August 2016 Preview

# KL: Katie Linder

# [intro music]

# Segment 1:

# KL: Hello “Research in Action” listeners! This is Katie and I just wanted to say thank you so much for all the engagement that you’ve had with the podcast in the past few months. We have had some excellent feedback from listeners via email and our Twitter feed just letting us know what are the kinds of things that you want to hear on the podcast and the kinds of questions that you want us to cover. We’re starting to respond directly to listeners when I’m seeking out guests for upcoming episodes so that’s really an amazing resource for us to know what it is that you need to know.

I also wanted to remind you that we are on iTunes and it’s really helpful to us if you help us spread the word by rating us in iTunes and/or giving us a review. And you can just rate us with the star system there without actually writing a review or you can rate us and write a review. Typically, you can do this from your phone or your computer. All of those things helps to spread the word about the podcast and let people know. We currently have 8 ratings and three reviews and we love getting feedback from you that way too. So if you have a moment, we would love for you to go onto iTunes and rate us. It helps spread the word to other professionals who might be interested in the podcast.

# Segment 2:

On this month of the *Research in Action* podcast, we have five more excellent episodes to share with you.

On Episode 18, I’m joined by Dr. Tara Gray, who serves as associate professor of criminal justice and as the first director of the Teaching Academy at New Mexico State University. She is also the author of *Publish & Flourish: Become a Prolific Scholar.*

In this episode, Tara and I respond to a listener question about how Centers for Teaching and Learning can help researchers and what to do when you are a junior faculty without significant research coaching, guidance or support from senior faculty at your institution. Here’s a short clip:

**TG:** If you’re like a lot of writers, then you find writing difficult, and if you find writing difficult, then you have to tell yourself that you’re not alone. The Higher Ed Research Institute, better known as HERI, studies this phenomenon and in their studies they find that among faculty at four year institutions, 28% have not published a manuscript in the last two years.

**KL**: This episode has two bonus clips with Tara sharing about how her book *Publish & Flourish* came to be and about how she engages experts for feedback on her work.

On Episode 19, I’m joined by Dr. Peter Felten, assistant provost for teaching and learning, executive director of the Center for Engaged Learning, and professor of history at Elon University. In this episode, Peter shares about some of his experiences with the Scholarship of Teaching and Learning or SoTL. Here’s a short clip from the episode:

**PF**: I’ve changed my opinion in the last couple of years. I used to think that there was a very important and meaningful distinction between scholarly teaching and the Scholarship of Teaching and Learning and I no longer do that. And why is that I’ve been persuaded by some smart colleagues that there’s a problem with the phrase scholarly teaching. Right? The way I see the problem is this. If scholarly teaching is defined as drawing on what’s known about teaching and learning so I can teach effectively, that’s not scholarly teaching, that’s actually what I’m obligated to do as a professional.

This episode also has two bonus clips with Peter sharing his “Five Principles of Good Scholarship of Teaching and Learning” and some of the "Challenges of Partnering with Students on Scholarship of Teaching and Learning" so you won’t want to miss those.

On Episode 20, I’m joined by Dr. Ana Spalding, an Assistant Professor of Marine and Coastal Policy in the School of Public Policy at Oregon State University. In this episode, Ana shares about her experiences with interdisciplinary research and scientific diasporas. Here’s a short clip:

**AS**: In that respect, interdisciplinarity was really bringing in these different fields, schools of thought, and then combining them with the literature that talked about change on the ground, on the environment. So it was less of a natural and social interdisciplinary at that point. What I did was a lot of integration of methods. So I added an element of a little bit more quantitative, and did some GIS, land cover, land use cover, land cover change, to ground truth some of the social elements that I was understanding. And so for me that’s what interdisciplinarity is. Here at OSU I’m really interested in exploring developing collaborations to go beyond that within the social sciences and expand it to social and natural sciences and working together to answer some of the big questions we have today about the environment.

This episode also has a bonus clip with Ana talking about "The Importance of Offering Students an International Research Experience" – you won’t want to miss it.

On Episode 21, I chat with Dr. Noah Shusterman, a historian currently working as an Assistant Professor at the Chinese University of Hong Kong. On this episode, Noah and I discuss how to be a productive researcher when you have a heavy teaching load. Here’s a short clip:

**NS**: I always viewed the job of a professor, the career of a professor as a combination of research and teaching and I always loved both parts of it. And it never really occurred to me to give up one or the other. People get the jobs they get, but the way I look at it, it’s really up to you to decide who you are as a scholar. And the fact that I wound up in a position that only asked me to teach didn’t mean that my love of research was gone or that, you know, I still had things to say. I still had problems with the way that my field was unfolding that any scholar wants to correct in their own little way. And so it never really occurred to me to stop doing it.

You also won’t want to miss the bonus clips that come with Noah’s episode that are filled with more of his practical advice.

On Episode 22, I’ve compiled all the responses we received from listeners about what you wish you knew about research from the very beginning. We have some audio clips, Twitter responses, and also some compilations from various blog posts. Here’s a short clip:

**AB**: I’m Adriane and I wish that I had known just how time consuming research is. It’s incredibly exciting and rewarding, but I had no idea how consuming it would be in terms of the planning, and the execution, and all of the different steps of research.

I hope you’ve enjoyed hearing some clips from our upcoming episodes of *Research in Action -* I’m Katie Linder – thanks for listening.

Show notes with information regarding topics discussed in each episode, as well as the transcript for each episode, can be found at the *Research in Action* website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

There are several ways to connect with the *Research in Action* podcast. Visit the website to post a comment about a specific episode, suggest a future guest, or ask a question that could be featured in a future episode. Email us at [riapodcast@oregonstate.edu](mailto:riapodcast@oregonstate.edu). You can also offer feedback about *Research in Action* episodes or share research-related resources by contacting the *Research in Action* podcast via Twitter @RIA\_podcast or by using the hashtag #RIA\_podcast.  Finally, you can call the *Research in Action* voicemail line at 541-737-1111 to ask a question or leave a comment. If you listen to the podcast via iTunes, please consider leaving us a review.

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