	0	0	33
Opportunity to experiment with new technology resources	8	16	3	9	5	7	5	0
Improving teaching skills	3	3	4	4	0	3	0	0
Percent Reporting Most Used Center Services (scale score of 6 or 7)								
Instructional design services	41	45	48	48	30	43	26	33
Learning science research and support	15	8	21	9	20	18	20	0
Course / program development or redesign for on-campus courses	47	54	35	44	55	57	40	33
Course / program development or redesign for blended / hybrid courses	43	57	41	48	50	32	15	100
Course / program development or redesign for fully online courses	37	34	54	61	30	29	5	67
Media production (graphics, video, interactive simulations)	14	21	24	9	15	0	10	0
Teaching assistants	9	26	0	0	20	0	0	0
Evaluation support for courses and programs	22	42	25	4	15	29	0	0
Library support	6	0	7	4	10	7	10	0
Professional development	71	68	76	78	60	72	65	67
Opportunity to experiment with new technology resources	46	42	48	52	50	39	45	67
Improving teaching skills	76	90	68	65	84	69	80	67
Q19: How would you rate the effectiveness of the resources and services your Center provides to faculty?								
Mean score (scale: 1=not effective; 7=very effective)								
Instructional design services	5.6	5.9	6.1	5.7	5.5	5.2	4.9	5.3
Learning science research and support	4.3	4.7	4.6	3.6	4.4	4.4	4.0	3.7
Course / program development or redesign for on-campus courses	5.6	5.9	5.3	5.6	5.6	5.6	5.2	5.7
Course / program development or redesign for blended / hybrid courses	5.2	5.6	5.4	5.7	5.3	4.8	4.1	6.3
Course / program development or redesign for fully online courses	5.2	5.0	6.0	5.7	4.8	4.8	4.3	6.0
Media production (graphics, video, interactive simulations)	4.5	4.9	5.0	4.1	4.6	3.4	4.0	5.7
Teaching assistants	4.8	5.4	3.2	.	5.4	4.0	3.2	.
Evaluation support for courses and programs	4.8	5.4	4.5	3.9	5.5	4.9	4.5	3.3
Library support	4.0	3.5	3.6	4.3	4.4	4.3	3.7	6.0
Professional development	5.7	5.7	5.9	6.0	6.1	5.5	5.3	5.0
Opportunity to experiment with new technology resources	5.2	5.2	5.2	5.3	5.6	5.1	5.2	5.7
Improving teaching skills	5.9	6.1	5.8	5.7	6.1	5.9	5.7	4.3
Percent Reporting Not Effective Resource/Service (scale score 1 or 2)								
Instructional design services	3	0	0	0	5	4	10	0
Learning science research and support	16	11	11	26	32	7	20	0
Course / program development or redesign for on-campus courses	3	0	4	0	10	4	5	0
Course / program development or redesign for blended / hybrid courses	4	0	0	0	10	4	10	0
Course / program development or redesign for fully online courses	8	11	4	4	15	8	5	0
Media production (graphics, video, interactive simulations)	12	8	11	17	10	19	5	0
Teaching assistants	5	6	7	0	5	4	10	0
Evaluation support for courses and programs	8	6	11	14	0	8	10	33
Library support	9	11	7	9	10	8	10	0
Professional development	1	0	0	0	5	4	0	0
Opportunity to experiment with new technology resources	8	11	4	13	5	7	5	0
Improving teaching skills	3	0	4	0	5	4	0	33

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Percent Reporting Very Effective Center Resource/Service (scale score 6 or 7)								
Instructional design services	51	56	63	52	45	48	35	67
Learning science research and support	26	25	33	9	42	29	20	0
Course / program development or redesign for on-campus courses	61	67	54	61	75	67	45	67
Course / program development or redesign for blended / hybrid courses	46	58	43	57	60	41	5	100
Course / program development or redesign for fully online courses	40	42	57	61	35	31	5	67
Media production (graphics, video, interactive simulations)	23	31	33	30	15	8	10	67
Teaching assistants	12	37	0	0	30	0	0	0
Evaluation support for courses and programs	31	56	21	5	40	31	25	0
Library support	10	6	7	17	15	8	10	33
Professional development	61	60	64	70	75	57	42	33
Opportunity to experiment with new technology resources	44	42	32	61	60	48	30	33
Improving teaching skills	69	80	71	57	84	67	55	33
Q20: Strategies the institution uses to encourage faculty across all disciplines and ranks to use the Center's programs and services?								
Percent not applicable								
Financial incentives to individual faculty	29	32	21	44	25	30	20	33
Financial incentives to academic programs / departments	73	61	76	73	85	75	75	67
Course release time for faculty during the academic year	57	53	62	44	60	68	60	0
Course release time for faculty during the summer months	70	64	71	57	75	71	95	33
Changes to promotion and tenure policies that encourage teaching innovation	49	49	48	57	55	45	50	0
Embedding support staff in academic units	68	51	83	65	55	82	80	33
Use of learning science research to improve student learning	22	14	21	30	15	29	30	0
Support to present at teaching / pedagogical conferences	20	17	29	5	20	24	20	0
Support with accreditation requirements of professional programs	39	38	43	22	25	43	58	67
Outreach to division and department chairs	8	14	4	0	10	14	5	0
Percent reporting not effective outreach strategies (scale score 1 or 2)								
Financial incentives to individual faculty	8	5	7	9	10	11	5	0
Financial incentives to academic programs / departments	8	6	10	9	5	11	5	0
Course release time for faculty during the academic year	10	22	7	9	0	11	5	0
Course release time for faculty during the summer months	10	19	4	13	0	11	5	33
Changes to promotion and tenure policies that encourage teaching innovation	10	19	7	4	10	7	10	0
Embedding support staff in academic units	10	14	10	13	0	7	15	0
Use of learning science research to improve student learning	19	11	21	22	20	21	20	33
Support to present at teaching / pedagogical conferences	16	19	4	27	15	21	10	0
Support with accreditation requirements of professional programs	13	19	7	26	5	14	5	0
Outreach to division and department chairs	11	3	11	9	15	11	16	33
Percent reporting very effective outreach strategies (scale score 6 or 7)								
Financial incentives to individual faculty	31	43	31	22	25	22	35	33
Financial incentives to academic programs / departments	7	19	10	0	0	4	0	0
Course release time for faculty during the academic year	13	11	10	13	10	11	20	33
Course release time for faculty during the summer months	6	11	7	9	0	7	0	0
Changes to promotion and tenure policies that encourage teaching innovation	10	5	10	9	5	21	5	33
Embedding support staff in academic units	7	14	0	4	15	7	0	0
Use of learning science research to improve student learning	13	16	11	13	15	11	10	0
Support to present at teaching / pedagogical conferences	20	14	18	27	30	17	20	0
Support with accreditation requirements of professional programs	17	19	21	13	20	18	11	0
Outreach to division and department chairs	33	35	32	44	40	29	21	33
Q21: How would you assess the level of engagement of various faculty groups with the programs / services offered by your Center?								
Mean score (scale: 1=low engagement; 7=high engagement)								
Faculty, in general	4.7	4.7	4.7	4.5	4.8	4.8	4.7	4.3
Tenured faculty	4.3	4.3	4.0	4.3	4.5	4.5	4.1	5.0
Pretenured faculty	5.3	5.1	5.6	5.3	5.1	5.4	5.6	6.0
Part-time faculty	3.7	3.5	4.0	4.3	3.9	3.4	3.1	5.0
Faculty in the Arts & Humanities	4.6	4.8	4.7	4.5	4.2	4.7	4.5	5.5
Faculty in Business / Management	3.8	3.6	4.0	4.0	3.6	3.8	3.6	6.0
Faculty in Education	3.8	3.8	3.3	4.0	3.2	4.5	3.4	5.5
Faculty in the Health Sciences	4.9	5.1	5.2	4.8	4.8	4.7	4.6	5.0
Faculty in the Sciences / STEM fields	4.7	5.0	4.3	4.5	5.2	4.6	4.7	4.0
Faculty in the Social Sciences	4.9	5.1	4.9	4.5	4.8	5.0	4.7	4.7
Percent reporting low engagement (scale score of 1 or 2)								
Faculty, in general	4	5	4	4	5	3	0	0
Tenured faculty	11	14	18	9	5	11	10	0
Pretenured faculty	1	0	0	0	0	0	5	0
Part-time faculty	26	36	21	9	25	35	26	0
Faculty in the Arts & Humanities	10	6	11	4	15	21	0	0
Faculty in Business / Management	24	28	30	22	20	21	25	0
Faculty in Education	24	28	44	13	25	11	25	0
Faculty in the Health Sciences	6	3	4	9	5	14	0	0
Faculty in the Sciences / STEM fields	8	6	11	9	10	10	5	0
Faculty in the Social Sciences	4	0	4	9	5	4	0	33

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Percent reporting high engagement (scale score of 6 or 7)								
Faculty, in general	23	16	29	17	20	35	15	33
Tenured faculty	18	14	18	22	20	21	15	0
Pretenured faculty	43	31	54	30	40	50	60	33
Part-time faculty	15	11	14	17	20	17	5	33
Faculty in the Arts & Humanities	29	31	33	17	20	35	26	33
Faculty in Business / Management	16	8	22	17	5	18	15	67
Faculty in Education	17	14	22	13	0	29	10	33
Faculty in the Health Sciences	30	31	39	39	25	35	15	0
Faculty in the Sciences / STEM fields	32	37	15	30	50	35	25	0
Faculty in the Social Sciences	33	34	33	22	35	39	20	67
Q22: To what extent does your Center collaborate with other units at your institution?								
Percent not applicable								
Academic Affairs	1	0	0	0	0	0	0	0
Information Technology	1	0	0	0	0	0	0	0
The Library	1	0	0	0	0	0	5	33
Student academic support services	7	3	14	9	5	3	10	0
Academic advising	15	13	21	4	15	14	30	0
Developmental education	49	53	52	4	65	57	63	33
Student affairs	12	8	17	13	15	7	20	0
Institutional research	12	3	14	9	5	21	25	33
Academic programs in the Arts & Humanities	9	3	7	13	5	17	10	33
Academic programs in Business / Management	16	8	10	13	15	21	30	33
Academic programs in Education	21	3	14	39	25	24	32	33
Academic programs in the Health Sciences	24	14	21	13	30	17	53	67
Academic programs in the Sciences / STEM fields	8	3	7	13	0	14	5	33
Academic programs in the Social Sciences	9	3	7	13	5	17	10	0
Percent reporting no/little collaboration (scale score 1 or 2)								
Academic Affairs	4	0	0	9	0	7	5	33
Information Technology	4	0	7	0	5	7	5	0
The Library	8	8	14	4	5	11	5	0
Student academic support services	17	18	10	9	20	21	20	33
Academic advising	22	32	21	26	30	14	5	33
Developmental education	12	21	7	17	0	4	21	33
Student affairs	33	34	24	26	20	43	45	67
Institutional research	24	29	14	17	30	14	35	33
Academic programs in the Arts & Humanities	12	8	21	4	16	14	15	0
Academic programs in Business / Management	21	25	31	9	20	10	30	0
Academic programs in Education	20	22	39	9	20	7	26	0
Academic programs in the Health Sciences	11	11	14	9	10	10	11	0
Academic programs in the Sciences / STEM fields	8	5	14	4	5	7	15	0
Academic programs in the Social Sciences	11	8	17	13	5	3	15	33
Perecent reporting significant collaboration (scale score 6 or 7)								
Academic Affairs	73	84	79	70	75	61	70	0
Information Technology	70	79	66	87	80	64	55	0
The Library	44	37	55	44	55	41	37	33
Student academic support services	24	21	21	30	10	31	35	0
Academic advising	20	16	10	17	15	39	25	0
Developmental education	13	8	7	30	15	11	16	0
Student affairs	12	8	10	13	25	7	15	0
Institutional research	21	26	28	22	15	14	15	33
Academic programs in the Arts & Humanities	28	41	14	30	26	28	15	67
Academic programs in Business / Management	22	22	21	30	15	17	20	67
Academic programs in Education	19	17	11	22	20	31	11	33
Academic programs in the Health Sciences	29	32	10	44	40	28	21	33
Academic programs in the Sciences / STEM fields	35	46	14	39	55	31	25	33
Academic programs in the Social Sciences	26	31	14	30	25	28	20	67
Q23: As you think about the role, mission, and effectiveness of your Center, do you agree or disagree with the descriptions below about the impact of the Center's activities at your institution?								
Percent who agree/strongly agree								
The Center serves as an effective catalyst for a significant learning transformation in teaching and learning	71	73	62	70	85	68	70	67
Serves as a positive catalyst for modest improvements in teaching and learning.	92	89	97	91	90	90	95	100
The Center touches a large group of faculty and serves them well	61	71	52	36	80	69	55	33
The Center touches only a small group of faculty but serves them well	54	50	57	57	50	48	65	100
The Center serves as an effective catalyst for a significant transformation in overall student success.	45	56	33	52	42	43	40	33
The Center serves as a positive catalyst for a modest improvement in overall student success.	70	69	78	70	53	82	60	100
The Center's activities and services are well known and widely respected on campus	81	87	93	65	90	76	70	67

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Q24: Over the next 2 -3 years how important are the following issues at your institution (scale: 1=not important; 7=very important) *percent reporting very important (scale score 6 or 7)*								
Assisting faculty integrate technology into instruction	71	78	76	70	75	71	47	100
Developing / expanding our online education programs	57	61	64	83	40	54	26	100
Financing the replacement of aging hardware / software	31	33	24	35	35	32	32	33
Hiring / retaining qualified IT staff	34	38	28	36	35	36	28	33
Implementing / supporting mobile computing	39	36	35	52	35	36	37	100
Providing adequate user support	56	47	59	52	55	61	53	100
Upgrading / replacing the current campus Learning Mgmt System (LMS)	25	21	24	22	35	33	16	33
Supporting / managing BYOD (Bring Your Own Device)	31	42	25	36	15	29	35	33
Professional development of IT personnel (IT staff and senior IT officers)	22	22	17	35	25	18	17	0
Using / leveraging social media as a resouce for instruction	19	27	3	26	20	14	21	67
Leveraging IT resources and services to advance the student success/ student completion priorities of my institution	52	75	35	68	37	43	53	33
Q25: What one thing (program, service) does your Center do exceptionally well *(open ended response)*								
Q26: What one thing (program, service, etc.) must your Center need to do better? *(open ended response)*								
Q27: What don't we know to ask you about the activities of your Center? *(open ended response)*								
Q28: As the Center leader, what do you think are the key obstacles to using learning technologies and innovative practives for teaching and learning at your institution? *(open ended respose)*								
Q29: Below is a list of third-party digital content providers. Please check the ones that are familiar to you.								
Acrobatiq	6	13	3	0	10	3	0	0
Cerego	3	0	3	4	0	3	5	0
CogBooks	4	3	3	4	15	0	0	0
Educate Online	10	3	10	13	10	10	15	33
Flatworld Knowledge	31	32	31	48	35	28	20	0
Learning Objects	30	40	31	44	50	7	5	67
Lumen Learning	24	34	21	26	20	28	10	0
Muzzy Lane	1	3	0	0	0	0	0	0
Noodle	16	18	7	22	20	14	15	33
NovoEd	12	13	10	9	25	10	5	0
Rice University / OpenStax	22	24	14	44	30	21	5	0
Smart Sparrow	7	13	3	4	15	3	0	0
Stanford OLI	36	37	38	22	60	38	25	33
Other	11	21	10	4	5	14	5	0
Q30: As a Center head or director, which groups and organizations do you view as important for professional resources and for your own professional development and networks?								
EDUCAUSE	71	74	79	78	80	62	45	67
NISOD	9	0	0	61	0	0	5	0
OLC (formerly Sloan C)	42	47	62	52	30	38	10	67
POD Network	77	84	83	48	95	90	60	0
New Media Consortium (NMC)	25	26	24	35	45	14	5	67
Q31: Which description below best characterized your college or university? *(institutional typology)*								
Q32: Would you like to be notified when the survey summary is released? If yes, please provide your email address. *(almost all provided email addresses)*								
Q33: We would welcome any additional comments about this survey *(open ended response)*								

Appendix 05: Institutions Participating in Survey

Albion College
American University
Anderson University
Arizona Western College
Asian University for Women
Austin Community College
Azusa Pacific University

Bacone College
Barton College
Bates College
Bucknell University
Bucks County Community College

Cal Poly State University, San Luis Obispo
California Lutheran University
California State Polytechnic University, Pomona
Cambridge College
Case Western Reserve University
Chapman University
Cleveland State University
Colby College
County College of Morris
CUNY- Manhattan Community College
CUNY - School of Professional Studies

Dartmouth College
Davidson College
Dean College
Denison University
DePauw University
Des Moines University
Duke University

EAFIT University
Eastern Kentucky University
Edison Community College
Edison State Community College
Elon University

GateWay Community College
George Brown College
The George Washington University
Georgia Perimeter College
Georgia Regents University
Grand View University
Green Mountain College
Grinnell College

Heritage University
Hiroshima University
Howard University

Illinois Central College
Indiana university south bend
Iowa State University

James Madison University
Johns Hopkins University
Lake Forest College

Lee College
Lehigh University
Lincoln College

Marylhurst University
McGill University
Mesa Community College
Messiah College
Michigan Technological University
Middle Tennessee State University
Minneapolis Community and Technical College
Missouri State University
Molloy College
Montgomery College
Montgomery County Community College
Moraine Valley Community College
Morehead State University
Muhlenberg College

New York Institute of Technology

Niagara College of Applied Arts and Technologies
North Carolina A&T State University
North Central State College
Northeastern Illinois University
Northern Illinois University
Northern Michigan University
Northwestern Michigan College
Northwestern University

Oakland University
The Ohio State University
Otis College of Art and Design
Otterbein University

Pace University
Pacific Lutheran University
Park University
Philadelphia University
Phoenix College
Pine Technical & Community College
Providence College

Regent University
Rhode Island School of Design
Rhodes College
Rollins College

The Sage Colleges
Saint Louis University
Saint Mary's College of California
San Juan College
Scottsdale Community College
Seattle University
Southern Illinois University Carbondale
Southern Methodist University
Spelman College
Spelman College
St. Louis College of Pharmacy
SUNY- Buffalo State College
SUNY- College at Brockport
SUNY - Purchase College

Stevenson University
Stonehill College
Suffolk University

Temple University
Tennessee State University
Texas A&M University - Central Texas
Texas Tech University
Thomas Jefferson University
Trinity University
Tufts University

University of Alaska Anchorage
University of Arkansas
University of California, Irvine
University of California, Riverside
University of Central Arkansas
University of Central Florida
University of Cincinnati
University of Colorado, Boulder
University of Connecticut
University of Dayton
University of Georgia
University of Hawaii
University of the Incarnate Word
University of Maryland, Baltimore County (UMBC)
University of Massachusetts, Amherst
University of Michigan
University of Nebraska at Omaha
University of New Mexico
University of North Carolina, Asheville
University of North Florida
University of North Texas
University of Notre Dame
University of Pittsburgh
University of Pretoria (South Africa)
University of Puget Sound
University of Rhode Island
University of San Diego
University of the South
University of South Dakota
University of South Florida
The University of Texas at Brownsville
University of Trinidad & Tobago
University of Utah
University of Washington
University of West Florida
University of West Georgia
University of Wisconsin, Eau Claire
University of Wisconsin System
Utah Valley University

Valdosta State University
Valencia College
Vanderbilt University

Washington University in St. Louis
Weber State University
Western Carolina University
Western Washington University
Winona State University

Yale School of Management
Yale University

Appendix C: Table of Contents and Executive Summary from the "Online Education: A Catalyst for Higher Education Reforms" Report

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Historically, much of education research has focused on exploring the classroom as a context for learning, explaining the learning processes that occur in the classroom, and designing lessons that help students learn. The past decades have seen considerable research on the various social factors that affect learning; they have also seen increasing research into the effects of policy on educational attainment.

Often separately, advances in various fields of psychology, and now neuroscience, have allowed us to explain learning on several levels: an individual person, an individual brain, and increasingly an individual neuron. The research community is also exploring informal learning environments in much greater depth and has started to develop a variety of rigorous processes for learning design.

Despite this progress in a broad range of fields, conversations within the Online Education Policy Initiative have highlighted a need for further action in several important areas. Advances *within* the various fields of education are essential and should continue to be an important part of the agenda, but the transformative improvements necessary to meet the nation's pressing educational needs demand greater integration *across* fields.

It is imperative that this integration leverage the growing body of research that seeks to understand learning at the fundamental scientific level. Further, the field of education does not appear to have an integrated pipeline that promotes the transfer of concepts to reality. Online learning may be both an opportunity and a catalyst to achieve both these purposes.

Our findings target four areas: interdisciplinary collaboration, online educational technologies, the profession of the learning engineer, and institutional and organizational change. Focused attention in these areas could significantly advance our understanding of the opportunities and challenges in transforming education.

Recommendation 1: Increase Interdisciplinary Collaboration Across Fields of Research in Higher Education, Using an Integrated Research Agenda

First, we find that there is a pressing need in higher education for *deeper integration of research across the fields that impact learning*. In this report, we highlight a number of areas in which collaboration across fields has strengthened understanding of how learning works and helped improve design of effective learning experiences. These collaborations should be expanded and deepened for the future. In particular, there is a need and an opportunity to take advantage of the emerging convergence between what we term the outside-in approach (i.e., observing a system from the outside and making inferences about more detailed system functions) and the inside-out approach (i.e., starting with intrinsic explanations and building understanding outward) to learning research from across fields. Convergence of outside-in and inside-out research approaches has revolutionized fields such as biology and mechanics; we believe that education is on the brink of a similar revolution.

In recent years, the role of higher education in addressing broad socioeconomic challenges, such as income inequality and poverty, has frequently come to the forefront of public debate. Education is increasingly understood as a central enabler of societal advance. Development of a broad, integrated research agenda, we find, could help facilitate collaboration across research fields, focusing attention on how higher education might respond to specific societal challenges. In order to facilitate design of effective solutions, researchers from across the many fields related to education will need to work together—from the social scientists who study impact of education on social systems, to the researchers who explore pedagogical approaches and classroom structures, to the psychologists who study behavior and the neuroscientists who study learning processes in brains.

We find that these fields have been making important advances in recent years but have not been well integrated, so the opportunities for reforming the learning experience are not being fully realized. We recommend that government agencies (including NSF and the Department of Education), foundations, and institutions that support education research should encourage the development and execution of a coordinated research agenda. Many of these institutions have previously supported individual efforts to bridge the fields of educational scholarship, and they should continue to do so, but we are recommending an additional step. They should bring together leaders from multiple fields and advance-guard researchers at the boundaries of fields to agree upon problems and strategies for attacking them. A common research agenda that pulls in new findings from all fields of education and better integrates them could lead to powerful new insights. It would help build a community of versatile experts who can apply key findings to reform learning in online as well as classroom learning settings all across higher education.

Recommendation 2: Promote Online as an Important Facilitator in Higher Education

Second, we conclude that there are a number of significant and unique affordances provided by online education. These affordances allow for customization of learning, remote collaboration, just-in-time scenarios, continuous assessment and blended learning. They also importantly have the potential to support teachers, and to provide them with valuable insights into their students' learning.

We find digital technologies can play a significant role as an education enabler by providing a *dynamic digital scaffold*.

DIGITAL SCAFFOLDING

Online scaffolding enables "instrumented" learning. This helps make possible a number of promising additional learning approaches:

- Intersperse short videos with interpolated testing. This activates retrieval learning and mitigates mind-wandering. Most massive open online courses (MOOCs) already implement this strategy.
- Encourage recall of material learned a few days, weeks and even months ago. Spacing of practice is more conveniently implemented with online tools. Mix topics to encourage interleaving.
- Recall and highlight previously learned topics in the context of whole tasks. Steadily expand the scope of problems, enabling students to take on increasingly challenging tasks.
- Adapt to each learner's needs, revisiting topics where one struggles and adding materials or activities that address specific misconceptions another holds.

Additional digital scaffolding components which are effective in online and blended environments are discussed in the text. While online technologies are relatively young, we find they already show promise in providing learning support at a cognitive level.

We find that such scaffolding is already providing value in online learning. In particular, many online learning environments provide *spaced learning* to improve retention, which allows students and teachers to focus on applying that learning to challenging problems. Other online learning environments employ *game-based learning* which can contextualize abstract concepts, and provide data on student challenges back to the teacher.

We do not imply here that technology should or will replace teachers. In fact, we find that the evidence supports the intuitive sense that teachers are essential to learning in ways that a computer program can never be: by providing context and mentoring, and fostering reflection and discussion. We argue and recommend that new technologies should instead be used to support teachers and allow them to free up time from conveying content to focus on high-value in-person interactions with students. This approach aligns with the principles of *blended learning*, where technologies and teachers cooperate across online and in-person spaces. We find that blended learning can enhance learning, and requires reorganizing the learning experience to apply the different strengths of online and face-to-face learning.

Recommendation 3: Support the Expanding Profession of the "Learning Engineer"

Third, we recommend expanded use of *learning engineers* and greater support for this emerging profession. Improvements to the learning experience in higher education will not occur spontaneously. In our conception a "learning engineer" is a creative professional who helps build bridges between fields of education and develops additional infrastructure to help teachers teach and students learn. Learning engineers must integrate their knowledge of a discipline with broad understanding of advanced principles from across the fields of education. They must be familiar with state-of-the-art educational technologies, from commercial software to open-source tools, and skilled in the effective use of new online tools. Moreover they must be able to work with educators, both to create new learning experiences from scratch and to integrate new technologies and approaches into existing experiences, whether online or in-person or both.

We propose a new way to look at the design of learning experiences and their implementation which relies heavily on learning engineers to stimulate improvements at scale. This report explores a number of possible avenues for training and supporting the learning engineers needed to meet growing demand and to facilitate conversations across the fields of research in education. As they continuously work to translate the research literature into effective practice in local contexts, these learning engineers will by necessity integrate findings from different fields in their designs. We suggest that the development and deployment of a cadre of such learning engineers may be prerequisite to the wide introduction of the learning reforms suggested here.

Recommendation 4: Foster Institutional and Organizational Change in Higher Education to Implement These Reforms

Fourth, we discuss organizational approaches that have been applied to introduce transformation in other sectors and we discuss their potential applications in higher education. Reforms languish without an implementation model. In particular, we recommend the creation of ***thinking communities*** to continuously evaluate the kinds of education reforms proposed here, and the identification and development of ***change agents*** and ***role models*** in implementing these reforms. Here, we refer to change agents as groups of experts collaborating toward a common end, rather than just individual visionaries, and role models as successful groups and institutions that are willing to pilot new, thoughtfully designed approaches. But we must do so with the understanding that in legacy sectors like education change will not happen overnight.

We issue these four recommendations to stakeholders in higher education as a call to action.

Institutional leaders can foster change—embracing new learning processes online, in their classrooms, and elsewhere on campus or in their community; developing new organizational structures that serve a diverse population of students with a variety of professional educators including discipline-based education researchers and learning engineers as well as traditional faculty; recognizing, encouraging, and then rewarding interdisciplinary collaborations seeking to advance both the science and the practice of learning.

Legislators and government officials can show their support for educational innovation through strong budgets, novel program opportunities, and clear, forward-looking regulatory actions. They can help create a welcoming environment for interdisciplinary education research and for collaborative efforts to translate research into practice**.**

Legacy education companies can contribute experience in many areas, such as curricular design and delivery at scale and can accelerate the adoption of science-based learning practices.

Foundations and associations can convene, support, and disseminate, collectively representing networks of stakeholders with limited resources for direct participation.

Education researchers must come together and work together to make sure their scholarly gains are translated into real improvements for students, based on the best science and the most promising opportunities. Digital learning tools offer a dizzying array of opportunities for rapidly scaling best practices in many modes of higer education—residential and non-residential, purely online and blended. Researchers must guide the selection and development of these best practices if they are to help us bridge the gap between research and practice. They must move beyond their silos to work as a broad community, agree on terminology and ontology, map out overlaps and gaps, and recognize areas of discord. Then they can identify paths forward to a more equitable, more available, and more effective system of higher education drawing on best available tools and best available science.

Appendix D: 2013-2014 Academic Senate Review of OID

2013-2014 ACADEMIC SENATE PROGRAM REVIEW OF THE OFFICE OF INSTRUCTIONAL DEVELOPMENT

Internal Reviewers

Caroline A. Streeter, Review Team Chair, Undergraduate Council, Department of English
Alison Bailey, Graduate Council, Department of Education
Igor Pak, Undergraduate Council, Department of Mathematics

Date of Site Visit: December 4, 2013
Date of Report: April 11, 2014

Approved by the Graduate Council: June 13, 2014
Approved by the Undergraduate Council: June 6, 2014

Appendix I: Site Visit Schedule
Appendix II: Self-Review Report (The self-review report was previously distributed. If you need a hard copy, please contact the Academic Senate Office at extension 62959.)

