



**THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING**

**Registration for the Continued Use of the Carnegie Name:
Statement of Intent**

Submit electronically to CASTL@carnegiefoundaiton.org

Institution: Illinois State University

Campus web site developed for the CASTL Institutional Leadership Program where this statement will be posted: <http://www.sotl.ilstu.edu/castlAahe/>

Person(s) submitting this statement and contact information:

Name: Kathleen McKinney
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Names of individuals or team members responsible for leading this work and their contact information:

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Please review the “commitments required of your institution” in the accompanying letter, in particular, the commitment to provide institutional support for five memberships in ISSOTL.

Source of support for five ISSOTL memberships: Funds from Provost Office/Cross Chair

Please indicate the senior level administrator (President, Provost, Dean) or designee who has approved this submission.

Name: Sheri Noren Everts
 Title: Vice President for Academic Affairs and Provost

Statement (500 words or less):

- 1) list goals for two years of work on a small number of high-leverage institutional agendas (e.g., to improve students’ ability to integrate ideas or to enhance the first-year experience) that can be strengthened through the scholarship of teaching and learning. (see below)
- 2) describe how that new work will build on what has been accomplished through your CASTL participation. (see below)

*Statements will be accepted until November 30, 3009.
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1. At Illinois State University, we have been involved in a number of ‘high-leverage institutional agendas’ that are directly part of or related to our strategic plan, *Educating Illinois*. Two of these are the American Democracy Project --and civic engagement more generally-- and promoting Learner Autonomy. As we move forward on these and related initiatives, we are also hoping to strengthen our existing investment in, and understanding of, service learning and its connection to civic engagement and learner autonomy. The Scholarship of Teaching and Learning can help us with these initiatives and general goals. This would happen via mechanisms such as sharing past SoTL literature on these topics, holding campus conversations about these topics, assisting in the design of and support for local SoTL studies on these topics, and making public what we learn to share implications and promote change when appropriate. Thus, our more specific goals for this final phase of the Carnegie Academy for the Scholarship of Teaching and Learning or CASTL (“the continued use of the Carnegie name”) are that through engaging in the scholarship of teaching and learning we will do the following:

- Better understand and document the developmental and learning processes and outcomes for students of involvement in civic engagement experiences in and out of the classroom including service learning opportunities.
- Better understand and document the extent to which, and how, enhanced learner autonomy is related to civic engagement and service learning experiences.
- Share what we learn via the web site, presentations, and publications.

All three goals connect to values, goals, or action items in our institutional strategic plan, *Educating Illinois*, as well as to work and support from the office of the Cross Chair in the Scholarship of Teaching and Learning.

2. In the three-year “Cluster” phase of the CASTL Campus Program, Illinois State University was the lead institution for one of about ten clusters of campuses from around the United States and Canada. Our cluster focused on “Organizing to Foster the Scholarship of Teaching and Learning” at the campus level. Thus, as a result of this work, we have the structures and processes in place to engage in the actions to achieve the goals listed above. The goal related to learner autonomy, in particular, ties directly to our most recent phase of CASTL work. Over the last three years, Illinois State University was part of the ‘student voices’ theme group with a special institutional emphasis on the reciprocal relationship between supporting student voices in SoTL and promoting learner autonomy. We sponsored three campus student-faculty conversations on learner autonomy, created a learner autonomy web page off our SoTL page, and gave out small SoTL grants related to promoting learner autonomy while involving students. In addition, two ISU teams (including students) wrote two chapters for the upcoming edited volume from our themed group on this topic (*Engaging Student Voices in the Study of Teaching and Learning*. Carmen Werder and Megan Otis, eds. Sterling, VA: Stylus).