Education Grand Rounds
University of Oklahoma Health Sciences Center

Piloting A Campus Foundational Didactic Teaching Certificate Program

Melissa Medina, Ed.D and Vesper Grantham, M.Ed, Co-Chairs
Academic Strategic Plan Goal Committee for Teaching and Educational Scholarship and Research

January 18, 2019

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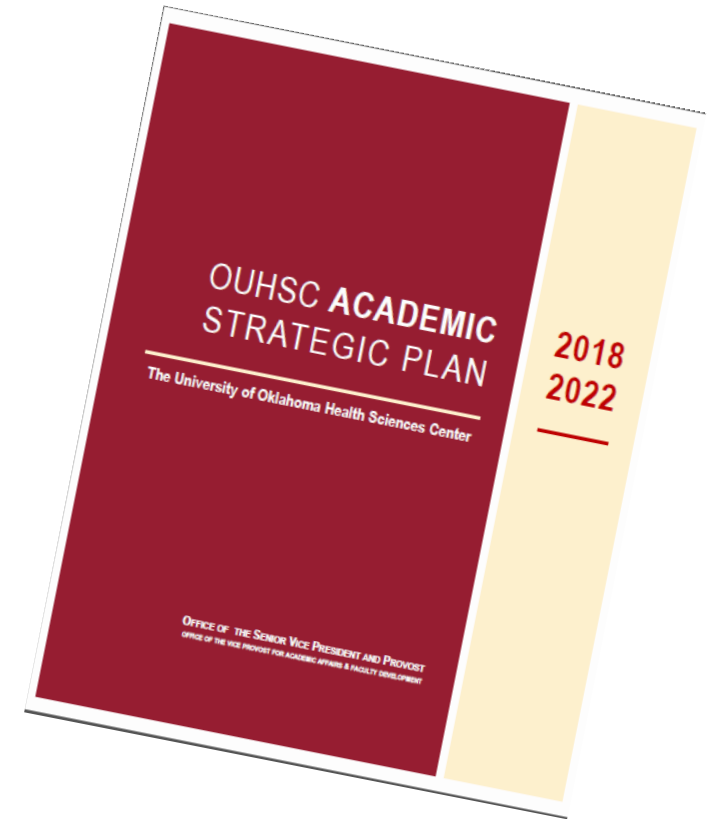*Thank you!*

OUHSC Academic Strategic Plan (ASPi)

Benchmarks, Metrics and Goal Intersections

All Committee Members Fall Retreat September 28, 2018

ASPi Implementation 2018 Annual Report

Steering Committee Review and Priority Recommendations (January 2019)

Valerie N. Williams, PhD, MPA
Vice Provost for Academic Affairs and Faculty Development
The University of Oklahoma Health Sciences Center

The UNIVERSITY *of* OKLAHOMA
Health Sciences Center

ASPi Goal Committees & Chairs

ASPi #1:   **Pipeline Through Admissions.** Carrie McClain (University Community) and Michelle Staudt (Graduate College) and Susan Tucker (Allied Health)

ASPi #2:   **Interprofessional/Interdisciplinary Learning.** Dora DiGiacinto (Allied Health), Voncella McCleary Jones (Nursing-retired), and Aaron Wendelboe (Public Health)

ASPi #3:   **Scholarship of Teaching/ Educational Research**. Melissa Medina (Pharmacy) and Vesper Grantham (Allied Health)

ASPi #4:   **Shared Services/Shared Talent/Shared Spaces.** Shari Clifton (Graduate College) and Nancy Halliday (Medicine)

ASPI #5:   **Mentoring/Distinctive Learning.** Sharukh Khajotia (Dentistry) and Julie Stoner (Public Health)

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Objectives

1. List the 6 subgoals of ASP Implementation Committee for Teaching and Educational Scholarship and Research (ASPi3).

2. Evaluate the proposed certificate programs to be introduced by the Academic Strategic Plan Implementation Committee.

3. State how the vision of the certificate programs meets the short and long-term subgoals of the Academic Strategic Plan.

4. Identify individuals who should be involved in the pilot foundational didactic certificate program and/or future programs.

