

## Chapter 2: Programs and Participants

### UCAT Programming

UCAT engages teachers at Ohio State in many ways in order to support teaching and learning. UCAT staff work with a wide range of teachers and administrators from every unit and all five campuses. A detailed account of unit representation can be found in the 2012-2013 UCAT Annual Report (see Appendix B). UCAT organizes services and programming into nine categories, with some overlap between them for specific programs. Below is a description of each of the nine service categories and details on specific programs.

#### Consultations

UCAT consultants help individuals think about any aspect of teaching. Consultations might address designing courses, enhancing classroom techniques, dealing with difficult classroom or student situations, creating and planning innovations, developing course materials, documenting teaching effectiveness, or taking a scholarly approach to teaching. All individual consultations are voluntary and confidential. Consulting staff also work with representatives of committees, departments, schools, or colleges. These more institutional consultations might address revising curricula, evaluating a program, providing support for GTAs, planning a teaching initiative within the unit, or designing peer review of teaching policies and procedures.

Table 2.1

*Participation Data on UCAT Consultation Services*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
Individual consultations	2,689 individual consultations with 865 people
Unit consultations (colleges, departments, programs)	428 unit consultations with 209 people in 53 units

#### Singular Events

*Open events:* UCAT Events on Teaching are offered each semester and cover a wide variety of teaching-related topics. Open events range from *Teaching What You Don't Know*, which addresses teacher confidence related to content, to *Effective Presentation Strategies*, which covers specific classroom techniques. These are only two of our many events that cover all aspects of teaching-related topics. In addition to university-wide workshops, we host periodic conferences and co-sponsor events with campus partners.

*Invited events:* UCAT also collaborates with colleges, campuses, and departments to develop events specifically tailored to meet the needs of that unit. Invited events range from *Developing a Teaching Portfolio*, popular with graduate students pursuing faculty positions,

to *Active Learning in Anthropology*, which focuses on techniques for getting anthropology students more engaged in the learning process.

Table 2.2

*Participation Data on UCAT Singular Events*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
Open events (university-wide)	289 open events (6,556 attendances by 3,302 unique people)
Invited events (units, groups)	567 invited events (1,564 attendances by 1,056 people)
Orientations	5 Teaching Orientations with 2,024 participants (excluding 2009)
Conferences	8 sponsored or co-sponsored

### Event Series

UCAT offers several event opportunities for teachers to engage in a topic for an extended period of time. Our book groups meet over four weeks each spring and are limited to 12 participants. The Starting TA Resource Group (STAR) is for new TAs and meets monthly. The Course Design Institute (CDI) is an intensive five-part, 15-hour workshop (either five consecutive days, or one meeting per week for five weeks) in which instructors, with hands-on guidance from UCAT staff, focus on designing or redesigning a specific course.

Table 2.3

*Participation Data on UCAT Events Series*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
Course Design Institutes	30 CDIs with 336 participants
Curriculum Design Institutes	4 institutes with 27 participants
Book Groups	4 book groups, 37 unique participants
STAR: Starting TA Resource Group	14 meetings (158 attendances by 93 people) since its inception in 2012

### Learning Communities

The Ohio State Teaching Enhancement Program (OSTEP) is UCAT's umbrella program of faculty and professional learning communities. We offer faculty, staff, and GTAs a year-long opportunity to explore a variety of issues in university teaching as part of trans-disciplinary communities of peers. Our most recent communities include:

- *Mid-Career and Senior Faculty Program*: Designed to provide tenured faculty with the opportunity to reflect on their teaching and explore a teaching project.
- *Sustainability Across the Curriculum*: Offers faculty an opportunity to focus on infusing sustainability issues into an existing class or designing a new class to focus on those issues.

- *Graduate Teaching Fellows*: Offers opportunities for senior graduate students who are nominated by their units to develop discipline-specific teaching support for GTAs in their departments. Fellows also participate in a seminar on university-level teaching and teaching support.

Table 2.4

*Participation Data on UCAT Learning Communities*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
OSTEP (Ohio State Teaching Enhancement Program)	15 learning communities (4 different types) with 156 total participants (120 unique individuals).