2013-2014 Academic Senate Program Review of the Office of Instructional Development

1. Introduction and Overview

The Office of Instructional Development (OID) provides resources and services to assist UCLA's faculty in the improvement of curriculum and instruction at the university. The review team was constituted of internal members only: Caroline A. Streeter (Undergraduate Council, Department of English, Review Team Chair), Alison Bailey (Graduate Council, Department of Education) and Igor Pak (Undergraduate Council, Department of Mathematics). The review team was provided a comprehensive self-review, prepared by the Office of Instructional Development. We were also provided with memoranda from Executive Vice Chancellor and Provost Scott L. Waugh, Vice Provost and Dean for Graduate Education Robin L. Garrell, and Vice Provost and Dean for Undergraduate Education Patricia A. Turner, all commenting on the self-review and identifying potential areas of concern. The review team had a pre-site visit meeting on November 13, 2013, with Larry Loeher, Associate Vice Provost and Director of the Office of Instructional Development, along with his Assistant Cathie Gentile. Subsequently, a pre-review meeting was held with Vice Provost Turner. Following up on a suggestion made by Executive Vice Chancellor Waugh, prior to the site visit the review team met with Jim Davis, Vice Provost for Information Technology. Vice Provost Davis, was a member of the 2013 Special Programs Task Force, which produced "Recommendations on Summer Sessions, International Education Office, UCDC, ROTC and Online Education," That report was provided to the review team as an attachment to the issues statement from Executive Vice Chancellor Waugh.

The site visit took place on December 4, 2013. The day began with meetings with first, Vice Provost Turner and second, Director Loeher. The team then met with Professor Adrienne Lavine, chair of the Faculty Committee on Instructional Improvement Programs (Department of Mechanical and Aerospace Engineering) along with committee member Professor Jonathan Aurnou (Department of Earth and Space Sciences) and OID's Director of Education and Instructional Assessment Joanne Valli-Meredith. Subsequently, the team met with Dr. Jay Phelan of the Life Science Core Curriculum, Director of Educational Technology Systems Rob Rodgers, and Daniel Bustos, Manager of BruinCast services. The morning schedule ended with a meeting focusing on OID's Instructional Improvement Programs, with director Kumiko Haas, and OID's Teaching Assistant Training Program, with coordinator Kristen Glasgow (Department of History). Dr. Christopher Mott, member of the Collegium of University Teaching Fellows and Faculty Advisory Committee for the Department of English, attended this meeting. Also in attendance were several current and former teaching assistant consultants and a number of graduate students currently working as TAs.

Following lunch, the review team met one-on-one with Joanne Valli-Meredith, Director of Evaluation and Instructional Assessment, regarding OID's Evaluation of Instruction Program. Subsequently, we met with Michelle Lew, OID's Director of Teaching and Learning Technologies, Julie Austin, Director of the School of Engineering and Applied Sciences Computing Facility, and Nick Thompson, Computing Manager, Department of Math. This meeting focused on the Common Collaboration and Learning Environment (CCLE) and online instruction. Michelle Lew remained for the next meeting, during which we continued our

conversation about online instruction with Instructional Improvement Programs director Kumiko Haas and Professor Kathleen Bawn (Department of Political Science). Lastly, the team met with Mary Keipp, director of Community Based Learning, and assistant director Pam Schachter. Kumiko Haas attended that meeting. After a closed session, the team conducted its final meeting with Associate Vice Provost and Director Larry Loeher. We then proceeded to the exit meeting, attended by Director Loeher, Executive Vice Chancellor and Provost Scott Waugh, Vice Provost and Dean for Graduate Education Robin Garrell, Vice Provost and Dean for Undergraduate Education Patricia A. Turner, Graduate Council Chair Maite Zubiaurre, and Undergraduate Council Chair Leobardo Estrada.

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As Vice Provost Turner noted in our pre-review meeting, OID's self-review is largely a historical overview of the unit. She requested we query OID explicitly about their broader vision for undergraduate education at UCLA as the university moves forward into the 21st century. In their memoranda Vice Provost Garrell and Executive Vice Chancellor Waugh raised related questions regarding how OID conceptualizes future directions for pedagogy at UCLA. This concern is particularly important in the context of rapidly changing technologies and initiatives in online education. The 2013 Special Programs Task Force report (provided by Executive Vice Chancellor Waugh) also expressed the recommendation that OID weigh in on the strategic direction of instructional development at the university. In our pre-site visit meeting with Vice Provost Davis, he alerted us to the difference between strategy and tactic. Vice Provost Davis also discussed the need for more frequent communication between the Office of Instructional Development and the Office of Instructional Technology.

While conducting the review, the team was mindful of these concerns regarding strategy for the future.

Over the course of the site visit, it became clear to the team that OID is primarily a tactical unit. This was continually expressed in terms of philosophy and function. From the review team's perspective, OID's chief strength lies in devising plans and providing solutions in an immediate and relatively short-term fashion. Based on the evidence of OID's self-review, along with the review team's observations during the site visit, OID is not oriented toward, nor saw as its purview, the devising of long-term strategic goals.

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Our report benefited enormously from the extraordinary cooperation and assistance we received from all participants during the site visit. The review team would particularly like to thank Associate Vice Provost and Director Larry Loeher, Director of Instructional Improvement Programs Kumiko Haas, Director of Evaluation and Educational Assessment Joanne Valli-Meredith, Director of Teaching and Learning Technologies Michelle Lew, Director of Educational Technology Systems Rob Rodgers, and Coordinator of the Teaching Assistant Training Program Kristen Glasgow (Department of History).

OID functions much like an interlocking group of moveable parts. Staff members with specific purviews operate largely independently. The staff is comfortable with this environment. As one member said "OID is the core of neutrality and a good site of intersection." All expressed confidence in Director Larry Loeher's leadership.

At the same time, the lack of explicit oversight contributes to the fact that in many respects, OID functions as a loosely related collective. This orientation is not compatible with the imperative of planning for the future. The review team felt that as a first step toward this goal, OID should be asked to provide a clear description of the unit's current status in the sense of a "Big Picture." This is absent in the self-review. Although many OID staff members are excellent articulators of the larger picture of OID's role, there does not seem to be a unified articulation of mission. In addition, the team was concerned about the lack of job descriptions detailing the precise roles and responsibilities of staff members. Over the course of the site visit, it appeared to the team that key staff members have developed their positions over time in unique and individual ways. Whereas OID seems to run smoothly, the sudden departure of an individual would leave a significant gap that could, potentially, render transition quite difficult. This creates an underlying instability in the unit.

From the evidence of the site visit, OID is constituted of five major parts: 1) Instructional Improvement Programs, 2) Evaluation and Educational Assessment, 3) the Teaching Assistant Training Program, 4) Educational and Technology Systems, and 5) Teaching and Learning Technologies. A sixth part, Community-Based Learning, functions in a more satellite capacity, with OID as an institutional home.

The Office of Instructional Development's self-review details three significant programs implemented since their last review: the Center for Educational Assessment, BruinCast Media Capture and the Common Collaboration and Learning Environment (CCLE). These three programs will be addressed in their corresponding sections, with the Center for Educational Assessment included in 2) Evaluation and Assessment, BruinCast Media Capture in 4) Educational and Technology Systems and the Common Collaboration Learning Environment in 5) Teaching and Learning Technologies.

This review report shall address each of these five "sub-units," summarizing their strengths and achievements, and noting problems and challenges. The report shall subsequently give recommendations directed at the given sub-unit. We shall briefly comment on the status of Community Based Learning. Our conclusion shall comment more explicitly on the challenge of reconciling OID's tactical strengths and the steps they must take to address their current lack of strategic planning orientation.

1. Instructional Improvement Programs

Under Director Kumiko Haas, OID's Instructional Improvement Program serves the faculty by providing support for pedagogical innovation. A number of site visit meetings included Professors who have availed themselves of OID's resources. The enthusiasm on the part of faculty working with OID is strongly evident. OID's Instructional Improvement Program is an

integral part of the UCLA faculty's continuous development of creative ways to incorporate new ideas and fresh takes on the university's pedagogical mission. As director Larry Loeher expressed to the review team, UCLA "does not have a faculty performance problem. They are driven by wanting to be good."

At the same time, faculty using OID are self-selecting. This raises the question as to whether Instructional Improvement Programs is sufficiently visible to all faculty. As OID's self-study reveals, the unit is well aware of this issue, and has taken steps to address it. As representatives of the Faculty Committee on Instructional Improvement Programs explained more explicit guidance is provided to faculty so as to ensure they know how to write successful grant applications. In addition, the grant cycle has changed from an annual opportunity to applications being considered once per quarter.

It is critical to note that in their role as a responsive unit, OID performs compatibly with one of the most important aspects of UCLA's pedagogical culture, which is departmental autonomy. OID is skilled at accommodating the very different needs and requests on the part of our complex and diverse community. In this respect OID is understandably reluctant to anticipate faculty needs, but it would benefit the campus for OID to take the initiative to *assess* faculty needs and work with faculty to meet them. One of the most important challenges facing OID is how to expand on their strength as an exemplary responsive unit. The review team believes OID should take a more active role in pedagogical innovation on the part of the faculty.

2. Evaluation and Educational Assessment

Under Director Joanne Valli-Meredith, OID oversees one of the most important aspects of pedagogy at UCLA, the student evaluation of faculty teaching. Given that student evaluations are a critical gauge of teaching effectiveness, the importance of this OID function cannot be over-emphasized.

In the atmosphere of individual and departmental autonomy that we value here, standardization is a challenge. A system as seemingly straightforward as the generation of teaching evaluations is an excellent example. Some departments are extremely reluctant to make the transition to online evaluations. Others have readily adopted them. This results in an inconsistency that does not derive from OID.

In May 2013 the OID's Center for Educational Assessment produced an Online Evaluation Pilot Report, which was presented to the Undergraduate Council. The pilot document's Executive Summary emphasized they did not find any evidence indicating that the introduction to online evaluation brought about bias in the mean overall score estimation or in the nature of the qualitative comments. This information is extremely important to disseminate to faculty who doubt the reliability of online evaluations.

It is clear to the review team that the implementation of online teaching evaluations requires that OID work closely with the Office of Instructional Technology to devise an effective strategy ensuring that online teaching evaluations will provide consistent and reliable information.

3. Teaching Assistant Training Program

The area of teaching assistants also reflects the very different departmental practices at UCLA. As we learned during our site visit, departments such as English have a very strong TA culture, and prioritize intensive TA training. Others are not nearly as active in this regard. Due to this wide variation in resources across departments, graduate student experiences vary widely. During the site visit meetings with TA's, the review team learned that some graduate students have experienced strongly negative responses – even to the point of active obstruction – on the part of faculty for whom they work as TA's. In this case, the graduate students we spoke to rely heavily on OID to support their efforts to find creative solutions to teaching challenges.

TA Training is not mandatory at UCLA – it is self-selecting and not all departments avail themselves of the resource. Should TA training be mandatory? According to the group we met with, yes. They expressed that ideally graduate students would receive training and follow-up, which is currently not in the model. Dr. Christopher Mott of the Collegium of Teaching Fellows, Director of the English Department's TA program, was emphatic regarding the necessity of graduate students being trained prior to teaching in the classroom, and mentored throughout their graduate careers in this regard.

Despite the fact that TA training is not a consistent practice among departments, OID's TA training program is very much in demand. Anecdotally, the program appears to be effective, and OID would like to expand it. However, they do not have the budget to meet all requests for TA trainers. If the program cannot be scaled to meet current needs, then OID should play a leadership role in working with departments across disciplines to develop training models and tools that - are scalable.

It would appear that OID has not done any type of formal study to assess the impact of the Teaching Assistant Consultant (TAC) train-the-trainer model or whether TAs that under-go OID training, either directly or through the trainers, are more effective than those that do not. Given that the TACs are used across most disciplines, it should be possible to evaluate this program and determine whether it should be modified to meet current and emerging training needs, taking into account the need for expanded training as noted above.

4. Educational Technology Systems (BruinCast)

BruinCast, which debuted in Fall 2005, provides video streaming of recorded lectures. In a meeting with Director Rob Rodgers, the team learned that BruinCast is sometimes mischaracterized as a replacement for attending classes – this is particularly the case among faculty. Rodgers emphasized that BruinCast is intended to be a tool for study and review, and that over time, students have tended toward using the video streams in this fashion. However,

OID's self-review notes that BruinCast does tend to be used as a substitute for attending class in the case of 8 am classes, and in classes that have a low level of instructor-student interaction.

Among the conversations the team had with OID staff regarding technologies in the classroom, BruinCast seemed most confident of their ability to handle some increased demand for their services. By the same token, with just 107 courses being recorded at the present time, it seems clear that the unit could handle no more than a gradual increase. OID should undertake an assessment of current and projected needs for this service, and make plans to meet those needs, including mobilizing the required resources.

5. Teaching and Learning Technologies

In our meeting with Michelle Lew, Director of Teaching and Learning Technologies, along with Julie Austin and Nick Thompson, we discussed the Common Collaboration and Learning Environment – CCLE – and how it has quickly become an essential campus tool. Calling CCLE an example of a "common good," it is clear that CCLE and MOODLE shall remain a central aspect of UCLA's "big picture" for online education. One limitation they noted is that the university is not using CCLE to its full potential. This is because OID does not have adequate programming staff. They commented that although it is hard to predict the volume of use, without increased staffing at OID, partnering with local computer support and/or IT groups would be essential in the future to meet increasing campus demand. It is unclear why OID has not taken a leadership role in developing partnerships that would take advantage of expertise, in both current and emerging educational technologies, that is available in the membership of the Common Systems Group (CSG), departmental IT staff, and central IT services. While aware of cutting edge ideas and technology, limited resources require OID to invest very carefully for the long run. In this sense, Director Loeher emphasized that the perspective on "trending" at OID is circumspect. OID appears wary about becoming too enamored, as it were, with the numerous trends in higher education and technology.

We discussed online course development at length with the team responsible for teaching and learning technologies, particularly the value of hybrid classes, which offers "the best of both worlds." As is the case with the unit overall, professors seeking OID's resources for online course development receive extensive, hands-on and personalized support for their endeavors. It is clear that the use of technology in course development at OID is approached very thoughtfully. Lew, Austin and Thompson spoke of the importance of collaborative effort in online course development, remarking that many faculty members are not accustomed to collaboration when designing their courses. They emphasized that every course using online technology is unique, and requires answering specific questions about how a professor wants their students to learn information.

Here, the question of meeting demand is even more acute. In 2012/13, OID helped professors to develop seven hybrid classes. They estimate the maximum they have produced is three classes in a given quarter. Here again, as with the Instructional Improvement Programs, a key factor in OID's current level of support offered may be a lack of awareness and/or understanding among faculty about the services available. If this is true, OID will not only have to better advertise and

tailor their services, but also prepare to handle an increased demand from faculty. Partnerships with other units on campus (as mentioned above) then become even more urgent.

6. Community Based Learning

Community Based Learning provides a variety of programs that encourage youth to move from secondary to post-secondary education. CBL receives funding from the City of Los Angeles through the federal Workforce Investment Act to provide services to young people ages 14-21 at two youth centers in Los Angeles. CBL contributes to the undergraduate learning experience by giving UCLA students the opportunity to mentor youth through paid employment. CBL employs 50-75 students per year, who work with youth in near-peer activities such as leading college preparation workshops. Students may also elect to pursue these activities through independent studies for credit. At the end of their tenure at CBL, students complete evaluations and CBL conducts exit interviews with them. CBL employs a formal tracking process to follow the progress of students employed in the program.

Conclusion

As stated in our introduction, OID sits on a valuable repository of resources, staff experience and expertise. The unit should feel empowered to deploy this human capital in a more systematized way.

As expressed by Director Loeher, OID's "strategy is to be tactical." But one might argue that this is shortsighted, and that with the current passive, reactive approach, OID is not serving our campus as well as possible. OID needs to have deeper understanding of current and emerging campus needs, and to work with faculty to address *and shape* longer-term goals and outcomes. There was little sense of this other than to wait for a directive from the campus administration.

RECOMMENDATIONS:

To the Vice Provost for Undergraduate Education and the OID Faculty Advisory Committee (Committee on Instructional Improvement Programs):
Though OID has offered excellent service to faculty who have sought them out, the review team is concerned about the unit's lack of visibility across campus. This is a sizeable, well-resourced unit with a broad charge to support all faculty at the university. In order to meet this goal, significant efforts will have to be made in terms of faculty oversight and strategic planning.

1. OID's self-study notes that the Committee on Instructional Improvement Programs (CIIP) serves as a primary faculty oversight committee for the unit. Indeed the committee was constituted to direct the approach to instructional improvement activities at UCLA. The review team believes that the CIIP needs to be reinvigorated and invested in the future direction of OID. Some current faculty members on the committee have served for more than 20 years, while only two have been appointed in the last five years. The review team recommends that membership to CIIP be restricted to fixed terms and

that there be more transparency in the way appointments are made. A re-invigorated CIIP is essential to all of the recommendations below.

2. As the responses to OID's self-review noted, OID has not reported formal assessments of the unit's activities. The review team recommends the Vice Provost request from OID a report that explains where the university stands in relation to key areas in their purview and clarifies OID's role in developing pedagogy and strategies to meet the needs of this new online, technical era in particular. The goal of this report would be to address questions that will help to clarify both the current landscape of instruction at UCLA, and help the university to map out the overall and, ideally, unified pedagogical mission moving forward.

   A) With regard to Teaching and Learning Technologies, it is clear to the review team that moving forward, it is imperative for the Office of Instructional Development and the Office of Instructional Technology to develop a clear and consistent channel of communication. Ideally, OID and OIT should have an ongoing partnership. This is critical for the university to develop an effective strategy with regard to online education. For the purposes of the report, OID should consult with OIT to address the following questions:

      1) What level of virtualization best supports UCLA's objectives as a research university? What is the ideal scenario for the virtual classroom at UCLA, in terms of mode of Professor Delivery and Student Interaction?
      2) Based on their extensive experience supporting faculty instruction, what does OID believe are the best matches for the virtual classroom with respect to:
         i. Discipline
         ii. Degree Program
         iii. Individual classes
      3) How many online classes are currently being taught on the campus. In addition to specifying departments, the report should identify the mode of online instruction in use.
      4) Can OID identify the campus partners the unit can work with to report annually on projected growth of online course offerings by department? Similar to the campus-wide Five-Year Perspectives document, the goal would be to provide an annual survey of online course offerings, both existing and planned.

   B) With regard to Educational Technology Systems (BruinCast), it is clear to the review team that OID and Audiovisual Services must establish a clear and consistent channel of communication. For the purposes of the report, OID should consult with Audiovisual Services to address the following questions:

      1) Given that BruinCast is in demand among students, does OID think faculty should be encouraged to incorporate it?

2) What is the maximum number of classes BruinCast could record with its current staff?

C) With regard to the Teaching Assistant Training Program, the review team notes that this aspect of OID most directly impacts graduate student education. As such, it is important that OID provide a more explicit description of its assessment tools for the TA training program. Given the fact that the university does not require TA training campus-wide, the review team recommends that OID be asked to provide detailed information about the status of TA training programs across the campus, which should also include feedback from current teaching assistants representing a cross section of the University. OID may wish to consult with the Graduate Student Association (GSA) to identify these teaching assistants. This information will prove essential to the implementation of recommendation 3, below, to the Vice Provost/Dean of Graduate Education, the Vice Provost for Undergraduate Education, the Graduate Council and the Undergraduate Council to convene a workgroup to evaluate the possibility of universal, mandatory TA training.

1) What departments are currently served by OIDs TA training program? For which departments has OID provided TA trainers in the past? In the report, provide assessment information for OID's "train the trainer" program.
2) If the train-the-trainer model is effective, what resources would be required for OID to provide TA trainers for all departments that request them?
3) Should the current training model be found to be less effective than desired, or not scalable because of cost, OID should propose alternatives to be explored for broadening and improving TA training, and for making it more consistent across units and over time.
4) Which departments currently have TA training programs? What characterizes training models currently in use (duration, timing, scope)? How do departments assess effectiveness of their TA training programs?
5) Where are there gaps: i.e., departments or programs that provide little or no TA training?
6) How do departments organize training for non-English speaking graduate students working as TA's? Since OID administers the TOP exam, could its Evaluation and Assessment unit work more closely with its TA Training Unit to provide more comprehensive services to non-native speakers?

D) With regard to Evaluation and Educational Assessment, it is clear to the review team that OID and OIT must establish a clear channel of communication and a compatible perspective regarding what is required to make the online model a successful tool for student evaluations of teaching.

1) How can the university address the challenge of ensuring that students submit online evaluations?
2) Is the completion of online evaluations in the classroom a realistic scenario? What is the current status of Internet access in UCLA's classrooms?

This report should be submitted to the Vice Provost by November 1, 2014. Once in possession of this report, the Vice Provost should consider convening a joint Senate/Administrative taskforce to evaluate the current and future mission of OID. In place of a new taskforce, a re-invigorated CIIP would present an effective medium for review of the report. Either the new taskforce or the CIIP should be charged with developing a strategic vision for OID based on their responses to the items above. This group, in collaboration with OID leadership, can help the unit become more proactive in its support of innovative and effective instruction at UCLA. The Vice Provost and the Administrative Committee of the Graduate and Undergraduate Councils should expect a response from the report review group in the spring 2015 quarter.

To the Vice Provost/Dean of Graduate Education, the Vice Provost for Undergraduate Education, the Graduate Council and the Undergraduate Council:

3. Portions of this review revealed the wide variety of TA training expectations across departments at UCLA. Indeed, during the site visit, the review team heard concerns from TAs that training resources vary widely across departments and that some departments even actively obstruct the TA/Faculty relationship. The review team recommends that that the Vice Provosts and Undergraduate and Graduate Councils consider appointing a workgroup to explore options for implementing a universal, mandatory TA training requirement. This workgroup should be cognizant of the diversity of TA needs across campus, including the differences in instruction from discipline to discipline (labs vs. lectures, e.g.) and the unique needs of TAs that are non-native English speakers. The information reported by OID in response to Recommendation #2 above can inform the work of this group.

To the Graduate and Undergraduate Councils:

4. The review team recommends that the next review of the Office of Instructional Development include a two-day site visit and the appointment of at least one external reviewer from a similar unit at another university to ensure sufficient time to meet with all stakeholders in the program and to provide a level of expertise from a professional in the field.

To the Director of OID:

It should be re-emphasized that feedback from faculty using OID's services has been overwhelmingly positive. One goal of the recommendations below is to point the unit towards a more proactive approach to instructional support, an approach that does not rely entirely on faculty members initiating contact with OID.

5. *(Instructional Improvement Programs)* With regard to pedagogical innovation, OID hesitates to take a more assertive role with the faculty. In order to remain relevant in the long term, OID must be more proactive in reaching faculty unaware of what they have to offer.

6. *(Evaluation and Educational Assessment)* It is arguable that UCLA should exercise caution in requiring departments to transition to online evaluations. However, OID has the necessary information to communicate to faculty that the transition need not be seen as a liability. Electronic evaluations require professors and TAs to be proactive about making sure their students fill out evaluations. Although research has found that the return on electronic evaluations may be significantly lower than paper evaluations, professors can remedy this situation. Many students have an electronic device with them at all times. OID can take the lead in making sure professors know how to direct their students to do electronic evaluations. Based on their pilot study, OID can confidently assure departments that electronic evaluations are no less reliable that paper evaluations.

   That said OID, in partnership with the Office of Instructional Technology, must be more proactive in providing the university with the current status of classrooms with regard to online access. Online evaluations performed in the classroom can only work if all classrooms have reliable Internet access. OID, in partnership with OIT, should provide a formal assessment of what would be necessary to smoothly implement electronic evaluations in classrooms across the campus.

7. *(Teaching Assistant Training Program)* Given the wide diversity of TA needs across campus, OID should propose a strategy for how the unit can systematically collaborate with individual Schools and Divisions to adapt TA training to their specific needs. Although OID has as many training models as they are requested to develop in collaboration with individual TAs, faculty, and departments, the review team did not get a sense that this information is organized in any particular way. OID should clarify whether the unit has conducted a formal study of TA's who have had access to the TA training program, versus those that have not. If not, such an assessment is essential. OID should also project what would be necessary to accommodate all the requests they receive for TA trainers.

8. *(Educational Technology Systems)* Whereas OID's self-review comments extensively on evaluations of video-streaming of classes and reflects on the question of how to archive and access the materials, the self-review does not address the more pressing question of how to accommodate more demand for the service. It is imperative for the unit, in partnership with Audiovisual Services, to consider what resources would be required to record perhaps 200 classes. The problem is one of scale. Whereas a doubling of demand would severely tax Audiovisual Service resources, in the overall campus context, the difference between 100 and 200 classes represents just a fractional increase. Although OID may not be involved on a daily basis with Audiovisual Services, they are the oversight unit, making it appropriate for them to take the lead in addressing these questions. The review team recommends that OID, in partnership with Audiovisual Services, undertake a study of the existing limits of the video streaming service and develop an understanding of the additional resources needed should the demand for the service exceed these limits.

9. *(Teaching and Learning Technologies)* The review team, though sensitive to OID's desire to avoid becoming enamored with potentially fleeting or ephemeral trends in higher education and technology, recommends a more nimble approach. Exploring partnerships with UCLA Information Technology Services to use CCLE and Moodle to their full potential would allow OID to promote and utilize tools that, even if short term solutions, offer valuable capabilities to faculty and students. It is important to re-emphasize here that clear and consistent communication between OID and the Office of Instructional Technology is imperative in the smooth implementation of Teaching and Learning Technologies. Further, the review team notes that CCLE is being used for graduate course management and the common good at departmental levels but is an undergraduate-funded mandate. Given the larger set of stakeholders, perhaps the funding stream for CCLE should be revisited to secure continuity as well as equitability of cost.

   Regarding the creation of online and hybrid courses, the review team is concerned about OID's current practice of highly individualized collaborative development. In order to continue offering such a valuable service to UCLA faculty with a comparable level of individual attention, OID should again develop a blueprint of the additional resources needed should the demand for course development exceed OID's current capacity.

10. *(Community Based Learning)* Although the Community Based Learning program has a tenuous connection to OID, they seem quite self-sufficient – their budget is provided through external funding. Director Loeher expressed that OID is not a good fit as an institutional home for CBL. However, unless we are mistaken, CBL does not appear to be a significant drain on OID's resources. In that case, it does not seem imperative to move the program.

11. (*CIIP*) With regard to OID's faculty oversight committee, it appears members are drawn exclusively from the undergraduate arena; there is no graduate student representation, as far as is evident from the self-review. Additionally there is not sufficient transparency as to the composition of the committee with regard to how members are appointed or elected and the duration of their term. We recommend that membership be restricted to fixed terms and there be more transparency as to how the appointments are made. The membership should represent the diversity of disciplines/departments on campus, address both undergraduate and graduate programs, and include faculty from a variety of ranks.

Final Recommendation:

The Office of Instructional Development sits on a valuable repository of resources and staff experience. The review team was impressed by the knowledge and expertise on the part of unit heads. At the same time, we are concerned about an apparent disconnect between how OID conceptualizes its role at the university, as compared to UCLA's pressing need for their proactive approach in anticipating the most important areas the university shall have to address in the area of instruction.

That said, OID is eminently capable of assessing the current challenges the university faces with regard to the current and future landscape of instructional pedagogy at UCLA.

As stated in Recommendation 2 above, the review team found the structure of this review inadequate. OID responses to the above recommendations and the faculty response to the OID Assessment (Recommendation 1) will both be available in spring quarter 2015. With these materials as the guide, the Graduate and Undergraduate Councils recommend scheduling an internal review of the Office of Instructional Development in Fall/Winter 2015-16. This review will continue the conversation between OID and the faculty regarding the strategic vision for the future of the unit.

Respectfully submitted,

Caroline A. Streeter, Review Team Chair, Undergraduate Council, Department of English
Alison Bailey, Graduate Council, Department of Education
Igor Pak, Undergraduate Council, Department of Mathematics

Date submitted: April 11, 2014

Appendix I: Site Visit Schedule

UCLA Academic Senate Internal Program Review
Office of Instructional Development

Site Visit: Wednesday, December 4, 2013

Review Team Members:
Caroline Streeter, Review Team Chair, Undergraduate Council, Department of English
Igor Pak, Undergraduate Council, Department of Mathematics
Alison Bailey, Graduate Council, Department of Education

All meetings will be held in Powell 160 unless otherwise indicated (enter on the East Side of Powell Library Building.).

