



Administration of Teaching, Learning and Services Committee (ATLAS)

Final Report

Submitted by committee members:

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Submitted on March 9, 2021

Committee Charge

“Examine ways in which we can better coordinate and manage the administration, organization, and resources for campus units that provide critical support and services to teaching, learning, training, pedagogy, learning management systems, classroom support, assessment and evaluation, as well as in some instances engaging in research related to these areas.”

The Time Is Now

In this moment in time, in 2021, we are faced with three simultaneous crises - a global pandemic, racial reckoning, and limitations of our lived environment in a time of global warming. In response, UCLA's approaches to teaching and learning must be boldly reimaged in a manner that is research informed, innovative, and future facing.

With Gratitude

“Thanks for getting us through this pandemic. UCLA is doing a great job!”

– survey respondent

“Thank you for all the work everyone has been doing to provide remote-teaching resources.”

– survey respondent

Teaching and learning staff have been working tirelessly to support the transition to online learning during the COVID-19 pandemic. They have provided valuable resources, insights, and personalized support to instructors across the university.

Thank you for your commitment, hard work, and creativity as we adapt and adjust to ever-changing circumstances.

Current Staffing & Budget Levels

UCLA has 4 teaching and learning centers but lacks a well understood model for coordinating and executing teaching and innovation support across the university.

Center for the Advancement of Teaching (CAT)

Campus-wide support in:

- Education Assessment
- Instructional Improvement
- Instructional Technologies
- Classroom Improvement

Academic FTE: 9

Non-academic FTE: 54 (32 FTE with CBL were omitted from this total)

Core funds: \$8.3 M

Non-Core: \$3.5 M

Online Teaching & Learning Initiative (OTLI)

Campus wide support in online instruction

Academic FTE: 1
Non-academic FTE: 8

Core funds: \$1.3 M
Non-Core: \$0

Of 80.5 FTEs across centers, 20% are academic and 80% are staff.

UCLA allocates \$17.2 M to teaching and learning, \$10.6 M of which are core funds and \$6.6 M of which are non-core funds.

Center for Education Innovation & Learning in the Sciences (CEILS)*

Support to instructors in the Sciences

Academic FTE: 5
Non-academic FTE: 1.5

Core funds: \$960 K
Non-Core: \$650 K

Excellence in Pedagogy & Innovative Classrooms (EPIC)

Support to Humanities instructors within The College

Academic FTE: 1
Non-academic FTE: 1

Core funds: \$0
Non-Core: \$2.5 M

Excellence in Pedagogy & Innovative Classrooms (EPIC), based in Humanities, is the only center that operates exclusively with non-core funds. They were awarded a grant by the Mellon Foundation.

* CEILS funding includes CERTL, which is currently funded by the graduate school, but should be centrally funded.

** Budget and FTE information was gathered by APB from several sources. CAT information was sourced from APB budget conference Tableau AY 2019-20. CEILS and EPIC information came from their Assistant Deans. OTLI information reflects their FY20 actual expenditures. Additional details available in the appendix.

Comparing staffing across the country

With an overarching strategy and structure, UCLA will be positioned to accomplish much more, especially considering the level of investment.

University	FTEs	Additional Insights
Northwestern University	43	2 centers
University of Michigan Center for Learning & Teaching	42	19 schools and colleges served
Stanford University	24	2 centers
University of Texas- Austin Faculty Innovation Center	14	
University of Virginia Center for Teaching Excellence	14	Aims to serve the full campus
Vanderbilt University Center for Teaching	12	Part of faculty development program
Rutgers University Center for Teaching Advancement & Assessment Research	7	

VISION

UCLA is a nationally recognized leader in transformative approaches that promote excellence in teaching and learning. By investing in a supportive campus setting and innovative infrastructure, we enable and empower our diverse community of learners and all faculty to thrive.

Top Recommendations



Create & hire a Vice Provost for Educational Innovation position



Organize a campus-wide teaching & innovation center with discipline-specific teaching supports



Launch a comprehensive awareness campaign



Design an evidence-based curriculum for training future faculty to successfully navigate a virtual, hybrid & f2f-instructional future



Revise incentive and accountability structures



Implement campus-wide resources for measuring teaching & learning



Clarify roles and intersections with Information Technology



Focus on classroom renewal and expansion that accommodate advancements in educational innovations



Create & hire a Vice Provost for Educational Innovation position

To effectively lead this work, a vice provost for educational innovation must be hired.

They will be charged with organizing an overarching structure for excellence in teaching and innovation at UCLA. To do so effectively, they should have a distinguished record of research on teaching and demonstrated innovation in teaching. To highlight the importance of these efforts, this position should be a new hire that reports directly to the Provost.

Additionally, this exemplary hire should:

- Set a vision and provide guidance on how to execute on UCLA's strategic educational innovation aims.
- Be tasked with establishing and guiding steering committees to support this work. To ensure that teaching services adjust quickly and efficiently, two committees should be formed—one strategic and one operational, with some shared membership—committee participation should include faculty, IT staff, facilities staff, teaching assistants and academic senate representatives.
- Have a strong understanding of technological developments in pedagogy.
- Be empowered to execute on the vision and recommendations detailed in this report.



“Hire someone to run all of this work. That person needs to be a visionary with the ability to manage change and get involved with innovation.”



Organize a campus-wide teaching & innovation center with discipline-specific teaching supports

To increase UCLA's excellence in teaching and research, a central teaching & innovation center must be established to create a seamless connection between teaching resources and instructors. This new center of teaching and innovation is crucial to uniting and expanding educational innovation efforts across campus.

Stakeholders still want discipline-specific teaching supports but with a center that connects and amplifies these supports.

The center should prioritize the following:

1. Expanding support to faculty campus-wide by coordinating with discipline-specific teaching centers
2. Building a strong virtual support infrastructure
3. Grounding all activities with equity, diversity & inclusion
4. Improving new faculty orientation & future faculty training
5. Launching a robust research program

The new center will require a revised reporting structure and financial model. We believe to be successful the new vice provost should lead its creation.



"There are too many organizations supporting teaching. It is confusing and difficult -- an overload of information.

