

CASTL Leadership Program Proposal

“FOSTERING LEARNER AUTONOMY THROUGH SOTL” Illinois State University

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Letter of Commitment from President,

Al Bowman

Sent via regular U.S. Mail

Five-page Narrative

Participation, Goals, and Leadership

Our focus is on “*Encouraging Learner Autonomy through SoTL.*” We define learner autonomy broadly. Autonomous learners are students who take responsibility for their learning, are willing to collaborate by partnering with faculty and peers in their learning, are reflective about their learning, and are involved in shared governance. Autonomous learners are stronger life-long learners. Colleagues at the Center for Excellence in Teaching and Learning, center on Learner Autonomy, at Sheffield Hallam University in the United Kingdom (with whom we will collaborate) define learner autonomy in the following way. “Students take responsibility for their learning and work in partnership with tutors and other students. It involves risk taking by all concerned. Learner Autonomy is about learning to learn and developing assessment for learning. Students reflect on their experiences and are able to create their own meanings and challenge ideas/theories.” “Characteristics of an autonomous learner include: critical reflection and thinking, self-awareness, taking responsibility for own learning, working creatively with complex situations, and the ability to create own meanings and challenge ideas/theories” (<http://www.shu.ac.uk/cetl/autonomy/what.html>).

Our interest in participating in the CASTL Leadership Program stems from our continuing desire to strengthen SoTL work on our campus as part of a learning paradigm for faculty, staff, and students. Based on conversations with faculty, staff, and students here and at other institutions, content of related literature, and attendance at various conference sessions, we are convinced that issues surrounding the enhancement of learner autonomy are common and critical in the academy, and that SoTL can help us in this area.

Our specific theme-related goals include the following:

- Improve participant knowledge about the current literature on learner autonomy and related topics.
- Support SoTL projects on learner autonomy, design, implementation, making public, and application.
- Enhance student learning and learner autonomy.
- Help faculty deal with common and distressing issues related to their students’ levels of learner autonomy. (e.g., preparation, participation, reading, making good choices, time management).

Our more general goals include the following:

- Increase undergraduate and graduate student involvement in SoTL and research collaborations among faculty, staff, and students.
- Enhance faculty learning and accomplishments.
- Strengthen the SoTL component in graduate student training.
- Form national and international SoTL collaborations.

The theme of learner autonomy is a perfect fit to Illinois State University. Thus, we are a strong choice for leadership. Our history is that of a teachers’ college or Normal school. Undergraduate education is and has always been a key aspect of our mission. Learner autonomy is related to our self study emphases in our recent accreditation (e.g., partnerships for learning) and to our values in our strategic plan, *Educating Illinois* (e.g., individualized

attention, creative response to change, public opportunity, diversity, and active pursuit of learning). According to the new Carnegie classifications, our characteristics include that we are a large, primarily residential, full-time four-year, more selective, higher transfer-in, doctoral/professional, professions plus Arts and Sciences with high graduate coexistence, and high undergraduate enrollment institution. Thus, we share all these characteristics with no institutions but share one or two with many different institutions. We are active in the American Democracy Project and involved in various First Year Experience initiatives for which we have received national recognition. We have annual student research symposia at the graduate and undergraduate levels and very active student affairs and student government organizations. We believe in and have made a variety of efforts toward integrative learning. We have been a CASTL member since the beginning (1998-1999) of the program and are a former Cluster Leader of the ten-institution cluster, “Organizing to Foster the Scholarship of Teaching and Learning.” We have administrative support; faculty/staff interest; a Center for Teaching, Learning, and Technology (CTLT); a university-level Endowed Chair in SoTL; and a past Carnegie Scholar on campus.

Thus, we have the capacity to lead a group of institutions in encouraging learner autonomy through SoTL by creating a web site, conducting workshops, helping with study design and support, forming research/writing teams and groups, seeking external funding, providing peer feedback on papers, as well as other ideas to be created by member institutions (see, also, “contributions” below).

