IT TAKES A TEAM: A SEMESTER SUCCESS STORY OF WRITING, RECEIVING, AND EXECUTING A GRANT IN ONE SEMESTER WITH AN ENGLISH 1110.01 CLASS

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Bob Eckhart, Michelle Battista, Brian Roe, Matthew Pham,
Tori Bias, Austin Davis, Daniel Newhart, Neal Hooker*

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INTRODUCTION

NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them.

-----Hard Times, Charles Dickens (1854, p. 1)

The ecology of the university depends on a deep and abiding understanding that inquiry, investigation, and discovery are the heart of the enterprise, whether in funded research projects or in undergraduate classrooms.

------Reinventing Undergraduate Education: A Blueprint for America’s Research Universities (Boyer, 1998, p. 9)

A cornerstone of the undergraduate experience at Ohio State is about exploration and discovery. It is a singular opportunity for our students to actively participate in solving the world’s most vexing problems, unearthing powerful truths, and exploring and expanding a passion for learning.


Well, we’ve come a long way in the last 150 years. This isn’t to say that facts aren’t still something to grasp in life, and that teachers don’t value them. But where do facts come from? And why can’t students discover facts themselves? Why can’t students create new knowledge? Do all the facts have to issue forth from the teacher, poured into the vessels of student minds?

According to the Boyer Commission on Educating Undergraduates in Research Universities, the answer is a resounding No. With sections such as Make Research-Based Learning the Standard, Construct an Inquiry-Based Freshman Year, and Culminate with a Capstone Experience, the report goes into great detail about why, and how, student inquiry should be central to undergraduate pedagogy (Boyer, 1998).

The report goes so far as to create An Academic Bill of Rights:

“By admitting a student, any college or university commits itself to
provide maximal opportunities for intellectual and creative development:

1) Opportunities to learn through inquiry rather than simple transmission of knowledge.

2) Training in the skills necessary for oral and written communication at a level that will serve the student both within the university and in postgraduate professional and personal life.” (Boyer, 1998, p.12).

As well as additional rights for students at research universities:

“3) Many options among fields of study and directions to move within those fields, including areas and choices not found in other kinds of institutions.

4) Opportunities to interact with people of backgrounds, cultures, and experiences different from the student’s own and pursuers of knowledge at every level of accomplishment, from freshman students to senior research faculty.” (Boyer, 1998, p.12-13).

With this in mind, many universities have opened offices to support undergraduate research. The Undergraduate Research Office at OSU was opened in 2006 and since then, the number of participants in the Denman Undergraduate Research Forum has risen from 354 in 2004 to 582 in 2012 (URO, p. 6). Enrollments in courses for research credit have tripled—from 828 to 2454 (URO, p. 6). Further, in 2010, 2434 students reported working on a research project with a faculty member outside of course or program requirements (URO, p. 6).

The model for an inquiry-based undergraduate experience has been embraced and is thriving. But the primary focus of the undergraduate participation in research is happening outside the classroom—as an extracurricular, similar to climbing the rock wall at the Adventure Recreation Center, or swimming laps in the pool at RPAC. What would happen if research was built into an undergraduate course? What if it was built into the single most widely-taken course at OSU, English 1110? Through a unique convergence of resources and people at Ohio State, we had an opportunity to answer exactly this question last semester.
It Takes a Team

I. Student Perspectives

A. Tori Bias

When I walked into English 1110 last semester, I expected your typical freshman introduction to writing course. I was mentally prepared, through my experiences in high school, to be writing various papers on topics that would never spark my interest at all. Thus my attitude towards writing was rather indifferent and pessimistic. I signed up for the class just to fill a required credit, but I was pleasantly surprised to gain more from this course than I ever thought possible.

