

Appendix P: 2010 Reorganization Proposal



The University Center for the Advancement of Teaching has undergone rapid and significant growth over the past decade, without the appropriate changes in management structure or reclassification of staff positions to match current and needed duties. This has created both inefficiencies within the unit and pay inequities when compared to equivalent units at peer institutions.

The unit has outgrown the very flat management structure that I inherited and it is no longer effective for all staff members and graduate student associates to directly report to the director.

- F/T 1998 = 4 2010 = 8
- GAAs/Interns 1998 = 1 2010 = 5
- Undergraduates 1998 = 2 2010 = 5-6

This increase in staff size is necessary to accommodate the increased demand for UCAT services.

- UCAT sponsored events 1998 = 26 2010 = 209.

The mission and range of services provided by this unit have grown steadily since the late 1990s. Many of these new services have been in service of major university initiatives; others have sought to bring current (cutting-edge) teaching support practices to Ohio State. The following list includes only the biggest growth areas.

- Faculty/Professional Learning communities grew from 0 in 1998 to 5 in 2003 (Funded by a FIPSE grant) to 4 in 2010 (internally funded)
- GTA initiatives have grown in both size and scope.
 - 1998 Orientation 315 participants; 3 departmental consultations; 10 Bringing it home grants
 - 2010 Orientation 516 participants; 9 departmental consultations (down from 20 in 2008 due to time shifted to semester conversion); 20 Bringing it home grants; Graduate Teaching Fellows course and community; seed grants of \$10,000 to 5 departments for GTA program development; Departmental Awards for GTA Program Excellence; collaboration with Graduate School in support of GATA and PFF.
 - Support for International Instructors moved from a separate orientation for ITAs to a major collaboration with Spoken English Program, consultation services for International TAs and faculty, and collaboration with OIA on globalizing the curriculum.
 - Significant collaborations beginning in 2005-2006 with Arts & Sciences and OAA to support program and course assessment efforts.
 - Moving from an individual to a group process on course and curriculum design to support demand growing from calendar conversion.

Current staff members have been willing to act on their commitment to our mission over and above the level of their duties. The positions to which most of us are appointed are no longer appropriate to our actual duties. In addition, as the data clearly shows, we are significantly underpaid in comparison to our counterparts within the CIC, especially when years of experience and local seniority are considered. Continued reliance on staff members' good will, without appropriate recognition and compensation, is neither sustainable nor ethical.

This proposal will strengthen UCAT now and enable growth into the future. The basis of the proposed new organization is a set of (somewhat overlapping) teams, each of which will have primary responsibility for a defined part of our activities and services. Leadership of these teams will be assigned as part of revised, reclassified job descriptions, creating a formal management structure that will replace much of the *ad hoc* assignment of these functions in the past.

I hope that you find the evidence of the expanded range of activity, especially as this has supported university initiatives, the increase in provision of services to Ohio State instructors and units, and the issues of staff retention and market equity persuasive and will argue for its adoption. I am sure that you will find that the dollar cost involved is very small compared to the benefit to the university community. Please share this memo with Provost Alutto for review. Feel free to request any additional data or explanation that is required.

To: W. Randy Smith, Vice Provost for Academic Programs
Donna Hobart, Assistant Vice President for Fiscal and Human Resources

From: Alan Kalish,
Director, University Center for the Advancement of Teaching

Date: December 13, 2010

Re: Reorganization of UCAT

Attached you will find a proposal for a reorganization of the management structure of the University Center for the Advancement of Teaching and concomitant reclassification of several senior staff members. The proposal also asks for market equity increases too the salaries of all long-term staff members.

There are several major reasons that I request this reorganization. First, our staff of full-time professionals and graduate students has more than doubled since my arrival ten years ago. The unit has outgrown the very flat management structure that I inherited and it is no longer effective for all staff members and graduate student associates to directly report to the director.

UCAT Staff	1998	2000	2003	2006	2010
Full-time Staff	4	5	6	7	8
GAAs/Interns	1	2	3	5	5
Undergraduates	2	2	5	5	5-6

This increase in staff size is necessary to accommodate the increased demand for UCAT services. For example, in 1998, the unit sponsored 26 events; in 2010 we offered 209. Additional staff alone is not enough, however. This level of activity requires a stronger system of oversight and assessment to maintain the quality of service that UCAT aims to provide, and thus a stronger organizational structure.

UCAT Services	1998	2000	2003	2006	2010
Consultations	403	**	375	633	over 575*
Events	26	**	126	149	209
Attendance	1126	**	1867	1721	over 2500*
Teaching	3 sections/2 courses	2 sections of 1 course	2 sections/2 courses	2 sections/2 courses	4 sections/3 courses

Second, the mission and range of services provided by this unit have grown steadily since the late 1990s. Many of these new services have been in service of major university initiatives; others have sought to bring current (cutting-edge) teaching support practices to Ohio State. These new programmatic initiatives are another challenge to our current structure. When an initiative becomes as extensive as, for example, our programming for GTA development, it requires a staff member to take leadership and oversee the planning, implementation, and assessment of the work. The director can no longer be directly responsible for all decision-making, and long-term initiatives like this cannot be simply assigned to whichever staff member happens to be available.

