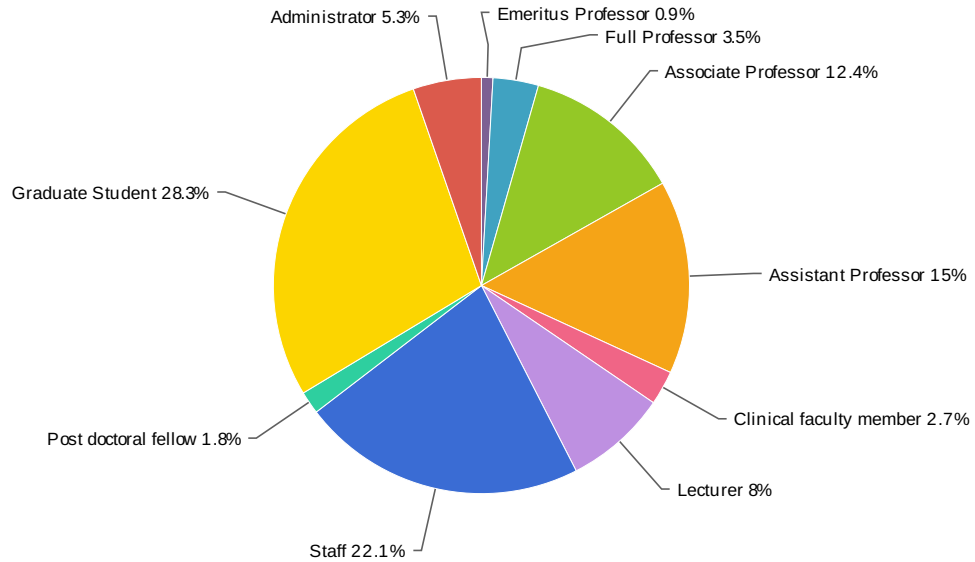


Appendix M: UCAT Assessing our Services Survey 2014

New Summary Report - 09 September 2014

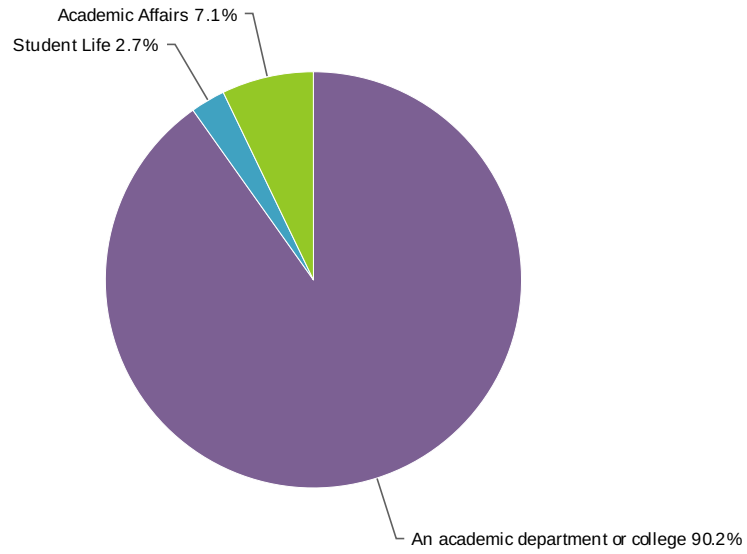
Survey: UCAT Assessing our Services Survey

1. What is your primary role at Ohio State?



Emeritus Professor	0.9%	<div style="width: 0.9%;"></div>	1
Full Professor	3.5%	<div style="width: 3.5%;"></div>	4
Associate Professor	12.4%	<div style="width: 12.4%;"></div>	14
Assistant Professor	15.0%	<div style="width: 15.0%;"></div>	17
Clinical faculty member	2.7%	<div style="width: 2.7%;"></div>	3
Lecturer	8.0%	<div style="width: 8.0%;"></div>	9
Staff	22.1%	<div style="width: 22.1%;"></div>	25
Post doctoral fellow	1.8%	<div style="width: 1.8%;"></div>	2
Graduate Student	28.3%	<div style="width: 28.3%;"></div>	32
Undergraduate student	0.0%	<div style="width: 0.0%;"></div>	0
Administrator	5.3%	<div style="width: 5.3%;"></div>	6
Total			113

2. To which area of the University do you primarily report?



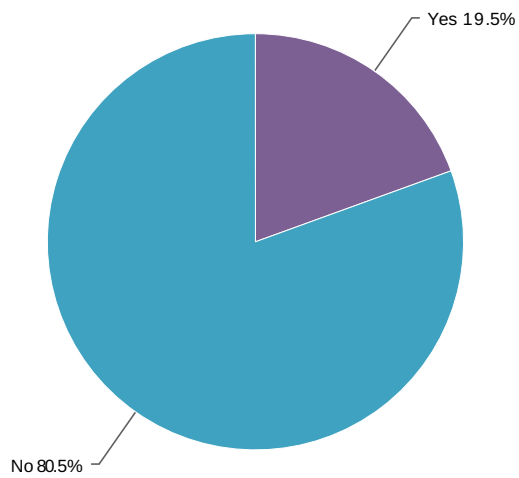
An academic department or college	90.2%		101
Student Life	2.7%		3
Academic Affairs	7.1%		8
Total			112

3. How many years have you worked at Ohio State?

Count	Response
1	0
8	1
2	1.5
8	10
2	12
3	13
3	14
3	15
1	17
9	2
2	20
1	22
1	23
1	25

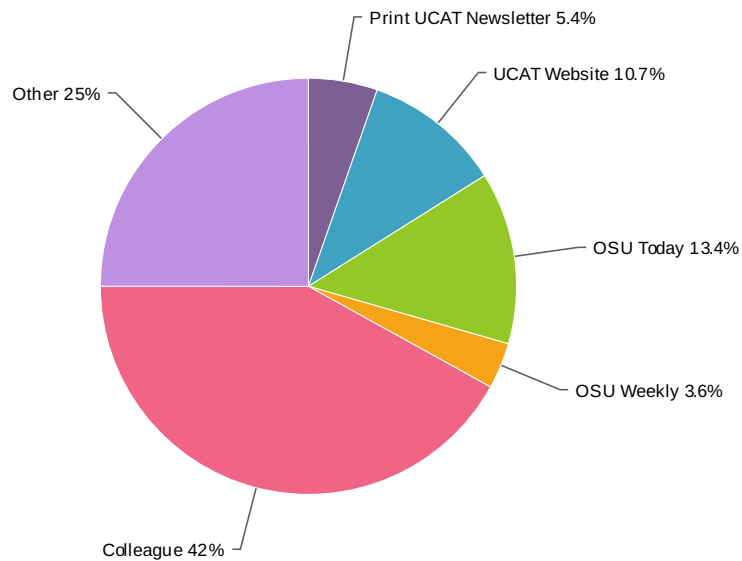
3	27
1	28
13	3
1	3.5
1	30
1	37
4	4
1	4.5
1	44+
13	5
9	6
2	6.5
9	7
3	8
4	9
1	9.5
1	around 30 or more