The most effective component to Bob Eckhart’s course was the fact that he chose an important theme to focus our topics of discussion and assignments. The theme of Food, Diet, and Health is deeply integrated in the lives of college students, as it is both a concern and an infatuation for the population. Each student could personally connect to the broad topic in some way, which meant everyone developed an opinion they could freely express in class. The greatest benefit to this experience is the fact that I found my voice, both on and off the paper. I can say with confidence that many of my classmates would say the same, as we all contributed to discussions, learning from each other’s ideas and experiences. The overarching theme in English 1110 united our class so that we could work together in the end to create a survey project involving others outside of our session.

The final assignment in English 1110 was to choose a topic within the Food, Diet, and Health theme, and develop a research project around it. From my personal experience last semester, and some previous work in high school, giving students the option to choose is highly effective. Allowing a student to explore a personal inquiry will motivate them to work harder for an answer, as it is a specific interest to the student, not the instructor’s. The student’s individual connection to their paper opens more opportunity to learn through interest, thus submitting a piece with real substance to which they care for and are proud to have written.
B. Austin Davis

When I arrived at Ohio State as a freshman, I had already taken a second-level English class at a local college through my high school’s Post-Secondary Option program, so I thought I knew the drill. Your teacher gives you a list of topics, you pick out the one that you like best and then throughout the semester you write a series of papers on it, leading up to a big research paper at the end, and maybe you have to give a presentation or two. I didn’t really enjoy that format, but I figured that I could at the very least just power through it and be done with English classes for the rest of my life. What I found instead was a very different kind of beast than what I had previously encountered.

To begin with, the class had a theme of Food, Diet, and Health which I found interesting and I remember thinking to myself that I might actually learn something useful in this class. As the semester progressed it became clear to me that this English class was going to be a completely different experience than the other class. For example, you could bring your lunch to class; you just had to bring the nutrition facts and be prepared to defend your choice to Bob and your classmates. Things really got interesting when Bob went to China for a week and we began working with Michelle on her assignment. To me it was interesting to be involved in a project that could be used to generate information that would be shared with University administrators. The timing of this couldn’t have been any better as the university unveiled its new meal plans using blocks as currency and that was a rather confusing topic for most students—I relished the idea that I was helping to make the university aware of how the new system impacted student decision-making. This made me feel more engaged in the happenings of the university and made me more aware of what was going on around me.

Working with Michelle on her project was also beneficial to me because it inspired me to do some research for my end-of-the-class research paper (some things never change). The topic that I selected was organic foods, and while the papers I was reading proved to me that organics weren’t any healthier for you, I was curious how OSU students felt about organic foods. When I expressed my interest in doing some of my own research to both Bob and Michelle, they were both excited and gave me some help. As a dietitian, Michelle helped me to develop my survey questions so that I could gather some useful data about student’s attitudes towards organic foods. Bob had already helped me plenty throughout the semester by bringing in guest speaker—most notably Michelle, and a woman from the Office of Responsible Research Practices who outlined the steps that I would need to take to apply for an IRB exemption; but most
importantly, he put me in contact with Dr. Daniel Newhart who served as my principal investigator. With Dr. Newhart’s help I was able to obtain an IRB exemption, and gather the survey data that I needed to perform my research.

This research has grown larger than I had expected when I first set out. What was initially just something for an entry-level English class has turned into a full-fledged research project that I will present at the Denman Forum on March 28th. After presenting the results of my research there I will work with Dr. Newhart to break down the data even further and make a recommendation to University Dining Services about whether or not it would be worthwhile to offer more organic dining options on campus. This experience has been a little hectic at times, but I learned more from this course and its related experiences than I could have ever possibly learned in a traditional English class.
II. STUDENT LIFE PERSPECTIVE

A. Daniel Newhart

The most exciting thing about undergraduate research is the chance for undergraduates to educate their peers in a broad and potentially far reaching fashion. It has been found in our student affairs practice that peers educating one another is a very effective method to learn about information, so naturally it would make some degree of sense that we would allow undergraduates yet another avenue by which to educate their peers.

