

Council on Academic Affairs
Institute/Center Review Subcommittee
Proposal for the University Institute on Teaching and Learning

Meeting: April 1, 2016

Subcommittee Members:

Audrey Begun (Social Work - Member of the Council on Academic Affairs and University Research Committee); Susan Hadley (Dance); Sam Whipple (Undergraduate Student Government); and Celia Wills (Nursing)

Attending:

Hadley, Whipple, and Wills, with Blaine Lilly, Chair, Council on Academic Affairs, and W. Randy Smith, Vice Chair, Council on Academic Affairs - and member of the proposal development team to respond to questions/issue if possible. Begun was unable to attend but sent comments/questions prior to the meeting.

Questions/issues Raised and Discussed

1. It would be helpful to have the "purpose" of the Institute identified at the beginning of the proposal. Response: A good suggestion and it will be.
2. Does the budget require greater detail at this stage? Response: The source for funding is specified (Office of Academic Affairs) as are the broad categories. The main point is that all funding is for people – overwhelmingly faculty - and programs. Greater specificity will occur as the Institute begins operations. Funding for website development and communication will come, at least initially, from the Institute's direct link to the Office of Academic Affairs and current resources within that Office.
3. To what does the section (p. 2) on the Interdisciplinary Nature of the Center really refer for the Institute? Specifically, what roles will established units on campus (UCAT and ODEE) play? Response: Existing units, often separately, do a set of activities relating to teaching and learning needs, but not the whole range of activities needed. And historically they have not necessarily been as fully integrated in their efforts as might occur. One goal of this Institute is perhaps to expand the overall set of activities being developed and offered at the University, and have these two units, as examples, work more closely. The leadership of UCAT and ODEE, among others, has been heavily involved in the development of this proposal.
4. Have college/campus associate deans been involved in the development of the proposal? Many could have important roles to play with the Institute at their local levels. Response: The associated deans for curriculum meet each month with Vice Provost Smith. They were provided updates on the progress of the proposal development every month since Summer 2015. Each was copied on the request for letters of support from the college/campus deans.

5. Is the proposed term for the Director appropriate and should it be full-time or part-time? **Response:** There was considerable discussion of this topic within the proposal development team. Some term specificity is expected because all center/institute directors have such terms and need to be reviewed. Enough time is needed for the Director to accomplish goals, thus a short term 1-2 years is not enough, but no term limit is not appropriate either. It was decided that a 50% or 75% appointment was most appropriate for the expected workload, and also to attract a faculty member who is likely to want some formal connection back to her/his academic unit. This topic can be reviewed as the Institute progresses.
6. It was not clear in the document that clinical faculty, and associated faculty, would be included in the Institute. **Response:** Representatives from both groups have been involved, from the outset, in the development of the proposal, and the Institute is designed for full inclusion of all faculty.
7. What is the role of the Institute for Graduate Teaching Associates (GTAs)? **Response:** GTAs play a very important role in the University's teaching/learning mission, notably, but not exclusively, in the "general education" program. One of the "pillars" of the Institute was renamed during the development of the proposal, from "faculty support" to "instructional support" in part to acknowledge that role.
8. With regard to the "policy" pillar of work, where reference is made to the need for attention being given to the importance of, and the manner in which we currently use student input to, the evaluation of teaching, an important point of departure for such conversations is the ongoing use of the Student Evaluation of Instruction (SEI). Can specific reference be made to the SEI in this section of the proposal? **Response:** Yes - the proposal development team has discussed that issue in recent weeks, and it was raised by a student at the March 24, 2016 University Senate meeting, who asked for that level of specificity.
9. With regard to the "policy" pillar, within the proposal reference is made to a set of topics that currently is under discussion at local (college/department/school/campus) levels. These are complex topics. How will the Institute leadership be empowered/skilled/trained/prepared to lead such conversations? **Response:** This is the one pillar where considerable discussion has occurred about the need for institutional level discussions of such topics. Institute are convening places and this Institute should be able to host such discussions. It will not have policy authority of any kind, but it can be very helpful in an advisory role to the Vice Provost for Academic Policy and Faculty Resources, who will play a central role in this pillar.
10. The section on "evaluation" seems preliminary and not detailed. Is that appropriate at this stage? **Response:** Most center/institute proposals do not specify much beyond what is

presented here. However, the advisory committee for the proposal met on March 25, 2016 with this topic as a major agenda item and the comments from that meeting will be provided to the leadership of the Institute, for consideration in the development of its formal assessment plan.

In addition, it was made clear that:

- Revisions to the proposal will be made, based on this input, before being sent to the Council on Academic Affairs for action.
- a full set of approximately 20 internal and external letters of support will accompany the proposal.

**Proposal to Establish
The University Institute for Teaching and Learning**

April 2016

Anne Beatty, Fisher College of Business

Mollie Blackburn, Department of Teaching and Learning

Caroline Breitenberger, Center for Life Sciences Education

Jennifer Cowley, Office of Academic Affairs

Tim Gerber, University Senate

Alan Kalish, University Center for the Advancement of Teaching

W. Ben McCorkle, Department of English, OSU-Marion

James Rathman, Department of Chemical and Biomolecular Engineering

W. Randy Smith, Office of Academic Affairs

Deborah Steward, College of Nursing

Matthew Stoltzfus, Department of Chemistry and Biochemistry

M. Susie Whittington, Department of Agricultural Education, Communication, and Leadership

Our students have chosen this University with the expectation that they will have great learning experiences. Our faculty have chosen an academic career with the expectation that they will be involved with teaching and learning. We will build on those inter-related foundations.

The University Institute for Teaching and Learning will integrate and enhance ongoing efforts at teaching and learning, and elevate discussion and the visibility and importance of such work to the institutional level.

Ohio State is poised to be a pioneering institution with a university-wide, open, faculty-led initiative to create, adopt, and adapt pedagogies.

I. Mission:

A: Alignment with University Mission

The current mission and vision statement for The Ohio State University has as one of its four core goals: "Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty, and enhanced by a globally diverse student body."

This year the mission statement is under review and as a point of departure, a draft statement is being developed for widespread discussion. It proposes supplementing that goal with statements that note that the University is dedicated to "educating students through a comprehensive array of distinguished and distinctive academic programs" and to "preparing a diverse student body to be leaders and engaged citizens", and that it values "collaboration and interdisciplinary endeavor". Stated simply, this Institute, from its inception, will be aligned with the University's current mission and vision statement, and potentially even more strongly with a revised version.

For the past three decades, the University has moved forward on two important paths. Through strong faculty recruitment and retention, it has enhanced its research mission dramatically, and today, nationally, is a premier Research I institution, with graduate, undergraduate and professional student involvement in that activity. Simultaneously, it has attracted and retained a student body of increasingly high achievement – one that wants and expects a high quality educational experience offered by our faculty, in various teaching and learning settings. These two paths are inter-related, but often have not been seen, interpreted, or articulated in that way.

In his March 2015 *Presidential Investiture Address*, Michael V. Drake asked that The Ohio State University "be as highly regarded for world-class teaching and learning as we already are for world-class research." In effect, the University could work to enhance, and make more visible, both internally and externally, its ongoing and future teaching/learning activities. This is an exciting and ambitious goal. It aligns clearly with the national-level conversation on student learning outcomes, retention, persistence, and timely graduation, and there exists a strong base of activities within the University on which to build.

Institute Mission Development: The Process:

In February 2015, a 12-member faculty-based planning group was established and led by the Office of Academic Affairs. It organized and offered the *President and Provost's Teaching and Learning Summit*,

on May 13, 2015. A group of approximately 50 faculty members from across the institution met to discuss ideas for improving the quality of teaching and learning at the University. The President and Executive Vice President and Provost attended. The vigorous, engaged discussion at the Summit clearly demonstrated that we have many outstanding and highly-committed teachers, who have a desire to:

- engage regularly in productive conversations about teaching and learning;
- learn about and share effective and innovative pedagogy;
- improve their teaching practices;
- support students in achieving academic success; and
- develop and implement a research agenda on the characteristics and effectiveness of our teaching.

