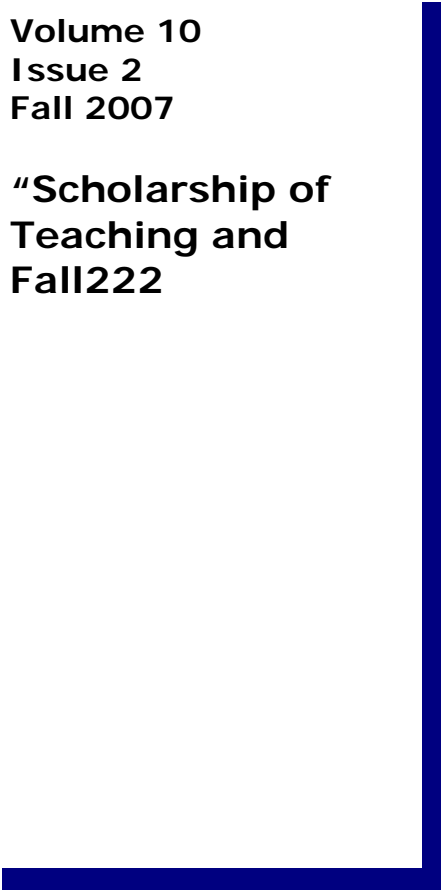


**Volume 10  
Issue 2  
Fall 2007**

**"Scholarship of  
Teaching and  
Fall 222**





## From the Director

September 28 marked the Center for Teaching Excellence's first symposium on Scholarship of Teaching and Learning (SoTL). Kathleen McKinney, Ph.D., Cross Chair in SoTL at Illinois State University offered a workshop on "Conducting and Applying the Scholarship of Teaching and Learning (SoTL): Informing Our Practice as Teachers." The workshop was followed by the presentation of the Center's James Korn SoTL Award to Jay Hammond, Ph.D., Department of Theological Studies. We were particularly delighted to have Professor Emeritus Jim Korn present the award.

The word "problem" tends to convey very different meanings when used in relation to scholarly research as opposed to teaching. In scholarly research, a *problem* is viewed as a basis for discovery, publication and academic success, while in teaching it is often considered a cause for remediation. Randy Bass from Georgetown University raises the question "How might we think of teaching practice, and the evidence of student learning, as problems to be investigated, analyzed, represented and debated?" The Scholarship of Teaching and Learning (SoTL) attempts to do that. In her workshop, Dr. McKinney pointed out that SoTL can be defined in many ways often depending on disciplinary nuances and institutional contexts. The definition of SoTL adopted by faculty at Illinois State is "systematic reflection on teaching and learning made public." Just as there is no one definition of SoTL, there is no one way of doing research on teaching and learning. Any of many research methodologies might be used. Benefits of having faculty conduct research on teaching and learning are many. The most important of these benefits is improved teaching and student learning. SoTL can also assist with assessment and help revitalize faculty experiencing teaching fatigue.

This issue of *The Notebook* contains lists of resources and publication sources for articles on Scholarship of Teaching and Learning. One resource that I recommend is Kathleen McKinney's book (available in library), *Enhancing Learning Through the Scholarship of Teaching and Learning*.

As a result of the September 28 SoTL workshop a group of faculty interested in meeting to support each other in developing, implementing and publishing SoTL projects is being hosted by the Reinert Center for Teaching Excellence. If you are interested in joining this group, please contact me at Stephen@slu.edu.



### Awards for Excellence in Teaching

For a list of pedagogical journals go to:

[http://www.vanderbilt.edu/cft/resources/cft\\_library/index.htm#journals](http://www.vanderbilt.edu/cft/resources/cft_library/index.htm#journals)

How to do SoTL?

Of all things learned during the grant period, one development is particularly intriguing. Like other departments, the DTS is faced with the question, how to measure student learning according to SLU's 5 dimensions? One answer is to construct pre/post tests that measure "a baseline of course-specific information" on the 100-300 levels, which instructors construct using the 5 dimensions. On the positive side, this allows every teacher to measure the baseline according to what is specifically taught



respectful climate, I have observed that students are more engaged in the learning process and are less likely to harbor impostor beliefs.



**Karen A. Myers, PhD,  
Associate Professor, Educational  
Leadership and Higher Education**

“Have I excluded any student in my class today?” This question continually plays in my head as I facilitate in-class and online courses. Unintentional actions such as providing a handout in 10-point font, turning my back to the class as I simultaneously talk and write on the board, and requiring an assignment on Blackboard without providing Blackboard operation instructions may have excluded students with various backgrounds, learning styles, language skills, abilities and disabilities. To enhance inclusion, I do my best to teach and model the principles of Universal Instructional Design (UID) by developing curriculum that ensures equal access to all students. Through writing, research, training, committee work, conferences and workshops with colleagues at SLU (including the CTE and UID Community of

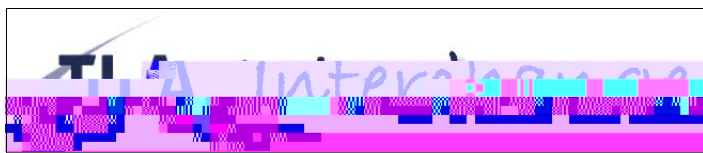
Practice) and across the country, my intention is to spread the word by asking, “Is your curriculum UID-friendly?”



**Paaige Turner, PhD,  
Associate Professor,  
Communication Interim Director,  
Women’s Studies**

I developed a module for my organizational communication course that covered a new of area of study, organizational spirituality. Organizational spirituality is a high growth area in the field of communication, but there is almost no literature on how to integrate it into topics that are traditionally covered in an organizational communication course. My module integrated the emerging research in organizational spirituality with current course topics of diversity in the workplace, work/life balance, communication ethics, and communication professions. The lesson plan, including references and assessments, was presented at the Central States Communication Conference for review and to help others integrate this new area into their courses. (Funded by the VOICES Project at SLU).

