

Appendix G: UCAT Scholarship

All members of the UCAT staff are expected to maintain their expertise and contribute to national dialogue and innovation in the field of educational development in higher education. In fact, we are among the leading experts and scholars on a variety of issues, including assessment of educational development efforts, peer review of teaching, graduate and professional student development, and supporting course and curriculum design.

We engage in scholarship, collaborate with other staff, faculty members, and graduate students to conceptualize and conduct on ongoing research programs on instruction, teaching innovation and effectiveness and learning outcomes. We design studies, collect and analyze data, write papers, present at conferences and professional meetings, and maintain awareness of current scholarship and practices.

In addition, UCAT staff members, Doctoral Interns, and Graduate Consultants maintain a collection of brief articles and job-aides which we can “Help-Yourself” resources. Some of these are selected from published works by outside authors, but many are written in-house or have been significantly adapted or updated from the original sources.

The following list demonstrates our current productivity in this area, outlining recent and forthcoming publications, grants, invited and peer-reviewed presentations, and “help-yourself” resources.

Publications and Presentations

Publications:

Artze-Vega, I., Bowdon, M., Emmons, K., Eodice, M., Hess, S. K., Lamonica, C. C., & Nelms, G. (2013). Privileging pedagogy: Composition, rhetoric, and faculty development. *College Composition and Communication*, 65(1), 162-184.

Donnermeyer, J., Johnson, T., & Kalish, A. (2009). Many are called, but few show up: Building scholarly communities of teachers. *Transformative Dialogues: Teaching and Learning eJournal* 3(1). Retrieved from <http://kwantlen.ca/TD/TD.3.1/>

Duane, J., Liu, Y., & Maynell, L. (2013). Value creation in engineering education through goal-driven course design. *Proceedings of the American Society for Engineering Education North Central Section Conference*, 5-6 April, 2013, Vol, A, xx-y. Retrieved April 5, 2013, from EEIC ASEE North Central Section Conference, April 5 and 6, 2013, The Ohio State University, Columbus, OH retrieved from <http://eeic.osu.edu/courses-services/asee-papers>

- Gurm, B. K., Johnson, T., Kalish, A., Macpherson, A., MacKenzie, J., Gingras, J., ... Van Melle, E. (2009). Building scholarly communities: Lessons learned. *Transformative Dialogues: Teaching and Learning eJournal*, 3(1). Retrieved from <http://kwantlen.ca/TD/TD.3.1/>
- Heath, D.E., Hoy, M., Rathman, J.F., & Rohdieck, S. (2013). Teaching chemical engineers about teaching. *Chemical Engineering Education*, 47(1); 38-47.
- Kalish, A. (2011). Finding a way for the teaching center to support institutional change. In C. E. Cook and M. Kaplan (Eds.), *Advancing the culture of teaching on campus: How a teaching center can make a difference* (pp. 198-199). Sterling, VA: Stylus.
- Kalish, A., & Robinson, S. S. (Eds.). (2012). *Mapping the range of graduate student professional development*. In L.L.B. Border (Series Ed.) *Studies in Graduate and Professional Student Development*, 14. Stillwater, OK: New Forums Press.
- Kalish, A., & Robinson, S. S. (2012). Introduction. In A. Kalish, & S. S. Robinson (Eds.), *Mapping the range of graduate student professional development*. In L.L.B. Border (Series Ed.) *Studies in Graduate and Professional Student Development*, 14. (pp. xi - xviii). Stillwater, OK: New Forums Press.
- Kalish, A., Robinson, S.S., Border, L., Chandler, E., Connolly, M., Eaton, L.J., ... von Hoene, L. (2012). Steps toward a framework for an intended curriculum for graduate and professional students: How we talk about what we do. In A. Kalish, & S. S. Robinson (Eds.), *Mapping the range of graduate student professional development*. In L.L.B. Border (Series Ed.) *Studies in Graduate and Professional Student Development*, 14. (pp. 163 - 173). Stillwater, OK: New Forums Press.
- Kalish, A. & Stockley, D. (2009). Building scholarly communities: Supporting the scholarship of teaching & learning with learning communities. *Transformative Dialogues: Teaching and Learning eJournal*, 3(1). Retrieved from <http://kwantlen.ca/TD/TD.3.1/>
- Koontz, T., & Plank, K. M. (2011). Can reading questions foster active learning? A study of six college courses. *Journal of Excellence in College Teaching*, 22(3), 23-46. Retrieved from <http://celt.muohio.edu/ject/index.php>
- Linder, K. E., Rohdieck, S. V., Kalish, A., Johnson, T. A., Plank, K. M., & Maynell, L. A. (2011). Graduate student internships as a pathway to the profession of educational development. *To Improve the Academy* (30), 3-16.