Furthermore, as a student life division, we strive to make our programs and initiatives useful to students (with the hope of providing them a transformative experience), and therefore, undergraduate research provides a unique opportunity to augment our programs and initiatives with research that we may not have time to do (but really would like to in an ideal world!). Furthermore, undergraduate research may provide us with a data collection method which may not be as accessible to us. When conducting interviews or even in-person surveys, we find that sometimes people might tell us what we, as administrators, might “want” to hear. Data collected via an administrator is quite different from someone who may be sharing a lived experience, as may be the case when undergraduate researchers perform research on other undergraduates.

It also provides a unique way in which to teach ethics. Specifically, if a student goes through the Institutional Review Board, they must complete the Collaborative Institutional Training Initiative (CITI), which provides to them a very basic overview of ethics in research that they may not get through their coursework. They can then apply this language and use the ethical guidelines they have learned directly in the data collection for their project.

Where Student Life can benefit most is from what the undergraduate research can teach us. If a research question is constructed well, and if data is collected through rigorous methods, we can use this data to inform our practice in new directions and ways we did not think possible. Pilot studies can lead to further research directions. In the case of one example project, a student has decided to do an inquiry into the potential integration of organic foods into the dining halls. The student constructs a survey, which is then given to the research office for review. After the survey is reviewed and the IRB has approved the project (with the ultimate goal being the sharing of data outside of the research project itself), the student then collects the data and is guided in the eventual data analysis by the assessment or research professional.

At the end of the project, the student will prepare a report with the
guidance of the assessment or research professional and present this to the department asking the research question. We can then insure that the information is useful to both Student Life and the student. In this case, the student will be using the information to prepare for the undergraduate research forum, as well as move what we know about student’s preference about organic foods in the dining halls to the next level.
III. A Semester Success Story

A. English 1110.01, Fall Semester 2012

1. Constructing an Inquiry-Based Course

Every fall, there are over 100 sections of first-year composition, taken by several thousand first- and second-year students. In the last 15 years, the curriculum for this course has shifted greatly from personal narrative to academic writing, and has included a focus on understanding the process of peer reviewed publishing. Students in this course are usually a diverse mix of majors and backgrounds, reflecting the profile of the incoming class in terms of ethnicity, geography, and major.

The course I taught was no different. I had 24 students with 15 majors representing 6 colleges. Of these 24, 7 were in engineering, 3 were in dance, 2 were in nursing, 4 were in business, 2 were in political science, and 2 were in art/art education.

One thing slightly different about my course was the theme: Food, Diet, and Health. I chose this after consulting another 1110 teacher who had posted a syllabus for her course on the department website, because these areas were all of interest to me. I also suspected that regardless of each student’s major, there was perhaps nothing more important to them than food, diet, and health. I am quite sure that when these students enrolled in this section, they had no predisposition to study this topic however.

As stated in the syllabus, here were the goals for the course:

In this first-year writing course, you will develop your capacity for undertaking academic research and analysis through an original research project and presentation of the results of your work to an audience of your peers. You will identify an area of interest within our course theme—Food, Diet, and Health—and you will find materials to analyze, develop analytical research questions, explore secondary texts, and make claims that are connected to the evidence you have discovered. As many researchers do at this stage in their work, you will then reframe what you have learned for a public audience.

These had become my goals as in instructor over the years, as I participated annually as a judge for the Denman Undergraduate Research
Forum, and became increasingly convinced that student-driven, inquiry-based research was the most important activity undergraduates could become involved in. In fact, for the previous 4-5 years, I had incorporated the model of research projects into all my undergraduate writing classes, and had also incorporated the capstone project of a poster presentation. In fact at this point, my office is a mini-museum of the best and most important 36”x48” posters my students have constructed and presented over the years.

So, I went into fall semester planning and expecting to have each student conduct, for their large final assignment, a research project of their choosing based on food, diet, and/or health. This has always been my strategy—to create wide parameters and let students select that topic which both falls between them and is most stimulating/intriguing/personally relevant to them. I announce this on the first day and ask them to start immediately considering what is most important to them, and I go so far as to guarantee that if they do a good job of choosing the right topic, they will actually enjoy the assignment…and that it will be fun.