8:00 Initial organizational breakfast session for review team members only

8:30 Meeting with Vice Provost, Pat Turner

9:00 Meeting with Associate Vice Provost and Director, **Larry Loeher**

10:00 Meeting with **Professor Adrienne Lavine**, chair, Committee on Instructional Improvement Programs, Department of Mechanical & Aerospace Engineering
Professor Jonathan Aurnou, member, Committee on Instructional Improvement Programs, Department of Earth & Space Sciences
Joanne Valli-Meredith, director, Education and Instructional Assessment

10:30 Meeting with **Dr. Jay Phelan**, Life Science Core Curriculum
Rob Rodgers, director, Educational Technology Systems
Daniel Bustos, manager, Bruincast Services

11:00 Meeting with **Dr. Christopher Mott**, Collegium of University Teaching Fellows Faculty Advisory Committee, Department of English
Jennifer Porst, 2013-2014 teaching fellow, Department of Film, TV & Digital Media
Kathy Piller, 2013-2014 teaching fellow, Department of Classics
Kumiko Haas, director, Instructional Improvement Programs
Kristen Glasgow, coordinator, Teaching Assistant Training Program, Department of History
Alex Zobel, Department of English teaching assistant consultant
Nathan Tung, Department of Physics and Astronomy teaching assistant consultant

12:00 Lunch – review team members only (at the Faculty Center)

1:00 Meeting with **Joanne Valli-Meredith** regarding Evaluation of Instruction Program

1:30 Meeting with **Julie Austin**, director, School of Engineering & Applied Sciences Computing Facility
Nick Thompson, Computing Manager, Department of Math
Michelle Lew, director, Teaching & Learning Technologies, regarding CCLE

2:30 Meeting with **Professor Kathleen Bawn**, Department of Political Science regarding online instruction

Kumiko Haas
Michelle Lew

3:00 Meeting with **Mary Keipp**, director, Community Based Learning
Pam Schachter, assistant director, Community Based Learning
Kumiko Haas

3:30 Closed session (review team members only)

4:15 Final review team meeting with Department Chair, Larry Loeher

4:45 Walk to Murphy Hall

5:00 Exit meeting (2121 Murphy Hall). This meeting includes Review Team, Associate Vice Provost and Director Larry Loeher, Executive Vice Chancellor and Provost Scott L. Waugh, Vice Provost for Graduate Education Robin Garrell, Vice Provost for Undergraduate Education Pat Turner, Vice Provost for Faculty Diversity and Development Christine Littleton, Graduate Council Chair Maite Zubiaurre, and Undergraduate Council Chair Leobardo Estrada.

Note:

1) Please allow appropriate flexibility to permit sufficient time for student meetings.
2) The review team chair should make every effort to ensure sufficient time for all meetings scheduled.

Program Staff Contact: Cathie Gentile (cgentile@oid.ucla.edu; 310-206-8998)
Academic Senate Staff Contact: Melissa Spagnuolo (mspagnuolo@senate.ucla.edu; 310-825-1194)

Appendix II: Self-Review Report

(The self-review report was previously distributed.
If you need a hard copy, please contact the Academic Senate Office at extension 62959.)

Appendix E: “Principles identified by SCOTL (2014-2015)” and “Recommendations for Next Year” by the UCLA SCOTL Committee

Principles identified by SCOTL (2014-2015):

1) Online and blended instruction will become an increasingly significant part of UCLA's curriculum (and that of other institutions of higher learning around the world.) We, as a campus, need to embrace those methods of delivery and use them to enhance learning and teaching opportunities while ensuring that we do so in a way that is consistent with UCLA's high pedagogical standards of content and faculty involvement in the classroom.

2) We see both online and especially blended instruction, done well, as making important contributions to many of the campus' other educational initiatives: improved four year graduation rates; more seamless integration of transfer students into their degree programs; the reduction of roadblocks students experience in enrolling in their required courses; combined bachelor/master degree programs, expanded outreach to new audiences through self-supporting degree and certificate programs; better integration between campus and extension courses; expanded summer school offerings; improved evaluative tools to better assess learning outcomes that individual students; curricular programs, and the campus.

3) Even as they offer exciting possibilities, the development and delivery of these courses also present substantial challenges, especially in the areas of human and physical infrastructure and increased costs for course development and renewal. Compounding those challenges is the rapidly changing landscapes of technology (both hardware and software) and of higher education itself. Although UCLA's earlier successful online and blended courses have given us glimpses into cost structures, best practices, support structures, and learning outcomes, we are only beginning to pull together what we have learned in a systematic way that will help us to make the financial and organizational decisions required for the future.

4) As a corollary of #1 above, the questions raised and answered in exploring online education must be embedded into UCLA's plans for graduate, professional, and undergraduate education in the next decades. Moreover, they also have implications for University Extension and the Chancellor's Global UCLA with their larger existing and potential audiences in Los Angeles, California, the United States, and the world.

5) As one of the world's great universities, UCLA must not just keep abreast of what appears to be the front end of a learning revolution in higher education in which technology (beyond just online) will play a greater and greater role. Rather, it should strive to shape its directions.

Recommendations for Next Year:

The SCOTL Committee understands that the terrain of online teaching and learning, while becoming clearer, will continue to change as we learn better how to use technology in teaching, as that technology changes, and, equally important, as the nature of higher education evolves in this new environment. Therefore, we are recommending not a detailed plan that answers all of the charges in our appointment letter, but the next steps we feel that UCLA should take to move ahead with online and blended instruction and toward our principles articulated above. These recommendations reflect what the committee has learned over its three years, the accomplishments noted, and the acknowledgement that moving forward effectively will require broad input from across the entire campus.

Because we also acknowledge that online instruction is both unique in its demands and necessarily and appropriately embedded within the fabric of teaching and learning on campus, we are recommending strategies both for moving forward with online and blended instructions and for embedding it fully into that larger university context.

1) We recommend that the equivalent of the current Executive Committee for Online Education continue next year. With representation from key administrative units and the Senate, it is strategically placed to move forward on campus-wide initiatives identified by the SCOTL work groups and those that arise in the future.

2) We recommend that the work groups identified by SCOTL be continued, with several new work groups to address issues not adequately addressed this past year. These small work groups ought not be limited to members of the SCOTL committee; rather they should be composed of knowledgeable faculty and staff from across campus (including where appropriate by members of this year's SCOTL, who have effectively moved the conversation forward) and will be charged with making strategic recommendations to the Executive Committee.

3) We recommend that the position of Administrative/Senate Liaison for Online/Blended Instruction or its equivalent be continued next year. This person should continue to report to EVC Waugh, coordinate the Executive Committee, serve as liaison between the Administration and Senate, operate as an identifiable point of contact for questions regarding online/blended instruction for courses across campus, work with schools, divisions, and support units to create a network of centralized and local sources for online and blended instruction, and coordinate the RFP recommended below.

4) We recommend that the campus launch an RFP for 10 new online or blended courses that will be developed during the 2015-2016 school year and offered no later than the 2016-2017 academic year. Highest priority for funding this courses should be given to those courses that address campus programmatic initiatives. In addition to addressing these programmatic initiatives, these courses should help UCLA create strategies in two additional areas critical to further development of online and blended courses:
    a. Assessment and evaluation of the effectiveness of online and blended instruction for students' learning in individual classes and their achievements within

curricular programs;, as well as how they change the experience of being a UCLA student;

b. The actual cost of creating, offering, supporting, and renewing such courses to be able to devise sustainable funding, support, and reward models.

Beyond online/blended instruction:

The structures and initiatives proposed above will let the campus continue to move forward toward establishing the best practices for online education without committing prematurely to a permanent administrative structure. The reason for doing this is embedded in our first and fourth principles above: online education cannot be seen in isolation from the many transformations taking place in higher education at UCLA, the University of California, and the rest of the world. Because online and blended instruction is critical to driving many of those changes, we must move ahead with it in ways that enhance our students' learning experiences and use those new technologies to expand UCLA's educational impact. However, few of the questions raised are unique to "online". The difficulty of negotiating the current campus terrain to create online courses makes us wary of create one more office without asking the question of what is the best structure is for supporting teaching and learning more generally in evolving environment. For that reason, SCOTL has one final recommendation:

5) Even as the proposed work groups and Executive Committee for Online Instruction move forward, we recommend that EVC Waugh charge a working group to look at UCLA's evolving teaching and learning needs addresses instruction, instructional support, and training more broadly.

Appendix F: Summary of Responses to the UCLA Teaching and Learning Survey

UCLA Teaching and Learning Survey

In Winter Quarter 2016, the UCLA Office of Instructional Development (OID) invited faculty, Deans and department Chairs, members of Academic Senate Committees, and teaching assistants (TAs) to participate in an informal survey in order to understand better how OID can meet the needs of campus constituents responsible for teaching and student learning. Respondents comprised 278 faculty–including general faculty, senate committee members, and Deans and department Chairs–and 37 TAs who responded to items regarding teaching at UCLA and OID's role(s) in facilitating and/or improving instruction. Additional data are currently being collected from interviews with over 80 survey participants who indicated they would be interested in participating in follow-up.

All closed-ended survey responses were measured on a four-point scale designed to capture the personal importance of various teaching supports and services (1= "not important," 4= "extremely important"), and are reported in chart format. Open-ended survey responses were coded for themes within and across populations, and are reported in summary tables with sample responses to illustrate each theme.

The following document presents summaries of results for the survey components listed in Table 1 below, disaggregated by population. They are preceded by summary tables of responses to closed-ended survey items for all participants, ranking items by their level of importance for each population."

Table 1. *Survey Components and Respondents, by Population*

Population & Survey Components	Number of Respondents
General faculty	
Closed-ended items	219
Services to enhance teaching	154
Other important services for effective teaching	92
Teaching & learning programs outside of UCLA	66
Senate committee members	
Closed-ended items	26
Essential services to promote teaching excellence	18
Other important services for effective teaching	9
Existing services with room for improvement	15
Teaching & learning programs outside of UCLA	6
Deans & chairs	
Closed-ended items	33
Essential services to promote teaching excellence	25
Other important services for effective teaching	12
Existing services with room for improvement	15
Teaching & learning programs outside of UCLA	4
TAs	
Closed-ended items	37
Services to enhance teaching	27
Other important services for effective teaching	19
TA training: effective elements	29
TA training: gaps within departmental training	28
TA training: gaps outside of department	19
TA training: advanced training	26

Table 2. Rankings of Suggested Teaching Priorities (Rated "Very" or "Extremely" Important), ALL Faculty Groups

ALL Faculty	Freq.	%
AV equipment in classrooms	240	87.3
Continuous classroom tech enhancements	199	73.2
Recognizing excellence in teaching through promotion	198	72.3
Funding for curricular improvement	186	68.1
Intro pedagogical training for new TAs	183	66.8
Discipline-specific pedagogical training for TAs	183	66.5
Oral proficiency testing for intl grad students who intend to teach	180	66.4
Data on the student experience	180	65.2
Campus-wide LMS	173	64.3
Consultation: ed tech	172	62.3
Online materials or tutorials	164	59.9
Grad student teaching and training	157	57.5
Student evaluations of teaching	157	57.1
Recognizing excellence in teaching through awards	153	56.0
Video recording for online/hybrid content	135	49.5
Consultation: pedagogy	135	48.9
Community of practice around teaching topics	125	46.8
Ability to record and stream lectures	124	45.1
Consultation: online/hybrid learning	124	44.9
Access to live and streamed media content	118	42.9
Consultation: curriculum Assessment	103	37.5
Test scoring service	95	34.8

Color Key

Instructional support, general

TA/Graduate student training

Instructional technology and infrastructure, general

Media and online tools

Online/hybrid learning

Student and course data

Culture for teaching

Table 3. Rankings of Suggested Teaching Priorities (Rated "Very" or "Extremely" Important), by Position

General Faculty	Freq.	%	Senate Committee	Freq.	%	Deans and Chairs	Freq.	%	TAs	Freq.	%
AV equipment in classrooms	185	84.5	AV equipment in classrooms	25	96.2	AV equipment in classrooms	30	90.9	Grad student teaching and training	35	94.6
Recognizing excellence in teaching through promotion	157	71.7	Campus-wide LMS	22	84.6	Continuous classroom tech enhancements	26	78.8	Recognizing excellence in teaching through salary increases*	33	89.2
Continuous classroom tech enhancements	153	69.9	Data on the student experience	21	80.8	Funding for curricular improvement	25	75.8	Consultation: pedagogy	32	86.5
Funding for curricular improvement	144	65.8	Recognizing excellence in teaching through promotion	21	80.8	Intro pedagogical training for new TAs	24	72.7	Discipline-specific pedagogical training for TAs	32	86.5
Oral proficiency testing for intl grad students who intend to teach	144	65.8	Consultation: ed tech	20	76.9	Consultation: ed tech	22	66.7	Data on the student experience	31	83.8
Data on the student experience	143	65.3	Continuous classroom tech enhancements	20	76.9	Campus-wide LMS	21	63.6	Student evaluations of teaching	31	83.8
Discipline-specific pedagogical training for TAs	143	65.3	Intro pedagogical training for new TAs	20	76.9	Oral proficiency testing for intl grad students who intend to teach	20	60.6	Campus-wide LMS	30	81.1
Intro pedagogical training for new TAs	139	63.5	Discipline-specific pedagogical training for TAs	20	76.9	Discipline-specific pedagogical training for TAs	20	60.6	Intro pedagogical training for new TAs	29	78.4
Campus-wide LMS	130	59.4	Consultation: pedagogy	19	73.1	Recognizing excellence in teaching through promotion	20	60.6	AV equipment in classrooms	26	70.3
Consultation: ed tech	130	59.4	Community of practice around teaching topics	18	69.2	Online materials or tutorials	19	57.6	Community of practice around teaching topics	26	70.3
Online materials or tutorials	130	59.4	Grad student teaching and training	18	69.2	Student evaluations of teaching	19	57.6	Recognizing excellence in teaching through awards	26	70.3
Grad student teaching and training	121	55.3	Recognizing excellence in teaching through awards	18	69.2	Recognizing excellence in teaching through awards	19	57.6	Funding for curricular improvement	25	67.6
Student evaluations of teaching	121	55.3	Funding for curricular improvement	17	65.4	Video recording for online/hybrid content	19	57.6	Online materials or tutorials	24	64.9
Recognizing excellence in teaching through awards	116	53.0	Student evaluations of teaching	17	65.4	Grad student teaching and training	18	54.5	Oral proficiency testing for intl grad students who intend to teach	22	59.5
Video recording for online/hybrid content	102	46.6	Oral proficiency testing for intl grad students who intend to teach	16	61.5	Consultation: pedagogy	17	51.5	Consultation: curriculum Assessment	21	56.8
Consultation: pedagogy	99	45.2	Online materials or tutorials	15	57.7	Ability to record and stream lectures	17	51.5	Access to live and streamed media content	20	54.1
Access to live and streamed media content	95	43.4	Video recording for online/hybrid content	14	53.8	Community of practice around teaching topics	16	48.5	Consultation: ed tech	19	51.4
Consultation: online/hybrid learning	95	43.4	Consultation: curriculum Assessment	13	50.0	Consultation: online/hybrid learning	16	48.5	Continuous classroom tech enhancements	18	48.6
Ability to record and stream lectures	94	42.9	Consultation: online/hybrid learning	13	50.0	Data on the student experience	16	48.5	Test scoring service	15	40.5
Community of practice around teaching topics	91	41.6	Ability to record and stream lectures	13	50.0	Access to live and streamed media content	14	42.4	Consultation: online/hybrid learning	13	35.1
Consultation: curriculum Assessment	77	35.2	Access to live and streamed media content	9	34.6	Consultation: curriculum Assessment	13	39.4	Video recording for online/hybrid content	13	35.1
Test scoring service	74	33.8	Test scoring service	9	34.6	Test scoring service	12	36.4	Ability to record and stream lectures	11	29.7

Color Key

Instructional support, general
TA/Graduate student training
Instructional technology and infrastructure, general
Media and online tools
Online/hybrid learning
Student and course data
Culture for teaching

Table 4. Top Eight Suggested Teaching Priorities (Rated "Very" or "Extremely" Important), ALL Faculty Groups

ALL Faculty	Freq.	%
AV equipment in classrooms	240	87.3
Continuous classroom tech enhancements	199	73.2
Recognizing excellence in teaching through promotion	198	72.3
Funding for curricular improvement	186	68.1
Intro pedagogical training for new TAs	183	66.8
Discipline-specific pedagogical training for TAs	183	66.5
Oral proficiency testing for intl grad students who intend to teach	180	66.4
Data on the student experience	180	65.2
Campus-wide LMS	173	64.3
Consultation: ed tech	172	62.3

Color Key

Instructional support, general
TA/Graduate student training
Instructional technology and infrastructure, general
Media and online tools
Online/hybrid learning
Student and course data
Culture for teaching

Table 5. Top Ten Suggested Teaching Priorities (Rated "Very" or "Extremely" Important), by Position

General Faculty	Freq.	%	Senate Committee	Freq.	%	Deans and Chairs	Freq.	%	TAs	Freq.	%
AV equipment in classrooms	185	84.5	AV equipment in classrooms	25	96.2	AV equipment in classrooms	30	90.9	Grad student teaching and training	35	94.6
Recognizing excellence in teaching through promotion	157	71.7	Campus-wide LMS	22	84.6	Continuous classroom tech enhancements	26	78.8	Recognizing excellence in teaching through salary	33	89.2
Continuous classroom tech enhancements	153	69.9	Data on the student experience	21	80.8	Funding for curricular improvement	25	75.8	Consultation: pedagogy	32	86.5
Funding for curricular improvement	144	65.8	Recognizing excellence in teaching through promotion	21	80.8	Intro pedagogical training for new TAs	24	72.7	Discipline-specific pedagogical training for TAs	32	86.5
Oral proficiency testing for intl grad students who intend to	144	65.8	Consultation: ed tech	20	76.9	Consultation: ed tech	22	66.7	Data on the student experience	31	83.8
Data on the student experience	143	65.3	Continuous classroom tech enhancements	20	76.9	Campus-wide LMS	21	63.6	Student evaluations of teaching	31	83.8
Discipline-specific pedagogical training for TAs	143	65.3	Intro pedagogical training for new TAs	20	76.9	Oral proficiency testing for intl grad students who intend to	20	60.6	Campus-wide LMS	30	81.1
Intro pedagogical training for new TAs	139	63.5	Discipline-specific pedagogical training for TAs	20	76.9	Discipline-specific pedagogical training for TAs	20	60.6	Intro pedagogical training for new TAs	29	78.4
Campus-wide LMS	130	59.4	Consultation: pedagogy	19	73.1	Recognizing excellence in teaching through promotion	20	60.6	AV equipment in classrooms	26	70.3
Consultation: ed tech	130	59.4	Community of practice around teaching topics	18	69.2	Online materials or tutorials	19	57.6	Community of practice around teaching topics	26	70.3
Online materials or tutorials	130	59.4	Grad student teaching and training	18	69.2	Student evaluations of teaching	19	57.6	Recognizing excellence in teaching through awards	26	70.3

Color Key

Instructional support, general

TA/Graduate student training

Instructional technology and infrastructure, general

Media and online tools

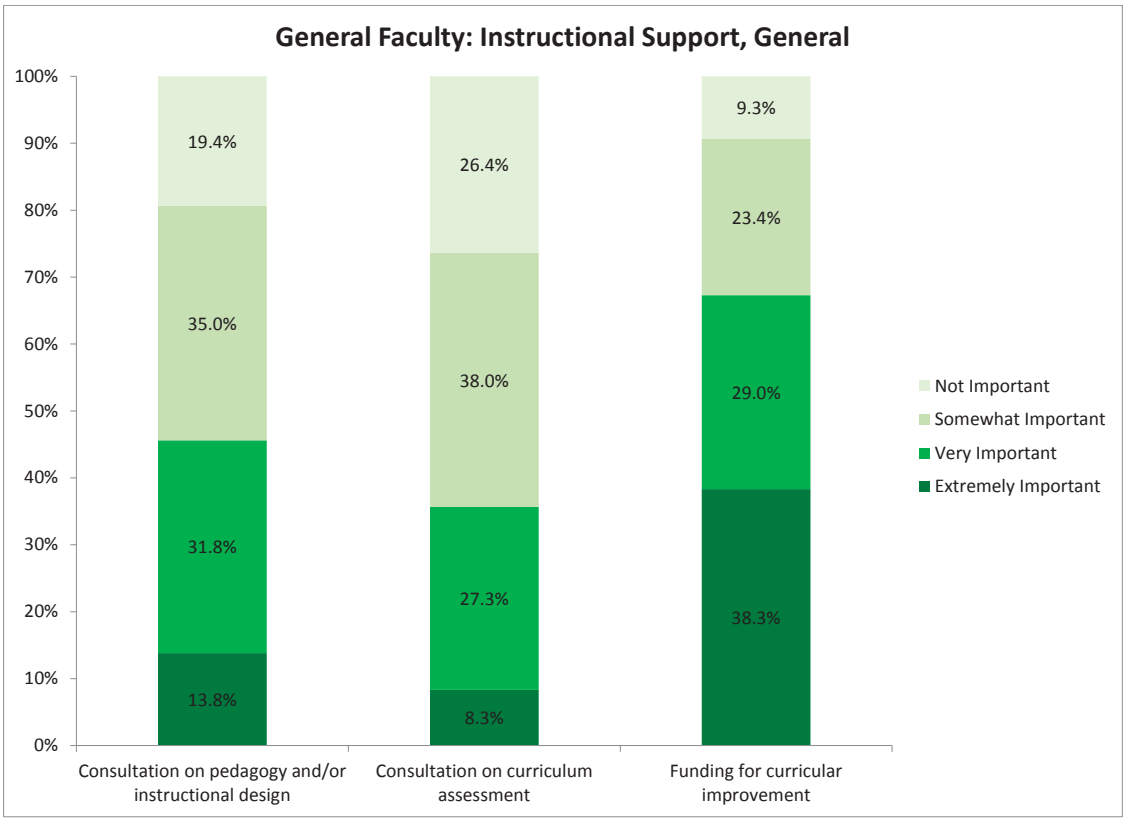
Online/hybrid learning

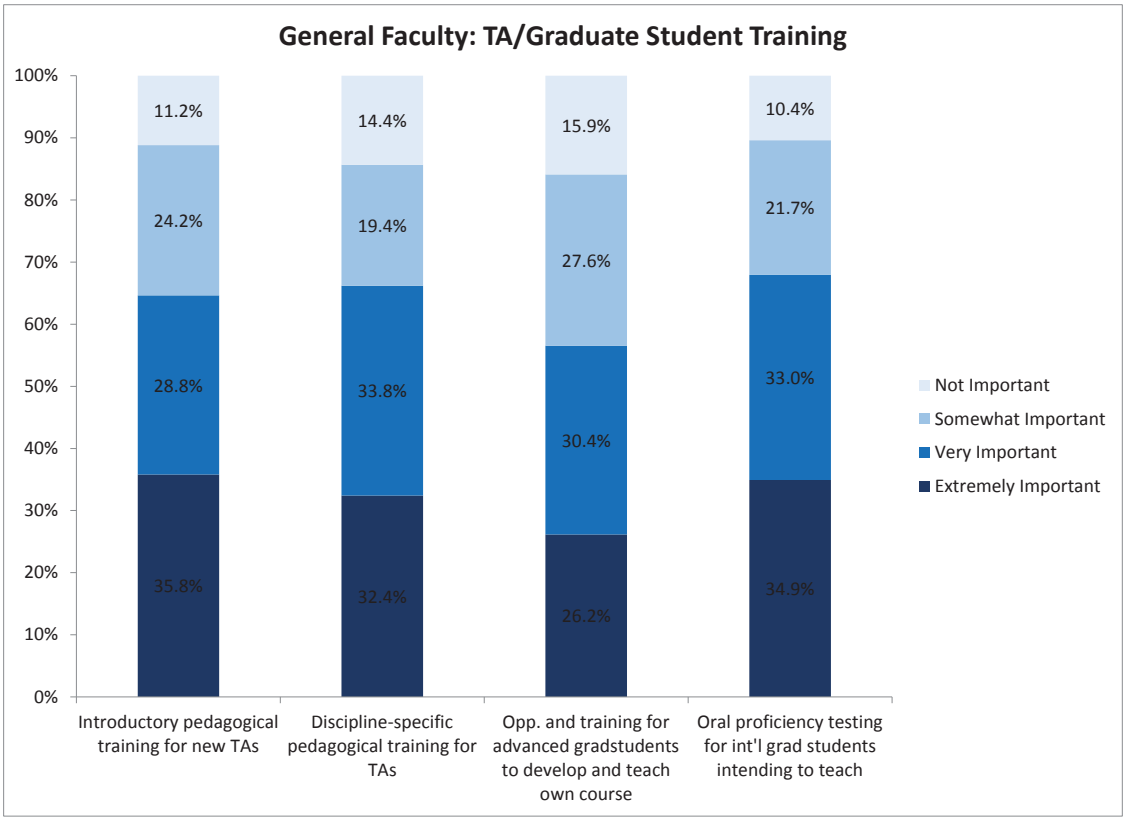
Student and course data

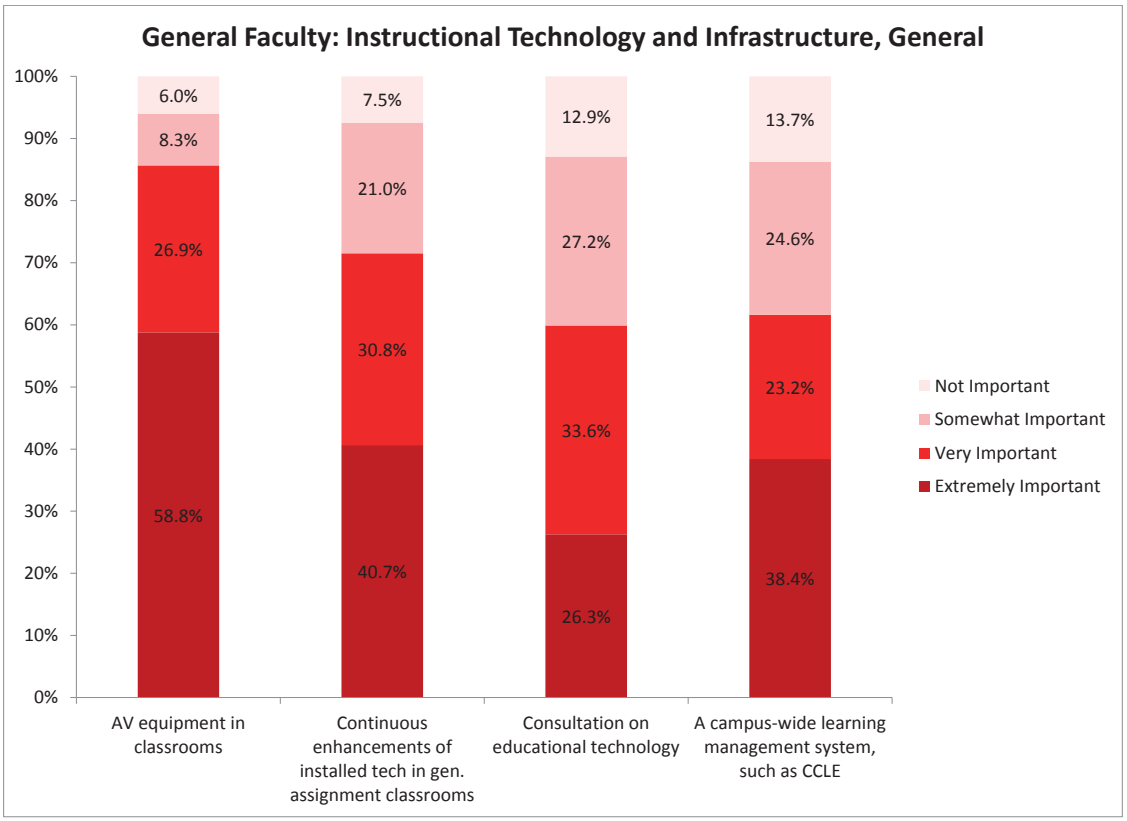
Culture for teaching

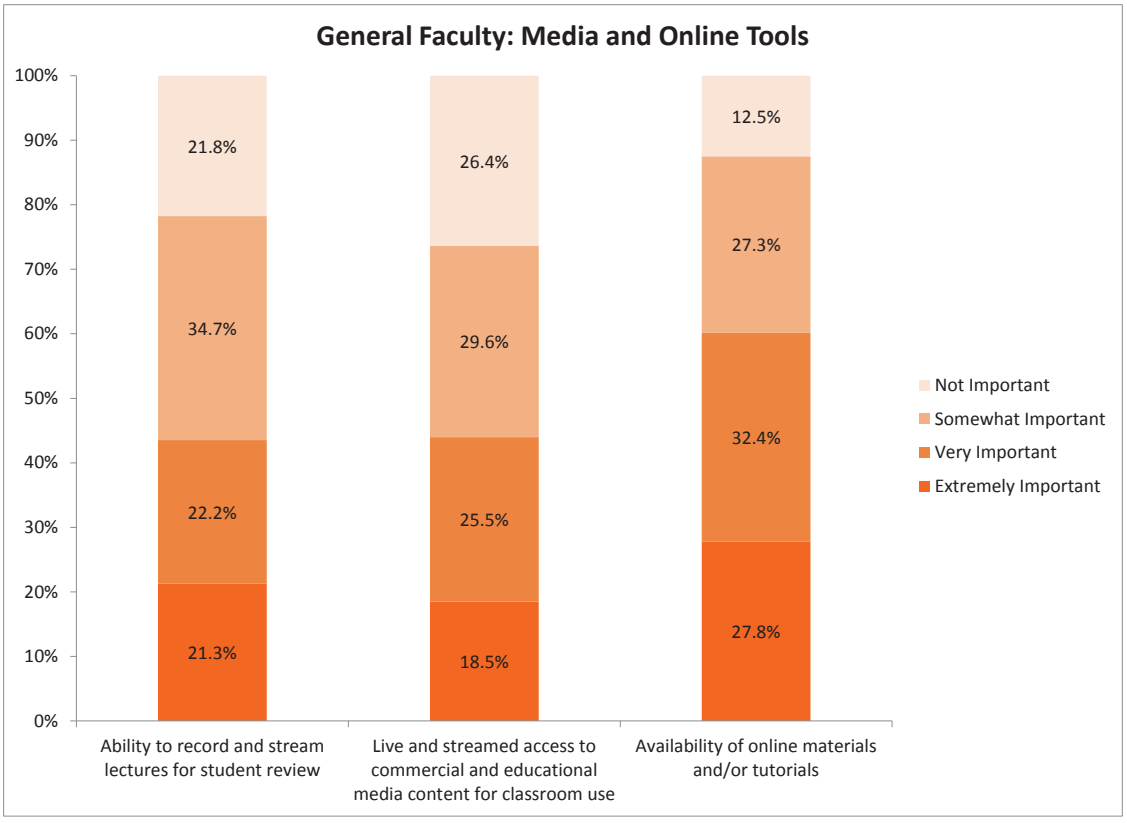
General Faculty: Sample Descriptives (N=219)