There should be **one** unit on campus that supports pedagogy, and that unit should incorporate the differences between humanities, physical sciences, etc.

And that unit should have someone whose job it is to think about how the information is communicated effectively to faculty.

There is no lack of resources, but they are under utilized because it is far too difficult to locate them."



Operating Model to Enable Improved Coordination

Department Level

Departmental:

- Supporting department-specific research and pedagogical approaches
- Apply the discipline-specific teaching unit's approaches

Discipline-specific Teaching Units

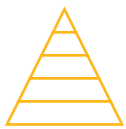
Discipline-specific Teaching Units:

- Providing tailored trainings, mentoring opportunities and consultations that address the unique needs of instructors across disciplines, including competency-based approaches as appropriate
- Facilitating learning and collaboration across departments
- Supporting the identification and distribution of best practices and innovations
- Grounding all activities with equity, diversity & inclusion

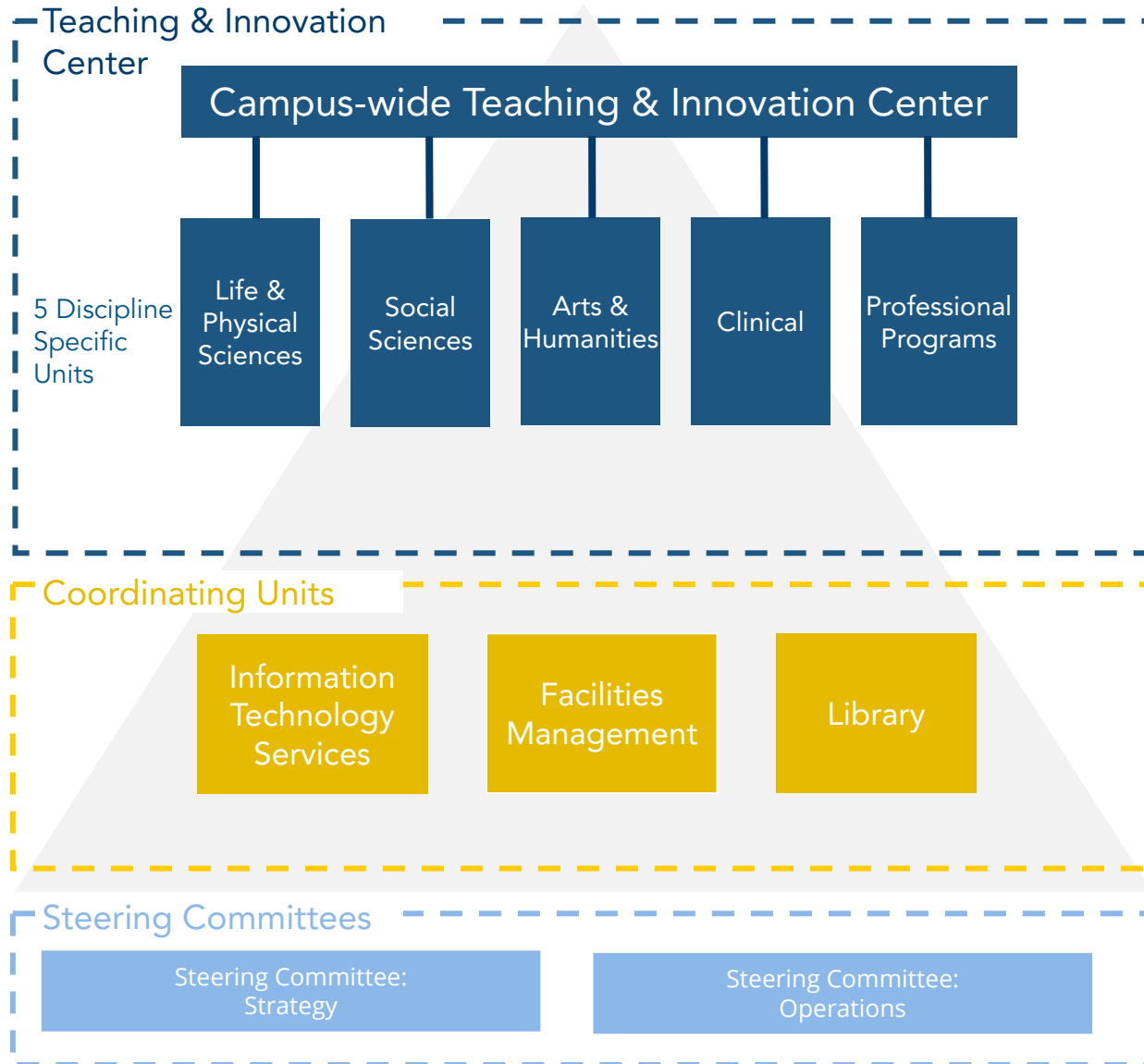
Teaching & Innovation Center

Cross-campus Coordination:

- Coordinating with teaching units to expand support campus-wide
- Building a strong virtual support infrastructure
- Grounding all activities with equity, diversity & inclusion
- Improving new faculty orientation & training for future faculty
- Launching a robust education innovation research and evaluation program
- Providing a shared infrastructure for discipline and department-specific needs
- Supporting governance and facilitation of a research center focused on campus-wide teaching and innovation strategy
- Reducing fragmentation in delivering common services while enabling economies of scale and standardization across campus



Proposed New Structural Framework



The Teaching & Innovation Center, led by a new Vice Provost for Educational Innovation, facilitates and directs campus-wide teaching innovation, by format (online, hybrid or f2f) and provides centralized services alongside strong disciplinary-specific units.

Leads of disciplinary-specific units should have a scholarly profile that includes educational innovation. Disciplinary-specific units could be part of the center or organized as coordinating units.

Coordination Units are those units with a close working relationship with Teaching & Innovation.

Steering Committees identify issues to be escalated, advise on decisions, & help campus-wide implementation of new resources/initiatives. To be effective, members of each steering committee should include representatives selected by academic senate.

Structure & Accountability for Success

The revised organizational structure must align with key priority areas. A Vice Provost for Educational Innovation would serve as an institutional champion who is accountable for the success of each area.