2. Making Research-Based Learning the Standard

Although I always plan for an inquiry-based leaning in each course, last semester some aspects of the course came about that I could not have anticipated. For one thing, because I was away from campus representing the university abroad during the fourth week of the semester, I invited Michelle Battista, a new colleague whom I had met through the Food Innovation Center annual meeting to take my class. Michelle engaged my students in a week-long project that tied into our course theme of Food, Diet, and Health while I was gone.

During this week, Michelle led the students on two projects where they examined their own food consumption and food patterns of their peers. As a class, before I left, we had read and discussed Brian Wasink’s (2004) article Environmental Factors That Increase the Food Intake and Consumption Volume of Unknowing Consumers (Annu. Rev. Nutr., 24:455-79) so they had a context for these projects, as part of an emerging research area where behavioral economics meets nutrition studies.

Also, in a powerful and serendipitous coincidence, these college students who were new to the university were closely connected to this research area because they were using a campus dining system where they had purchased blocks for their meal plan. Each block, which was purchased
for four dollars, represented five dollars of purchasing power. They had purchased these according to options proposed by OSU Campus Dining: 450, 600, and unlimited.

After the week-long project, Michelle analyzed the data and shared with the class some interesting trends which were ripe for further study. At exactly this same time, a relatively new center on campus, the Food Innovation Center, posted a RFP for something called Team Awards. The submission deadline would be a few weeks later, with notification shortly after that, and all of it contained within the semester timeframe. In a message to faculty and staff she thought might be interested in working on a team with the two of us and my students, Michelle suggested using $2500 “to identify small projects that can be strung together and move the needle on enhancing how students make nutritious food choices here on campus.”

This was October 1st, and the submission deadline was the 19th. We had a couple weeks to put together our team and articulate how the small pilot project conducted while I was in China would help move our inquiry forward. While this was happening in the background, I was also moving my English 1110.01 students through a curriculum which would result in a 2500-word research paper on a topic of their choosing. The paper would be a scholarly article based on a literature review they conducted on a particular research question pertaining to food, diet, and health.

While I was focusing on my class, Michelle was building our team—first adding Brian Roe, McCormick Professor in the College of Food, Agriculture, and Environmental Science, who was also a member of the FIC. Brian’s research area was Agriculture, Environmental, and Developmental Economics, and he invited an outstanding graduate student, Matthew Pham, onto our team. Matthew’s area of expertise was survey design, particularly online survey design, and he had the added experience of being a student who had used the former dining plan—swipes—and was well-informed about the new blocks plan.

Thus our team was created and we met several times to formulate our project. From the outset, we wanted to utilize the data collected in the small pilot project and through student decision-making promote better nutrition. Additionally, I wanted our team project to further involve my undergraduate students in the research process. They were inching along with their own projects, but our team quickly lit upon the idea that we would have parallel projects happening. Our team project would explore student decision-making and nutrition with members of the class designing a survey and
soliciting students to take it, while working simultaneously on their individual projects based on their own interests.

In order to involve the students, I invited Michelle to class to facilitate a discussion where we came up with questions. But before Michelle came, and we started work in earnest on our team survey, I found a presentation by Daniel Newhart, Senior Researcher and Associate Director of the Center for the Study of Student Life at OSU. The online presentation he posted on the CSSL website was: *Questions about questions: Tips on how to construct a survey to get you the best responses*. This was another great addition to the curriculum of my English 1110 class.

So, when Michelle came, the students had a very fresh concept in their minds of the best ways to craft a survey. While Michelle was there, one of the students of the class, Tori Bias, served as note-taker and Tori recorded the outstanding recommendations and suggestions from the class. The students were so valuable here because they had a much better understanding of how the block system was impacting how students made decisions about their meals. In fact, I don’t think a team without students—especially 20+ student contributors—could have come up with such a precise set of questions designed to allow us answer our research questions.

