

Academy of Teaching Executive Council Meeting

October 3, 2019
311 Denney Hall

In attendance:

Elena Foulis
David Graham
Kay Halasek
Andrew Heckler
Scott Jones
Ben McCorkle
Sue Sutherland
Jennie Williams

Guidelines Revision

The group reviewed and discussed the revisions Jennie had made to the guidelines document following the previous meeting. They also discussed questions that arose from the revision process.

- Ben spoke with Alex Lawrence from the Alumni Association, and they are interested in positioning the Academy of Teaching in a sustainable format.
- Members are interested in keeping membership up to date as a group. Could Human Resources help with this once per year? They are also interested in publishing a membership list online.
- The guidelines mentioned that Executive Council meetings are open to all members; however, Executive Council meetings are never publicized to the membership at large. This point sparked a conversation about regularly communicating with the rest of the membership, or at least posting meeting dates and times on the website for those who want to take the initiative to find the dates and attend. If non-council members begin attending meetings, the council may need to more explicitly articulate the role and rights of the non-council members at the meetings.

Ben will take the lead on fleshing out language and continuing to update the Guidelines document as needed.

Review of Annual Breakfast

- There were 33 attendees at the members-only Academy of Teaching breakfast. This is an improvement over the 22 members that attended last year's breakfast.
- Jennie reviewed the table conversation notes (appended below). Andrew suggested perhaps future breakfasts could each be dedicated to one of these questions/conversations.
- David suggested we try to identify members of the Academy of Teaching who are already members of university committees and/or conversations/meetings that are already happening at the university that we could plug into (e.g., regional campus convening). How do we take inventory of these?
- Many of the ideas that came up through the breakfast conversations could be accomplished in partnership with UITL because they align with current UITL programs and initiatives. For example, Academy of Teaching members could participate in focus groups with UITL regarding peer evaluation of teaching, offer workshops on evidence-based teaching practices that could potentially constitute or contribute to a UITL teaching endorsement, be featured in the UITL Spotlight on the website, or become Instructional Redesign trainers. However, there is also interest in the Academy of Teaching acting on its own.
- Members are interested in hearing from other members about their use of tools or pedagogy -- what works and what goes wrong.

Annual Conference

- Confirmed the date: May 5th at the 4-H Center.
- Jennie will send out a list of themes suggested by previous participants via the evaluation form.
- The group discussed going “theme-less.”
- Some in attendance were interested in pursuing the idea of theming the conference around the “student voice” and/or student feedback.



Academy of Teaching Membership Breakfast

September 12, 2019

Table Discussion Prompts

1. A number of survey respondents mentioned that the Academy should help the university replace the SEI. Discuss what such an effort might look like.

Table Conversation Notes

- Pros and cons of online v. scantron
- Online
 - Can be good if you get enough response
 - Class comparison helpful for context
 - Is anonymity an issue → is it why there are gendered remarks
 - Modal response → hate or love – but makes “problems” more obvious
 - “Bonus if entire class gets to 70/80%
 - Entire class gets it so it doesn’t really do anything
 - Do they write comments online compared to scantron?
 - More time sensitive when grad level
 - Undergrads now get iPads (2nd year)
 - How to do course evaluations
 - Training session on giving feedback
 - Addressing unconscious bias → within classroom
 - Making value judgment from own experience when critiquing instead of the class/work of art
 - Student perception of... /engagement score
 - Faculty misperception → easy = high SEI; hard = low

Debriefing Conversation

- Student responses, participation rate, student feedback quality
 - Purpose is an “engagement score,” student perception of
 - Educate students on “what is good feedback” and how to give formative feedback
2. One survey respondent suggested that "The Academy might consider reaching out to regional faculty by visiting their campuses and gaining insight into how they are part of the 'one university' model." What are some additional ways the Academy might consider making its activities more inclusive for regional faculty in particular (and more generally, similar groups for whom availability is a problem, such as associated faculty)?

Table Conversation Notes

- Language – Columbus Campus rather than Main; inclusive
- Technology to facilitate connection if attending regional campus is not possible – automatic part of the process of planning.

- (Better to attend in person)
- Ways to engage in the conversation not just attending
- Building community on each campus – Academy members
 - Conversations on teaching – Ruth (Lima campus)
 - Community with rather than bringing in presenters worked better
 - Evidence-based practice
 - Sharing stories
- Events held at regional campus (e.g., breakfast, teaching conference)
- Inter-regional connections → sharing expertise – understand the context
- Regional Award winners share expertise with Columbus campus
- Lecturer award was a great step forward
- Education Columbus campus faculty about challenges and solutions of their context
- Inclusion of regional faculty in university committees (GE committee, UITL) makes a difference
- Academy members – field trips to regional campuses
- Compassionate classroom/pedagogy (conference idea; endorsement?)