- Nelms, G. (2013). The Jesuit influence on Edward P. J. Corbett and the rise of classical rhetoric for modern composition studies. In C. Gannett & J. Brereton (Eds.), *Traditions of eloquence and sites of innovation: The Jesuits and rhetorical studies*. Bronx, NY: Fordham UP.
- Nelms, J. (in press). SGIDs (Small Group Instructional Diagnoses): Formative, mid-term evaluations of composition courses and instructors. In A. E. Dayton-Wood & K. H. Gardiner (Eds.), *"Keep doing what you do": Assessing the teaching of writing*. Logan, UT: Utah State UP.
- Plank, K. (Ed.). (2011). *Team teaching: Across the disciplines, across the academy*. Stylus: Sterling, Virginia.
- Plank, K. M., & Kalish, A. (2010). Program assessment for faculty development. In K. J. Gillespie and D. L. Robertson (Eds.), *A guide to faculty development* (2nd ed., pp. 135-150) San Francisco: Jossey-Bass.
- Robinson, S. S. (2012). An introductory classification of graduate teaching assistant orientations. In A. Kalish, & S. S. Robinson (Eds.), *Mapping the range of graduate student professional development*. In L.L.B. Border (Series Ed.), *Studies in Graduate and Professional Student Development*, 14. (pp. 19-36). Stillwater, OK: New Forums Press.
- Rohdieck, S. V., Plank, K. M., & Kalish, A. (2012). Assessing consultations. In K. Brinko (Ed.) *Practically speaking: A sourcebook for instructional consultants in higher education* (2nd ed., pp. 177-186). Stillwater, OK: New Forums Press.
- Rohdieck, S., & Linder, K. (Eds.). (in press). Graduate student teaching awards. In L.L.B. Border (Series Ed.), *Studies Graduate and Professional Student Development*, 15. Stillwater, OK: New Forums Press.
- Rohdieck, S., Linder, K., Walts, D., Holmes, C., & Hallihan, K. (in press). Using teaching portfolios in graduate teaching award nominations. In K. Linder & S. Rohdieck (Eds.), Graduate student teaching awards. In L.L.B. Border (Series Ed.), *Studies in Graduate and Professional Student Development*, 15. Stillwater, OK: New Forums Press.

Rohdieck, S., Walts, D., Bernhagen, L., & Hallihan, K. (in press). Setting and using criteria for graduate teaching award portfolios. In K. Linder and S. Rohdieck (Eds.), Graduate student teaching awards. In L.L.B. Border (Series Ed.), *Studies in Graduate and Professional Student Development*, 15. Stillwater, OK: New Forums Press.

Welkener, M. M., Kalish, A. & Bandeen, H. M., (Eds.). (2010). *Teaching and learning in the college classroom* (3rd ed). ASHE Reader Series. Forward by Thomas A. Angelo. Boston: Pearson Learning Solutions.

Peer-reviewed presentations:

Bernhagen, L., Carnahan, S., & Manion, C. (2012, June). *Unpacking the ethical dimensions of writing across the disciplines: Using reflexive case studies*. Presentation at International Writing Across the Curriculum Conference, Savannah, GA.

Bernhagen, L., Ross, S., & Rohdieck, S. (2012, October). *The developing developer: constructing self-images that reflect our competence*. Peer reviewed, concurrent session presented at Pencils & Pixels: 21st Century Practices in Higher Education 37th Annual POD Conference, Seattle, WA.

