

Mapping Progress: Campus Support for the Scholarship of Teaching and Learning

To begin Part III of the Carnegie Academy Campus Program, each campus will map its progress toward institutional support for the scholarship of teaching and learning. This mapping exercise will help the institution and the Campus Program learn about ways in which the campus is promoting scholarly approaches to teaching and the scholarship of teaching and learning. The campus can use its self-analysis for planning of its own future work, and the Campus Program will be better able to design the next stages of its work with campuses.

This mapping exercise is derived from several sources. A set of categories came first from current reports by campus representatives and scholars about essential supports or productive activities on their campuses. At the 2001 Colloquium on Campus Conversations, participants individually and in groups supplied ideas for changes in the categories and for additional elements. The resulting exercise should help campuses represent their work fully.

We do not expect that every campus will have made significant progress in every category in the exercise: as noted above, the purpose of the “mapping” is to take stock and gather information to help direct next steps. Nevertheless, we ask that you respond to each category in *some* way. The questions and suggested items for analysis are heuristics to prompt your self-analysis: you may use the prompts and/or add other information and evidence. If they are necessary to explain your initiatives and practices, you may attach appendices to this exercise.

Reports should be submitted in two ways by August 1, 2001.

1. Post on your campus site on the AAHE Web Center (<http://aahe.ital.utexas.edu/>).
2. Send a print copy to Barbara Cambridge (AAHE, One Dupont Circle, Suite 360, Washington, DC, 20036.)

Campus Map of Support for the Scholarship of Teaching and Learning

1. Institution: Illinois State University
2. Campus Program Contact Person: Kathleen McKinney, Director
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3. Process by which this report was generated. Please describe in up to 200 words the process that your campus used to collect information for this report.

A variety of mechanisms and people were used to generate this report. The Campus Program Contact Person, Kathleen McKinney, shared the document with, and requested input from, dozens of people involved in the original CASTL discussion group (faculty, staff, and students), in SoTL research on campus, in relevant units on campus (e.g., faculty development units) as well as the Provost, Associate Provost, College Deans, and Department Chairpersons. Information and suggestions for the report were sent to her, meetings were held to discuss various questions, and several staff members were assigned to look for relevant information or data. A draft was generated and shared with several key people in these groups, then rewritten.

Note: We use the Illinois State University campus definition of the scholarship of teaching and learning (SoTL) (from CASTL discussions) as we worked on this report; “systematic reflection on teaching and learning made public.” In addition, though much SoTL work on our campus takes place in terms of k-12 teaching and learning, this report focuses on SoTL related to college teaching and learning. Finally, rather than include lengthy appendices, some data and examples in the narrative responses as well as appropriate web site URLs are provided.

4. Names and e-mail addresses of those people who did the writing for this mapping exercise.

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Several chairpersons and many staff members throughout the university also contributed examples or data for the report.

5. Submission of the report. Please check and fill information.

Posted on AAHE WebCenter:

Date: August 1, 2001

Name and e-mail of person who posted:

Kathleen McKinney, kmckinne@ilstu.edu

Sent to AAHE office

Date: July 31, 2001

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Campus Map of Support for the Scholarship of Teaching and Learning

1. Mission, Infrastructure, and Integration

This category addresses the centrality of the scholarship of teaching and learning on your campus.

a. Does your campus, in its mission statement or other public documents, feature the scholarship of teaching and learning? In what ways, and why?

Illinois State University has a long history of interests and values related to the scholarship of teaching and learning (SoTL). We began as a “normal school” or teacher’s college and still have a large and strong teacher education program with high school teacher education programs residing within the disciplines. As a Carnegie Research Intensive institution, we strive for a balance between teaching and research. Faculty in a variety of disciplines, both in and outside the College of Education, are involved in SoTL related to college level teaching and learning.

Our current University mission statement (in our Academic Plan and other public documents) does not explicitly address SoTL, though it does address superior teaching and connections between research and teaching. The first priority in the mission statement is to “develop student potential through superior teaching.” This, of course, is not possible without a commitment to SoTL. In addition, SoTL fits within our general definition of research and scholarship (see below, as the definition appears in Illinois State University’s annual review, tenure and promotion document).

“The term “scholarly and creative productivity” comprises a variety of activities, including those typically defined as research. Because activities considered to be scholarly and creative productivity vary considerably from discipline to discipline, the University recognizes that scholarly and creative productivity includes all forms of discovery and integration of knowledge, critical analysis, and products and performances. A large subset within the area of scholarly and creative productivity is commonly called research. [Research is] a formal procedure, which contributes to the expansion of basic knowledge or applies such knowledge to the solution of problems in society or exemplifies creative expression in a specific field of study. The results of research are communicated to professionals outside the University through a peer-reviewed process in a manner appropriate to the discipline.”

Each of our Colleges also has a mission statement. Both our College of Education and our largest college, Arts and Sciences, mention SoTL in their mission statements. The mission of the College of Education states, “In support of its teaching mission, faculty in the College engage in research which tests and extends the knowledge base under girding degree and certificate programs and contributes to the solution of contemporary educational problems.” The mission of the College of Arts and Sciences includes, “The faculty is equally committed to advancing the art and science of teaching.” “The College of Arts and Sciences supports faculty and students in their endeavors to produce nationally and internationally recognized research and scholarship, including significant contributions in disciplinary pedagogy.”

In addition, we have begun the process of rewriting our University mission statement based, in part, on our most recent long term planning endeavor and the accompanying report titled *Educating Illinois* (<http://www.educatingillinois.ilstu.edu/>). A final version of the new mission is not yet ready. Key phrases that have a potential relationship to SoTL from the *Educating Illinois* document and its action items are summarized here.

Pg. 3 “The combined qualities of large-university diversity and small-college interaction define an institution that places the learner at the center of teaching and research.”

Pg. 7 “Solicit input from our students about their educational experiences at Illinois State; use the data to provide even more effective support to help students succeed.”

Pg. 12 “Encourage undergraduate-graduate-faculty research/creative teams and the integration of the teams’ research into graduate and undergraduate classrooms, laboratories, studios, and the laboratory schools.”

Pg. 18 “Create a faculty professional development center (integrated support for faculty in their research, teaching, and service roles).”

Pg. 18 “Encourage each department and college to examine its ASPT or other professional assessment document and reward structures (i.e., research, teaching, and service awards, university research grants) to determine how they can be aligned to support the action plan and its values.”

Pg. 18 “Enhance new faculty and staff orientation, training sessions, and other professional development activities related to research, teaching, and support functions. . . to help faculty and staff make meaningful connections between their work and the University’s strategic goals, to help faculty members integrate their research, teaching, and public service activities.”

b. Infrastructure contributes to sustainability. What infrastructure(s) has your campus established to support the scholarship of teaching and learning? Possibilities include a center for teaching and learning, a teaching academy, an integrated committee structure to coordinate work across campus, an associate provost with support, or an office to support and coordinate the work. Are there any special conceptual, practical, or historical reasons for the particular infrastructure on your campus?

In the establishment of the Center for the Advancement of Teaching (CAT) five years ago, the strong interest of faculty and others at Illinois State University in teaching and learning was recognized and rewarded by the support given by the Illinois Board of Higher Education for the establishment of this Center at the University. The Center for the Advancement of Teaching is the unit most involved in supporting SoTL. In addition, there are a number of structures or units on campus that, as part of their functions, support SoTL. These units have evolved over time to meet our mission and the needs of instructors as well as in response to trends in the national higher education scene. Funding and individuals in key administrative positions have also influenced the creation or characteristics of these units. These include the following:

University Assessment Office (UAO)

Faculty Technology Support Services (FTSS)

AAHE-CASTL Coordinating Committee and Discussion Group

Office of the Provost

University Research Office and College Research Offices (URO and CROs)

University Teaching Committee (UTC)

University Research Committee (URC)

Milner Library

c. Is the scholarship of teaching and learning connected to or integrated with other campus priorities and initiatives? Which ones? How?

