

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 4.1 *UCAT Publication Topical Areas*

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

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.