Self-Study in Preparation for UCAT’s External Review 2014
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### The Ohio State University

<table>
<thead>
<tr>
<th>Established</th>
<th>1870</th>
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<tbody>
<tr>
<td>Campuses</td>
<td>5</td>
</tr>
<tr>
<td>Colleges</td>
<td>14</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>63,964</td>
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<tr>
<td>Columbus Campus</td>
<td>57,466</td>
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<tr>
<td>Undergraduates</td>
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<tr>
<td>Graduate students</td>
<td>10,161</td>
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<tr>
<td>Professional students</td>
<td>3,252</td>
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<td>Ohio students</td>
<td>50,258</td>
</tr>
<tr>
<td>International students</td>
<td>6,039</td>
</tr>
<tr>
<td>ACT composite score range, middle 50 %</td>
<td>26–30</td>
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<tr>
<td>First-year classes with fewer than 50 students</td>
<td>71%</td>
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<table>
<thead>
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<th>Courses offered (estimated)</th>
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<td>Undergraduate majors</td>
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<td>Regular Tenure Track Faculty</td>
<td>2835.37</td>
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<td>Regular Clinical Faculty</td>
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<td>Regular Research Faculty</td>
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<td>Associated Faculty</td>
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<td>Graduate Teaching Associates (AU14)</td>
<td>1093.45</td>
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</table>
**UCAT Staff 2014**

<table>
<thead>
<tr>
<th>Professional Consulting Staff</th>
<th>Alan Kalish, PhD</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Rohdieck, MSW, LSW</td>
<td>Associate Director</td>
<td></td>
</tr>
<tr>
<td>Phillip Edwards, MS</td>
<td>Assistant Director</td>
<td></td>
</tr>
<tr>
<td>Laurie Maynell, MA</td>
<td>Instructional Consultant, Coordinator for Internationalization and International Instructor Services</td>
<td></td>
</tr>
<tr>
<td>Teresa Johnson, PhD</td>
<td>Instructional Consultant, Coordinator for Assessment and Curriculum Design</td>
<td></td>
</tr>
<tr>
<td>Lindsay Bernhagen, PhD</td>
<td>Instructional Consultant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Jennie Williams, MA</th>
<th>Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy Anandappa</td>
<td>Office Manager</td>
<td></td>
</tr>
<tr>
<td>Audree Riddle</td>
<td>Office Assistant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Students</th>
<th>Sarah Holt</th>
<th>Doctoral Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Murphy</td>
<td>Graduate Consultant</td>
<td></td>
</tr>
<tr>
<td>Wonneken Wanske</td>
<td>Graduate Consultant</td>
<td></td>
</tr>
<tr>
<td>Ana Casado</td>
<td>Graduate Consultant</td>
<td></td>
</tr>
<tr>
<td>Blake Wilder</td>
<td>Graduate Consultant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Chris Kiriakou</th>
<th>Student Office Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>James London</td>
<td>Student Systems Specialist</td>
<td></td>
</tr>
</tbody>
</table>

"UCAT staff" refers to all above.

"Consulting staff" refer to professional consulting staff, doctoral interns, AND graduate consultants.
Executive Summary

This self-study report was compiled to facilitate the 2014 program review of the University Center for the Advancement of Teaching (UCAT) at The Ohio State University. While Ohio State has a long history of regular reviews of its academic programs and departments, this assessment has not usually extended to academic support units. The template for this self-study was adapted from that used by academic units to fit the mission, objectives, and activities of UCAT. This internal review concludes that UCAT is doing very well with current efforts, and has plans based on data for continuing to improve our service to the teaching mission of The Ohio State University.

The first chapter provides an overview of the unit, its goals and objectives, and its external reputation. The next three chapters present a full description of the public-facing work of the center. Chapter 2 outlines the broad range of current programs and participants, demonstrating the scope of teaching support provided by UCAT to the university community. Chapter 3 describes outreach efforts, both the many partnerships within Ohio State and outreach and leadership efforts in the field of educational development and higher education more broadly. The fourth chapter depicts our significant research activity; UCAT staff members’ work on support for graduate and professional student development and on assessment of educational development programs is widely recognized as preeminent in the field.

Chapter 5 is the core of this report, assessing the work of UCAT, based on an analysis of the best available data. The scope and depth of this assessment is very rare, if not unique, among teaching support units at major universities. Having identified and assessed seven major unit goals, we see the data showing that UCAT is successfully achieving four goals (B, D, F, and G), making significant progress toward two (A and E), and seems to be making less significant progress toward one (C). However, this may be an artifact of the difficulty of measuring distant effects. Better data is needed to determine what steps we need to take to advance this goal.

The sixth, seventh, and eighth chapters lay out the administrative background that underlays the work assessed in Chapter 5. In Chapter 6, the history of staffing for the unit is explained. While the current team is exceptionally talented, as the earlier chapters make clear, recent analysis of national data demonstrates that UCAT is significantly understaffed for the size of our university and the number of faculty, teaching associates, and instructional staff whom we are charged to support.
The organization and structure of unit management is presented in Chapter 7. Because UCAT is a small unit, with a variety of programming, most senior staff members serve as generalist instructional consultants to both individuals and to academic unit, while also maintaining a specific area of specialization in which they coordinate UCAT's efforts. Chapter 8 summarizes the unit’s infrastructure and resources. Central among these topics is physical workspace; even with recent expansion and remodeling, the unit is currently at maximum capacity.

Chapter 9 summarizes key issues for future focus that were raised by the data and analysis and details potential steps to address those issues. We have concluded that we possess broad and deep strengths in most elements of our work. However there are four areas on which we must focus additional attention going forward:

- Building Stronger Partnerships and Presence on Campus
- Enhancing National Recognition
- Maintaining and Advancing Core Services
- Expanding Capacity

A great deal of additional data and documentation is provided in the many appendices.

Taken as a whole, these materials should offer the reader an overview of UCAT’s development, current situation, and plans and potential for future development. As reviewers meet with members of the Ohio State community, they will find valuable, additional information and perspectives that will add to their analysis of this report. We look forward to hearing the feedback and recommendations that arise from this review process.
Chapter 1: Overview and Reputation

Introduction and Context
This self-study report was compiled to facilitate the 2014 program review of the University Center for the Advancement of Teaching (UCAT) at The Ohio State University. While Ohio State has a long history of regular reviews of its academic programs and departments, this assessment has not usually extended to academic support units. In fact, the current review of UCAT is the first review of an academic support unit to be regularly scheduled at Ohio State. Other support units will be reviewed using a similar process in the future. The template for this self-study was adapted from that used by academic units (see http://oaa.osu.edu/programreview.html), revised to fit the mission, objectives, and activities of UCAT. The first eight chapters present the current situation and recent past of UCAT, based on an analysis of the best available data. Chapter 9 summarizes key issues raised by that data and analysis and suggests potential steps to address those issues.

Overview of Unit and History
The University Center for the Advancement of Teaching (UCAT) is the central teaching support unit at The Ohio State University. UCAT can trace its roots to the Instructional Development and Evaluation unit of the Office of Learning Resources, which was created in 1980 to add instructional consultation services to a media services unit. An orientation for Graduate Teaching Associates was begun in 1981.

While the first teaching center in higher education, the Center for Research on Learning and Teaching at the University of Michigan, was established in 1962, Sorcinelli et al.\(^1\) note that the 1980s saw an "upsurge in faculty development programs" (p. 3). Ohio State was in sync with national trends with creation of a central unit to support teaching at the time it did.

In 1987, Ohio State's Instructional Development and Evaluation unit became Faculty & TA Development in the Center for Teaching Excellence, a move designed to highlight the teaching emphasis of the mission. Although the unit retained that name until 2009, the parent organization became the Center for Instructional Resources in 1993-1994, and the unit reported to Academic Technology Services. In 1994, the unit was separated from media and computing services and assumed a dual reporting line to the Office of Academic Affairs (OAA) and the College of Education.

In 2000, the unit began a generational shift in its professional consulting staff and a significant revision of its services. The unit refocused efforts to prioritize course redesign, learning outcomes assessments, and technology-enhanced teaching and learning. These new priorities enabled longer-term professional development for Ohio State faculty, staff, and GTAs, as well as significant new service areas. New areas included greater support to academic units on teaching-related issues, such as GTA support, peer review of teaching, and curriculum development and assessment. In addition, the unit began to promote and assist faculty to engage in the scholarship of teaching and learning. With the Faculty & TA Development unit advancing these new priorities, new areas of service, and greater support to academic units, Ohio State was again in sync with national trends.

Reporting lines were streamlined in 2005, so that the unit now reports only to the OAA. Since that time, the unit has aligned its focus with that of OAA, to “stimulate and enable academic excellence.”

As the unit continued to expand and develop, we found that the name Faculty & TA Development expressed neither the range of services nor the mission, vision, objectives, and core principles of the unit. In addition to providing support to individuals, our unit offers programs, communities, departmental partnerships, and interdisciplinary collaborations. Thus, in 2009, the unit was renamed the University Center for the Advancement of Teaching. In 2011 the unit engaged in an internal restructuring and, since that time, we have revised both the mission statement and philosophy of teaching statement.