See #1 above (*Educating Illinois*). In addition, annual review, and tenure and promotion guidelines have recently been revamped and now do a better job of recognizing both superior teaching and SoTL. As mentioned above (see #1), SoTL fits within the university’s general definition of scholarship and research. In addition, it is recognized under the category of teaching. This new strategic plan also states "because these areas (teaching, research, and service) are mutually supportive, the activities undertaken in one area may at times overlap another." Furthermore, there is an *Educating Illinois* implementation committee working on a new structure for faculty development (of which SoTL support would be a part). Changes in our University Research Grant Program that might favorably impact internal funding of SoTL are also under consideration. Finally, a major initiative on campus is the Comprehensive Campaign. An endowed chair for General Education was recently created and the individual in this position will do some SoTL research. Also as part of the Comprehensive campaign, the Office of Institutional Advancement is looking for a donor to support a faculty position for SoTL.

d. What two or three significant changes in your campus culture and practices have been helped by your attention to the scholarship of teaching and learning? We are particularly in those changes for which you have evidence. Possibilities might include evidence of increases in student learning, greater variety of scholarly career options for faculty members, new common understanding of language regarding the study of teaching and learning, increased

student participation in decisions about teaching and learning, modification of the duties of faculty governance, new processes for developing and reviewing curricula, and increased public representation of the scholarly missions of your campus.

There is now data at an institutional level to show improvement on several indicators of student success. For example, the average ACT composite score of Illinois State entering freshmen has been slowly but steadily rising over the past 5 years. The average ACT composite score for entering freshmen in 1996-1997 was 21.9 compared to the 2000-2001 average of 22.7. The two-year persistence rate of new freshmen cohorts has risen in recent years from a low of 73 percent for the 1993 and 1994 cohorts to a high of 79 percent for the 1998 and 1999 cohorts. The percentage of freshmen reporting that they have had an “opportunity to work on a research project” frequently has risen from 16.9% in 1996 to 26.3% in 1998. The percentage of freshmen that have “challenged a professor’s ideas in class” has risen from 39.7% in 1996 to 51.3% in 1998. The percentage of graduating seniors planning to attain a master’s degree has risen from 48.1% in 1999 to 59.4% in 2000. (These data come from the University Assessment Office and Institutional Research).

Based on anecdotal evidence, more faculty members are doing SoTL and are receiving credit for it. In addition, more faculty members are taking what they learn and applying it in and outside the classroom. Thanks to involvement in CASTL, there is a small group of faculty and staff that agree on SoTL language. It is clear, however, that many others on campus do not share this understanding of the meaning of SoTL. There is a commitment to raise the visibility of and support for SoTL on campus. A variety of faculty development units have been reorganized and given increased support, in part, to support SoTL. (Some related documentation follows in response to other questions.)

It is too early in the SoTL social movement here at Illinois State, however, to make claims or provide evidence for significant changes in our campus culture and practices as a result of increasing attention to SoTL. This is complicated by the facts that 1. there has always been interest in and support for SoTL on this campus, and 2. that the SoTL movement has/is occurring simultaneously with many other changes on campus (implementation of a new general education program, creation and implementation of the *Educating Illinois* planning document, changes in governance, greater integration of faculty development services, changes in assessment, increased focus on students, etc.).

2. Participation on the campus

This category addresses the people who are actively involved in the scholarship of teaching and learning.

a. Students: How are undergraduate students involved in the scholarship of teaching and learning? Does your campus have funded research grants for students to do the scholarship of teaching and learning, widespread use of classroom assessment techniques, credit courses to study learning within and across disciplines, regular formal opportunities for faculty and student decision making about support for teaching and learning on your campus? How many students have been actively involved in your Campus Program work and in what ways?

- Undergraduates are eligible as part of a team (with faculty) to apply for small SoTL grants.
- Many faculty members now make use of classroom assessment techniques such as one-minute papers, background knowledge probes, and student quality circles to obtain student feedback as part of the process of gathering information on teaching and learning.
- The institution sponsors annual Undergraduate and Graduate Research Symposia as well as a Teaching-Learning Symposium. Students have presented SoTL work in these arenas (about 10 undergraduates on average the last two years at the Undergraduate symposium, though much of this is work in the k-12 area (it is difficult to determine by title the nature of the studies). For example, in Psychology, 14 different students were involved in two presentations of such research at the 2000 Undergraduate Research Symposium, “Enriching the Classroom Experience through the Job Characteristics Model” and “Effects of Hands-on Demonstrations in General Psychology”.
- Two undergraduate students presented on the topic of student engagement at our AAHE sponsored conference on July 18, 2001, titled “Engaging Minds: A Conference on Student Engagement” (part of our CASTL work).

- One of three CASTL studies had an undergraduate student on the research team.
- One undergraduate student served on the original CASTL Campus Program discussion group.
- Teacher education majors are welcome at all teaching and assessment workshops sponsored by the university.
- The required freshman course, Foundations of Inquiry, taken by 3100 freshman students each fall in sections of 30 students each, is a course on college success (including learning), critical thinking and ways of knowing across the disciplines.
- The Center for the Advancement of Teaching sponsors approximately two “Student-Faculty Conversations on Teaching” events each academic year.
- There is student representation on committees related to curriculum (at all levels) and on the academic senate. A student representative sits in on appropriate University Teaching Committee meetings.
- Many departments offer the opportunity for undergraduates to serve as undergraduate teaching assistants.
- Students in the Honors program work on research, which could be SoTL, with faculty members.
- Undergraduates are also involved in other SoTL projects at the department level. For example, within the Chemical Education Certification and Research program, 6 undergraduate chemistry majors are working on projects related to SoTL. Five of them are working on a project to study online chemistry teaching assistance, both as Online TAs themselves and in the data collection and analysis. This project has resulted in 4 regional and national conference presentations and a recently submitted paper to a journal. One other undergraduate has participated in projects involving developing a distance education laboratory course for general chemistry. This project is in its beginning stages. In another project, 3 undergraduates are studying the teaching of biochemistry and AIDs awareness via the web. This project has resulted in three conference presentations. The Camille and Henry Dreyfus Foundation externally fund both these projects.
- Several departments have undergraduate disciplinary journals, which may include SoTL related to that discipline (e.g., English, Political Science).

b. Faculty

Individuals: How many faculty members on your campus are actively engaged in doing the scholarship of teaching and learning? How do you know? How many faculty members attend events concerning scholarly approaches to teaching and/or the scholarship of teaching and learning? Are faculty members from all ranks involved? Which faculty members are providing leadership? Are an increasing number of faculty members participating each year?

Collection of such data has only recently begun, thus it is difficult to know if participation is increasing. Based on involvement in CASTL and other programs related to SoTL as well as recent attempts to keep track of who publishes and presents SoTL work, there are probably 4-5 dozen faculty involved in SoTL related to college teaching and learning (many more if the count includes being a scholarly or reflective teacher). Attendance at events concerning scholarly approaches to teaching (e.g., the reflection series last year) or SoTL (e.g., the keynote speaker at the teaching-learning symposium) ranges from 8 to 75. These faculty members are from all ranks and from many disciplines.