Focus of Teaching & Innovation Support: Expand campus-wide support to instructors

The new center should prioritize & invest in the expansion of campus-wide support to instructors in the development of their teaching expertise. This should be done in coordination with discipline-specific teaching supports.

Stakeholders routinely noted that to be effective teaching & learning support must include:

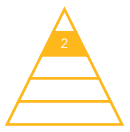
- Tailored trainings and consultations. Faculty need access to individual consultations, instructional designers, & disciplinary-specific resources. On-site and remote consultations were frequently requested.
- Instructional designers with expertise that reflects the diverse teaching and learning needs across UCLA.
- Resources on how to effectively teach in a hybrid/blended model informed by testing, technology, and pedagogy.
- Support in a variety of formats: virtual, hybrid, on-demand and face-to-face.



"Faculty need *consultants* who can provide tailored strategies for teaching effectively online given the objectives of the course. For example, a lab-based course needs different resources than a lecture-heavy course. However, given limited time, it is impossible for faculty to figure out what tools and strategies would improve their pedagogy."

"Faculty should be teaching faculty, particularly within their disciplines. Reward time for faculty to do this work, find ways for faculty to get grants. Value the science of teaching among ladder faculty."

Notable campus exemplar
Anderson School of Business invests widely in their support for instructors.



Focus of Teaching & Innovation Support : Build a strong virtual support infrastructure

There is an urgent need to create a strong virtual support structure that features a central “one stop” help desk for the entire spectrum of pedagogical support. Instructors need to receive timely teaching support that directs them to appropriate solutions and resources.

In addition to a central help desk that can direct instructors to teaching supports, there is demand for a central website that catalogs all available resources.

This should be developed and operated in close partnership with IT. Feedback from instructors across the university should inform design and implementation.



“Give me a resource where I can post questions (like reddit) to receive solutions from my colleagues and the experts in real time, rather than having to find someone in the chain of command or an expert on a particular problem.”

“We need an umbrella website for teaching help. Imagine being a new professor faced with this alphabet soup of acronyms and potential resources. Which group would you reach out to for which kind of support? I have no idea and I think I have used all of them!”



Focus of Teaching & Innovation Support : Strengthen equity, diversity & inclusion efforts

There is tremendous opportunity to strengthen and expand the university's commitment to equity, diversity, & inclusion (EDI) in the classroom. In addition to department-level support, instructors could greatly benefit from learning inclusive classroom practices. EDI efforts should be threaded throughout most, if not all, center offerings.

EDI should be a strong backbone of a revised evaluation process.

This work should be led in cooperation with the office of the Vice Chancellor for Equity, Diversity, and Inclusion.



"Faculty need to see and experience what inclusive education looks like. Therefore, UCLA should invest in more resources for visual and experiential based models."

"Reading course evaluations can be traumatic. Sometimes the comments really sting and occasionally they are inappropriate. Faculty need support using evaluations constructively."



Focus of Teaching & Innovation Support : Improve orientation for new instructors

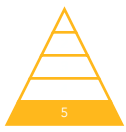
The Teaching & Innovation center should coordinate with departments to provide an orientation program for all new instructors that achieves the following:

- Feature and embed the work of UCLA teaching exemplars.
- Foster small communities of instructors to encourage peer learning.
- Establish a teaching mentorship program. This should begin with ladder faculty and expand.
- Incentivize current instructors to participate. Begin with senate faculty and expand capacity to include all full-time instructors.
- Emphasize case-based instruction, activity-based teaching, hybrid teaching, and effective practices for teaching large lecture classes.
- Embed pedagogy for inclusive teaching.



"UCLA desperately needs an onboarding/orientation process for new Lecturers! A required, short orientation session the quarter before someone teaches their first course at UCLA would be fantastic."

"I am a new employee. I wish the onboarding process was more thorough and personal."



Focus of Teaching & Innovation Support: Launch a robust research program

UCLA is a world-class research institution. However, to date, there has been little emphasis and incentive to conduct research on teaching and learning.

Stakeholders are eager to contribute, benefit, and learn from a robust research program focused on investigating pedagogical best practices and innovations.

A new research program should provide instructors with resources to conduct leading-edge research on teaching innovation. This research should be disseminated internally and externally to encourage experimentation in the classroom.



“Innovations by instructors should be encouraged, disseminated, and regularly rewarded.”

“It is time to produce a research report on progress since publication of the Hurtado and Sork report. We need analysis of the current state and identification of clear next steps.”



Launch a comprehensive awareness campaign

While there are excellent resources currently offered to UCLA instructors, few know of them or understand how they can be accessed. Of survey respondents, 50% or less were familiar with the centers. Only 35% reported using CAT services, 29% used CEILS, and 10% used EPIC or OTLI.

There is also a need to elevate interest in and the prioritization of quality teaching across the university.

Now is the time to invest in an ongoing campus-wide awareness campaign:

- Create a robust and ongoing communication effort led by a dedicated communications specialist.
- Create a central website that details all available services and how to access them so that stakeholders can identify and access available resources.
- Discontinue use of acronyms currently in use for the various units. Instead use titles that clearly indicate what the unit does and how it is beneficial to instructors in plain language.



“I have been at UCLA for 3 years and have never heard of CEILS, EPIC or OTLI. This would suggest that the university has not done an adequate job informing new faculty of available resources.”

“There are too many teaching support websites, centers, resources. The overabundance – including a constant barrage of emails – actually makes it harder to find answers to specific questions.”



Design an evidence-based curriculum for training future faculty to successfully navigate a virtual, hybrid & f2f-instructional future

Resources and training available for teaching assistants, graduate students & post-doctoral scholars need to be expanded to better prepare future faculty. At present, there is limited coordinated, central training for these groups. For example, graduate students currently complete orientation modules in three different locations.

To address this demand:

- Streamline into a suite of one-stop-shopping resources for Teaching Assistants while coordinating closely with departments and the graduate division.
- Design a curriculum for graduate students that prepares them for faculty careers. Provide credit or codification of this training so that UCLA graduate students are more competitive on the job market.



“Provide office hours where TA’s can get questions answered or support for challenges they might be experiencing, especially for new TA’s.”

“Part of the required curriculum for graduate students should be how to teach taught by specialists.”