Mission
This mission is primarily in support of The Ohio State University’s Core Goal #1: Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

http://oaa.osu.edu/vision-mission-values-goals.html

Our mission at UCAT is to support and advocate for all who teach at Ohio State. We aim to help Ohio State’s teachers approach their work in a scholarly and reflective way, engaging with the research on effective pedagogies, thus promoting continuous improvement of student learning. We likewise strive to create a community wherein student-focused teaching principles and practices are valued and in which teachers feel connected to each other. Taken together, we believe these things engender a campus culture where teachers have access to the tools, support, and recognition they need to be confident, fulfilled, and effective in their pedagogical roles at Ohio State.
Goals
In 2013, UCAT staff used the backwards design process advanced by Wiggins and McTighe\(^2\) to identify the unit’s major goals and articulated observable and measurable objectives. The goals reflect how teachers with whom we work will be different after using the services. There are seven goals that are listed below and 49 corresponding objectives that are listed in Chapter 5.

A. Teachers take a scholarly approach to teaching
B. Teachers are reflective about teaching
C. Teachers foster student learning
D. Teachers feel connected to a teaching community
E. Teachers demonstrate confidence in and derive satisfaction from their teaching experience
F. Ohio State recognizes UCAT as an effective advocate for teaching.
G. UCAT contributes positively to the field of Educational Development

Philosophy of Practice
While it is common for university instructors to create statements of their philosophy of teaching, and not uncommon for individual educational developers to have a philosophy of practice, it is perhaps less typical that UCAT consulting staff have developed a shared statement of the unit’s philosophy of our practice. Beginning in 2004, UCAT consulting staff collaborated to negotiate a shared set of guiding principles and to explicate how we try to enact those in our work as we strive to meet our goals. This document has undergone two major revisions since. Below is a summary of the document (see Appendix A for our full statement of our unit philosophy of practice).

The support and services we provide are guided by the core principles of Community, Service, and Scholarship.

Community
We believe knowledge is most effectively produced in a diverse community of learners. To that end, we continuously strive to foster relationships with and between clients to encourage growth in the context of teaching, forming a collaborative community in which people can share and learn from one another’s expertise and experience.

Scholarship
As members of the academic community, we understand that scholarship is the core value and practice of our institution. We believe that this culture of analytic rigor and evidence should guide teaching and service, just as it does discovery-focused research. We adopt the view of our late colleague Donald H. Wulff of the University of Washington who described the relationship of educational developers to scholarship as a three-legged stool: we help faculty apply scholarly strategies to their teaching, we are critical consumers and interpreters of the literature on teaching and learning, and we are actively engaged in producing scholarship on teaching and learning and scholarship on educational development practice.

Service
Our role within the University is to support teachers at all levels of their development, in order to advance the institution's ultimate goal of enhancing students' academic success. We do this by meeting the individualized needs of teachers, working with university departments, programs, and administrators, and creating a student-centered community and culture of teaching.

Guided by the mission, goals, and philosophy of practice, UCAT staff members cultivate a broad and deep expertise across the entire field of post-secondary pedagogy and to assist Ohio State instructors with selecting and implementing the most appropriate, effective, and evidence-based teaching tools for their situation, their style, and their students. Moreover, we strive to be effective change agents for institutional development and advocates for world-class teaching and learning.

External Reputation
Many of our core services and objectives are common across the field of educational development in higher education. Most teaching centers seek to enhance the quality of student learning by supporting the work of instructors in a scholarly way. However, our scope of work is broader than many other centers. We support our clients across the span of their careers, from brand new graduate teaching associates to senior faculty and emeriti. We work not only with individuals but also with academic units ranging from small departments to entire colleges. Additionally, we sponsor teaching focused communities and groups and support multi-unit projects and institutional initiatives of all sizes.

In addition to providing services for the Ohio State community, UCAT professional consulting staff members participate in national and international conversations about university pedagogy at the highest level. We regularly present at conferences and serve in a
wide variety of leadership positions in professional associations that deal with college
教学 and faculty development, such as the Professional and Organizational
Development Network in Higher Education, the International Alliance of Teacher Scholars,
and Ohio Teaching Enhancement Programs. We are often invited to consult with and
present at other institutions on college teaching and learning and on faculty development.
UCAT professional consulting staff members are very well regarded as leaders in several
areas of the scholarship of educational development. We have authored chapters on the
assessment of teaching centers, based on our long term engagement with the topic, in
both of the central texts of the field. We have studied the comparative outcomes of one
event and longer duration efforts in educational development and are beginning
to incorporate those findings in our practice. We are also among the leading scholars on
graduate and professional student development and course design institutes (CDI). CDI is
one of the more interesting and important current emerging national trends in educational
development.

UCAT has a strong reputation among our counterparts in the field of educational
development. Several of our former graduate associates, both consultants and interns, have
gone on to professional positions in the field.

UCAT as a unit has been involved in several national projects on the improvement of
college teaching, including serving as lead institution for the Building Scholarly
Communities cluster of the AAHE/Carnegie Campus Program. We have participated in both
the Graduate Teaching Competencies consortium and the Faculty Professional Learning
Communities consortium. We have also provided faculty and organizational support for the
Institute for New Faculty Developers.

Further discussion of staff scholarship and service follow in Chapters 2 and 4, and a full list
of activities appears in the appendices.
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

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

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*  

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

**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*  

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

**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*

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

**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*

<table>
<thead>
<tr>
<th>Specific Programs</th>
<th>Data on Programs (2009-2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seed Grants for GTA Enhancement</td>
<td>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</td>
</tr>
<tr>
<td>TA Coordinator Professional Development grants</td>
<td>10 grants awarded at $500 each for a total of $5,000</td>
</tr>
<tr>
<td>Departmental Bringing It Home grants</td>
<td>80 grants were awarded to 28 units ($150 for hiring a TA facilitator; $75 for food)</td>
</tr>
</tbody>
</table>

**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 message 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*

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

**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).
Chapter 3: Outreach and Engagement

UCAT staff members participate in many collaborative efforts to reach out to both the Ohio State University community and to the broader field of higher education. Ohio State is an extremely large, decentralized institution and houses many units that offer services to our teaching staff, such as Learning Technologies and Writing Across the Curriculum. While most of these units have a focused, niche area of university teaching that they specialize in promoting and supporting, UCAT maintains a broad and deep expertise across the entire field of post-secondary pedagogy. UCAT seeks to assist instructors to select and use the appropriate evidence-based teaching tools for their situation, their style, and their students.

UCAT has sought to partner and collaborate with as many of these units as possible. These partnerships are a crucial part of our efforts to advocate for effective, evidence-based pedagogies and to expand our capacity to best serve the Ohio State community. Descriptions of our primary partnerships are included below (see Appendix E for a table differentiating the services and missions of some of these units from ours).

In parallel with our partnerships with other academic support units, we also engage in a wide range of service activities. These activities are of crucial importance in allowing UCAT staff members to understand critical university initiatives and in enabling UCAT to offer our assistance and expertise at the appropriate time in the decision process. We have been invited into 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. UCAT staff members take on a variety of roles in these efforts ranging from observer to primary leader.

University Partnerships

Office for Distance Education and eLearning
UCAT has sought to partner with the Office for Distance Education and eLearning (ODEE) and its predecessors for many years. We have had reasonable success in these collaborations with intermittent gaps usually due to reorganization or personnel changes. In its current incarnation, ODEE and UCAT professional consulting staff members have begun to hold regular shared meetings to learn about each other’s services and build relationships that can lead to collaborations. We have just agreed to create a joint, hybrid CDI to support instructors designing distance classes, with a planned first institute to occur in June 2015.
ODEE focuses solely on teaching with technology, especially in promoting distance delivery and other electronic technologies. They offer "how to" assistance to individual instructors through the Digital Unions; however, they are mostly engaged in a limited number of large-scale, program level efforts. In our collaborative projects, UCAT contributes a broad knowledge of pedagogy and learning independent of delivery method. We also bring a much broader base of contacts with faculty members, departmental leaders, and graduate teaching associates, who may benefit from these efforts.

Center for the Study and Teaching of Writing
The Center for the Study and Teaching of Writing (CSTW), and especially its Writing Across the Curriculum (WAC) program, has been a long-term and close partner with UCAT in supporting effective use of writing pedagogies. The two units co-sponsor several open workshop sessions every term, and WAC coordinator Chris Manion is a regular presenter at UCAT CDIs. In the past, UCAT professional consulting staff members have served on the CSTW advisory board.

WAC focuses solely on the teaching of writing; they offer narrow, but deep support for individual instructors, course managers, and academic units in that area. In our collaborations, we benefit from their specialized expertise, and we offer them ways to generalize to other modalities of teaching and learning.

University Libraries
Beginning in 2011, UCAT and the University Libraries have expanded our efforts to collaborate and develop mutual support through both recurring and as-needed events. A representative from the Libraries visits each UCAT Course Design Institute to discuss how teachers and librarians might partner during course and assignment design processes. In 2012, UCAT offered a session on "Semester conversion: Implications for the Libraries" for Libraries’ staff. Since 2013, UCAT representatives have facilitated one-day course design sessions for recipients of the Libraries’ Course Enhancement Grants, and, in 2014, the Libraries and UCAT facilitated two co-sponsored workshops for the campus: "Threshold concepts for information literacy: New ways to talk with your students about research in your discipline" and "Facilitating learning through the research process" (also co-sponsored by Writing Across the Curriculum). In addition to the above efforts, during 2009-2014, 35 unique members of the University Libraries staff have voluntarily participated in UCAT-sponsored workshops, mini-conferences, Course Design Institutes, reading groups, or learning communities.