Themes and Contributions

We propose an original theme, “Encouraging Learner Autonomy through SoTL,” which overlaps with all six of the proposed learning themes: affective development, liberal education, social engagement, student participation, graduate education, and undergraduate research. We see Encouraging Learner Autonomy as a meta-theme connecting and related to these other learning themes.

Our focus is on a somewhat narrow definition of SoTL—only one part of the “teaching commons” (Huber and Hutchings, 2005)—the systematic reflection/study of teaching and learning made public. Thus, we will be supporting learner autonomy through research and scholarship on that topic in the disciplines or in the interdisciplinary trading zone (Huber and Morreale, 2002), and the explicit application of the results to courses, curriculum, co-curriculum, programs, etc.

Our past and current contributions are many in terms of the suggested six learning themes and in general. First, promoting learner autonomy has roots in the affective and cognitive development of students (and faculty!). Second, learners include graduate students as both those whose autonomy can be enhanced and as those who can participate in these SoTL projects and learn more about SoTL as future faculty and practitioners. Third, promoting learner autonomy, responsibility, independence, critical thinking and so on is a part of a liberal education. Fourth, we believe autonomous learners are also more likely to be civically engaged. Fifth, students will be actively involved in this program as well as in various SoTL projects on learner autonomy specifically. Such participation, in fact, is a form of learner autonomy. Finally, student participation in research can be conceptualized as a form of, or an outcome of, learner autonomy and should be studied as such.

Our general contributions include that, for the past two years, our internal SoTL small grant program has funded projects in various disciplines on promoting learner autonomy. Thus, we already have a group of on-going projects. In addition, we have local outlets in terms of internal publications, an annual teaching-learning symposium, and annual graduate and undergraduate research symposia that allow us to make our SoTL on learner autonomy public. We have three years experience in organizing and developing strategies to support SoTL work as a previous Cluster Leader. We are in a conversation about a future collaboration on this topic with colleagues in the United Kingdom (see below for details) and have been contacted by colleagues in Thailand with requests for workshops on SoTL and active learning. In addition, we hope to participate in the Multi-National Forum of Teacher Scholars as one of the four “core strands” proposed for their 2006 meeting is student autonomy and identity. (Kathleen McKinney was at the San Diego meeting of this group.) We have on-campus collaborations with our CTLT, our various teaching assistant training programs and courses, and our involvement in the American Democracy Project that we hope to extend to learner autonomy. Finally, we have just begun planning a regional higher education conference for late spring 2008 at Illinois State University on Partnerships for Student Learning. Such partnerships (e.g., student-faculty research, community partnerships, curriculum-co-curriculum connections, learning communities) are an important way to promote learner autonomy and we would encourage SoTL sessions on this topic at this conference.

In terms of our future collaboration with Sheffield Hallam University, we have agreed on the following thus far. Other institutions in the program interested in learner autonomy would, of course, be welcome to join us.

1. Sheffield Hallam is making a commitment to attending and participating in ISSOTL conferences in 2006, 2007, 2008, 2009 and will host at least one round table at each such event specifically on the field of partnership work in SOTL and learner autonomy. Illinois State University team members and learner autonomy researchers will participate in these round tables.
2. Sheffield Hallam and Illinois State University will pair up on a number of learner autonomy projects to provide comparative research and dialogue.
3. Similarly, as the Sheffield Hallam web page develops, they will welcome joint SOTL projects, particularly around the “research, scholarship and evaluation” special interest group (SIG). In particular they will support activity on ‘building the commons’. Hallam will enable interested US colleagues with campus-based projects to join the special interest groups appropriate to this endeavor.
4. Sheffield Hallam will explore funding student virtual collaboration through webcam, audio, and video links and meet the costs for such interchange. Illinois State students will have the opportunity to participate.

Individual Team Members

Our team members are diverse in terms of position (student, associate professor, full professor, endowed chair), personal demographics (e.g., age, gender), and discipline (social science, science, health, education). In addition, the individuals bring different types of knowledge, experience, and expertise.

