CAMPUS TEAM: Illinois State University
PROJECT TITLE: Enhancing Student Learning and Intellectual Community by
Promoting the Scholarship of Teaching and Learning

Background of the Project
Illinois State University has a long history of supporting the Scholarship of Teaching and Learning (SoTL), Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) initiatives, and other work in this area through the Center for the Advancement of Teaching (CAT). Now is the time to raise our SoTL work to the next level by increasing the depth and breadth of the work, creating a critical mass of researchers and consumers, and coordinating separate initiatives. This project is important as it will accomplish the following:

1. Enhance student learning and focus on distinctiveness and excellence in teaching and learning
2. Guide the Cross Chair work
3. Connect Cross Chair, SoTL, and other work on campus
4. Support the five core values and the new mission of Illinois State University
5. Institutionalize SoTL
6. Connect Illinois State University to multiple national organizations that promote SoTL
7. Engage faculty, staff, and students in useful, stimulating, scholarship
8. Provide a model program for the promotion of SoTL

Goals of the project
Student learning and development will be deeper, better integrated, more engaged, and longer lasting by enhancing faculty learning and scholarship related to SoTL. The goals are the following:

1. Increase productivity of SoTL
2. Increase collaborative, interconnected, and interdisciplinary SoTL work
3. Facilitate changes in the reward structure to reflect the value of SoTL
4. Assess the degree of change in and impact of SoTL work on campus over time (including assessment SoTL on student learning outcomes)
5. Increase the visibility of and regional or national connections about SoTL

Project Description
This project involves both a practical/intervention component and a research/assessment component. Our goals are to increase the depth and breadth of involvement in SoTL on campus, involve more students in SoTL, improve the quality and dissemination of such work, increase the application of SoTL findings and implications, and improve the reward structure for faculty engaging in SoTL efforts. We are also interested in comparing the status of SoTL on our campus now and five years from now at the end of the first term of the Cross Endowed Chair in SoTL. We will look at the nature of SoTL work (quantity, quality, disciplinary differences, support, rewards, uses, impact).

Factors likely to enable the success of the project follow:
1. A culture of shared governance and inclusivity
2. A University mission and strategic plan that support SoTL
3. Commitment to the Cross Endowed Chair for SoTL
4. Existence of innovators and early adopters

Factors likely to impede the success of the project follow:
1. Pockets of resistance, apathy, or misunderstanding about SoTL
2. Limited resources for and competing priorities to SoTL
3. Insufficient data/research about the impact of or uses for SoTL on our campus
4. Ambiguous reward structure

Project performance measures
The major measures of project success identified thus far include:

1. A meaningful increase is found between baseline and posttest (five years later) data on number of SoTL presentations, publications, and grant applications by our faculty, staff, and students.

2. A meaningful increase is found between baseline and posttest (five years later) data on the number of SoTL presentations, publications, grant applications, writing circles, and SoTL communities that involve teams and/or represent multiple disciplines.

3. A content analysis of department and college annual evaluation, promotion, and tenure guidelines indicate that 100% of these units reward SoTL under the category of Scholarship.

4. In a majority of reports that must include data on student learning from our funded SoTL projects, we find a positive impact on some aspect of student learning or development in the person/team's class or program studied (e.g., pre-post test differences, analysis of student reflection on learning, percent of students achieving a criterion, etc.).

5. A meaningful increase is found between baseline and posttest (five years later) on the regional and national involvement in and recognition of SoTL work by our faculty, staff, and students (e.g., SoTL conference planning, committee work, awards, work on SoTL journals, etc.).

Data currently available to support the measures identified above include the following:
- National Survey of Student Engagement data
- College Student Experiences Questionnaire data
- Research and Sponsored Programs Office annual report
- Department/college productivity reports
- Assessment web site containing department measures of student learning outcomes
- Center for the Advancement of Teaching annual grant report

- College and department tenure and promotion guidelines
- Graduate School dissertation and thesis titles report

Progress toward the project's mission and goals as of July 21, 2002
Progress on our project while at the academy includes the following:
1. Developed five quantifiable measures of success
2. Increased student involvement as our graduate student attended the academy and was a very active participant
3. Identified current data to assess our project
4. Generated additional practical strategies for promoting SoTL on campus
5. Increased team cohesion
6. Completed an action plan to be shared with key leaders and other audiences
7. Identified other units and initiatives for collaboration

Action items
Actions for year one of the project were determined including
1. Practical strategies to promote SoTL on campus
   a. Institute Cross SoTL grant program
   b. Design a non-credit summer institute on SoTL
   c. Identify SoTL funding resources with assistance of RSP Office
   d. Facilitate SoTL Writing Circles and Teaching Learning Communities
   e. Convene Campus Meeting to discuss various viewpoints related to SoTL
   f. Identify innovators and early adopters
   g. Collaborate with people in the following units
      - Vice Presidents, Deans, Chairs
      - University Assessment Office
      - Center for the Advancement of Teaching
      - Research and Sponsored Programs Office
      - Graduate School
      - General Education Coordinating Committee
      - Institutional Research and Planning
      - Milner Library
2. Assessment of SoTL project
   a. Form research teams
   b. Begin obtaining secondary data sets and IRB approval
   c. Collect and analyze baseline data about SoTL

We need more specific procedures to implement these and future actions.

Team members and their titles

Jim Broadbear	Associate Professor, Health Sciences
Deborah Gentry	Associate Dean, College of Applied Science and Technology and Professor, Family and Consumer Sciences
Patricia Klass	Professor and Chair, Educational Administration and Foundations

Kathleen McKinney   Cross Endowed Chair in the Scholarship of Teaching and Learning and Professor, Sociology

Sharon Naylor   Associate Professor, Milner Library

Nicky Virgil   Graduate Student and Assistant, Psychology