Participants in the Summit have since served on a faculty “advisory council” that, during the 2015-16 academic year, has shaped the formation of an Institute for Teaching and Learning as a way to help achieve the President’s goal. These faculty represent a diversity of intellectual backgrounds, academic ranks, and appointments, ensuring that multiple perspectives contributed to the process.

Throughout the 2015-16 academic year, there has been ongoing, broad outreach into the University – to faculty, students, staff, and academic leadership - seeking input to the development of this Institute. Formal presentations were given to: the University Senate and its Faculty Council and Steering Committee; the Leadership Team of the Office of Academic Affairs; and the President’s Council. In addition, focus groups were held with Columbus campus students (a combined session including undergraduate, graduate, and professional students); regional campus students; graduate teaching associates; and undergraduate advisers. Department Chairs/School Directors provided input through one of their campus-wide semester meetings. College/campus Associate Deans were provided with monthly updates on the progress of the proposal development.

The input received during this process has substantively informed and shaped the development of the proposal.

B: Interdisciplinary Nature of the Center

The overarching goal of the Institute is to serve as the convening and coordinating place and help provide leadership for a more unified institutional approach to aspects of the teaching and learning mission. It will play several main roles.

- The Institute will help coordinate activities currently underway in a set of units with portfolios that overlap with the Institute, but are not primarily focused on the kinds of activities proposed here.

They include: University- wide academic support units such as the University Center for the Advancement of Teaching (UCAT) and the Office of Distance Education and e-Learning (ODEE); Academic centers that focus on topical areas, such as the Center for Life Sciences Education (CLSE), and the Center for Higher Education Enterprise (CHEE); offices that play niche educational roles such as the Office of Undergraduate Research, and academic departments that have education, teaching and learning in their titles, such as the long established

Department of Teaching and Learning, and the broader College of Education and Human Ecology, or the new Department of Engineering Education, and others.

All are respected units at the University, and there is no effort to diminish or duplicate their work. Indeed the leadership of many of them has been involved in the development of this proposal. In its coordination role, the emphasis for the Institute can be on efficacy of effort, with reduced bureaucracy and redundancy. A mutually supportive, reciprocal working relationship between the leadership of the Institute and these units is expected.

- The Institute will elevate the dialogue about and activities related to teaching and learning to the institutional level in a way that does not exist today.

It can become a front door or access point to and for both internal and external constituencies about our teaching and learning mission. In a large, decentralized institution, such a location is needed for both access to and communication about all that we are doing for this aspect of our mission.

- It will address, initially, two topical areas currently needing attention, both here and at all major institutions such as ours. One is research on teaching and learning such as evidence-based research pedagogies for learning effectiveness. In addition, it can help address research questions related to the actual progress of our students through our courses and programs. That work needs to be aligned with some ongoing efforts, for example, by the Center for Higher Education Enterprise and our partnership in the University Innovation Alliance.

The other is as a place for enhanced university-wide dialogue on institutional policies relating to teaching – something for which there currently is not an institutional mechanism to do so.

- Through the Institute, we can conduct a gap analysis of what the full range of needs for teaching and learning within the University is, and work with the colleges and campuses to provide faculty with support for their teaching, with a focus on learning, and help students themselves become better learners.

The Institute will help coordinate and lead current and new efforts to improve the learning experience for our students, and help position the University for national leadership in teaching and learning within a research-intensive university setting. Moreover, nationally, every institution of higher education is expected, through its regional accrediting body, to be demonstrating its commitment to student learning outcomes assessment. The establishment of this Institute will demonstrate this University's continuing commitment to that effort here and help coordinate it.

Institute Activities

The Institute will focus its initial activities on four key areas. In each case, a small set of activities will be initiated in the first year.

Instructional Support:

The Institute will seek to raise the profile of, and enhance collaboration among, current teaching enhancement efforts, leverage the expertise of existing program staff to most efficiently provide appropriate assistance to our faculty - all categories - and our graduate teaching associates, help establish new initiatives where gaps exist, and broaden and deepen the impacts of ongoing efforts and new initiatives across the institution. Faculty, department chairs/school directors, and graduate teaching assistants, strongly advocate for enhanced instructional support for all those involved in the instructional mission. The first major initiative is to:

- Offer a new program on teaching and learning for new faculty to the University. Among the goals for such a program are: learn OSU teaching and learning mission including policies, culture and resources; develop familiarity with Ohio State students; increase scholarly teaching; use evidence-based teaching practices; build active partnerships in cross-disciplinary cohorts; and advance university instructions support systems use.

Other options for consideration in the first and subsequent years:

- Develop additional teaching support programs for graduate teaching associates.
- Create Faculty Fellows for Teaching Enhancement.
- Provide additional seed grants.
- Develop "open classrooms" by master teachers, inviting others to participate in a course review that would involve classroom observations and discussions about the approach.
- Deploy support teams to work with faculty at the College and Unit levels.
- Create an easily accessible portal with both its own content and links to associated units' sites.

A Faculty Fellow will be appointed to help lead this effort. A group of faculty and graduate students will be asked to help advise efforts in this area

Inquiry and Scholarship:

Scholarship on teaching and learning already occurs in many academic units. In a highly decentralized environment, we often are not aware of what our colleagues are doing that may help in our own work in either our same, or a different, academic unit. The Institute will support faculty members' innovations in pedagogical methods, sponsor structured inquiry and scholarship that tests the efficacy of these new practices, offer formal University-wide convening activities, and provide online efforts to share such work in ways that do not exist today. This represents an important, signature role for the Institute - informing aspects of the teaching and learning mission here and nationally.

Importantly, the Institute will help lead a more comprehensive approach to our teaching and learning mission, through the use of data analytics and robust qualitative analysis. It will help the University move to new levels of research impact on our own students' progress and success.

In its first year, the Institute can:

- In partnership with Offices such as, Institutional Research and Planning, Diversity and Inclusion, and the Center for Higher Education Enterprise, help identify and analyze a set of research questions about how our students progress through our courses and programs, with the goal of enhancing student success – a form of scholarship that will, in part, apply student-centered analytics to identify and broaden use of practices that will improve learning outcomes. Care needs to be taken to ensure that there is not duplication of effort.

Other options for consideration in the first and subsequent years include:

- Create a clearinghouse for teaching and learning-related grants.
- Support research design on pedagogical questions.
- Provide funding for small research projects.
- Identify sources of external research funding.
- Work with IRB to develop standard processes for addressing human subject issues for this type of research.

A Faculty Fellow will be appointed to help lead this activity.

Policy Development:

Discussion and decisions about teaching and learning have occurred, understandably and necessarily, primarily at the local academic unit levels – college and department or school. Teaching and learning, though, is an institutional responsibility, and today, there are many issues that need discussion at the institutional level. The Institute can help facilitate important dialogue at and provide direction to the local levels.

The Institute will help foster and lead an institution-wide discussion on topics such as:

- the role of efforts at teaching and learning in the faculty review and reward processes. In order to promote initiatives in teaching and learning in a highly decentralized institution, the University will need to adopt coherent, effective central policies and guidelines for a range of unit-level policies that recognize and reward such activities by our faculty members;
- the changing roles and responsibilities of different faculty/instructor categories;
- the training and evaluation of graduate teaching associates; and
- the role that students themselves must play as we move forward – including an assessment of current teaching evaluation methods such as the Student Evaluation of Instruction (SEI) - to better help them learn and evaluate their own learning.

Working closely with the Vice Provost for Academic Policy and Faculty resources, the Institute and its members will advocate for such policies and provide leadership in developing models that academic units can adapt to their local needs. Such policy changes are needed for this overall teaching and learning initiative to be broad-based and sustainable and this work.

During the first year the Institute can:

- Collate and analyze existing literature on best practices to aid in policy development.

- Communicate examples of flexible policy implementation to Tenure Initiating Units (TIUs).
- Address the issue of effective ways for students to evaluate teaching.