4. Did you grow up in another country and study, teach, and/or work there before coming to the U.S.?



Yes	19.5%		22
No	80.5%		91
Total			113

5. How did you first hear about UCAT?



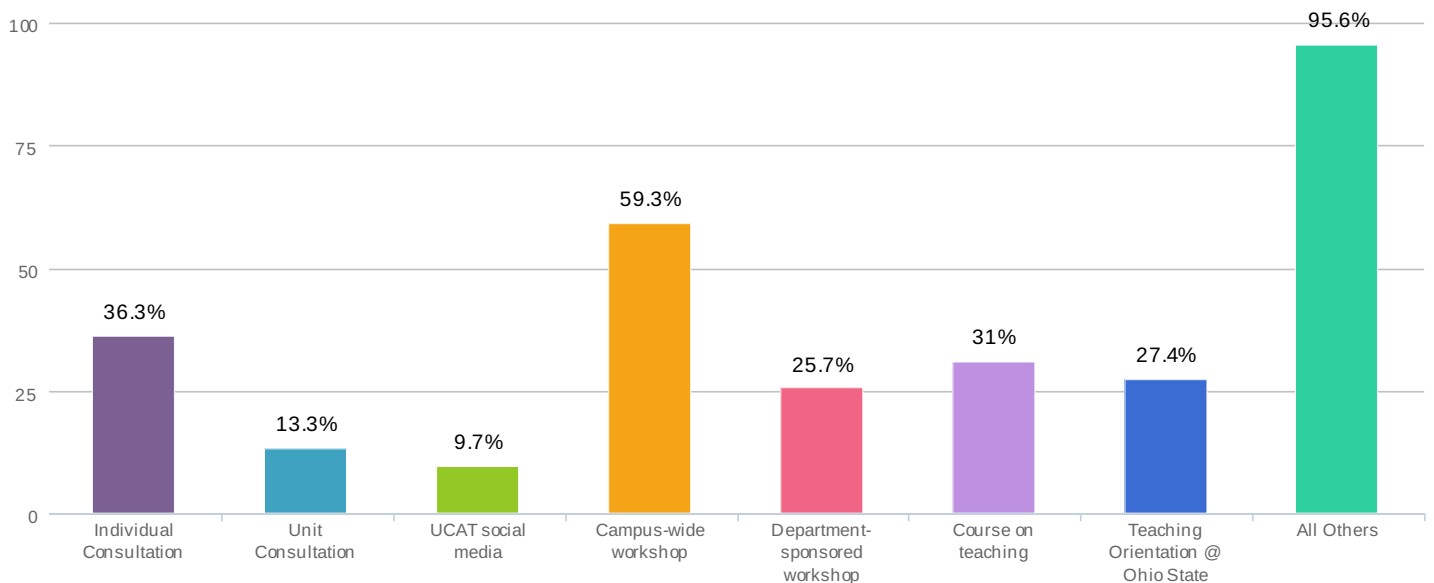
Print UCAT Newsletter	5.4%		6
UCAT Website	10.7%		12
OSU Today	13.4%		15
OSU Weekly	3.6%		4
Colleague	42.0%		47
Other	25.0%		28
Total			112

6. Which of the following methods should UCAT use to communicate opportunities to you?

	Average	Max	StdDev	Responses
Print UCAT Newsletter	2.60	5	1.30	68
UCAT Website	3.90	5	1.27	92
UCAT Listserv	3.98	5	1.17	90
OnCampus	2.64	5	1.34	66
OSU Today	3.54	5	1.46	78
OSU Weekly	2.94	5	1.34	63

Total 113

7. In which of the following ways have you interacted with UCAT?



Individual Consultation	36.3%		41
Unit Consultation	13.3%		15
UCAT social media	9.7%		11
Campus-wide workshop	59.3%		67
Department-sponsored workshop	25.7%		29
Course on teaching	31.0%		35
Teaching Orientation @ Ohio State	27.4%		31
New Faculty Orientation	14.2%		16
Course Design Institute	32.7%		37
Curriculum Design Institute	5.3%		6
OSTEP Learning Community	5.3%		6
Facilitated or co-facilitated an event for UCAT	14.2%		16
Served on a committee or University-level group with representative(s) from UCAT	8.0%		9
Conference Co-sponsored by UCAT	6.2%		7
Other	9.7%		11
		Total	113

8. To what extent has each of the following contributed to you not participating in additional UCAT activities?

	Average	Max	StdDev	Responses
Services do not meet my needs	2.28	5	1.24	67
Lack of time in my schedule	3.81	5	1.29	96

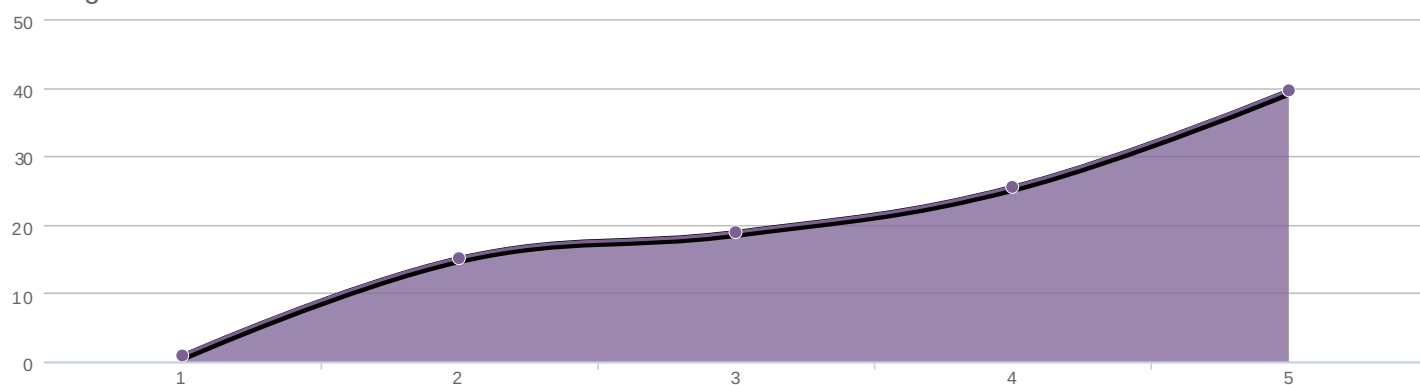
Timing of services	2.76	5	1.26	71
Location of services	2.30	5	1.35	47
Unaware of other services beyond the one(s) I've used	2.34	5	1.19	59

