

University Center for the Advancement of Teaching



Self-Study ADDENDUM UCAT External Review 2014



THE OHIO STATE UNIVERSITY

University Center for the Advancement of Teaching
2nd floor Younkin Success Center | 1640 Neil Avenue

UCAT Self-Study Addendum

In 2014 UCAT submitted a self-study as part of its program review for the Office of Academic Affairs. The data presented and used for the assessment analyses was primarily from the five-year time frame of 2009-2013. We have compiled data for 2014 in order to showcase our most recent endeavors and show progress towards meeting the future priorities for our work as outlined in Chapter 9 of the self-study. This addendum is organized in sections that mirror the chapters in the original self-study. In each section we provide any new data on our programming in 2014 and indicate new initiatives and changes based on the results of our self-assessment for the previous 5 years.

Chapter 2: UCAT Programming

Consultations

Specific Programs	Data on Programs (2014)
Individual consultations	630 individual consultations with 278 people
Unit consultations	62 unit consultations with 35 people in 30 units

Singular Events

Two events have been designed and co-facilitated as a partnership with ODEE (Office of Distance Education and E-learning): Gamification of Classes and the Flipped Classroom

Specific Programs	Data on Programs (2014)
Open events (university-wide)	34 events (1040 attendances by 563 unique people)
Invited events (units, groups)	32 events (296 attendances by 260 unique people)
Orientations	1 Teaching Orientations with 537 participants
Conferences	2 sponsored or co-sponsored with 245 attendees

Event Series

A new 3-part discussion was created to more explicitly provide opportunities for community building. Critical thinking was the inaugural topic. In a new collaboration with ODEE, we will be offering a new Course Design Institute (eCDI) specifically focused on supporting instructors who teach fully-online courses.

Specific Programs	Data on Programs (2014)
Course Design Institutes	9 CDIs with 101 participants
Book Groups	1 book group, 10 unique participants
STAR: Starting TA Resource Group	7 meetings (61 attendances by 51 people)

Learning Communities

In addition to the Mid-Career and Senior Faculty and Graduate Teaching Fellows communities, UCAT staff created four others, two of which will launch in 2015.

- Community on Internationalization of the Curriculum
- Teaching Orientation Facilitator Learning Community
- Lecturer Learning Community (2105)
- Course Design Community (2015)

Specific Programs	Data on Programs (2014)
OSTEP (Ohio State Teaching Enhancement Program)	4 learning communities with 25 total participants.

Grants

In addition to the grants below, two new ones have been created and will launch in 2015: Lecturer Teaching Development Grant and the Lecturer Local Support Grant

Specific Programs	Data on Programs (2014)
Seed Grants for GTA Enhancement	5 seed grants for GTA Enhancement to 5 unique units, for a total of \$40,541
Departmental Bringing It Home grants	6 grants for a total of \$1,350

Recognition for Teaching

Specific Programs	Data on Programs (2014)
Thank-a-Prof	68 letters written for 59 people
Graduate Associate Teaching Award (GATA)	45 consultations with GATA nominees

Resources

UCAT has created a new SoTL Journal Database which is a resource for finding Scholarship of Teaching and Learning journal articles to encourage our faculty to learn more about what SoTL is and how to contribute to the field. Three other online resources will be complete in 2015:

- An iTunesU course for new faculty, which will eventually serve as a handbook for all instructors on campus; in partnership with ODEE on content and technical support
- An Assessment website, which will highlight the types of services and resources UCAT offers its instructors doing assessment of their own courses and program
- A website for international instructors

Chapter 3: Outreach and Engagement

University Partnerships

In an effort to strengthen UCAT's performance in Goal F (Ohio State recognizes UCAT as an effective advocate for teaching), several new partnerships have been formed:

- The UCAT Director was invited by the new university president to draft a proposal for a major signature initiative broadening use of evidence-based teaching (Presidential Institute for Learning and Teaching), which is currently being reviewed by the President and other senior academic leadership.
- UCAT has sought out several opportunities to partner with the Office for Distance Education and eLearning (ODEE) on significant programming for the university. Both the new eCDI (Course Design Institute for those teaching fully-online courses) and the new iTunesU course for new Ohio State faculty will launch summer 2015.
- UCAT is collaborating with academic leadership to provide structured support for faculty teaching in the university's new Second-year Transformational Experience Program) STEP.

University Service

UCAT professional consulting staff members have engaged in several new university service projects in 2014:

- Graduate Program Assessment Committee: UCAT provided significant training and support to the pilot programs in 2014 and will be doing so with a larger group in 2015.
- Arts & Sciences Chairs: UCAT co-facilitated a session on Evaluation of Teaching with the Vice Dean of Arts & Sciences as part of a larger long-term effort to support academic units in evaluating and recognizing teaching.
- College of Veterinary Medicine: UCAT has been partnering with the college administration to develop a new Center for Teaching and Learning in Vet Med.
- Office of Service-Learning: UCAT will be facilitating a series of course design events for instructors and staff from nine Ohio colleges involved with Campus Compact, an initiative that focuses on using service-learning to engage and retain underrepresented students.
- Office of International Affairs: UCAT staff serve on the Working Group on ESL and Intensive English Initiatives, and are supporting follow up efforts to gather and report additional data on international students.