Committee on Academic Misconduct
UCAT has worked with the Committee on Academic Misconduct (COAM) for many
COAM has been a mainstay of our “Policies Every Instructor Should Know” panel during the annual teaching orientation. We have regularly co-presented on issues of plagiarism and methods to both minimize misconduct and to use such situations as teachable moments. Most recently, UCAT, COAM, and CSTW have collaborated to assist ODEE in rolling out an enterprise-level contract with Turnitin in order to assist Ohio State instructors and students in making the best pedagogical uses of that tool.

Younkin Success Center
The Youkin opened in March 2000 and has been since its inception a collaboratively managed facility. The UCAT director and Office Assistant are members of the governing Youkin Council, meeting monthly with representatives of the other units located in the building. This relationship has led to several long-term shared programs, including the participation of learning specialists from the Dennis Learning Center in UCAT’s annual teaching orientation and a very highly attended annual series on the academic job search, co-facilitated by UCAT and Career Counseling and Support Services.

University Service
UCAT professional consulting staff members engage in a wide variety of university service projects at several levels of depth and involvement (see Appendix F for a table outlining most of our major projects). Responsibilities fall into the following categories:

1. primary leadership of project, significant development effort, and/or responsibility for implementation
2. ongoing advising, consultation, and or support
3. regular attendance, ongoing presence to stay informed
4. one-time consultation/conversation

Below we review a selection of the most significant projects.

Semesters and General Education Revision
In June 2009, the University Senate approved the semester calendar, thus beginning the process of Ohio State’s conversion from quarters to semesters, including the conversion of nearly 700 academic programs and 12,000 courses. UCAT professional consulting staff provided significant leadership and development on the many interconnected efforts required for calendar conversion.

UCAT actually began its work to support the conversion prior to June 2009. At the April 24, 2009 Academy of Teaching Mini-Conference, we offered our first workshop dedicated to Ohio State’s semester conversion: "Calendar conversion: What it means for teaching and learning at Ohio State.” This workshop was the first of a number of such workshops that we held all over the Ohio State campus.
UCAT professional consulting staff members were deeply involved in many aspects of the University’s massive initiative to convert from quarters to semesters, providing information, consultation, and programming to assist the university community through this transition. During the period of semester conversion, UCAT provided services beyond our regular support of teaching and learning. Specifically, we assisted faculty, teaching associates, staff, and administrators in bringing about an effective and responsible move from quarters to semesters by:

- Performing numerous consultations with both individuals and academic units;
- Developing and providing informational resources on teaching and learning in semesters through our newsletter, website, blog, and twitter feed;
- Developing and offering assistance in curriculum and course design for semesters through our Curriculum Design Institutes and Course Design Institutes;
- Offering various single workshops, other less-structured venues for discussion of teaching and learning, and events aimed at assisting with teaching in semesters;
- Serving as members on many committees, councils, and teams assisting in the development of policies and procedures relating to semester conversion and teaching and learning in semesters; and
- Helping plan and participating in state-wide semester summits.

Assessment Efforts
UCAT professional consulting staff members have served in both advisory and leadership roles related to assessment of academic programs and student learning outcomes. We have partnered with campus and college assessment leaders for many years, assisting with outreach to teachers on the importance of assessing student learning outcomes and aiding them in developing systems to collect and use data that can advance the quality of academic programs. Moreover, we have been key organizers and facilitators of annual campus-wide assessment events for the last two years. In 2013, Tomas A. Angelo was the keynote speaker; in 2014, we hosted Linda Suskie. In addition to the guests’ presentations, UCAT staff organized working sessions for Ohio State faculty and staff to advance their programs’ assessment plans. We have also supported the College of Arts and Sciences Curriculum Committee in the assessment of Ohio State’s General Education program.

Institutional Accreditation
UCAT provided data for the 2007 reaffirmation of institutional accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Since then, our efforts in support of program assessment and curricular revision have consistently been informed by this process. UCAT staff have been invited to participate on the OAA accreditation team and will play a more central supporting and advisory role in the 2017 reaffirmation.
University Senate Committees
UCAT professional consultants attend many university committee meetings, most regularly and importantly, the Council on Academic Affairs. This standing committee of the University Senate is charged with oversight of educational and academic policies, including the establishment, alteration, and abolition of all curricula and courses offered by the university, all degrees and certificates conferred by the university, and all colleges, departments, and schools. Our ongoing presence at these committee meetings keeps us informed of crucial institutional issues and allows us to advocate for teaching advancement whenever appropriate.

External Service and Consulting
The Professional and Organizational Development Network (POD) is the premier North American professional association in our field. UCAT professional consulting staff members have been deeply engaged in the leadership of this organization, chairing several committees and subcommittees and serving on the Core Committee (Board of Directors). Kathryn Plank still worked at UCAT when she was elected President of POD in 2011.

UCAT professional consulting staff members have been leaders in the Ohio Teaching Enhancement Programs consortium, a coalition of teaching support professionals across Ohio since 2001.

UCAT professional consulting staff members also serve as editorial board members and reviewers on many journals in the fields of higher education pedagogy and educational development. We are often invited to consult and present at other institutions, and at national and international events. Since 2009, we have given 19 invited talks at five major events and seven other universities. These presentations are often based on our scholarly work, as described in Chapter 4. We have also served as external reviewers for five other teaching centers (see Appendix D for details of our external service and Appendix G for details on our scholarship).
Chapter 4: Research

All UCAT professional consulting staff members are expected to continuously develop their expertise and contribute to scholarly 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.

Scholarly Productivity and Foci
We engage in scholarship, collaborate with other university staff, faculty members, and graduate students to conceptualize and conduct 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.

Including edited volumes, book chapters, published articles, invited and conference presentations, and efforts supporting funded projects, UCAT staff members have been involved in 78 completed scholarly works since 2009 (see Appendix G for complete list). The most common topics we have engaged with explore our own field of educational development. Twenty-four projects addressed this area, with attention to the assessment of educational development programs, specific practices and resources in the field, educational development as a profession, and teaching support within disciplines and departments.

UCAT consulting staff members have also extensively studied programs that support course and curriculum design and assessment. We have published and presented 13 times in this area, looking at the range of structures for these efforts across institutions, assessing the outcomes of our own institutes, and disseminating effective practice.

Graduate and professional student development has also been an ongoing area of interest. UCAT consulting staff members provided leadership to a national research team that inventoried professional development opportunities for graduate students across all doctoral granting institutions and developed a set of research-based teaching competencies for all graduate students. Other consulting staff members have engaged in significant study of structured rewards for teaching excellence among graduate and professional students. These threads have led to 10 publications and presentations during the past five years, including two guest-edited issues of Studies in Graduate and Professional Student Development.
UCAT has been active in supporting the Scholarship of Teaching and Learning (SoTL) for at least the past decade, with five publications and presentations on this effort. We have collaborated with Ohio State faculty members on at least 10 SoTL projects, which have led to presentations and publications. This work spans studies of teaching interventions in a wide range of disciplines, including composition, chemical engineering, environmental policy, English as a Second Language, American Sign Language, geography, and veterinary anatomy.

The third edition of the Association for Study of Higher Education (ASHE) reader, *Teaching and Learning in the College Classroom*, republished significant works in SoTL, educational research in postsecondary pedagogy, and educational development practice. This volume was edited by a UCAT professional consultant and a doctoral intern, in collaboration with a faculty colleague formerly at Ohio State.

UCAT consulting staff members have been active in the Faculty/Professional Learning Community movement for many years and have continued to publish and present on this topic into the current period (see Table 4.1). Diversity and inclusion, student related topics, academic integrity, and several other teaching issues round out our scholarly focus.

<table>
<thead>
<tr>
<th>Focus of publication/presentation</th>
<th># of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and practice of educational development</td>
<td>24</td>
</tr>
<tr>
<td>Course and curriculum design and assessment</td>
<td>13</td>
</tr>
<tr>
<td>Graduate and professional student development</td>
<td>10</td>
</tr>
<tr>
<td>Supporting scholarship of teaching and learning</td>
<td>5</td>
</tr>
<tr>
<td>Collaborative SoTL work</td>
<td>10</td>
</tr>
<tr>
<td>Faculty/Professional Learning Communities</td>
<td>5</td>
</tr>
<tr>
<td>Diversity and inclusion</td>
<td>7</td>
</tr>
<tr>
<td>Student related topics</td>
<td>3</td>
</tr>
<tr>
<td>Academic integrity</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

In addition to these formal, scholarly efforts, UCAT professional consulting staff, Doctoral Interns, and Graduate Consultants maintain a collection of brief articles and job-aides that we call “Help-Yourself” resources. Thirty of these are selected from published works by outside authors, and 24 were written in-house or have been significantly adapted or updated from the original sources.
**Funded Projects**
In addition to pursuing our own scholarly agenda, UCAT professional consulting staff members frequently serve as key personnel or as co-Principal Investigators on funded projects led by colleagues both at Ohio State and at other institutions. We are typically asked to participate in grants to share our expertise in teaching and learning and the assessment thereof.

Between 2009-2014, the major, funded projects we were involved in were as follows (see Appendix H):

- The Ohio’s STEM Ability Alliance (OSAA)
- The Ohio State University Campus Suicide Prevention Program
- GeoGames—A Virtual Simulation Workbench for Teaching and Learning through a Real-World Spatial Perspective
- Create eLearning in NIFA Challenge Areas to Transform Education of Controlled Environment Animal Production (eCEAP) For Sustainability

In addition, we have provided consultation and events in support of recipients of internal course and curriculum development grants from ODEE and the University libraries.