Additional topics for subsequent activities include:

- Recommend teaching evaluation guidelines.
- Enhance recognition and rewards for time spent on teaching improvement.
- Address policy issues related to adjunct faculty.
- Demonstrate institutional support for teaching and the scholarship of teaching.

Initially this activity will lie within the responsibilities of the Director. Ultimately there may be a Faculty Fellow in a lead role.

Communication:

The Institute will coordinate communication about teaching and learning excellence both within the University and to our external stakeholders in a more detailed and consistent manner than currently exists. Teaching our students is at the core of the academic enterprise. Regardless of academic discipline, our faculty share a commitment to challenge our students to achieve academic success. We have an excellent story about our teaching mission that needs and deserves to be shared.

We need to communicate more with one another about our ongoing efforts. This Institute, through periodic formal meetings, a list serve, and a vibrant website, will play a convening and interactive role throughout each academic year to promote a continuing institutional conversation and bring visibility to the efforts. For example, the Institute may collaborate with the Academy of Teaching, UCAT, and ODEE in sponsoring conferences where faculty can share their teaching successes. The Communications staff of the Office of Academic Affairs will support this effort.

Similarly, the Institute will better inform our public stakeholders - parents, alumni, educational partners, and policy makers – of our ongoing efforts, and our commitment to enhancing this aspect of our mission. Among the initiatives to be developed during the first year:

- Communicate the identity of the institute.
- Communicate success stories.
- Build communities based on topical themes and substantive content areas.

Longer-term activities could include:

- Increase visibility with donors and legislators
- Communicate/interact with peer institutions

Initially this activity will lie within the responsibilities of the Director. Ultimately there may be a Faculty Fellow in a lead Role.

C: Goals of the Center That Cannot Be Met Within Existing Academic Units

Every academic unit and campus within the University plays a role in the teaching and learning mission at some level (with undergraduate, and/or graduate, and/or professional students) and in varying ways (traditional classroom, on-line experiences, laboratories, individual instruction, as examples). Many faculty are involved in research on teaching and learning within their own disciplines. Graduate students play an important role particularly in introductory-level general education courses. The University gives awards for teaching at the local and institutional levels.

There is limited team teaching within or among units at the University, and there has not been a mechanism for interactions among those who are teaching, for purposes of mentoring or sharing best practices, for example. Institutes and centers provide such a function at this University, and this Institute will be a first effort to do so for this aspect our mission.

On another level, an important dimension related to the teaching and learning mission is interaction with other institutions. Through the Institute the University can become more actively involved in national groups such as the Association of American Colleges and Universities (AAC&U) where there is a strong emphasis on teaching and learning activities. In addition, at the state level, in association with the Ohio Department of Higher Education, the University can work with the state's 35 other public institutions on ongoing, broad state-wide discussions and activities related to general education, articulation and transfer, and student success and completion.

II: Faculty

Membership in the Institute will be open to all involved in the University's instructional, research, and outreach missions – regular tenure track, clinical track, and associated faculty, and graduate students. Emeritus faculty will be encouraged to participate.

It is important for assessment and impact purposes, that the Institute maintains a record of its membership. Membership needs to be secured through the Institute Director, with a formal request, accompanied by a current curriculum vitae, to be updated every two years. There is no term of membership and members may join or withdraw, formally, at any time. Tiers of membership, based on members' levels of interest and commitment, should be considered early in the implementation of the Institute

Members may align with one or more of the four specified areas of activity.

III: Administration

A formal Pattern of Administration (POA) needs to be developed within the first year of operation of the Institute. To date, the following characteristics have been proposed:

The Institute will be administered by a **Director** – a faculty member - with at least a 50% time appointment, for a 3-4 year term, similar to other academic unit leadership terms - and who will be

supported by an administrative assistant. The selection process for the Director will be overseen by the Office of Academic Affairs.

Two of the four areas of focus needs a lead **Faculty Fellow**, at least 25% time, to convene interested Institute members and identify and oversee a small set of activities for each year.

The Institute will have a formal location for administrative purposes but will function as both a traditional and virtual Institute. It must and will have a strong website presence overseen through the Office of Academic Affairs.

The Director will report to the Executive Vice President and Provost, or designee, within the Office of Academic Affairs, with a possible dotted-line report to the Office of the President.

The Institute will have an **Internal Advisory Committee** composed of faculty across academic ranks, disciplines and campuses; student representatives; advisors; and the directors of existing support units (UCAT, ODEE, CHEE). The Committee will meet at least once each semester and advise the Director on activities and administrative matters.

The Institute will have a small **External Advisory Committee** composed of faculty and/or directors of similar types of institutes from peer institutions, that will be convened annually. The Committee will advise the Director and Executive Vice President and Provost on ongoing and future Institute activities – within the national context.

IV: Funding

Continuing funding will be provided by and administered through the Office of Academic Affairs.

Approximately \$550, 000 is needed for the first year.

Five areas of funding are needed:

- **Administration:** a Faculty Director (at least 50% time); an administrative assistant; and ultimately 4 Faculty Fellows (20% time each): **\$290,000**
- **Programming:** Instructional support can continue to be provided through more coordinated existing efforts by both UCAT and ODEE (**\$60,000 in kind the first year**) – and with some new funding for seed grants. **\$50,000**
- **Research:** in consultation with ongoing efforts at CHEE and OIRP, some new funding for targeted research projects on student progress. **\$150,000**
- **Website development**
- **Visiting Speakers:** for both internal professional development purposes, and external visibility, a visiting speakers program will be initiated and maintained. **\$25,000**

Greater specificity will occur as the Institute begins operations. Website and communications funding will come, at least initially, from the Institute's direct link to the Office of Academic Affairs and current resources within that Office.

This type of Institute is viable/attractive for sources of external funding. The Director, working with the Office of Academic Affairs, and the Office of University Advancement, should begin work on identifying and securing such sources.

V: Evaluative Criteria

Each year, the Institute will be assessed on a variety of criteria, including the following:

- Completed activities in each of the 4 areas: instructional support; inquiry and scholarship; policy development; and communication efforts
- Assessment of participant achievement of stated goals and outcomes for every Institute project
- Assessment of Institute impact in each of the 4 areas
- Website use (hits and downloads)
- Levels of external funding – through gifts and donations

Formally, the Council on Academic Affairs will review the Institute after its first year of operation (2017-18), then again after its fourth year (2020-21), and every four years thereafter. Annually the Director will be reviewed through the Office of Academic Affairs.

In the interest of openness and communication the Director will report annually to the University Senate on the activities and impact of the Institute and its members' work to advance teaching and learning.

Within the first year, the Director, working with the Faculty Fellows, and Internal and External Advisory Committees, shall establish goals and outcomes and a formal assessment plan to collect, analyze, and use data to improve the efforts of the Institute. The advisory committee for the development of the proposal has identified a more detailed list of types of assessment that will be shared with the Director for further consideration.

The Institute will proceed in stages of development, starting with a small set of activities associated with each of the four main dimensions of its work in the first year, and then building from that base in subsequent years. For each activity carried out by/through the Institute, goals, objectives, and an assessment plan will be developed.

VI: Supporting Materials

- Internal letters of support (deans of all Colleges/campuses)
- External letters of support



March 21, 2016

Vice Provost Randy Smith
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Randy,

On behalf of the College of Arts and Sciences, we wish to express our strong support for the creation of the proposed University Institute for Teaching and Learning, as outlined in the draft proposal you shared with us. The College of Arts and Sciences plays a fundamental and essential part in fulfilling the mission of Ohio State University's motto, *Disciplina in civitatem*—education for citizenship.

In order to educate students to solve problems, to think critically, logically, and creatively, and to be engaged and responsible global citizens, Ohio State must be fully committed to the highest standards of excellence and innovation in teaching, and to providing a rich array of high-impact learning experiences for all of our students. We believe that the creation of a centralized University Institute for Teaching and Learning will contribute to these goals across the university, and that such an Institute will enhance and coordinate, rather than supplant or duplicate, the work of the several existing programs and offices dedicated to advancing teaching and learning at Ohio State.