On October 19th, our team submitted our proposal and prepared to wait until November 9th for our notification. But in the midst of making the survey, one question kept coming up: would we need to go through IRB to conduct this survey? Michelle contacted the Office of Responsible Research Practices on campus and she and I visited their representative during on-campus office hours and it was decided we needed to complete the IRB Exemption form. This also made me wonder, would the English 1110 students need to complete the form as well, for their projects?

With this in mind, I invited Joni Barnard, from the ORRP, to speak to my class. In fact, I had circulated the IRB Exemption form to them in advance of her visit, so that when she came, some of them had already started completing it even though we still at that point weren’t sure if they would need it for their own projects. As it turned out, since their projects were scholarly articles and did not meet the definition of research, they did not need to complete the IRB Exempt form, but one student, Austin Davis, who had already completed most of it, figured that since he had gone that far, he would continue. At that point, he contacted Daniel Newhart in the Center for the Study of Student Life, and met with him. At this meeting, it was decided that Austin would apply for an IRB Exemption in order to
distribute a survey to collect responses for his individual paper, and Daniel would be his Principal Investigator (PI).

Even though Austin was the only student to go this far, all of the students were introduced quite fully into the ethics of responsible research, which, in another extraordinarily serendipitous and fortuitous coincidence, fit nicely with discussion about their First-Year Experience, Buckeye Books Community selection, *The Immortal Life of Henrietta Lacks*. This book details what has been regarded by many as the theft of “HeLa” cells decades ago from a woman dying of cancer; these cells are still in widespread use today and without them there probably would not be any advancements resulting from stem cell research. So without expressly planning it, my English 1110.01 class about Food, Diet, and Health, and fully morphed into a case study of how research works and how it can be integrated into a first-year course.

3. Culminating with a Capstone Project

On November 9th, our team was informed we received the grant from the FIC. A big part of our $2500 budget proposal was for a Showcase Event on campus, where we would present data collected in our group research project and the students would present posters based on their own projects.

Every semester I have a poster day in the classroom on the last day, where students make a 36”x48” poster, similar to ones that graduate students and professors construct for conferences. The FIC money would allow us to create a very glorified version of that, where we could invite members of the campus community to enjoy the very diverse set of presentations that might be of great interest to them. This worked perfectly to convey the impact of research to my students—I was no longer their primary audience…the university community became their audience.

Fortunately, earlier in the semester, I had required the students to attend the Student Poster Forum, which was part of the 6th Annual Fall Undergraduate Research Week, presented by the Office of Undergraduate Research. At this forum, they could see models of posters, presented by 120 of their peers—undergraduate researchers who had received funding for their summer research projects. If you’ve never been to this—or to the Denman—the only way to describe it is as overwhelmingly impressive. I let it be known, from that day forward, that the goal of my students would be to create a project that they could present at our own forum on the last day of class. I must admit they were a little skeptical at that point, but at least they
had a vision in their mind of what it would be.

Another effort I make to prepare students for their poster presentations is that several times throughout the semester, I have them print a photograph, or clip an advertisement, which they bring in to class. They tape these around the wall and in a class of 24, 6 of them stand by their artifact at a time, while groups of 3 students move from one to the other in a systematic clockwise fashion, every 2-3 minutes. The first time we did this was in the first full week of the semester, when they were asked to bring in a photo of themselves which featured food. The examples ranged from the ordinary—this is my friends at I at my favorite restaurant—to the powerful—this is me eating with a parent/grandparent who subsequently passed away. The next time, they were asked to bring in an advertisement related to food, diet, or health, and we again put those on the wall and had another small poster presentation-type day. Not only did these help build the class community, but it allowed them a chance to get comfortable with the dynamic and interactive nature of poster presentations, both as a presenter and as a viewer.

