

## **SoTL Activities and Achievements on Cluster Member Campuses Stimulated by Cluster Work**

### **Buffalo State University**

Following is a list of the 2003-6 contributions of Buffalo State College to the core **action items** of the cluster.

- Share resources with other members of the cluster
  - When the **WebCenter** was in existence, we made numerous postings such as criteria for fellowships, PDF files of publications, workshop materials, etc.
  - Our revised **promotion and tenure policy**, and the process used to develop and pass it, have been distributed to interested members of the cluster.
- Conduct assessments to document the work of the cluster and development of at core member institutions
  - We entered the cluster having done a **base line survey** of over one hundred faculty
  - In spring 2004 we conducted a **follow-up survey** to assess the impact of at our institution
  - The results of both surveys will be posted on our web site
- <http://www.buffalostate.edu/orgs/castl/surveys.html>
- Disseminate information on the work of the cluster to core member institutions and constituents external to the cluster
  - Faculty have presented the work of the cluster at **three international meetings**
    - IS- in Indiana
    - IS- in Vancouver
    - The 5<sup>th</sup> International May conference in London
  - Faculty have presented the work of the cluster at the 2003 and 2004 **CASTL Colloquium** and we have plans to make several presentations at the 2005 Colloquium
  - At the first IS- meeting a **CD was distributed** to 60+participants at a session of Fellowships. On the CD were many materials developed at Buffalo State College to recruit for, provide support for, and establish fellowships.
  - The outcomes of our support for through the fellowship program have been widely distributed through **hard copy and electronic publications**
- Share and develop strategies for promoting at core member institutions
  - Our most effective strategy is a unique **fellowship program** that is tied to institutional initiatives. During our membership in the cluster we have reviewed applications and selected our second, third and fourth cohort of fellows. Details of this initiative were presented at the first IS- conference in a session organized by Barbara Cambridge.
  - This year we began a “**Research on Teaching and Learning**” seminar series based on the work of the fellows. These sessions disseminate the results of fellows work, as well as promoting interest among candidate for fellowships in coming years.
  - We have undertaken **additional assorted strategies** such as campus wide information and skill building sessions, presentations to administrators, publications, internal conference presentations
  - We continue to use our **campus web site** as a strategy to stimulate new interest on campus and to inform other campuses of our activities

- We have submitted articles to **MountainRise** and reviewed articles submitted for publication
- Establish the call for proposals and evaluation criteria for the Cluster Scholars Collaborative Grant Program
  - Took the lead on reviewing **Cluster Scholar applications**
- Create a document of preferred example language about for annual evaluation and tenure and promotion guidelines
  - Contributed to the development of this document
- Develop strategies to promote at the Departmental and Campus levels with recommendations for administrative support.
  - In 2003 Buffalo State College revised promotion and tenure policy to provide parity among discipline based scholarship and. Over the past three years we have instituted a **Departmental Liaison** program whereby members of the CASTL advisory committee work with academic departments to assist in the implementation of the policy. This has involved attending department meetings, providing information and resources, working with review committees, and providing examples of discipline based.
- Submit and present cluster related work at multiple conferences.
  - See #3 above.
  - We organized a **Symposium** in spring 2005 and invited a cluster member to provide the keynote address.
- Create an on-line resource packet of cluster products.
  - we will submit an extensive number of forms, guides, flyers, etc. to this site.

**Illinois State University (note: we do many more SoTL support activities but the following were connected to cluster work in 03-06)**

- **Involvement in the CASTL Program-** Since early 1998, several Illinois State University (ISU) faculty members and a larger group of faculty and staff members have participated in the CASTL program and our ongoing campus discussions of SoTL and interdisciplinary research on student engagement. Our campus definition of the scholarship of teaching is “systematic reflection/study on teaching and learning made public.” During the three years of the Clusters, we applied for and were selected as the leader of the “Organizing to Foster SoTL” Cluster. The previous section of this report lists Cluster activities that we have facilitated and for which we have taken primary responsibility.
- **Faculty Institutes-** We have offered a variety of multi-day institutes related to SoTL, usually in May, open to faculty, staff and graduate students (by application and limited by funding). Topics of institutes have included “Scholarship of Teaching and Learning – Getting Started on a Project” and “Teaching, Learning, and Scholarship.” Participants receive a small stipend, materials, and (of course) food. Objectives and products of each institute vary. For example, in the last institute, participants received \$500. All participants produced a brief teaching tip, teaching literature review, or SoTL paper in a week. These were edited and published (internally) in a book. The book was share with all Deans, Chairs, and faculty new to campus.
- **Campus Sessions on SoTL-**We offer a range of workshops or other sessions on SoTL during the academic year. Example sessions or presenters include the following: Craig Nelson from IU, Richard Gale from the Carnegie Foundation, open campus discussions about SoTL, a