### Grants

UCAT offers three types of grants to instructors or units for teaching support. The \$10,000 Seed Grants for GTA Enhancement are awarded annually to five units to support efforts to create or enhance departmental-level support for GTAs. The \$500 GTA Coordinator Professional Development Grants are awarded to support attendance at conferences on teaching and to enhance GTA Coordinators' ability to support their GTAs. For over 19 years we have awarded the \$225 departmental Bringing It Home Grants to units in order to support the hiring and funding of their own senior GTAs to facilitate unit-specific orientation sessions and to purchase food for these events.

Table 2.5

*Number of UCAT Grants Awarded*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
Seed Grants for GTA Enhancement	Between 2003-2014 we gave away 53 seed grants for GTA Enhancement (either \$5000 or \$10,000) to 32 individual units, for a total of \$430,000
TA Coordinator Professional Development grants	10 grants awarded at \$500 each for a total of \$5,000
Departmental Bringing It Home grants	80 grants were awarded to 28 units (\$150 for hiring a TA facilitator; \$75 for food)

### Recognition for Teaching

UCAT has been partners on several university efforts to reward excellent teaching or support of teaching development.

- *Thank-a-Prof*: In addition to collecting student feedback on teaching at the request of individual instructors, UCAT has for 11 years offered Ohio State students the opportunity to send an anonymous "Thank You" to any instructor. Students complete a web form <<http://ucat.osu.edu/thank-a-prof>> specifying the instructor's name, class and their reason for offering thanks. The message is forwarded in a

letter from UCAT to the instructor and the department chair. To date, more than 1600 thank-you messages have been sent. In 2012-2013, close to 130 messages were relayed to 118 instructors in more than 40 departments.

- *Graduate Associate Teaching Award (GATA)*: UCAT has supported the Graduate School for at least 18 years in the selection process for the GATA—a well-regarded and sought-after award for excellent GTAs. We offer guidance on the nomination process, facilitate information sessions for nominees, and consult with nominees on their portfolios.
- *University Award for Departmental GTA Enhancement*: For 11 years UCAT has awarded up to three units or consortia of units with funds to support the teaching development of their GTAs. Award winners are units that have demonstrated exemplary teaching support for GTAs.
- *Provost’s Award for Distinguished Teaching by a Lecturer*: In 2012, the Office of Academic Affairs requested that UCAT assist with the design and coordination of a new lecturer award. The \$4200 award annually recognizes a maximum of three lecturers, senior lecturers, or other auxiliary faculty members for their teaching excellence.

Table 2.6

*Participation and UCAT Involvement in Teaching Recognition Programs*

<b>Specific Programs</b>	<b>Data on Programs (2009-2013)</b>
Thank-a-Prof	362 letters written for 323 people
Graduate Associate Teaching Award (GATA)	274 consultations with GATA nominees
UCAT’s University Award for Departmental GTA Enhancement	3 awards given to units at \$2,500 each for a total of \$7,500
Provost’s Award for Distinguished Teaching by a Lecturer	UCAT consulting staff on committee to create and manage award (created in 2012)

Resources

UCAT hosts several resources on teaching. Every faculty member and GTA (about 9,000 people) at Ohio State receives our newsletter each autumn and spring semester (see Appendix C). We also send out monthly e-newsletters to 5733 subscribers to our list-serv. There is a UCAT collection of books and journals housed in the Younkin Success Center and catalogued by the University library system. We have an active social media presence through Facebook, Twitter, and the UCAT blog. These social media outlets are coordinated around monthly themes. The UCAT website has local resources about teaching support and an e-pub handbook, which is presently undergoing significant revision. We are also

currently creating an iTunesU course for new faculty, which will eventually serve as a handbook for all instructors on campus.

### University Partnerships

UCAT successfully partners with many units on campus, see Chapter 3 for more details. We also manage the Graduate Interdisciplinary Specialization/Minor in College and University Teaching and teach courses in Educational Studies.

### Professional Participation

UCAT professional consulting staff is very active in our professional organization; we hold numerous leadership positions, contribute widely to the scholarship in our field, and have created a pathway to the profession through our Doctoral Intern program (see Chapter 6 and Appendix D for more details).