Border, L. L. B., Chandler, E.O., Eaton, L. J., Kalish, A., Rando, W., & von Hoene, L. (2011, October). *Distinguishing graduate student development in a faculty development world*. Presented at POD Network/HBCU PD Joint Annual Conference, Atlanta, GA.

Border, L.L.B., Chandler, E.O., Kalish, A., & von Hoene, L. (2010, November). *Structured gateways for graduate and professional students: Looking deeper*. Presented at POD Network Annual Conference, St Louis, MO.

Brunton, M., Hall, W., Plank, K. M., Salyers, K., Wagner, A., & Weaver, B. (2010, October). *Semester-based opportunities for course redesign*. Presentation at the Ohio Semesters Summit, Columbus, OH.

Collins-Brown, E., Plank, K.P, et al. (2009, October). *WikiPODia*. Poster session presented at Professional and Organizational Development Network in Higher Education Annual Conference, Houston, TX.

Cox, M. D., Richlin, L., Munroe, J., & Kalish, A. (2009, November). *Designing, implementing, and leading faculty learning communities: Enhancing the teaching and learning culture on your campus*. Invited preconference workshop presented at Lilly Conference on College Teaching, Oxford, OH.

DiPietro, M., Longstreet, S., & Plank, K. M. (2011, March). *Creating an open and affirming campus: Faculty development toward institutional change*. Pre-conference workshop at Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies, San Francisco, CA.

Duane, J., Liu, Y., & Maynell, L. (2013, April). *Value creation in engineering education through goal-driven course design*. Peer reviewed poster presented at American Society for Engineering Education North Central Section Conference, 5-6 April, 2013, The Ohio State University, Columbus, OH.

Flinn, S., Johnson, T.A., & Plank, K.P. (2010, March). *The use of experiential community labs; a pedagogy for adult learners*. Poster session presented at 23rd Annual Occupational Therapy Midwest Dean's Research Conference, St. Louis MO.

Hensley, L., Rohdieck, S., & Williams, J. (2013, January). *Strategies for supporting the academic success of first-year students*. Peer reviewed, concurrent session presented at Focusing on the First Year Conference, Columbus, OH.

Johnson, T. A., Allen, L. C. V., Maynell, L., Nelms, G., & Plank, K. M. (2011, October). *Documenting increased meta-cognition in college teachers*. Presented at POD Network Annual Conference, Atlanta, GA.

Johnson, T., Kalish, A., Plank, K. M., Maynell, L., Rohdieck, S., & Nelms, G. (2012, November). *Creating powerful course design institutes*. Peer reviewed, concurrent session presented at Evidence-based Teaching and Learning 32nd Annual International Lilly Conference on College Teaching, Oxford OH.

Johnson, T., Kalish, A., Macpherson, A., MacKenzie, J., Gingras, J., Gurm, B. K., ... Van Melle, E., (2009, October). *Building scholarly communities of practice*. Preconference workshop presented at International Society for Scholarship of Teaching and Learning, Bloomington, IN.

Johnson, T., Kalish, A., Maynell, L., & Sanders, L. (2009, October). *Supporting change: Facilitating a collaborative process for curriculum regeneration*. Paper presented at Professional and Organizational Development Network in Higher Education Annual Conference, Houston, TX.

Johnson, T., Palmer, M., Linder, K., Nelms, R., & Rohdieck, S. (2012, October). *Exploring the range of multiday course design institutes*. Peer reviewed, concurrent session presented at Pencils & Pixels: 21st Century Practices in Higher Education 37th

Annual POD Conference, Seattle, WA.

Johnson, T., Rohdieck, S. V., & Plank, K. M. (2010, November). *Supporting the professional development of consultants through all career stages*. Pre-conference workshop at POD Network Annual Conference, St. Louis, MO.

Kalish, A., & Beach, A. (2012, October). *Successful external reviews: Advice from reviewers and reviewees*. Peer reviewed, concurrent session presented at Pencils & Pixels: 21st Century Practices in Higher Education 37th Annual POD Conference, Seattle, WA.