SoTL workshop for nontenure track faculty members, and a SoTL workshop for graduate students.

- **Support at the Department Level-** The Cross Chair in SoTL at ISU works with Deans, Chairpersons, and faculty members on issues related to SoTL. The Cross Chair presents at Department chairperson meetings, visits with faculty during department meetings, creates and provides handouts related to SoTL to faculty, chairs, and deans. In addition, SoTL small grants often involve department/disciplinary teams. Topics include what SoTL is in a discipline, publication outlets, how SoTL can help faculty and a department, and so on.
- **Involvement in a SoTL Journal-** Western Carolina University created a local, on-line SoTL journal called *MountainRise*. This provides the following opportunities for faculty: a source of information on teaching and learning, a place to publish SoTL work, and opportunities to review SoTL work. After joining the Cluster, cluster members became involved in *MountainRise* as several core members now have faculty on the editorial board. ISU has members on the editorial board. The journal has moved from local to national/international. <http://mountainrise.wcu.edu/>
- **Cluster Small Grant Program-** We helped create and administered a cluster SoTL small grant program. Three ISU faculty members received funding for travel to SoTL related conferences to present their work through the program.
- **Provide Articles and Other Information to Key Administrators-** We keep a look out for good, short articles on SoTL and its value, use, etc. as well as related articles that indirectly show these ideas. These are copied and sent with a note to the President, the Provost, Deans, etc. as appropriate.
- **ISU collaboration with the Higher Education Teaching and Learning Subject Support Center** at Sheffield Hallam University in the United Kingdom. ISU hopes to be one of the partners in this UK government funded international effort to study “Promoting Learner Autonomy.” We hope to receive support to conduct research here in the states on this topic and work with colleagues in the UK.
- **Thailand delegation-** We hosted, helped organize, and presented for/at the week long visit by 10 higher education faculty and administrators from four universities in Thailand to ISU in February, 2005. The Thailand delegation was interested in learner-centered and active teaching/learning, faculty development, and SoTL. We have now been asked to send a team back to Thailand and may be going in October of 2006.
- **International Society for the Scholarship of Teaching and Learning-** ISU faculty involved in the cluster have become involved in this organization, its governance and annual conference. Cluster teams have presented at IS-SoTL in Indiana in 2004 and Vancouver in 2005.
- **Cross Institutional visits-** ISU faculty involved in the cluster have visited other institutions in our cluster or events in which they have been involved, presenting or offering workshops on SoTL.

#### **The Richard Stockton College of New Jersey**

- **Involvement in the CASTL Program-** Stockton has participated in CASTL since 1999. Our new faculty are introduced to the concept of SoTL in their first workshop on scholarship and teaching in the new faculty orientation session. Stockton has participated in the “Organizing to Foster SoTL” Cluster.
- **Institute for Faculty Development –** The Institute for Faculty Development was re-established in spring 2005 to support faculty in SoTL activities. The Institute offers workshops on pedagogy and scholarship of teaching to newly hired and continuing faculty. The Institute for Faculty Development also features