1. **Dr. Deborah Gentry**- Deborah is Professor of Family and Consumer Sciences and Associate Dean of the College of Applied Science and Technology. Over the last decade, she has played an instrumental role on numerous university committees related to teaching and SoTL. She has presented and published on such topics. For five years, she

served as editor of the *Journal of Teaching in Marriage and Family*. Her recognition as a university outstanding teacher has brought her considerable pride. Involvement in the SoTL movement is one of several criteria for this esteemed award. One of the areas for which she has administrative oversight is graduate education within her college unit. And, she has a history of teaching a public policy course that emphasizes civic engagement. As a result of her experiences and connections in these two areas, she will be able to advance several of the goals outlined in this “Encouraging Learner Autonomy through SoTL” proposal.

2. **Dr. Patricia Jarvis-** Patricia is a Professor of Psychology and has published in the area of developmental psychology with adolescents and emerging adults. She was a Co-Leader of the Organizing to Foster the Scholarship of Teaching and Learning Cluster and she has presented and published SoTL work related to epistemological beliefs of students, entitlement attitudes about learning in late adolescence, and student motivation and satisfaction with academic contexts. She has given numerous invited presentations and helped lead workshops and roundtable discussions on SoTL related topics such as funding for SoTL and ethical issues in conducting SoTL beyond her campus. She is currently collecting data on a learner autonomy project related to student-professor attachments that was funded by the Cross-Chair Small Grant for SoTL in Higher Education Program at Illinois State University. This is her third SoTL related grant. Her knowledge of autonomy development in adolescents specifically and her previous work in the CASTL program qualify her to be an important contributor to the team.
3. **Dr. Phyllis McCluskey-Titus-** Phyllis is an Associate Professor in the department of Educational Administration and Foundations and program coordinator for the College Student Personnel Administration master’s degree program. Prior to joining the faculty, Phyllis worked for 18 years as a student affairs professional on four different campuses. At Illinois State, she remains actively involved in student life as a member of the Student Affairs Council. She has been a part of the campus coordinating committee promoting SoTL and is currently writing two different SoTL articles for publication. She will assist the team in a variety of ways including facilitating collaborations with student affairs and involving students in the work.
4. **Dr. Kathleen McKinney-** Kathleen is a Professor of Sociology and the Cross Endowed Chair in the Scholarship of Teaching and Learning. She has a range of experience and expertise that will contribute to this program. For example, she has been involved in the CASTL program since about 1998 as a campus leader, a Carnegie Scholar, and a Cluster Leader (Organizing to Foster SoTL). She has presented and published many articles and chapters related to the field of SoTL, to her own SoTL disciplinary research, and to Cluster work. Currently, she is writing a practical guide to conducting SoTL work. She has also given numerous invited presentations, keynote addresses, and workshops as well as works with other colleagues to enhance SoTL work at Illinois State and elsewhere. In addition, she has established and coordinated a local small grant program on learner autonomy and is working with colleagues in the UK on a possible learner autonomy SoTL collaboration. She also is very active in the SoTL movement in her discipline of Sociology, working in several ways with the American Sociological Association. Kathleen will be the team leader and contact person.
5. **Dr. Michael Sublett-** Mike is a Professor of Geography and former chair of the Department of Geography-Geology. He has coordinated the required-for-graduation internship in Geography and taught the pre-internship Seminar in Geography since 1987. Starting in the spring of 2003, and continuing each spring since, he has administered in

that seminar the course-embedded Senior Field Problem, that he and other Geography faculty use to assess learning outcomes of graduating seniors. He has given a number of professional papers on the use of a field problem as an assessment tool and continues to gather data from students and colleagues for an article about the process and resulting modifications of the major program for upcoming students. Having served for many years on departmental, college, and university committees that deal with faculty evaluation, he takes special interest in academia's reward system vis-à-vis SoTL. His experiences help connect assessment efforts to our work as well as bring an administrator perspective to our work.