Programs & Initiatives	1998	2000	2003	2006	2010
Learning Communities	-	1 community	5 communities	3 communities	4 communities
SoTL programming	-	-	Learning community	TOAST CASTL project	TOAST
GTA initiatives	-Orientation (315 participants) -Unit consults with 3 depts about TA dev. -Bringing it Home (10 depts)	-Orientation**, -Unit consults** -Bringing it Home (10) - Graduate Teaching Fellows program	-Orientation (490 participants) -Unit consults with 18 depts -Bringing it Home (20 depts) -Graduate Teaching Fellows course and community -Seed grants for TA Initiative -TA Coordinator Grants -Departmental Awards for TA Dev -GATA consulting	Orientation ** -Unit consults with 18 depts -Bringing it Home (20 depts) -Graduate Teaching Fellows course and community -Seed grants for TA Initiative -TA Coordinator Grants -Departmental Awards for TA Dev -GATA consulting -TA Coordinators learning community -PFF events	Orientation (516 participants) -Unit consults with 9 depts*** -Bringing it Home (20 depts) -Graduate Teaching Fellows course and community -Seed grants for TA Initiative -TA Coordinator Grants -Departmental Awards for TA Dev -GATA consulting -PFF events
International Instructor support	ITA orientation	ITA orientation	ITAs integrated into orientation	ITAs integrated into orientation Speaking skills consultation; SEP partnership	ITAs integrated into orientation Speaking skills consultation; SEP partnership; globalization curriculum design
Assessment support	-	-	-	Partnership with Biological Sciences Collaboration with A&S	Collaboration with A&S and OAA
Course and Curricular Design	NA	Individual projects as requested	Individual projects as requested	Individual projects as requested	Course and curriculum design institutes

The move of our reporting line to Academic Affairs in 2006, the change of the unit's name in 2009 to University Center for the Advancement of Teaching along with the approval of our revised mission statement and philosophy of practice, begin to recognize the changes to our services and our role in moving teaching and learning at Ohio State from excellence to eminence. However, this recognition is not sufficient to maintain the necessary level of service in the long run.

During the same period that the unit has grown as described above, we have spent a very large amount of time, effort, and resources to recruit a team of professionals who can collaborate effectively in the wide range of activities in which we engage, in order to advance teaching and learning at the university. We also regularly recruit and train graduate students in these skills, both to extend the reach of our efforts locally and to provide a pool of educational developers for the next generation.

Currently, many of our professional staff members are appointed to positions that are no longer appropriate to our actual duties. In addition, as the data attached clearly shows, we are significantly underpaid in comparison to our counterparts within the CIC, especially when years of experience and local seniority are considered.

While I don't know that failure to approach market equity with our peers will lead UCAT staff members to seek positions elsewhere, I would very much like to avoid losing any of my team for these reasons. These professionals have regularly stepped up when asked to do more. They have been innovative in meeting the needs of our faculty and GTAs, and as a group are at the forefront of our field in both educational development practice and scholarship. The success with which the unit has navigated the growth in demand on our services and the increased breadth of our programming has only been possible because UCAT staff members have been willing to act on their commitment to our mission over and above the level of their duties. Continued reliance on staff members' good will, without appropriate recognition and compensation, is neither sustainable nor ethical. Ohio State would do well to retain this team, especially as we negotiate the transition from quarters to semesters. It would be difficult, if not impossible to hire replacements with equivalent skills and experience at anything like the current pay scale. I request the equity raises for all long-term staff, as well, because I would hope to create internal equity and avoid the morale issues that might arise in some staff receive reclassification and pay increases and others receive nothing.

In collaboration with Kathryn Plank, Bobbie Houser, and Cindy Silver (OHR), I have developed a plan for a reorganization that I believe will provide UCAT with both effective and efficient management and stronger clarity of all staff members' roles in the unit. What follows is a system that will strengthen UCAT now and enable growth into the future. The basis of the proposed new organization is a set of (somewhat overlapping) teams, each of which will have primary responsibility for a defined part of our activities and services. Leadership of these teams will be assigned as part of revised, reclassified job descriptions, creating a formal management structure that will replace much of the *ad hoc* assignment of these functions in the past.

I hope that you find the evidence of the expanded range of activity, especially as this has supported university initiatives, the increase in provision of services to Ohio State instructors and units, and the issues of staff retention and market equity persuasive and will argue for its adoption. I am sure that you will find that the dollar cost involved is very small compared to the benefit to the university community. You mentioned when we last met, that this sort of proposal should be reviewed by Provost Alutto and decided upon by the end of the calendar year. Please share this memo with him for that review. Feel free to request any additional data or explanation that is required.

Proposed new organizational structure, job duties, and reporting lines.