Design an evidence-based curriculum for training future faculty to successfully navigate a virtual, hybrid & f2f-instructional future

The COVID pandemic underscored the vast need for instructional support as we seek to facilitate successful teaching and learning in various instructional modalities.

The Teaching & Innovation Center should be a central resource, leading strategy and operations for coordinated campus-wide efforts regarding investments and best practices in hybrid, remote, online, and F2F teaching and learning.

Instructors of large "Great Gateway" courses that impact the greatest numbers of students should be prioritized in outreach to maximize the impact of these efforts.



80% of survey* respondents stated that UCLA needs to make a substantial investment in the use of technology in teaching.

"In person classes, especially discussion sections, do not translate into an online format. Students have to be on zoom for 3 hours per week per class. UCLA should be providing instructors tools to allow more flexibility in this virtual environment. ."

Revise incentive and accountability structures

Current incentive and accountability structures at UCLA do not sufficiently motivate instructors to innovate or prioritize teaching. To better reflect the university's commitment to educational innovation and high-quality teaching, there is a need to revise incentive and accountability structures.

We recommend the following:

- The promotion and tenure process should better reflect UCLA's commitment to teaching excellence and innovation.
- Reward teaching innovation and experimentation. For example, provide instructors with funding for participating in summer pedagogy training or to overhaul courses to align with the latest in teaching innovation.
- Address incentives and motivations for prioritizing teaching while balancing research activities.



"There is no material reward to faculty who invest in their teaching. The Distinguished Teaching Awards don't help you advance or get a raise. Until the institution puts its money where it's mouth is...it will be hard to get a critical mass of faculty to really care about teaching."

"UCLA needs to provide time, funding, and support for faculty to invest their time in learning and implementing inclusive teaching."



Implement campus-wide resources for measuring teaching & learning

There is an urgent need to diversify how evaluation and assessment of teaching is conducted at UCLA. At present, student evaluations are largely judgmental and are primarily used for summative feedback, if used at all. Furthermore, instructors note that evaluations can often be hurtful and harmful, rather than productive and informative.

Stakeholders would benefit from a more organized implementation of formative and summative teaching feedback as well as ways to analyze assessment results.

Areas of expansion include:

- Generate & share data analytics that help faculty identify challenges specific to their courses, technology use, majors or students. Support faculty in tracking the impact and efficacy of interventions.
- Empower & embolden instructors to develop assessment and evaluation tools tailored to their courses.
- Share knowledge & expertise in course evaluations and student assessment campus-wide.
- Encourage and facilitate peer observations and self-assessments.
- Integrate equity, diversity, and inclusion metrics & insights.



“Currently, every unit is responsible for reviewing teaching evaluations. Could a central unit organize teaching evaluations?”

Then, we could see the course and faculty ratings on one sheet. It could highlight courses and faculty that are having problems, with automatic referral mechanisms that would connect faculty to resources.

Sometimes people have problems, but the dean and chair don't find out until they come up for review.”

Notable campus exemplar
Psychology department has a proactive mechanism for reviewing and responding to teaching evaluations



Clarify roles and intersections with Information Technology

The need for improved coordination with UCLA's information technology (IT) services is pressing given the ongoing reliance on virtual teaching and learning. UCLA needs a clear mechanism for making decisions about the adoption of educational technology tools and then support instructors in using them. Adoption decisions should be made collaboratively between faculty and pedagogy experts, with student learning as the driver.

For cost-saving, we suggest that IT Services oversee the purchasing of enterprise licenses (for example: Zoom), as well as the support of teaching and learning platforms and products. This will provide consistency of service and enhanced security. Experts in teaching and innovation should lead development and delivery of training for instructors on applying technology in the classroom.

The new Vice Provost of Teaching & Innovation should work closely with the CIO and the two (to be formed) strategic and operating advisory committees to help set campus priorities and instructor needs.



"Help us take our learning online for 24x7 access (by students) and delivery (by professors) for consumption (by students) from anywhere globally.

We need far more developed and engaging digital delivery facilities and cloud-based empowerment tools for a truly immersive learning experience."



Focus on classroom renewal and expansion that accommodate advancements in educational innovations

The campus community needs more and improved classrooms to maximize the efforts of UCLA's teaching and learning centers.

We should prioritize the following:

- Conduct an assessment to determine what constitutes a minimally acceptable classroom.
- Establish campus priorities in coordination with departmental needs and evolving teaching practices.
- Maximize outdoor study space. Expand attractive outdoor settings with Wi-Fi and plugs installed to increase study space.
- Establish a classroom refresh cycle with permanent funds dedicated to updating learning spaces on a set cycle.

Teaching and learning experts should serve as consultants for classroom evaluations and design. Facilities and IT should oversee all tasks related to physical classroom management and teaching and learning experts should serve as consultants.