Debriefing Conversation

- Use inclusive language (not “main”)
 - Technology to facilitate seamless use of tech to incorporate regional faculty – not just listening but engaging
 - Building community on each campus (Columbus could go to regional campus too)
 - Sharing news between campuses
 - Holding breakfasts/events on regional campuses
 - Context matters – types of students, challenges/solutions/benefits to students at regional campuses
 - Sharing expertise
 - Lecturer award great step forward
 - University committees (Gen Ed)
 - Field trips
3. A few respondents suggested that given its unique position within the university system, the Academy could potentially have a greater voice in terms of shaping administrative policy. One wrote that we could "work more closely with university administration, serving as a mouthpiece or representative of faculty body." Discuss what such an effort might look like, taking into account the current representative bodies that, in whole or in part, speak on behalf of faculty (e.g., Faculty Senate, University Senate, etc.).

Table Conversation Notes

Anonymous blog post for questions with people to answer them

1. Voice in new GE
 - a. s.t. like the Pres/Provost (PPAC) advisory (Dist. Profs are already there)
 - b. Maybe a small group or representative from the Academy
 - c. They meet frequently
 - d. Try to keep focus on Big Picture, rather than just complaining → maybe ask what they need help with (e.g., ODEE vs. UITL – what services are valuable to Academy) vs. UCAT)
2. Work group membership
3. What about a pool of university money to compensate services for above/beyond hours?
4. Learning communities have disappeared
 - a. We could have an Academy one
 - b. We could advocate for the services that are important to us
5. Amicus briefs with the voice of the Academy
 - a. What if the administration doesn't want our voice? Need to ask them.
 - b. Academy of Emeritus gets money. We could say okay no voice, give us money

Debriefing Conversation

- Greater voice with administration. (Does the administration want to hear from us?)
 - Distinguished Professors have a council → working to get a similar audience with administration
 - Would administration be willing to give the Academy its own budget (for things like learning communities, grants)?
 - Advocating during transition
 - Writing briefs that represent voice of the Academy
 - Including people who don't have the same type of appointment – compensate for service
4. Several respondents mentioned the desire for more connection and communication among Academy members, especially pertaining to the topics of developing innovative course designs, assignments, and other pedagogical tools. One respondent wrote: "Everyone has teaching stories to share. Tales of teaching revolve around delivery methods, student encounters, innovative trials in format, course design and assessment instrument construction. Any forum to bring teachers together to share and talk about teaching is a worthwhile endeavor." The Academy currently has a blog space (formerly a journal) called "Talking About Teaching" (<https://academy.osu.edu/category/talking-about-teaching/>) that is not utilized as often as it might be. How might we encourage greater participation in this resource

in terms of soliciting content, gaining wider circulation, and maintaining overall sustainability?

Table Conversation Notes

- Open house invitations to class sessions
 - Debrief
 - Media (record/edit/compress for blog?)
 - Anecdotes = valuable? (To a point, but...)
- Teaching challenges
- Articulating learning goals for individual classes – aligning with larger curriculum
- Blog = best vehicle?
 - Maybe email newsletter?
 - Social media?
 - TED talk...

Debriefing Conversation

- Forum to talk about teaching
 - Anecdotes are limited
 - Instructors invite others to watch them teach, debriefing session
 - Blog? Might not reach population
 - Short videos, TED talks
5. Several respondents indicated a desire to see more professional development and teacher training programs (including GTA training), particularly at the level of individual departments, units, etc. One respondent recognized that sometimes excellent work done in one area of the university can go unnoticed in others. How might the Academy help foster greater awareness of effective training and development across the university?

Debriefing Conversation

- Fluent in what people across campus do for GTAs
 - Boot camp
 - Forums away from those who supervise?
 - “Best practices” is loaded
 - Specializing in GTAs
 - Options to disseminate
6. Several respondents indicated that, beyond the Academy's annual Fall Breakfast and Conference on Excellence in Teaching, they would like to see more frequent demonstrations and explanations of pedagogical best practices throughout the year, be that in the form of in-person workshops, informal discussions, online

demos/videos, or other delivery methods. Discuss what sorts of programming you'd like to see sponsored by the Academy and its members.

Debriefing Conversation

- Not duplicating
- Relationship to UITL, relating to other parts of university
- Tasked with teaching people
- How students learn versus how to deliver content