*Continued on page 6*



**The Newsletter of the Centre for Teaching,  
Learning, and Assessment at the University  
of Edinburgh**

Download the current issue:

*“The Scholarship of Teaching and Learning—  
No One Way”*

[http://www.tla.ed.ac.uk/interchangefolder/  
interchange1.pdf](http://www.tla.ed.ac.uk/interchangefolder/interchange1.pdf)

**International Journal for the  
Scholarship of Teaching & Learning**

*International Journal for the Scholarship  
of Teaching & Learning* is an open, peer-  
reviewed, international electronic journal  
published twice a year by the Center for  
Excellence in Teaching at Georgia  
Southern University.

[http://www.georgiasouthern.edu/ijsotl/  
current.htm](http://www.georgiasouthern.edu/ijsotl/current.htm)

## **CALL FOR PROPOSALS 2008**

**The Ninth Annual Midwest Conference on  
The Scholarship of Teaching and Learning**

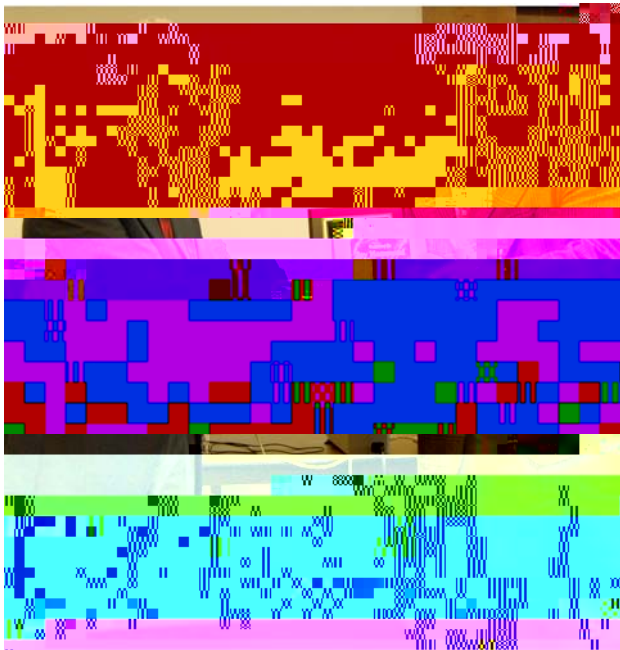
Friday, April 11, 2008  
Indiana University South Bend.

***Cultivating Excellence through Mentoring and Collaboration***

**To submit a proposal, please send the following information for each presenter to:**

The University Center for Excellence in Teaching, Indiana University South Bend-[ucet@iusb.edu](mailto:ucet@iusb.edu) each pT

**Congratulations  
to this year's recipient of the  
Jim Korn Award for the  
Scholarship of Teaching and  
Learning**



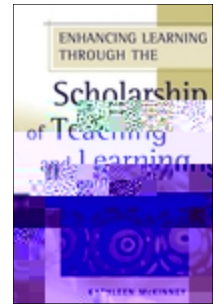
**Dr. Jim Korn presenting Dr.  
Jay Hammond with Jim  
Korn Award**

**The Journal of Scholarship  
of Teaching and Learning  
(JoSoTL)** is a forum for the  
dissemination of the Scholarship of Teaching  
and Learning in higher education for the  
community of teacher-scholars.

<http://www.iupui.edu/~josotl/index.htm>



Kathleen McKinney, Ph.D.,  
Cross Endowed Chair of  
Scholarship of Teaching and  
Learning at Illinois State  
University, presented the  
workshop "Conducting and  
Applying the Scholarship of  
Teaching and Learning (SoTL):  
Informing Our Practice as  
Teachers" at SLU in  
September. Her new book, entitled  
**"Enhancing Learning Through the Scholar-  
ship of Teaching and Learning: The Chal-  
lenges and Joys of Juggling"** addresses the  
following topics:



**Defining SoTL**

The functions, value, rewards, and  
standards for SoTL work

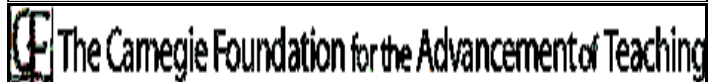
Working with colleagues, involving students,  
writing grants, integrating SoTL into your  
professional life, and finding useful  
resources

Practical and ethical issues associated with  
SoTL work

Making your SoTL public and documenting  
your work

The status of SoTL in disciplinary and  
Institutional contexts

Applying the goals of SoTL to enhance  
student learning and development.



The Carnegie Foundation for the Advancement of  
Teaching is an independent policy and research  
center with a primary mission "to do and perform all  
things necessary to encourage, uphold, and dignify  
the profession of the teacher and the cause of  
higher education."

<http://www.carnegiefoundation.org/programs>

**Is your research human  
subjects research?  
Are you IRB exempt?  
What are the IRB guidelines  
for your department?**

**To find out, contact your IRB  
or visit the website at:**

**[http://www.slu.edu/research/irb/?  
D=1](http://www.slu.edu/research/irb/?D=1)**

*MountainRise* is an open, peer-reviewed, international electronic journal published twice a year for the purpose of being an international vehicle for the Scholarship of Teaching and Learning (SoTL).

For more information, go to:

[http://facctr.wcu.edu/mountainrise/  
submitting.html](http://facctr.wcu.edu/mountainrise/submitting.html)

## CTE Notebook

**The Paul C. Reinert Center  
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