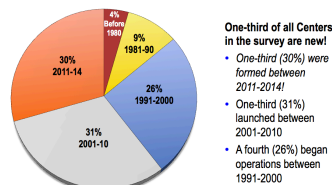




TEACHING AND LEARNING CENTERS' EVOLVING TRANSFORMATION ROLE: NATIONAL SURVEY RESULTS

Increasing numbers of higher education institutions are reconstituting their Centers for Teaching and Learning to help their organizations advance student success through academic innovation and improved support for students and faculty. However, little is known about how these changes are being implemented. In January 2015 we distributed the *first known* national survey of campus teaching and learning centers. Survey items were validated by experts. Employed "snowball sampling" approach. Total of 163 respondents, fairly evenly distributed among public/private, 4- and 2-year, research and comprehensive.

When Did Your Center Begin Operations?



One-third of all Centers in the survey are new!
 • One-third (30%) were formed between 2011-2014!
 • One-third (31%) launched between 2001-2010
 • A fourth (26%) began operations between 1991-2000

Director Background and Status:

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

Center Leadership:

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

Center Reporting Function:

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

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

Center Priorities:

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

Key Obstacles:

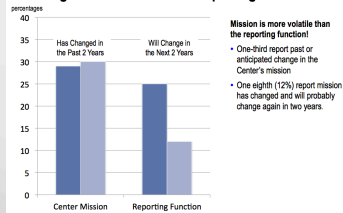
Directors' reported key obstacles to academic innovation were: faculty factors (time, workload, professional development, lack of reward, and outright resistance), institutional leadership concerns, and resource issues (inadequate staff, insufficient incentives). However, the directors also cited a lack of collaboration among faculty, lack of sound evidence supporting the benefits of academic innovations, and infrastructure issues among their roadblock as well.

Current Priority of the Center's Activities and Initiatives

Issue: Five priority change items	Low Priority (1-50)	Medium Priority (51-55)	High Priority (56-7)
Faculty engagement with students	3	17	81
High impact practices	3	17	81
Course program development or redesign for on-campus courses	9	34	57
Hybrid courses	12	37	51
Course program development or redesign for blended/hybrid courses	24	30	46
Learning/Class platforms for instruction (LMS, learning platforms)	25	34	42
Classroom/learning space design	26	41	34
Adaptive learning technologies	30	43	27
Learning analytics	30	33	37
Open Educational Resources (OER)	40	48	12
Use of third-party digital content providers	44	44	11
Digital textbooks and course materials	41	50	9
Assessment and analytics	53	46	1
Course badging	67	30	3

- High Priority**
- Faculty engagement with students
 - Course design for on-campus, hybrid courses & online courses
 - Leveraging cloud platforms
- Low Priority**
- Adaptive technologies, advising, learning analytics
 - OER, Digital curricular resources, Competency-based learning, Badging

Change in the Mission and Reporting Functions



Mission is more volatile than the reporting function!
 • One-third report past or anticipated change in the Center's mission
 • One eighth (12%) report mission has changed and will probably change again in two years

Changing Mission and Reporting Functions:

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

Number of Centers on Campus:

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

Budgets and Staff:

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

Center Budgets

A/Y 2014-15	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Mean	\$22,507	1,118,854	380,700	207,026	1,097,448	129,194	71,086
Median	\$137,000	695,000	100,000	65,000	700,000	65,000	35,000

Budget Increase or Decrease Over the Past Two Years

%	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
+8% or more	15	8	7	9	30	29	15
+3-7%	17	27	17	13	5	9	15
+/- 2%	51	51	52	48	55	48	60
-3-7%	9	3	14	17	5	11	5
-8% or more	9	11	10	13	5	7	5

Center Budgets
 • Big variations within sectors
 • Budget may not include personnel costs

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

Professional Personnel and Staff

Average Headcount	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Professional Staff	6.4	10.6	4.1	3.5	9.4	7.2	2.2
Faculty	2.4	4.2	1.8	2.6	3.7	1.2	0.8
Admin Support Staff	2.3	2.3	1.2	1.7	3.2	4.6	0.8
Students							
Assisting Prof Staff	5.5	9.4	3.3	0.2	12.3	2.0	7.1
Students							
Assisting Adm. Staff	1.2	3	0.8	0.6	2.8	1.1	0.7

Center Staffing Affected by Campus Size and Mission
 • Universities have larger staff than other sectors, and also make greater use of student workers

Best Estimate of Who Uses the Center's Resources

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

Full-time Faculty Are the Primary Users

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

Usage:

Pre-tenured, full-time faculty are the primary users of these centers. The highest levels of engagement come from the social sciences, STEM fields, and health sciences. The least engaged disciplines are business and education. Also, it seems the primary uses that faculty are making of the center resources and services are professional development for teaching and instructional design help.

Effectiveness and Impact:

The directors rate "improving teaching skills" and providing course redesign support as the most effective services their centers offer. When asked about impact, the directors reported they were having a modest positive impact on learning transformation and student success. When asked about the one thing their center could do better, the responses included engagement beyond full-time pretenure faculty, communication about services, and use of assessment.

Outreach Strategies:

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

Perspectives on the Center's Impact

percentage who agree/strongly agree	ALL Institutions	Not App.
The Center serves as an effective catalyst for a significant learning transformation in teaching and learning	71	
The Center serves as a positive catalyst for modest improvements in teaching and learning	92	
The Center touches a large group of faculty and serves them well	61	
The Center touches only a small group of faculty but serves them well	54	
The Center serves as an effective catalyst for a significant transformation in overall student success	45	
The Center serves as a positive catalyst for a modest improvement in overall student success	70	
The Center's activities and services are well known and widely respected on campus	81	

Good but not great impact on

- Learning transformation
- Student success

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

Issue: 11 most effective "Proven" practices	Not Effective (1-3)	Medium Effective (4-6)	Very Effective (7-9)
Outreach to division and department chairs	11	56	33
Financial incentives to individual faculty	8	62	31
Support to present at teaching/pedagogy conferences	16	65	20
Support with accreditation requirements of professional programs	13	70	17
Course release time for faculty during the academic year	10	78	13
Use of learning science research to improve student learning	19	68	13
Changes to promotion and tenure policies that encourage teaching innovation	10	80	10
Financial incentives to academic programs/departments	8	66	7
Embedding support staff in academic units	10	83	7
Course release time for faculty during the summer months	10	84	6

Very Effective

- Outreach to dept. chairs
- Financial incentives

Not Effective

- Promoting learning science
- Conference support
- Accreditation requirements