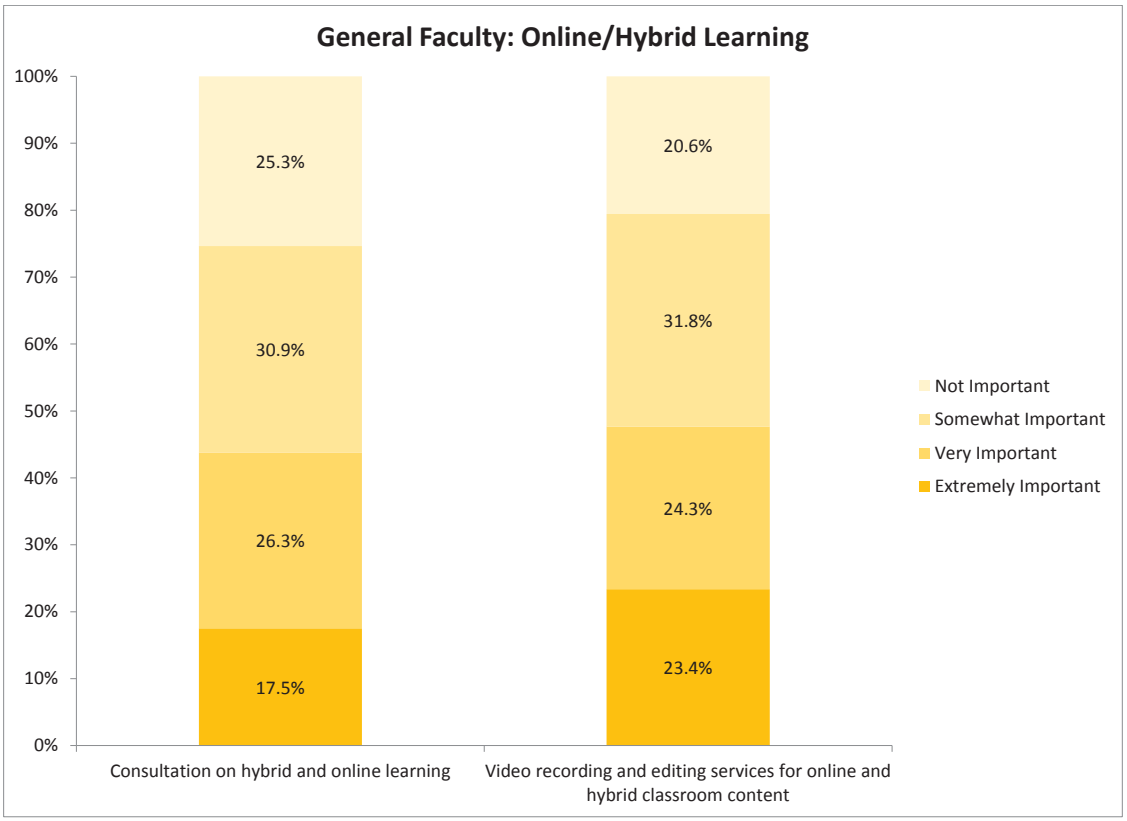
	Percent
Primary Division/School	
College of Letters and Science	**57.1**
Division of Humanities	21.9
Division of Life Sciences	12.8
Division of Physical Sciences	12.3
Division of Social Sciences	10.0
Professional Schools	**40.6**
Anderson School of Management	3.2
Fielding School of Public Health	5.0
Graduate School of Education and Information Studies	4.1
Henry Samueli School of Engineering and Applied Sciences	5.0
Luskin School of Public Affairs	1.8
School of Arts & Architecture	5.0
School of Dentistry	3.7
School of Law	2.3
School of Medicine	3.7
School of Nursing	3.7
School of Theater, Film, and Television	3.2
Other	**2.3**
Position/Title	
Ladder Faculty	**64.4**
Assistant Professor	5.0
Associate Professor	13.2
Full Professor	46.1
Non-ladder Faculty and Staff	**33.3**
Academic Administrator	2.7
Adjunct Professor	13.7
Lecturer	16.9
Other	**2.3**
Taught classes with more than 75 students	51.1

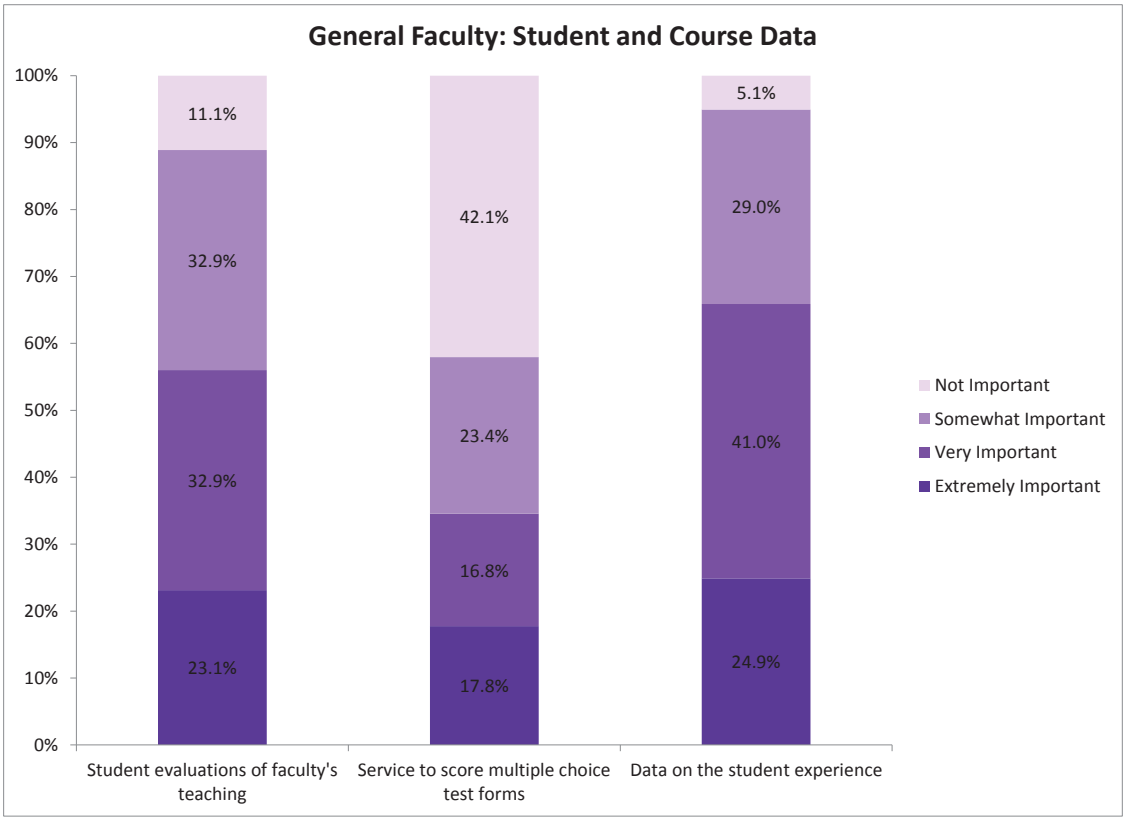

General Faculty: Instructional Support, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
19.4%
35.0%
31.8%
13.8%
26.4%
38.0%
27.3%
8.3%
9.3%
23.4%
29.0%
38.3%
Consultation on pedagogy and/or instructional design
Consultation on curriculum assessment
Funding for curricular improvement
Not Important
Somewhat Important
Very Important
Extremely Important

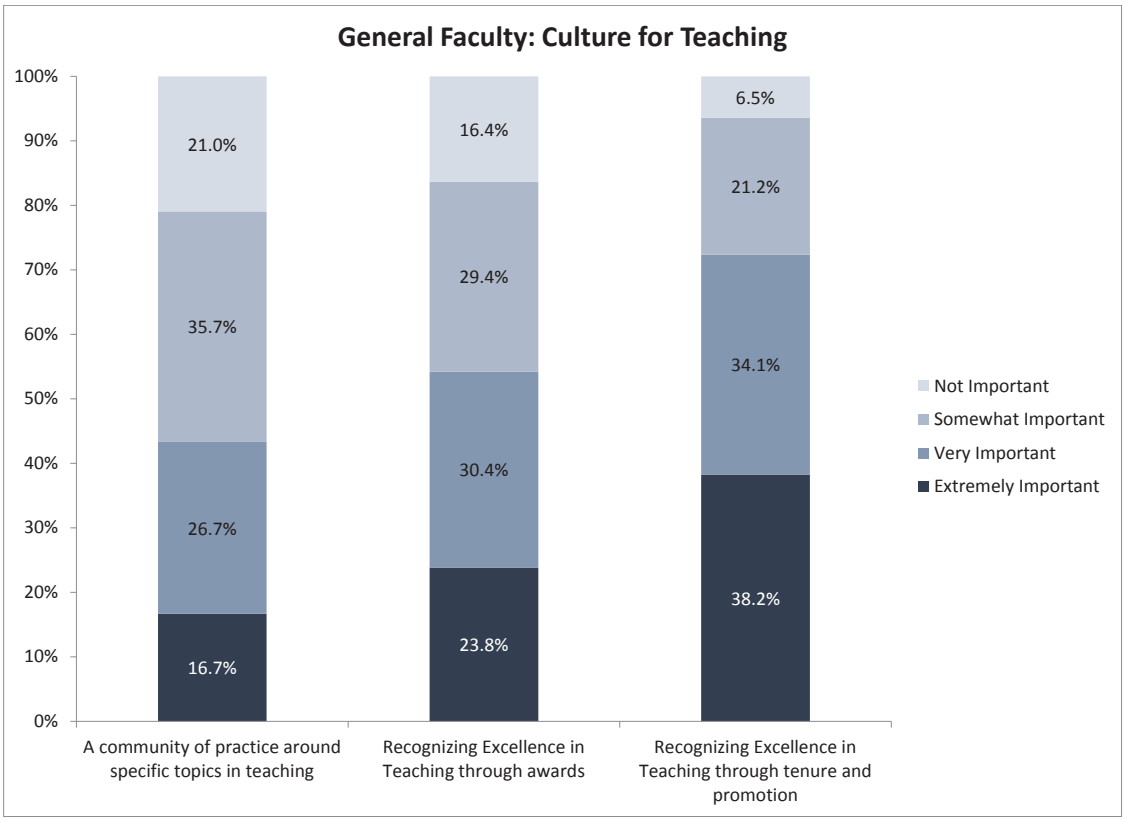

General Faculty: TA/Graduate Student Training
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.2%
24.2%
28.8%
35.8%
14.4%
19.4%
33.8%
32.4%
15.9%
27.6%
30.4%
26.2%
10.4%
21.7%
33.0%
34.9%
Introductory pedagogical training for new TAs
Discipline-specific pedagogical training for TAs
Opp. and training for advanced gradstudents to develop and teach own course
Oral proficiency testing for int'l grad students intending to teach
Not Important
Somewhat Important
Very Important
Extremely Important


General Faculty: Instructional Technology and Infrastructure, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6.0%
8.3%
26.9%
58.8%
7.5%
21.0%
30.8%
40.7%
12.9%
27.2%
33.6%
26.3%
13.7%
24.6%
23.2%
38.4%
AV equipment in classrooms
Continuous enhancements of installed tech in gen. assignment classrooms
Consultation on educational technology
A campus-wide learning management system, such as CCLE
Not Important
Somewhat Important
Very Important
Extremely Important


General Faculty: Media and Online Tools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21.8%
34.7%
22.2%
21.3%
26.4%
29.6%
25.5%
18.5%
12.5%
27.3%
32.4%
27.8%
Ability to record and stream lectures for student review
Live and streamed access to commercial and educational media content for classroom use
Availability of online materials and/or tutorials
Not Important
Somewhat Important
Very Important
Extremely Important


General Faculty: Online/Hybrid Learning
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
25.3%
30.9%
26.3%
17.5%
20.6%
31.8%
24.3%
23.4%
Consultation on hybrid and online learning
Video recording and editing services for online and hybrid classroom content
Not Important
Somewhat Important
Very Important
Extremely Important


General Faculty: Student and Course Data
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.1%
32.9%
32.9%
23.1%
42.1%
23.4%
16.8%
17.8%
5.1%
29.0%
41.0%
24.9%
Student evaluations of faculty's teaching
Service to score multiple choice test forms
Data on the student experience
Not Important
Somewhat Important
Very Important
Extremely Important


General Faculty: Culture for Teaching
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21.0%
35.7%
26.7%
16.7%
16.4%
29.4%
30.4%
23.8%
6.5%
21.2%
34.1%
38.2%
A community of practice around specific topics in teaching
Recognizing Excellence in Teaching through awards
Recognizing Excellence in Teaching through tenure and promotion
Not Important
Somewhat Important
Very Important
Extremely Important

Services to Enhance Teaching

Question 1. "Thinking about your teaching at UCLA, please share three things that you have heard about that might enhance your teaching."

Faculty members most frequently responded by addressing instructional technology needs, especially as it pertains to the classroom, and pedagogy training or resources. They also prominently mentioned the physical structure or design of classrooms, funding for instructional improvement, the need to reduce the instructor-to-student ratio, and changing course curricula. For more details about faculty responses to this question, please refer to Table 1.

Table 1. *Question 1 Response Themes (n= 154 Respondents, 237 Responses)*

Theme	Freq.	% Responses
Instructional Technology	80	33.8
Facilitate/improve technology in the classroom	70	29.5
Improve CCLE/LMS infrastructure	5	2.1
Utilize CCLE/LMS	5	2.1
Advanced education/training on effective teaching	25	10.5
Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers	10	4.2
Provide training on effective teaching- General comments	10	4.2
Provide training on effective teaching for graduate students/TAs	3	1.3
Innovated teaching/new methods	2	0.8
Improve the structure within the classrooms	20	8.4
Funding for instructional improvement	15	6.3
Reduction of instructor-to-student ratio	15	6.3
Change course curricula	12	5.1
Assessment/evaluation of teaching- Peer evaluation for faculty	10	4.2
TA support	9	3.8
Communication/collaboration/promote teaching	8	3.4
Do not know/have not heard of anything to enhance teaching	4	1.7
Analysis of student learning	3	1.3
Help students with their writing skills	3	1.3
Awareness of services offered	2	0.8
Cannot answer the survey question/thought the question was too vague	2	0.8
No electronic devices in class- for students	2	0.8
Peer learning/tutoring for students	2	0.8
Other/unspecified	25	10.5

Note: A total of 154 faculty responded to the prompt, with a total of 237 coded responses (some faculty provided multiple responses).

<u>Question 1 Sample Responses</u>

Facilitate/improve technology in the classroom

> Using live streams/teaching with the tools our students use (iPads, apps, etc).

More support of online/hybrid teaching, for example help in producing/editing web lectures of really high quality.

Some of the production techniques from the class I took for faculty was the most useful material I have ever gotten from UCLA.

1) University wide site licenses for commonly used programs/software for students. UCB does this; so it's not just a practice followed by private universities with large endowments. 2) Inexpensive equipment and software that gives an instructor the capability to easily make short videos (3-5 minute) explaining procedures for using computer programs that will be used by students for assignments. What I'm referring to here are videos that are created quickly for a specific task and need not be of particularly high quality. The work is done by the instructor using his/her own equipment. 3) Higher resolution video projectors in all classrooms.

Improve CCLE/LMS infrastructure

More use of the discussion board on ccle, better use of ccle in general.

Better website with modern discussion forum, CCLE is very limited!

Utilize CCLE/LMS

Workshops on ways to make best use of CCLE best practices for lecturing, igniting discussion, etc.

Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers

I wish there were a faculty handbook and checklist that was provided so I didn't have to learn everything myself through trial and error.

Having OID reach out to any new Professor or Lecturer with brief but clear options on educational resources.

Protected admin time to prepare, such as attending faculty development sessions on educational methods.

Faculty development workshops and symposia highlighting best practice examples at other institutions.

Provide training on effective teaching- General comments

Materials on effective teaching methods that is well written and concise.
Attendance of conferences and seminars that enhance the knowledge potential. Review teaching modules and course outlines to remain current in delivery of course content.
Diversity training for classrooms- how to effectively engage all communities of students.

Provide training on effective teaching for graduate students/TAs

Improvements to TA training; implementation of a formal undergraduate Learning Assistants program.

Some central training of all TAs.

Improve the structure within the classrooms

More classrooms with mobile seating.

Better classroom infrastructure and blackboards (some boards are broken for years and never get fixed). Bigger labs that can handle the growth in our class sizes.

Better support for in-class exams: Provide larger rooms (Ackerman Ballroom) for mid-terms so that the students are not packed tightly against each other. Provide downloadable seating charts for large rooms.

Funding for instructional improvement

Funding for innovations in pedagogy and curriculum design.

Greater funding for honoraria.

Better and more consistent budget support for lab research projects developed by students in courses designed as hands-on introductions to experimental biological research processes and techniques.

Reduction of instructor-to-student ratio

Class sizes small enough to know the student names (ideally less than 75, but I'd happily take less than 200).

Smaller numbers of students assigned to TAs. When TAs supervise 60-75 students, it is difficult to assign papers. If my TA's had 35-40 students, I would be able to assign papers.

Change course curricula

Make course writing-intensive (rare in science courses). I do this now but it is hard (120 students). Have the students learn to read and understand the primary literature in my field. I also do this now.

Hybrid pedagogy (that's democratic course design, not technologically hybrid).

Assessment/evaluation of teaching- Peer evaluation for faculty

Have outstanding teachers attend your lectures and give serious feedback.

TA support

I need TA support in my graduate level courses.

Increasing graduate TAship support.

Communication/collaboration/promote teaching

Interdisciplinary contributions and focus.

Time to talk with colleagues about teaching & learning issues/topics.

Analysis of student learning

Ability to keep data (that make sense) on students learning.

Asking students to assess their performance step by step—self-reflection.

Help students with their writing skills

Better writing instruction for students.

Awareness of services offered

I need a short seminar on what OID could/would do for me and my teaching.

No electronic devices in class- for students

Instructor-only wireless in classrooms. Having sit in the back of a lot of classrooms, I think that students are really overestimating their ability to multitask (and are distracting students behind them when they are off-task).

Peer learning/tutoring for students

Peer learning/tutoring opportunities.

Other/unspecified

Support, inclusion of and respect for non-senate faculty.

Do not emphasize grading, focus on whether students have learned.

Transform long-term adjunct professors into tenure lines to improve opportunities for the students who find them interesting and accessible.

Other Important Services for Effective Teaching

Question 2. "Are there any other support or services that you would rate as extremely important for fostering effective teaching?"

Reflecting on the previous question's responses, most respondents considered instructional technology and training or resources on pedagogy to be extremely important for fostering effective teaching. They also emphasized the need for assessment and evaluation of instruction, funding for instructional improvement, improving the physical structure or design of classrooms, funding for instructional improvement, and reducing the instructor-to-student ratio. For more details, please refer to Table 2.

Table 2. *Question 2 Response themes (n=92 Respondents, 117 Responses)*

Theme	Freq.	% Responses
Instructional Technology	35	29.9
Facilitate/improve technology in the classroom	28	23.9
Utilize CCLE/LMS	5	4.3
Improve LMS infrastructure	2	1.7
Advanced education/training on effective teaching	16	13.7
Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers	7	6.0
Provide training on effective teaching- General comments	6	5.1
Innovated teaching/new methods	3	2.6
Assessment/evaluation of teaching	11	9.4
Concerns about student evaluation forms on teaching	7	6.0
Peer evaluation for faculty	4	3.4
Funding for instructional improvement	11	9.4
Improve the structure within the classrooms	10	8.5
TA support	5	4.3
None	4	3.4
Reduction of instructor-to-student ratio	4	3.4
Awareness of services offered	2	1.7
Make students aware of resources that are available to them	2	1.7
Support for disabled students	2	1.7
Other/unspecified	15	12.8

Note: A total of 92 faculty responded to the prompt, with a total of 117 coded responses (some faculty provided multiple responses).

Question 2 Sample Responses

Facilitate/improve technology in the classroom

> Someone who actually comes to the classroom for AV needs. I've taught courses on the Hill (student residences) as well as on main campus and I'm always surprised by how good the AV

support is on the Hill compared to what we get on campus (a white phone that you use to call when things go wrong, which it inevitably does).

Continuing digital media courses for faculty... specifically many of us who are experts in our fields but did not grow up with all the new techniques and need instruction and practice to stay current.

I think it is clear that the traditional lecture format is becoming obsolete. Many well edited, well-crafted lectures are available online. In a top-tier research university such as UCLA, students can do much better to interact with individual faculty members than to attend large lectures. We should switch towards a model focusing more on online learning + individual/small group mentorship. The problem, of course, is cost. Even Oxford and Cambridge can no longer afford the kind of individual tutorial system in which they traditionally took great pride. Compared to the wealthier Ivy League schools, one advantage we have is economy of scale. If we organize well, each faculty member can design and record a relatively few lecture videos for introductory classes, to be collated together to form a central online curriculum. These can be updated every few years, invoking relatively little repetitive work. This saves time for faculty members to dedicate effort to smaller seminar-type classes, where they can focus on teaching materials directly related to their research expertise, which will also allow greater interaction with students.

Utilize CCLE/LMS

CCLE and videocasting of lecture (and even seminar courses) is most important to me.

Support for online infrastructure, whether UCLA-specific or using existing service.

Improve LMS infrastructure

CCLE is flexible but often rather clunky, it can be improved/streamlined significantly.

CCLE is great for a lot of uses, but it would be very helpful to have UCLA give guidance towards full online platforms- Coursera is one example.

Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers

Ability to see faculty syllabi and learn how other faculty structure courses, or use technology in the classroom.

Teachers also need support in learning how to manage students in a respectful, but firm way.

Lowering the barrier for use of evidence-based teaching techniques through consultation and workshops. Also, extensive support of starting faculty, which I found lacking when I arrived in 2013. It's starting faculty that you can affect most - once we have our courses developed, we're unlikely to change our teaching methods.

Provide training on effective teaching- General comments

Any support, any departmental conversations about pedagogy, and any shared standards for high-quality teaching would be effective.

Workshops or events emphasizing links between classroom climate (diversity, inclusivity) and effective pedagogy.

Innovated teaching/new methods

Constant inspiration for creative work.

RELEASE TIME FOR FACULTY DEVELOPING NEW COURSES!

Concerns about student evaluation forms on teaching

Making evaluations of teaching and awards based on using evidence-based practices (e.g. RTOP) rather than simply on student evaluations.

You will note my obvious disdain for student evaluations of teaching. I am sure you have heard all of the arguments against them and have discounted them. However, I would like to reiterate that what students like and what they learn are not always related. Many studies have shown that in later years, students have realized that the faculty member they most disliked was the one who had the most profound impact on them. Similarly, students who are forced to confront the fact that they will not be given an automatic A merely for showing up to class etc, have also realized retrospectively that the tougher, less likable teacher was often the one from whom they learned the most. Evals are inaccurate and very subjective. A true case: I taught two sections of the same class one quarter. One section gave me very high evals, the other very low. Same number of students, same everything, but clearly on Tuesdays I was brilliant and on Wednesdays I was a terrible teacher. Using student evals for promotion and tenure is inherently unfair. It forces faculty to become whatever they think the students want because the junior faculty are terrified that they will not get tenure and the senior faculty want merit increases. Students do not need to be coddled; they need to be challenged. But the coddled are the ones who "like" the teacher and give higher marks. Sadly, the focus on "outcomes" and getting a high paying job simply because you have a BA from UCLA has pervaded the zeitgeist. Actual learning takes a back seat. I am sure that you, as well as I, have known some truly great teachers who were not great lecturers, just as we have all known fabulously entertaining lecturers who ultimately teach us nothing. Yet we are all required to perform the same way. Would you really expect a great pianist to be equally good at violin, or a great comedian to be a talented tragedian? Then why should you assume that all great teachers are necessarily great lecturers? Yet UCLA seems to demand that everyone teach big classes and that they do so equally well. It is not always a matter of training. Some of it is innate talent or personality. OK, end of rant, end of lecture. Thanks for reading it.

The course evaluation forms that UCLA currently uses are garbage. It would be helpful to have a method for students to evaluate courses based on the specific objectives set in those classes.

Peer evaluation for faculty

Teaching assessments and evaluations from pedagogical experts, with critical feedback in real classroom situations.

Funding for instructional improvement

Provision of funds for guest speakers, masterclasses, class trips (expand Mini-grant program).

In some classes, support for field visits would be helpful.

Funding to support expanded library resources and to support integrating library resources and research skills into instruction.

Improve the structure within the classrooms

I want to underscore the importance of physical improvements to classrooms on campus. I teach a large lecture class in Moore 100. This is a depressing place, with poor lighting, broken chairs, stained carpets, random furniture scattered about, out of date equipment, and so on. This is an embarrassment to our university.

Fix the lecture halls. The lecture halls are a mess. The chairs are broken … Other rooms have raw pipes running around or holes in the wall. The lecture halls are the front face of the University and should look modern, not like crap. No private university would have lecture halls like ours. And yet we charge out-of-state students Harvard prices. We should not be teaching them in rooms that look like they are in a poor high school district.

Improve the facilities so that we are able to do the same things we would do with small classes. Teaching for any size beyond 60 students without a lab that holds all of them, for example, so that the instructor can have a whole class do an exam or conduct a special session is a deterioration of instruction due to large class size. Having to be holding the blackboard so that it does not crash down while we write a note on it is an embarrassment when it happens repeatedly over the years in the same classroom. Similarly, it would be nice to have cordless everything, so that the instructor can move down the aisles of the classroom while controlling the tablet with the lecture.

TA support

I am assigned 1 TA for more than 350 students. Surely this is not optimal for anyone.

Likewise, if we allow graduate students to teach not by playing the traditional role of TA in large lecture classes, but to mentor undergraduates in areas directly related to their research interests, we can get a lot more out of the graduate TAs w/o adversely affecting their research careers, which would in turn save cost (i.e. each graduate student can effectively do more).

Reduction of instructor-to-student ratio

Reasonable classroom sizes.

An aside - for question 6 you ask if I teach classes GREATER than 75 students - not only have I never taught a class at UCLA of less than 75, but I know of no faculty member in my department who has at the undergraduate level. Even our seminars have 200+ students.

Awareness of services offered

The second issue is you don't really make your services known.

Make students aware of resources that are available to them

Student advisory services such as student academic advisors/counselors and the ability of instructors to refer students for counseling.

Support for disabled students

Special support for disabled students.

Good communication with the Office of Students with Disabilities is, in occasional situations, highly important.

Other/unspecified

Team teaching can be invigorating for both students and faculty, but is discouraged under the present system in which team taught courses do not count effectively towards annual course load.

Teaching and Learning Programs Outside of UCLA

Question 3. "Do you know of programs at other teaching and learning organizations outside of UCLA that are promoting teaching excellence? If so, what?"

Sixty-six faculty identified at least one teaching and learning organization outside of UCLA of which they were aware. Table 3 provides a list of all institutions/organizations mentioned in response to this question.