Total 103

9. To what extent have the following UCAT services positively changed your teaching?

	1 (Not at all)		2		3		4		5 (Greatly)		Total	
Individual Consultation	1	2.5%	2	5.0%	5	12.5%	12	30.0%	20	50.0%	40	100%
Unit Consultation	1	7.1%	0	0.0%	3	21.4%	5	35.7%	5	35.7%	14	100%
UCAT social media	1	9.1%	5	45.5%	3	27.3%	1	9.1%	1	9.1%	11	100%
Campus-wide workshop	5	7.9%	10	15.9%	18	28.6%	18	28.6%	12	19.0%	63	100%
Department-sponsored workshop	2	7.1%	3	10.7%	10	35.7%	8	28.6%	5	17.9%	28	100%
Course on teaching	0	0.0%	2	5.9%	8	23.5%	11	32.4%	13	38.2%	34	100%
Teaching Orientation @ Ohio State	1	3.2%	1	3.2%	13	41.9%	8	25.8%	8	25.8%	31	100%
New Faculty Orientation	2	12.5%	3	18.8%	4	25.0%	3	18.8%	4	25.0%	16	100%
Course Design Institute	1	2.8%	2	5.6%	4	11.1%	8	22.2%	21	58.3%	36	100%
Curriculum Design Institute	0	0.0%	1	20.0%	1	20.0%	1	20.0%	2	40.0%	5	100%
OSTEP Learning Community	1	16.7%	1	16.7%	1	16.7%	1	16.7%	2	33.3%	6	100%
Facilitated or co-facilitated an event for UCAT	0	0.0%	1	7.1%	7	50.0%	1	7.1%	5	35.7%	14	100%
Served on a committee or University-level group with representative(s) from UCAT	1	12.5%	1	12.5%	3	37.5%	1	12.5%	2	25.0%	8	100%
Other	1	11.1%	2	22.2%	3	33.3%	1	11.1%	2	22.2%	9	100%
Conference Co-sponsored by UCAT	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%	6	100%

10. To what extent have your interactions with UCAT given you a better understanding of teaching and learning?



Sum	411.0
Average	3.9
StdDev	1.1
Max	5.0
Total	106

11. In what ways have your experiences with UCAT affected how you think about yourself as a teacher?

Count	Response
1	Allow time for self-reflection, instead of self-deprecation (don't beat myself up)
1	As I assist students go into academia, I usually think about how I need to improve myself
1	Backwards course design has taught me to focus on student learning and learning goals.
1	Definitely gave me conceptual framework to organize my professional development efforts around
1	Focus on key aspects to provide students with a better learning experience.
1	Given me a broader understanding of ways to present materials in a meaningful way.
1	Given me more confidence in my abilities to teach.
1	Helped me feel more prepared and thoughtful about my teaching.
1	I am more critical of my methods and deliberate in my choices
1	I can't say that they have - maybe reinforced how I already think?
1	It has asked me to examine the priority of what or how I am teaching content.
1	I have been a teacher for 30 years, so my identity is pretty well-formed.
1	I jotted down notes. Now I just need to process them.
1	I'm a bad teacher. :) No I'm an overworked teacher who wishes I had the time to do more.
1	I'm learning how much there is that I still don't know.
1	I'm more confident in the structure of my lectures
1	I'm not a teacher.
1	I've learned best practices that have improved my instruction.
1	Increased my self confidence Made me feel better prepared
1	It has helped reinforce or helped me better articulate my beliefs around teaching.
1	Made me realize everything does not have to be graded; more collaborative classroom experiences.
1	More aware of the impact of teaching styles and methods.
1	My primary role at OSU is as administrator. I am not primarily a teacher.
1	My teaching is now based in research, rather than instinct and tradition.

2	N/A
1	NA
1	Not applicable
1	People to bounce ideas off of
1	Provided me with feedback (from students) that I find useful to improve teaching approaches
1	Provides me with a connection to campus teaching.
1	See comment on 10.
1	They have made me a reflective instructor. I try to think about what I'm doing in the classroom.
1	They made me realize I should really take more UCAT classes.
1	UCAT reaffirmed my strategies for teaching and that I was approaching my classes appropriately.
1	communication skills, how to respond to students, multiple ways to approach/help students...
1	confidence
1	na
1	no
1	none
1	not much
1	that it is a process, and I there are resources to help me improve over time
1	I have a lot more confidence as a teacher thanks to UCAT. I also know I can set clear goals, establish a plan for students to achieve them, and give feedback on writing.
1	UCAT has given me the framework to think about myself as a teacher—the vocabulary, the questions, the introspection—I don't think it has changed my teaching itself, but it has changed how I think about teaching.
1	The workshops that I did were less about teaching and more about tools to use as my role as an advisor. I feel much more equipped to handle situations that may prevent my students from being successful.
1	UCAT gave me a forum for thinking about myself specifically as a teacher, not as a student, which was very helpful since, as a GTA, I'm constantly balancing the two roles. Co-facilitating a session of Introduction to College Teaching also allowed me to reflect on my own teaching style, and on how my teaching has changed from when I started.
1	Helped me be more introspective about what might work in my classes. Less self-conscious seeing other faculty facing the same issues and having the same self-doubt.
1	It has given me a great deal of confidence, particularly as a new teacher. I feel more in command of my classroom and confident in my teaching abilities.
1	I feel that there is so much more that I need to learn, and I feel bad that I'm not providing the best possible experience for my students.
1	Knowing that all instructors sometimes struggle to get through to students and sometimes have impostor phenomenon has been helpful in knowing I am not alone.
1	I believe I try to see the viewpoints of others and attempt different techniques, even if that technique might not have helped me as a student.
1	Although I do not teach formal classes, I am learning to incorporate principles of backward design when I need to do

presentations or similar "teaching." I now look for learning goals first and try to incorporate classroom assessment techniques when possible.

-
- 1 I've become less of a skeptic about incorporating digital technology and online delivery into my teaching.
-
- 1 It's given me more confidence to be myself as a teacher and also a LOT of useful tools for developing my courses.
-
- 1 I can see that the more organized and methodical my course structure is, the better my students understand the materials.
-
- 1 No effect. I attended what I thought was a workshop on responsible conduct of research and it was more about how to teach it.
-
- 1 I know that i don't have all the answers on the changing landscape of teaching and that's okay. I can count on UCAT to keep up with the trends, spread the information, and be there to help.
-
- 1 Again--since my interaction with UCAT is usually as a co-facilitator, it's hard for me to position myself in this question. However, I think UCAT has really given me access to a much more diverse group of teachers across the university than I would have otherwise, and that has really broadened my ability to think about teaching in different contexts and disciplines.
-
- 1 I have learned that my previous experiences as a classroom teacher translate well to the college classroom.
-
- 1 It's made me more informed about course design and given me tools and strategies to effectively to work toward course goals--this give me confidence and encourages me to see my learning and training as ongoing.
-
- 1 mostly because of my campus wide recognition as a "natural" teacher I have been asked to share in workshops
-
- 1 Given me more skills and ways to think about teaching; specifically how to run group projects and teams.
-
- 1 UCAT has made me a more reflective teacher. Although I don't always feel I have the time or energy for it, I do now try to be very cognizant of my teaching choices and to assess my choices regularly.
-
- 1 I realized upon peer consultation that I was too critical of students' academic work and not paying enough attention to their social and emotional needs.
-
- 1 I can't say that the experiences have had a greater impact on how I think of myself as a teacher or teacher educator than what I had already experienced in my own graduate training in education and psychology and my own observations and experimentation as an educator.
-
- 1 Several teaching philosophy workshops (taught by Stephanie R.) have been amazing in terms of thinking about myself as a teacher as well as how I accomplish (and can show to myself and others *that* I accomplish) the things I care about as a teacher.
-
- 1 I have become more reflective, which has allowed me to think about how I can make the small changes to an already successful prompt or lecture to make it even better.
-
- 1 It has made me more reflective in how I am teaching the material and making sure it reaches s many of my students as possible. It has also helped me articulate for myself what I feel is important to me as a teacher and to bring that into my classroom.
-
- 1 Not much. I regard myself as an experienced and committed teacher. I appreciate the availability of UCAT, but I don't anticipate using their services often.
-
- 1 Both as a teacher and as a mentor to new teachers/GTAs, UCAT has had a tremendous impact on my view of teaching and the way I interact with students. Wonderful consultation services, and very valuable perspective (not being situated within one department). I recommend any grad TAs interested in teaching contact UCAT.
-
- 1 UCAT has been incredible at helping me really understand my teaching, my strengths, my weaknesses, and how to build strong relationships with my students.
-
- 1 I have not yet participated in the training session, but the grant has made me feel valued as an instructor with advice to give to others.
-