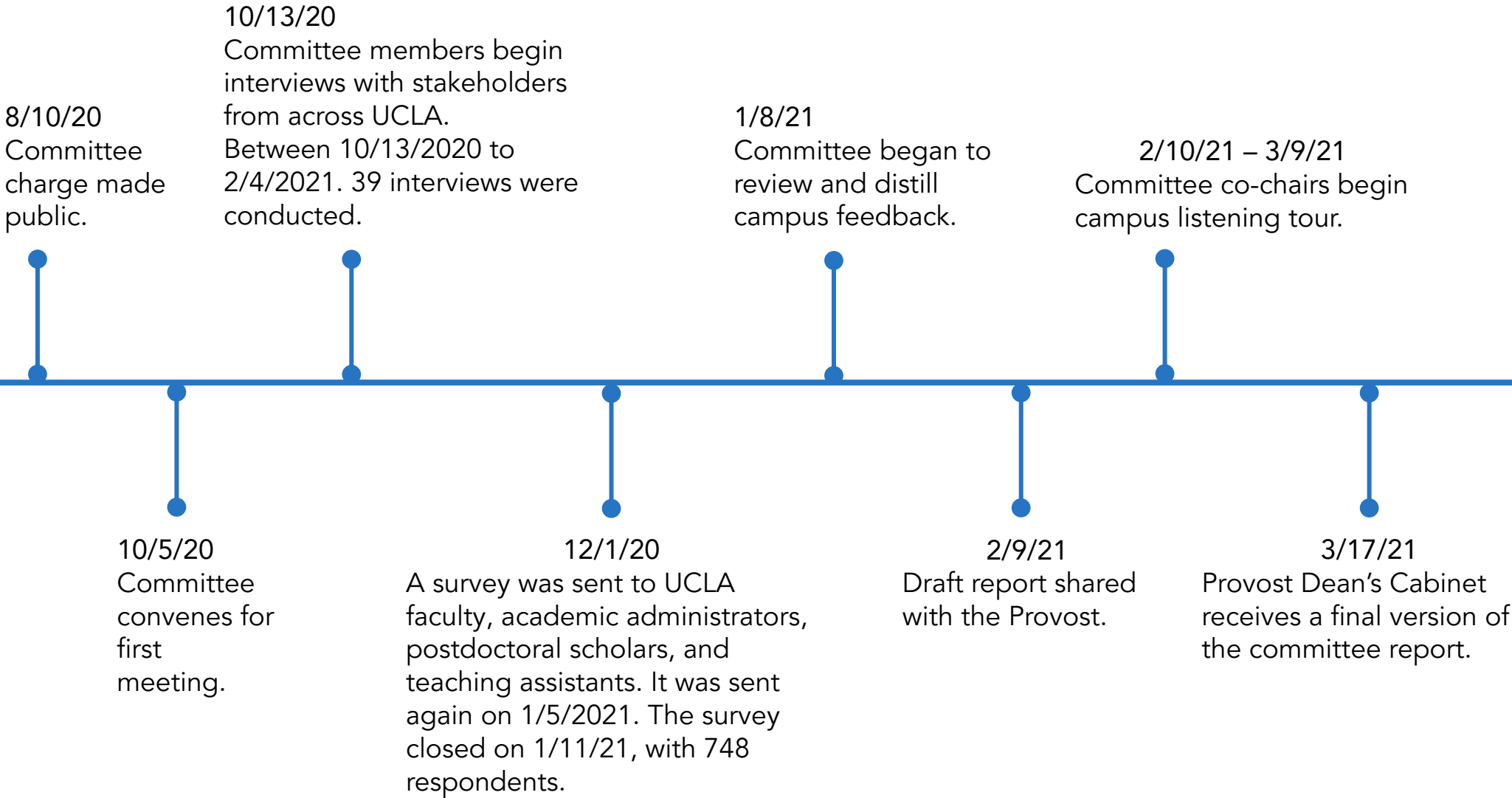
"We need to improve the substandard learning spaces at UCLA, including outside study spaces."

"We need closer coordination between teaching and learning groups. For example, there used to be a classroom committee to help make decisions about space."

Appendix

- Committee Process & Timeline
- Current Staffing & Budget Detailed
- Survey Findings
- Suggested Next Steps
- Draft Job Posting: Vice Provost for Educational Innovation

Committee Process & Timeline



Current Staffing & Budget Details

Center for the Advancement of Teaching (CAT)

- Source: APB budget conference Tableau FY 2019- 20
 - Core Funds: \$8.3M
 - Non-Core Funds: \$3.5M
 - Academic FTE: 9
 - Non-academic FTE: 86
- The Community-Based Learning (CBL) program is housed in CAT, within the Instructional Improvement department. It is entirely grant-supported and does not contribute to the teaching support mission of CAT. The funding and FTEs associated with CBL have been removed from the totals above. CBL funding was \$4.2M with 32 FTE.

Center for Education Innovation & Learning in the Sciences (CEILS)

- Source: Assistant Dean
- Core Funds: \$958K
- Grant Funds: \$653K
- FTE: 5.5 (all non-academic)
- As for academic positions, there is 1 permanent FTE and 4 non-permanent FTEs. The CEILS Executive Director position will be a permanent FTE shared by the Life and Physical Sciences Deans. The two Senior Associate Directors and Assistant directors, along with a new hire, an Associate Director for Student Success are not (yet) permanent, but are academic administrators. The Associate Director for Educational Development is an Academic Coordinator. The Admin Assistant and work study make up 1.5 non-academic positions.

Online Teaching & Learning Initiative (OTLI)

- Source: FY20 actual expenditures
- Core Funds: \$1.3M
- Non-Core Funds: \$0M
- FTE: 9 (1 academic, 8 non-academic)

Excellence in Pedagogy & Innovative Classrooms (EPIC)

- Source: Assistant Dean
- EPIC is a private grant funded in whole by the Mellon Foundation. The grant award was for \$5 million in total and there is ~\$2.5 million left. The grant is in its 4th year out of 5, but at present are asking for a no cost extension of two additional years, so that it would run through June 2023, if the extension is approved. (No additional funds are being requested. Only extending the deadline to spend down funds.)
- Currently have 2 FTE and will likely go up to 4 FTE, all grant funded and appointments will expire to end with grant. None of these are sustained longer-term hires.
- Buying out time of someone in CRESST in GSEIS to work on a defined project this year and next.
- Plan to hire someone under CEILS in Life Sciences for 1-2 years of the grant.

748 individuals responded to the survey

Unit Affiliation	N
Humanities	164
David Geffen School of Medicine	80
Social Sciences	79
Physical Sciences	70
Life Sciences	64
Henry Samueli School of Engineering and Applied Science	46
Multiple unit appointments	29
School of Education & Information Studies	28
Herb Alpert School of Music	27
School of Nursing	26
School of Dentistry	21
Fielding School of Public Health	20
School of the Arts and Architecture	19
School of Theater, Film and Television	17
Anderson School of Management	14
Luskin School of Public Affairs	14
School of Law	9
Semel Institute for Neuroscience and Human Behavior	3
Statistics	1
Current Title	N
Faculty or Lecturer	598
Teaching Assistant or Graduate Student	76
Staff Member	23
Other Academic Employee	21
Postdoctoral Scholar	12
Emeritus	9
N/A	9