Kalish, A., Border, L., Chandler, E., Gilmore, J., Griffith, L., Hansen, S., ... von Hoene, L. (2012, October). *Designing a competency-based approach to graduate & professional student development*. Peer reviewed, pre-conference workshop presented at Pencils & Pixels: 21st Century Practices in Higher Education 37th Annual POD Conference, Seattle, WA.

Kalish, A., & Linder, K.A. (2010, November). *Supporting future faculty developers through graduate internships*. Presented at POD Network Annual Conference. St Louis, MO.

Kalish, A., & Plank, K. P. (2009, November). *Cats and dogs: A vision of students today*. Invited session at Lilly Conference on College and University Teaching, Oxford, OH.

Kalish, A., Rohdieck, S., Border, L. L. B., Schram, L. N., von Hoene, L., Palmer, M., ... Horii, C. V. (2009, October). *Structured professional development for graduate and professional students: A taxonomy*. Paper presented at Professional and Organizational Development Network in Higher Education Annual Conference, Houston, TX.

Maynell, L., & Eckart, R. (2010, November). *To share or not to share: Telling students about illnesses, personal beliefs, and other experiences*. Presented at Lilly Conference on College and University Teaching, Oxford, OH.

Masty, J., Kalish, A., & Fraser, C. (2009, October). *Self-paced learning in ruminant anatomy: Learning from the solid foundation programmed instruction*. Paper presented at International Society for Scholarship of Teaching and Learning, Bloomington, IN.

McGreevy, A., Singleton, E., & Maynell, L. (2013, February). *The experience of international students in writing courses*. Presented at Writing Matters in a Changing World Conference, Columbus, OH.

- Nelms, G., Papper, C. C., & Leonard, S. (2012, March). *Climbing over the gate, digging under the gate, busting through the gate: How to address plagiarism as educational opportunity*. Pre-Conference Workshop presented at Conference on College Composition & Communication, St. Louis, MO.
- Nelms, G. (2012, March). How what we know about learning could change how we teach composition. Presentation presented at Conference on College Composition & Communication, St. Louis, MO.
- Nelms, G. (2011, October). *Plagiarism as educational opportunity: New understandings of an old problem*. Presentation presented at POD Network Annual Conference, Atlanta, GA.
- Plank, K. M., & Johnson, T. A. (2010, February) *Course/Curriculum design on a Wiki*. Webinar for Teaching, Learning, and Technology (TLT).
- Plank, K. P., & Little, D. (2009, October). *Changing lenses: What do the humanities offer educational development?* Session presented at Professional and Organizational Development Network in Higher Education Annual Conference, Houston, TX.
- Plank, K. M., & Longstreet, S. (2011, October). *Creating inclusive campuses for LGBTQ students, faculty, and staff*. Presented at POD Network Annual Conference, Atlanta, GA.
- Rehrey, G., Middendorf, J., Johnson, T., & Ortquist-Ahrens, L. (2009, October) *Revealing Disciplinary Thinking: Faculty Interviews As a Gateway to SoTL*. Preconference workshop presented at Professional and Organizational Development Network in Higher Education. Annual Conference. Houston, TX.
- Rohdieck, S. V., & Plank, K. P. (2009, November). *What students value in teaching: Data from a "Thank-a-Prof" program*. Session presented at Lilly Conference on College and University Teaching, Oxford, OH.
- Rohdieck, S., Plank, K., & Robinson, S., (2012, October). *What students appreciate about teachers: Findings from a "Thank-a-Prof" Program*. Peer reviewed, concurrent session presented at Pencils & Pixels: 21st Century Practices in Higher Education 37th Annual POD Conference, Seattle, WA.
- Sanders, L., Johnson, T., Cheah, T. Y., & Plank, K. M. (2009, October). *Creating a database system to facilitate curricular change*. Poster presented at Professional and

Organizational Development Network in Higher Education Annual Conference, Houston, TX.

Welkener, M.M., & Kalish, A. (2010, November) *Weaving the strands of the conversation: Lessons learned from editing Teaching and Learning in the College Classroom (3rd ed.)*. Session presented at Lilly Conference on College and University Teaching, Oxford, OH.