1 More aware of the my role as facilitator- what I should and should not say, how best to present information

1 UCAT has helped me think about how I think about teaching and learning. It has made me more aware of my role in facilitating learning and given me tips on how to improve my students' experiences in my classes.

12. What specific changes have you implemented in your teaching as a result of your interactions with UCAT?

Count Response

1 Asking students for feedback about their learning style.

1 Backward design skills reinforced.

1 Better communication, better balancing time allotments for various activities during class

1 Better course design, a less structured and more flexible classroom experience for students.

1 Better mid-term survey on teaching style, materials, honed my teaching philosophy

1 Classroom discipline as a TA. I was WAY to unprofessional previously.

1 Developing online versions of courses.

1 How to design course content/assignments and how to align them more effectively.

1 I am a more active listener, and I am better at interpreting what the students are really saying.

1 I focus more on the reasons behind everything I do as a teacher.

1 I have been more intentional on pursuing the latest pedagogy in the field of teaching.

1 I have learned how to evaluate in a much better way a group intervention

1 I have referred students to UCAT.

1 I learned key differences between teaching undergraduate students and graduate students.

1 I try to frame assignments objectives clearer.

1 I try to use backward design much more.

1 I use interactive activities (e.g. Think pair share, group work, etc.) more.

1 I used backwards course design for all my courses.

1 I was able to develop metrics by which group projects could evaluate themselves.

1 It has allowed for introspection with my own teaching techniques.

1 More online tools

1 More student active approaches

1 More student interaction

1 NA

1 None

1 None, really. The consultation was informative but not transformative.

1 None.

1	Not applicable
1	Not much
1	Revised Syllabus And Built More interaction Into Class
1	Still processing.
1	Thinking about lectures in terms of objectives and not just content
1	Too many to name!
1	WAC and John Bean's Engaging Ideas are my Bible.
1	Worked with junior faculty to improve their teaching
1	learned how to design a course "backwards"
1	less lecture, more active learning
1	more feedback
1	more small group discussion give students time to think about questions
1	more writing. better syllabus design linked to evaluation.
1	n/a
1	na
1	no
1	none
1	survey for the students asking what I did well and not well and what they want me to improve.
1	I've adjusted projects and assignments, the order of instruction, and student participation elements of my lectures.
1	I have become more comfortable in creating and distributing grading rubrics. I have also learned how to read SEI scores more effectively, which helps me think about what I can improve upon from term to term.
1	I try to think about the end result (what I want the students to learn) and work backwards from there
1	IPad usage is greater. Course planning I wish I had time for--my classes were actually worse in the fall when I tried to implement the helpful (and too-long) preparation guidelines.
1	I've used activities and in-class brainstorming techniques that I learned from other instructors at UCAT events. I also changed how I word my mid-term and end of term instructor evaluations so that I get more useful feedback from my students.
1	With the above caveat about my position as co-facilitator in mind--I've become more cognizant of the wide range of teaching contexts when I do workshops, and set up my workshops to better take that into account. Plus, the emphasis on backwards design has helped me design my own courses, as well as gives me something I can "hitch my wagon" to when I talk with instructors who have engaged with UCAT's CDI.
1	-inverted classroom -clarified goals for the class and provided clear rubrics for students -clarified policy on and explanation of paraphrase / direct quotations / plagiarism
1	More in class exercises; some small/quick, some more detailed. I try to mix things up more as well.
1	I just have a clearer sense of what I care about as a teacher and what I want my students to get out of class, so I am more effective. I sometimes list objectives before classes, which I picked up from a course planning workshop, which is helpful in learning what to cut/add in order to actually accomplish the goals I care most about in any specific class.

-
- 1 Teaching a physical science is very different from teaching a social science or a core course. However, ultimately the goals of the classroom are the same in that students must be capable of independent thought and develop their own thinking strategies. Specifically, my interactions with UCAT have encouraged me to end every class with a "big picture" wrap to tie in what I've taught to previous lectures.
-
- 1 It has transformed my approach to course design and lesson preparation. The 'backward design' process is one that I have extensively invested time in and internalized. It is a framework I frequently consult to make sure that I continue offering the best class I can.
-
- 1 By doing the course design institute I have been able to incorporate new ways of developing content to ensure that the goals and objectives of the course are being met.
-
- 1 None, specifically, but I have appreciated being in touch with current articles on pedagogical trends and to learn what others are doing across campus
-
- 1 I have incorporated different ways to teach- more you tube videos, more examples- teaching the same subject just in several different ways to drive home the point
-
- 1 Designed a new course with CDI that became an "instant classic." One of my favorite courses because it is well designed and has great student input.
-
- 1 Completely changed my approach to working with undergrads Better goal setting, taking stock for myself
-
- 1 Can't point to a specific link, but I'm always thinking about my teaching and tweaking it, and I'm sure my interactions with UCAT have played some role in those tweaks.
-
- 1 Not so much in my teaching, aside from thinking more about creating varied paths to learning outcomes rather than staying focused on processes
-
- 1 I now use more classroom assessment techniques, and plan them into presentations more frequently.
-
- 1 Reducing my comments on student papers by prioritizing feedback. Reducing grammar and usage editing of student papers. Spend more class time on student social/emotional needs.
-
- 1 I now work backwards from my goals and objectives to inform the design of specific activities and choice of readings. I am very conscious of incorporating principles of adult learning in my classroom.
-
- 1 The first time I lectured, it was just lecture and multiple choice tests. Now, I have included discussion, reflective writing, projects, small groups etc. My teaching has greatly changed over the last few years. Through various events, I have also had the opportunity to interact with others and discuss teaching. Sometimes, I have heard ideas from others that I then took back to my own classroom.
-
- 1 1) Better communication with students 2) Distribution of lecture note templates rather than complete notes prior to class; complete notes are distributed 1 week after class for students to use for review 3) More flexibility for makeup opportunities for when students miss in-class activities. 4) Better use of online quizzes
-
- 1 A lot! "Backwards" course design; minute papers; journal entries; communicating clear expectations; prioritizing core concepts.
-
- 1 quite a bit: in-class low stakes writing in-class assessment self-evals rhythm of class thinking of goals, but not always successfully
-
- 1 My communications with students (written and oral) and will be redesigning some assignments for next year.
-
- 1 I have tied weekly activities to learning objectives and learning objectives to course goals more tightly.
-
- 1 More interactive activities, better use of Carmen and less fear to try new things in the classroom
-
- 1 Increasing active learning activities, changing instructions for assignments, being more friendly with students
-
- 1 It's hard for me to say what of the changes I made came about directly as a result of UCAT and what came because of the person who was able to attend the CDI and shared her advice (which included UCAT advice plus her own) with a group in our

department.