6. **Ms. Susan Woollen-** Susan will receive her Masters Degree in Educational Administration and Foundations this May and is just beginning the doctoral program in the same department. She has interests in SoTL and student development. She is also an academic advisor in Criminal Justice Sciences. Susan will help to provide a student voice to our work.

Impact, Documentation, and Evaluation

We have discussed some possible impact above in the Participation, Goals, and Leadership section. We hope to have the following types of impact:

- Increases in involvement in SoTL at ISU and related schools.
- Increases in the knowledge base on learner autonomy especially in terms of specific disciplines, courses, and programs.
- Increases in the application of this SoTL work to enhance learner autonomy and learning.
- Increases in the involvement of students in SoTL—one way to increase learner autonomy.
- Increases in various collaborations on doing and applying SoTL on learner autonomy.

Documentation of our efforts will occur primarily through products and dissemination (see below) as well as self –reports of participants (e.g., summaries of their SoTL work on learner autonomy, self-reports of application). Evaluation will be based on the quantity and quality of our products and dissemination (see below), an evaluation by an invited external evaluator, the results of a satisfaction survey of participants, and the systematic self-reflections of the team members.

Products and Dissemination

We will employ a variety of means to make this work public. We plan to have a web page connected to the SoTL pages of all participating institutions or organizations as well as to create a web snap shot using the KEEP Tool Kit. In addition, there are now numerous venues for panels, posters, and papers to be presented such as at local and regional SoTL conferences, IS-SoTL, and the various convenings of CASTL. Team members and individuals at other institutions will write newsletter articles, journal articles, or chapters to appear in the growing SoTL print and on-line outlets. In some cases, the work and outcomes can be shared by facilitating workshops at interested institutions and in our disciplinary society and student affairs meetings. We will encourage and assist individuals involved in this theme to write internal and external grants to fund their work which will be read and evaluated by others, and will include dissemination components. There will be other opportunities for dissemination in any of the collaborations that are formed to do this work (e.g., among institutions, with disciplinary societies, with colleagues in the UK).

List of Websites, Publications and Presentations Relevant to Previous CASTL Work
(Campus Program/Cluster, Carnegie Scholar. Or Disciplinary Society CASTL Connections)

Web Sites

Illinois State University SoTL Web site Home Page with many links and resources

<http://www.sotl.ilstu.edu/>

Summaries and Report of prior ISU CASTL Work (1998- present)

<http://www.sotl.ilstu.edu/castlAahe/>

Organizing To Foster SoTL Cluster -SoTL Collaboration Database site

<http://www.sotl.ilstu.edu/sotlcollaboration/>

Organizing To Foster SoTL Cluster -Web Snapshot

<http://www.cfkeep.org/html/snapshot.php?id=9244212>

Organizing To Foster Cluster SoTL- Final Action Plan

<http://www.sotl.ilstu.edu/downloads/pdf/Spg06actplan.pdf>

Organizing To Foster Cluster SoTL- Core Member Campus Level Outcomes

<http://www.sotl.ilstu.edu/downloads/pdf/clustOutcomes.pdf>

Organizing To Foster Cluster SoTL- Other On line Resources

Links at <http://www.sotl.ilstu.edu/castlAahe/>

Information about the Cross Chair in SoTL

<http://www.sotl.ilstu.edu/crossChair/>

Grants Related to CASTL Campus Program

McKinney, K. "Cluster Scholars" American Association of Higher Education Cluster Grant Program (\$5,000), July 2004.

McKinney, K. "Enhancing Student Learning and Intellectual Community by Promoting the Scholarship of Teaching and Learning." American Association of Higher Education Summer Institute small grant (\$6,000), summer 2002.

Jarvis, P., & Nordstrom. "Predictors of entitlement attitudes in psychology students: The role of critical thinking." American Association for Higher Education/Carnegie Foundation- Organizing to Foster Scholarship of Teaching and Learning Cluster Grant Program (\$2000), 2004.