Willingham-McLain, L., & Plank, K. M. (2010, November). *Educational developers as managers: New directions in leaders*. Conference presentation presented at POD Network Annual Conference, St. Louis.

Invited presentations:

Bernhagen, L. (2012, February). *Writing across borders: Helping international students with writing*. Otterbein University, Westerville, OH.

Bernhagen, L. (2013, April). *Supporting adjuncts*. Columbus State Community College, Columbus, OH.

Debowski, S., & Plank, K.M. (2011, June). *Assessing faculty development programs and centers*. Presented at the International Institute for New Faculty Developers, Kennesaw, GA..

DiPietro, M., & Plank, K.M. (2011, June). *Developing an individualized professional development plan*. Presented at the International Institute for New Faculty Developers, Kennesaw, GA.

Johnson, T. A. (2010, May). *Assessing the Top 25*. Miami University, Oxford, OH.

Kalish, A. (2010, June). *The other four weeks: Course design for integrated learning*. Invited workshop at Otterbein College Faculty Retreat, Westerville, OH.

Kalish, A. (2012, April). *Assessing the effectiveness of educational development: How can we demonstrate our contribution?* Presented at the Center Directors and Developers Professional Development Session for the University of Wisconsin System Office of Professional and Instructional Development, Madison, WI.

Kalish, A., & Plank, K. M. (2011, May). *Building an integrated assessment system*. Invited webinar for Why Faculty Development Matters: Assessing Impact, Wiley Learning Institute, <http://www.wiley.com/WileyCDA/Section/id-813267.html>

- Kalish, A., Rohdieck, S., & Maynell, L. (2013, April). *Mini-Course design institute*. Invited workshop (presented twice) presented at American Society for Engineering Education Regional Meeting, Columbus, OH.
- Kalish, A. (April, 2013). Faculty learning community on large classes. Invited workshop series at University of New England, January 28, 2013, February 25, 2013, March 25, 2013, April 29, 2013.
- Kalish, A., Plank, K. M., Johnson, T., Maynell, L., Rohdieck, S., & Nelms, G. (2012, November) *Course design institute*. Invited preconference workshop presented at Evidence-based Teaching and Learning 32nd Annual International Lilly Conference on College Teaching, Oxford, OH.
- Little, D., & Plank, K. M. (2011, June). *Developing your own philosophy and identity in faculty development*. Presented at the International Institute for New Faculty Developers, Kennesaw, GA
- Longstreet, C. S., & Plank, K. M. (2010, February) *Does queering the curriculum make me gay?* Presentation at Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students, San Francisco, CA.
- Plank, K. M. (2011, January). *Diversity in the classroom as a path to better learning*. Invited keynote address at the University of Virginia, *January Teaching Workshop*, Charlottesville, VA.
- Plank, K. M. (2010, August). *Teaching so everyone learns*. Invited keynote address at the University of North Carolina Teaching So Everyone Learns: The Inclusive Curriculum, Chapel Hill, NC.
- Plank, K. M., Johnson, T. A., & Maynell, L. A. (Keynote speakers and facilitators). (2011, December). International Symposium on Improving Teaching Quality, Chinese Culture University, Taipei, Taiwan.
- Plank, K. M., & Maynell, L. (Keynote speakers and facilitators). (2012, December). International Symposium on Advancement of University Teaching Quality, Chinese Culture University. Taipei, Taiwan.
- Plank, K. M., & Zakrajsek, T. (2011, June). *Introduction to generational theory*. Presented at the International Institute for New Faculty Developers, Kennesaw, GA.

Grants:

Ahlqvist, K., Ramnath, R., Plank, K. M., & Heckler, A. (2011-2013). GeoGames—A virtual simulation workbench for teaching and learning through a real-world spatial perspective. Cyberlearning Exploratory Grant, National Science Foundation.