Overview

1. Subcommittee and ASPi#3 goals and subgoals

2. Campus Teaching Certificate program
    1. Foundational
    2. Advanced
    3. Pilot

3. Planned Program Timeline, Outcomes, and Metrics

4. Discussion

1. ASPi #3 Committee Members & Goals and Subgoals

ASPi3 Committee Members

1. Melissa S. Medina, Ed.D.
2. Vesper Grantham, M.Ed., CNMT, RT(N)
3. Laura A. Beebe, PhD
4. Melissa Craft, PhD APRN-CNS AOCN
5. G. Frans Currier, D.D.S., M.S. D., M.Ed.
6. Alix G Darden, PhD, MEd
7. Elizabeth W. DeGrace, Ph.D., OTR/L, FAOTA
8. John J. Dmytryk, D.M.D., Ph.D.
9. Beverley Greenwood-Van Meerveld, Ph.D., AGAF, FACG
10. Shari Kinney, DrPH, RN, CPH
11. Gary L. Loving, PhD, RN
12. Megan K. Peters, PT, D.Sc., PCS
13. Ken Randall, PT, PhD, MHR
14. Nathan Shankar, Ph.D.
15. James J. Tomasek, Ph.D.

ASPi #3 Goals & Subgoals

3. **Build bridges between educators using the scholarship of teaching and funded educational research opportunities.**

    1. Consider creating an institute of *__Academy of Educator Scholars__* across campus similar to Academy of Teaching Scholars in the College of Medicine.
    2. **Scale up** *__Preparing Future Faculty (PFF)__* for residents, fellows, (and other graduate students).
    3. Identify ways to *__partner with OU Norman__* **College of Education** [underway VPAA]
    4. Develop *__OUHSC teaching peer-mentor/peer-feedback program__* (~ research mentors)
    5. Identify *__Education Networking Software__* *(or activities)* (~ research networking software)
    6. Identify *__national education programs__* (Harvard Macy Program) to nominate faculty to participate in & then return as trainers to campus faculty on teaching, educ. research, & scholarly work

Addressing ASPi#3 Subgoals

- Monthly meetings
  - Co-Chairs
  - ASPi#3 Implementation Committee Members
  - Academic Strategic Planning (ASP) Steering Committee
  - Steering Committee Retreat

- Communication
  - Used D2L community to post committee materials
  - Provided ASPi3 minutes and communication to ASP Steering Committee
  - Provided Interim and Final Reports to ASP Steering Committee

Committee Task #1: Prioritize Subgoals

Priority for ASPi3 included three subgoals:

1. Consider creating an institute of *__Academy of Educator Scholars__* across campus similar to Academy of Teaching Scholars in the College of Medicine.

2. **Scale up** *__Preparing Future Faculty (PFF)__* for residents, fellows, (and other graduate students).

3. Identify ways to *partner with OU Norman* College of Education [underway VPAA]

4. Develop *__OUHSC teaching peer-mentor/peer-feedback program__* (~ research mentors)

5. Identify Education Networking Software *(or activities)* (~ research networking software)

6. Identify *national education programs* (Harvard Macy Program) to nominate faculty to participate in & then return as trainers to campus faculty on teaching, educ. research, & scholarly work

#1,2, 4 all related so prioritized as 1*

2.Campus Teaching Certificate Program

Foundational*

Advanced*

*Pilot

Priorities

All 3 subgoals overlapped:

1. Consider creating an institute of *__Academy of Educator Scholars__* across campus similar to Academy of Teaching Scholars in the College of Medicine.

2. **Scale up** *__Preparing Future Faculty (PFF)__* for residents, fellows, (and other graduate students).

3. Develop *__OUHSC teaching peer-mentor/peer-feedback program__* (~ research mentors)

Campus Teaching Certificate Programs

Designed 2 Certificate Programs

1. **Foundational** Teaching Certificate Programs
    1. Didactic
    2. Clinical
    3. Online

2. **Advanced** Teaching Certificate Program
    - Scholarship of Teaching and Learning (SOTL)/research project

- Both certificates (F & A) have a 3-step requirements
    1. Online workshops and knowledge assessments
    2. Peer mentoring and/or observation
    3. Materials review (teaching materials or SOTL/research project

Obj 2

Foundational Certificate Program

1. **Step 1: Teaching skill workshops for faculty and graduate students**
   - After application & acceptance, meet assigned program mentor to plan program
   - Complete 10/15 online workshops (3 Core), pre/post MC test for each workshop,
   - Reflect on (revise) current materials/methods
   - Pilot to ~ 5 faculty and ~ 5 graduate students
   - Workshops are available to those not participating in the certificate program
2. **Step 2: Mentor Observation**
   - Depending on track: Mentor reviews teaching materials & observes a 1-hour lecture (or clinical teaching encounter or review online course). Provides feedback/debrief the observation & materials review
   - Identify mentors from Educators for Excellence and OU College of Education who are at least Associate Professors and have received at least 1 teaching award
   - Pilot to the 5 faculty and 5 graduate students who completed step 1
3. **Step 3: Mentor Feedback on completed teaching philosophy and teaching portfolio**

Est. total program contact time= 20 hours total   ^must complete all 3 steps to receive certificate