**Unfunded Projects**
UCAT professional consulting staff consulted on several other proposals that were not funded, including projects involving contemplative pedagogies, STEM course design, climate change education, sustainability across the curriculum, and alignment of university general education curricula with high school outcomes.
Chapter 5: Assessment of UCAT Goals

Articulation of Goals and Objectives
UCAT has always had a strong mission of assisting teachers in their quests to become the best teachers they can be and our services are designed in alignment with that mission. UCAT has also routinely collected data about those services. As is the case for most teaching centers, when asked to share that data with a wider audience, we have predominately reported measures of participation and satisfaction in services. Since 2003, UCAT has used an extensive relational database to track usage and assess events, which allows us to easily provide data as displayed in Chapter 2. However, this self-study afforded us the opportunity to assess our unit in a more comprehensive way by focusing on the impact UCAT services have had on individual teachers, units on campus, and the university at large.

Susan Hines\(^3\) work on levels of teaching center influence provided a useful framework for considering UCAT’s impact in multiple ways and for multiple audiences. Table 5.1 is the UCAT adaptation of Hines’ levels of influence structure.

Table 5.1
**UCAT Levels of Assessment**

<table>
<thead>
<tr>
<th>I: Participation</th>
<th>Who is participating in the services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>II: Satisfaction</td>
<td>How satisfied were they with those services?</td>
</tr>
<tr>
<td>III: Learning by Participants</td>
<td>Did they learn something from those services?</td>
</tr>
<tr>
<td>IV: Impact on Teaching Practices</td>
<td>Did they change their teaching practices as a result of participation on those services?</td>
</tr>
<tr>
<td>V: Impact on Student Learning</td>
<td>Did students learn more/better as a result of their change in teaching practice?</td>
</tr>
<tr>
<td>VI: Institutional Change</td>
<td>Was there a change in the university as a result of the services offered?</td>
</tr>
</tbody>
</table>

Use of these six levels required attention to data beyond participation rates and satisfaction levels. UCAT staff searched through the large volume of previously existing data for 2009-2013 and realized we had much more that could speak to these levels. In order to analyze that data in a meaningful way, we used the backwards design process advanced by Wiggins and McTighe\(^4\) that we often share with teachers as they create goals and objectives. At the end of this process we had identified seven goals (see Table 5.2).

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UCAT staff then articulated 49 observable and measurable objectives that align with each goal. Several objectives are aligned with more than one goal (see the complete list of goals and aligned objectives in Appendix I). We collected and analyzed data that could potentially provide evidence that the objectives were successfully attained. Some data sets provided evidence for multiple objectives. Conclusions regarding attainment of objectives were aggregated to determine successful attainment of aligned goals. The details involved in these steps are shared below. A new relational database was built (see Appendix J) to track alignment among the goals, objectives, data, and results.

**Assessment Data Types and Analyses**
UCAT staff collected and then analyzed 234 existing data sets from a broad range of sources (see Appendix K for the complete list of data sets). In order to follow best practices for assessment, we used a wide range of data sources for our analyses. UCAT data sources fall into four major categories, and further subdivide as direct or indirect assessment (see Appendix L for more details about each source type).

1. **Quantifiable Units**: direct measures of attendance, participation, or membership; resource usage
2. **Evaluations**: indirect and direct measures of both immediate feedback and longitudinal feedback and reflections
3. **Direct measures of teaching-related materials and reflections**
4. **Direct measures of scholarship and publications**

When organized into the six levels of assessment (see Table 5.1), most of the data sets are derived from UCAT core services (events, consultations, and learning communities) or other internal assessments on UCAT services in general (e.g., semi-regular surveys to service users). There are four levels in which sufficient data was gathered: Participation, Satisfaction, Participant Learning, and Teaching Practice. See Figure 5.1.

<table>
<thead>
<tr>
<th></th>
<th>Teachers take a scholarly approach to teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Teachers are reflective about teaching</td>
</tr>
<tr>
<td>C</td>
<td>Teachers foster student learning</td>
</tr>
<tr>
<td>D</td>
<td>Teachers feel connected to a teaching community</td>
</tr>
<tr>
<td>E</td>
<td>Teachers demonstrate confidence in and derive satisfaction from their teaching experience</td>
</tr>
<tr>
<td>F</td>
<td>Ohio State recognizes UCAT as an effective advocate for teaching</td>
</tr>
<tr>
<td>G</td>
<td>UCAT contributes positively to the field of Educational Development</td>
</tr>
</tbody>
</table>
Figure 5.1
*Assessment Data Collected at all Assessment Levels*

N=234; Green=4 or more data points have been gathered/analyzed; Yellow=1-3 data points gathered/analyzed; Stripes=areas targeted for future data collection

Each area in Figure 5.1 has been color-coded to indicate the number of data points gathered and analyzed.

- **Green**: A minimum of four different data points were gathered and analyzed, predominantly from different sources (as described in the previous section).
- **Yellow**: 1-3 data points were gathered and analyzed. More data in these areas will be collected in the future. A contributing factor to this lack of data has been that until recently, goals and objectives were not articulated specifically enough to collect appropriate assessment data.
• **Gray stripes:** These are areas strategically targeted for future data collection. Although not impossible to measure, several of these areas pose a significant challenge. An example of this would be how UCAT resources alter teachers’ practices in the classroom.

• **White:** These impact areas are either extremely difficult, not feasible, or not appropriate to measure. Most are at the Institutional or Student Learning levels. The challenge with measuring impact in these areas is common in all teaching centers; as a field, we all continue to investigate ways of doing so.

A variety of analytical methods were used to interpret the 234 data sets. For example, inferential statistics were used to compare quantitative data from the User and Non-user surveys (see Appendix M for the Assessing Our Services Survey 2014), whereas qualitative techniques, such as content analysis, were used to describe instructor attitudes and perceived changes in teaching.

Once a data set was analyzed, a conclusion was drawn regarding its ability to provide a piece of supporting evidence that the aligned objective was being attained. Data sets were labeled either supporting, almost supporting, or not supporting evidence.

**Attainment of Goals and Objectives**
Groupings of data sets aligned with one objective were used to conclude whether that particular objective was successfully attained. We labeled them as either succeeding in attaining, progressing well toward, or minimally progressing. For example, objective A1 “Teachers participate in discourse on teaching practices and principles with UCAT” aligns with 10 data sets, 9 of which were labeled supporting evidence (see Appendix K). The conclusion then for this objective was succeeding.

A secondary conclusion was drawn based on the overall quality and quantity of the aligned data sets as a whole. Objectives were labeled as either strong evidence, some evidence, or insufficient evidence. For example, while objective D27 was labeled succeeding due to a small data set, it was also labeled some evidence. Details on the reasoning behind both types of conclusions are located in the tables on pages 24-30.

In the same manner, groupings of objectives aligned with one goal were used to conclude whether that particular goal was successfully attained. We used the same labeling system as for the objectives: succeeding in attaining, progressing well toward, or minimally progressing toward each goal. See Figure 5.2 for an overall picture of how UCAT goals and objectives fare for the time period of this study, 2009-2013.
As the figure indicates, there is either strong evidence or some evidence of success in attaining four of UCAT’s goals (B, D, F, and G), and of good progress well toward two others (A and E). There is insufficient evidence to date on one of the goals (C), which prevents determining progress toward success.

Below are the conclusions for each of the seven UCAT goals. Interpretations of the evidence and future plans for each goal are outlined (see Appendix K for more details on the evidence as it relates to each objective). The following coding system is used in Figure 5.2.

Legend:
- Succeeding (strong evidence)
- Succeeding (some evidence)
- Progressing well (strong evidence)
- Progressing well (some evidence)
- Progressing well (insufficient evidence)
- Minimally progressing (some evidence)
- Minimally progressing (insufficient evidence)
Goal A: Teachers take a scholarly approach to teaching (Progressing well)

UCAT is progressing well toward goal A. Data was derived primarily from attendance and participation records, website visits, the user survey, CDI focus groups, and GTF interview research. There is evidence of widespread, effective interaction with many instructors at the university, engaging with them in scholarly conversations about teaching and learning. This is especially the case with participants in the CDI and those who are working in SoTL. While the prevalence of scholarly discourse on teaching is well-established, there is less definitive data on the impact of this discourse on individual teaching practice. There is strong evidence for change rooted in scholarship by a few academic units, but evidence of widespread impact, is not available. See Table 5.3 for details.

Table 5.3
Evidence of Success for Goal A

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers participate in discourse on teaching practices and principles with UCAT.</td>
<td>Many individual teachers engage in discourse on teaching through our events, consultations, and learning communities.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers design their courses using the principles of backward design</td>
<td>Participants in CDIs demonstrate they have learned about backwards design and use it in their teaching practice beyond the specific course they re/designed in the CDI. Many teachers also learn about backwards design through our other events.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Teachers contribute to SoTL literature and formal conversation</td>
<td>We have consulted and collaborated with a significant number of teachers doing SoTL. We have created several opportunities for teachers interested in SoTL to gather.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Academic units participate in structured experiences in support of curriculum design and assessment with UCAT</td>
<td>Many units have utilized our services for curriculum design, particularly around semester conversion. We have had high numbers of consultations regarding curriculum design and assessment and have offered many events on these topics, but they have often had small numbers of participants.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Academic units work with UCAT to provide structured experiences to new teachers in support of scholarly teaching development (both centrally and within units)</td>
<td>We provide various types of unit-level support for new TAs through events and grants. We have historically been less involved in new faculty programming on campus and in units.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers collect, analyze, and respond to multiple forms of student feedback</td>
<td>A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers design courses in alignment with programs</td>
<td>We do a lot of consultations, both individually and in units, about program alignment. However, it is difficult to collect data on how much effect this participation had at the unit level.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teachers identify and use appropriate literature, including SoTL, to inform their teaching practice</td>
<td>We have insufficient data to suggest that teachers are using UCAT literature to inform their teaching practice. Although they are infrequently visiting our library and online resources (beyond the Teaching Portfolio site), they are reading items from our print resources as well as attending our book groups.</td>
<td></td>
</tr>
</tbody>
</table>

Going forward, UCAT can strengthen the achievement of goal A by providing a broader range of more easily accessed informational resources online, and especially by improving
follow-up with participants in singular events and consultations in order to better support and record the enhancement of their teaching practice.