We further support the mission of the Institute as articulated through the four proposed pillars upon which it is to be built, supporting teaching excellence; promoting scholarship on teaching and learning and data-driven learning outcome assessment; developing thoughtful and visionary teaching and learning policies, and coordinating and implementing these policies across the university; and actively communicating and promoting Ohio State's commitment to teaching and learning, both within the university community and to the citizens of Ohio and the nation. The College of Arts and Sciences looks forward to joining in this enterprise and playing a leading role in the University Institute for Teaching and Learning.

Sincerely,

David Manderscheid
Executive Dean and Vice Provost

Susan Williams
Vice Dean

Steve Fink
Associate Executive Dean



THE OHIO STATE UNIVERSITY

College of Pharmacy

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500 West 12th Avenue
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614-292-5998 Phone
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March 30, 2016

Dear Vice Provost Smith,

I am writing today to provide my full support for the proposed University Institute for Teaching and Learning. An institute such as the one described in this proposal would be a welcomed addition to Ohio State University. In particular the emphasis of this institute on teaching and learning from an interdisciplinary perspective is appealing and will capitalize on and coordinate the efforts of the many stakeholders to the teaching and learning mission of the university. I am particularly pleased to see that the institute will have a focus on the scholarship of teaching and learning as well as setting university-wide policies related to teaching. I firmly believe that by establishing this institute, Ohio State can further solidify its reputation as a world class institution by harnessing the talent that already exists within the organization.

Sincerely,

Katherine A. Kelley, PhD
Associate Dean for Assessment and Strategic Initiatives
Associate Professor of Pharmacy Practice



THE OHIO STATE UNIVERSITY

College of Medicine

**School of Health and Rehabilitation Sciences
Office of the Director**

106 Atwell Hall
453 West 10th Avenue
Columbus, OH 43210-1262

March 30, 2016

Randy Smith, PhD
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
CAMPUS

Dear Randy,

I'm writing in enthusiastic support of the proposed Teaching and Learning Institute; it has been quite an experience to be part of the development of this proposal and to imagine how such an institute could bring together the many units across campus to prioritize and facilitate our teaching mission. Having a centralized "place" to provide educational leadership that catalyzes creative educational methods and promotes collaborative educational scholarship is paramount for Ohio State to move to the next level and be recognized as an educational leader to our national peers.

I fully support the creation of this institute and look forward to seeing how it spurs change in our educational mission.

Sincerely,

Deborah S. Larsen, PhD, FASAHP
Professor and Director, School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
Associate Vice President, Health Sciences



March 24, 2016

To whom it may concern:

I submit this letter in support of the proposed Teaching and Learning Institute at Ohio State. We should all be committed to better and better teaching that enhances our students' understanding of the world around them. In the Doctor of Optometry program, we are privileged to claim four faculty members (out of 45) who have won campus-wide teaching awards and are actively involved in didactic education currently. As a proportion of our faculty, that may classify us as a top unit in terms of teaching and learning.

This Institute is a timely idea. As the university focuses on access and affordability, we have to ensure that our students—undergraduate, graduate, and professional alike—will still receive the best education and have the best experience even as an Ohio State education is more cost effective. We need to explore pedagogical methods thoroughly rather than adopting the trendiest methods without forethought. I believe we need to think long and hard about the effect of flipped classrooms, distance education, and the like in terms of what those will do for learning, not just what we think the students' preferences might be at the moment. The proposed Teaching and Learning Institute will allow us to have in-depth conversations across campus about these and other important issues related to teaching at Ohio State and beyond.

I would add one small cautionary note. The proposal for the Institute makes it clear that graduate and professional students were involved in the development of this idea. The Institute should ensure that it is structured such that its activities reach beyond undergraduate teaching and learning to our graduate and professional programs.

Sincerely,

Karla Zadnik, OD PhD
Dean and Glenn A. Fry Professor in Optometry and Physiological Optics



March 24, 2016

Re: University Institute for Teaching and Learning Support

The College of Veterinary Medicine supports the development of a University Institute for Teaching and Learning to elevate the importance of instructional excellence, to support and leverage already existing centers and offices dedicated to pedagogical enhancement and innovation, and to develop and disseminate valuable research and policy.

Our greatest support for the Institute arises as a result of its dedication to inquiry and scholarship and its policy development potential. CVM faculty and its Office of Teaching & Learning would find a clearinghouse for grants, funding for small research projects, and refinement of IRB processes to facilitate increased Scholarship of Teaching & Learning extremely valuable. In addition, access to learning analytics collected on the enterprise level with the assistance of experts who have in-depth knowledge of the databases would enhance our ability to embark on ambitious projects.

Our college has long recognized the need for continued review and recognition of the role instructional excellence plays in the faculty reward process. When institutional priorities are established to support faculty whose significant talents and skills reside in classrooms – informal and formal, face-to-face and online, in all disciplines – units will be incentivized to align with those stated missions and goals. Moreover, examples of flexible policy implementation provide a foundation for opening up additional and productive dialogue about rank, promotion, tenure, and the evaluation of teaching.

We are encouraged by the stated role of this Institute to communicate the value and importance of units dedicated to teaching and learning, and we believe the Institute provides the opportunity for broader institutional collaboration amongst these units. We anticipate the Institute will create increased opportunity for dedicated individuals and groups to network, avoid non-strategic redundancy in efforts and expenditures, and share findings or approaches most effectively.

We appreciate the idea of a new faculty program as complementary to the many unit- or college-level new faculty initiatives and developed in conjunction with those already existing.

Finally, we believe we have an unusually skilled and dedicated group of veterinary medicine faculty firmly committed to the success of their students. Many of them could serve as master teachers, on interdisciplinary support teams, or as faculty fellows. They would find involvement in this effort both professionally and personally rewarding.

Efforts to clearly and prominently identify the contributions of excellent teaching faculty will only enhance internal and external stakeholders' views of this accomplished institution, and the University Institute for Teaching and Learning has great potential for shaping the future of higher education nationally.

Sincerely,

Melinda Rhodes-DiSalvo, Ph.D.
Director of Teaching and Learning
rhodes-disalvo.1@osu.edu



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Vice Provost Randy Smith
203 Bricker Hall
190 N Oval Mall
Columbus, OH 43210

March 14, 2016

Dear Vice Provost Smith:

I wish to make it known that I am in full support of the proposal to establish The University Institute for Teaching and Learning. This is an endeavor that is greatly needed within the university faculty community and one in which students and faculty, both current and future, will greatly benefit. The intent of unifying existing resources in order to improve the quality of teaching and learning so as to meet the needs of high achieving students and exceptional faculty is most welcomed and appreciated.

You have my full endorsement and appreciation for undertaking this huge goal.

Sincerely,

Linda Daley PhD, RN, ANEF
Assistant Dean for Prelicensure Programs



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

College of Nursing

Newton Hall
1585 Neil Ave
Columbus, OH 43215

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

March 21, 2016

Dr. W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

On behalf of the College of Nursing, I strongly support the proposed *University Institute for Teaching and Learning*. The institute will advance the goal of educating students through a comprehensive array of distinguished and distinctive academic programs, supported by the integration of pedagogy designed to promote student learning. The comprehensive, coordinated faculty support will promote research on teaching and learning and the application of evidence-based research pedagogies for learning effectiveness.

The Institute will be instrumental in supporting new and seasoned faculty development that will elevate engagement in the teaching enterprise, serving to solidify the institutions reputation as a premier research and educational institution. The comprehensive approach of instructional support, inquiry and scholarship and policy development will provide a robust structure for faculty reward and satisfaction.

I look forward to the many opportunities for College of Nursing faculty provided through the *University Institute for Teaching and Learning* and provide my enthusiastic support.