- 1 I can't think of anything specific at the moment. I do think that the curriculum workshop that UCAT did for my department was very helpful for getting me and colleagues on board for curricular revision in connection with semester conversion.

13. What specific changes in student learning and performance have you observed as a result of the changes in your teaching, as stated above?

Count	Response
1	Better engagement in classroom discussion and activities
1	Better product given better assignment prompts.
1	Happier with course design
1	Have not yet incorporated the training--but I will presumably be helping others to teach better.
1	I have only taught 1 class, and therefore can't speak to this
1	I'm more quickly able to engage students in their own learning.
1	I'm more relaxed and pay more attention to student responses
1	I'm respected slightly more as a teacher, but was much more approachable.
1	Improvement in critical thinking and reading skills
1	It's hard to measure.
1	More Participation
1	More engagement
1	More interest and participation, and improved approach onto how to analyze issues.
1	More participation.
2	N/A
1	NA
1	None.
1	Not applicable
1	See answer to 12.
1	Student are more aware of how to participate and invest as a group
1	Students respond well when they better understand goals of assignments/activities.
1	Students tend to pay attention more; and give more feedback during class.
1	Too early to tell - it's still in development.
1	Well, I stopped and went back to my old course prep method in spring because it was quicker.
1	better evaluations
1	better participation

1	clearer how the students meet the learning objectives
1	haven't yet
3	n/a
1	na
1	no
3	none
1	-students feel they have more agency (and are more engaged) when I lay out goals/expectations/criteria for evaluation more specifically
1	Better grades (compared to other instructors of the same course), increased attendance at office hours, better student evaluations
1	Students commented on SEIs about liking the specific lecture objectives being stated at the beginning of class
1	In SEIs and student work, I am able to see both an improvement and positive reception to the course.
1	The students appear more engaged. I have not done statistical studies to know if different techniques have impacted learning outcomes.
1	Students say in the SEI Comments that my expectations are clear and the course assignments are logical and progressive / cumulative in skills needed or developed. Students seem to be more reliably turning in high quality drafts and final drafts of documents.
1	I feel that the students are much more likely to come and talk with me when they are having difficulties.
1	I have not yet been able to implement the information I have learned from the CDI to a course yet.
1	I get high marks in evaluations for making the material relevant for students and for delivering clear, easy to understand lectures.
1	Some of the new activities have really energized class discussion, which tends to affect how engaged students are in other elements of the course, as well.
1	Students have been better able to understand why we are doing what we are doing in class and it has made them better able to focus and retain information.
1	Students are better able to apply concepts to the real world and their own lives, because I now make them do that in a way that I get to see, instead of just hoping they'll do it because I say I'd like them to.
1	Because I started UCAT Course Design before I began teaching, I don't know if I see changes, but I do attribute my success in the classroom to the Course Design Institute.
1	Reflecting on learning styles and how to reach "novice" learners, thinking about how students learn, tailoring course content to those objectives, aligning assessment to course objectives
1	Students not only enjoy the class more, but their grades are better. I see more students actively participating in the course. They say they enjoy the varied activities.
1	Routine attendance rates have improved. Fewer students have dropped the course. Student scores on midterms have increased by about 3-4 points on average.
1	Students seem to benefit from seeing a direct connection made between the course objectives and individual assignments. They say this makes them more motivated and focused. Students also comment that the pieces of the course seem to build on one another.
1	The more deliberate I have become in my question selection and lecture delivery, the better the students' scores have been

- 1 the in-class writing exercises are soooo helpful in spotting problem areas and getting them thinking. i think they are doing better because I am able to direct my teaching better to their problem areas

- 1 I have only tried this on a limited basis so far, but I think I'm seeing an increased level of engagement from students, and more of a sense of ownership of their own learning.

- 1 Students are more focused on course-long goals, and are therefore more willing to pursue flexible or augmented work plans.

- 1 I'm much more cognizant and engaged with the individual learning goals of my students--I build it into my teaching more explicitly. And now I can really see students responding to this attention: being more engaged with their learning.

- 1 Students have expressed that they feel more informed by having grading rubrics distributed ahead of time (something I worked on in the course design institute). This allows students to better try to meet or exceed benchmarks and expectations.

- 1 n/a, haven't taught another class yet, but will be teaching an online distance learning class autumn 2014.

- 1 Students seem to greater satisfaction with course and have appropriate expectations of the course and their own learning.

- 1 No specific changes, but I can detect a palpable increase in the relationship of trust between student and teacher

- 1 Again, too many to name. I feel UCAT has positively impacted my teaching in just about every way possible.

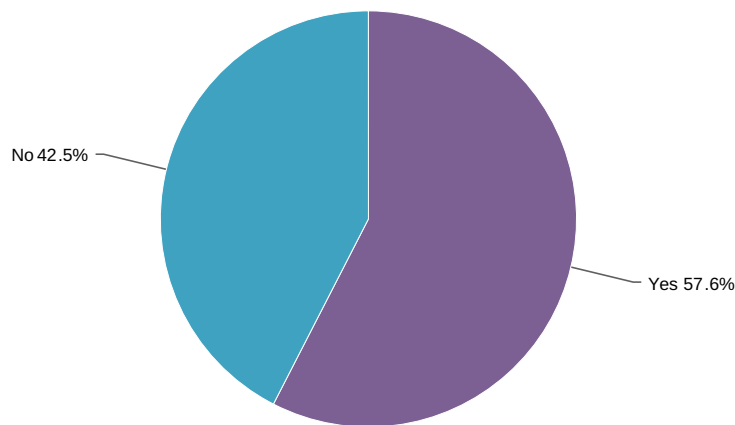
- 1 Students are more receptive to what you are saying when you show that you want to get the material to them in a way that is most helpful.

- 1 Students were more empowered to to do good work in group projects since they were much clearer about their responsibilities and how they would be evaluated.

- 1 I've noticed a small increase in student performance on exams overall, but much better performances with students who actively engage during this "wrap-up" and come to my office hours.

- 1 Greater student participation. Better communication of what is expected from projects and assignments.

14. Have you had other specific experiences over the past 5 years (not related to UCAT) that have significantly and positively changed your teaching?