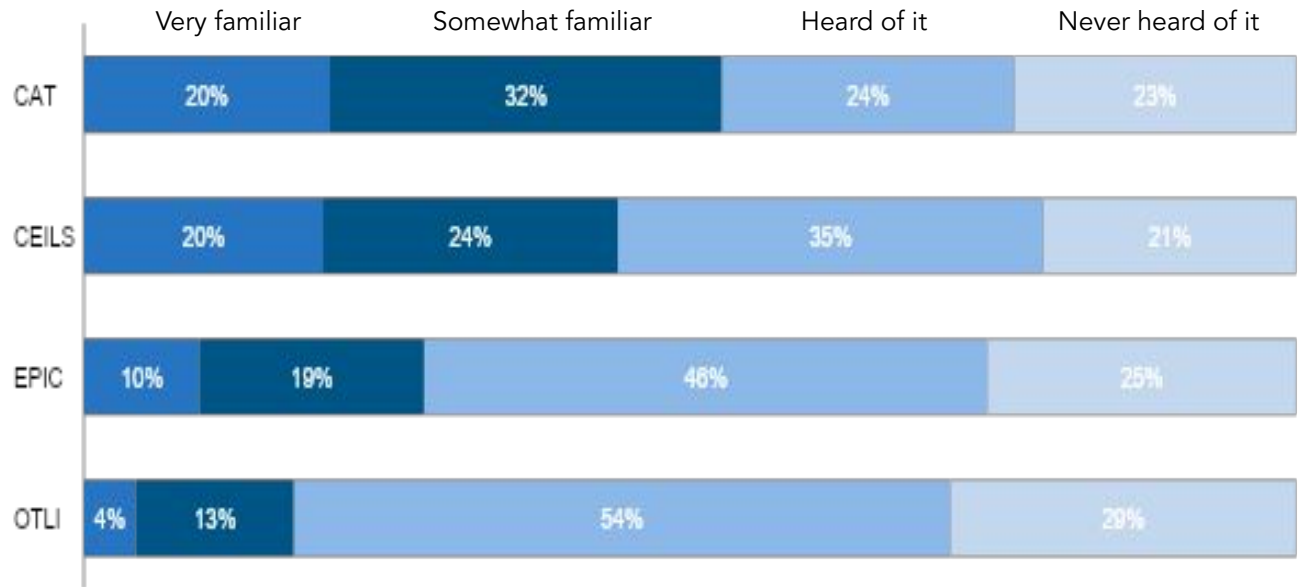
Unit Affiliation	N
Division of Undergraduate Education	4
Geffen Academy	2
Undergraduate Education	2
Academic Planning & Budget	1
Educational Initiatives	1
International Institute	1
Library	1
Office of Equity, Diversity & Inclusion	1
Teaching Center	1
UCLA Extension	1
UCLA Lab School	1

Teaching Center Affiliation	N
CEILS	14
CAT	12
EPIC	6
OTLI	3

Teaching Status	N
Full time	445
Part time	258
N/A	45

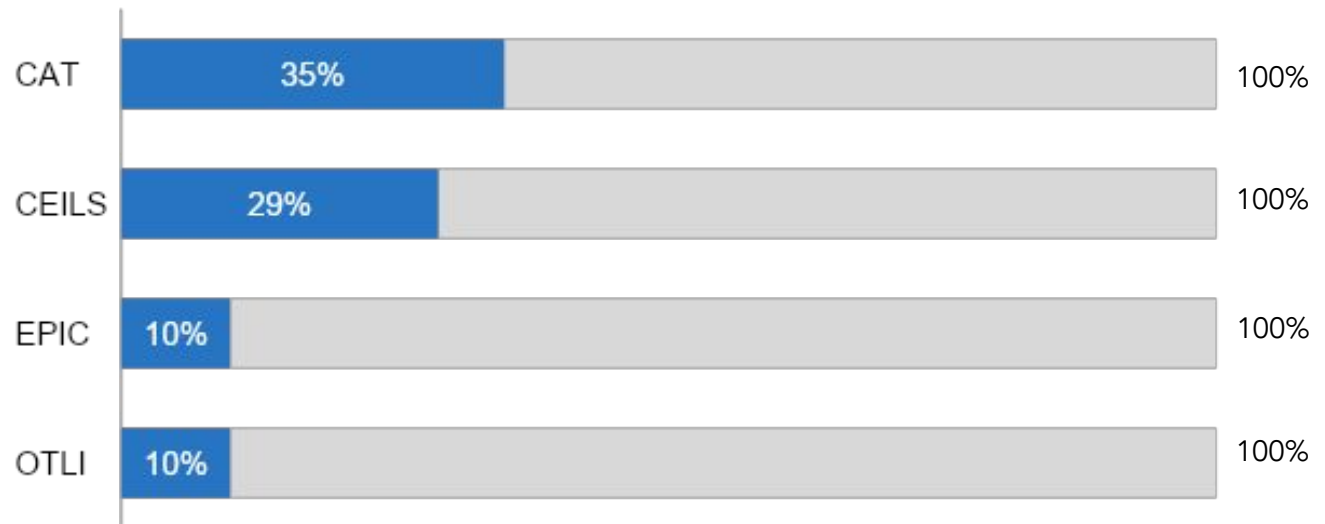
Engagement with current teaching & learning centers

How familiar are you with the units that provide support for teaching and learning?



50% or more of respondents were not familiar with the teaching & learning centers at UCLA.

Have you utilized services at a teaching and learning center?