Izzo, M. (2010-2012). Ohio STEM Ability Alliance. NSF Award Number HRD-0833561.
Teresa Johnson, co-PI

Granello, D. (2009-2011) Ohio State Campus Suicide Prevention Program, Substance Abuse and Mental Health Services Administration (SAMHSA). U.S. Department of Health and Human Services (HHS). Stephanie Rohdieck, key personnel.

Help-Yourself Resources (UCAT Authors):

Brewer, E., & Maynell, L. (2014). Creating an inclusive classroom for international students. Columbus, OH: The Ohio State University.

Kim, S. (2003). Teaching international students across the curriculum: Supporting academic listening/speaking. Columbus, OH: The Ohio State University.

Middendorf, J., & Kalish, A. (2011). The change-up in lecture. Columbus, OH: The Ohio State University.

Middendorf, J., & Kalish, A. (2013). Course planning guide. Columbus, OH: The Ohio State University.

Plank, K.M., & Rohdieck, S.V. (2013). The value of diversity. Columbus, OH: The Ohio State University.

Help-Yourself Resources (UCAT group authorship):

University Center for the Advancement of Teaching.

2012 Tips for creating tests.

Using media: Active viewing.

2013 12 icebreakers for the college classroom.

25 tips for learning student names.

Academic dishonesty: Prevention and detection strategies.

Academic misconduct FAQs.

Frequently asked questions about discussion.

Having difficult conversations in office hours.

Improving delivery: Questions to ask.
Instructor's guide to great office hours.
Leading recitations: Frequently asked questions
Preparing students for productive office hour visits.
Teaching large classes: Frequently asked questions.
Using media in the classroom.
What did you put in your syllabus?
What to do when students don't do the reading.
2014 Building confidence in teaching ability.
Techniques to motivate students
Using learning groups in your classroom.

Help-Yourself Resources (Non-UCAT Authors):

These resources are selected and curated by UCAT staff for the use of our colleagues.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How experts differ from novices. *How people learn: Brain, mind, experience, and school* (31-50). Washington, D.C.: National Academy Press.

Brueggemann, B.J. (2005). Writing in the university. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Writing_in_the_University.htm.

Carlton, P., & Hertzfeld, J. (2005). Teaching students with invisible disabilities. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Invisible_Disabilities.htm.

Carlton, P., & Hertzfeld, J. (2005). Teaching students with medical/mobility impairments. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Medical_Mobility_Impairments.htm.

Carlton, P., & Hertzfeld, J. (2005). Teaching students with sensory impairments. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Sensory_Impairments.htm.

Carlton, P., Hertzfeld, J., & Yurcism, A. (2005). Rights and responsibilities: To assure educational access for students with disabilities. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Rights_and_Responsibilities.htm.

Carroll, J. (2005). Strategies for becoming more explicit. In J. Carroll & J. Ryan (Eds.), *Teaching international students: Improving learning for all* (26-34). New York:

Routledge.

Cashin, W. E. (2011). Effective classroom discussions. *IDEA Paper, 49*. Retrieved from <http://ideaedu.org/research-and-papers/idea-papers/49-effective-classroom-discussions>.

Cashin, W.E. (2010). Effective lecturing. *IDEA Paper, 46*. Retrieved from <http://ideaedu.org/research-and-papers/idea-papers/idea-paper-no-46>.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. Retrieved from <https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/InstructionalMethods/SevenPrinciples.pdf>.

Cognitive apprenticeship II: Modeling metacognition. (1991). *The National Teaching and Learning Forum*, 1(2), 10-11. Retrieved from <http://www.iub.edu/~tchsotl/part%201/ Apprenticeship.pdf>.

Creasman, P.A. (2012). Considerations in online course design. *IDEA Paper, 52*. Retrieved from <http://ideaedu.org/research-and-papers/idea-papers/52-considerations-online-course-design>.

Heward, W.L. (2005). Guided notes: Improving the effectiveness of your lectures. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Guided_Notes.htm.

Millis, B.J. (2012). Active learning strategies in face-to-face courses. *IDEA Paper, 53*. Retrieved from <http://ideaedu.org/research-and-papers/idea-papers/53-active-learning-strategies-face-face-courses>.