Publications Related to CASTL Campus Program Work, CASTL Disciplinary Society Work

Albers, C. M. (2004). "Unlocking the Potential of Collaboration." Pp.63-68 in B. Cambridge (ed.). Campus Progress: Supporting the Scholarship of Teaching and Learning. Washington, D.C.: American Association of Higher Education.

McKinney, Kathleen, Broadbear, James, Gentry, Deborah, Klass, Patricia, Naylor, Sharon, and Virgil, Nicky. 2004. "Using Data to Support and Enhance SoTL." Pp. 171-175 in

Campus Progress: Supporting the Scholarship of Teaching and Learning. Washington, DC: American Association of Higher Education.

McKinney, K. 2001. "Going Public: Illinois State University's CASTL Program." *AAHE Bulletin*, November.

McKinney, K. 2001. "Getting SoTL Articles Published: A Few Tips." *The National Teaching and Learning Forum*, 10 (5): cover; Reprinted in *Journal of Teaching in Marriage and the Family*, 1:94-96.

Wright, M.C., Nandini, A., Kain, E. L., Kramer, L., Howery, C.B., McKinney, K., Glass, B., and Atkinson, M. 2004. "The Importance of Institutional Context for Teaching and Learning in Higher Education." *Teaching Sociology* 32:144-159.

Publications and Grants Related to CASTL Carnegie Scholar Work

McKinney, K. 2005. "Sociology Senior Majors' Perceptions on Learning Sociology: A Research Note." *Teaching Sociology* 33: 371-379.

McKinney, K. 2005, Fall/Winter. "Reflections on Learning Sociology: Analysis of Learning Log Entries."

MountainRise 2. Retrieved February 1, 2005, from

http://facctr.wcu.edu/mountainrise/archive/vol2no1/html/reflections_on_learning.html.

McKinney, K. 2004. "How Sociology Majors Learn Sociology: Successful Learners Tell Their Story." *Journal of Scholarship of Teaching and Learning* 4: 15-24.

McKinney, K. 2005. "Sociology Majors Tell Us About Learning." *Teaching/Learning Matters* 34 (spring/summer):3-5.

McKinney, K. 2004. "Students Tell us About Learning Sociology." *National and Teaching Learning Forum*, 13 (6):6-9.

McKinney, K. "How do Sociology Students Learn Sociology?" American Sociological Association Teaching Endowment Fund small grant (\$1,000), fall 2003.

McKinney, K. "How do Sociology Students Learn Sociology?" Carnegie Foundation for the Advancement of Teaching, Carnegie Scholar Stipend (\$5,000), summer 2003.

Presentations Related to CASTL Campus Program Work, CASTL Disciplinary Society Work

Albers, C. M. "Revising Policy to Recognize Diverse Forms of Scholarship." 5th Annual International Conference on the Scholarship of Teaching and Learning (SOTL), London, May 2005.

Albers, C. M. "Revising Promotion Policy to Include SOTL." University of Gloucestershire, Cheltenham, England, May, 2005.

Albers, C. M. "Supporting SOTL at Buffalo State." The UK Higher Education Academy, York, England, April, 2005.

Albers, C. M. "Revision Local Policy to Recognize Diverse Forms of Scholarship." Institute for the Advancement of University Learning. Oxford University, England, March 2005.

Albers, C. M. "Policy Development to Support the SOTL)." City Higher Education Seminar Series (CHESS). City University, London Educational Development Center, March, 2005.

Albers C. M. "Organizing a Campus to Support the Scholarship of Teaching and Learning" and "Fellowship Programs the Promote Faculty Change and Student Learning". International Society for the Scholarship of Teaching and Learning, Bloomington, Indiana, October, 2004.

Albers, C., G. Eastman, and S. Johnson. "Becoming Relevant: How to make the Scholarship of Teaching and Learning on Integral Part of Institutional Life." Fifth Colloquium on the Scholarship of Teaching and Learning: Building Knowledge, Improving Learning, San Diego, CA, March 2004.