	Management Team	Administrative Team	Consultant Team	Graduate Student Team
Function	<i>The management team oversees the work of the entire unit and coordinates the efforts of the other teams, to assure that the efforts of UCAT staff align with the unit and university mission and strategic goals.</i>	<i>The administrative team provides the fiscal, logistical, and administrative functions of the office necessary to focus on high performance, through transparency, accountability, and stewardship of university resources.</i>	<i>The consultant team shares responsibilities for core functions of the unit (consultation, events, resources), supports the core principles of our philosophy (community, service, and scholarship) and also coordinates specific topical initiatives.</i>	<i>The graduate student team leads the unit's mission to provide teaching support to GTAs directly and through programming, support, and organizational development in academic units.</i>
Manager	Director	Director	Associate Director	Assistant Director
Members	Director Associate Director Assistant Director Office Administrative Associate	Director Office Administrative Associate Program Coordinator	Associate Director Assistant Director Instructional Consultant for Assessment & SoTL Instructional Consultant for International Instructors Visiting Instructional Consultant for Calendar Conversion [Director]	Doctoral Intern Graduate Administrative Associates
Affiliates		Student Associates	Technology Assistant	

In order to implement this team management system and to clarify our shared understanding of each of our roles, we will need to make changes to our job descriptions. These will range from minor clarifications to significant changes leading to reclassification of several positions.

Enhanced clarity is especially important in terms of the intersections between general instructional consulting with an assigned set of academic units AND various area of expertise/coverage. We will work together on refining what, for example, the "International" in Laurie's title means in practice, and will revise job descriptions as needed.

Positions and Duties

<p>Director *</p> <ul style="list-style-type: none"> • Sets direction for and insures achievement of unit goals • Conceptualizes and directs implementation of efforts to advance teaching at the university • Analyzes assessment data and oversees activities to assure high quality service to the academic community • Conducts teaching support services • Conceptualizes and conducts an ongoing research program on teaching and learning, and development in higher education • Actively serves on selected university committees and projects • Teaches as appropriate • Directly supervises management and administrative teams 	<p>Associate Director *</p> <ul style="list-style-type: none"> • Coordinates internal data collection and program assessment for unit • Supports director in administration and management of office • Conducts teaching support services • Conceptualizes and conducts ongoing research • Serves on selected university committees and projects • Teaches as appropriate • Administers specified unit programs • Manages office technology • Supervises instructional consultants 	<p>Assistant Director *</p> <ul style="list-style-type: none"> • Supports director in administration and management of office • Conducts teaching support services • Conceptualizes and conducts an ongoing research program • Serves on selected university committees and projects • Teaches as appropriate • Administers specified unit programs: administers TA development programs • Supervises graduate student employees
<p>Program Coordinator</p> <ul style="list-style-type: none"> • Coordinate annual teaching orientation • Event planning • PR, outreach, communications, and promotion • Provide administrative support to unit programs 	<p>Instructional Consultant</p> <ul style="list-style-type: none"> • Conducts teaching support services • Conceptualizes and conducts an ongoing research • Serves on selected university committees and projects • Teaches as appropriate • Administers unit programs and activities in area of specialization as below 	<p>Doctoral Intern</p> <ul style="list-style-type: none"> • Conducts teaching support services with graduate teaching associates • Assists with special projects and scholarship of educational development • Library and internet research, organization of internal resource library, writing, editing and proofreading
<p>Office Administrative Associate *</p> <ul style="list-style-type: none"> • Manages office • Hires and supervises student workers • Coordinates all fiscal activities • Oversees reception function for Younkin Success Center 		<p>Graduate Associates</p> <ul style="list-style-type: none"> • Conducts teaching support services with graduate teaching associates • Library and internet research, organization of internal resource library • Collects and analyses qualitative and/or quantitative data

<p>... for Assessment and SOTL</p> <ul style="list-style-type: none"> • Administers specified unit program areas relating to assessment and SOTL • Participates in development of programs, timeline and budget, implementation, and evaluations • Develops and prepares submissions for external funding. 	<p>... for International Faculty & Teaching Associates</p> <ul style="list-style-type: none"> • Teaches in Spoken English Program • Administers unit programs relating to international faculty and TAs: • Participates in development of programs, timeline and budget, implementation, and evaluations • Serves as primary liaison between UCAT and SEP and other constituencies to support international instructors and students. 	<p>... for Semester Conversion (Visiting)</p> <ul style="list-style-type: none"> • Serves on selected university committees and projects • Plans, coordinates, and implements programs and activities that aid faculty and academic units in curriculum review, course revision and calendar conversion.
<p>Student Clerical Worker</p> <ul style="list-style-type: none"> • Reception/phones/email • Photocopying • Data entry • Mail • General clerical 	<p>Technology Assistant</p> <ul style="list-style-type: none"> • web maintenance <i>(ideally in future would like someone to do database maintenance and general technology management)</i> 	

* position reclassification proposed