- **Support at the divisional level for new faculty scholarship-** Starting fall 05 each division has made funds available to newly hired faculty to support their scholarship, including SoTL work. This is a result of committee recommendations to the provost.
- **Distinguished Faculty Fellowships for scholarship in teaching-** We continue to support proposals from all faculty to do research in teaching. The \$5000 distinguished faculty fellowships are open to all tenure-track faculty through a competitive application process.
- **Provide Articles, Books, and web-links to Key Administrators-** We keep a look out for and acquire books, articles, and web links on SoTL and its value, use, etc. We make these available to the Provost and Deans.
- **Stockton's participation in the New Jersey Project.** The New Jersey Project is a consortium of New Jersey Colleges and Universities. The project supports scholarship in the teaching of topics related to gender, ethnicity, culture, and sexuality. Stockton participates actively by doing workshops for the New Jersey Project and by
- **International Society for the Scholarship of Teaching and Learning-** Stockton faculty through their involvement in the cluster have become knowledgeable about this organization, and some have become members. A team is trying to get the resources to attend the 2007 ISoTL meeting.
- The administration recognizes SoTL in the **faculty reward system**. Deans, the Provost, and the President are committed to including SoTL in the reward system for scholarship.

### **Western Carolina University**

- **MountainRise**, our international SoTL eJournal (<http://mountainrise.wcu.edu/index.html>) With an international review board, we have so far received for the next issue a significant number of manuscripts from the United States, Australia, Canada, New Zealand. *MountainRise* is becoming a top-level, peer-reviewed, international journal on SoTL. The Fall/Winter 2006 issue will be published by early December. It will include articles, reflections, poetry, and an "Invited Essay" on SoTL by Craig Nelson, professor of biology at Indiana University. Representatives from our Cluster who are members of the Review Board of *MountainRise* are: Ken Callis, Scott Johnson, Norman Carroll, David Schodt, Gideon Falk, and Greg Luttrell.
- **2006 Summer Institute for Teaching & Learning** (May 15 - 18, 2006): the official registration period will be in February - early March, but we already have 22 faculty on the pre-registration list. The goal for the number of participants is 75 (up from 37, 47 and 57 the first three years of the Institute). The guest facilitator will be Donna Llewellyn, director of the Center for the Enhancement of Teaching & Learning at Georgia Tech.
- **2006 SoTL Faire** (<http://www.wcu.edu/facctr/sotlfaire/index.htm>): proposals are from 7 states and 20 schools (as far away as Wisconsin, Louisiana and Florida). Presentation proposals are being sent to the Faire Review Board members from 12 schools in the Southeast. The mid-day program will include the introduction of the CDTA finalists and the keynote address by Randy Bass.
- **2007 SoTL Faire:** the Faire will be expanded into a two-day event with the intention for it to become the main SoTL conference in the Southeast and gradually become a national SoTL conference. The keynote speaker will be Barbara Cambridge, president of the International Society of SoTL.
- **Faculty Learning Communities** (<http://www.wcu.edu/SoTL/faclearncm.html>) have grown greatly this year to 11 FLCs with about 115 different faculty members. About 25 - 30% of Western faculty members are in FLCs this academic year. The SoTL FLC is our largest, with 16 members, each of whom has an individual, course-based SoTL project.
- 1st SoTL award at Western: the **SoTL Award** (<http://facctr.wcu.edu/SoTLA.htm>) will be awarded for the 2005 - 2006 academic year.

- We continue to advocate for **SoTL being fully recognized in the faculty reward system** in all departments, programs, and colleges. The Faculty Senate has approved, under "University Standards for Teaching, Service and Scholarly/Creative Contributions," item # 2 about research that states: "Evidence of scholarly/creative contributions to the discipline or profession is required. **Evidence may include the scholarship of teaching and learning**" (boldface added).
- We are seeking funding for the approved **SoTL Grants Program**.
- A proposal for the creation of an **Endowed Chair in SoTL** has been made to appropriate university officials. We have modeled this Chair after the SoTL Chair at Illinois State University that Kathleen holds. Also, we are attempting to develop an **annual Summer SoTL Seminar at Western** where for 3 - 5 days scholars on teaching and learning present papers, collaborate, meet with our faculty, etc.
- Collaborative presentations that Pat and Scott and I made at the IS-SoTL meeting. Also, last April, at Scott's invitation, I delivered the keynote address at the 2005 Buffalo State Carnegie Academy for the Scholarship of Teaching and Learning Symposium. In addition, at the CASTL Colloquium in Atlanta last March I facilitated a roundtable discussion titled, "Using Text-based Evidence of Student Learning in A Cross-Disciplinary Faculty Learning Community."