Bo-Linn, C., McKinney, K., and Poole, G. October, 2004. Campus Support for SoTL: Models, Strategies, and Examples-panel session. The International Society for the Scholarship of Teaching and Learning (IS-SoTL) Inaugural Meeting. Bloomington, IN.

Jarvis, P., & Habel, J. (Co-conveners), Show me the money: Supporting research on the scholarship of teaching and learning. Roundtable Discussion at the International Society for the Scholarship of Teaching and Learning, Vancouver, B. C., October, 2005.

Johnson, S., Jarvis, P., & Habel, J. Institutional review boards and SoTL. Panel discussion at the International Society for the Scholarship of Teaching and Learning, Vancouver, B. C., October, 2005.

Jarvis, P., Johnson, S., Schodt, D., & McKinney, K. (March, 2005). Panel Discussion on Expanding Our Strategies for Institutional Integration of SoTL through Work with Administrators and Departments. Presented at the 2005 Colloquium on the Scholarship of Teaching and Learning, Atlanta, GA.

Jarvis, P., Habel, J., Lloyd, P, Callis, K., & Peterson, D. (March, 2005). Poster -Organizing to foster SoTL: Cluster Work in Progress. Presented at the 2005 Colloquium on the Scholarship of Teaching and Learning, Atlanta, GA.

McKinney, K. October, 2005. "The Meaning of Making Public." Presentation on an invited panel, International Society for the Scholarship of Teaching and Learning. Vancouver.

McKinney, K. and Jarvis, P. October, 2004. Organizing to Foster the Scholarship of Teaching and Learning- poster session. The International Society for the Scholarship of Teaching and Learning (IS-SoTL) Inaugural Meeting. Bloomington, IN.

McKinney, K. and Nelson, C.T. March 2003. "Effective Ways to Support the Scholarship of Teaching and Learning at the Campus Level." Concurrent session at the Carnegie/AAHE SoTL Annual Colloquium, Washington DC.

McKinney, K., Hutchings, P., Rice, E., and Rome, D. August, 2004. Invited Thematic Panel, The Scholarship of Teaching and Learning: Meeting the Needs of our Most Primary Public—Students. American Sociological Association annual meetings. San Francisco.

McKinney, K. and Helling, Mary Kay. January, 2004. SoTL at Intensives: The Work of AHHE Clusters. Carnegie Conference for Research Doctoral Intensives. Bloomington, Illinois.

McKinney, K. and Gerschick, T. August 2003. "Using the Scholarship of Teaching and Learning." Invited workshop Presentation at the American Sociological Society Annual Meetings, Atlanta.

McKinney, K. March 2003. "Using the Scholarship of Teaching and Learning for Improvement." Roundtable session at the American Association for Higher Education Annual Meetings- Learning to Change, Washington, DC.

McKinney, K. July 2002. "The Scholarship of Teaching and Learning." Mission, Values, and Identity: A National Conference for Carnegie Doctoral/Research Intensive Institutions. Normal, IL.

McKinney, K. March 2002. Invited panelist, "Faculty Choices and Commitments in the Scholarship of Teaching and Learning and its Continuing Progress." American Association of Higher Education CASTL Reunion, Chicago, IL.

Presentations Related to CASTL Carnegie Scholar Work

McKinney, K. October, 2005. "A Questionnaire Study of Views and Correlates of Success in Sociology." Paper presented. International Society for the Scholarship of Teaching and Learning. Vancouver.

Dewar, J., McKinney, K., Harnish, J., and Bennett, C. March, 2005. "Listening to Student Voices." Concurrent panel session, SoTL Colloquium, Atlanta.

McKinney, K. January, 2005. A Carnegie Scholar Project: Sociology Majors Tell Us About Learning in the Discipline. Illinois State University University-Wide Symposium on Teaching and Learning, Bloomington-Normal, IL.