Sincerely,

Cindy M. Anderson, PhD, RN, WHNP-BC, ANEF, FAHA, FNAP, FAAN
Associate Dean for Academic Affairs and Educational Innovation



THE OHIO STATE UNIVERSITY

College of Pharmacy

**Office of the Dean
217 Parks Hall
500 West 12th Avenue
Columbus, OH 43210**

**614-292-2266 Phone
614-292-2588 Fax**

March 30, 2016

Dear Vice Provost Smith,

I am very pleased to provide this letter of strong support for the establishment of a University Institute for Teaching and Learning. The Center will support the University core goal in Teaching and Learning. It will be a support for the Colleges as they strive to improve the delivery of education to a changing student demographic. Faculty will benefit from the programs of the Institute as well. I especially appreciate the interdisciplinary plans for the Institute and the identification of outcome metrics to gauge its effectiveness.

I firmly believe that Ohio State will be stronger in the future due to the establishment of the Institute for Teaching and Learning.

Best regards,



THE OHIO STATE UNIVERSITY

Henry J. Mann, Pharm.D., FCCP, FCCM, FASHP
Dean and Professor, College of Pharmacy

March 31, 2016

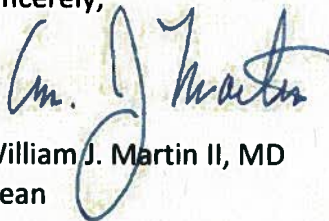
Dr. W. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
CAMPUS

Dear Dr. Smith,

The College of Public Health enthusiastically supports the creation and implementation of the Teaching and Learning Institute at OSU. We support all aspects of the Institute, especially the commitment to the interdisciplinary approach and the more centralized focus on inquiry, scholarship, policy development and communication.

One area that you might consider as an addition is including under the Evaluative Criteria: Assessment of impact on student performance and satisfaction. The Institute is a wonderful concept that could galvanize the disparate approaches to teaching and learning into a more coordinated, progressive and evaluative process. But at the end of the day, we envision and hope that it will offer institutional, faculty, staff and most importantly, student benefits. I hope that we can capture and quantify how well we accomplish this latter task.

Sincerely,



William J. Martin II, MD
Dean



THE OHIO STATE UNIVERSITY

College of Medicine
Office of the Dean

254 Meiling Hall
370 W. 9th Avenue
Columbus, OH 43210

614-292-2600 Phone
614-292-4254 Fax
medicine.osu.edu

April 1, 2016

Dr. W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

On behalf of the College of Medicine, I strongly endorse the proposed *University Institute for Teaching and Learning* developed by the faculty-based planning group. The proposed Institute will facilitate the development of an enhanced student learning experience through the advancement of engaged teaching faculty. The development of this Institute will enable College of Medicine faculty to engage with experts across campus, facilitating the sharing of innovative pedagogy resulting in improved teaching practices. Ultimately this Institute as proposed will enable faculty to develop multi-faceted skills that will help a diversity of students achieve academic success. The research agenda of the Institute is very appealing to the College of Medicine faculty as this will facilitate educational scholarship in the area of teaching and learning. I anticipate that the faculty and staff experts within our developing Department of Biomedical Education and Anatomy will be fully engaged with the proposed Institute facilitating its ultimate success. The interdisciplinary focus within this Institute will benefit the entire University by leveraging best practices in teaching and learning across colleges and programs.

The proposed institute will enhance programs currently offered by our college for teaching faculty. I fully endorse and look forward to the implementation of the University Institute for Teaching and Learning.

Sincerely,

E. Christopher Ellison, MD
Interim Dean, College of Medicine



THE OHIO STATE UNIVERSITY

College of Dentistry

Office of the Dean
1159 Postle Hall
305 W. 12th Avenue
Columbus, OH 43210-1267

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March 14, 2016

Randy Smith, PhD
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
CAMPUS

Re: Proposed University Institute for Teaching and Learning

Dear Dr. Smith:

I am writing to express my support for the proposed creation of an institute for teaching and learning at The Ohio State University. It is my belief that such an institute will benefit the university, its colleges, and its faculty by helping to broaden scholarship in general as it relates to teaching and learning at Ohio State.

Additionally, an institute for teaching and learning would support other essential functions, such as the development of policies related to pedagogy, as well as providing resources and expertise to enhance teaching and learning throughout the university's communities. This concept is applicable to our College of Dentistry in particular as we are exploring the increased use of digital teaching and learning platforms, in addition to our current use of advanced technologies and proven operational systems to enhance efficiencies in student education.

I wholeheartedly support the proposed creation of an institute for teaching and learning at Ohio State. If it would be helpful for me to supply any additional information or insights, please do not hesitate to contact me.

Sincerely,

Patrick M. Lloyd, DDS, MS
Professor and Dean

CC: Darryl Hamamoto, DDS, PhD, Associate Dean for Academic Affairs



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

Dr. Ronald Hendrick

Acting Vice President for Agricultural Administration & Dean
2120 Fyffe Rd., Columbus, OH 43210

Phone: (614) 292-4218 - Fax: (614) 292-0452

E-mail: hendrick.15@osu.edu

<http://cfaes.osu.edu/>

March 30, 2016

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210

Dear Randy,

I am pleased to offer the College of Food, Agricultural and Environmental Sciences' endorsement of the proposal to establish a University Institute for Teaching and Learning. The primary focal areas related to instructional support; inquiry and scholarship; policy development; and communication, address critical needs in our college, and I'm sure in others. Our shared goal of facilitating the success of our faculty and academic units is predicated on providing them the resources and environment necessary to effect those outcomes, and the proposed Institute will help materially in that regard.

Sincerely,

Ronald Hendrick, Ph.D.
Acting VP for Agricultural Administration and Dean



Office of the Dean

127 Arps Hall
1945 N. High Street
Columbus, OH 43210-1172

614-292-6991 Phone
614-292-8052 Fax

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March 31, 2016

W. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1358

Dear Vice Provost Smith,

It is with pleasure that we endorse the establishment of the new University Institute for Teaching and Learning. We strongly support President Drake's vision to be "as highly regarded for world-class teaching and learning as we already are for world-class research." We believe the establishment of this center will encourage and enhance the teaching mission of the university and bring attention to an issue that is too often neglected in the world of higher education.

It is our understanding that the Institute will focus on four areas of concern: instructional support; inquiry and scholarship; policy development; and communication. The College of Education and Human Ecology is uniquely situated to participate in all four facets of the institute. We have national and international recognition in the areas of teaching and learning, higher educational policy, adult development and learning, student success, and educational research. The programs in Higher Education and Student Affairs, Teaching and Learning, and the Walter E. Dennis Learning Center will be particularly relevant to this new institute. The mission of the institute is closely aligned the mission of our college. We stand ready to assist in the development of the center in any way. Our faculty members are eager to participate and lend their expertise where appropriate.

We encourage the Council of Academic Affairs and the University Senate to approve this institute. This is an exciting direction for our college and university. Please feel free to contact me if you have any further questions.

Sincerely,

Cheryl Achterberg, Dean
College of Education and Human Ecology



March 10, 2016

Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Vice Provost Smith,

The College of Social Work supports the initiative to create a Teaching and Learning Institute at OSU. The proposal offers a comprehensive strategy for advancing the teaching mission of the university and recognizes the importance of an interdisciplinary approach. The ongoing advances in teaching technology, content delivery methods, and strategies to assess learning outcomes require this type of coordinated effort to insure that OSU is a leader in higher education.

The proposed institute offers an exciting opportunity for OSU to highlight the importance of teaching and learning by offering instructional support, providing a centralized clearinghouse for research and scholarship on teaching, coordinating policies for educating our students, and communicating advances in teaching and learning to the university community.

We support these efforts and believe the University Institute for Teaching and Learning will strengthen teaching and learning across the university.

Sincerely,

Denise E. Bronson, MSW, PhD
Associate Dean for Academic Affairs



THE OHIO STATE UNIVERSITY

MORITZ COLLEGE OF LAW

Alan C. Michaels
Dean & Edwin M. Cooperman Chair in Law
Direct Line: (614) 292-0574 | Email: michaels.23@osu.edu

Office of the Dean

220 Drinko Hall
55 West 12th Avenue
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March 30, 2016

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
The Ohio State University
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy,

I am writing to express the support of the Moritz College of Law for the proposed establishment of an Institute of Teaching and Learning. To state the obvious, teaching and learning lie at the very heart of our academic mission. The College of Law embraces President Drake's aspiration that Ohio State "be as highly regarded for world-class teaching and learning as we already are for world-class research," and the proposed Institute holds the potential to be a valuable contributor to reaching that goal.