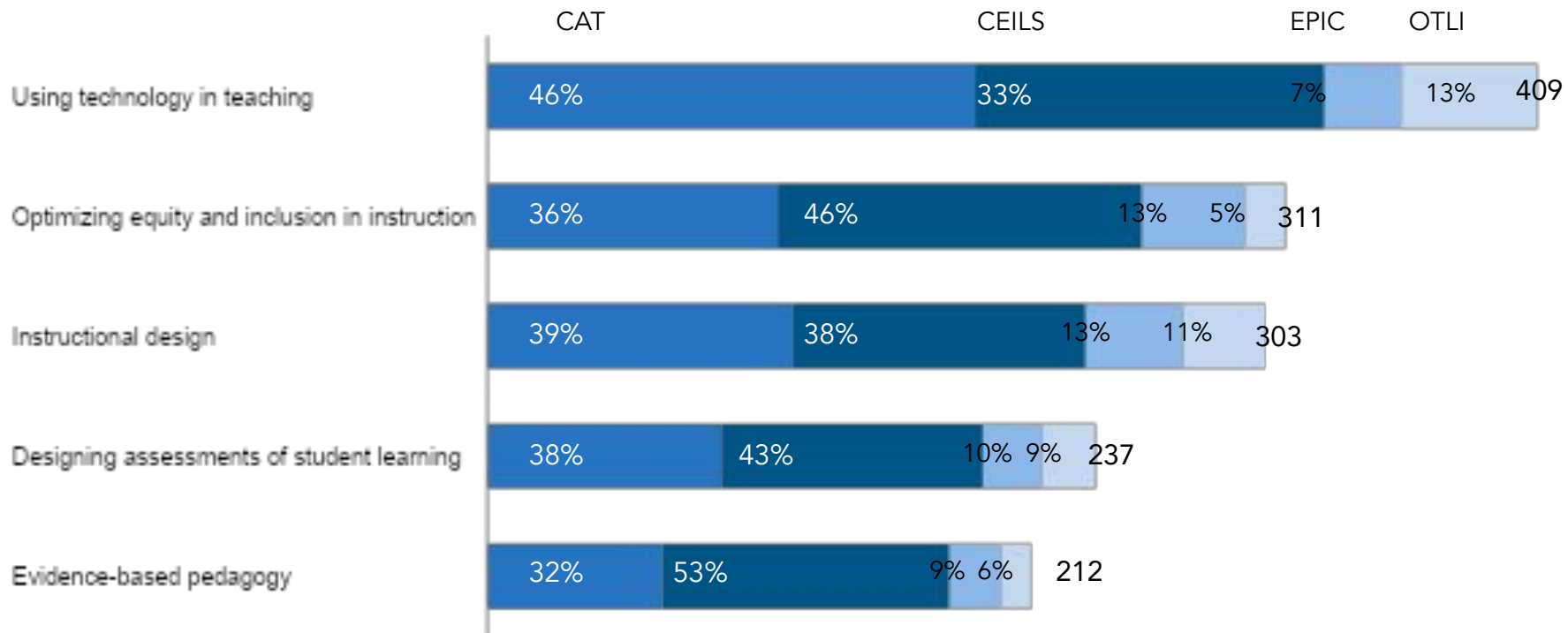


35% of respondents or fewer reported utilizing a teaching & learning service.

Teaching & learning services used across centers

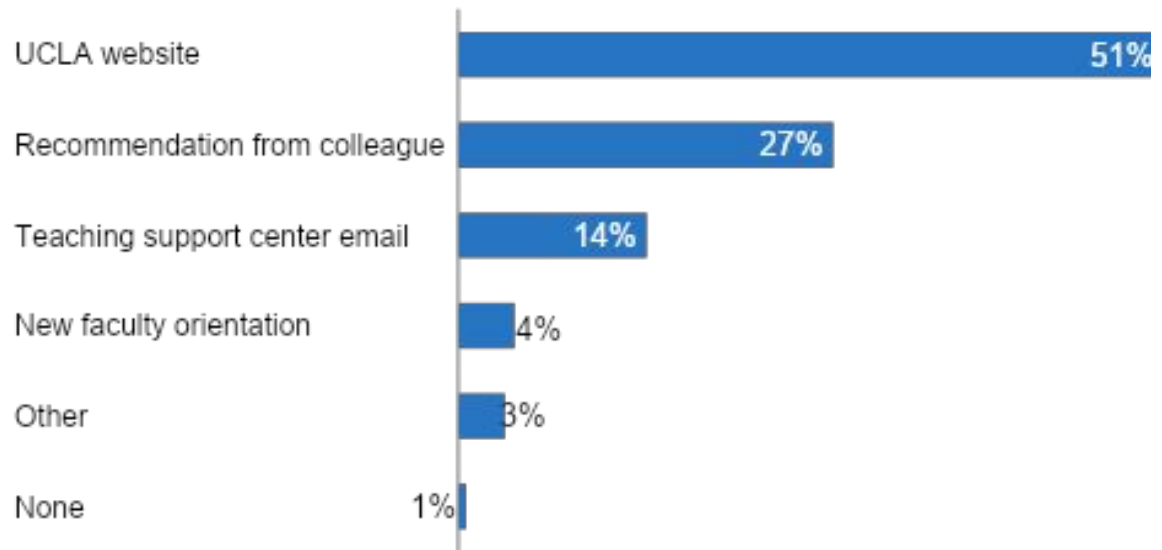
Respondents turn to CAT and CEILS for help with using technology and optimizing for equity and inclusion in their instruction.

Which of the following teaching and learning services have you used?



Communications & marketing efforts

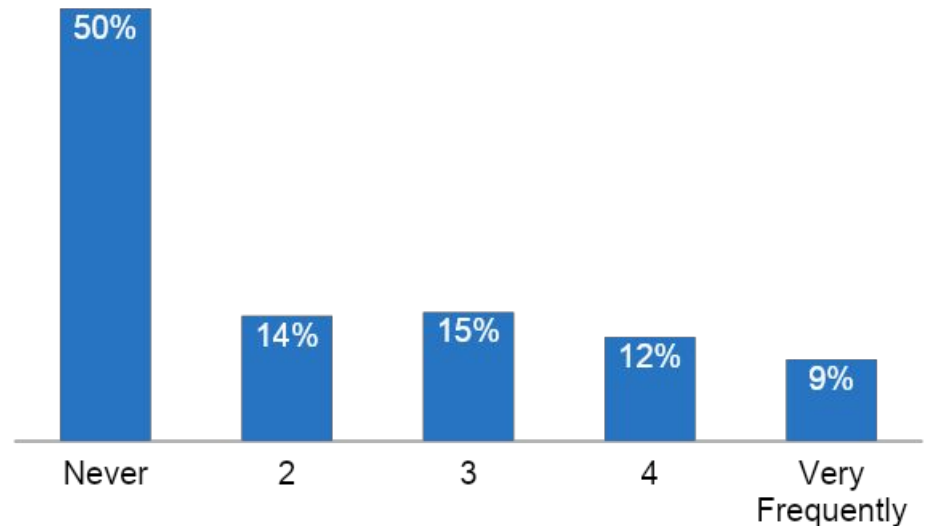
What methods have you used to find out about teaching and learning support services for teaching and learning (check all that apply)?