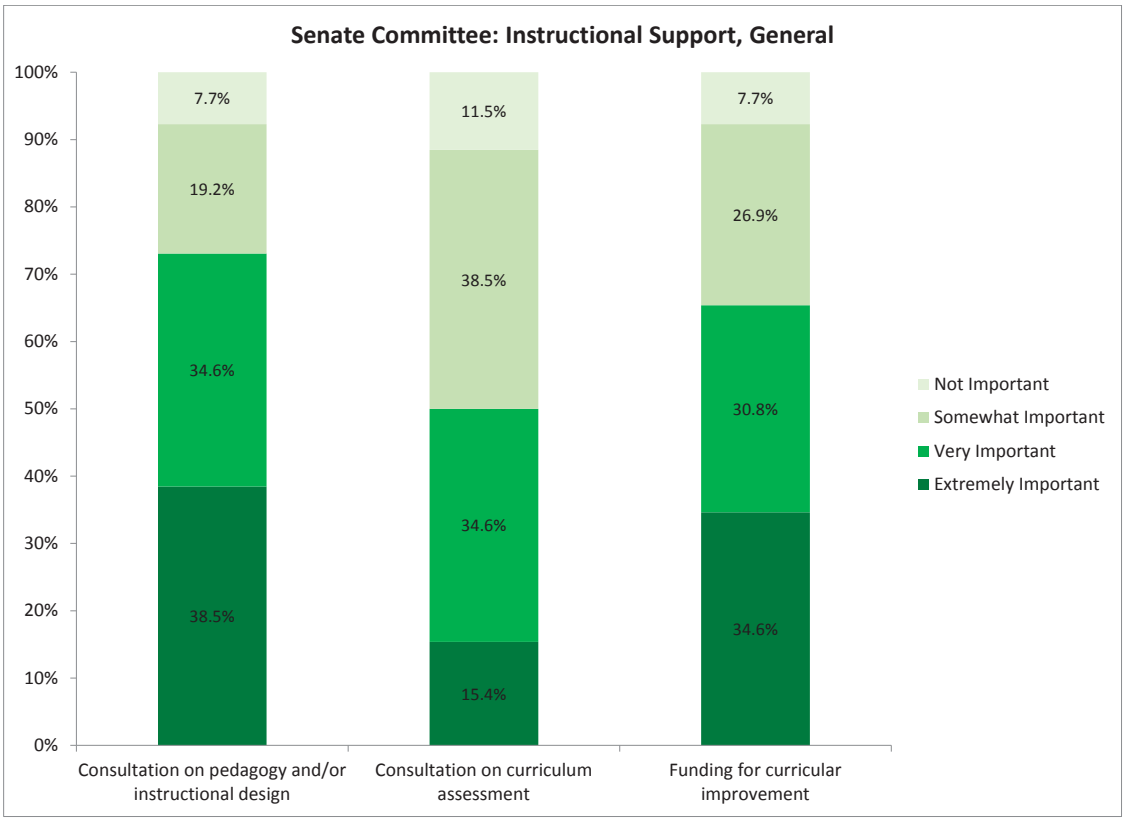
Table 3. *Teaching and Learning Institutions/Organizations Outside of UCLA*

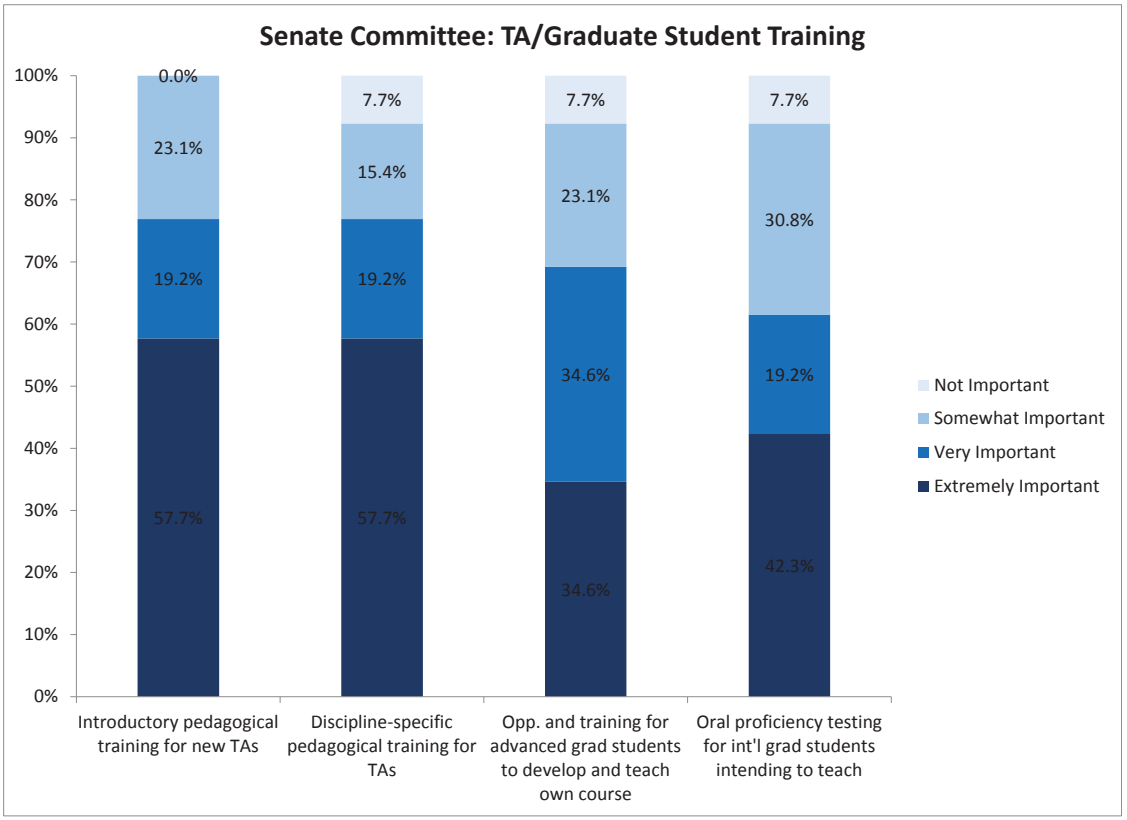
Responses
AAC&U STEM-sponsored initiatives
AAU STEM Network/sites
ACTFL American Association of Teachers of Japanese annual conferences
APLU funded projects
Bezos Foundation
Carnegie foundation for the advancement of teaching
CIRTL Network campuses
Cottrell Foundation
CSUN
Harvard- Derek Bok Center for Teaching and Learning
International Council of Ophthalmology "Teaching the Teachers Program"
Human Anatomy & Physiology Society
Johns Hopkins
Lumina Foundation
Medical Education Fellowship
Modern Language Association
National Council of Teachers of English
National Institute of Trial Advocacy
National Science Teachers Association
NSF WIDER grant funded institutions
Other Cal state universities
Other UCs
Penn State University
Reinvention Center efforts
Renaissance Arts Academy, a high school in Eagle Rock, keeps experimenting and improving
Santa Monica College
SERC STEM Education Centers project
Stanford- Center for Teaching and Learning
The Claremont colleges
The Faculty Success Program
The Getty projects
The Imagining America public humanities consortium

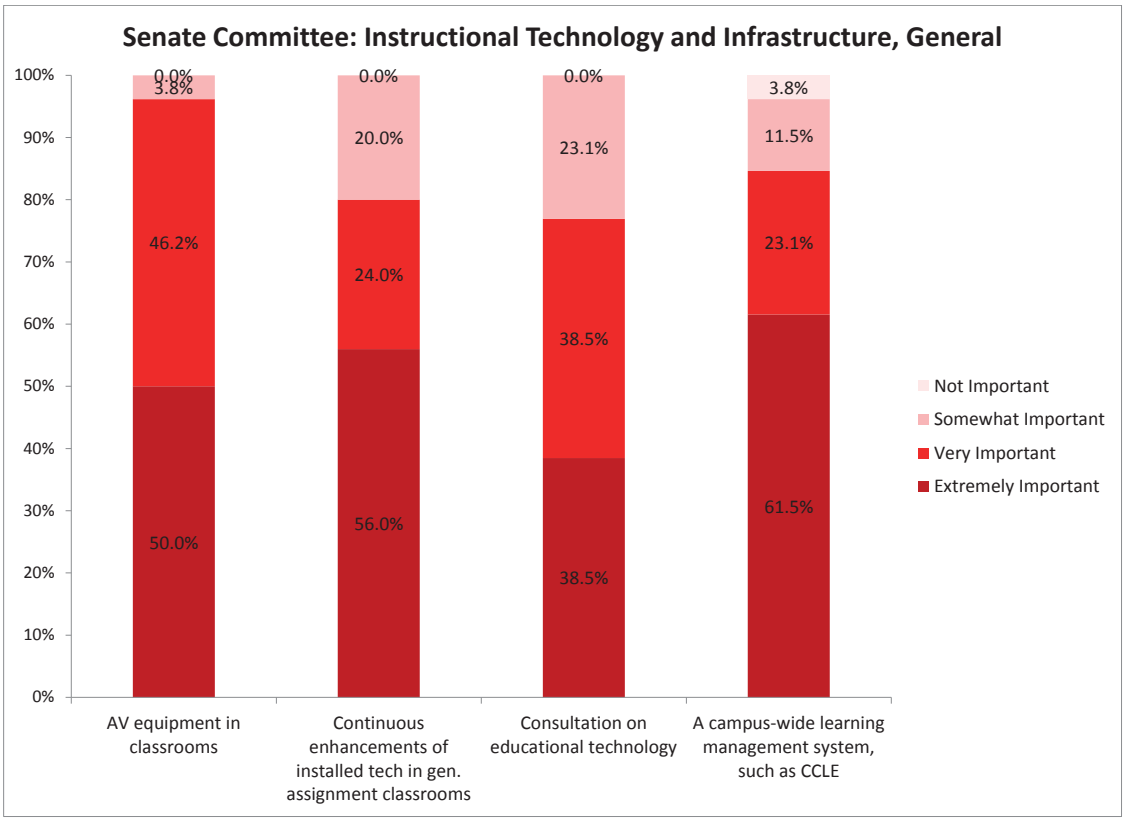
UCSD at SAS conferences
University of Chicago
University of Colorado @ Boulder
University of Iowa
University of Kansas- Center for Teaching Excellence
University of Michigan
University of Sydney
University of the Pacific School of Dentistry
University of Washington
University of Wisconsin-Madison, the Writing Center
USC-THINKSPACE

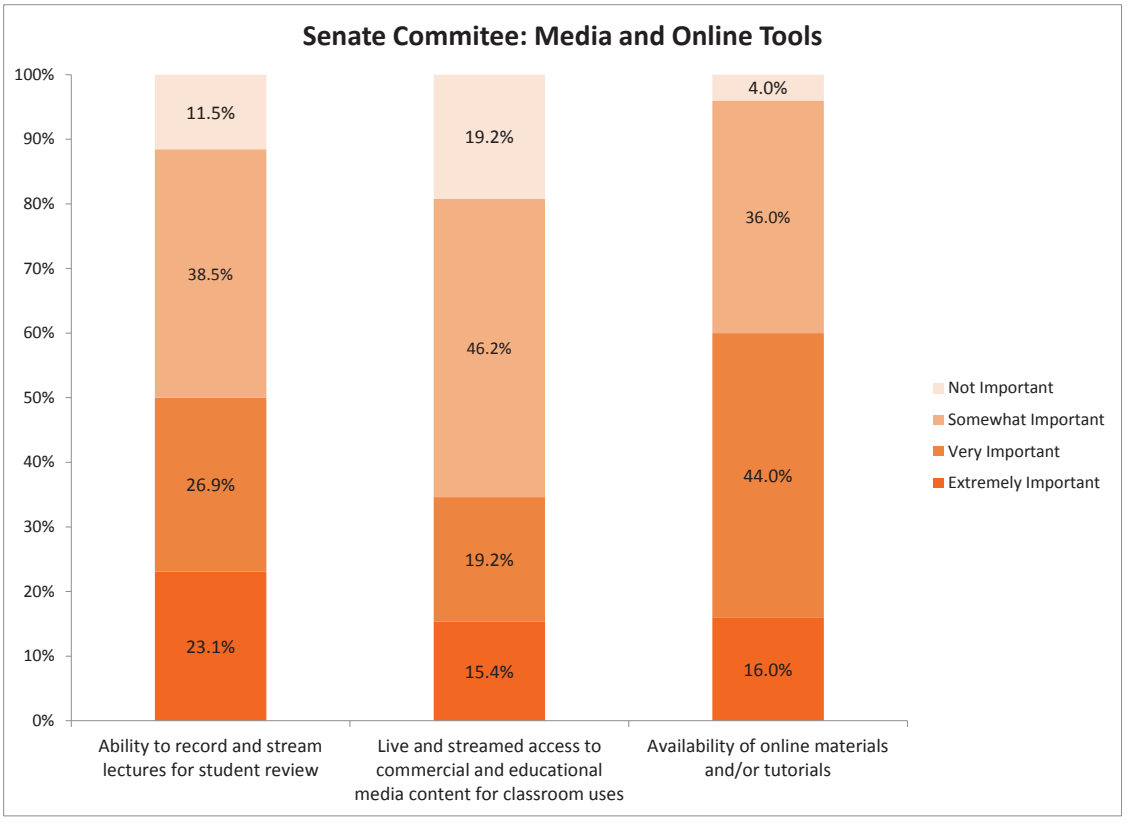
Senate Committee: Sample Descriptives (N=26)

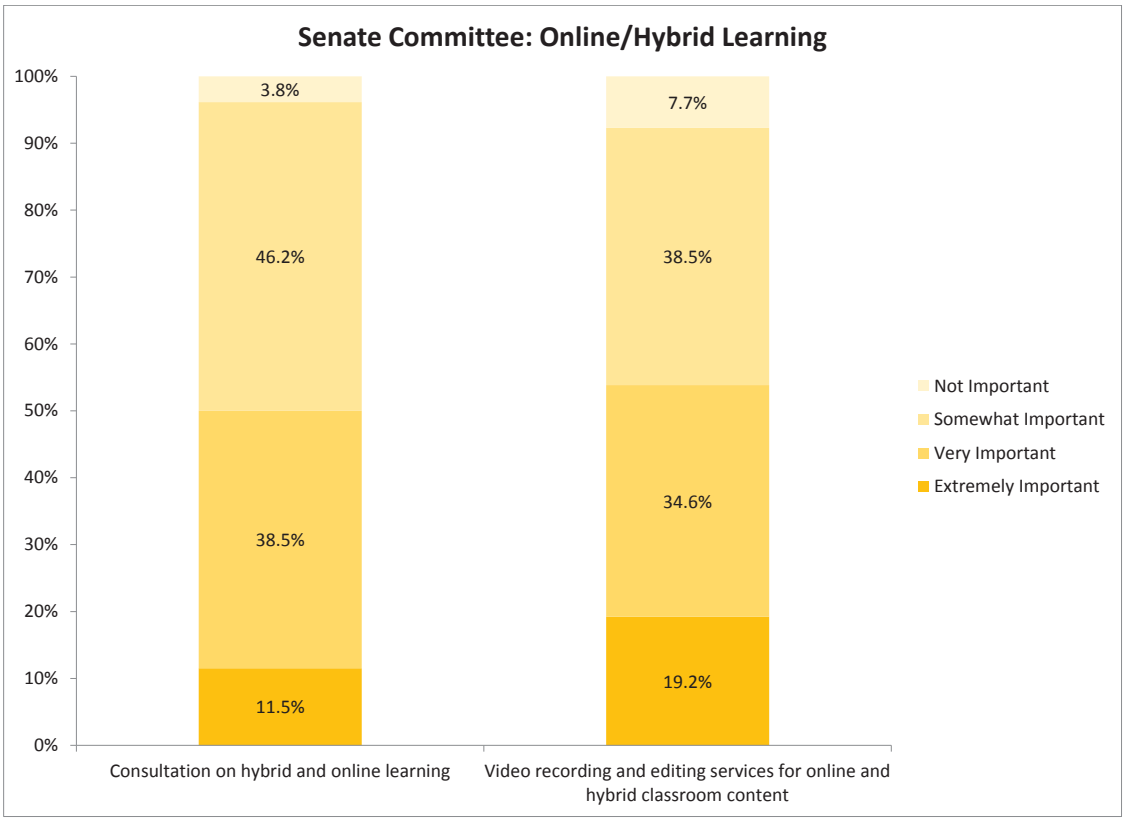
	Percent
Primary Division/School	
College of Letters and Science	**69.2**
Division of Humanities	15.4
Division of Life Sciences	30.8
Division of Physical Sciences	15.4
Division of Social Sciences	7.7
Professional Schools	**30.8**
Fielding School of Public Health	3.8
Graduate School of Education and Information Studies	3.8
Henry Samueli School of Engineering and Applied Sciences	19.2
School of Nursing	3.8

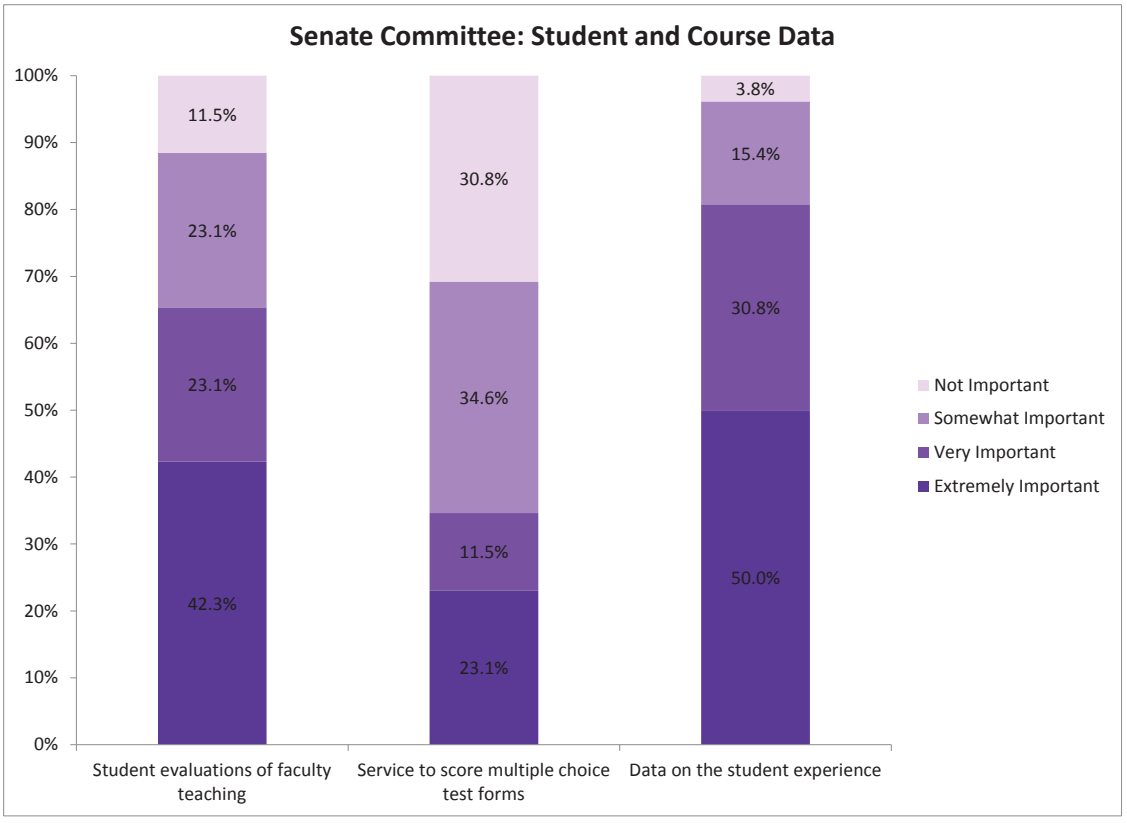

Senate Committee: Instructional Support, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7.7%
19.2%
34.6%
38.5%
11.5%
38.5%
34.6%
15.4%
7.7%
26.9%
30.8%
34.6%
Consultation on pedagogy and/or instructional design
Consultation on curriculum assessment
Funding for curricular improvement
Not Important
Somewhat Important
Very Important
Extremely Important

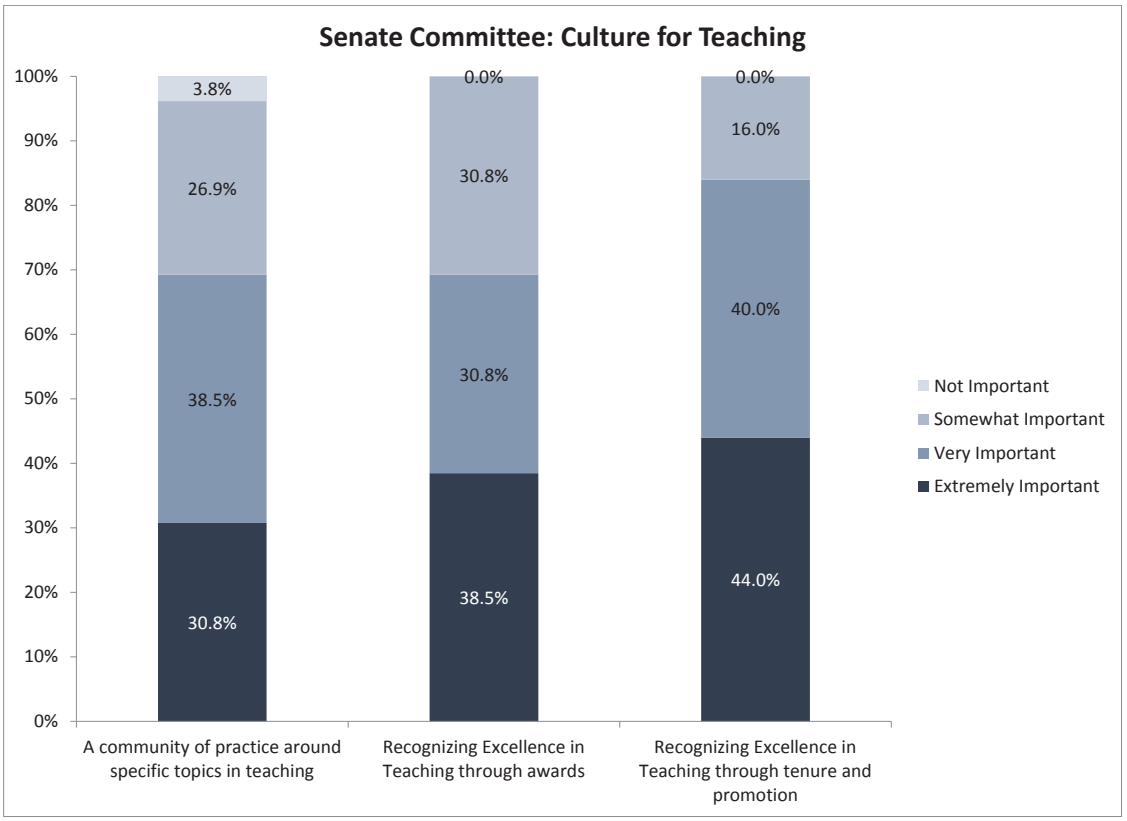

Senate Committee: TA/Graduate Student Training
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0%
23.1%
19.2%
57.7%
7.7%
15.4%
19.2%
57.7%
7.7%
23.1%
34.6%
34.6%
7.7%
30.8%
19.2%
42.3%
Introductory pedagogical training for new TAs
Discipline-specific pedagogical training for TAs
Opp. and training for advanced grad students to develop and teach own course
Oral proficiency testing for int'l grad students intending to teach
Not Important
Somewhat Important
Very Important
Extremely Important


Senate Committee: Instructional Technology and Infrastructure, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0%
3.8%
46.2%
50.0%
0.0%
20.0%
24.0%
56.0%
0.0%
23.1%
38.5%
38.5%
3.8%
11.5%
23.1%
61.5%
AV equipment in classrooms
Continuous enhancements of installed tech in gen. assignment classrooms
Consultation on educational technology
A campus-wide learning management system, such as CCLE
Not Important
Somewhat Important
Very Important
Extremely Important


Senate Commitee: Media and Online Tools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.5%
38.5%
26.9%
23.1%
19.2%
46.2%
19.2%
15.4%
4.0%
36.0%
44.0%
16.0%
Ability to record and stream lectures for student review
Live and streamed access to commercial and educational media content for classroom uses
Availability of online materials and/or tutorials
Not Important
Somewhat Important
Very Important
Extremely Important


Senate Committee: Online/Hybrid Learning
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3.8%
46.2%
38.5%
11.5%
7.7%
38.5%
34.6%
19.2%
Consultation on hybrid and online learning
Video recording and editing services for online and hybrid classroom content
Not Important
Somewhat Important
Very Important
Extremely Important


Senate Committee: Student and Course Data
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.5%
23.1%
23.1%
42.3%
30.8%
34.6%
11.5%
23.1%
3.8%
15.4%
30.8%
50.0%
Student evaluations of faculty teaching
Service to score multiple choice test forms
Data on the student experience
Not Important
Somewhat Important
Very Important
Extremely Important


Senate Committee: Culture for Teaching
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3.8%
26.9%
38.5%
30.8%
0.0%
30.8%
30.8%
38.5%
0.0%
16.0%
40.0%
44.0%
A community of practice around specific topics in teaching
Recognizing Excellence in Teaching through awards
Recognizing Excellence in Teaching through tenure and promotion
Not Important
Somewhat Important
Very Important
Extremely Important

Essential Services to Promote Teaching Excellence

Question 1. "Thinking about your role as a member of the Academic Senate committee, please share three things that you think a center to promote teaching excellence should be doing to enhance teaching at UCLA."

Respondents most commonly asked for increased pedagogy training and resources. They also asked for improved classroom infrastructure (for example, technology and seating), help with assessment, and the consideration of teaching as an important part of UCLA's culture and promotion or tenure procedures. For more details, please see Table 1.

Table 1. *Question 1 Response Themes (n=18 Respondents, 45 Responses)*

Theme	Freq.	% Responses
Advanced education/training on effective teaching	23	51.1
Provide training/resources on effective teaching for Faculty/Professors/Lecturers	10	22.2
Provide training on effective teaching for graduate students/TAs	5	11.1
Provide training on effective teaching- General comments	4	8.9
Revolutionary/innovated teaching/new pedagogies/methods at UCLA	4	8.9
Classroom structure/infrastructure in regards to space and instructional technology	8	17.8
Help develop/improve assessment/evaluation	7	15.6
Communication/promote teaching	3	6.7
Incentive/reward teaching	2	4.4
Other/unspecified	2	4.4

Note: A total of 18 senate committee members responded to the prompt, with a total of 45 coded responses (some senate committee members provided multiple responses).

Question 1 Sample Responses

Provide training/resources on effective teaching for Faculty/Professors/Lecturers

> Organize short workshops for faculty and lecturers on teaching pedagogies/different models to promote students' learning.
>
> Reaching out to faculty directly to make them aware of available services.

Provide training on effective teaching for graduate students/TAs

> Hold workshops/panels to educate new graduate students.
>
> Improve TA training.

Provide training on effective teaching- General comments

> Continuing education opportunities on best teaching practices.

Hosting exceptional teachers from other institutions for campus-wide lectures.

Revolutionary/innovated teaching/new pedagogies/methods at UCLA

Think of revolutionary changes that could keep UCLA at the forefront of college education.

Providing resources for experimentation and professional growth in existing faculty.

Classroom structure/infrastructure in regards to space and instructional technology

Improve classroom availability to support small group work and activities for a flipped classroom.

Ensuring all classrooms have functional a/v and a working campus phone to connect to a/v services in case of problems, and better yet, state-of-the-art a/v.

Make available the simplest possible methods for posting material for students to view/download. CCLE etc. still isn't it.

Help develop/improve assessment/evaluation

Help faculty develop appropriate assessments with education expertise.

Training/advising faculty on curriculum assessment strategies and methods (and providing support).

Communication/promote teaching

Be the voice to promote the importance of teaching in an institution that may appear to value research more than teaching.

Recognizing and publicizing the excellence in education demonstrated by the UCLA faculty.

Incentive/reward teaching

The biggest thing that OID could do to promote teaching excellence is to insist that UCLA, particularly CAP, deans and dept chairs really emphasize teaching in merit and promotions. For most faculty, unless there is a real incentive to excel in teaching, they will hold to status quo.

Other Important Services for Effective Teaching

Question 2. "Are there any other support or services that you would rate as extremely important for fostering effective teaching?"

Respondents most commonly asked for pedagogy training and resources and for help developing or improving assessment and evaluation. For more details, please see Table 2.