Yes	57.6%	<div style="width: 57.6%; height: 15px; background-color: #6a3d9a;"></div>	61
No	42.5%	<div style="width: 42.5%; height: 15px; background-color: #1f9e9e;"></div>	45

15. If you would be willing to share what those experiences are, please do so here:

Count	Response
1	A fantastic departmental GTA coordinator and the summer workshop for new language teachers.
1	Attending other workshops to network with other teachers
1	Both were courses in graduate study.
1	Department-level TA development
1	Departmental seminars about teaching and learning, Preparing Future Faculty
1	Dr. Gustafson's Engineering Education class.
1	I switched programs to be in teaching and learning.
1	I took Teaching College Biology with Judy Ridgway and it was very helpful
1	Implementation of servicr-learning
1	Just had the opportunity to teach more. Gain experience.
1	Learning about the possibilities for global impact via online and digital learning.
1	My own professional association workshops and conferences
1	Observing other instructors.
1	Peer evaluations of my colleague's teaching
1	Quality Matters certification
1	Results from education research.
1	Students telling me what to do in class. Doing that. Seeing results.
1	Teaching conferences within my discipline.
1	Teaching new courses, observing colleagues teach, reading their teaching evaluations.
1	The English Department's Pre-Quarter Workshop.
1	The Mathematics Coaching Program and being involved in this project
1	just in teaching itself - working more closely with students rather than just lecturing at them
1	no thank you
1	putting together a teaching portfolio
1	talking with colleagues
1	teaching large classes at OSU and another large state university pushed me to see the broad range of students that we teach.
1	Working closely with undergraduates in my lab as research assistants really helps me understand the ebb and flow of stress, worry of the average undergraduate. I believe this helps me understand when students are absent often, are late, or to simply pay attention to non-verbal cues towards issues.

1	A master's-level instructional course plus a professional development course on instructional design.
1	Constructive feedback from faculty teaching observations; Discipline-specific national career development workshop
1	A family member told me about Bloom's verbs and progression among the stages of learning. You're probably cringing at this, but my background is science, not education.
1	I have been a teaching assistant at the high school level. This is where I learned some of the hardest lessons about what it means to teach and motivate others. The biggest lesson was to not forget that students are also people.
1	The teaching workshop the language programs provide, the pedagogy courses taught in my department, workshops taught in the department and discussions among grad students about teaching.
1	Visiting the classroom of other instructors in my field. They present ideas in a way that i had not thought of.
1	I have been working on a PhD in the School of Teaching and Learning. As a result, most of the information I received from UCAT events was not new to me.
1	My affiliation with the Natinal Writing Project and a teacher inquiry group have influenced my growth as a professional
1	Working in a team of other teachers who deliver the same course has helped. Also CSTW reading seminars such as Engaging Ideas and Grading Effectively help.
1	WAC's bringing together of professors across campus has exposed me to the wide range of attitudes about student needs and teacher expectations
1	Advice from other grad students and from my mother and sister, who are both teachers. Also from a family friend who gave me a bunch of her teaching materials and tips.
1	Student overall evaluation dropped to a 3.7 when I began working full-time as instructor at OSU. (12-year average is 4.2). Students expressed that I was expecting too much.
1	I have been able to design a unique course for the English department (due to the department's 'dream course' contest) and teach this course. Also, by winning a library course enhancement grant, I was able to deign another unique course offering-- and co-teach with one of our librarians.
1	Attending teaching conferences, achiving the Teaching Specialization in College and University Teaching, being a Graduate Teaching fellow, my recent acceptance into the Preparing Future Faculty Program, etc.
1	I regularly read journals and attend national conferences related to the teaching of writing. I also facilitate professional development workshops about teaching writing. The process of putting those together as well as the discussions we have at those workshops always help me think about my teaching.
1	interactions with publishers and also with national organization for my discipline and its outreach efforts
1	Watching my Principal Investigator teach. I've always been frustrated by how he teaches us in the lab when he's around, primarily because I'm so pissed in the lab in the first place :p. I noticed his teaching methods worked well many times in the classroom. He focuses on letting students figure things out by themselves instead of feeding it to people.
1	Sitting on on other graduate students' courses to do informal observations, having informal discussions with other graduate students about their teaching experiences.
1	I am making a concerted effort to incorporate basic principles of memory improvement (based on the latest research findings in cognitive psychology) into the structure of the class. For example, I now require students to generate their own test questions based on the learning objectives from each week's lectures. After filtering the questions (and modifying them, as necessary), I use these questions for the online quizzes and for the midterm exams. Although there have been a few rough patches in getting this to work, student feedback so far is very good.
1	The changing nature of the student population has caused my teaching to evolve. In addition the available of new technologies has caused me to experiment with several avenues of teaching some of which OSU is simply not ready for.

- 1 Even though I work in the unit that includes the Writing Center, I never was really involved with it much until I started a tutor program recently, and gotten involved with undergraduate tutor training. This involvement with tutoring pedagogy, and getting undergraduate peer tutor perspectives on teaching has really enriched my work, and has really opened up opportunities making curricular change happen in ways I've not been able to get otherwise.

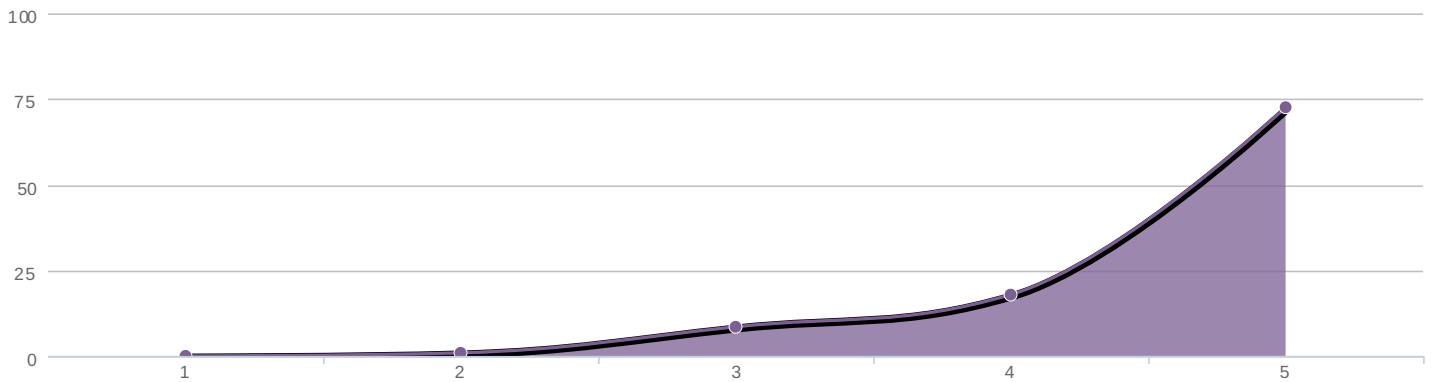
- 1 Interactions with other faculty at other institutions. YouTube videos, taking courses from others to not only gain information, but to observe teaching, peer review of teaching

- 1 I attend a lot of pedagogically focused workshops for my specific discipline. I get great teaching ideas there.

- 1 As a teaching assistant to a graduate course, I was able to prepare new notes, office hours, writing exams, and mid-terms. Every semester of teaching experience made me a better instructor.