Teaching has long been a focus at the College of Law, and last year the College created its own faculty led Teaching Innovation Group, which is a part of our strategic plan in this area. We have already felt the impact of the Teaching Innovation Group, both from its specific accomplishments---open classroom week, On Course (an e-newsletter), an idea bank, and more--and for the focus and energy it adds across the College to this aspect of our mission. That experience strengthens my faith in the potential for the Institute for Teaching and Learning.

I shared the draft Teaching and Learning Institute Proposal from March, 2016 with both the members of the Teaching Innovation Group and the Academic Affairs Committee and welcomed comments. Feedback was uniformly positive. In short, the College supports the proposal.

An additional reason for such support is the potential for the Institute to support the University mission of "preparing a diverse student body to be leaders and engaged citizens," by conscious attention to the process and substance of addressing issues of difference and diversity in the classroom. Preparing a diverse student body to be leaders and engaged citizens means taking advantage of the diversity in our classrooms to enhance education, and it also means advancing understanding and skill in recognizing and handling issues of difference

(of cultural competence, if you will) through our teaching. At the College level, our Teaching Innovation Group is facilitating and supporting such work, and I believe the proposed Institute could have a difference-making impact on the University level in this aspect of teaching and learning.

I am very pleased to convey the College's support.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan C. Michaels". The signature is written in a cursive style with a large initial "A" and "M".

Alan C. Michaels
Dean and Edwin M. Cooperman Chair in Law



THE OHIO STATE UNIVERSITY

College of Social Work
Office of the Dean
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March 30, 2016

Randy Smith, PhD
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
CAMPUS

Dear Dr. Smith:

I am writing to communicate the support of the College of Social Work for the establishment of a University Institute for Teaching and Learning. As proposed this new center will have broad impact on the quality of teaching at our institution, and advance our mission in teaching and learning.

The creation of such a center is very timely. Teaching and learning in higher education is undergoing profound and exciting changes. These changes place a great demand upon the need to increase our capacity to innovate and collaborative in our teaching.

We look forward to collaborating with the center, contributing to its work and benefitting from its accomplishments

Sincerely,

Tom Gregoire, PhD
Dean

Smith, Randy

From: Makhija, Anil
Sent: Monday, March 14, 2016 3:35 PM
To: Smith, Randy
Subject: University Institute for Teaching and Learning

Dear Randy,

We are delighted to know that the University is moving towards the formation of an Institute that focuses on our teaching and learning mission. While there has been an unspoken understanding of the importance of teaching in the various colleges around the university, there has also been a need for a more centralized body to coordinate the myriad and complex models of teaching employed by enthusiastic faculty all over the university. I have often found it quite informative to talk to faculty from other colleges about their teaching approaches and wondered how such models can be applied within our college. I believe that the proposed Institute, with its emphasis on research on teaching, and dissemination of such knowledge across the university, is a highly effective way of communicating proven models of teaching and learning to the faculty. As mentioned in the proposal, this effort does elevate the dialogue about activities related to teaching and learning to the institutional level in a way that does not exist today. I can only imagine the positive effect it will have on the culture of teaching at this great institution.

I am also enthused by the Institute's willingness to offer a program on teaching and learning to new faculty. While new faculty orientation is part of what we do, we do not have the scholarly expertise on teaching methods to inform the new faculty on effective classroom techniques. By offering such a program, the Institute will not only be communicating the value system of Ohio State to all new faculty, but also assist them by giving them substantive knowledge of teaching methods and resources which can be used to improve their teaching. The fact that the Institute is planning on offering these programs to Graduate Teaching Associates is also very useful to us. We have always done this ourselves in the past, but having the ability to send our graduate teaching associates to a university-led workshop will be of tremendous benefit to us.

One of the difficulties in communicating information on what makes teaching effective is how one defines and measures effectiveness. Faculty across the university, who have been trained to accept science-based conclusions, are generally reticent about accepting one individual's opinions on teaching effectiveness. Yet, most teaching improvement workshops do exactly that – bring faculty members who have won teaching awards and ask them to discuss what they do in class that makes them effective. The fact that the Institute will rely on both generating and disseminating knowledge on effective teaching, gathered via acceptable scientific methods, will go a long way in persuading faculty to adopt those methods. I believe that providing such a platform will help our colleagues at Fisher tremendously.

Many people view research and teaching as mutually exclusive pursuits in scholarship. In fact, one of the general beliefs that tax payers outside the university seem to hold is that we are a research institution and do not care about teaching. Several faculty members also seem to believe that the university only rewards research and that teaching is not rewarded commensurately. While I know these beliefs are not accurate, it is hard to persuade an outsider about how much we value teaching without a formal recognition process. I am encouraged by the emphasis of the Institute on promoting discussions on review and reward processes for teaching. Such an effort will not only generate enthusiastic discussion, but will also assist us in making commitments to faculty to reward them for their teaching excellence. I particularly appreciate the Institute's recognition of the changing roles and responsibilities of different faculty categories as we work on teaching excellence. The tangible outcomes resulting from this effort will help us communicate our value system to the outside world very effectively.

In sum, I would like to affirm my whole-hearted support of this initiative. It has taken us a long time to come to this point, but I am glad we are moving forward. Please let me know if I or my colleagues at Fisher can assist in any way. Thank you.



March 16, 2016

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
614-292-5881 Office

Dear Randy,

I write to offer the Glenn College's support for the proposal to establish the University Institute for Teaching and Learning at the Ohio State University. Our curricular and faculty leadership have reviewed the proposal and find that it aligns with the Glenn College's efforts to enhance the quality of teaching in our academic programs.

We are confident that the Office of Academic Affairs will work closely with the other units on campus devoted to promoting pedagogical excellence, most notably the University Center for the Advancement of Teaching. We see the proposed Institute as a complement to these other investments and as a means for elevating and coordinating pedagogy on campus.

We look forward to the establishment of the Institute and the opportunity to participate in its development.

Sincerely,

Trevor Brown
Dean
brown.2296@osu.edu

BUT FOR OHIO STATE



Office of the President

Oregon State University, 600 Kerr Administration Building, Corvallis, Oregon 97331-2128

Phone 541-737-4133 | Fax 541-737-3033

March 22, 2016

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs
The Ohio State University
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy,

I enthusiastically support Ohio State University's proposal to establish the University Institute for Teaching and Learning. Since serving on the economics faculty at Ohio State for more than 30 years and as provost and executive vice president from 1998 to 2003, I have maintained personal and professional contacts with the university's faculty and staff over the years. As current president of Oregon State University, whose faculty and students benefit substantially from the activities of our own Center for Teaching and Learning, I am deeply aware of the value such a center can bring to an institution's teaching and learning missions.

I applaud the extensive efforts Ohio State's university-wide faculty planning group undertook to reach out to its several colleges, schools, departments and offices as part of its process of engagement. As presented, the proposal for the new institute benefits significantly from the breadth of constituent involvement, which appears to have informed and shaped the proposal's development. The institute will coordinate activities already underway, helping to re-focus those efforts on even greater effectiveness and, by emphasizing evidence-based research pedagogies, will provide leadership for a more unified approach to Ohio State's own mission of teaching and learning.

For example, Oregon State's Center for Teaching and Learning (CTL) enhances this institution's teaching and learning environment by modeling, communicating, and advocating for the application of research-based pedagogical practices. Newly relocated to a state-of-the-art Learning Innovation Center, CTL is now part of our Integrated Learning Resource Center and, co-located with Academic Technology (Media Services, Classroom Technology Services and Technology Across the Curriculum), creates a dynamic teaching and learning support center for all Oregon State faculty and students.