UCAT professional staff members have been asked to share our self-study and assessment process and assist others through their own:

- Office for Diversity and Inclusion
- Student Affairs Assessment & Research Conference (held at Ohio State)

Chapter 4: Research

Publications

Gravett, E.O. & Bernhagen, L. (forthcoming). A view from the margins: Situating teaching center staff in organizational development. To Improve the Academy.

Johnson, T., Holt, S., Bernhagen, L., & Rohdieck, S. (in progress). Enhancing faculty metacognition through a community-focused Course Design Institute.

Rohdieck, S., Linder, K., Walts, D., Holmes, C., & Hallihan, K. (2014). Using teaching portfolios in graduate teaching award nominations. In S. Rohdieck, & K. Linder (Eds.), *Graduate Student Teaching Awards*. In L.L.B. Border (Series Ed.) *Studies in Graduate and Professional Student Development*, 15. (pp. 45 - 64). Stillwater, OK: New Forums Press.

Rohdieck, S., Walts, D., Bernhagen, L., & Hallihan, K. (2014). Identifying excellent teaching through graduate student teaching award nomination portfolios. In S. Rohdieck, & K. Linder (Eds.), *Graduate Student Teaching Awards*. In L.L.B. Border (Series Ed.) *Studies in Graduate and Professional Student Development*, 15. (pp. 95 - 114). Stillwater, OK: New Forums Press.

Conference Presentations

Bernhagen, L. "Coloring in the Picture: Leveraging Stories for Adjunct Advocacy." 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014.

Bernhagen, L., Roy, P. Artze-Vega, I., Sgoutas-Emch, S., Walker, P.E., Sulit, M. "Diversity Committee at 20: Leveraging Our Past, Building Our Future." 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014

deZure, D., Kalish, A., Kaplan, M., & Ouellett, M. "Leveraging our Collective Experience: Reflections from Long-Time Faculty Developers & Participants." Anchor session presented at the 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014.

Edwards, P. "Preempting 'May I use your materials?' with Creative Commons licensing." Lightning talk [POD Unconference] presented at the 39th Annual Conference of the Professional and Organizational Development (POD) Network, Dallas, TX, 5-9 November 2014.

Holt, S., Edwards, P.M., & Murphy, M. "Reassessing Goals for Center Social Media: Leveraging Offline Relationships." Poster presented at the 39th Annual Conference of the Professional and Organizational Development (POD) Network, Dallas, TX, 5-9 November 2014.

Johnson, T., Iuzzini, J., DiPietro, M., & Bhavsar, V. "Getting started: Workshop for New Faculty Developers." 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014.

Maynell, L., & Cornejo, C. (2014). "Leveraging Center Resources to Support Faculty Engagement in Internationalization." 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014.

Rohdieck, S., Linder, K., Kearns, K., & Leonard, D. "How to Find, Start, or Transition into a Job in Educational Development." 39th Annual Professional and Organizational Development Network in Higher Education Conference. Dallas, TX. 5-9 November 2014.

Chapter 5: Assessment of UCAT Goals

In order to respond to conclusions drawn from the 2009-2013 UCAT self-study, with specific focus on the areas strategically targeted for future data collection (see Figure 5.1), we have changed evaluation tools or questions to better align with UCAT goals and objectives in the following ways:

- **Singular Events:** The UCAT database was augmented to better align session objectives with UCAT goals; new evaluation questions were written that specifically align with those objectives and goals.
- **Diversity:** evaluation of diversity content in GTA orientation raised to 4.7/5
- **Consultations:** A revised online evaluation tool will launch in March to collect better, more consistent data for individual consultants.
- **GTA Programing Assessment:** An extensive qualitative and quantitative assessment plan has been developed and is currently being implemented in order to measure the impact of five of the major GTA component programs, with special emphasis on the grants since the self-study (see Figure 5.1) noted an absence of evaluative data.

UCAT staff have also begun identifying potential adjustments to the UCAT goals and objectives. For example, we are considering changes to the objective "Teachers design their courses with an understanding of the diversity of their students and themselves" so that it also includes the role and responsibility of academic units.

Chapter 6: Staff

UCAT currently has a vacancy in the Assistant Director line. Because of difficulty in finding the right person in our last search, we hope to use the feedback from our review as we consider how we configure that position before posting.

Chapter 8: Infrastructure and Resources

Funds have been allocated to our Special Program Budget for program growth :

UCAT Program Name	Budget	Description
Lecturer Initiatives	\$35,0750	Travel/Departmental grants; Learning Community
Globalization Initiative	\$8,250	Learning Community
Course Design Community	\$8,250	Learning Community for CDI graduates

Chapter 9: Looking Forward

In 2014 UCAT has made significant progress on furthering its strategic vision. We have sustained or moved forward with the following efforts:

Build Stronger Partnerships and Presence on Campus

- Expand ODEE partnerships (eCDI, iTunesU, singular events)
- Infuse GTA teaching competencies into graduate curricula (via the Graduate Program Assessment Committee)

Enhance National Recognition

- Publish CDI research for various audiences

Maintain and Advance Core Services

- Create programming for adjunct faculty (Lecturer grants and community)
- Create programming for new faculty with OAA (iTunesU)
- Additional outreach to departments
- Assess the impact of UCAT GTA Development programs (begins in 2015)

Expand Capacity

- Continue to advocate for a joint position with ODEE to strengthen and formalize our partnership (The uncertainty of PILT and its staffing leaves this as an open question until that program is determined. In that proposal there are several shared positions.)

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