McKinney, K. October, 2004. Students Tell Us About Learning Sociology-paper session. The International Society for the Scholarship of Teaching and Learning (IS-SoTL) Inaugural Meeting. Bloomington, IN.

McKinney, K. January, 2004. How Sociology Majors Learn Sociology: Successful Learners Tell Their Story. Illinois State University University-Wide Symposium on Teaching and Learning, Bloomington-Normal, Illinois.

Dewar, J., Donahue, P., and McKinney, K. April 2004. "Carnegie Scholars' Work in Progress: Lessons Learned." Concurrent panel session, American Association of Higher Education/Carnegie SoTL Colloquim, San Diego.

McKinney, K. April 2004. "Applying the Scholarship of Teaching and Learning: Examples from a Carnegie Scholar Project and Participants." Roundtable presentation, American Association of Higher Education annual meetings, San Diego.

Invited Workshops Related to CASTL Campus Work, Disciplinary Connections, or Carnegie Scholar Work

McKinney, K. "A Carnegie Scholar Project on How Sociology Majors Learn Sociology: Lessons for Other Disciplines." October 2005. Invited keynote address at the Second Annual Symposium on The Scholarship of Pedagogy for the Associated Colleges in the Chicago Area, Joliet.

McKinney, K. "The Scholarship of Teaching and Learning: Strategies for Quality, Efficiency, and Application." January 2006. Invited all day SoTL workshop at Webber International University in Florida.

McKinney, K. "An Overview and Example of the Scholarship of Teaching and Learning." August, 2005. Invited Keynote Presentation via distance technology to University of Wisconsin- Eau Claire.

McKinney, K. "Conducting, Sharing, and Applying the Scholarship of Teaching and Learning: Engaging in Scholarship to Inform our Practice as Teachers." July, 2005. Invited workshop presenter. Faculty In-Service, Palmer College, Davenport, IA.

McKinney, K. "Conducting and Applying the Scholarship of Teaching and Learning: Informing our Practice as Teachers." May, 2005. Invited feature presenter. The Teaching Professor Conference, Chicago, IL.

McKinney, K. "The Scholarship of Teaching and Learning." August 2004. Invited six-hour course at American Sociological Association annual meetings. San Francisco.

McKinney, K. April, 2005. "Evidence of Learning through SoTL: The Power of the Student Voice." Keynote presentation, Sixth Annual Midwest Conference on the Scholarship of Teaching and Learning, South Bend, IN.

McKinney, K. and Jarvis, P. "The Scholarship of Teaching and Learning: Improving Student Learning in Nursing and Across Disciplines." January, 2005. Invited workshop, College of Nursing, University of Cincinnati- OH.

McKinney, K. & Jarvis, P. (January, 2005). Assessment and SoTL in the Disciplines. Invited workshop given at the University of Miami of Ohio Middletown, Middletown, OH.

McKinney, K. "Students Tell Us about Learning: Lessons for Sociology and Other Disciplines." September, 2004. Invited Distinguished Visiting Scholar, University of Akron, Akron, Ohio.

McKinney, K. "Conducting and Applying the Scholarship of Teaching and Learning: Informing our Practice as Teachers." May, 2004. Invited feature presenter. The Teaching Professor Conference, Philadelphia, PA.

McKinney, K., Jarvis, P., and Naylor, S. (April, 2004). Invited Workshop on the Scholarship of Teaching and Learning for Purdue University, Calumet, IN.

(Note- we have also presented Cluster posters numerous times at various meetings. In addition, several cluster and/or ISU faculty/staff have published in or have papers in press or in review at *MountainRise*, the SoTL journal our Cluster helped move from local to international. Finally, colleagues from other institutions in our Cluster- Organizing to Foster SoTL- have published and presented but we only listed those with an ISU participant. We have not included in this list the many other publications and presentations by ISU faculty/staff or our previous cluster members that reports their own SoTL research.)