

## Chapter 9: Looking Forward

Along with clarifying and aligning our program goals and objectives, the UCAT staff spent some time at our February 2014 retreat considering a collective vision of our unit's future directions. The details of our vision were tested by the collection and analysis of data for this report. The processes of strategic reflection and extensive self-study have led us to conclude the following about our key current efforts and future priorities.

### **Build Stronger Partnerships and Presence on Campus**

We are widely seen as a strong advocate for teaching in the Ohio State community, as the evidence indicating the attainment of Goal F demonstrates. The discussion of our partnerships and service activities in Chapter 3 also speaks to our current efforts in this area. However, even with these achievements, there is much that remains to be done.

Our presence in university and college committees and our engagement with academic leaders is critical in allowing us to understand university initiatives, and to be able to offer our assistance and expertise at the appropriate time. We have been invited into to many, but not all, of the venues that would enable us to act effectively as change agents for institutional development and advocates for teaching and learning.

Our chosen priorities, especially the focus on partnerships with technology support, future faculty teaching preparation, and outreach to expand the breadth of our impact across academic units, reflect both the analysis of our current work and our understanding of the goals and directions of Ohio State and of higher education in general.

#### Current Efforts

- Creating/hosting sessions on internationalizing curricula
- Created, now manage University Lecturer Award
- Create ODEE partnerships
- Assist OAA in promoting outcomes assessment
- Engage senior university leaders in advocating for and supporting teaching

#### Future Priorities

- Have a greater presence on campus committees making policy about teaching
- Expand ODEE partnerships
- Expand our support for accreditation
- Infuse GTA teaching competencies into graduate curricula
- Expand engagement with senior university leaders in advocating for and supporting teaching
- Use non-user survey data to strategize outreach to this population

## **Enhance National Recognition**

Again, UCAT (as a unit) and several of our professional consulting staff members have very strong reputations beyond Ohio State. The research agenda discussed in Chapter 4, the external service and consulting described in Chapter 3, and the evidence in support of Goal G demonstrate that we are currently a respected presence in the field of educational development. We have begun to disseminate the work we have done with our signature program, the Course Design Institute, but we need to do more both in publishing on the outcomes of this work and making the event available to colleagues beyond Ohio State.

We have also made a significant commitment to the future of our field by developing a doctoral internship in educational development and by contributing our expertise as leaders to both the annual pre-conference "Getting Started" workshop and the bi-annual Institute for New Faculty Developers hosted by POD. Hosting that institute in Columbus seems a logical next step.

### Current Efforts

- Publishing in and editing discipline-specific journals
- Providing leadership on POD committees

### Future Priorities

- Host the Institute for New Faculty Developers (INFD)
- Publish CDI research for various audiences
- Define and outline UCAT research agenda
- Host a CDI for national audience

## **Maintain and Advance Core Services**

Chapter 2 documents the broad range of our current core services. All available evidence suggests that existing programming is well-received and effective, but that, especially in the area of demonstrating linkages between our efforts and the desired, distant outcomes in student learning, we need to develop additional measures. We must also close the assessment loop by using what we learn in this program review process to expand and refocus our activities to better serve our institution.

### Current Efforts

- Create programming for adjunct faculty
- Create programming for new faculty with OAA
- Additional outreach to departments (planned for autumn 2014), especially to those colleges and departments from which we historically do not see high usage
- Improve the coherence of programming targeted to each academic career path

### Future Priorities

- Use data from self study and external reviewers to strategically revise our

portfolio, focusing on those things that are either in highest demand or will have the most impact on teaching at Ohio State

- Enhance the CDI with online options (for either campus or national audiences, or both)
- Make decisions about the role of SOTL on campus and in UCAT
- Assess the impact of UCAT GTA Development programs
- Develop additional online resources to take advantage of the affordances of newer technologies

## **Expand Capacity**

While we believe that the evidence presented in this report shows that UCAT is a highly effective and important part of the institutional culture at Ohio State, there remain larger areas of untapped need at the University that could advance the quality of teaching and learning, if support were available. However, the current size and range of expertise of the UCAT staff has reached its capacity. Adding any new projects will likely require either additional personnel or the phasing out of some current effort.

### Current efforts/strengths

- Transferring temporary, post doc position to a permanent professional consulting staff line
- Internal reorganization
- Engage senior university leaders in advocating for and supporting teaching
- Professional development and co-development of staff
- Engage senior university leaders in advocating for and supporting teaching

### Future priorities

- Continuing to seek raise professional and administrative staff compensation to an equitable position amongst our peers, in order to promote retention of highly skilled staff members and to maintain strong morale
- Strategically add additional professional consulting staff members to broaden the diversity of our academic background and skill sets, especially in regards to technology
- Continue to advocate for a joint position with ODEE to strengthen and formalize our partnership

The process of collectively defining unit goals and program objectives, gathering and analyzing data, and planning for next steps of our unit has been an extremely useful exercise. We look forward to integrating the analysis and recommendations of the external review team and our major local stakeholders to refine and extend our plans. We hope that the value of our work will be clear to all, and that sufficient resources are available to enable us to continue the advancement of teaching at The Ohio State University.