Working with the team, and involving both University Catering and the student-run Waterman Farms, we began constructing the capstone event. The date was already set—Friday December 4th—so we then needed to pick a location. The Ohio Union was our first choice, but it was already reserved, so we settled on what turned out to be a much more suitable choice: The Loft at Kennedy Commons. This is a unique public space on campus, with dark wood wainscoting and angled ceilings. Michelle coordinated a menu with Campus Dining which was stimulating to the palate and visually attractive, and featured produce grown by OSU students. Students in my class worked feverishly the last couple weeks of the semester to finish their scholarly articles, and then using templates from posterpresentations.com, they started to build their posters. It should be said that regardless of the content on these posters, they are powerfully impressive based almost solely on the visual effect of the template—whatever text/charts/photos the student enters is almost overshadowed by the sheer grandiosity of the poster itself.

Notwithstanding some frustrating yet mildly amusing obstacles to the printing process, the Showcase Event on the last day of class was a triumph for the students. In attendance were many professors, representatives from the Office of Student Life, Undergraduate Research Office, and Provost. The food was outstanding, and the experience was captivating for the students. I don’t think on the first day of class, when I mentioned to them
they would be doing individual research projects culminating in a poster presentation on the last day of class, any of them in their wildest imagination could have conceived of what they had just been a part of.

IV. ONE UNIVERSITY

A. The Role of Student Research in Student Life

The course for the future of The Ohio State University has been set; we will forge on as One University. At times this seems like an impossible feat given our size, yet our recent collaboration, has clearly demonstrated that this vision can be achieved, in as little as one semester. The FIC Team Award was the converging factor that united our team of collaborators. Such a funding mechanism was critical for establishing a clear goal for our collaborative, introduce first-year undergraduate students in a research project as a participant, to model the process, then engage them in their own research projects.

The theme, Food, Diet, and Health, with its emphasis on campus wellness, brought together a team of faculty and staff with both academic and non-academic affiliations. Whereas some boundaries exist that can divide academic and non-academic units as they each face increasing pressures to efficiently deliver distinct streams of services, on some occasions, such as we observed, the ability to improve both streams of services is complementary. Our assembled team, complete with individuals from academic and non-academic units came together around a truly unique funding opportunity which united our charge under a single goal and theme.

The integration of academic and non-academic units as One Ohio State is not only logical, but mutually beneficial. In our opening, we posted the question, Where do facts come from? Facts are derived from answers to the questions we pose. Just as we observed complimentary streams of services between the two groups, we also observed that these units desire facts. The questions asked are usually in tandem. So why duplicate the work, when we can work together? What we observed is the complementary nature of these two units. Instructors are armed with the methodology to investigate questions and if applied responsibly can produce validated and meaningful facts. On the other hand, non-academic partners have unrestricted access to University resources that, at least for our project, enabled our group to engage a single class or students to study and learn from.

Although our group functioned as one, we must not forget the unique strength of each collaborator. It was the cohesion among these strengths that
moved our group in a positive direction. Likely one of the most important contributions was the ability for the undergraduate first-year students to explore the questions that vex them and discover the truth in facts. Not only did these students learn, but so did we. Engaging this population was powerful as this platform allowed students to openly share their own ideas and thoughts which helped our team to refine our own research approach.

CONCLUSION

“One of Ohio State's greatest strengths is the opportunity to harness the power and potential of One University, of creating an environment where faculty, staff, and students collaborate across a remarkable breadth and depth of disciplines. This research showcase wholly embodies that ideal by utilizing the talents and expertise of research, academia, student services, the medical center, and others to benefit our University in a truly innovative and collective way.”

------ E. Gordon Gee, 2013

In October 2012, during the semester this course was offered, it was announced that over the next ten years, OSU plans to invest $400 million to facilitate our rise from excellence to eminence along three Discovery Themes: Health and Wellness, Energy and Environment, and Food Production and Security (Office of Academic Affairs, 2012). It is our belief that research projects, within the undergraduate curriculum, can be an important component of this effort which will greatly benefit not only the university but also the individual student researchers. It is our intention with this article to inspire faculty and staff of our great institution to utilize a collaborative model such as ours to enrich undergraduate student life and academic experience.