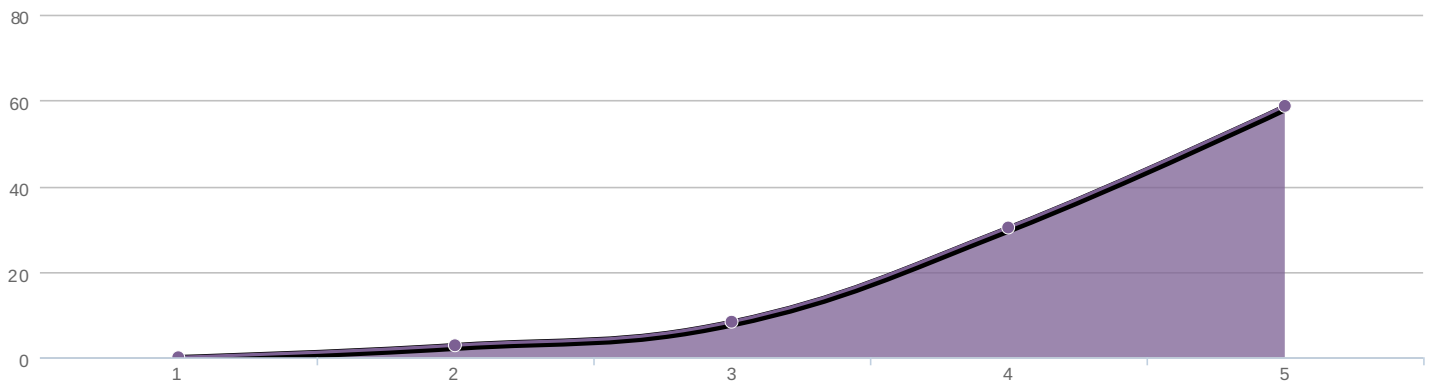
- 1 PFF! Being able to teach to different classes (teaching at OSU as a grad student, at least in my dept, is limited to what you are needed for, which is rarely varied enough to keep you growing as a teacher) as well as different populations was priceless in terms of learning how to adapt my teaching to different environments.

16. I find teaching to be a rewarding experience.



Statistics	
Sum	490.0
Average	4.6
StdDev	0.7
Max	5.0
Total	106

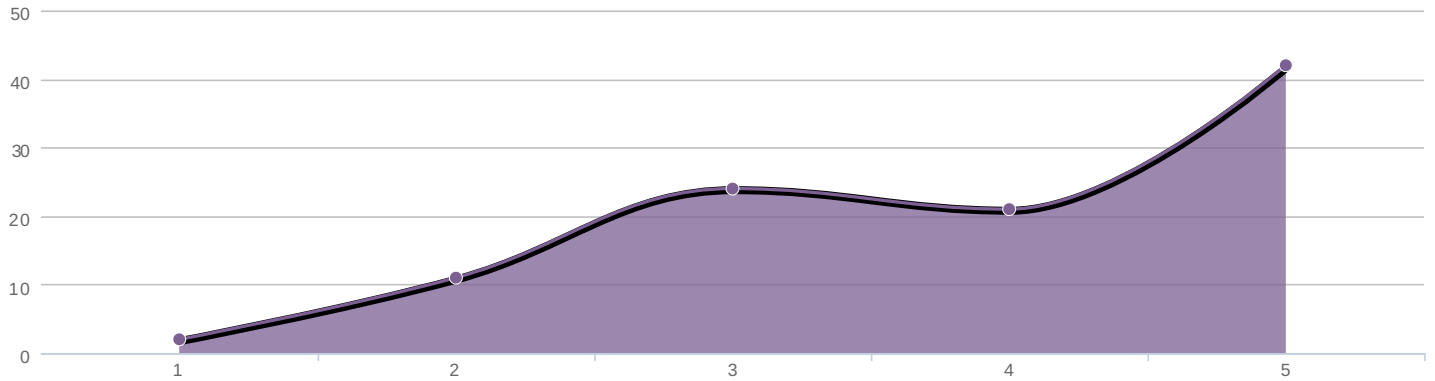
17. I am confident that UCAT's practices and principles are grounded in research and scholarship.



Statistics	
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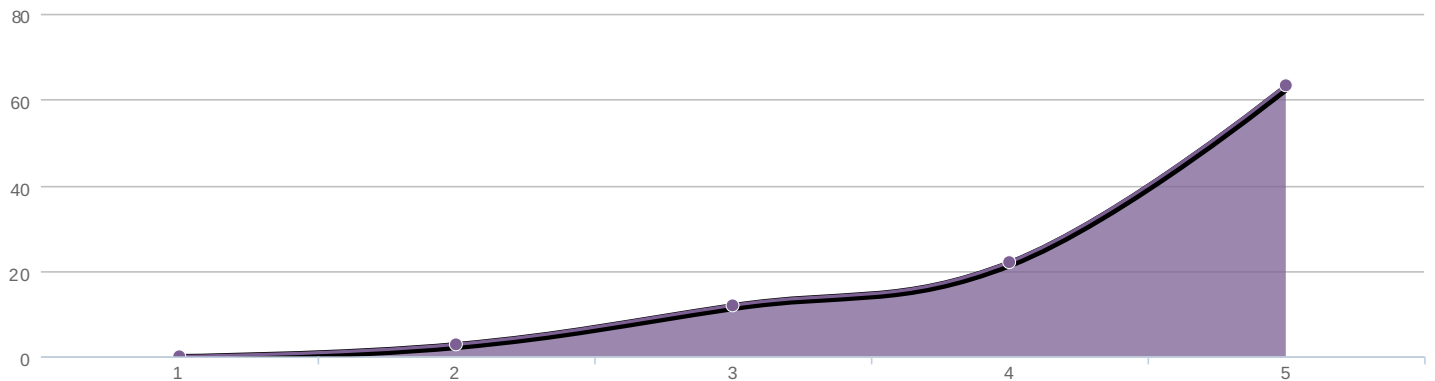
Sum	485.0
Average	4.4
StdDev	0.8
Max	5.0
Total	109

18. My interactions with UCAT have helped me take steps that make teaching more rewarding for me.



Statistics	
Sum	390.0
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Max	5.0
Total	100