Faculty members publish and present their SoTL work off campus in refereed journals and at professional conferences. Some examples of recent published SoTL work by faculty members as well as reports of teaching center grants can be found at the following URL:

<http://www.cat.ilstu.edu/sotl/index.shtml#examples>. In addition, faculty have been involved in presenting at the local, annual Teaching-Learning Symposium. About 60-70 Illinois State instructors (some GAs) present each fall on SoTL or teaching strategies. Abstracts of the 2000 symposium presentations can be found at <http://www.cat.ilstu.edu/events/tls.shtml#abs>. About 200 faculty members subscribe to the on-campus electronic discussion list “isuteach” and reflect on teaching.

Faculty members have contributed to local and national SoTL newsletters (e.g., *The CATalyst*, *The Teaching Professor*). Faculty members are involved as editors of pedagogical journals. Currently, Illinois

State is the home of seven pedagogical journals and has housed others (e.g., *Teaching Sociology*) in the recent past. These include the following: *Journal of Management Education*, *Journal of Teaching in Marriage and Family*, *Illinois Journal of Technology Education*, *Research Strategies* (a journal about library teaching and learning), *Educational Studies in Mathematics*, *Journal of Geoscience Education*, and *A Journal for English Teacher*. Other faculty members serve as Associate Editors (e.g., for *Social Science Computer Review* and *Journal of Graduate Teaching Assistant Development*).

Each year, several dozen faculty members are awarded small grants from the Center for the Advancement of Teaching (CAT), the University Assessment Office, and Faculty Technology Support Services. All of these grants involve reflection on teaching and learning; some involve SoTL. Brief CAT grant reports can be read at <http://www.cat.ilstu.edu/sotl/index.shtml#examples>. In addition, SoTL is a legitimate topic for both sabbatical requests and University Research Grants (URGs). For example, in 2001, 35 sabbaticals were awarded. Of these, 2-3 could be viewed as SoTL related to higher education. Of the URGs awarded last year, 8 involved SoTL related to higher education. (External grant proposals related to SoTL are discussed under #3b.)

Many faculty members attend on-campus development programs with a scholarly approach to teaching including, for example, the annual First Year Faculty Institute on Classroom Assessment, Research, and SoTL (37 faculty over the course of three years), the State Farm Teaching with Technology Program (66 faculty over the course of 3 years) and the Distance Education Training Program (about 20 faculty the first year). These programs are especially beneficial as they are longer term (3 days to several weeks), involve a wide range of resources, make use of faculty mentors, emphasize information on reflection and assessment, and require public presentations or other outcomes.

Finally, it should be noted that, in addition to faculty, some academic and student affairs professional staff members are active in SoTL, presenting papers at professional conferences and publishing in journals. For example, staff members have published in *College Student Affairs Journal* and *To Improve the Academy*, and given presentations at conferences such as AAHE and POD Network.

Example SoTL Leaders:

Nancy Bragg
Jack Chizmar
Val Farmer Dougan
Dale Fitzgibbons
Deborah Gentry
Tom Gerschick
Al Goldfarb
Lisa Janicke Hinchliffe
Steve Hunt
Willy Hunter
Patricia Jarvis
Marjorie Jones
Trish Klass
Claire LaMonica
Phyllis McCluskey-Titus
Kathleen McKinney
Cynthia Moore
Donna Redding
Dent Rhodes
Cheri Simonds
Doug Turco
Wendy Troxel
Julia Visor

Departments: What departments on your campus are actively engaged in supporting the scholarship of teaching and learning? What departments are most actively engaged? In what ways? Do you have ideas

about why certain departments are more active than others? What is your campus doing to develop departmental support?

Support for SoTL varies by department and less is known about this than should be known. SoTL fits within the University definition of research but the extent to which it is valued and supported varies. All departments, however, recognize it at some level. Based on limited data, some departments that strongly support SoTL include, for example, Communication, Biology, Sociology, Family and Consumer Sciences, Accounting, Psychology, Management and Quantitative Methods, Geography/Geology, Mathematics, and English; Milner Library and the College of Nursing; as well as departments in the College of Education and College of Applied Science and Technology. There has been growing interest recently in other departments including, for example, chemistry and physics.

By and large, however, SoTL is still an individual or small group level, not department level, initiative. In many cases, the extent to which individual members of a department develop interest and expertise impacts the culture of the department. As a critical mass of SoTL faculty is created in a department, these people can influence the department reward structure, mission, etc. These individual members may have been influenced by mentors here or elsewhere, experiences and training from graduate school or a previous position, work on the part of the teaching center, and involvement in SoTL related to their professional organization. Over time, some departments then become generally more supportive and involved in SoTL and this message is given to new faculty. Several department chairpersons or their designee provided information, as examples, below. This information should be considered incomplete, however.

The Department of Educational Administration and Foundations actively supports teaching and learning by encouraging faculty to become involved in efforts such as the State Farm Fellows Program (5 this year, 4 last year, 3 the year before), by encouraging new faculty to author University Research Grant proposals that focus on teaching and learning, and by giving scholarly products dealing with teaching and learning the same amount of weight or credit as are given scholarly products in other areas of research such as empirical studies, national studies, and quantitative research products. The Department has many members in the Illinois Council for Professors of Educational Administration (ICPEA) that meet to discuss program improvement. They have received 2 assessment grants to prepare to measure outcomes for the k-12 master's and College Student Personnel master's programs. They are now working to extend this to their higher education and k-12 doctoral programs. In the Department, the Curriculum Committee is a committee of the whole. That allows a lot of discussion and "buy in" from the 4 diverse areas: k-12, higher education, foundations, and research. For example, this year they will propose a revised Ed.D. doctoral program for the k-12 administrators. This reflects the latest in national standards and input from faculty from all areas.

The department of Foreign Languages will have, as of Fall 2001, one tenure-track faculty member (a new assistant professor hired as our Teacher Education Coordinator) whose principal scholarly emphasis is SoTL. In addition, they will have six others (three associate professors and three assistant) who do some research in this area. This information is garnered from the Annual Productivity Reports prepared and submitted each January by all tenure-track faculty members. The number of faculty members attending events concerning SoTL coincides roughly with the number actively engaged in such research, although there is some participation in and attendance at Illinois State's University Teaching Workshops by other members of the department's faculty. Thus far, it is faculty members at the assistant and associate ranks who are engaged in actual SoTL, although attendance at events would be spread more evenly across all ranks (and among NTT faculty as well). Leadership for such activities in the Department is provided primarily by those faculty members who are specialists in foreign language pedagogy. The number of faculty members engaged in such activities has increased steadily over time; ten years ago, there was only one faculty member in the department actively engaged in SoTL.

In the Department of Chemistry this past year, five faculty (2 associate, and 3 assistant professors) have been actively involved in the SoTL. For one faculty member, this is the primary research role within the department. For the other four, the SoTL work forms one portion of their scholarly work. One senior faculty member in the department serves on dissertation committees for a SoTL project. Finally, one other senior faculty member engages in the SoTL without the public component.

The Department of Psychology is actively engaged in SoTL. Faculty members receive 25% of their time for research, which includes SoTL, and receive credit for this work on their annual evaluations. Faculty members contribute to programs at CAT. Several faculty members published SoTL work in refereed journals or presented at conferences in the last year.

