**Organizing to Foster the Scholarship of Teaching and Learning
CASTL Carnegie Cluster**

Assignment # 1:

Advances in our thinking about final cluster outcomes for the Summer Academy:

Our cluster has produced a number of useful documents supporting SoTL and we created
an on line data base of SoTL researchers. We discussed a final outcome product at the
SoTL Colloquium in Atlanta in March of 2005 as being a manual of sorts pulling
together all the work we have done as a cluster to foster SoTL.

Questions and issues we will deal with in the time remaining include addressing goals
we developed at the SoTL colloquium (see below) and discussing how we will develop
our final product by March of 2006 for the SoTL Colloquium in Wisconsin.

Consultations with other clusters:

We continued communicating with other clusters encouraging them to enter themselves
in the on line data base of SoTL Researchers. The Poster Session was especially helpful
in this regard as that session enabled us to have more personal conversations with
colleagues and directly encourage participation in the database. These conversations will
continue throughout the Academy and beyond.

Contributions to Future Work:

We are committing the majority of our time to developing strategies for implementing
and sustaining our goals and having discussions about how to document our work.

We have made progress on goals 1 and 3 below and first drafts of that work are included
for your review.

**Goals for 2005 Summer Academy
July 14, 2005**

Submitted by Patricia Jarvis, Cluster Team Coordinator at Illinois State University
Cluster Leader: Illinois State University
Core Members: Buffalo State College; Dominican University; Purdue University
Calumet; Richard Stockton College; South Dakota State University; Southeast Missouri
State University; Southern Illinois University Edwardsville; St. Olaf College; Western
Carolina University

Project Vision: It is our continued vision for our work to create and sustain a culture on
our campuses and beyond where the role of the faculty, both individually and
collectively, are viewed in more comprehensive and integrative ways such that equal

respect and reward are given to faculty who conduct the scholarship of teaching and learning as part of or in addition to their disciplinary scholarship.

Project Mission: It is our mission for our campuses to engage in activities that take advantage of the diverse cultures and resources of the core member institutions and conduct activity that will support the scholarship of teaching and learning on, across, and beyond our individual campuses.

At the Summer Academy in 2005, we will:

1. Develop strategies for increasing SoTL work within and across disciplines with attention to position (tenured vs. untenured faculty vs. administrator);

2. Develop a guide to SoTL resources (funding sources, research assistance, other types of support avenues, etc.);

3. Develop recommendations and provide examples for applying SoTL work (at the classroom, program, department, college, and institution levels);

4. Develop IRB materials for SoTL with language for applications and appended case examples of successful applications; and

5. Develop strategies/guidelines for intervening with new and future (graduate students) faculty to support and foster SoTL.

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Assignment # 2:

Products cluster may contribute to future campus-based SoTL work:

We value representing our various institutions as part of a community of practice of SoTL. Having multiple institutions working on issues of mutual concern provides broader perspectives that legitimize local efforts. The synergy fostered through the Summer Academies and the SoTL Colloquia has enabled us to develop methods for recognizing SoTL work in reward systems, to connect to colleagues through our database, and to support funding for our SoTL work though the grant program. These efforts created space for SoTL in hostile or apathetic climates. As we indicated in assignment 1, our cluster has produced a number of useful documents supporting SoTL and created an online database of SoTL researchers. Our final product at the SoTL Colloquium in Wisconsin in March of 2006 will contribute positively to future campus-based SoTL work.

Unfinished Business

We see sustaining the clusters as communities of practice as a continued need and challenge. Ongoing international conversations must occur for our campuses to sustain our momentum. Using SoTL evidence to support campus initiatives needs to be one of the next steps. Addressing the disconnect in the perspective of those who believe in data driven decision making while devaluing the SoTL that generates such data remains a priority for our cluster. Implementing strategies for our cluster's first goal at this 2005 Summer Academy are next steps. Our goals mirror concerns voiced by cluster members at the Focus Group session lead by Rick Gale on Thursday.

Our priorities can best be pursued and accomplished on our campuses by maintaining the campus clusters because they legitimize local SoTL efforts. A national organization (Carnegie?) must support this movement.

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Assignment # 3:

Evidence of Impact of Cluster Work

We are creating a final document with all of our cluster products to share with colleagues broadly. We discussed this effort at the SoTL Colloquium in March of 2005 and plan to have a draft for review by cluster members at the SoTL Colloquium in 2006.