19. UCAT contributes to and/or enhances a culture of teaching excellence at Ohio State.

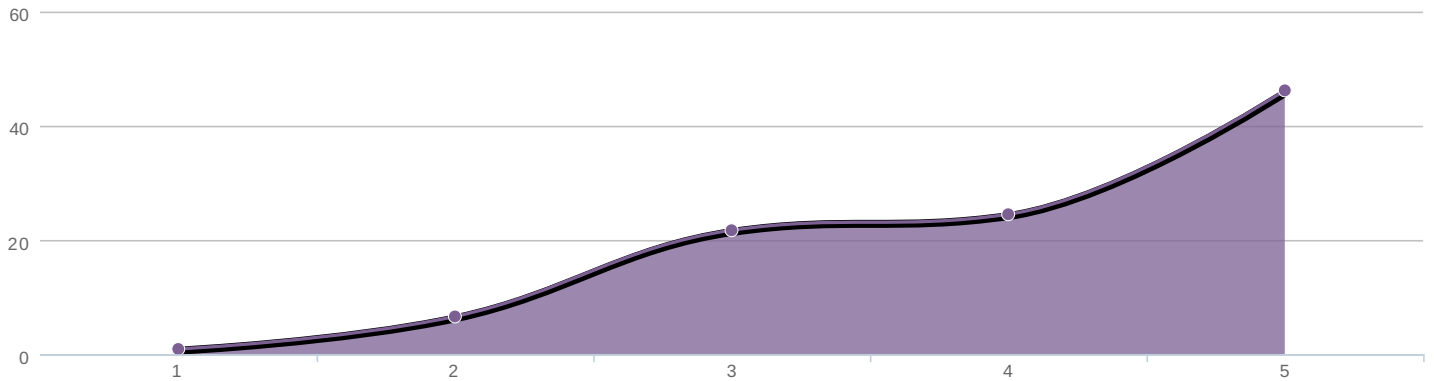


Statistics	
Sum	486.0
Average	4.5
StdDev	0.8

Max 5.0

Total 109

20. My participation with UCAT contributes to my sense that I am part of a community that cares about teaching.



Statistics

Sum 433.0

Average 4.1

StdDev 1.0

Max 5.0

Total 106

21. What other things would you like us to know about your experiences with UCAT?

Count	Response
1	Can't think of anything
1	Excellent staff to work with
1	Great but wish regional campuses could use USA more fully
1	Handouts in lobby were comprehensive and helpful.
1	I really haven't interacted with UCAT other than to attend a workshop or two.
1	I'd love to be able to have more interaction with UCAT. Thanks for all you do!
1	Keep on doing an excellent job!
1	Keep up the great work!
1	Keep up the great work.
1	Thanks for all you do. I greatly value your professionalism and support for teaching at OSU!
1	That's all.
1	There should be a more advanced CDI.
1	There were many courses to take and all of them seemed interesting.

1	To have access to web recordings of events
1	n/a
1	nada
1	no
1	you guys are great and so helpful + resourceful even last minute!
1	It's a good operation, though I think it fights an uphill battle at a research university. Keep fighting the good fight.
1	I have found everyone at UCAT to be really approachable and helpful. I had reached out to UCAT to take advice on preparing my academic job applications as well as for the interviews. I got great advice every time and I have recommended it to my friends as well.
1	The one thing I want to express (and I'd probably choke up a bit if I were speaking this live) is how deeply I appreciate the friendship and commitment of my colleagues at UCAT. On one level, I appreciate that they value the work I do (and I see them do the same for colleagues in other programs and units), and go out of their way to provide support for that work (they are a big part of why I still have a job and a program to work with...but that's a story unto itself). They're also among my favorite people to work with here--part of what I'm deeply proud of the work we're doing together, which in turn makes me proud to work at this university. Thank you.
1	Just wish my department, college and university valued teaching more. Current "distinguished teaching awards" are a joke! Basing teaching effectiveness on SEIs is really problematic.
1	UCAT personnel I've interacted with have been engaged, highly knowledgeable, and extremely helpful. I would not hesitate to recommend them to fellow faculty engaged in teaching.
1	I can always count on UCAT for a positive, professional environment. I've really enjoyed my experiences with them, I appreciate the way the UCAT staff treats me when I come to them for help or attend events, and I think the presence of UCAT on campus greatly enhanced my teaching experience at OSU. Especially in a university this size, it is great to see so much energy and professionalism directed at teaching, both as a support for instructors and, through them, as part of an ongoing concern for undergraduate learning.
1	It would be helpful if you offered the job search, resume writing, cover letter, sessions for academic jobs in the fall and spring. It would be nice to have the time to start working on these items in the spring before the job market in the fall and then using the fall sessions to be able to refine these documents during the various sessions.
1	I am do not have a teaching appointment currently but I am looking to have such an appointment in the future.
1	I encourage others to attend UCAT's sessions and to invite UCAT to make presentations in my unit.
1	UCAT should address issues such as students' lack of commitment to their learning; students not wanting to read books anymore but only the 'pills' of knowledge they can get from the internet; ultimately, the issue of racism by students against non-white and non-US faculty is notorious in my campus. Something should be done to educate students about cosmopolitanism and respect for cultural differences.
1	Wonderful resources for instructors, probably many do not know how to take full advantage of this office-
1	Might be useful to have different "sections" of the course design institute that are for instructors of brand new courses vs. instructors that are trying to revamp courses. While there were good opportunities to learn from each other, at times I felt like the activities were better for a course that is being redesigned, rather than being built from the ground up.
1	I can't express my gratitude for what UCAT has done for me and for the presence the Center has on the campus as a whole. It provides a central place to reach out to for assistance and for me to feel that at least some people at OSU care passionate about teaching.
1	Even though the UCAT events I've attended covered teaching and learning strategies that I already knew (due to my studies in the School of Teaching and Learning), I believe this to be a valuable and worthwhile service provided by the university.

1	I would love to find a way to either record, stream or Skype presentations so those on other campuses can partake of more services.
1	I wish you had another office location on the other side of campus. Parking can be a great hassle when attending UCAT classes.
1	It helps me to feel supported that, when any teaching issues come up for me, I can actually get one-on-one assistance if I need it.
1	Better visibility of your social media presence would be helpful. I think it would engage more people, especially given your physical proximity to the rest of campus
1	I won a GATA award recently and not only did UCAT staff help as I prepared my portfolio (one of those members won the GATA, too, unsurprisingly!) but their dedication and expertise helped me become more reflective on how I teach--which has created a positive circular outcome (teach--reflect--adjust--teach...)
1	I wish that you had more variety in the times that things are offered. I often find that things are always on the same days/at the same times and that I cannot go to anything as a result.
1	At my individual consultation, there wasn't enough clarity of terms. I assume the person was using pedagogical terms (or those from another discipline than mine) that I just didn't have enough knowledge to fully know what they meant, and most of the comments could have been simplified in language. I later talked to someone else (outside of UCAT) about similar issues, and their comments clarified what I think the UCAT person probably meant, but I had no idea about that until I heard someone else say similar ideas in more accessible language. Just a thought for your consulters.
1	I would like to see UCAT collaborate more with experts in pedagogy, ed psych, ESL, etc. in the College of EHE. There are professors who'd like to contribute.
1	Just that I have greatly enjoyed all of them and have taken away so much. I can confidently say, that I would not be doing as well with my teaching is it wasn't for UCAT. Thank you!
1	Keep up the great work! I enjoy my interactions with UCAT and support their efforts wholeheartedly. They provide a solid spectrum of services that support and enhance teaching on our campus. I especially appreciate that they are willing to partner with departments and other offices and programs such as CSTW and COAM and the distance learning folks.
1	I would love to see this area expanded and more integrated into the exciting new directions of Ohio State in terms of discovery themes ,engaging today's student, digital tools, etc.
1	UCAT is an exceptional resource at OSU. I believe that the training I received through UCAT has promoted a significant improvement in my teaching skills and thus the quality of the education I provide.
1	I have appreciated the openness and willingness to engage in discussions about assessment and curriculum development, and the willingness to help me learn more about both of these topics, even though I am in a staff role with regard to these activities. I especially appreciate the chance to learn from other departments and colleges through programs like the graduate school assessment workshops. I wish there was a forum for staff supporting assessment and curriculum work to meet and discuss questions/concerns regularly.

URL Variable: squid

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