In the Department of Economics, nine of the 14 current faculty members from all ranks have published articles on teaching and learning. Most of the articles have appeared in the *Journal of Economics Education*. In addition, in 1999, Professor Jack Chizmar received the Henry H. Villard Research Award in recognition of his contributions in economics education research. The National Association of Economic Educators and the National Council on Economics Education sponsor the national award. Most faculty members attend events that concentrate on scholarly approaches to teaching. Some faculty members have presented their research in a department seminar series. In addition, many faculty members attend internal teaching seminars and workshops sponsored by CAT and FTSS. Eight faculty members have attended externally sponsored seminars and workshops. Sponsors include the Carnegie Foundation, the American Economics Association, Robert Morris College and South-Western publishers.

During the past year, members of the Philosophy Department developed a new course evaluation instrument. It is now used to assess all their classes. Student evaluation results feed into the evaluation process but they also feed back to faculty to improve teaching and the department is creating a departmental faculty committee on teaching to give faculty a bit more formal opportunity for peer assessment and support independent of the formal evaluation. One of their faculty, Prof. Kenton Machina, has been appointed the Andes Endowed Chair in General Education and in that position will conduct research into the improvement of our General Education Program, including travel to conferences, reading and writing, and perhaps surveys. This is a full time position.

Many faculty members in the Department of Sociology have been involved in the scholarship of teaching and learning as well as as recipients of teaching excellence awards. They would include, for example, Kathleen McKinney (in a variety of areas), Barbara Heyl and Bill Rau (collaborative learning), and Tom Gerschick (the CASTL workshop and work on race, class, gender and learning styles/instructional styles). Furthermore, Frank Beck (in addition to co-editing the new Pine Forge student active learning assignment book with McKinney and Heyl) has developed excellent classroom simulations that have aided students' learning in his "People and Places" course and Jackie Frank has been very involved in the use of intergenerational service-learning and has received many external and internal grants to support this work in gerontological contexts. Barbara Heyl received a sabbatical three or four years ago that was aimed at providing the opportunity to observe/study other nationally recognized scholars/teachers instructing graduate students in qualitative methods. The department routinely provides professional travel money to faculty giving papers at statewide, regional and national conferences on the scholarship of teaching and learning. Two of the department's faculty members have been honored with the American Sociological Association's Hans O. Mauksch Award for Outstanding Contributions to Undergraduate Education.

In Nursing, the majority of tenure track and non-tenure track faculty members are engaged in the scholarship of teaching and learning. Faculty members in this college have been adding technology pieces to all of our courses and are evaluating these changes to assess student learning. A faculty member also received CAT funding to investigate critical thinking skills of students who participated in the extern program. In addition, faculty members are involved in research projects pertaining to teaching-learning. Approximately 7 faculty members (tenure track & non-tenure track) are conducting a study related to teaching BSN graduates in preparation for the working environment they will find upon graduation. Focus groups with potential employers and nurses are currently underway. Findings from this study will assist the college with revision of teaching-learning principles in order to better prepare our students for the future. This project has been partially funded through monies from University Assessment Office (\$1250). The college has been giving the California Critical Thinking Test and Inventory to beginning students in our BSN program. Students will be taking these tests again at the time of graduation in order to determine if the program influences one's ability to critically think. One faculty member received an internal grant with a professor from another department to study critical thinking among nursing students.

In the Department of Family and Consumer Sciences, tenured or tenure track faculty generally receive release from 25% of their teaching load to engage in research and scholarly writing, including SoTL, and receive recognition for any such scholarship of teaching during annual evaluation. Half or more of the faculty, both tenure track and non-tenure track, regularly attend CAT workshops and seminars,

utilize the listserv, and seek/obtain internal grants sponsored by CAT. Each summer the State Farm Teaching with Technology Workshops have been offered, FCS faculty have been among the participants. In subsequent months and years, they become mentors, sharing their expertise with fellow faculty and graduate students. Many present workshops, papers, and poster sessions at campus, regional, state, and national conferences related to curriculum, pedagogy, instruction, and assessment. For example, several faculty members have carried out service learning grants and presented and published results of those efforts. At least one faculty member is or has been the editor of a teaching related journal, while three or more serve as reviewers of manuscripts for teaching related journals. Several faculty members have earned awards for exemplary teaching and pedagogical research on this campus or within their professional organizations.

Milner Library is very supportive of this type of scholarship and counts it equally with other types of scholarship. Milner funded at least one University Research Grant on a SoTL project (related to e-classrooms).

English faculty members regularly publish articles on the scholarship of teaching and learning and present the results of their research and scholarship at national, state and local conferences. Department faculty members indicate interest in the scholarship of teaching of learning by applying for and being awarded grants such as the State Farm Technology Grant. Past English department recipients include Drs. Julie Jung, Torri Thompson, Kim Stone, Bill McBride, and Karen Coats. In addition, Dr. Lee Brasseur was awarded a Distance Education Training Program grant to work on distance education and web-enabled education at the undergraduate level. Our English department faculty members remain active in CAT. For example, Drs. Claire LaMonica and Ken Lindblom have given presentations at CAT-funded conferences on undergraduate teaching. In addition, a number of our faculty members have made connections between their scholarship and teaching by proposing new General Education courses. Dr. Torri Thompson, for example, proposed and received approval for a new undergraduate General Education course in Religious Literacies. Similarly, Dr. Rebecca Saunders, in cooperation with faculty from other departments, relied on her extensive research in theory and nationalism to successfully propose a new General Education course for undergraduates entitled Nations and Narration.

The mission of the Accounting Department states that one of three primary goals is “to perform applied, basic, and instructional research that complements our educational programs...” Examples of SoTL are included as legitimate scholarly work in their summary of evaluation criteria. Faculty members have published in accounting education outlets.

A variety of mechanisms to develop department support are used. Key academic administrators are presenting the message that SoTL is part of the university mission and valued here. Faculty development units offer resources and networking for faculty members. The teaching center director works with chairpersons on issues related to evaluating teaching and SoTL. Faculty members are urged to apply for SoTL grants in department and inter-department teams.

- c. **Campus leaders:** Which campus leaders are most actively engaged in supporting the scholarship of teaching and learning: president, vice president for academic affairs, provost, faculty senate chair, deans, department chairs, student governance leaders, student affairs officers? Do you have ideas about why certain leaders are more or less involved? What is your campus doing to develop active participation by leaders in various roles?

Many campus leaders are actively engaged in supporting SoTL, albeit in different ways and to varying degrees. This stems from the fact that SoTL fits well with the history and mission (see Q. #1) of Illinois State University as well as with the *Educating Illinois* strategic plan and the emphasis on students, assessment, and improvement. These campus leaders include the President, Provost, Associate Provost, Vice President of Student Affairs, Associate Vice President for Research, Associate Vice President for Undergraduate Studies, Director of the Center for the Advancement of Teaching, Director of Faculty Technology Support Services, Director of General Education, Coordinator of the University Assessment Office as well as some Deans and Chairpersons.

List the senior administrator on your campus most publicly committed to the scholarship of teaching and learning. List the name, title, contact information, and ways in which this person has supported the work.

1. Vic Boschini, President
Campus Box 1000
Illinois State University
Normal, IL 61790
309-438-5677

vbosch@ilstu.edu

President Boschini has been vocally supportive of units that support SoTL. Most importantly, he has been personally very active in working with institutional advancement to find and nurture a donor to support SoTL work on campus.

2. Alvin Goldfarb, Provost
Campus Box 4000
Illinois State University
Normal, IL 61790
309-438-2916

goldfarb@ilstu.edu

Provost Goldfarb has supported SoTL both in terms of conversations with important campus leaders, in working with the president to secure a donor, in planning our 2002 National Conference for Research Intensive schools, and in providing additional budget support for SoTL work on campus.