Establishing the University Institute for Teaching and Learning at Ohio State will align well with the work of the Association of American Colleges & Universities (AAC&U), whose membership includes Ohio State and on whose board I serve as immediate past chair. As you know, teaching

and learning are front and center as organizational focuses at AAC&U, which is dedicated to promoting inclusive, high-quality learning, accelerating broad-scale systemic innovation to advance diversity, and advancing inquiry across all liberal arts and sciences disciplines. AAC&U's projects and initiatives such as "Faculty Leadership for Integrative Liberal Learning," which advocates for the central role of faculty in promoting the necessary experiences that cross disciplines, units, and campus boundaries to promote integrative learning, and "Committing to Equity and Inclusive Excellence: Campus-based Strategies for Student Success," which is designed to expand the current research on equity in student achievement and to identify promising evidence-based interventions for improving student learning and success, provide invaluable resources for Ohio State's new institute. I strongly encourage you to take advantage of what AAC&U initiatives offer to advance the new institute's efforts.

Another exceptional resource for Ohio State to take advantage of, both now and as it moves forward with the new institute, is the University Innovation Alliance, of which Ohio State and Oregon State are among the founding members. This group of large public research universities has joined together with the goal of greatly improving student retention and graduation rates for *all* students by sharing what has worked well for each institution and collaborating on research to advance new methods of teaching and learning. More than any particular technological development, improving the way that technologies and innovations are shared and scaled throughout higher education has the potential to change fundamentally the way we serve students. Widely shared innovation can yield new levels of efficiency and productivity to make higher education more affordable and, thus, more accessible. As I believe Ohio State's new University Institute for Teaching and Learning will demonstrate, collaboration spurs innovation because bringing together groups of people with different ideas, approaches, experiences, and areas of expertise creates a fertile environment for generating new concepts and methods.

Lastly, I would like to offer a short list of topics Ohio State might consider as it moves forward with the new institute. To take full advantage of the institute's possibility, it will be important to promote discussions about and determine ways to address the following:

- How to encourage innovation and free faculty from a fear of failure,
- How to share responsibility for funding research into teaching and learning,
- How to develop a stable source of long-term funding,
- How to communicate findings and share and adopt methods,
- How to incentivize changes in behavior, and
- How to seek out opportunities for further collaboration both within Ohio State and outside the university, for example, with academic colleagues in the Big Ten.

If I can be of further help, please let me know. I wish you and the institute much success.

Sincerely,



Edward J. Ray
President



The State University
of New York

Nancy L. Zimpher
Chancellor

State University Plaza
Albany, New York 12246

www.suny.edu

March 29, 2016

Dr. W. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs – OSU
203 Bricker Hall, 190 North Oval Mall
Columbus, Ohio 43210

Dear Dr. Smith,

I write this letter in strong support of the proposal to establish an Institute for Teaching and Learning at The Ohio State University. Throughout my career as an educator and leader in higher education, I have focused on improving teacher training at every level, so my support for this center has historical meaning.

Years ago, during my tenure at Ohio State, I was asked by the provost’s office to create a professional-development program for teaching associates. We did so and for years led a week-long seminar for beginning TAs, along with regular follow-up sessions throughout the year. I recall vividly that each of the hundreds of teaching associates were engaged in videotaping peer teaching and were presented with tools to conduct “action research” on their own teaching and many other useful analytics about college teaching and learning. So you can imagine how thrilled I am to learn of Ohio State’s continued interest in this, not only for TAs but for full-time and adjunct faculty, as well.

For many years, Ohio State has recognized support systems for learners. Now the university can boast that “learning to learn and learning to teach” is equally important for faculty members, new and returning. And I applaud that this investment will be continuous so that instructors can always be at their best in the classroom, in person or online. Every aspect of this proposal is fully in line with what experts know makes for the best teaching and learning at the college level.

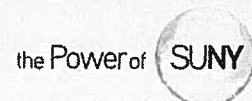
As a three-time OSU alum, longtime educator and educator leader, and head of The State University of New York—the largest comprehensive system of public higher education in the nation—I stand at the ready to lend whatever intellectual guidance or partnership I can in this endeavor.

Sincerely,


Nancy L. Zimpher
Chancellor

NLZ:jfn

To Learn
To Search
To Serve



Memorandum

To: W. Randy Smith, Ph.D., Vice Provost for Academic Programs
From: Stephanie Davidson, Ph.D., Vice Chancellor, Academic Affairs
Date: March 25, 2016
Subject: The University Institute for Teaching and Learning

Thank you for sending me a copy of the draft proposal to establish The University Institute for Teaching and Learning at The Ohio State University. I can certainly see the value of such an Institute at Ohio State, and I believe that it could be a resource for activities in my office as well as for the university.

As you know, increasing the number of Ohio's citizens with a post-secondary credential is a high priority for the Chancellor. Increased attainment in the state is directly tied to increasing student success, and the Ohio Department of Higher Education (ODHE) has many initiatives, in collaboration with institutions across the state, designed to enhance degree and certificate completion. At the same time, we know that completion cannot come at the expense of high quality, rigorous educational experiences. As described, the Institute would facilitate, enhance and protect those educational experiences.

Beyond the critical role the Institute would play in instructional support and in ensuring that Ohio State students have a superior learning experience, I can envision the Inquiry and Scholarship focus area of the Institute playing a key role in informing my office regarding effective approaches to teaching and learning. Evaluations of pedagogical approaches (such as competency-based education) and new curricular approaches (for general education or mathematics pathways or experiential learning) are key to good public policy.

In summary, I believe the Institute would enhance and elevate the important mission of teaching and learning in a research-intensive institution. Its creation sends a clear statement regarding Ohio State's commitment to student learning and success.



INDIANA UNIVERSITY

CENTER FOR INNOVATIVE TEACHING AND LEARNING

Office of the Vice Provost for Undergraduate Education /
University Information Technology Services
Bloomington

March 18, 2016

Dr. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs
The Ohio State University
Columbus, OH 43210-1358

Dear Vice Provost Smith,

It was with great interest that I read your proposal for the University Institute for Teaching and Learning. Introducing such a high-level initiative focused on teaching and learning not only indicates your university's commitment to student success, but it also signals to your faculty that efforts to improve instruction are valued, and that their work will be actively supported and rewarded. Moreover, the comprehensive nature of your plan—including instructional support, inquiry and scholarship, policy development, and communication—establishes a significant potential for broad and lasting impact on university culture surrounding teaching and learning.

I believe the coordination role of the Institute holds great promise, particularly at a large, decentralized university like OSU (as is the case at Indiana, too). With numerous units supporting teaching and learning in varied ways, the Institute can coordinate and align these distributed efforts to more effectively meet institutional goals and address large-scale challenges that any one unit cannot significantly impact. By both fostering communication and offering easier ways to work across institutional silos, this initiative can help the University address important issues in a more comprehensive way.

Of the foci you mention, two seem particularly important, from my perspective. First, your emphasis on inquiry and scholarship is vital both for its ability to promote evidence-based approaches to teaching and learning, and for its potential to engage your faculty through appeals to their disciplinary scholarly identities. As you map out this aspect of the Institute, however, I urge you to work on balancing broader institutional research efforts with individual instructor inquiry (i.e., the Scholarship of Teaching and Learning). Larger research projects can address institution-wide and programmatic questions, but they can also become disconnected from the realities and needs of individual faculty members. The Institute has the potential for bridging the gaps between institutional and individual inquiry, coordinating and supporting research projects across this continuum.

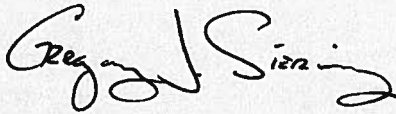
Second, the focus on institutional policies is key to the Institute's success. As a teaching center director, I recognize the impact such policies have on faculty participation in teaching initiatives, as well as realize the limits of our advocacy for policies that support instructional and curricular advancement. As your proposal notes, these policies receive guidance from central administration but typically exist at the

departmental or school level. As you develop these valuable new programs under the Institute, it will be important that policies related to reward structures reflect the University's commitment to these efforts. This work may range from providing information and consulting to departments that don't know how to establish meaningful peer review of teaching, to establishing incentives for departments to encourage and reward faculty participation in the Institute. I will not attempt to guess at what will work within your institutional context, but I will note the centrality of supportive policies in the Institute's success.