**Goal B: Teachers are reflective about teaching (Succeeding)**

UCAT is definitely succeeding in attaining goal B. Data were primarily participation numbers, the user survey, CDI focus groups, event and program evaluations, OSTEP final reports, course reflections, and GTF interview research. There is very strong evidence that many instructors recognize their pedagogical agency and efficacy, and that they are documenting the growth of their teaching practice. A large number of instructors ask UCAT staff to assist them in gathering and interpreting data from students, and it is evident that they are making some immediate changes. However, it is challenging to document the long-term impact of this process. See Table 5.4 for details on specific objectives.

**Table 5.4**

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Teachers recognize their pedagogical agency and report greater self-efficacy as a result of reflecting on their teaching practices.</td>
<td>Teachers engage in various experiences with UCAT that allow for self-reflection. They report through those reflections that they feel more empowered to make changes in teaching that will improve learning.</td>
<td>GREEN</td>
</tr>
<tr>
<td>13</td>
<td>Teachers document the evolution of and rationale for their teaching practice</td>
<td>Teachers are documenting their pedagogical choices and reasoning for teaching practices. Through portfolios mostly, some from course we have taught. Consultants regularly see teachers do this through consultations.</td>
<td>GREEN</td>
</tr>
<tr>
<td>5</td>
<td>Teachers collect, analyze, and respond to multiple forms of student feedback</td>
<td>A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.</td>
<td>GREEN</td>
</tr>
<tr>
<td>9</td>
<td>Teachers can articulate rationale for pedagogical choices</td>
<td>Many teachers participate in consultations, CDIs, or events on learning. Data collected is meaningful and strong, just small in number.</td>
<td>GREEN</td>
</tr>
</tbody>
</table>

**Goal C: Teachers foster student learning (Minimally progressing)**

UCAT is making minimal progress toward goal C; however, this may be an artifact of the difficulty of measuring distant effects. Data came primarily from participation numbers, user survey, CDI focus groups, event and programming evaluations, participant work on the CDI Wiki, CDI reflections, and orientation facilitator applications. Appropriate efforts are being made in UCAT staff conversations with teachers, and many participants in programming and consultations report changing their thinking and practice. On the other hand, as with many of our peers, it is difficult to demonstrate better student learning outcomes. While teaching support and curriculum revision may foster student learning, causation is hard to show. In addition, some of the objectives require that earlier objectives be attained before they can be measured (see objective C21 in Table 5.5). For others,
Table 5.5
Evidence of Success for Goal C

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Teachers design their courses using the principles of backward design</td>
<td>Teachers are attending CDIs and consultations on course design using backwards design principles, but as of yet, we have very little (it is early on) data on their actual use of the process.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teachers collect, analyze, and respond to multiple forms of student feedback</td>
<td>A large number of teachers participate in SGIDs and other student feedback related consultations. We have limited data on how teachers are making changes to their teaching based on that feedback.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Teachers apply the basics of learning theory in course design and their teaching.</td>
<td>Teachers are learning the basics of learning theory through our programming. Minimal data that some of them are also applying it to their courses. (We currently do not have good ways to measure application)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Academic units apply the concepts of backward design to curriculum development.</td>
<td>Making progress but only with attendance data, not application - we know they are seeking us out but we do not know if they are applying it.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Teachers create an inclusive and safe classroom environment for students.</td>
<td>This is an underlying theme in many of our consultations and events, but explicit in a few, which has made it difficult to assess this objective. It is not been a focus our our data collection efforts to date.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Teachers identify connections between courses they teach and broader student progress toward course and program goals.</td>
<td>Teachers are starting to use this language, but there is more to do to get teachers to teach with connections to the curricula, not just their own courses. We need to find ways to collect more data on this.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Teachers modify the structure of their own courses over time to respond to changes in the associated curriculum.</td>
<td>We would like to focus on this objective in the future, but with the recent shift to semesters there is not currently a way to measure it. We do know that teachers came to us (in as large numbers as we were/are able to handle) to modify their courses through the CDIs and consultations. We will continue to work on collecting data on this in the coming years.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Teachers assess whether their course goals are being met.</td>
<td>This objective stems from CDI - takes years to get to this point with assessment. We are still in early stages of making progress in this area, but as teachers have opportunities to engage in more course assessment, we will collect more data.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Teachers modify course design and teaching practices in response to collected student-learning data.</td>
<td>Teachers are attending programming about assessing teaching, but these are not always about using student-learning data specifically. This objective is the next step after C20, which is future-looking. In addition, we currently do not have a system to collect it in database.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Teachers design their courses with an understanding of the diversity of their students and themselves.</td>
<td>This is an underlying theme in many of our consultations and events, and explicit in a few, which has made it difficult to assess this objective. It is not been a focus our our data collection efforts to date.</td>
<td></td>
</tr>
</tbody>
</table>

evidence can be gathered from other sources or inferred through other scholarly means. For example, Fink’s\(^5\) work on assessment suggests that if one can measure teachers’ use of strategies that the SoTL research literature has already shown to positively impact student learning, one can assume our teachers likely have similar effects on their students. UCAT is actively exploring ways to track the outcomes associated with these objectives and to link teaching changes with student learning. We are also committed to unpacking how we engage with issues of diversity and to reinvigorating this as central to our work.

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**Goal D: Teachers feel connected to a teaching community (Succeeding)**

UCAT is definitely succeeding in attaining goal D. Data came primarily from participation numbers, user survey, CDI focus groups, programming evaluations, GTF final reports, CDI reflections, and published reports on usage. UCAT provides many opportunities for teachers at all stages of their careers to engage with groups of peers, and participants regularly report that these activities are of great social and intellectual value. See Table 5.6 for more details.

Table 5.6  
*Evidence of Success for Goal D*

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers participate in discourse on teaching practices and principles with UCAT.</td>
<td>Many individual teachers engage in discourse on teaching through our events, consultations, and learning communities.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Teachers support and feel supported by fellow teachers.</td>
<td>Teachers feel supported and see value in working with other teachers at a variety of events facilitated by UCAT including short workshops as well as longer interactions with multiple meetings.</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Teachers seek out and identify themselves as part of a community of teachers with similar values and concerns.</td>
<td>UCAT facilitates a wide variety of opportunities for teachers to work together in a community. Teachers report enjoying and valuing working with teachers with diverse experiences during workshops, learning communities, and through UCAT social media.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Teachers report that they learn from other teachers on campus.</td>
<td>From a small data set, teachers who interact with UCAT learn from and develop ideas because of other teachers they interact with during UCAT facilitated interactions including learning communities and GTA facilitation of Teaching @ Ohio State, however we need to gather more data to verify the breadth of our success with this objective from those attending our workshops or consultations.</td>
<td></td>
</tr>
</tbody>
</table>

**Goal E: Teachers demonstrate confidence and derive satisfaction from teaching (Progressing well)**

UCAT is progressing well toward goal E. Data came primarily from participation numbers, user survey, CDI focus group, solicited client feedback, and programming evaluations. While most of the measures for these objectives are indirect, we believe that teachers who share their experiences with groups of peers and who regularly ask for and use student feedback are demonstrating confidence and satisfaction. See Table 5.7 for specific conclusions. Going forward, UCAT will revise the data collection instruments to ask more explicitly about changes in confidence, satisfaction, and application of teaching strategies as an outcome of interactions with us.
Table 5.7
Evidence of Success for Goal E

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Teachers collect, analyze, and respond to multiple forms of student feedback</td>
<td>Many teachers utilize our available services on gathering feedback from students. Our events on this topic are well attended and feedback has consistently been a frequent topic for individual consultations in addition to the large number of SGIDs we conduct each year.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Teachers engage in conversations about teaching where they share their knowledge, experience, challenges in teaching</td>
<td>Based on high attendance at our events which are designed for participants to share their ideas about teaching and the high volume of consultations we conduct, UCAT is facilitating a variety of well utilized spaces and types of interactions where teachers are engaging in conversations about teaching.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Teachers voice their confidence in teaching</td>
<td>We are attaining this with teachers with whom we have long term relationships through multiple session interactions, it has been difficult to gather data on confidence from teachers with whom we have more limited interactions such as individual consultations or one time workshops.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Teachers are self-aware of their accomplishments and areas for improvement</td>
<td>From a small data set, teachers who interact with UCAT are able to reflect on accomplishments and areas for improvement, but we need to gather more data to verify the breadth of our success with this objective.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Teachers demonstrate satisfaction, enthusiasm and passion for teaching</td>
<td>Although general enthusiasm for teaching can be inferred from our high participation rates from event attendance, we do not currently have many data collection tools that ask teachers about their enthusiasm and passion directly. As we revise our evaluation and data collection forms in the future, we will include ways to measure this objective.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Teachers use contextually appropriate student-centered teaching approaches in the classroom</td>
<td>There is an assumption made that nonconfident teachers would not be teaching in a student-centered way. But we have no evidence in the data that we do collect.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Teachers synthesize new knowledge about teaching and consequently apply this knowledge in their teaching</td>
<td>We are attaining this objective with teachers who engage in our small group CDIs, however it has been difficult to gather data on how much application of new knowledge takes place from teachers with whom we have more limited interactions such as individual consultations or one time workshops. As we revise our evaluation and data collection forms in the future, we will include ways to measure this objective.</td>
<td></td>
</tr>
</tbody>
</table>