List two other leaders who can talk knowledgeably about the campus's initiatives. Include names and contact information.

1. Jack Chizmar, Professor of Economics
Campus Box 4200
Illinois State University
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3. Campus support, including money and time

This category includes a variety of supports needed for faculty members to do the scholarship of teaching and learning.

a. Internal: Has your campus provided released time, clerical support, sabbaticals, matched research dollars, travel money, money for events, allocation of institutional research time, and/or funded positions to support the scholarship of teaching and learning? Frequency, dollar amounts, and scope of support (one department, across campus, one person, many faculty members) are pertinent pieces of evidence of internal support.

A wide range of support for SoTL is offered; some within general research support, some specific to SoTL. Some of this support is also referred to in the department examples above. A list follows with partial data.

- University Research Grants (URGs)- About \$550,000 goes to this program annually. SoTL research is a legitimate form of research under this program. Last year, about eight URGs were in the area of SoTL related to college level teaching and learning. Funding averages about \$4000 for each recipient, totaling about \$32,000 last year.

- Sabbaticals- Faculty members receive half pay for 2 semesters or full pay for 1 semester with no teaching or committee duties. Out of 35 sabbaticals awarded last year, three were related to SoTL in higher education.
 - Faculty members generally receive 3 credit hours per semester reassigned from teaching to research. This research can be SoTL.
 - Faculty members may use regular departmental clerical support for SoTL work.
 - Departments and Colleges housing the seven SoTL journals with editorial offices on campus contribute a variety of resources including release time, student help, office space, operating funds, etc.
 - The Center for the Advancement of Teaching and The University Assessment Office offered a total of \$10,000 last year in travel funds to assist faculty members and graduate students in attending conferences related to teaching or SoTL or assessment.
 - The Center for the Advancement of Teaching has offered up to \$10,000 in small grants related to teaching and SoTL each year. For example, the following SoTL grants were funded in FY98-99: “Biology 101 Teaching Assistant Training Program.” “Using Mallard to Create a Mastery Homework System for Use in Social Science Reasoning Using Statistics.” “Video-based Supplemental Instruction.” “Mobile Robotics Research and Curriculum Project.” “Developing an Augmentative/Alternative Communication Laboratory Through Collaborative, Active Research.” “Computational Studies of Acid Rain Formation in Physical Chemistry Research and Instruction.”
 - The University Assessment Office offered up to \$6,000 in small grants for classroom and program assessment. For example, the following UAO grants related to SoTL were funded in 1999-2000: “Assessing the Library Instruction Program: First Year and Major/Minor Courses.” “Assessment of Post-Graduation Employment and Educational Trends among ISU Psychology Undergraduates.” “Assessment of Critical-thinking Dispositions Between and Among Nursing Majors and Health Sciences Majors.” “Instructional Technology Competencies of Teacher Education Majors.” “Assessing Learning Outcomes of Master’s Degree Students Preparing to be K-12 School Principals and College Student Personnel Administrators.” “Assessing Student Learning in the Sociology Major.”
 - Institutional work in the CASTL program received funding last year from the teaching center and the Illinois State University Foundation (about \$10,000).
 - A First Year Faculty Institute on Classroom Assessment, Classroom Research, and SoTL is funded each year. Annual cost is about \$7,000 for this 3-day event. About 12-15 first year faculty members participate each year and receive a book, handouts, and stipends.
 - The Office of Institutional Advancement is in the process of looking for funds to support a SoTL position and campus administrators are committed to finding internal funds to supplement any donation.
 - The new endowed chair for general education will receive support for some SoTL research related to teaching and learning in general education courses.
 - Both Milner Library and CAT subscribe to many SoTL journals. See, for example, the list at <http://www.cat.ilstu.edu/sotl/journal.shtml>.
 - At least two departments indicated they have a faculty line that is explicitly all or part SoTL (Biology, Chemistry).
 - Some departments or colleges support teaching newsletters or a teaching brownbag series, or travel to teaching conferences.
 - There are various opportunities for presenting or publishing SoTL work locally (e.g., Teaching-Learning Symposium, FTSS Brownbag series, the *CATalyst* newsletter, teaching monographs (see <http://www.cat.ilstu.edu/sotl/index.shtml#outlets>).
- b. External:** Has your campus gone for external support for the scholarship of teaching and learning? Why or why not? Is an office of research and sponsored programs available to help with grant proposal preparation? What has been the success so far in attracting external support?

There is an office of research and sponsored programs available to help faculty members with SoTL grants. This includes the hiring of a new Assistant Director whose job it is to help faculty find

funding sources as well as support the Publication Reprint Fund and Grant Incentive Fund. In addition, faculty members may seek help (with references, editing, funding sources, grant writing workshops) from CAT or College Research Offices.

In FY01, there were 83 funded grants (routed through the University Research Office) that were “instructional” or “SoTL.” Awards for those grants totaled several million dollars. Though many of these grants focus on k-12 issues, many were related to SoTL for college teaching and learning. There have also been some individual faculty or teams of faculty seeking small, external grants related to SoTL. Our data here is limited. For example, one faculty member recently received a \$1,000 grant from the American Sociological Association to fund a study on out-of-class learning of sociology majors. In addition, a team of faculty received a \$5,000 “going public” grant from AAHE to disseminate some of our SoTL research on student engagement. CAT staff also received a small grant (\$745) from the Central Illinois Higher Education Consortium to support this work. In terms of donations through fundraising efforts, The State Farm Teaching with Technology Institute (part of which involves assessment and presentations) is funded by State Farm Corporation. Finally, the institution is in the process of finding a donor to support a SoTL faculty position.

4. Faculty selection and development

This category addresses the knowledge base that faculty members bring to and develop regarding the scholarship of teaching and learning, including their knowledge upon hiring and their knowledge developed during their careers on campus.

a. Do departments and units on campus use criteria regarding expertise or interest regarding the scholarship of teaching and learning when hiring new faculty?
Provide examples.

All departments use criteria regarding strong teaching when hiring new faculty, but not all explicitly consider SoTL. In most departments, SoTL work would be seen as evidence for reflective teaching and/or as one line of research/scholarship. Some departments ask candidates for example syllabi or a teaching philosophy statement or SoTL publications, or ask the candidate to give a teaching presentation. Others focus much more on traditional research in the discipline but would not exclude SoTL work in their consideration of a candidate.

For example, in Foreign Languages, evidence of research as well as research potential in SoTL were major criteria in the hiring of the Graduate Assistant Coordinator, the Teacher Education Coordinator, and the specialist in FLES (Foreign Languages in the Elementary Schools). It was a factor in the hiring of the new assistant professor of Classics, who is the editor of an online “Survey of Audio-Visual Resources for Classics”, as well as other Web-based materials made available to teachers of Latin and Greek. In Educational Administration and Foundations, all job descriptions request a demonstration of excellence in teaching as well as a sample of teaching materials. They do not interview candidates who do not supply either a philosophy of teaching, or a sample of teaching materials or student products. When candidates come to campus, they teach a class and interact with students. In Sociology, faculty candidates have routinely submitted published and unpublished papers and reports detailing research into learning/teaching. Candidates are asked about their philosophy of teaching (and related questions) in phone interviews. On campus candidates give both a research presentation and a teaching demonstration.

b. How has the campus’s engagement with the scholarship of teaching and learning affected faculty development opportunities? Are different or new activities now part of the mix? Are faculty development activities provided for both individuals and departments?