Finally, your model for faculty membership in the Institute is intriguing because of the emphasis it places on faculty engagement and ownership. I will be curious to see how you establish expectations for active participation, balancing broad membership goals with the need for a rigorous sense of what it means to be an Institute member. Ultimately, the Institute's success will rely on faculty ownership and action, and establishing membership as a marker of dedication and distinction may very well be key to the Institute's success in changing the culture of teaching and learning at The Ohio State University.

Thank you for the privilege of seeing your plans for the University Institute for Teaching and Learning. The program seems well designed to advance your university's teaching mission, and I fully support its implementation. I wish you the best and look forward to hearing about the Institute's ongoing development and successes.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory J. Siering". The signature is fluid and cursive, with the first name "Gregory" written in a larger, more prominent script than the last name "Siering".

Gregory J. Siering
Director, The Center for Innovative Teaching and Learning
Indiana University Bloomington
gsiering@indiana.edu

Matthew L. Kaplan, PhD
Executive Director

1071 Palmer Commons
100 Washtenaw Ave.
Ann Arbor, MI 48109-2218
Phone: (734) 763-0159 • Fax: (734) 647-3600

March 31, 2016

Dr. Randy Smith
Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall, 190 North Oval Mall
Columbus, OH 43210-1358

Dear Vice Provost Smith:

Thank you for sharing The Ohio State University's plans to establish a university-wide Institute on Teaching and Learning. After reading the proposal, I am quite impressed by both the vision it articulates and the particulars of the plan to implement that vision. The focus on educational excellence is a growing trend in U.S. higher education that includes both flagship state universities like OSU and U-M and prestigious private universities like Cornell, Harvard, and Yale. With the rise of MOOCs and other online options, concerns about rising cost and return on investment, and the explosion of evidence-based innovation in teaching, this is a pivotal moment for reshaping the educational mission of universities. I believe your proposal reflects careful, strategic thinking about ways to respond to these challenges and to engage the entire campus in important discussions about the educational environment needed to prepare students to face the challenges of the twenty-first century.

In terms of particulars, I believe the proposed institute has multiple strengths. First, you have substantively involved key faculty, student, and administrative stakeholders whose expertise and buy-in will be essential to the project's success, including the University Center for the Advancement of Teaching. Second, you have identified two key barriers to substantive change at large, decentralized universities: the disaggregated nature of teaching enhancement efforts and the reward structure for faculty. Third, the focus on advancing an evidence-based teaching culture should resonate with faculty at a research institution. Finally, I applaud the intention to focus particular efforts on new faculty. We have done similar work and have found that it has a demonstrated impact on faculty teaching effectiveness and that it sends a clear message about the institutional importance of the university's educational mission.

You also asked for input on the plan, and I do have a few suggestions. First, it is clear that UCAT will be a key player in the success of the Institute and its activities. As someone with over 20 years of experience in the field of faculty development, I can say that UCAT is one of the most respected teaching centers in the country, and that Dr. Kalish's leadership has been central to that reputation. In particular, I was tremendously impressed by the evidence-based approach Dr. Kalish and his staff took to their own recent external review, showing a set of skills and a vision that will translate well to fostering a university-wide culture around evidence-based

practice. Given the role UCAT will no doubt play in this initiative, and given my awareness of the competing demands faced by teaching centers, I would strongly suggest investing in additional resources for UCAT (especially staff positions) so that it can support these new efforts without sacrificing existing services the campus has come to depend on.

One other suggestion I have concerns the levels of involvement reflected in the program. The current description evidences a good mix of top-down and bottom-up input. The one missing piece I see is the middle: schools, colleges, and departments. We have found that faculty sometimes hear mixed messages about teaching: the provost or president and junior colleagues convey the importance of attending to education, while senior faculty and department chairs sometimes focus on the absolute primacy of research. I think your efforts would be strengthened if there were ways to involve chairs or even whole departments in these efforts in formalized ways so that faculty hear a consistent message across the institution. Similarly, we have found that housing programs for new faculty within schools and colleges (rather than focusing on campus-wide programs) allows us to carefully integrate senior leadership into important discussions and acculturation efforts.

In sum, I congratulate you and President Drake on the visionary approach reflected in the plan you shared with me, and I look forward to hearing more about the development of the Institute over the coming years.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matt Kaplan', with a long horizontal flourish extending to the right.

Matt Kaplan



April 1, 2016

Dear Dr. Smith,

I am pleased to offer my strong support of the proposal to establish a University-wide Institute on Teaching and Learning at The Ohio State University. I am impressed by both the innovative qualities of the proposal, as well as the deep commitment indicated by the University in seeing this faculty-driven initiative come to fruition. The initiative seems to align well with the stated (and emerging) vision and mission of the University, as well as President Drake's goal to be known for "world-class teaching and learning." The four recommended areas of activity for the Institute seem thoughtfully designed and certainly relevant to this intended aim.

I did note, however, some points that you might consider as you move forward with this important initiative:

First, I would suggest a slight change in the name of the Institute, so that it is the Institute on Learning and Teaching at The Ohio State University. Putting the word "learning" before "teaching" is not, in my mind, merely a semantic point. I believe that such re-ordering would demonstrate a transformed conception of how these two practices are understood and valued at the University, and would indicate the larger shift from a teacher-focused university to a learner-focused one. In my opinion, such language is symbolic of the initiative, and would give credence to what the University vision seems to suggest: that student learning is at the heart of world-class teaching.

Second, while students are mentioned in a general advisory and policy-development capacity—sitting on the internal advisory board for example or refining teaching evaluation methods—I would reinforce the idea that they be brought more meaningfully and purposefully into the overall initiative. I could envision this occurring in several ways: They might, for example, be used more systematically to provide feedback on curriculum decisions or teaching strategies. Undergraduate research initiatives (where students do real research with faculty) might be integrated more into scholarly teaching practices, so that there are deeper connections being made between research and teaching. This latter point is suggested in IB and alluded to in the section on instructional support but it seems unclear how this might occur in practice.

Third, in the area of instructional support, I would strongly encourage you to think carefully about the background of the faculty fellow who will lead this effort. Educational development is an entire field of study in itself, and I strongly urge you to select someone who has a scholarly understanding of key elements of pedagogy, educational research on learning and teaching, and how those elements play out in disciplines and fields other than his or her own specialty. Very often those faculty who are deemed "great teachers" by their peers and/or by students do not always have a deep understanding about why their practice "works." It is common for faculty who have experienced success in their own teaching to think about their teaching practices in an anecdotal way (rather than

taking a scholarly evidence-approached to teaching), and to assume that works for them will work for others. Many faculty lack educational training themselves, and may all too easily promote teacher-focused teaching, rather than what your University has stated as its mission, which is to support student (learner)-focused teaching. Similarly, if you do develop "open classrooms" by master teachers (which I think is an excellent idea), that those master teachers be selected using criteria other than being a charismatic lecturer; they should be selected for the ability to effectively align their teaching methods and assessments to their learning objectives, thus supporting and enhancing student learning. I am assuming too, that you would bring in the considerable expertise of the director at the University Center for the Advancement of Teaching in selecting this individual, and in putting forth these efforts overall.

Lastly, the scope of this initiative is quite extensive, and I am not sure that one half-time director and four part-time faculty fellows could carry out this vision as anticipated. In my opinion, more resources may be necessary. I would imagine that as demand grows, the resources would need to grow more. However, with the planned evaluation and assessment of this initiative, I imagine those decisions would be forthcoming. As the evaluation plan is developed I would assume too that the goals for each area will be re-written so that are more measurable and specific.

Thank you for requesting my feedback. I look forward to hearing more about this exciting initiative as it develops.

Best,



Susanna Calkins, PhD
Co-Interim Center Director
Searle Center for Advancing Learning and Teaching
Northwestern University