Table 2. *Question 2 Response Themes (n=9 Respondents, 12 Responses)*

Theme	Freq.	% Responses
Advanced education/training on effective teaching	5	41.7
Provide training on effective teaching- General comments	3	25.0
Revolutionary/innovated teaching/new pedagogies/methods at UCLA	2	16.7
Help develop/improve assessment/evaluation	3	25.0
Classroom structure/infrastructure in regards to space and instructional technology	2	16.7
Incentive/reward teaching	2	16.7

Note: A total of 9 senate committee members responded to the prompt, with a total of 12 coded responses (some senate committee members provided multiple responses).

Question 2 Sample Responses

Provide training on effective teaching- General comments

> Workshops for teaching excellence.

Revolutionary/innovated teaching/new pedagogies/methods at UCLA

> I would not mind learning some new skills that could enhance my teaching, and see what others are doing that I am not.

Help develop/improve assessment/evaluation

> Peer evaluations by faculty trained in various pedagogies.

> Please do not abandon the in-class printed scantron evaluations. Computer versions have been tested at other campus and do not work. I understand it feels ridiculously outdated but see the studies related to, for instance, taking notes by hand versus on a computer. There are different levels of care and connection accorded to writing with hands within the classroom where one learned together.

Classroom structure/infrastructure in regards to space and instructional technology

> Making more classroom spaces for large GE classes that are not lecture theaters, but instead facilitate discussion (for example with chairs that can rotate).

The LMS should be very simple for faculty and students to use. Should have an excellent user interface (CCLE does not have this).

Incentive/reward teaching

OID should advocate for changes to the current system of promotion and tenure that explicitly include teaching effectiveness. Only when this happens will faculty have the appropriate incentive to invest in more effective instruction.

Existing Services with Room for Improvement

Question 3. "Are there any existing services that are essential to UCLA's teaching mission that could be improved?"

Respondents most commonly requested improved classroom infrastructure (for example, technology and seating) and expressed challenges with CCLE. For more details, please see Table 3.

Table 3. *Question 3 Response Themes (n=15 Respondents, 15 Responses)*

Theme	Freq.	% Responses
Classroom structure/infrastructure in regards to space and instructional technology	3	20.0
Provide training/resources on effective teaching for Faculty/Professors/Lecturers	3	20.0
Improve LMS/CCLE infrastructure	3	20.0
Other/unspecified	6	40.0

Question 3 Sample Responses

Classroom structure/infrastructure in regards to space and instructional technology

Continuation of upgrading classrooms with latest technology and capabilities.
The ability of students to engage in the classroom through online technology requires that classrooms have the wifi capacity for all students in the room simultaneously. The classrooms are not currently set up for this.

Conditions of classroom; many have fewer seats than advertised, have visibility issues, and are extremely uncomfortable.

Provide training/resources on effective teaching for Faculty/Professors/Lecturers

Ongoing training opportunities for faculty.

I'm not aware of what opportunities there are for help with developing my own teaching skills. I imagine OID has consulting services for this but I don't know what they are. So awareness could be improved. As a faculty member it hasn't much occurred to me to seek help with my lecturing. If help came to me I might be more receptive to it.

Improve LMS/CCLE infrastructure

> The course website interface is abysmal. I've been here for 8 years and am very proficient technically (faculty in an engineering discipline). The system is terrible.
>
> CCLE is not great & generally declining.

Other/unspecified

> OID grants should be expanded.
>
> Honestly, I have found help for almost everything I need in OID throughout the years whether it was designing a research project, making videos, teaching training, funding, and the list goes on. The problem remains that faculty don't use the services that are available because oftentimes they don't have time.

Teaching and Learning Programs Outside of UCLA

Question 4. "Do you know of programs at other teaching and learning organizations outside of UCLA that are promoting teaching excellence? If so, what?"

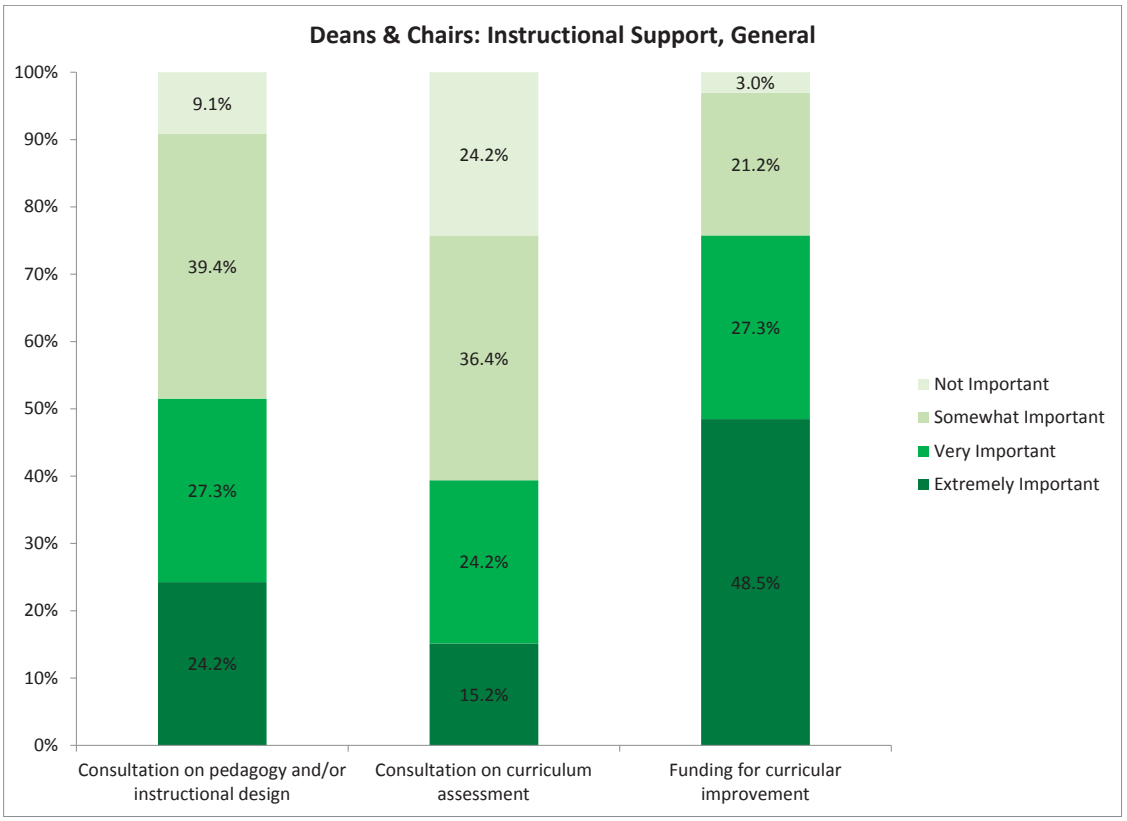
Six senate committee members identified at least one teaching and learning organization outside of UCLA of which they were aware. Table 4 provides a list of all institutions/organizations mentioned in response to this question.

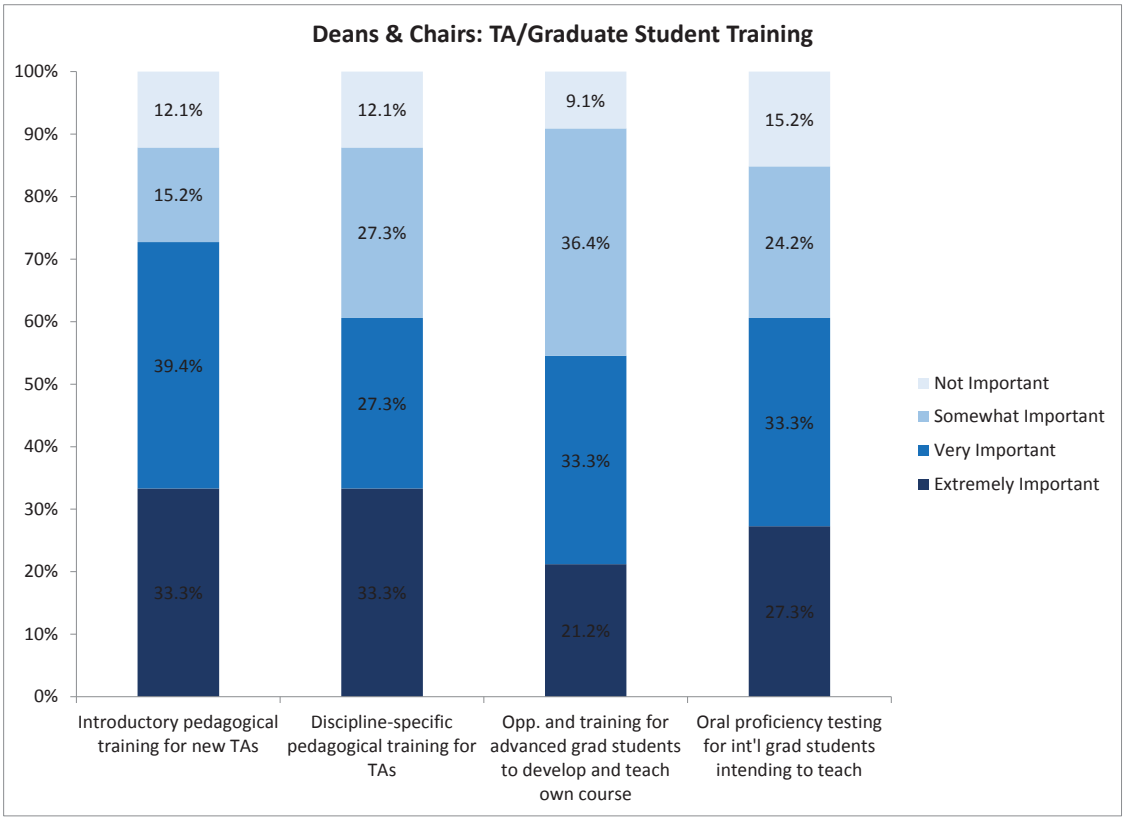
Table 4. *Teaching and Learning Institutions/Organizations Outside of UCLA*

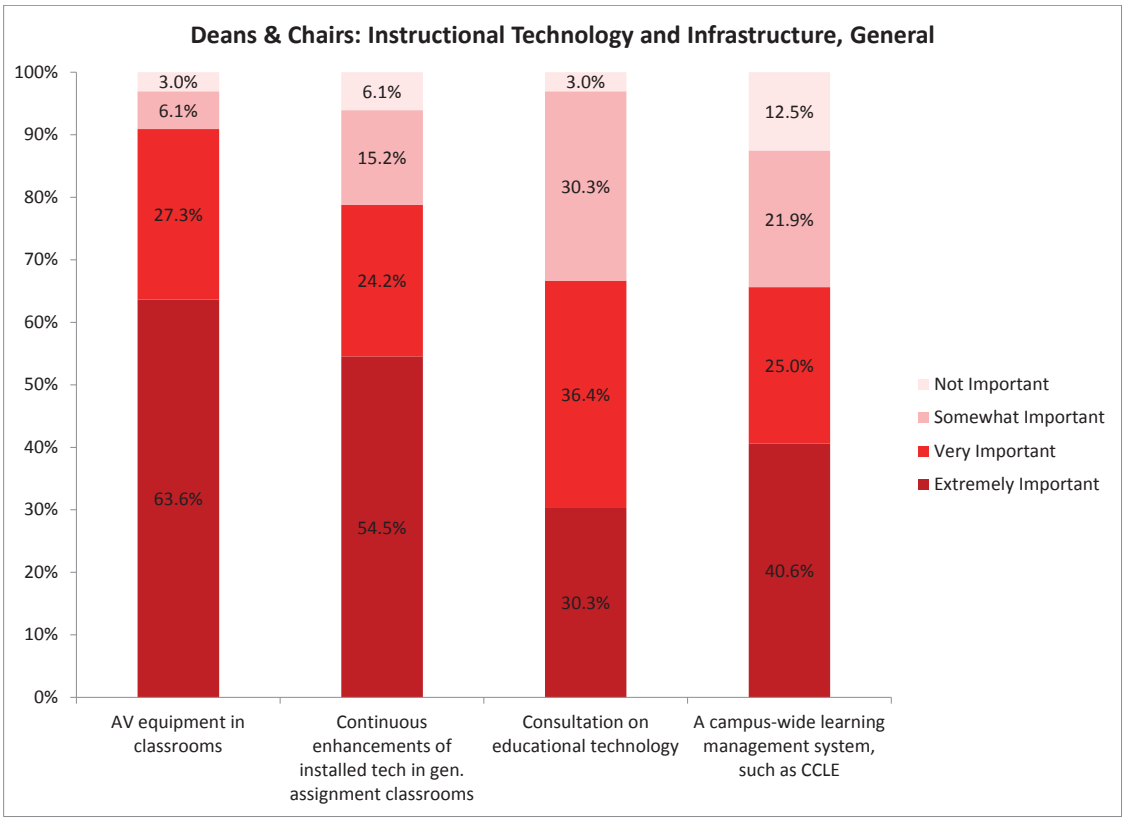
Responses
Bloomington
Caltech has a program: https://teachlearn.caltech.edu/
Georgetown
Harvard University: http://bokcenter.harvard.edu/faculty-programs
San Jose State - hired a person who revamped all of their chemistry department labs.
Stanford
UC-Berkeley (e.g., Quality Circles for Teaching: https://teaching.berkeley.edu/quality-circles-teaching)
Univ of Washington
University of Texas
University of Indiana
University of Wisconsin http://biology.wisc.edu/UniversityEducators-QuickLinksforFacultyandStaff.htm

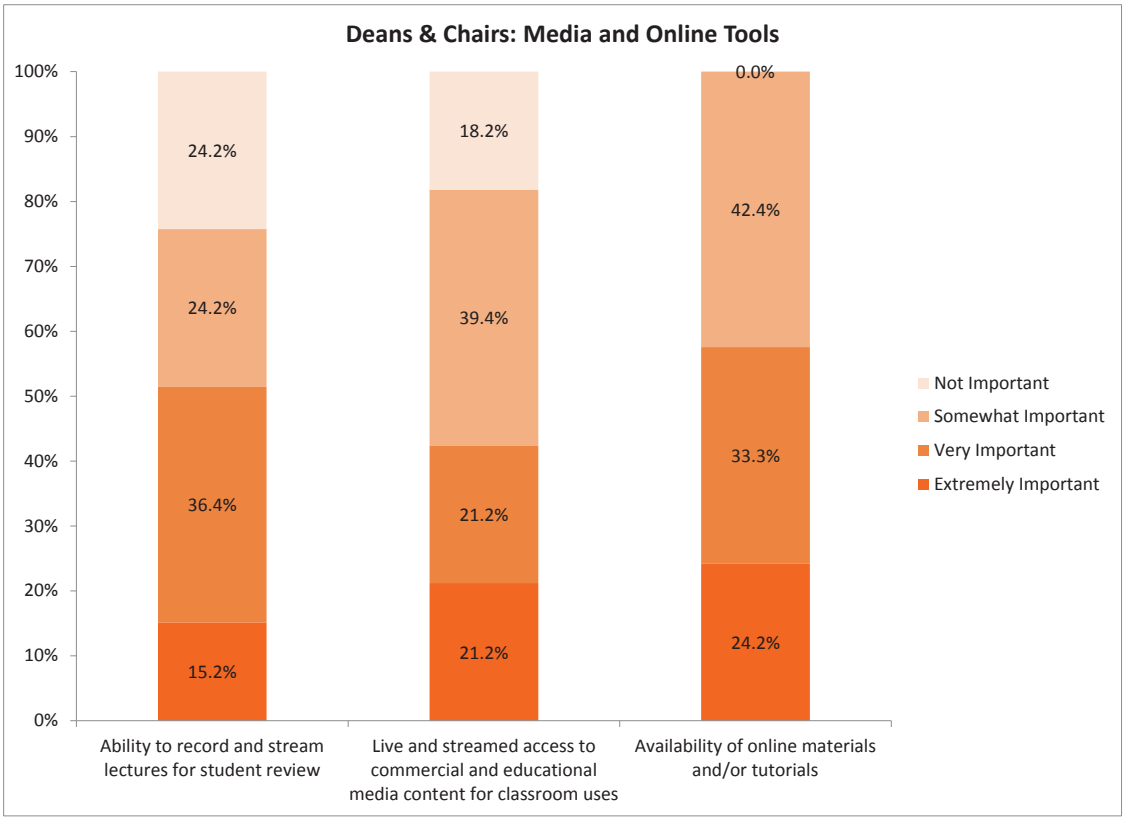
Deans & Chairs: Sample Descriptives (N=33)

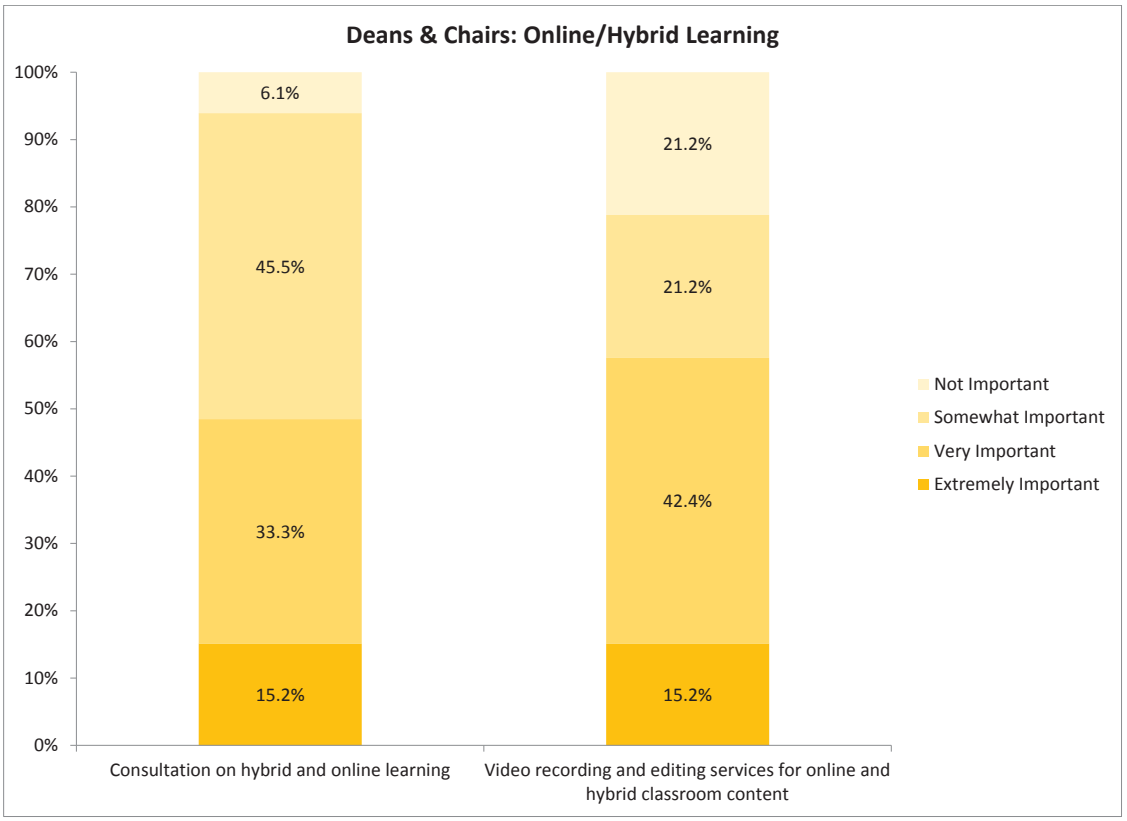
	Percent
Primary Division/School	
College of Letters and Science	**57.6**
Division of Humanities	30.3
Division of Life Sciences	3.0
Division of Physical Sciences	6.1
Division of Social Sciences	18.2
Professional Schools	**39.4**
Fielding School of Public Health	6.1
Graduate School of Education and Information Studies	3.0
Henry Samueli School of Engineering and Applied Sciences	12.1
School of Arts & Architecture	9.1
School of Dentistry	3.0
School of Theater, Film, and Television	6.1
Other	**3.0**

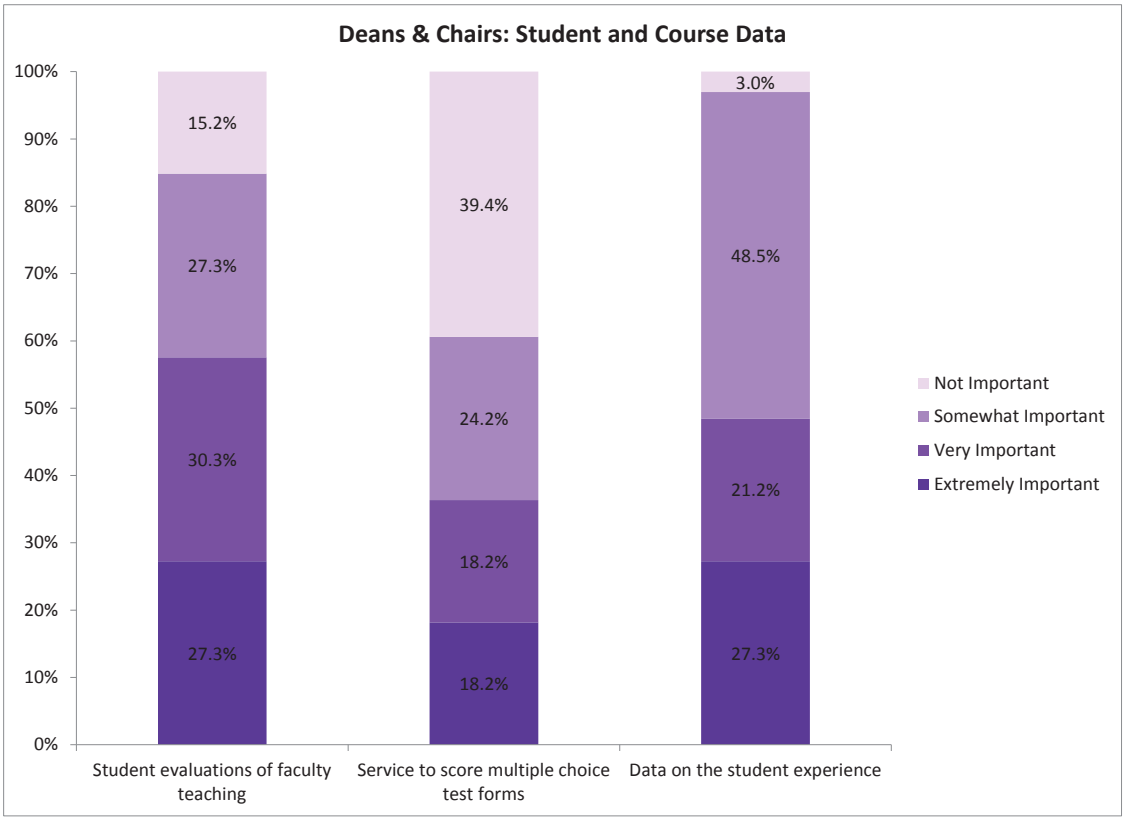

Deans & Chairs: Instructional Support, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9.1%
39.4%
27.3%
24.2%
24.2%
36.4%
24.2%
15.2%
3.0%
21.2%
27.3%
48.5%
Consultation on pedagogy and/or instructional design
Consultation on curriculum assessment
Funding for curricular improvement
Not Important
Somewhat Important
Very Important
Extremely Important

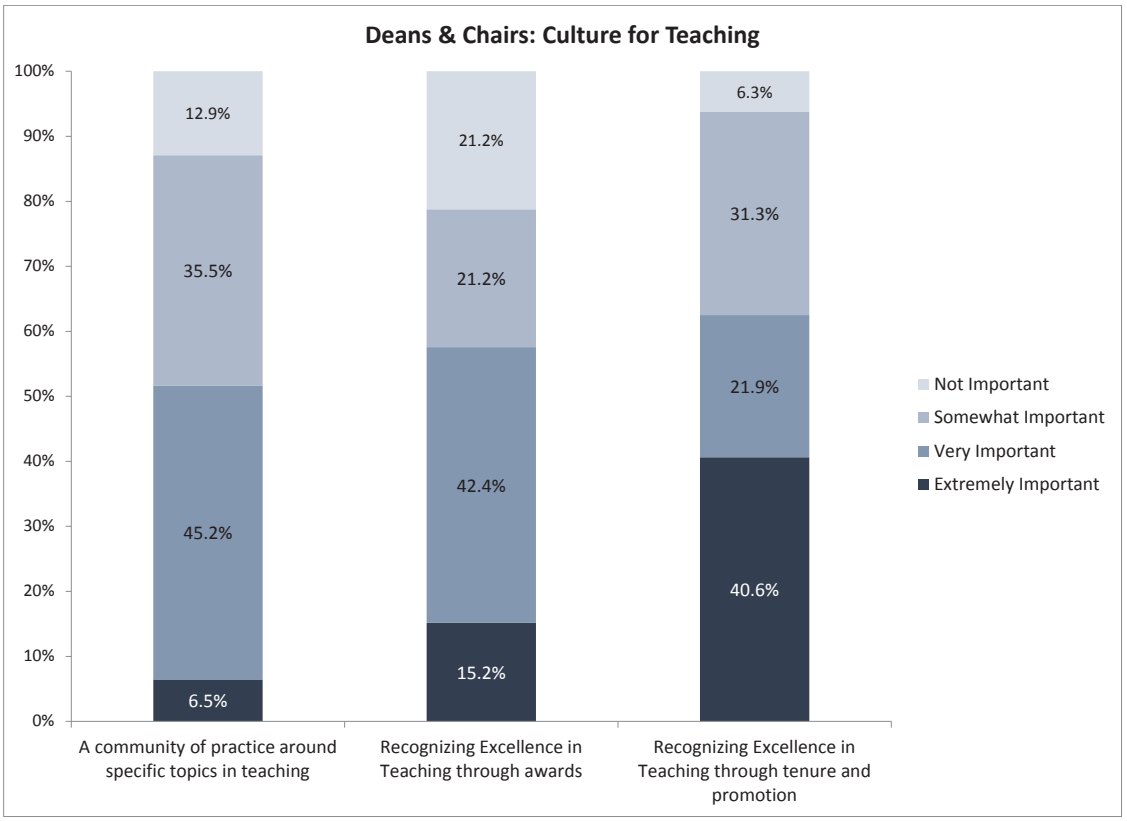

Deans & Chairs: TA/Graduate Student Training
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
12.1%
15.2%
39.4%
33.3%
12.1%
27.3%
27.3%
33.3%
9.1%
36.4%
33.3%
21.2%
15.2%
24.2%
33.3%
27.3%
Introductory pedagogical training for new TAs
Discipline-specific pedagogical training for TAs
Opp. and training for advanced grad students to develop and teach own course
Oral proficiency testing for int'l grad students intending to teach
Not Important
Somewhat Important
Very Important
Extremely Important


Deans & Chairs: Instructional Technology and Infrastructure, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
3.0%
6.1%
27.3%
63.6%
6.1%
15.2%
24.2%
54.5%
3.0%
30.3%
36.4%
30.3%
12.5%
21.9%
25.0%
40.6%
AV equipment in classrooms
Continuous enhancements of installed tech in gen. assignment classrooms
Consultation on educational technology
A campus-wide learning management system, such as CCLE
Not Important
Somewhat Important
Very Important
Extremely Important


Deans & Chairs: Media and Online Tools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
24.2%
24.2%
36.4%
15.2%
18.2%
39.4%
21.2%
21.2%
0.0%
42.4%
33.3%
24.2%
Ability to record and stream lectures for student review
Live and streamed access to commercial and educational media content for classroom uses
Availability of online materials and/or tutorials
Not Important
Somewhat Important
Very Important
Extremely Important


Deans & Chairs: Online/Hybrid Learning
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6.1%
45.5%
33.3%
15.2%
21.2%
21.2%
42.4%
15.2%
Consultation on hybrid and online learning
Video recording and editing services for online and hybrid classroom content
Not Important
Somewhat Important
Very Important
Extremely Important


Deans & Chairs: Student and Course Data
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
15.2%
27.3%
30.3%
27.3%
39.4%
24.2%
18.2%
18.2%
3.0%
48.5%
21.2%
27.3%
Student evaluations of faculty teaching
Service to score multiple choice test forms
Data on the student experience
Not Important
Somewhat Important
Very Important
Extremely Important


Deans & Chairs: Culture for Teaching
100%
90%
80%
70%
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50%
40%
30%
20%
10%
0%
12.9%
35.5%
45.2%
6.5%
21.2%
21.2%
42.4%
15.2%
6.3%
31.3%
21.9%
40.6%
A community of practice around specific topics in teaching
Recognizing Excellence in Teaching through awards
Recognizing Excellence in Teaching through tenure and promotion
Not Important
Somewhat Important
Very Important
Extremely Important

Essential Services to Promote Teaching Excellence

Question 1. "Thinking about your role as a Dean or Department Chair, please share three things that you think a center to promote teaching excellence should be doing to enhance teaching at UCLA."