Foundational Certificate Program Workshops

- **Didactic Teaching**
1. *Writing Objectives*
2. *Writing MC Questions; Assessments*
3. *Delivering Feedback to Learners*
4. **Creating Lecture Materials**
5. **Interpreting Exam Statistics**
6. **Active Learning 101**
7. **Motivation/mindset**
8. **Learning Styles**
9. **Using and Creating Rubrics**
10. **Managing Students**
11. **Exam Proctoring & Promoting Academic Integrity**
12. **Small Group Facilitation & Critical Thinking**
13. **Using Course Evaluation Results**
14. **Mentoring & IPE**
15. **Elective Option**

- **Clinical Teaching**
1. *Writing Objectives*
2. *Writing MC Questions; Assessments*
3. *Delivering Feedback to Learners*
4. **Assessing & Activating Prior Knowledge**
5. **Critical Thinking**
6. **Facilitating & Questioning Techniques**
7. **Motivation & Mindset**
8. **Using and Creating Rubrics**
9. **Learning Styles**
10. **Precepting & Role Modeling Strategies**
11. **Managing Students**
12. **Promoting Academic Integrity**
13. **Using Course Evaluation Results**
14. **Mentoring & IPE**
15. **Elective Option**

- **Online Teaching**
1. *Writing Objectives*
2. *Writing MC Questions; Assessments*
3. *Delivering Feedback to Learners*
4. **Creating D2L Courses**
5. **D2L Dropbox and Class Assignments**
6. **D2L Grading Written Work**
7. **D2L Gradebooks**
8. **Interpreting Exam Statistics**
9. **Creating Videos & Voice Over Slides**
10. **Active Learning in the Online Environment**
11. **Engaging students/discuss. board**
12. **Learning Styles**
13. **Using Course Evaluation Results**
14. **Mentoring & IPE**
15. **Elective Option**

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Advanced Certificate Programs

1. **Step 1: Teaching skill workshops for faculty students**

   - Meet with mentor to develop a program of study based on their SOTL interests.
   - Complete 10/12 workshops, pre/post test for each workshop, and reflect on, develop or revise a SOTL project.
   - Pilot to ~ 5 <u>faculty</u> (only) who received the Foundational Certificate
   - Workshops are available to those not participating in the certificate program

2. **Step 2: Mentoring (and statistics consultation)**

   - Meet with mentor to review SOTL question and publication plans and provide feedback and discuss project authorship.
   - Identify mentors from Educators for Excellence and OU College of Education who have published > 10 articles in SOTL or based on OUHSC Graduate College Tiers

3. **Step 3: Mentor feedback on manuscript preparation prior to submission**

Est. total program contact time= 20 hours total   ^must complete all 3 steps to receive certificate

Advanced Certificate Program

- **Scholarship of Teaching and Learning (SOTL) workshops**
1. **Scholarly Teaching, Scholarship of Teaching and Learning , Educational Research**
2. **Education Journals**
3. **Peer Reviewer Training for Educational SOTL/ Education Research Articles**
4. **IRB Training – OUHSC CITI Training**
5. **Developing a SOTL Question**
6. **Writing and Publishing Articles**
7. **Statistics Review**
8. **Survey Research**
9. **Focus Group Training**
10. **Creating Posters**
11. **Elective Option**
12. **Elective Option**

3.Planned Program Timeline, Outcomes, and Metrics

Outcomes to Assess

1. Faculty or departments who participate
2. Faculty who receive peer review of teaching
3. Mentoring/peer reviewers
4. Retention
5. Promotion/tenure
6. Education grants
7. SOTL publications
8. Teaching awards