Goal F: Ohio State recognizes UCAT as an effective advocate for teaching (Succeeding)

UCAT is definitely succeeding in attaining goal F. Data came primarily from participation numbers, consultant reflections, solicited client feedback, and scholarly work on usage patterns. UCAT staff have been very active in institutional initiatives that connect to teaching, both in a leadership capacity and as invited advisors. In addition, the number of individuals who seek out UCAT services demonstrates that we have a positive reputation as effective teaching advocates. Although many members of the Ohio State community clearly value the work and expertise of UCAT, staff must continue to reach out to and engage a broader base of support. Table 5.8 provides more specific details.
Table 5.8
Evidence of Success for Goal F

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>University administration will invite UCAT to take a leadership role in initiatives related to teaching and learning on campus</td>
<td>UCAT has been actively involved in various university initiatives and frequently taken leadership roles.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>UCAT will be asked to be involved in university- and unit-level initiatives related to teaching and learning</td>
<td>UCAT is invited to participate in a large number of initiatives on campus.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Teachers seek UCAT out for teaching assistance and support</td>
<td>Teachers seek out UCAT for consultations on their teaching and for events in large numbers. (Include the proportion of teachers we work with on a yearly basis - get that number. See if this needs to be a new assessment data entry or in narrative of who we work with)</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>UCAT actively seeks out opportunities to engage with the university on topics related to teaching and learning</td>
<td>Considering our size and commitments, the initiatives/topics with which we actively pursue have been appropriate. There are others that make sense to pursue in the future.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>University- and unit-level administration refer teachers to UCAT</td>
<td>It is difficult to obtain data on referrals for individual consultations (confidentiality and what teachers share with us). We do have large numbers of units referring their TAs to our orientation.</td>
<td></td>
</tr>
</tbody>
</table>

Goal G: UCAT contributes positively to the field of Educational Development (Succeeding)

UCAT is definitely succeeding in attaining goal G. Data came from participation in our professional organization, numbers of publications, user survey, and doctoral intern feedback. Not only does the scholarship of the field form the foundation of our own work, we also use it as the basis of our ongoing co-development efforts. UCAT professional consulting staff regularly contribute to this scholarship, and they are widely recognized as leaders in several areas of this research (see Appendices D and G). UCAT staff have also taken on several major leadership roles in our professional organizations, and have made a major commitment to the future of the field through UCAT’s doctoral internship program. Table 5.9 provides details on the conclusions. Even with these successes, we understand that we need to continue this work to maintain and grow our reputation.
Table 5.9

*Evidence of Success for Goal G*

<table>
<thead>
<tr>
<th>Obj</th>
<th>Objective Description</th>
<th>Conclusions</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>UCAT staff members will participate in periodic co-development opportunities to reinforce and enhance the unit’s collective expertise</td>
<td>UCAT staff meets regularly, as frequently as twice a month, for planned co-development on a variety of topics relevant to improvement of our practice and the advancement of our field.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>UCAT staff members will produce, publish, and present original research as well as edit and review scholarship within the field of Educational Development and among pedagogically-focused disciplinary communities</td>
<td>UCAT staff has been active in publishing and presenting original research in the major publications in our field. We have served in several editorial capacities and are cited by other researchers engaging with similar scholarship.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>UCAT staff members will be elected and appointed to leadership roles among professional organizations and committees at the national, regional, and local levels</td>
<td>As part of our ongoing engagement with the premier professional association in our field (POD), UCAT staff members have consistently held leadership roles at various levels of responsibility ranging from serving on committees, chairing committees, and serving as president-elect to the organization.</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>UCAT creates a path to entering the field of educational development through the effective training and employment of Doctoral Interns and Graduate Consultants</td>
<td>Through our Graduate Consultant and Doctoral Internship positions, UCAT has hired and trained many graduate students interested in teaching and learning, many of whom go on to work in the field. This program is only offered in a minority of teaching and learning centers and past Dis feel they were well prepared for the job search and requirements of working in this field.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>UCAT will develop programs and services which are consistently and intentionally informed by scholarship on Educational Development and, more broadly, post-secondary teaching and learning</td>
<td>Although only a minority of teachers using our services reported actively noticing UCAT’s use of scholarship on teaching in the programs and services offered, UCAT staff develop all programs and services based on foundational texts as well as the most up-to-date scholarship available. Our frequent and regular co-development meetings keep the entire staff informed of major research and shifts in pedagogy that influence our practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

As stated earlier, UCAT has already begun collecting additional data on our services and their outcomes, specifically those that align with objectives that currently have an insufficient evidence to determine their attainment. In doing so, additional objectives have been identified as well as ways to better articulate the current ones. There is intuitive and anecdotal knowledge that UCAT has been providing meaningful and applicable services to teachers at Ohio State (see Appendix N for a selection of unsolicited feedback to consulting staff). This self-study has provided us with evidence of doing so.
Chapter 6: Staff

Understanding the staffing at UCAT, especially with regard to retention and turnover, requires a longer horizon than the five-year period upon which most of this study is focused.

Staff Retention and Turnover
Throughout the 1990s, the leadership of the unit, then known as Faculty and TA Development, was stable with Nancy Chism and Christine Stanley serving as director and associate director, respectively. By the end of that decade, the unit included two other instructional consultants, a program assistant/coordination, an office associate, and one graduate associate. In 1998-1999, both Chism and Stanley left Ohio State for other opportunities, and Vice Provost and Dean of Undergraduate Studies Martha Garland undertook a review of the unit’s needs and launched a national search for a new director.

In July 2000, Alan Kalish joined the unit as director. In 2001, Kathryn M. Plank was hired as associate director. While there was significant turnover among the UCAT staff in the first half of the last decade, most of the changes since 2008 have been due to growth. Kathryn Plank left in 2012 after eleven years as associate director, and our visiting instructional consultant, Jerry Nelms, left at the end of his three-year contract. However, we have been able to replace both of these FTE. Stephanie Rohdieck was promoted to associate director, Phil Edwards joined our unit as assistant director, and Lindsay Bernhagen filled the line for the third consultant, which was converted from temporary to ongoing. We were also able to convert student assistant positions into a full-time office assistant line, with Audree Riddle as the first incumbent (see Appendix O for all staffing changes during 1999-2014).

Change to Staffing
In 2010, the UCAT leadership, in consultation with Ohio State’s Office of Human Resources, developed a plan to reorganize our management structure (see Chapter 7 for discussion) and reclassified and retitled several positions to enhance the professionalization of the unit (see Table 6.1 for more details). These changes were accompanied by appropriate raises based on comparable market equity (see Chapter 8 for further discussion of professional and administrative staff compensation).

Trends in Appointments
UCAT consulting professionals come from a broad range of academic backgrounds: three hold doctoral degrees (English, Microbiology, Comparative Studies), two hold terminal
Table 6.1
*UCAT Position Reclassifications 2010*

<table>
<thead>
<tr>
<th>Prior Title/Rank</th>
<th>Prior Working Title</th>
<th>Current Title/Rank</th>
<th>Current Working Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director (A4)</td>
<td>Director</td>
<td>Director (00)</td>
<td>Director</td>
</tr>
<tr>
<td>Instructional Development Specialist</td>
<td>Associate Director</td>
<td>Associate Director (A&amp;P 67)</td>
<td>Associate Director</td>
</tr>
<tr>
<td>(A&amp;P 65)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant for GTA</td>
<td>Instructional Development Specialist</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>(A&amp;P 65)</td>
<td>Programming</td>
<td>(A&amp;P 65)</td>
<td></td>
</tr>
<tr>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant for Assessment</td>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant--Coordinator for</td>
</tr>
<tr>
<td>(A&amp;P 65)</td>
<td>and Curriculum</td>
<td></td>
<td>Assessment and Curriculum</td>
</tr>
<tr>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant for International</td>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant--Coordinator for</td>
</tr>
<tr>
<td>(A&amp;P 65)</td>
<td>Faculty and TAs</td>
<td></td>
<td>International Programming</td>
</tr>
<tr>
<td>Post-doctoral researcher (temp)</td>
<td>Visiting Instructional Consultant</td>
<td>Instructional Development Specialist</td>
<td>Instructional Consultant</td>
</tr>
<tr>
<td>Office Associate (A2)</td>
<td>Office Associate</td>
<td>Office Administrative Associate (A2)</td>
<td>Office Manager</td>
</tr>
</tbody>
</table>

professional degrees (Social Work, Library Science), and one is a doctoral candidate (Linguistics). We also bring a range of experience in university teaching and teaching support both locally and from other institutions.