Deans and Department Chairs most commonly suggested that a center to promote teaching excellence should provide pedagogy training, consultation, and resources. Classroom infrastructure, primarily related to technology in the classroom, and assessment or evaluation of teaching were also prominently mentioned. For details, please refer to Table 1.

Table 1. *Question 1 Response Themes (n=25 Respondents, 48 Responses)*

Theme	Freq.	% Responses
Advanced education/training on effective teaching	17	35.4
Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers	13	27.1
Provide training on effective teaching for graduate students/TAs	2	4.2
Provide training on effective teaching- General comments	2	4.2
Classroom structure/infrastructure	14	29.2
Facilitate/improve technology in the classroom	11	22.9
Improve the structure within the classrooms	3	6.3
Assessment/evaluation of teaching	8	16.7
Peer evaluation for faculty	6	12.5
Concerns about student evaluation forms on teaching	2	4.2
Communication/collaboration/promote teaching	4	8.3
Funding for instructional improvement	3	6.3
Other/unspecified	2	4.2

Note: A total of 25 Deans/Department Chairs responded to the prompt, with a total of 48 coded responses (some Deans/Department Chairs provided multiple responses).

Question 1 Sample Responses

Provide training/consultation on effective teaching/strategies for Faculty/Professors/Lecturers

> Offering instructional courses to faculty.
>
> Best teaching practices/instructional tools orientation for new faculty (of whatever rank).
>
> Disseminating information and providing workshops on effective teaching and grading practices that promote learning, are based on scholarly research, and address the importance of diversity.

Provide training on effective teaching for graduate students/TAs

> Exciting TA training courses.... real subject matter about learning.
>
> Focusing primarily on the training of TAs since most UCLA classes are lectures with discussions or labs.

Provide training on effective teaching- General comments

Research on teaching, symposia on classroom teaching.

Provide training to improved pedagogy, such as training in use of the inverted classroom. Such training should be in small bites, with some push to faculty to engage, and opportunity to pull on the faculty member's own schedule, and with discipline and field relevant examples.

Facilitate/improve technology in the classroom

Convenient and targeted software training for faculty.

Helping faculty obtain equipment they need for classes.

Provide technical (computer, internet-based and other) support.

Improve the structure within the classrooms

Tour instructional spaces in non-College departments. Consult directly with non-College department on unique nature of instructional spaces.

Making sure resources are up-to-date in classrooms.

Peer evaluation for faculty

Work with academic personnel/CAP on data driven standards for evaluating teaching.

Provide anonymous feedback on teaching methods and skills.

Concerns about student evaluation forms on teaching

Looking closely at the validity of the student evaluation process.

Think about redesigning the teaching evaluation questionnaire. E.g. I've seen campuses that ask if the instructor shows up on time -- worth knowing in the personnel process if he doesn't!

Communication/collaboration/promote teaching

Sharing among teaching strategies among the disciplines.

Enhancing teaching collaboration between North and South campus.

Funding for instructional improvement

Purchasing for discounted purchase of common instructional technology.

Grants for instructional improvement.

Other/unspecified

1. Look at what the Kaneb Center has been doing for years at the University of Notre Dame. 2. Do everything possible to reduce paperwork, administrative procedures. 3. Resist attempts to standardize curricula and reduce faculty freedom.

Other Important Services for Effective Teaching

Question 2. "Are there any other support or services that you would rate as extremely important for fostering effective teaching?"

Deans and Department Chairs most commonly reiterated increased pedagogy training, consultation, and resources; classroom infrastructure, primarily related to technology in the classroom; and assessment or evaluation of teaching as important for fostering effective teaching. For details, please refer to Table 2.

Table 2. *Question 2 Response Themes (n=12 Respondents, 15 Responses)*

Theme	Freq.	% Responses
Advanced education/training on effective teaching	3	20.0
Classroom structure/infrastructure in regards to space and instructional technology	2	13.3
Assessment/evaluation of teaching-concerns about the forms & want more feedback	2	13.3
Incentive/reward teaching	2	13.3
Reduction of instructor-to-student ratio	2	13.3
TA Support	2	13.3
Other/unspecified	2	13.3

Note: A total of 12 Deans/Department Chairs responded to the prompt, with a total of 15 coded responses (some Deans/Department Chairs provided multiple responses).

Question 2 Sample Responses

Advanced education/training on effective teaching

Provide a wide range of examples of simple, implementable ideas to improve teaching by typical faculty.

Providing examples of best practices for different aspects of teaching and grading (structuring syllabi, effective assignments for peer activities/group work, writing, etc.).

Classroom structure/infrastructure in regards to space and instructional technology

Technology in UCLA classrooms is now outdated.
Lobby to open up Royce and Schoenberg as general assignment classrooms. It's absurd that a university as huge as UCLA has a 410 student class size max when luxury universities like Harvard and Cornell have, for decades, had classrooms seating 1200.

Assessment/evaluation of teaching-concerns about the forms & want more feedback

> Early, continuous anonymous student feedback.
> What is not important is the system of evaluations which fosters grade inflation, since instructors rightly or wrongly think that the strength of the evaluation depends on the grade the student is expecting. Since this system has gone online, students have to be "bribed" with promises of additional points to participate.

Incentive/reward teaching

> It is well known that effective teaching is not rewarded by APO. Much lip service is paid to it, but in practice it is never rewarded financially or by acceleration.

Reduction of instructor-to-student ratio

> A main issue is faculty/student ratio and class size.

Other/unspecified

> Funds OID provides for TA training, to invite guests to our classes, and to purchase items to help us teach (such as equipment or DVDs) are of great significance to my department.

Existing Services with Room for Improvement

Question 3. "Are there any existing services that are essential to UCLA's teaching mission that could be improved?"

When asked about improving existing services, respondents focused primarily on classroom infrastructure, specifically regarding technology in the classroom, increase in pedagogy training, consultation, and resources. For details, please refer to Table 3.

Table 3. *Question 3 Response Themes (n=15 Respondents, 16 Responses)*

Theme	Freq.	% Responses
Classroom structure/infrastructure in regards to space and instructional technology	7	43.8
Advanced education/training on effective teaching for instructors/TAs	3	18.8
Other/unspecified	6	37.5

Note: A total of 15 Deans/Department Chairs responded to the prompt, with a total of 16 coded responses (some Deans/Department Chairs provided multiple responses).

Question 3 Sample Responses

Classroom structure/infrastructure in regards to space and instructional technology

> Quality of and innovation around Online Courses.

It would be good to add wireless projection to all classrooms. This means either Airplay/Apple TV or Chromecast or similar simple technology to project from a professor's laptop to a room projector. The current demand to plug in a dodgy VGA cable is very poor.

Instructional technology/equipment for North Campus classrooms.

Advanced education/training on effective teaching for instructors/TAs

If OID does best practices workshops etc, they need to be more visible and available.

There is mandatory safety training etc., but no mandatory teaching training. This is a glaring omission that sends the message that teaching is less important than research, particularly as new faculty may never have had any formal training in teaching. There are common mistakes that new instructors make in both teaching and course management that could easily be rectified by a best practices training. While faculty may voluntarily take such training now, given the many time pressures it doesn't usually happen until problems are evident in evaluations.

Other/unspecified

Student evaluations have fallen off since going online. We've tried doing them in class but that didn't work (the students couldn't access the evaluations, a computer problem?) But there should be some incentive to get them to do evaluations.

CCLE is great, but improvements are possible, particularly in the quiz modules. It is not efficient to use questions from past years quizzes.

TA support.

Faculty teaching off-campus to less advantaged communities.

Teaching and Learning Programs Outside of UCLA

Question 4. "Do you know of programs at other teaching and learning organizations outside of UCLA that are promoting teaching excellence? If so, what?"

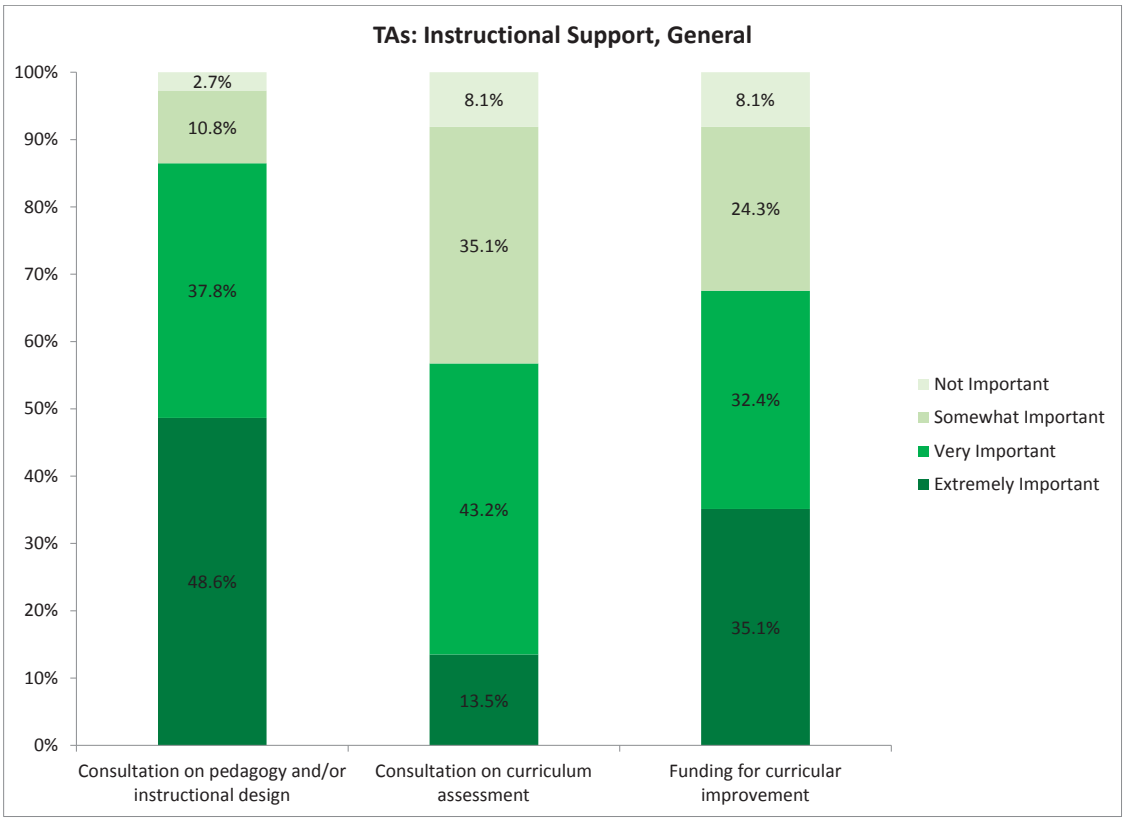
Four Deans/Department Chairs identified at least one teaching and learning organization outside of UCLA of which they were aware. Table 4 provides a list of all institutions/organizations mentioned in response to this question.

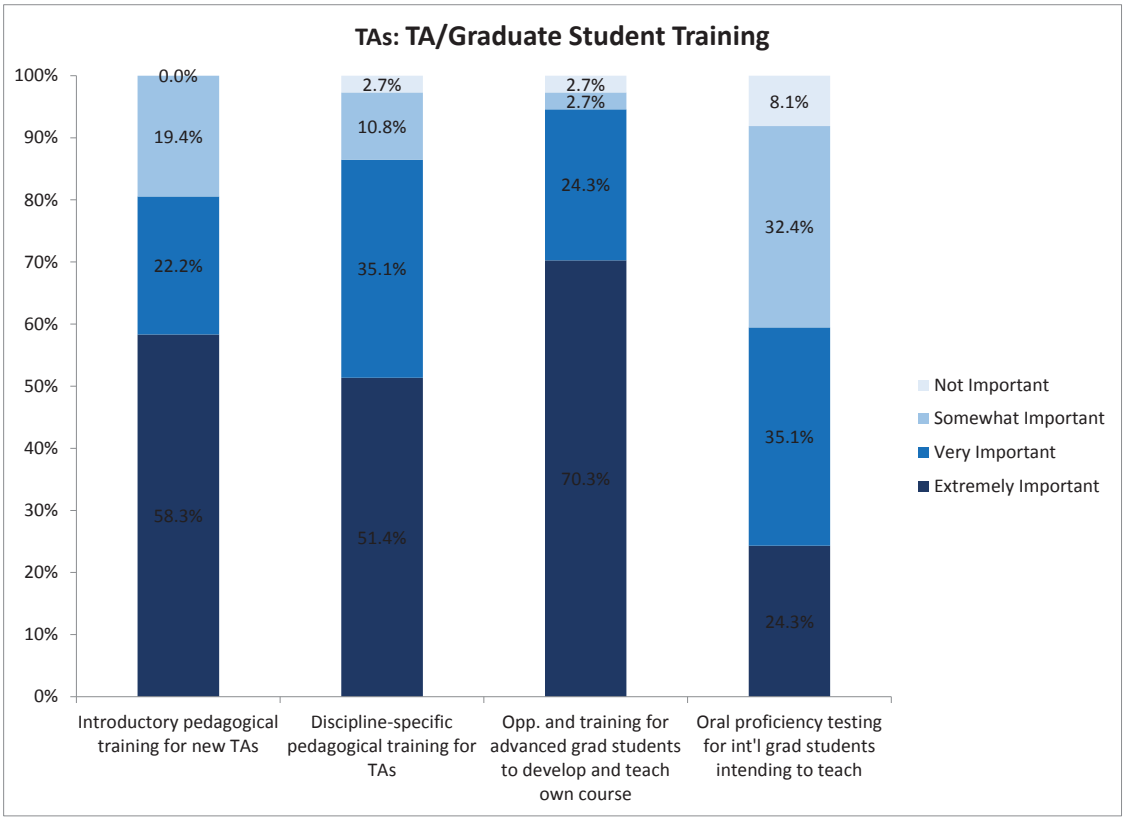
Table 4. *Teaching and Learning Institutions/Organizations Outside of UCLA*

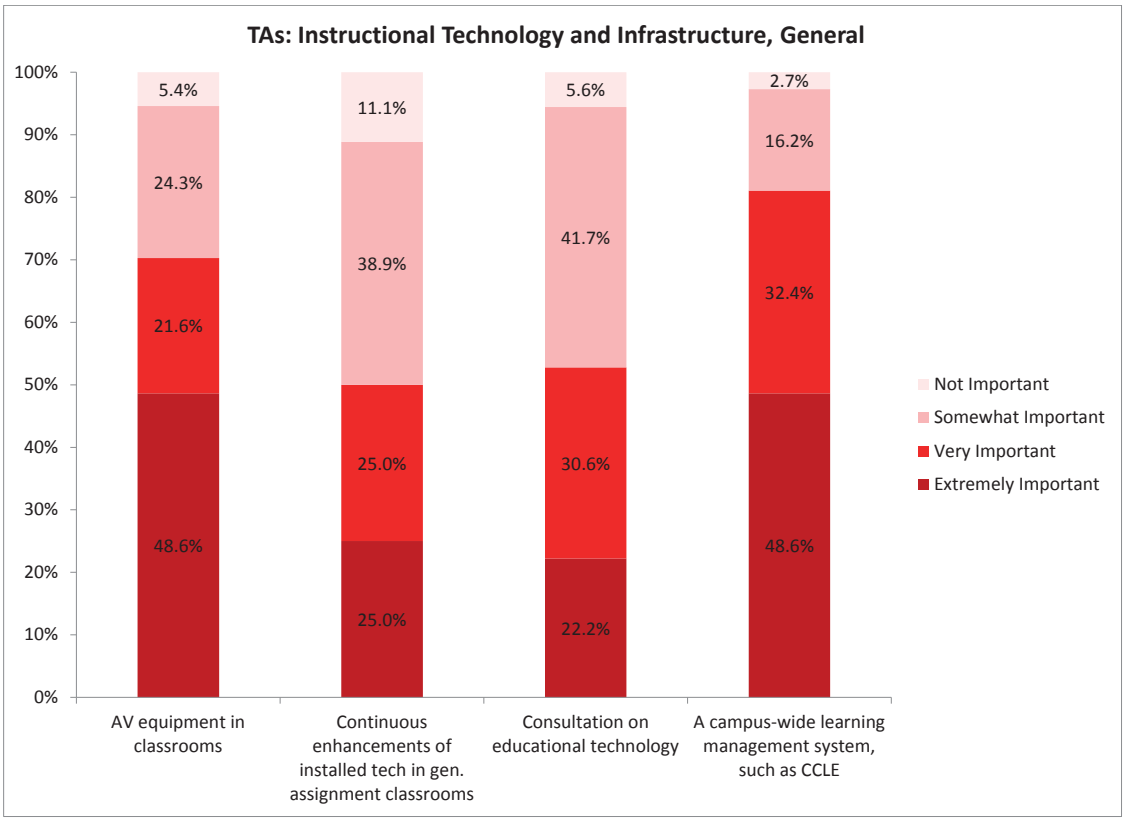
Responses
Brown
Columbia
Duke
Kaneb Center
Michigan
Notre Dame
Other UCs
Princeton
UC Davis
University of British Columbia
University of Texas at Austin
Here's an impressive list, with links: https://docs.google.com/spreadsheets/d/1F6LAG3uLS5mmufGKCuqcp7OdsocFBnMQdbGyvROWF-g/pub?output=html

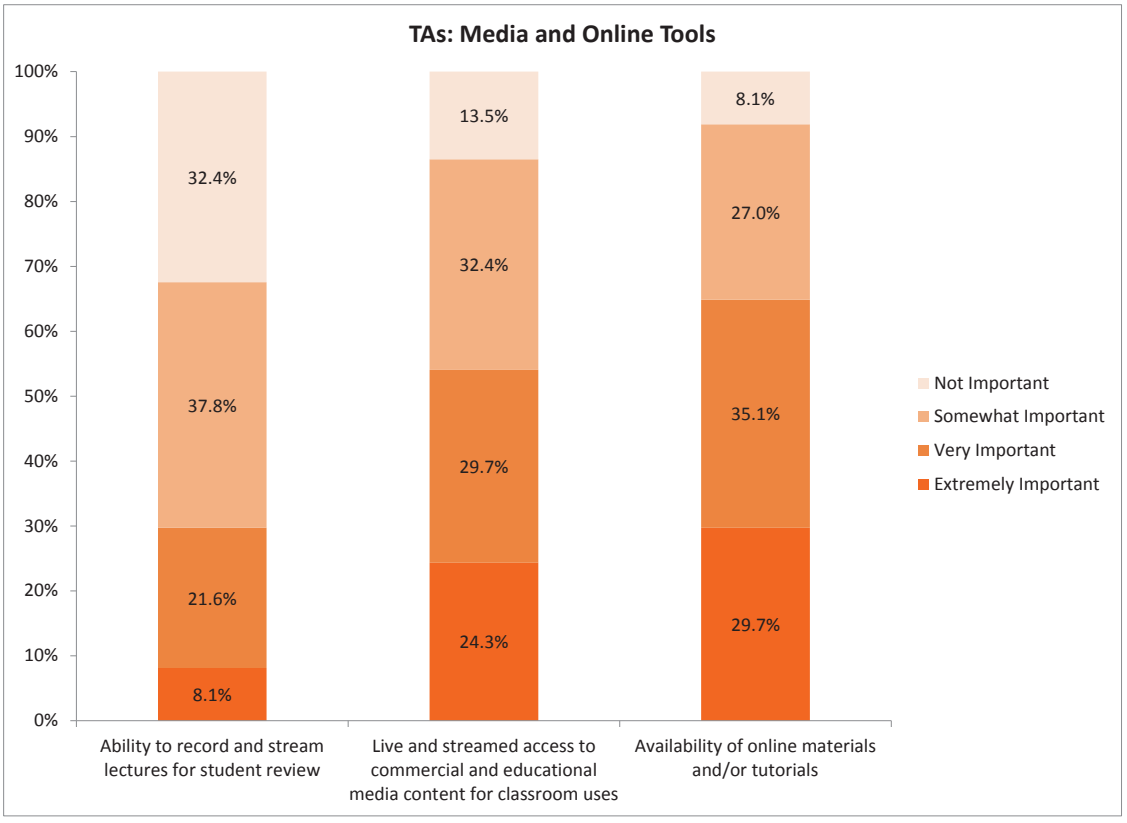
TAs: Sample Descriptives (N=37)

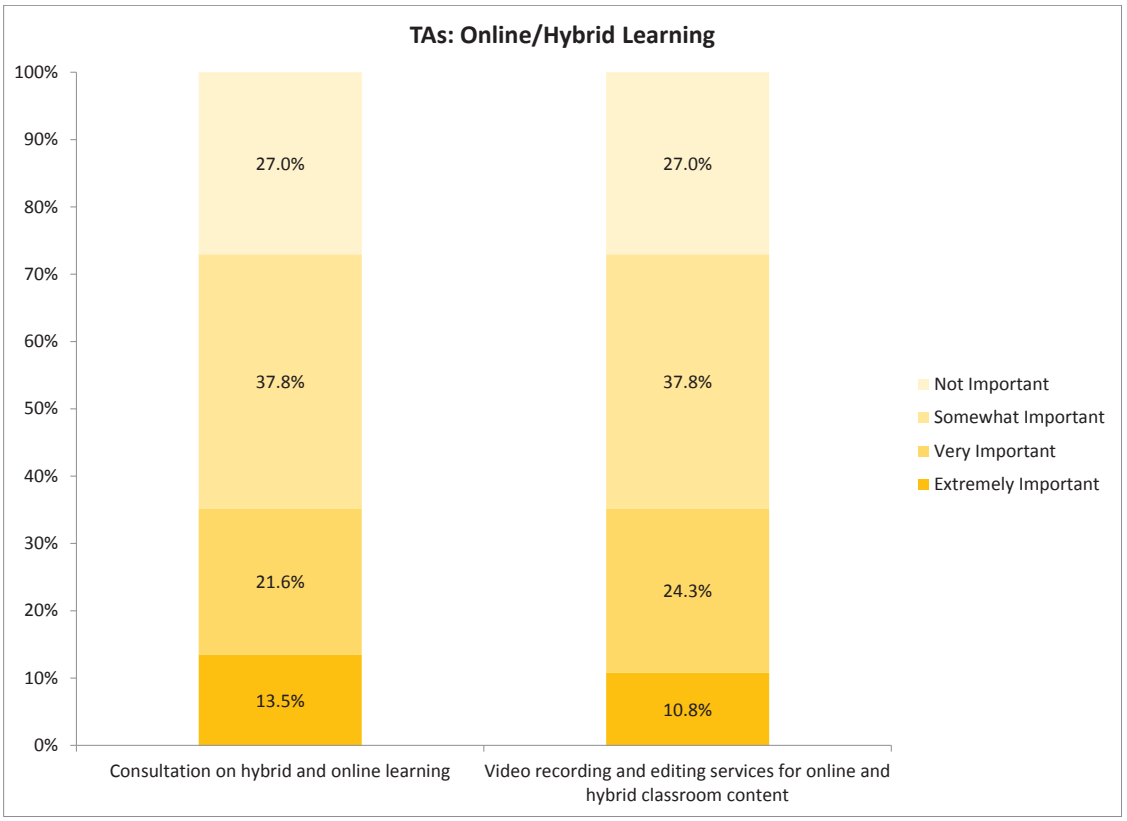
	Percent
Primary Division/School	
College of Letters and Science	**78.3**
Division of Humanities	27.0
Division of Life Sciences	16.2
Division of Physical Sciences	10.8
Division of Social Sciences	24.3
Professional Schools	**13.5**
Henry Samueli School of Engineering and Applied Sciences	2.7
School of Arts & Architecture	5.4
School of Theater, Film, and Television	5.4
Other	**8.1**

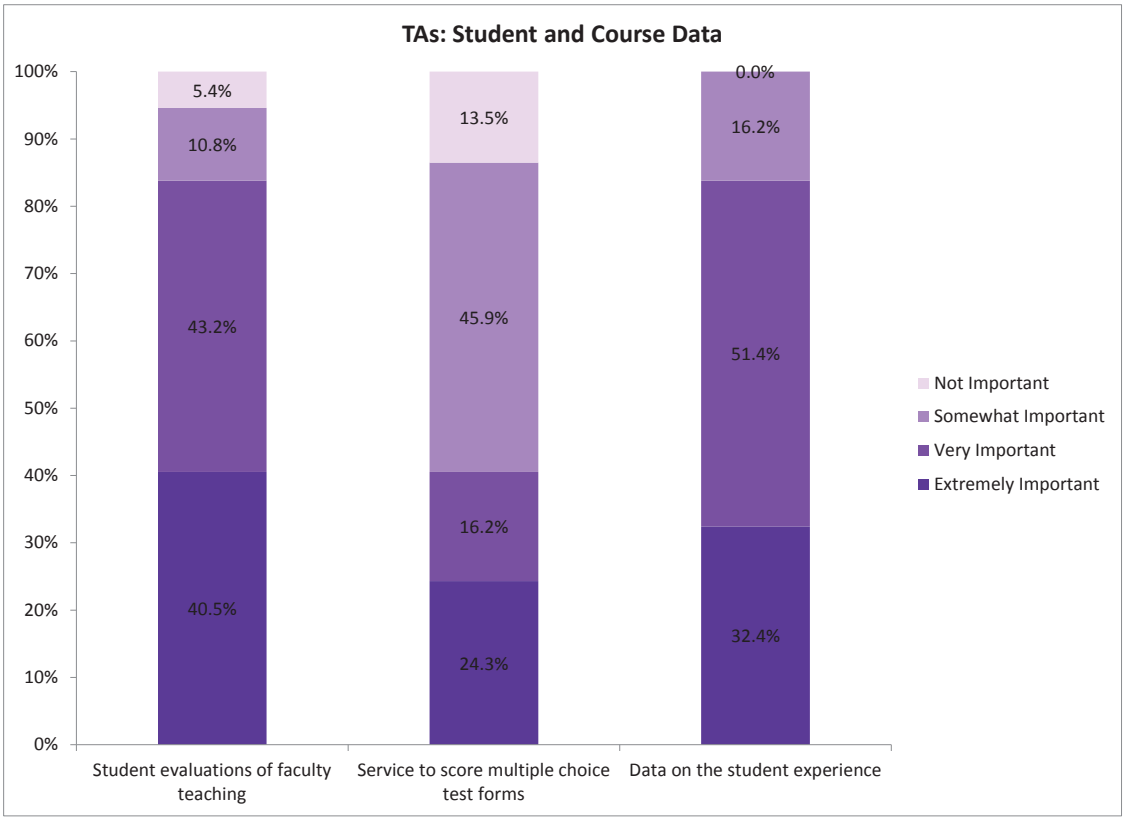

TAs: Instructional Support, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2.7%
10.8%
37.8%
48.6%
8.1%
35.1%
43.2%
13.5%
8.1%
24.3%
32.4%
35.1%
Consultation on pedagogy and/or instructional design
Consultation on curriculum assessment
Funding for curricular improvement
Not Important
Somewhat Important
Very Important
Extremely Important

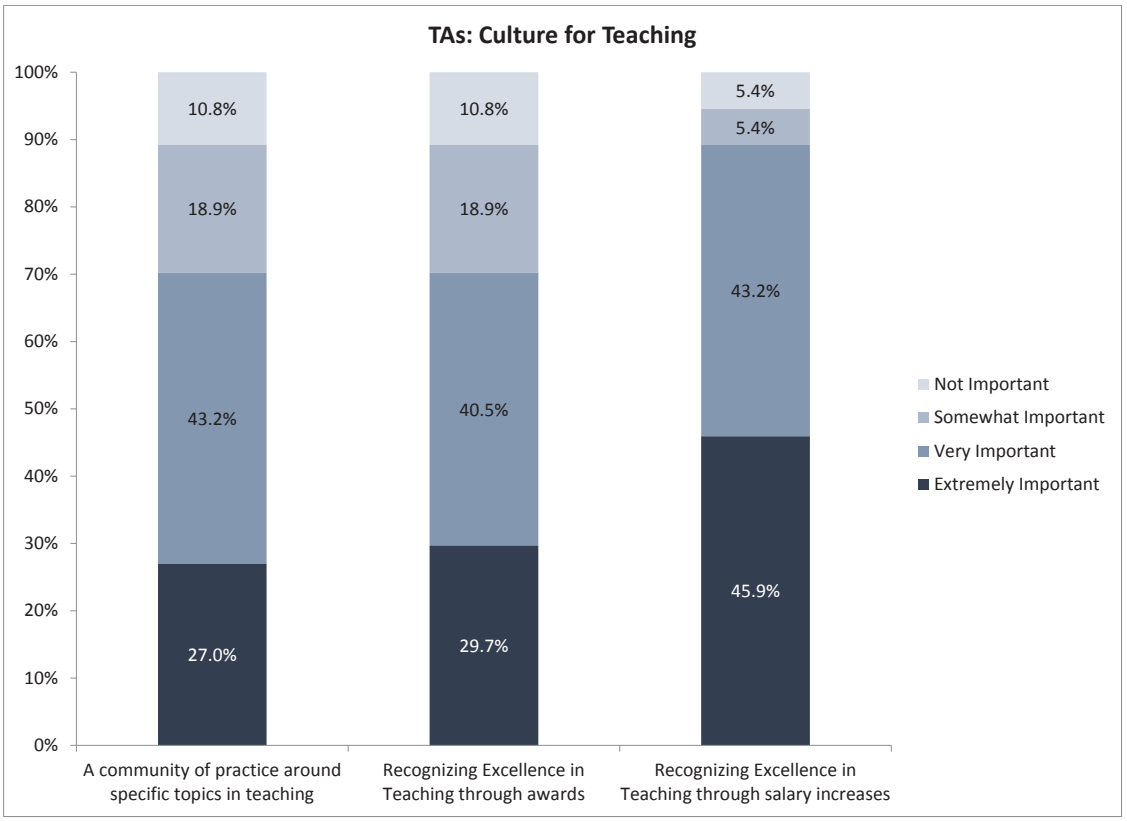

TAs: TA/Graduate Student Training
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0.0%
19.4%
22.2%
58.3%
2.7%
10.8%
35.1%
51.4%
2.7%
2.7%
24.3%
70.3%
8.1%
32.4%
35.1%
24.3%
Introductory pedagogical training for new TAs
Discipline-specific pedagogical training for TAs
Opp. and training for advanced grad students to develop and teach own course
Oral proficiency testing for int'l grad students intending to teach
Not Important
Somewhat Important
Very Important
Extremely Important


TAs: Instructional Technology and Infrastructure, General
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5.4%
24.3%
21.6%
48.6%
11.1%
38.9%
25.0%
25.0%
5.6%
41.7%
30.6%
22.2%
2.7%
16.2%
32.4%
48.6%
AV equipment in classrooms
Continuous enhancements of installed tech in gen. assignment classrooms
Consultation on educational technology
A campus-wide learning management system, such as CCLE
Not Important
Somewhat Important
Very Important
Extremely Important


TAs: Media and Online Tools
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
32.4%
37.8%
21.6%
8.1%
13.5%
32.4%
29.7%
24.3%
8.1%
27.0%
35.1%
29.7%
Ability to record and stream lectures for student review
Live and streamed access to commercial and educational media content for classroom uses
Availability of online materials and/or tutorials
Not Important
Somewhat Important
Very Important
Extremely Important


TAs: Online/Hybrid Learning
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
27.0%
37.8%
21.6%
13.5%
27.0%
37.8%
24.3%
10.8%
Consultation on hybrid and online learning
Video recording and editing services for online and hybrid classroom content
Not Important
Somewhat Important
Very Important
Extremely Important


TAs: Student and Course Data
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5.4%
10.8%
43.2%
40.5%
13.5%
45.9%
16.2%
24.3%
0.0%
16.2%
51.4%
32.4%
Student evaluations of faculty teaching
Service to score multiple choice test forms
Data on the student experience
Not Important
Somewhat Important
Very Important
Extremely Important


TAs: Culture for Teaching
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10.8%
18.9%
43.2%
27.0%
10.8%
18.9%
40.5%
29.7%
5.4%
5.4%
43.2%
45.9%
A community of practice around specific topics in teaching
Recognizing Excellence in Teaching through awards
Recognizing Excellence in Teaching through salary increases
Not Important
Somewhat Important
Very Important
Extremely Important

Other Important Services for Effective Teaching

Question 2. "Are there any other support or services that you would rate as extremely important for fostering effective teaching?"