QUESTION: What other outcomes related to program impact, if any, should we assess?
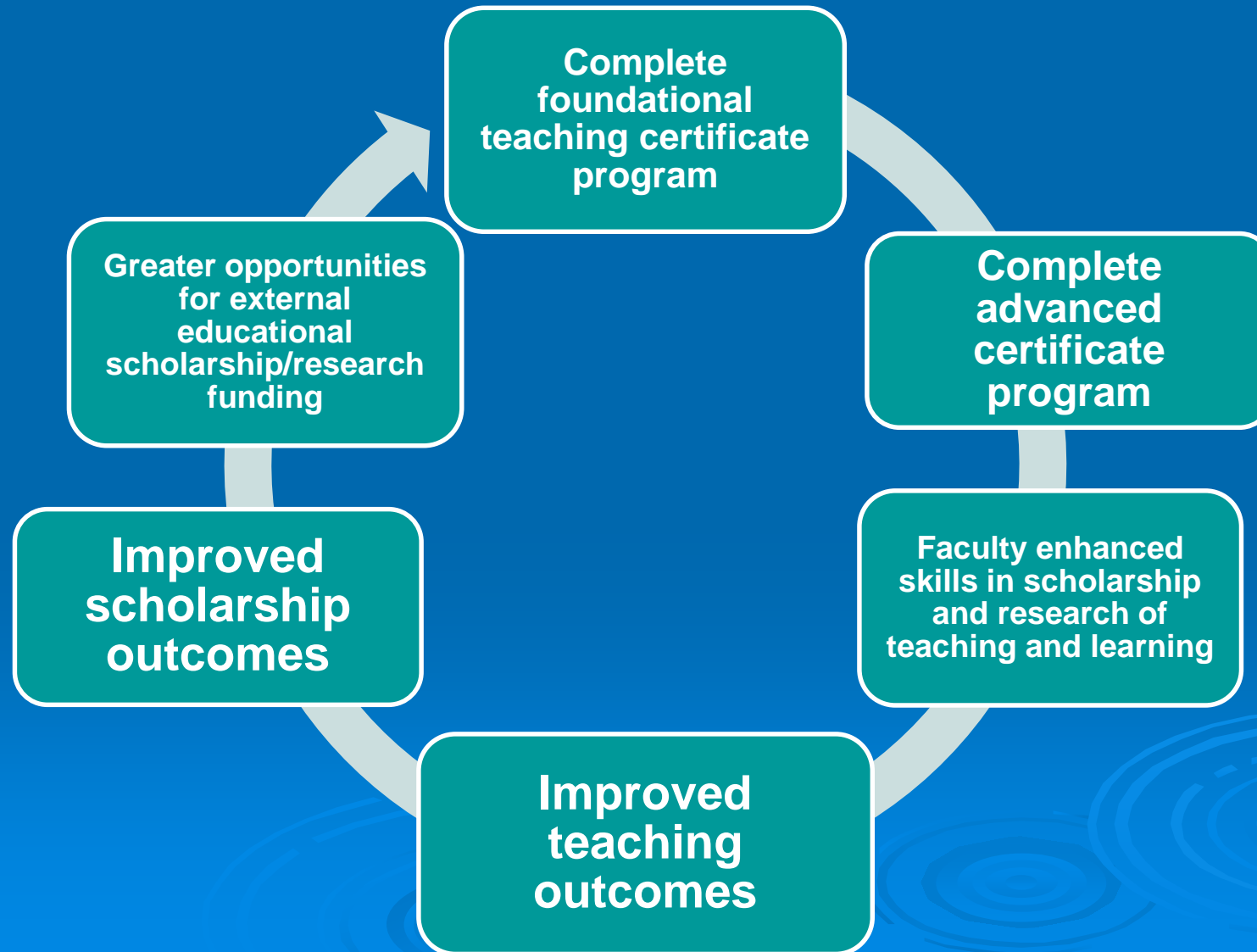
Metrics to Assess

1.   Pre/Post/6-mos follow-up
2.   Knowledge gains (test questions)
3.   Skills gains (material review)
4.   Teaching confidence (Likert scale)
5.   Program satisfaction (Likert scale)
6.   Workshop satisfaction (Likert scale)
7.   Mentor satisfaction (Likert scale)
8.   # of people with a mentor (count)
9.   # of people with an IPE mentor (count)
10.   Improved *student learning (Board scores)* or course evaluation results
11.   Collaborations with COE

QUESTION: What other program assessment tools (metrics), if any, should we assess?

Proposed Timeline for Pilot Program

1. **8 months: Create on-demand workshops available online and market to participants**

2. **8-10 months: Enroll faculty & graduate students into pilot offering of didactic workshops**

3. **10 months: Solicit feedback from participants about workload and outcomes and monitor enrollment and completion of certificate program**

4. **12 months: Offer mentoring program (Step 2)**

5. **18 months: Create SOTL workshops**

6. **24 months: Offer SOTL mentoring**

7. **24 months: Create clinical and online teaching workshops**

8. **24 – 28 months: Enroll faculty and graduate students into any of the three workshops.**

Future Vision of Campus Certificate Program

- Complete foundational teaching certificate program
- Complete advanced certificate program
- Faculty enhanced skills in scholarship and research of teaching and learning
- Improved teaching outcomes
- Improved scholarship outcomes
- Greater opportunities for external educational scholarship/research funding

4. Discussion

Questions

1. How many interested in completing foundational program?
2. How many know someone to recommend to program?
3. How many would want to serve as mentor? In what capacity?
4. How many interested in completing advanced program?

5. What are the benefits/strengths of the program?
6. How would the program meet your needs?
7. What is your roll-out priority (all 3 foundational, vs. foundational then advanced?)

Obj 3 & 4

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