The nature of the relationship between engagement in SoTL and faculty development efforts on this campus is more reciprocal than this question implies. It has been, in large part, through the efforts of Provost Office staff and staff at the Center for the Advancement of Teaching that there has been involvement in CASTL and increased interest and support for SoTL. At the same time, this has then led faculty development staff to consider additional ways to support SoTL. Thus some activities came before

the increased or more explicit SoTL engagement; others were concurrent or were begun after this increased engagement. The latter two categories are elaborated here. Most of these activities target individuals or small groups of faculty members rather than whole departments.

Concurrent:

- Teaching-Learning Symposium
- CAT and UAO grants some of which are SoTL
- Teaching-Learning Communities, one of which chose to do a SoTL project
- CASTL opportunities (discussion and focus groups, engagement research, web board, engagement conference)
- Technology Training Institutes where all participants must present and are encouraged to publish
- Internal publications (newsletter, Insiders Guide, In Teaching)
- Informal SoTL brownbag group
- CAT library containing SoTL books and journals
- CAT staff willing to read draft SoTL papers
- SoTL added as an explicit criteria in all university-level teaching awards

After/Planned:

- Teaching with Technology Symposium
- First Year Faculty Institute on Classroom Assessment, Research, and SoTL
- Small grant program specifically calling for SoTL proposals
- A Teaching-Learning Community that will explicitly address SoTL
- Additional research on student engagement
- A National Conference for Research Intensive schools in July 2002- one theme is SoTL
- Funding for a university-wide SoTL position
- A more formal, year-long, faculty group on SoTL
- A panel in November 2001 of four editors of SoTL disciplinary journals
- Recent articles in the teaching center newsletter and tips for publishing SoTL work
- Workshop for Chairpersons on evaluation of teaching and SoTL

(See also questions #2b and #3a)

c. How do you assess the impact of faculty development activities that support the scholarship of teaching and learning? Have faculty development activities contributed to positive changes in scholarly teaching and in the ability of faculty members to conduct scholarship in teaching and learning? How do you know? How does your campus connect assessment of student learning outcomes to scholarly teaching and the scholarship of teaching and learning?

A variety of types of data about use of and satisfaction with faculty development is collected, though thinking of ways to assess impacts on teaching and learning has only just begun. These assessment efforts are relevant to development activities designed specifically to support SoTL as well. Currently, at the Center for the Advancement of Teaching, the following occurs: count attendance at all events and services, collect participant satisfaction data through event evaluation questionnaires, solicit feedback in debriefing sessions for some services (e.g., teaching-learning communities), write a detailed annual report summarizing all activities, keep a portfolio of everything produced and of media articles about the center, produce a grant report book annually where recipients summarize what they did and the outcomes, require all grant recipients to present in a public forum, keep a file of unsolicited thank you notes and compliments, and attempt to review the status of all annual objectives at the end of that year. In addition, a more systematic study of a faculty development effort is being planned. This will involve a longitudinal study about the impact of attending the First Year Faculty Institute on teaching behaviors (and, possibly, student perceptions). Other faculty development units (UAO, FTSS, Milner Library) engage in some similar assessment activities.

In addition, tracking of how many SoTL journals the institution supports has begun and tracking the number of SoTL publications and external grants is planned. Our faculty development activities are contributing to positive changes in scholarly teaching and in SoTL but hard data are still slim. For example,

Teaching-Learning Communities and the CAT 3-part series on reflection provide the opportunity and safe environment for scholarly reflection on teaching and learning.

Assessment research of student learning outcomes on this campus is seen as one form of SoTL. Such work is supported and encouraged as all other SoTL work is (e.g., small grants) and there are development opportunities (e.g., workshops on classroom assessment open to all, the First Year Faculty Institute, purchases of large numbers of copies of *Classroom Assessment* and *Classroom Research* to give away to new faculty members). Faculty and staff members are encouraged and supported in presenting and publishing their assessment SoTL work.

d. If your campus has graduate students, are they encouraged to undertake or to become familiar with the scholarship of teaching and learning? In what departments? In what ways? What campus faculty development activities support their work? How many graduate students participate in faculty development activities about scholarly teaching and the scholarship of teaching and learning and how do they use what they learn? How do you know?

- Graduate students are eligible (as part of a team with faculty) to apply for small CAT and UAO SoTL grants.
- In addition, the institution sponsors annual Undergraduate and Graduate Research Symposia as well as a Teaching-Learning Symposium. Students have presented SoTL work in these arenas. (about 12 graduate students on average the last two years, though some of this is work in the k-12 area; it is difficult to determine by title the nature of the studies).
- Two graduate students presented on the topic of student engagement at our AAHE sponsored conference on July 18, 2001, titled "Engaging Minds: A Conference on Student Engagement" (part of our CASTL work).
- In addition, one of three CASTL studies had a graduate student on the research team.
- One graduate student served on the original CASTL Campus Program discussion group.
- Graduate student intern programs exist at both the Center for the Advancement of Teaching and the University Assessment Office that involve SoTL. In Fall 2001, four graduate students from 3 departments will have internships at CAT.
- All departments that offer a PhD have the option of a teaching or pedagogical focus and students in those programs can do their dissertation in SoTL. For example, in the English department, the Ph.D. is explicitly designed to integrate teaching and learning. In fact, this factor has been recognized nationwide as a key component to the uniqueness of that doctoral degree. During a period in which many new Ph. D. graduates have had difficulty in the job market, more than 90% of ISU English Ph.D. graduates have found tenure-line positions.
- Based on titles of dissertations and thesis for the last two years, about 20 Masters Theses and about 32 Doctoral Dissertations were in the area of SoTL in higher education.
- The College of Education offers a graduate Masters course on college teaching for graduate assistants and a doctoral course on instructional improvement in postsecondary education.
- Several College of Education graduate programs are strongly tied to SoTL (e.g., Curriculum and Instruction with Postsecondary Education emphasis, Educational Administration and Foundations with emphases in Higher Education Administration and College Student Personnel).
- There are extensive TA training in English, Communication, and Biology, as well as training in other departments.
- Some departments offer courses or "brown bags" or resources related to pedagogy in the discipline for their graduate students; some provide partial travel money for students to attend pedagogical conferences. For example, in Foreign Languages, graduate students take pedagogy courses and develop teaching portfolios.
- Graduate students receive all CAT mailings and are strongly encouraged to attend all teaching and assessment workshops sponsored by the university.
- There is student representation on committees related to curriculum (at all levels) and on the academic senate. A student representative sits in on appropriate University Teaching Committee meetings.

- Graduate students are also involved in SoTL research in various departments (e.g., Communication portfolio project).

5. Faculty evaluation

This category addresses the ways in which faculty members are evaluated on their work.

a. How do faculty members include in end-of-year reports evidence of activity in the scholarship of teaching and learning? What evidence is accepted for documenting this activity? How is this activity weighted in merit pay or other high stakes considerations?

The type of evidence submitted for SoTL work is fairly consistent across departments; in what category and how much the work counts is less consistent. In some departments, SoTL “counts” under teaching; in other departments under research; and in others the faculty member has a choice. Faculty members submit copies of conference programs or proceedings where they presented SoTL, reprints of published SoTL articles or chapters, grant award letters or copies of SoTL grant proposals, texts or instructional materials, and teaching portfolios. In terms of the evaluation of teaching, in general, recent changes in the evaluation policy now require that all faculty be evaluated with at least two forms of independent evidence: student course input and one other form. Overall in faculty evaluation, research receives the most weight in some departments; in others it is teaching. Service generally receives the least weight.

b. Does your campus have a clearly articulated policy or set of criteria regarding the scholarship of teaching and learning for promotion and tenure? Why or why not? Does your campus provide mentors for faculty members making a tenure and promotion case based on the scholarship of teaching and learning? How many faculty members received tenure based at least in part on the scholarship of teaching and learning within the past three years? In what departments? Is the number increasing, decreasing, or staying the same? Why?