We also believe the connection to food is an important thread to pursue further. At present the discovery themes focus on research, teambuilding and planning of faculty and resources for the university. Few examples of the impact of these investments on undergraduate education are yet to emerge. However, they are being planned and this experience with English 1110 provides an example of how this may be developed further. Current pedagogical concepts discuss the development of skills over the entire degree program, culminating with a capstone experience, as discussed above. Using this model, this interdisciplinary group of first year students learned the foundational principles of research. Whether or not they take another food course, or do additional research on food, they have expanded
their understanding of the research process. As their OSU experiences continue, it will be interesting to follow their experiences with the food discovery theme, or any of the three themes. It will also be interesting to assess the role inquiry and student-led research plays in their OSU experiences. This cohort can provide an example of how implementing the Boyer Commission Academic Bill of Rights can influence the entire student experience.


Appendix

A. References and online resources for this project

http://www.niu.edu/engagedlearning/research/pdfs/Boyer_Report.pdf

Newhart, Daniel. *Questions About Questions: Tips on how to construct a survey to get you the best responses*. The Ohio State University Office of Student Life.  

The Office of Academic Affairs. *Accelerating the Rise from Excellence to Eminence*.  
http://oaa.osu.edu/discovery-themes.html  
http://oaa.osu.edu/learn-more.html

http://undergraduateresearch.osu.edu/about/2012AnnualReport.pdf

Food Innovation Center Team Awards  
http://fic.osu.edu/funding/team/

Ohio State Office of Responsible Research Practices  
http://orrp.osu.edu/

Slideshow from the Showcase Event  
go.osu.edu/FICslideshow

Website to promote the Showcase Event  
http://go.osu.edu/showcaseevent

McCormick Program in Agricultural Marketing and Policy  
http://aede.osu.edu/about-us/our-people/brian-roed/
B. List of Student Research Projects

Gaining More than Just Independence: First-year student lifestyles and the Freshman 15

Breakfast Cereal: What is it, and what does it really do?

Vitamin and Mineral Supplements: Health Benefits

The Risks of Extreme Dieting

Fast Food: Just because it’s convenient doesn’t mean you should eat it

Food Craving or Food Crazy: Why you crave the food you do


Comfort Foods Not So Comforting: Finding stress relieving foods around campus that are also healthy for a Dance Major’s body

Hit the Snooze to Help you Lose: Why more sleep can help control hunger

Drinking Booze Will Not Help You Lose: The role of alcohol in gaining the dreaded Freshman 15

Beneficial or Buzzword: Is organic better for you and do college students care?

The Inside Scoop on Creatine: Benefits and Misconceptions

Coffee: Addiction, withdrawal symptoms, and health effects

Yummy Foods for a Grumpy Tummy: College Dining Accommodations for Students with Irritable Bowel Syndrome

A Dancer’s Dilemma: What Do I Eat?!

Food of Gods is food for all: The surprising health benefits of chocolate

A diet craze or just plain crazy: The truth behind fad dieting Like Gaining more than just independence: First-year student lifestyles and their relation to the “freshman fifteen”

Meal Plans: OSU -vs- The Big Ten

Nuts About Being a Buckeye: The Dangers of Living With a Peanut Allergy on a Campus Like The Ohio State University

Are Blocks Blocking Out Healthy Foods?

Why We Should Increase the Proportion of Chinese food in the Dining Commons
C. Timeline for English 1110.01 and the FIC grant

August 22  First day of class; announcement about final research paper on Food, Diet, and Health topic of their choice

September 17-21  Bob to China; Michelle introduces the pilot research project about student dining decision-making

October 1  Students first hear about FIC Team Award grant

October 19  Michelle, Bob, Brian, and Matt submit proposal to FIC

October 22  Students begin work on individual research papers

November 2  ORRP representative visits class to discuss IRB

November 4  Students start to create questions for class survey

November 9  FIC announces we received a $2500 grant

November 14  Survey completed and we apply for IRB Exemption

November 21  Approved for IRB Exemption; data collection for class survey begins

December 4  Showcase event: presentation of class research data and individual research posters