In the current 5-year period of review, all of our new full-time staff have had at least some experience working in teaching advancement and/or academic support units. Jennie Williams, Program Coordinator, had two years as a graduate program assistant at the University Honors Program at Bowling Green State University and two years as a campus missionary (programming, event planning, and student support) at St. Thomas More University Parish in Bowling Green, OH. Jerry Nelms, as visiting consultant had 20+ years as a faculty member, with several years’ experience supporting writing and speaking across the curriculum at Southern Illinois University-Edwardsville. Lindsay Bernhagen was hired as an entry-level consultant after extensive experience at Ohio State. She had served as a Graduate Teaching Fellow, had worked as a Graduate Consultant for three years at the
Center for the Study and Teaching of Writing/ Writing Across the Curriculum (CSTW/WAC) and for two years at UCAT, and had served as UCAT’s Doctoral Intern for 18 months. In terms of time, Bernhagen’s experience matched the most experience of any other applicant in that search, and as a “home-grown” candidate, we were very confident in her abilities.

Phil Edwards joined the team as Assistant Director with four years experience in the field, both as a graduate student at the University of Washington and as a full-time consultant at Virginia Commonwealth University. He brings not only time in the field but also training and experience with two other teaching centers to broaden our repertoire. Stephanie Rohdieck was promoted to Associate Director after fourteen years of steadily growing responsibilities at UCAT. Beginning as a part-time program assistant, she has served as Program Coordinator, Instructional Consultant, and Assistant Director before moving to her current role.

UCAT has had a generous policy on short-term flex-time and flex-place for many years, and several staff members have taken advantage of Family Medical Leave as needed to support work-life balance. In addition, two members of our staff have negotiated temporary reduced FTE in the last few years, in order to better balance their commitments. In the near future, these temporary adjustments will expire and each individual will need to decide whether to request making their reduced-FTE appointment permanent. Going forward, this may become an important consideration in meeting demand for services and in requests for additional resources.

**Recruitment Practices**

UCAT has used both internal and University Office of Human Resources (OHR) expertise to generate the largest and most diverse pool of qualified candidates for our positions. In addition to always seeking to identify a demographically diverse pool of applicants, we have worked to maintain a broad range of disciplinary backgrounds among our professional consulting staff.

When recruiting for our recent opening at the Assistant/Associate Director level, our HR consultant was especially helpful. She aided in the creation of an enhanced position profile, including a detailed overview of the work and the expectations of the role, to attract a higher caliber of talent. She built a strategic recruiting plan focused on key areas where talent would be identified – such as listservs, associations, other teaching centers and appropriate social media – and provided candidates with information regarding the process and timeline to ensure engagement, to offer the highest level of candidate care to engage, and to retain key talent in the process.
Once prospective applicants were identified, OHR helped to coordinate on-campus interviews, providing candidates with logistics, agendas, information about the center and an overview to set expectations and allow appropriate preparation.

**Graduate Students**
UCAT is dedicated to supporting the development of future generations of teacher-scholars, both broadly across the disciplines and specifically within our own field of educational development. We provide opportunities for graduate and professional students to engage in professional development and teaching support activities.

*Graduate Consultants*
UCAT employs several graduate students each year (most at .5 FTE), training them as teaching consultants for other graduate teaching associates (GTAs). They also coordinate and write for our social media and blog, assist the professional consulting staff with research, facilitate the Starting TA Resource Group (STAR), and provide general assistance with the orientation, teaching events, and in-house publications. Working as a graduate consultant exposes graduate students to educational development while also increasing our capacity and reach in providing support for graduate students as they learn to be university teachers.

*Doctoral Internship*
Beginning in 2006, UCAT has dedicated at least one of our graduate associate positions to a Doctoral Internship in Educational Development. The intern learns to consult with other graduate students, like all of our graduate consultants. She also engages in an independent study composed of reading the core literature in the field, shadowing each of our senior consulting staff members, reflecting on the scope of our work, and eventually generating a significant scholarly project on a topic in educational development. The internship is intended as a two-year program, leading to possible employment as an educational developer. Of the five interns who have graduated, three are currently employed in teaching centers in higher education, one manages a GTA program for a department in his discipline, and one works in professional development for K-12 teachers.

*Comparison with Peer Centers*
UCAT is a full-service teaching center. We engage in a very broad scope of work, supporting instructors across the span of their careers, working with individuals and with academic units, sponsoring teaching communities and groups, and supporting multi-unit projects and institutional initiatives of all sizes.
We work across this very large and decentralized institution, serving constituencies in all 14 colleges and on all five campuses, and we collaborate with many central support units as well. In providing a single, centralized teaching center, we differ from several of our counterparts in the CIC (the Committee on Institutional Cooperation is an academic consortium of the Big Ten conference). Some schools have separated parts of the mission into various units; for example, Michigan State splits GTA services from faculty support. And other schools, like Wisconsin, whose Delta Center supports only STEM instructors as part of an NSF funded project, have no centralized teaching center.

We also serve a very large pool of instructors — approximately 8800 faculty members, lecturers, and GTAs — with a rather small staff of six professional consultants, four graduate consultants, and a doctoral intern. While comparable numbers are hard to collect, as position titles and range of duties vary widely from institution to institution, full service teaching centers in the CIC have between six and 16 consultants, and the instructional staff at Ohio State has at least 300 more members than the next largest in the group. The University of Michigan, with approximately 8500 instructors, has 13 professional staff consultants, plus 30 graduate consultants at around .1 FTE each. At the 2014 Professional and Organizational Development Network (POD) Conference, Herman facilitated a session on staffing and based on the data presented, the average ratio of teaching center staff to undergraduate enrollment is 1:2839. UCAT's ratio is 1:4212. Based on the same data source, the average ratio of teaching center staff to FTE faculty (TAs are not included) is 1:175. UCAT's ratio is 1:500.

Intellectual Life of the Unit
UCAT staff members have a long tradition of a shared intellectual life. We regularly engage in co-development activities as a team in order to hone our skills and knowledge as educational developers. We have developed a structured process for bringing new consultants onto the team and into the working culture of the office. We collaborate often and intentionally, both on our core services of consulting and programming and also on our scholarly projects.

Training and mentoring
Given our changing professional consulting staff and the frequent addition of new graduate consultants, we have developed a formal, structured process to bring new members onboard and to mentor and train them as they develop as instructional consultants. This includes readings in the core literature on educational

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development, shadowing and co-consulting with more experienced colleagues, and regular debriefing of interactions with clients.

**Co-development activities**
At bi-weekly Consulting Team meetings, UCAT professional consulting staff and interns discuss ongoing work, read and analyze literature, and share ideas and activities as they relate to the field and consultations specifically. Topics have included listening skills, facilitating difficult discussions, our shared philosophy of practice, and recently, assessing our own work.

**Collaborative practice**
In addition to the co-consulting mentioned above, UCAT staff members often call upon each other to assist in consultations based on our respective areas of focus and expertise. Some of these areas are formalized in the assignment of a coordinator role (GTA Programming, International issues, Assessment), and others emerge organically from prior experience or scholarly interest. We also collaborate to develop almost all of our new programming.

**Collaborative scholarship**
Even the briefest glances at our list of publications and presentations will show how frequently we collaborate on our scholarly projects both with our local colleagues and with partners from many other teaching centers. We work together to establish a shared research agenda while also allowing professional consulting staff members the freedom to focus on areas of special interest. Chapter 4 of this report goes into much more detail on our research interests.

**Teaching**
All full-time UCAT consulting staff members hold teaching appointments in the department of Educational Studies, either as adjunct faculty or lecturers. We teach most sections of the generic (non-discipline specific) College Teaching class, as well as a graduate class on course design in higher education and a seminar for Graduate Teaching Fellows (see Chapter 2). We have established a rotation, so that each professional consultant gets to teach at least once every two years.

The College Teaching class is the core course of a Graduate Interdisciplinary Specialization/Minor in University Teaching. This program was designed and proposed by UCAT staff and is managed by the director in collaboration with the department of Educational Studies.
Chapter 7: Governance

Management Team Structure
For much of its history, UCAT has had a very flat management structure, with all professional and administrative staff members and graduate associates reporting to the director. By 2010, it became clear that we had outgrown that system, both in staff size and demand for and range of services provided. In December of that year, we made a formal proposal to reorganize our structure and to reclassify several of our professional staff positions to better match our needs and actual activities (see Appendix P for the full 2010 proposal).

We created four standing teams, each charged with coordinating a significant functional area of our work. Table 7.1 below lays out this structure:

Table 7.1  
UCAT Team Structure

<table>
<thead>
<tr>
<th>Function</th>
<th>Management Team</th>
<th>Administrative Team</th>
<th>Consultant Team</th>
<th>Graduate Student Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Director</td>
<td>Director</td>
<td>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.</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>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.</td>
<td>Associate Director</td>
<td>Office Administrative Associate Program Coordinator Office Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Assistant Director</td>
<td>Instructional Consultants (3) Director</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Manager  
Director  
Associate Director  
Assistant Director

Members  
Director  
Office Administrative Associate Program Coordinator Office Assistant

Manager  
Director  
Associate Director  
Assistant Director

Members  
Associate Director  
Instructional Consultants (3) Director

Doctoral Interns  
Graduate Consultants
Coordination
In addition to the teams, several of the professional consulting staff members more formally took on responsibilities for coordinating areas of our work and for assuring that we collectively maintain the necessary expertise in their respective areas (see Table 7.2). While we had long had areas of focus in addition to all functioning as generalist teaching consultants, and some consultants had been hired with these specialties in mind, we have attempted to increase the clarity of these areas since the reorganization.