The tenure and promotion document/policy indicates the following:
 “...the scholarship of teaching likewise may focus not only on traditional classroom instruction but also on other forms of teaching such as conducting laboratories, mentoring interns and advanced graduate students, tutoring individual students, and student advising.” In addition, under the section on criteria for teaching, activities such as producing new teaching materials, writing competitive grant proposals related to teaching and conducting classroom research are included. Under the section on research, SoTL is not explicitly mentioned but does fit with in the general definitions (see also question #1 above). Colleges and departments have some autonomy in setting additional guidelines. This decentralization and disciplinary governance is part of the institutional culture.

Mentors for those emphasizing SoTL in tenure and promotion are available from either the academic department and/or the Center for the Advancement of Teaching. There is no firm data on how many faculty members have received tenure based at least in part on SoTL but clearly this has been the case (anecdotally, this has been the case in Sociology, Educational Administration and Foundations, Economics, Family and Consumer Sciences, and Psychology, for example). In addition, several departments (e.g., Communication, Foreign Languages, Biology, and Chemistry) will have such people coming up for tenure in the near future. This trend appears to be increasing.

c. Does your campus present awards for the scholarship of teaching and learning (separate from awards for excellence in teaching)? How many per year? What are the award criteria that get at the scholarship of teaching and learning?

There are no separate SoTL awards. It is the case, however, that SoTL is an explicit criteria in all University and most college level teaching awards (<http://www.cat.ilstu.edu/awards/index.shtml#universe>). In addition, recipients of college and university research awards may include their SoTL work and such work can be sufficient for a research award. Distinguished Professor is the highest academic honor at

Illinois State University, a rank bestowed on a maximum of two faculty members in a given year. Several Distinguished Professors have SoTL records as well.

6. Collaboration

This category encompasses ways in which campuses reach across their own constituencies and in which they go public beyond their own campus.

a. Collaboration across campus: Changing a campus culture to support the scholarship of teaching and learning requires collaboration across the campus. How wide is the current support for scholarship of teaching and learning on your campus? Is support primarily in certain individuals, departments, schools, or units? How have you welcomed new constituencies? Knowing that cultural change has to start somewhere and spread, you may want to estimate the percentage of your campus actively engaged in this work, knowledgeable about initiatives but not active, antagonistic to initiatives, or simply not yet reached.

Support for the scholarship of teaching and learning currently resides primarily in individuals, teams of individuals, and some units. These groups are located in a wide range of departments and units in both academic and student affairs, and do involve significant collaboration. Some details have been provided in response to previous questions but, in general, support exists in several dozen individual faculty engaged in SoTL, in faculty working on team SoTL research often through small grant programs, in the faculty involved in CASTL, in faculty working with their disciplinary associations or disciplinary pedagogical journals, and in faculty taking part in SoTL events or services through various faculty development units. This is a minority but, growing percentage of faculty, staff, and students (though additional faculty members are involved in SoTL work at the K-12 level). The majority of faculty members (and certainly staff members and students) has probably not been reached or actively choose to prioritize other work above SoTL. A fairly small percentage is antagonistic to such work.

b. Collaboration beyond your campus: Some indicators of collaboration beyond your campus include regional work with other campuses, participation in the Colloquium on Campus Conversations, exchange of course or teaching portfolios across campuses for peer response and/or evaluation, and sharing outcomes of work on websites or in print. Has your campus worked within and with disciplinary and professional associations about the scholarship of teaching and learning?

Illinois State University has been very active in the CASTL campus program, faculty/staff members have attended the colloquium at recent AAHE meetings, and have obtained a “going public” grant for their work. The latter involved creating a public web board on student engagement (<http://webboard.ilstu.edu/%7ECASTL-ISU>) and hosting an inter-institutional all day conference on student engagement (<http://www.cat.ilstu.edu/conf/index.shtml>). Sixty people attended this conference with almost half coming from six other institutions in Illinois. CAT staff also received a small grant from the Central Illinois Higher Education Consortium to help support these efforts. One CASTL research team has published in the local newsletter; another has an article in review at a refereed SoTL journal, and the third is still analyzing data but plans to present at a disciplinary professional meeting in the spring.

The Teaching-Learning symposium brings in at least one outside keynote speaker and is open to faculty, staff, and students from nearby institutions. An SoTL web page, open to all, has been created. (<http://www.cat.ilstu.edu/sotl/index.shtml>). The center newsletter, *the CATALyst*, is both on line at <http://www.cat.ilstu.edu/publications/index.shtml#catalyst>) and sent to numerous institutions off campus in a national newsletter exchange and has received several requests to reprint articles in other newsletters.

Illinois State University is currently the editorial home to seven SoTL regional or national journals, which involves collaboration with others around the country (authors, associate editors, reviewers, disciplinary associations). The institution is currently planning to host (in July 2002) a national conference for Carnegie research-intensive institutions at which SoTL will be one theme. Collaborations in terms of external review of course/teaching portfolios or work with professional associations are more likely to occur at the individual or department level; data on this is minimal. One example is that two Sociologists

were accepted to attend a summer workshop (2000) on SoTL cosponsored by the Carnegie Foundation and the American Sociological Association. Several SoTL papers have resulted from this workshop.

In what ways has your campus “gone public” with its work? Who are specific audiences/audiences whom you have addressed? What evidence do you have of the impact of your efforts to “go public”?

See the previous response above (Web Board, Conference, Publications, SoTL web page, etc.). It is too early to have evidence of the impact of “going public” other than counts of people at the conference or on the web sites, and participant satisfaction surveys. This evidence has been generally positive though web board use is not as active as would be ideal.

Groups targeted include others (faculty, staff, graduate students) in the university community as well as those in nearby institutions (via web sites and conferences) and, finally, a national audience (via web sites, publications).

7. Uses of technology

This category deals with the ways in which a campus uses technology to promote scholarly teaching and the scholarship of teaching and learning.

- a. **Local:** Does your campus use a local website or websites to communicate about the scholarship of teaching and learning? Why or why not? If you do have a website for this purpose, what information is posted, what events occur, and what other uses do you make of your web capabilities? Do departments address scholarly inquiries about teaching and learning through their websites? Do they provide on-line information to department members regarding scholarly teaching? How wide is usage of these websites? How do you know?

The institution sponsors a SoTL website (<http://www.cat.ilstu.edu/sotl/index.shtml>) as well as a Web board on student engagement (CASTL work) at (<http://webboard.ilstu.edu/%7ECASTL-ISU>) Web resources are extremely valuable to SoTL researchers and consumers. Web resources offer easy, continuous access to nonlinear information that can be readily updated. The Illinois State SoTL site includes the following pages: Internal Grants Used to Support SoTL, Internal Outlets for Presenting or Publishing, Publication Outlets, Issues Related to Human Subjects, Illinois State's Involvement in the CASTL Campus Program, Other SoTL Sites, and Examples of SoTL Work. Some local SoTL work is also posted on the Center website. Currently information is being collected from departments on (measures, methods, uses) assessment of student learning outcomes. This information will be posted to a public web page. No systematic evidence exists at this time about department websites and SoTL. Anecdotally, however, some departments support curriculum or pedagogy project sites to share innovative practices in their discipline around the world (e.g., Philosophy, Biology).