51% of respondents learn of teaching & learning services through visiting a UCLA website.

Only 14% hear directly from teaching support centers.

How frequently have you recommended these teaching and learning support services to other faculty, lecturers, or others who teach?



While 27% of respondents hear about services from colleagues, less than half recommend teaching & learning services to colleagues.

Campus needs

Respondents largely agree that all 7 areas need to be prioritized and invested in over the next 5 years. In particular, the use of technology (80%) and equity and inclusion (77%) need to be prioritized above all else.

Which of the following areas should the campus invest in during the next 5 years?		
	High Priority	Low Priority
Use of technology in teaching	80%	20%
Optimizing equity & inclusion in instruction	77%	23%
Instructional design	69%	31%
Evidence-based pedagogy	67%	33%
Designing assessments of student learning	64%	36%
Classroom equipment	64%	36%
Classroom/learning space design	64%	36%

Positive encounters with UCLA teaching centers

"CEILS is what is getting me through the pandemic of teaching this year!"

"I've found CEILS, EPIC, CAT all very useful but sometimes I don't even know or remember who hosted which workshop. I do feel at times overwhelmed by the various resources they all offer and would welcome a more streamlined approach to accessing help."

"I love CEILS & CAT--they have been tremendously helpful during this time, and I am sure all of their resources go underappreciated by most faculty. Keep up the great work!"

"CEILS has done an amazing job inspiring us and providing evidence-based advice to better teach our students."

"CEILS has changed the teaching and learning landscape in the Life Sciences. Use it as a model of how to change the university."

"CEILS has been transformative in life and physical sciences education. While they have knowledge and expertise that could benefit the entire campus, it is critical that CEILS remains housed in Life/Physical Science. It is critical that CEILS is staffed by PhD level scientists to have credibility with ladder rank faculty. While there are commonalities across disciplines, STEM pedagogy is unique and needs to have a unique support structure. Making CEILS a campus wide unit, or physically removing it from south campus would be a tragic mistake."

Suggested Next Steps

- Begin search for Vice Provost for Educational Innovation position in July 2021 for hire in October 2021.
- Begin search for communications specialist hire in July 2021 to craft and implement a robust and ongoing communication effort.
- Meet and establish a working relationship with coordinating units: Information Technology Services, Facilities Management & Library
- Establish partnership with IT CIO and begin work towards creating a strong virtual support structure that features a central “one stop” help desk and a central website that catalogs all available resources.
- Begin to diversify how evaluation and assessment of teaching is conducted at UCLA, with a strong focus on equity, diversity & inclusion.
- Hire additional instructional designers with expertise that reflects the diverse teaching and learning needs across UCLA
- Develop and amplify resources on how to effectively teach in a hybrid/blended model informed by testing, technology, and pedagogy.
- Establish and implement tailored trainings and consultations to instructors.
- Coordinate with departments and disciplinary-focused units to provide an orientation program for all new instructors.
- Discontinue use of acronyms currently in use for the various units. Use simple and clear titles that indicate what the unit does and how it is beneficial to instructors without additional explanation.
- Create a suite of one-stop-shopping resources for Teaching Assistants while coordinating closely with departments and the graduate division.
- Design a curriculum for graduate students that prepares them for faculty careers. Provide credit or codification of this training so that UCLA graduate students are more competitive on the job market.
- Provide support to instructors of “great gateway” courses with how to best teach in hybrid, remote, online, and F2F teaching and learning.
- Review and improve the promotion and tenure process so it better reflects UCLA’s commitment to teaching excellence and innovation.
- Identify ways to properly reward teaching innovation and experimentation at UCLA. For example, provide instructors with funding for participating in summer pedagogy training or to overhaul courses to align with the latest in teaching innovation.
- Conduct an assessment to determine what constitutes a minimally acceptable classroom.
- Maximize outdoor study space. Expand attractive outdoor settings with Wi-Fi and plugs installed to increase study space.
- Establish a classroom refresh cycle with permanent funds dedicated to updating learning spaces on a set cycle.
- Outreach to universities that have been identified as exemplars for cultivating a culture of teaching: University of Michigan, Cornell, Arizona State University, & California State University, Carnegie Mellon, Georgetown University, Harvard University, and Oregon State University.
- Forge a strong working relationship with the faculty senate and establish two steering committees that identify issues to be escalated, advise on decisions, & help campus-wide implementation of new resources/initiatives.

Draft Job Posting: Vice Provost for Educational Innovation

UCLA seeks an exceptional leader to serve as the Vice Provost for Educational Innovation of a new campus-wide Center for Teaching Excellence

Duties:

UCLA seeks a Vice Provost for Educational Innovation to re-imagine and lead a new Center for Teaching Excellence that will support all members of the UCLA community with a teaching role, including faculty and teaching assistants at the undergraduate, graduate and professional level. The Vice Provost for Educational Innovation, along with discipline specific teaching centers, will build a highly interactive Center that crafts a research-informed vision for how to best support faculty and increase student success. The Vice Provost will engage the UCLA faculty and the instructor community to foster teaching excellence and innovation while focused on excellence in areas of: Strategy, Instruction, Assessment, Diversity, and Research in a variety of teaching modalities. This person is charged with fostering a culture that values teaching excellence at UCLA, interwoven with the Center's focus on diversity and inclusion in teaching and support of pedagogical innovation across campus.

Qualifications:

Candidates for Vice Provost for Educational Innovation must:

- nationally recognized as a scholar on teaching, learning, and faculty development, having published on topics such as evaluation of teaching; technology and teaching
- demonstrated experience with creating collaborative learning communities for faculty/instructors to enhance student learning
- have a Ph.D. or equivalent; experience as an administrator in higher education with the possibility of appointment as a tenure-system faculty member
- a scholarly focus, interest, and experience in the area of teaching and learning
- a documented record of past teaching success, as represented in teaching awards and achievements
- proficiency in the use of teaching and learning technologies and be well versed in the scholarly literature as it relates to contemporary pedagogical and technological advances in teaching and learning.