Appendix G: UCAT Scholarship

All members of the UCAT staff are expected to maintain their expertise and contribute to national 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.

We engage in scholarship, collaborate with other staff, faculty members, and graduate students to conceptualize and conduct on 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.

In addition, UCAT staff members, Doctoral Interns, and Graduate Consultants maintain a collection of brief articles and job-aides which we can “Help-Yourself” resources. Some of these are selected from published works by outside authors, but many are written in-house or have been significantly adapted or updated from the original sources.

The following list demonstrates our current productivity in this area, outlining recent and forthcoming publications, grants, invited and peer-reviewed presentations, and “help-yourself” resources.

Publications and Presentations

Publications:


Kalish, A. (2011). Finding a way for the teaching center to support institutional change. In C. E. Cook and M. Kaplan (Eds.), Advancing the culture of teaching on campus: How a teaching center can make a difference (pp. 198-199). Sterling, VA: Stylus.


**Peer-reviewed presentations:**


Brunton, M., Hall, W., Plank, K. M., Salyers, K., Wagner, A., & Weaver, B. (2010, October). *Semester-based opportunities for course redesign*. Presentation at the Ohio Semesters Summit, Columbus, OH.


Duane, J., Liu, Y., & Maynell, L. (2013, April). *Value creation in engineering education through goal-driven course design*. Peer reviewed poster presented at American Society for Engineering Education *North Central Section Conference, 5-6 April, 2013, The Ohio State University, Columbus, OH.*


Hensley, L., Rohdieck, S., & Williams, J. (2013, January). *Strategies for supporting the academic success of first-year students*. Peer reviewed, concurrent session presented at Focusing on the First Year Conference, Columbus, OH.


Annual POD Conference, Seattle, WA.

Johnson, T., Rohdieck, S. V., & Plank, K. M. (2010, November). Supporting the professional development of consultants through all career stages. Pre-conference workshop at POD Network Annual Conference, St. Louis, MO.


Maynell, L., & Eckart, R. (2010, November). To share or not to share: Telling students about illnesses, personal beliefs, and other experiences. Presented at Lilly Conference on College and University Teaching, Oxford, OH.


Nelms, G., Papper, C. C., & Leonard, S. (2012, March). *Climbing over the gate, digging under the gate, busting through the gate: How to address plagiarism as educational opportunity.* Pre-Conference Workshop presented at Conference on College Composition & Communication, St. Louis, MO.

Nelms, G. (2012, March). How what we know about learning could change how we teach composition. Presentation presented at Conference on College Composition & Communication, St. Louis, MO.


Rohdieck, S. V., & Plank, K. P. (2009, November). *What students value in teaching: Data from a "Thank-a-Prof" program.* Session presented at Lilly Conference on College and University Teaching, Oxford, OH.


Sanders, L., Johnson, T., Cheah, T. Y., & Plank, K. M. (2009, October). *Creating a database system to facilitate curricular change.* Poster presented at Professional and
Organizational Development Network in Higher Education Annual Conference, Houston, TX.

Welkener, M.M., & Kalish, A. (2010, November) *Weaving the strands of the conversation: Lessons learned from editing Teaching and Learning in the College Classroom (3rd ed.)*. Session presented at Lilly Conference on College and University Teaching, Oxford, OH.


**Invited presentations:**

Bernhagen, L. (2012, February). *Writing across borders: Helping international students with writing*. Otterbein University, Westerville, OH.

Bernhagen, L. (2013, April). *Supporting adjuncts*. Columbus State Community College, Columbus, OH.


Kalish, A. (2010, June). *The other four weeks: Course design for integrated learning*. Invited workshop at Otterbein College Faculty Retreat, Westerville, OH.

Kalish, A. (2012, April). *Assessing the effectiveness of educational development: How can we demonstrate our contribution?* Presented at the Center Directors and Developers Professional Development Session for the University of Wisconsin System Office of Professional and Instructional Development, Madison, WI.

Kalish, A., Rohdieck, S., & Maynell, L. (2013, April). *Mini-Course design institute*. Invited workshop (presented twice) presented at American Society for Engineering Education Regional Meeting, Columbus, OH.


Plank, K. M. (2011, January). *Diversity in the classroom as a path to better learning*. Invited keynote address at the University of Virginia, January Teaching Workshop, Charlottesville, VA.

Plank, K. M. (2010, August). *Teaching so everyone learns*. Invited keynote address at the University of North Carolina Teaching So Everyone Learns: The Inclusive Curriculum, Chapel Hill, NC.


**Grants:**


**Help-Yourself Resources (UCAT Authors):**


**Help-Yourself Resources (UCAT group authorship):**

University Center for the Advancement of Teaching.

2012  Tips for creating tests.
Using media: Active viewing.

2013  12 icebreakers for the college classroom.
25 tips for learning student names.
Academic dishonesty: Prevention and detection strategies.
Academic misconduct FAQs.
Frequently asked questions about discussion.
Having difficult conversations in office hours.
Improving delivery: Questions to ask.
Instructor’s guide to great office hours.
Leading recitations: Frequently asked questions
Preparing students for productive office hour visits.
Teaching large classes: Frequently asked questions.
Using media in the classroom.
What did you put in your syllabus?
What to do when students don’t do the reading.
2014 Building confidence in teaching ability.
Techniques to motivate students
Using learning groups in your classroom.

**Help-Yourself Resources (Non-UCAT Authors):**
*These resources are selected and curated by UCAT staff for the use of our colleagues.*


Routledge.


Office of Undergraduate Education. (2013). Advising resources: A quick reference guide for
Office of Undergraduate Education. (2013). Some basic information on university procedures: A quick reference guide for faculty. Columbus, OH: The Ohio State University.


The Ohio State University. (2014). Faculty center overview. Columbus, OH: The Ohio State University.


**Scholarship of Teaching & Learning:**
In addition to the scholarship in which we are directly engaged, UCAT staff members support many Ohio State colleagues in their work in the area of Scholarship of Teaching and Learning.

From 2004 through 2011, UCAT provided organizational leadership for The OSU Association for Scholarship of Teaching (TOAST). We helped several members to design studies of their own teaching and their students’ learning and to write grant applications for these and other projects. These efforts were put on hold due to refocusing of efforts toward calendar conversion and course design institutes, but we hope to reinstate them in the near future.

TOAST engaged in a four-year effort as the lead group in the Carnegie Foundation Leadership Program theme of “Building Scholarly Communities.” The outcomes of this project were published in a special issue of the journal *Transformative Dialogs* [http://kwantlen.ca/TD/TD.3.1/](http://kwantlen.ca/TD/TD.3.1/) and reported on at the October 2009 meeting of the International Society for Scholarship of Teaching & Learning.

In 2009-2010, we collaborated with at least 10 Ohio State faculty and staff members on at least 12 scholarly projects, writing papers/presentations, and consulted 23 times on SoTL projects.

In 2010-2011, we collaborated with at least 7 Ohio State faculty and staff members on scholarly projects, writing papers/presentations, and consulted 13 times on SoTL projects.