Resembling their responses from the previous question, TAs most commonly considered training on effective teaching to be extremely important for fostering effective teaching. For more information, please refer to Table 2.

Table 2. *Question 2 Response Themes (n=19 Respondents, 23 Responses)*

Theme	Freq.	% Responses
Provide training/workshops on effective teaching for TAs	11	47.8
Assessment/evaluation of teaching for TAs	2	8.7
Reduction of instructor-to-student ratio	2	8.7
Other/unspecified	8	30.4

Note: A total of 19 TAs responded to the prompt, with a total of 23 coded responses (some TAs provided multiple responses).

Question 2 Sample Responses

Provide training/workshops on effective teaching for TAs

> Access to training resources.
>
> Training on good practices to deal with sexual violence on campus (do not mistake by training on how to avoid liability for UCLA). Training on good practices to address social identities and systemic oppression in the classroom (not mistake with diversity policies or training on how to avoid liability for UCLA).
>
> The OID TAC Central Seminar is critically important to orient TA Consultants. Each school (including graduate schools) that have TAs and Special Readers should have resources to provide TA/SR training… The Annual TA Conference should be compulsory for new TAs. Many of them leave halfway through and there are no checks and balances for the ones that register and never show up. This form of "requirement" needs to come from individual departments and schools, not just the TACs.
>
> Mandatory, well-funded and monitored 495s; … Optional advanced workshops for experienced TAs to help interested TAs keep their skills sharp.

Assessment/evaluation of teaching for TAs

> An effective student evaluation system. It is no longer given on paper in our department, but through an optional online assessment. Response rate has plummeted to 3/15 to 6/15 of my students for the past three years. Many responses are not helpful such as "best TA ever!!!" Or "mostly good."

Reduction of instructor-to-student ratio

Caps on student numbers per TA.

Other/unspecified

Collaborative CCLE for all TAs to share resources.
Student health support (mental and physical) Learning community ie fostering close-knit student-student and student-faculty relationships A culture of learning for fun, rather than learning for achievement.

Support provided by the librarians.

TA Training: Effective Elements

Question 3. "Which parts of TA training do you feel have been most effective?"

TAs felt that training and workshops on effective teaching, assessment and evaluation of teaching, and mentorship are the most effective parts of TA training. Please see Table 3 for more detailed information.

Table 3. *Question 3 Response Themes (n=29 Respondents, 35 Responses)*

Theme	Freq.	% Responses
Provide training/workshops on effective teaching for TAs	12	34.3
Assessment/evaluation of teaching for TAs	6	17.1
Mentorship	5	14.3
Concerns with current TA training	4	11.4
Microteaching	2	5.7
Other/unspecified	6	17.1

Note: A total of 29 TAs responded to the prompt, with a total of 35 coded responses (some TAs provided multiple responses).

Question 3 Sample Responses

Provide training/workshops on effective teaching for TAs

The 495s that I have taken were extremely effective.

Workshops giving me feedback on my course design when I designed my own course, workshops to facilitate teaching writing.

Assessment/evaluation of teaching for TAs

Observations and feedback.

Informal discussion with my peers and more experienced TAs.

Mentorship

> Working for a faculty member who is passionate about teaching and is willing to teach me how to become a better teacher.
> I have had some amazing faculty mentors.

Concerns with current TA training

> The formal training mostly asserted what I need to do to be a merely satisfactory TA.
>
> I did not receive any effective TA training at UCLA. I learned through teaching at other institutions.

Other/unspecified

> 1) Resource management 2) Writing 3) Seminar and syllabus building
>
> Time management, how people learn.

TA Training: Gaps Within Departmental Training

Question 4. "What gaps do you see in departmental training for TAs?"

TAs were concerned with training and workshops on effective teaching and specific elements of TA training that they believed can be improved, such as help with syllabus design or the timing of TA training. Please refer to Table 4 for more information.

Table 4. *Question 4 Response Themes (n=28 Respondents, 30 Responses)*

Theme	Freq.	% Responses
Provide training/workshops on effective teaching for TAs	8	26.7
Concerns with current TA training	7	23.3
Lack of help/resources for designing a syllabus	3	10.0
Time constraint with training/teaching appointment	2	6.7
Other/unspecified	10	33.3

Note: A total of 28 TAs responded to the prompt, with a total of 30 coded responses (some TAs provided multiple responses).

Question 4 Sample Responses

Provide training/workshops on effective teaching for TAs

> We need more hands-on practice and more advice on practical issues (such as booking rooms, using AV equipment, etc.)
>
> Would be helpful to have more discipline-specific training on discussion facilitation and writing instruction.

Concerns with current TA training

> No continuity from year to year, low centralized resources for students.
>
> Generally, I've observed a lack of standardization across different related fields (i.e. MIMG focuses more on active learning strategies and problem solving than LS core or MCDB), lack of training altogether for graduate program TAs and Special Readers (i.e. school of public health has TAs, but none are trained before entering the classroom), graduate students hired to TA that do not have a strong command of the English language but are forced to TA for department requirements.
>
> TA class was very weak and not taken seriously by instructor. I've mainly learned by doing.

Lack of help/resources for designing a syllabus

> No help in designing syllabus.

Time constraint with training/teaching appointment

> The time when you receive training is almost concurrent with your teaching appointment.

Other/unspecified

> We're supposed to have a handbook, but it's not complete or kept up to date.
>
> Student feedback on personal topics such as how you come off through body language, dress, ect. How to avoid micro aggression as well.
>
> Depends a lot on the current instructor, should involve multiple faculty providing insight.

TA Training: Gaps Outside of Department

Question 5. "What gaps do you see in TA training outside of your departmental training?"

TAs indicated their concerns about current TA training and their desire to receive training on effective teaching when asked about the gaps in what their departments provided. Please refer to Table 5 for more information.

Table 5. *Question 5 Response Themes (n=19 Respondents, 20 Responses)*

Theme	Freq.	% Responses
Concerns with current TA training	8	40.0
Provide training/workshops on effective teaching for TAs	4	20.0
Other/unspecified	8	40.0

* A total of 19 TAs responded to the prompt, with a total of 20 coded responses (some TAs provided multiple responses).

Question 5 Sample Responses

Concerns with current TA training

> The training day for new TAs at the beginning of Fall quarter was not particularly helpful. Beyond that, the only instruction in pedagogy I have received outside my department was the seminar for CUTF fellows.

> Lack of standardized vision for teaching undergraduates. Yes, each discipline (i.e. linguistics, biological science, math) has its own pedagogical style, but related fields (i.e. Life sciences, microbiology, molecular biology) need to train their TAs and professors to target the same learning strategies. We suffer in upper division Microbiology courses when our students have crappy TAs and absent-minded professors in LS Core that fail to teach them the BASICS (I constantly scramble to teach a lot of molecular biology they SHOULD already know and understand before going into my own class material).

Provide training/workshops on effective teaching for TAs

> Offering a full quarter of weekly 495 seminar seems like it should be the bare minimum for each department.

> Teaching how to teach writing.

Other/unspecified

> Grading philosophy varies significantly.

> I don't have enough experience with TAs in other fields to know.

TA Training: Advanced Training

Question 6. "If higher level or more advanced TA training were available, what would you like to see offered?"

TAs reiterated their desire for additional training and workshops on effective teaching. They also prominently mentioned active learning and syllabus design. For more information, please see Table 6.

Table 6. *Question 6 Response Themes (n=26 Respondents, 30 Responses)*

Theme	Freq.	% Responses
Provide additional training/workshops on effective teaching for TAs	8	26.7
Active learning techniques/strategies/approaches	5	16.7
Designing a syllabus	5	16.7
Facilitate/improve technology in the classroom	4	13.3
Guidance on professional development	2	6.7
Other/unspecified	6	20.0

* A total of 26 TAs responded to the prompt, with a total of 30 coded responses (some TAs provided multiple responses).

Question 6 Sample Responses

Provide additional training/workshops on effective teaching for TAs

Discussion based classes regarding classroom management.

More specific pedagogy styles introduced (social justice pedagogy, feminist pedagogy, etc); tips on teaching lower div, upper div, gen ed, & majors classes; more detail on how to teach ELL students well.

Active learning techniques/strategies/approaches

Active Learning Bootcamp (for getting students highly involved during discussion and keeping the lessons fresh).

How to engage a quiet or disengaged class.

Designing a syllabus

Syllabus creation.

Facilitate/improve technology in the classroom

Multimedia training: How to film a class lab demonstration or mini lesson. Potential use for an online module or hybrid classroom.

Other/unspecified

Better guidance needed from individual instructors on what they want covered in instructions.

Paid workshop/classes.

Appendix G: Summary from OID Faculty Interviews

Summary of Faculty Interviews

During Winter Quarter 2016, the Office of Instructional Development (OID) invited faculty, deans and department chairs, members of the Academic Senate committees, and teaching assistants to participate in a survey designed to gain a deeper understanding of the ways that OID could support teaching on campus. The last question on the survey asked if respondents would like to speak further about these issues by participating in an interview. Seventy respondents indicated that they were interested in being contacted for further discussion, and many more were included over time.

Members of the senior leadership team in OID conducted semi-structured interviews with 81 faculty, deans, chairs, and graduate students from across campus. The conversations were intentionally open-ended with only a few guiding questions about the role of OID in supporting innovative teaching on campus, priorities for improving campus practices, and the vision for OID moving forward. The interviewers took notes during each conversation, which were then compiled and coded to look for commonalities and differences.

This report provides a summary of the major themes that emerged from these interviews:

- the need for a campus culture that recognizes and rewards excellent teaching
- effective and accessible training and support for instructors
- availability of a wide range of teaching tools and spaces
- thoughtful use of institutional data and assessment to inform practices
- a vision for a central "hub" for teaching on campus

A Culture of Innovative Teaching

The strong response to the survey from faculty and academic leaders cross campus was a good indication that there is widespread interest in conversations about teaching, and the interviews bolstered this initial observation. Most participants commented on the need for a shift in the culture at UCLA toward greater recognition and support for excellent teaching. One important component of this shift, mentioned by many participants, was a desire to have teaching become a more prominent factor in the tenure and promotion process. As one faculty member noted, there is currently a feeling that "good teaching can help but weak teaching doesn't hurt." Another commented that in the current system there is a feeling among some tenure-track faculty that teaching is something one can "safely ignore" because it is not recognized and rewarded. Participants mentioned that there are many exciting things happening on campus to support a culture of innovative teaching, and that greater synergy across departments and units, along with a central "hub" for teaching, could help magnify these efforts. At the same time, there was concern about the current system of student course evaluations as a measure of good teaching.

According to many participants, excellent instructors should be recognized for their efforts and seen as more of a resource in efforts to improve teaching on campus. Teaching award winners, for example, could be featured in events such as a distinguished lecture series, department

meetings, and brown bag lunches. Participants were also interested in the development of working groups and communities of practice related to teaching issues. These groups would bring together people from across campus and provide a forum for discussion, problem-solving, research, and training. Some suggested that these groups should include both faculty and graduate students to encourage mentorship, collaboration and fresh ideas. Additionally, numerous participants – both senate faculty and lecturers – felt that it was important to include all instructors in efforts to improve teaching on campus, from participation in advisory groups to institutional grants and recognition. Finally, interview participants talked about the need for release time to develop new courses and incorporate classroom technologies.

Many participants voiced concerns about the impact of growing enrollments and increasing class sizes on teaching excellence. As one faculty member said, "it's hard to be the educator you want to be here" when you're teaching huge classes with limited resources and support. Another faculty member was concerned about a decline in teaching quality because he is no longer able to interact with students in the same way with much higher enrollments and with classroom spaces that are not conducive to engaging large groups of students. Yet another talked about a shift toward multiple-choice exams and the pressure for grade inflation. With these and other concerns being raised during the interviews, many participants talked about the need for OID to be an advocate for teaching and a central resource for instructors.

Training and Support for Faculty and Graduate Students

A common concern raised by nearly all interview participants was the need for more training and teaching resources for all instructors, including senate faculty, lecturers, and teaching assistants. While many appreciated the services currently available, such as BruinCast and CCLE, they wanted more help in utilizing these resources and a support network to incorporate new tools and strategies in their classes. Participants were interested in learning more about student-centered pedagogies, evidence-based teaching practices, and ways to integrate technology more seamlessly into classrooms. While participants had a diverse range of requests with regard to training and support, the most common suggestions were in-person workshops, online resources and repositories, introduction to campus resources and basic training for new faculty and lecturers, individualized support, and enhanced TA training.

Opportunities to learn new strategies and skills

There was much consensus among participants that they wanted the opportunity to learn about new teaching strategies, educational technologies, and campus resources through workshops, informal talks, department meetings, and hands-on training. In particular, they wanted to learn about pedagogy, including evidence-based teaching strategies, innovative approaches, and more practical issues such as teaching writing skills, using case studies and group projects, and creating an inclusive classroom environment. As one participant put it, "we tend to teach the way we were taught" rather than the most effective way, and it is therefore helpful to be introduced to new techniques.

There was also widespread interest in training related to teaching technologies, both in person and online. Participants suggested workshops on the use of clickers and audience response systems, CCLE and online course management, social media for teaching, and specific software applications. Some wanted to learn more about online and hybrid course pedagogy, design, and production. Many resources could also be provided online through repositories and just-in-time learning modules. For many, it was important that this training be rooted in research so that "the pedagogy drives the technology and not vice versa."

Training for new faculty and lecturers

At such a large university where resources are dispersed in various departments and offices, there was interest in orientation and training for all faculty and lecturers. This training could include an introduction to teaching resources on campus, student demographics and needs, the culture at UCLA, as well as modules on basic skills such as how to teach different types of courses, and develop syllabi and assignments. This training could also include resources such as a faculty mentor program and training in how to work with TAs.

Individualized support

Beyond basic training and group workshops, many were interested in more individualized support to implement new teaching strategies. For example, one participant mentioned a desire to move away from paper-based quizzes to incorporating visualizations and various online response formats, but was unsure where to get started. Several wanted coaching in the process of recording their lectures and flipping their classroom. Support could come from mini-grants, coaching, and even drop-in consulting. This more individualized support could also come in the form of discipline-specific expertise, such as that offered in the Center for Education Innovation and Learning in the Sciences (CEILS) and by other departmental resources. There was also interest in using programs such as Fiat Lux and the Freshmen Clusters to test out new approaches, collaborate across divisions, and provide opportunities for advanced graduate students to enhance their teaching skills.

Training for teaching assistants

In addition to faculty training and resources, many participants were interested in more comprehensive training for teaching assistants. Some people talked about universal pedagogy training for all graduate students, while others discussed more targeted resources. Several participants were pleased with the three-tier TA training program model (core competency, discipline specific pedagogy, and teaching certificate) recently presented to the Graduate Council by OID, while others suggested additional training focused on teaching with technology and online course management.

Diverse Teaching Tools and Flexible Spaces

In addition to training, many interview participants cited specific tools and applications that would help their teaching, as well as a need for more flexible teaching spaces.

Classroom teaching tools

Many participants appreciated the range of teaching tools available at UCLA, including BruinCast and CCLE, but they felt that specific enhancements would make them more accessible and helpful to instructors on campus. With regard to BruinCast, some mentioned that it is not always available, depending on course enrollment, and they therefore wanted other options for recording and sharing lectures and other activities that instructors could implement with minimal support. Some participants also wanted more flexibility and additional features on CCLE. Related to this, participants wanted the opportunity to provide more feedback regarding priorities and usage of campus platforms.

Participants made suggestions for new tools and resources to support their teaching, including an electronic exam system similar to those available at other UC campuses, ePortfolios, and video conferencing. Several participants wanted more support for teaching tools developed by UCLA faculty members so they can be integrated into existing platforms and used by instructors across campus. Finally, participants wanted access to more software and online resources and suggested that the campus utilize its substantial purchasing power to offer them for free or at a reduced rate.

Flexible teaching spaces

Changes to classroom spaces and available tools was another area of concern for many participants. The need for better wireless connectivity and bandwidth was mentioned by several participants as an essential tool for teaching. Specifically, this would enable all students to be online and to facilitate the use of videos and platforms such as Google Hangout and Skype for guest speakers and cross-campus collaborations. Participants also mentioned a number of helpful devices and technology options including screen sharing, microphones, and smart boards.

In addition to classroom tools, participants also mentioned the need for more flexible teaching spaces with moveable tables and chairs, diverse configurations, and varying sizes. They requested a list of teaching spaces on campus and more transparency in classroom assignment procedures and talked about the need for testing facilities where students could be appropriately spaced out during exams.

Using Data to Inform Teaching Practices

More effective use of campus data was an area of great importance to many participants, including rethinking the use of course evaluations and using institutional data to inform policy and practice.

Rethinking course evaluations

A number of participants had concerns about the current structure and use of course evaluations. For some, it was important that these data be distributed more quickly to department chairs and instructors. Additionally, some suggested that evaluation data be used to track trends, such as satisfaction and difficulty, over time and to compare different

instructors and curriculum choices. A number of participants were also concerned about low response rates, with some suggesting that incentives be used to encourage student responses.

There were suggestions to modify the course evaluations to capture different information and provide more flexibility to faculty and departments. Evaluations could be personalized to measure specific teaching goals. Further, some participants were interested in moving beyond course evaluations as measures of good teaching. One suggestion made by several participants was peer evaluations, not tied to promotion, which would help faculty improve their teaching and course development. Another was the development of measurable criteria for good teaching practices.

Effective use of institutional data

In addition to gaining new and different information from student course evaluations, participants were interested in finding other ways to learn about students' academic experiences on campus, including the use of institutional data and learning analytics. The thoughtful use of data could be used to help instructors better understand student learning and engagement, what is working with regard to specific pedagogical strategies, and to inform the development of projects and assignments. By looking at data over time, instructors could compare student learning to an established baseline and assessment could focus on more than just student satisfaction. Finally, some participants were concerned about inconsistencies in grading and learning outcomes, and felt that better use of course data would help increase accountability and curb grade inflation.

A New Vision for OID

To accomplish the numerous goals outlined in the previous sections, participants had a range of suggestions for improving the reach and efficacy of the Office of Instructional Development. Most notably, participants called **for OID to be a strong central unit that would serve as the hub for supporting teaching excellence at UCLA**. Many felt that there were "too many units involved in attempting to create innovative teaching" and that it created confusion for instructors. According to participants, having a single unit that supports all aspects of teaching on campus would create more consistent and open communication channels, facilitate collaboration across academic departments and with individual instructors, and consolidate resources and expertise to serve faculty, lecturers and TAs better. Further, this new central unit should serve the whole campus and work across boundaries regardless of division, school, and undergraduate versus graduate education.

Many participants felt that OID should be **led by a strong faculty member who serves as an advocate for teaching excellence across campus, ideally at the level of Vice Provost**. It was important that this unit have high visibility and the necessary resources to support the diverse needs of instructors. At this same time, several participants felt that it was important for faculty and non-tenure-track instructors to be able to provide feedback and guidance through channels such as an advisory board and targeted committees.

As a central hub for teaching, many felt that **OID should have both an administrative and a research function**. As one participant stated, “As instructors, we recognize that we should do things differently but we don’t know where to start… What would it look like and what evidence is there that it’s better?” In addition to the wide range of services highlighted in the previous sections, OID could serve as the campus hub for research on teaching. Participants were very interested in implementing evidence-based practices and felt that OID could serve as an “incubator” for innovative teaching ideas. Moreover, as the central unit for the whole campus, OID could facilitate collaborative research projects and help faculty secure external grants as well as institutional support for course development. There were also suggestions that OID have a demonstration lab where faculty could test out new pedagogical approaches in real time and that there should be opportunities to involve undergraduates in research projects.

With such a diverse and comprehensive mission, participants were concerned that this new central unit for teaching excellence **would need substantial resources to make a real impact.** According to some participants, there is currently a “complete lack of resources” and “there are too many centers on campus without funding.” Some participants felt that a capital campaign and external grants would be necessary to acquire sufficient funds for this new unit and to bring attention to the importance of resources, training and research to support teaching excellence on campus.

Appendix H: Notes from the OID Directors Retreat

OID Directors Retreat
January 8, 2016
9:00am – 5:00pm
Malibu Room, Carnesale Commons

NOTES

Mission Statement

The mission of OID is to foster and champion excellence in teaching throughout UCLA.

Vision Statement *(where we want to be if we achieve our mission)*

The vision of OID is for UCLA to be a public research institution whose faculty consistently embodies excellence in teaching.

Constituents

OID's constituents are all those who support academic affairs and instruction. OID's beneficiaries are all those who support academic affairs and instruction, as well as students.

Goals

Internal to UCLA

- Based on our interactions across campus, recognize patterns of teaching innovations or concerns
    - Through assessment (evidence-based data), faculty comments and engagement, networking and collaborating with faculty and other units
- Analyze and suggest responses/solutions
    - Create communities and collaborations
    - Disseminate best practices
- Act as "cheerleaders" for teaching, both to the faculty and to the Senate

External to UCLA

- Collect, evaluate, and disseminate ongoing information about emerging innovative pedagogical advances, research, and/or practices

Individuals

- Prepare instructors to be effective
- Provide resources enabling an environment conducive to teaching

How to Achieve OID's Goals

TAs

- Universal TA training
- Advanced TA training (certification)

Faculty

- Technology training
- Teaching improvement
    - Assist faculty in experimentation
- Optimal teaching environment
- Facilitate communities of interest
    - Logistical support (calendar, space, etc.)
    - Expertise
    - Incentives
- Host annual teaching conference/retreat
- Day-long orientation or retreat for new faculty specifically on teaching
- Annual report or presentation to stakeholders (Undergraduate and Graduate Councils, Provost, Deans)
    - Trends/analysis
    - Issues over the past year
    - Issues in the coming year

Organizational Alignment Recommendations

- Expand TA Training
- Expand Communications unit to include community building and trends reporting
- Increase learning spaces
- Better align IIP with new mission, such as offering grants as incentives for the communities of interest
- Include CUTF as part of the TA certification program
- BruinCast and other streaming units should be combined
- CBL housed elsewhere with other outreach programs on campus or in the School of Education
- Hire more instructional designers in CCLE
- Hire a product owner in CCLE
- Hire an FTE in ITS

Appendix I: Reimagining TA Training at UCLA

Reimagining TA Training at UCLA

The TA Training Program at the Office of Instructional Development provides training, support and opportunities for graduate students who wish to develop and cultivate their pedagogical skills through collaborations with departments and other units and programs across the campus. The majority of the training is currently provided in the following two ways: through financial support and training of Teaching Assistant Consultants (TACs) who lead the departmental TA training courses (495s), and the offering of an annual campus-wide TA conference at the beginning of the fall quarter.

We have embarked on a mission to examine the current strengths and shortcomings of our training on campus and create a reimagined, comprehensive TA training model for UCLA. Three factors served as the impetus for this endeavor: first, the need to provide a minimum level of training for all TAs; second, a lack of consistency in training across campus; and third, the demand and enthusiasm for more continued and advanced pedagogical training.

We are proposing a three-tiered comprehensive program for TA training at UCLA. Tier 1 is a proposed universal TA training requirement in core competencies in teaching for all graduate students who will become TAs at UCLA. Tier 2 will address intermediate and discipline-specific pedagogical training. Tier 3 will be a certificate program for graduate students who wish to advance their pedagogical training and scholarship in teaching. All three tiers are envisioned to go beyond preparing a graduate student for their role as a TA, and to serve as a part of a graduate student's overall academic career development.

We have created several workgroups, including one with campus experts on TA training and one with experienced TACs. We have turned to these workgroups to receive feedback and ideas on how to strengthen the proposed training model. We have also piloted several pedagogical workshops that would become key components to the proposed program. We plan to continue to offer these workshops year-round. Finally, in April 2016, we presented our framework for the reimagined comprehensive TA Training Program to the Graduate Council for feedback and endorsement of the program.

Attached is a diagram of the proposed comprehensive TA Training Program.

Kumiko Haas
Director of Instructional Improvement Programs

Michelle Gaston
TA Training Program Coordinator

Comprehensive TA Training at UCLA

Core Competencies

Universal TA Training

TA Conference and Workshops

Complete prior to or concurrent with first teaching assignment

- Diversity and Inclusive Classroom
- How Students Learn
- Active Learning
- Classroom Management
- Lesson Planning

Tier 1

Intermediate & Discipline-Specific Pedagogy

Certificate of Completion

Divisional Pedagogy Fellows/Faculty Workshops

- Evidence-based Teaching Labs
- Teaching Labs
- Data Analysis
- Performance-based Teaching
- Teaching w/ Materials & Artifacts

Departmental Pedagogy Seminars (495)

TA Conference and Workshops

Intermediate skills

- Writing
- Backwards Design
- Assessment and Grading

Core competencies

Satisfied by /same as Tier 1

Tier 2

Certificate of Teaching Excellence

Certificate Program

Capstone Experience

Participate in the Collegium of University Teaching Fellows Program and design and teach own seminar

Learning Communities

Participate in Learning Communities around specific pedagogical topics with Faculty and other Pedagogy Fellows

Scholarship of Teaching & Learning (SoTL)

Investigate at least one topic area related to your teaching and student learning and present the results in a journal or conference, and a campus symposium

Teaching Portfolios

Create a teaching statement and teaching portfolio

Divisional Pedagogy Fellows/Faculty Workshops

Partner with Faculty to lead Discipline Specific Pedagogy as Divisional Pedagogy Fellows

TA Conference and Workshops

Teach/lead workshops for Tier 1 and Tier 2 participants

Intermediate skills

Satisfied by /same as Tier 2

Core competencies

Satisfied by /same as Tier 1

Tier 3