Monk, J. (1990). Meeting a new class. *Journal of Geography in Higher Education*, 14 (1), 101-103.

Office of Academic Affairs. (2014). Program assessment report evaluation rubric. Columbus, OH: The Ohio State University.

Office of Academic Affairs. (2014). Program goals and learning objectives. Columbus, OH: The Ohio State University.

Office of Undergraduate Education. (2013). Advising resources: A quick reference guide for

faculty. Columbus, OH: The Ohio State University.

Office of Undergraduate Education. (2013). Some basic information on university procedures: A quick reference guide for faculty. Columbus, OH: The Ohio State University.

Ohio State guide to assist disruptive or distressed individuals. (2014). Columbus, OH: The Ohio State University. Retrieved from:
<http://ap.osu.edu/FileStore/PDFs/EM%20Guide%20to%20disruptive%20or%20distressed%202012%20v2.pdf>.

The Ohio State University. (2014). Faculty center overview. Columbus, OH: The Ohio State University.

The Ohio State University (2005). Guidelines for creating a complete and accessible syllabus/Syllabus disability statement. *Fast Facts for Faculty*. Retrieved from
http://ada.osu.edu/resources/fastfacts/Syllabus_Statement.htm.

The Ohio State University (2005). Most frequently asked questions: Educational access for students with disabilities. *Fast Facts for Faculty*. Retrieved from
<http://ada.osu.edu/resources/fastfacts/FAQ.htm>.

The Ohio State University (2005). Universal design for learning: Elements of good teaching. *Fast Facts for Faculty*. Retrieved from
http://ada.osu.edu/resources/fastfacts/Universal_Design.htm.

Rubin, S. (1985, April 7). Professors, students, and the syllabus. *Chronicle of Higher Education*, 56.

Savion, L., & Middendorf, J. (1994). Enhancing concept comprehension and retention. *The National Teaching & Learning Forum*, 3(4), 6-8.
<http://www.iub.edu/~tchsotl/part2/Savion%20and%20Middendorf.pdf>

Smith, W. (1999). Boosting student involvement. Retrieved from
<http://206.62.142.44/html/lib/faq/ac-byu.htm>

Theall, M. Student ratings: Myths vs. research evidence. *Focus on Faculty*, 10(3), 2-3.
Retrieved from <https://studentratings.byu.edu/info/faculty/fc/ratingmyths.htm>

Walvoord, B., McCarthy, L.P., & Anderson, V. (1998). Primary trait analysis. Retrieved from

<http://cola.siu.edu/infofor/faculty-staff/instructional-resources1/primary-trait-analysis.pdf>.

Wheaton, J., & O'Briant, S. (2005). Guidelines for creating web content accessible to all. *Fast Facts for Faculty*. Retrieved from http://ada.osu.edu/resources/fastfacts/Web_Content_Accessible_to_All.htm.

Scholarship of Teaching & Learning:

In addition to the scholarship in which we are directly engaged, UCAT staff members support many Ohio State colleagues in their work in the area of Scholarship of Teaching and Learning.

From 2004 through 2011, UCAT provided organizational leadership for The OSU Association for Scholarship of Teaching (TOAST). We helped several members to design studies of their own teaching and their students' learning and to write grant applications for these and other projects. These efforts were put on hold due to refocusing of efforts toward calendar conversion and course design institutes, but we hope to reinstate them in the near future.

TOAST engaged in a four-year effort as the lead group in the Carnegie Foundation Leadership Program theme of "Building Scholarly Communities." The outcomes of this project were published in a special issue of the journal *Transformative Dialogs* <http://kwantlen.ca/TD/TD.3.1/> and reported on at the October 2009 meeting of the International Society for Scholarship of Teaching & Learning.

In 2009-2010, we collaborated with at least 10 Ohio State faculty and staff members on at least 12 scholarly projects, writing papers/presentations, and consulted 23 times on SoTL projects.

In 2010-2011, we collaborated with at least 7 Ohio State faculty and staff members on scholarly projects, writing papers/presentations, and consulted 13 times on SoTL projects.