Table 7.2
UCAT Coordination Structure

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Director                             | Coordinates strategic planning for the unit  
                                         Advocates for teaching across the institution                                           |
| Associate Director                   | Coordinates professional development and ongoing training in consultation  
                                         Oversees internal assessment of unit success                                           |
| Assistant Director                   | Coordinates programming in support of graduate teaching associate development  
                                         Supervises and mentors Graduate Consultants                                           |
| Coordinator for Assessment and SOTL  | 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                                |
| Coordinator for International Faculty and Teaching Associates | 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 |

Recent Leadership Changes
In October 2011, long time Associate Director Kathryn Plank left UCAT to become director of the Center for Teaching and Learning at Otterbein University. Prior to her departure, the UCAT management team, working with our Human Resources consultant, evaluated the full range of tasks performed and skills and experience required by the Associate Director. Assistant Director Stephanie Rohdieck was the by far the best qualified candidate for this position, and she was promoted to Associate Director.

This left us with a vacancy for Assistant Director. At about the same time, the three-year term of our Visiting Consultant expired. We were able to receive funding to convert this to an ongoing position, and national searches were conducted for both positions. Eventually,
Lindsay Bernhagen was appointed as Instructional Consultant and Phillip Edwards as Assistant Director.

**Internal Management**
In the three years since our reorganization, we have found the management structure and processes to be generally effective. We have not engaged in a formal assessment of the structure, but the follow suggest that it is useful:

- Holistically, the management team feels it is working
- New reporting structure allows for more frequent feedback and coaching cycle, with senior staff each meeting with their respective supervisors monthly
- Anecdotally, staff members feel more involved in their own professional growth
- UCAT uses a 360° feedback process to augment the university’s standard personnel review process, including for the past two years a separate questionnaire about supervisor effectiveness.

**Succession Plan**
Given the very small size of our unit, we have no formal succession plan. As personnel are needed at whatever level, we plan to review our needs and likely will hold national searches to fill those needs.
Chapter 8: Infrastructure and Resources

Finances, Staffing and Support

In FY 2014, UCAT had a total general funds budget of $1,450,016.16 — of this $1,113,218.00 was our annual Permanent Budget Authority (PBA) and $336,798.16 was cash carried forward from the previous year. We also oversaw development funds of $14,379.00, of which $6315.00 was earmarked for the Academy of Teaching programs.

Of our total PBA allocation, $701,651.70 or 63.03% was committed to salaries and benefits for ongoing professional staff. Additionally, $174,893.04 was spent for stipends, tuition, and benefits for Graduate Consultants and Doctoral Interns, and $27,811.40 for “special” staffing — orientation facilitators and workshop presenters. Thus, our total commitment for staffing was $904,356.14 or 81.24% of our ongoing budget.

Special Program Budgets

Many of our major, ongoing programs have been allocated planned funding, as outlined in Table 8.1.

Table 8.1

<table>
<thead>
<tr>
<th>UCAT Program Name</th>
<th>Budget</th>
<th>Description</th>
<th>Amount per Individual Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSTEP - Mid-Career Senior Faculty</td>
<td>$8,000.00</td>
<td>Cohort Faculty Learning Community</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>OSTEP - Globalizing Curriculum</td>
<td>$10,000.00</td>
<td>Issue Faculty Learning Community, with OIA</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>OSTEP - General Support</td>
<td>$2,000.00</td>
<td>General supplies for above programs</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>GTA Seed Grants</td>
<td>$50,000.00</td>
<td>Seed Grants for Departmental GTA programs to develop and enhance programs within departments, schools, and colleges.</td>
<td>$5,000 - $10,000</td>
</tr>
<tr>
<td>GTA Department Awards</td>
<td>$2,000.00</td>
<td>Given to up to 2 Departments or exemplary achievement in providing outstanding preparation and support to TAs.</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>GTA Bringing-It-Home</td>
<td>$3,000.00</td>
<td>Support for up to 10 units that organize programs for teaching their TA's</td>
<td>$75 for food up to $225 for GTAs supplemental pay</td>
</tr>
<tr>
<td>Program</td>
<td>Budget</td>
<td>Description</td>
<td>Funding Range</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>GTA STAR</td>
<td>$200.00</td>
<td>Starting Teaching Associate Resource Group (1st and 2nd year GTAs)</td>
<td></td>
</tr>
<tr>
<td>GTA Supervisor Professional Development Awards</td>
<td>$3,000.00</td>
<td>Professional Development for GTA Supervisors</td>
<td>$250-$500</td>
</tr>
<tr>
<td>Graduate Teaching Fellows Learning Community</td>
<td>$8,000.00</td>
<td>Senior Grad Students nominated to develop new, discipline-specific teaching support activities for other GTAs in their units.</td>
<td>$500 Honorarium and $200 programming support (repeating GTFs) $1,000 Honorarium $400 programming support (1st time GTFs)</td>
</tr>
<tr>
<td>At-Risk</td>
<td>$4,200.00</td>
<td>On-line training for working with At-Risk students - Purchase of licenses</td>
<td></td>
</tr>
<tr>
<td>TA Orientation</td>
<td>$30,000.00</td>
<td>GTA Orientation Supplies purchased through UCAT/ GTA Facilitators teaching the new GTAs through the orientation</td>
<td>$10,000 Supplies/ $50 - $500 per session facilitated</td>
</tr>
</tbody>
</table>

**General Program Budget**

In addition to those programs, UCAT retains $88,460.00 in flexible funding available for other expenses, including staff professional development, new and non-series programs, and supplies and expenses.

**Capacity**

We have generally been able to offer all of the programming that we can support with our current level of staffing within this budget limit. Consulting staff time has been the usual limiting factor. As outlined in Chapter 6, our staff, both professional and graduate student, has grown significantly and has become more professionalized over the past 15 years. However, the demand for our services has also increased substantially.

Currently, two professional staff members are on temporary, reduced-FTE appointments at their own request, to enhance work-life balance. In the near future, these temporary adjustments will expire and each staff member will need to decide whether to request making their reduced-FTE appointment permanent. Going forward, this may become an important consideration in meeting demand for services and in requests for additional resources.
**Technology**

In addition to the usual administrative and productivity uses, UCAT has made several technological innovations in our practice. For more than a decade, we have made extensive use of a relational database to track and assess our work. While this is a common practice in many fields, we were one of the early adopters of this practice in educational development. As our use of the database grew, we engaged in a long-running, strategic conversation about the variety of our work and how to describe, categorize, and make explicit what we do. We were also able to publish (Plank, Kalish, Rohdieck, & Harper, 2005) and present on these efforts.

UCAT adopted CarmenWiki as a core tool for our Curriculum and Course Design Institutes beginning in 2009. We have found that this tool, originally chosen to save paper and enable communication, allows us to provide an organized portfolio to each participant, to create an ongoing archive of the history of their revisions, and to allow for collaboration and sharing. Many participants have told us that they have used this tool in their own teaching after first encountering it in a CDI.

We have also been working to create an appropriate social media presence in support of our mission. Our Graduate Consultants, with the guidance and supervision of the Program Coordinator and the Assistant Director, are responsible for planning and developing content for use across three platforms: the UCAT blog (WordPress), Facebook, and Twitter. Throughout 2013-2014, these platforms have been used in parallel to showcase monthly themes (e.g., teachers’ end-of-term reflections, pedagogical implications from student wellness and finances), with Graduate Consultants soliciting responses from our clientele to prompts related to the theme. The platforms have also been used to supplement campus-wide events (e.g., InterACT performances, an author visit held in conjunction with a UCAT book group). Our social media presence, therefore, aims to extend existing opportunities for members of our campus community to speak with and learn from one another as well as from us.

**Current Equipment and Software**

UCAT currently provides each professional consulting staff member with a 13” MacBook Pro and an iPad to enable productivity. Other senior staff have assigned Mac work stations, and Graduate Consultants and Doctoral Interns share workstations, with several previous generation MacBooks held as spares. The unit also maintains a local server. We try to maintain a three-year replacement cycle for all hardware. We have a close relationship with one of the Mac specialists in the university user support unit, and the commitment of the CIO that we will continue to receive the necessary level of service to maintain our work.
**Space**

UCAT has been housed in our current space in the Younkin Success Center (YSC) since the building opened in March 2000. As described above, our staff has grown significantly since 2000, and we have adapted our space to meet our needs.

Even before the unit moved in to the Younkin, the room in our suite, which in the original design was to be a conference room, was needed as an office space. The open workspace assigned to our graduate consultants has been reconfigured several times and workstations were shared as needed. Between 2009-2013, we were able to borrow an office in the YSC 210 suite for our visiting instructional consultant. When this position was made permanent, we were able to find a one-time cash amount of $69,158 to make several renovations to our suite and to incorporate an office formerly used by the Walter E. Dennis Learning Center to accommodate our current needs. We also gave up our storage room and converted that space into an office. While this new office currently houses our doctoral interns, and might be used for an additional professional consultant, it is not optimal, as it has a structural pillar in the middle of the space.

Even with this major expansion and renovation, we are at the limit of capacity in our current space. Should our pattern of expansion continue, we will need to find additional space. We have briefly discussed creating a second location, but thus far the anticipated challenges of such a separation have outweighed the potential benefits. An additional challenge of our current space is that our location is at the south edge of campus in an area mostly inhabited by the Wexner Medical Center and several of the health sciences professional colleges. Our distance from central campus and core clientele limits "drop in" opportunities and visibility.
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
  o Enhance the CDI with online options (for either campus or national audiences, or both)
  o 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.