There is also a faculty electronic discussion list on teaching on campus. In addition to the usual discussions of teaching, summaries of SoTL books, information on SoTL opportunities (conferences, publication and grant opportunities), congratulations for recipients of SoTL grants, and recent SoTL publications highlights are posted.

- b. **Reaching beyond the campus:** Does your campus website link faculty members to other websites that support the scholarship of teaching and learning? How many of your faculty members are registered on the Campus Program Web Center? How many faculty members have posted resources or references or engaged in virtual conversations on the Web Center? What are the effects of connecting with other people and with information on websites beyond your campus?

Campus websites link faculty to other websites that support SoTL. Few faculty, however, are involved in using the Campus Program Web Center. The effects of connecting beyond this campus are not known but one can imagine it would stimulate SoTL ideas and facilitate opportunities for collaboration (in funding, in research, in peer review). This could lead to increased quantity and quality of SoTL work and greater recognition and value of SoTL work.

8. Initiatives that didn't work or haven't worked yet and next steps

This category deals with the fact that change involves risk taking.

Learning from experience is part of institutional change. New initiatives sometimes don't work as planned. Has your campus tried any strategies that didn't produce results as you had hoped? What are you doing next? Are you trying something else, adjusting the strategy, being patient?

Efforts to expand the base of people involved in SoTL and the level of involvement are having some, but limited, success. For example, though there are plenty of presenters at the annual teaching-learning symposium or FTSS brown bag series, it is difficult to get a large audience. Efforts to start a regular SoTL researcher brownbag series were also not particularly successful. Increasing the collaborative and shared nature of this work could be improved. Modifications in these programs (in structure, timing, PR, support, etc.) will be made to see what impact that will have. There is an ongoing effort to obtain outside funding for a SoTL leadership position such that an individual would be designated to work fulltime on these programs and ideas for the campus.

9. Promising signs of progress

This category deals with the joy of progress.

What are the two or three most promising signs of progress on your campus? Be specific in describing your choices. Include the criteria you are using in identifying progress and evidence based on those criteria.

- Increased budget support – Over the last couple of years there has been an increase in budgets for faculty development with some of those funds going to SoTL work (institutes, internal publications, etc.). In addition, the Illinois State University Foundation has helped to fund small grant programs that include SoTL work. Finally, the Office of Institutional Advancement is working hard to attract a major donor for SoTL leadership and work.
- Increased support by top administrators- Key administrators (President, Provost, Associate Provost) have supported the budget increases and the fundraising activities. In addition, they have been outspoken in their support of SoTL work and its value on campus.
- Reorganization, new staff, and change in mission of University Assessment Office- Over the last couple of years, the University Assessment Office has undergone a transformation from a, primarily, scanning and testing center to a faculty and department development unit offering all forms of support for classroom and program assessment research. This work is considered a part of SoTL. The unit now reports to and is housed with the Center for the Advancement of Teaching.
- Increased public reflection/sharing about teaching and learning. Though there is little hard data, it is believed that there is an increase in public reflection on teaching, in collaboration about teaching, in scholarly teaching, and in SoTL on campus. These increases are still small.

10. Opportunities yet untapped

This category deals with the future.

Where will your campus go from here in building support for the scholarship of teaching and learning? What are two or three main lines of work that you anticipate undertaking in the next few years?

First, there are a variety of opportunities to make more explicit links between SoTL and important documents, values, and actions on campus. This includes implementation of our *Educating Illinois* plan, the drafting of a new mission statement, hosting a national conference in 2002, and additional opportunities to increase explicit recognition of SoTL.

Second, there are plans to continue to improve the quantity and quality of assessment work at all levels. This work is a form of SoTL. This includes the expansion of work and support for this work at the classroom and department levels. In addition, there will be more done to assess the relatively new General Education program. Some of the latter work includes SoTL research (e.g., student portfolio research in the Communication class; evaluation of critical thinking in the Foundations of Inquiry Class).

Third, key individuals are in the process of securing funding from a major donor to support a university-wide SoTL position. If successful, this person would engage in SoTL work, facilitate the SoTL work of others, and work to improve visibility and support of SoTL across campus and at a national level.

Why choose these particular lines of work? How do you anticipate developing and implementing them? How will your campus be different in ten years based on these lines of work?

These lines of work have been chosen as they fit the University's mission, history and culture. In addition, they are seen as realistic possibilities. Some ways the campus might be different in ten years as a result of these lines of work include the following. There would be a real and measurable increase in the quality and quantity of SoTL (including assessment research) being accomplished by a broader spectrum of faculty, staff, and students. This would be complemented by increased and integrated faculty development in the areas of teaching, research, and service. This work would be used in visible ways to feedback into our programs and services, thus contributing to increases in positive outcomes for students as well as in lifelong learning for faculty and staff. There would be more explicit and greater consensus about the meaning of SoTL, and the value and role of SoTL on campus (e.g., in the mission statement, reward structure). This, as well as other initiatives on campus, would enhance the closeness of the campus community. In addition, Illinois State would have a national reputation in these areas continuing to host a national conference for similar institutions, and sharing innovations and successes with people and schools around the nation and world via publications, conferences, and the Internet.

Level of current activity in the Carnegie Academy Campus Program

Check the appropriate level of activity of your campus in the Campus Program as of June 2001:

Not active Somewhat active Active X Very active

Explain the reason(s) for your choice of level of activity:

“Very active” was selected by focusing on the amount and type of activities in the campus program more so than the numbers of people involved. A relatively small group of faculty/staff/students is very active in the program. This includes the original CASTL discussion group, various focus groups, several research teams working on the campus topic of student engagement and on going public efforts, upper level administrators who support this work, staff who help with this work, and staff who maintain information on the Campus Web center. One or more representatives from Illinois State go to the AAHE Colloquium each year, staff and faculty applied for and received a “going public” grant, dissemination of our work in a variety of ways has begun, this report was a collaborative effort of many, and campus members plan to take advantage of any future opportunities that are part of the program. Some others are aware of, supportive of, and interested in the program.

Other comments (optional)

Include any other comments that are helpful to you in analyzing your campus's current level of support for the scholarship of teaching and learning.

Additional comments from people working on this exercise:

“The level of support for and interest in teaching and learning, including its scholarship, is extraordinary. It has resulted in a learning environment for both students and faculty at Illinois State University that could only be described as ‘filled with exciting and promising potential’ and ‘now yielding positive results both for individual

faculty and students but also for the University itself” (Edward Hines, University Distinguished Professor and new graduate of the State Farm Faculty Fellows Program for Teaching Technology, July, 2001).

“I believe that Illinois State University has always valued teaching and learning and has a long history of supporting SoTL. However, the CASTL project has focused our efforts to the point that we are seeing real progress.” (John F. Chizmar, Professor of Economics, July, 2001).

“The involvement this campus has had with the Carnegie Academy Campus Program has truly been energizing. Though high quality teaching has long been a priority here, association with this program has provided the campus community with renewed focus and direction. On numerous occasions, I have taken pride in telling others, especially disciplinary colleagues at other institutions, about the various ways we have increasingly become engaged in the scholarship of teaching and learning. Based on the positive outcomes already experienced as a result of our participation, I look forward to the future with considerable anticipation.” (Deborah Gentry, Associate Professor, Family and Consumer Sciences and Associate Dean, College of Applied Science and Technology, July, 2001).

Reports should be submitted in two ways by

August 1, 2001.

1. Post on your campus site on the AAHE Web Center (<http://aahe.ital.utexas.edu/>).
2. Send a print copy to Barbara Cambridge (AAHE, One Dupont Circle, Suite 360, Washington, DC, 20036).