

Institute for Scholarship of Teaching and Learning

Annual Report 2010-2011

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Table of Contents

<i>About the Institute</i>	3
<i>Administration</i>	4
<i>Executive Summary</i>	5
<i>Goals from 2010-2011</i>	6
<i>Signature Programs</i>	
<i>Teaching and Learning Scholars Program</i>	7
<i>Engaging Departments Initiative</i>	8
<i>Scholarship Presentations</i>	9
<i>Research Activities</i>	
<i>Featured Scholarship</i>	10
<i>Teaching and Learning Scholars</i>	13
<i>Institutional Initiatives and Projects</i>	14
<i>Going Public</i>	
<i>Centennial Symposium on Scholarship of Teaching and Learning</i>	15
<i>Canadian Forum on Scholarship of Teaching and Learning</i>	17
<i>Building Profile Locally, Nationally, Internationally</i>	19
<i>Budget and Funding</i>	20
<i>Goals for 2011-2012</i>	21



About the Institute

Established in November 2008, the Institute for Scholarship of Teaching and Learning is an important part of the infrastructure supporting scholarship at Mount Royal University. Building on our long-standing commitment to academic excellence, the Institute scaffolds scholarly inquiry related to teaching and learning on campus and beyond.

The Institute for Scholarship of Teaching and Learning operates as a ...

- **nexus for communication and collaboration**, providing resources and coordinating initiatives locally, regionally, nationally, and beyond,
- **community of scholars** advancing the existing body of knowledge about teaching and learning, while building a culture of inquiry,
- **research centre** encouraging, facilitating, and supporting investigation leading to deeper understanding of and sustained improvement in student learning.

The Institute is dedicated to understanding and improving student learning, improving and enhancing the quality of the student learning experience, expanding awareness of evidence-based pedagogical practices, facilitating collaboration and research related to the educational enterprise at Mount Royal University and beyond, and building a culture of inquiry dedicated to excellence in teaching and learning and scholarship.

Its local objectives include engaging Mount Royal University students, faculty, staff and administration in teaching and learning scholarship through:

- Consulting, mentoring and advising on potential and ongoing projects;
- Encouraging faculty collaboration on all facets of pedagogical scholarship;
- Establishing venues and opportunities for students to work as researchers;
- Sponsoring workshops, forums, symposia, seminars and presentations;
- Developing dedicated resources and support materials for researchers;
- Administering internal research support, including small-grants programs;
- Identifying potential research-funding sources and granting opportunities.

Beyond Mount Royal University, the Institute contributes to the growing knowledge base on teaching and learning scholarship by providing opportunities for colleagues and friends to:

- Access and engage with the resources and literature on teaching and learning scholarship;
- Share research ranging from work-in-progress to completed investigations and publications;
- Participate in issues-based forums on scholarship of teaching and learning;
- Gather at practitioners symposia on scholarship of teaching and learning; and
- Collaboratively build a community of scholars, supporters, and fellow travelers.

Locally, regionally, nationally and internationally, the Institute is working to establish and facilitate networks of researchers and collaborative practice, forge partnerships with organizations committed to understanding and improving student learning and faculty teaching, and building a sustainable organization that can offer “visions of the possible” for all scholars of teaching and learning.

Administration

The Institute operates with one full-time director and one full-time administrative assistant. We also employ Mount Royal University students and faculty members through stipends and secondments. During the academic year, the following individuals made up the Institute personnel list.

- Richard A. Gale, Director
- Anne Johnston, Administrative Assistant
- Miriam Carey (ADC), Engaging Departments Initiative
- Karen Manarin (English), Scholars Writing Residency
- Becky Willson (Library), Centennial Symposium
- Kimberly Getz, student assistant
- Missy Chareka, student assistant



In addition, the Institute has engaged the following individuals as facilitators for the Teaching and Learning Scholars Program residencies.

- Doug Hamilton, Royal Roads University Chair of Faculty Development
- Deb Bennett, General Education
- Miriam Carey, Academic Development Centre
- Ron MacDonald, Journalism
- Karen Manarin, English
- Janice Miller-Young, Engineering
- Joanna Szabo Hart, Nursing



Executive Summary

The Institute for Scholarship of Teaching and Learning seeks to “encourage, facilitate and support the engagement of Mount Royal University faculty in teaching-learning related scholarship, and to advance the existing body of research in this area ... to build a culture of scholarship related to teaching and learning, cultivate communities of practice, and encourage interdisciplinary collaboration in this area ... [and] assume a leadership role in building the profile of the scholarship of teaching and learning provincially and nationally.” (Proposal for Establishment of the Institute for Scholarship of Teaching and Learning, 13 October 2008)



In the last annual report the Institute set forth an ambitious agenda and we are happy to report that much has been accomplished in a very short time. During the last academic year, the Institute has successfully built a culture of inquiry at Mount Royal University and positioned itself as the most active and productive (perhaps even the pre-eminent) research and development centre for scholarship of teaching and learning in Canada. Highlights of the year include:

- Growth of the Teaching and Learning Scholars Program to almost forty faculty including participation from Mount Royal University and the beginning of a collaboration with Royal Roads University in Victoria BC;
- Continuation of the Engaging Departments Initiative in General Education, expansion into other departments, and the beginning of a project focusing on student learning in the undergraduate studies curriculum;
- Expansion of our public presentation offerings on campus, including the Scholarship in Progress Series as well as special events such as a presentation by Susan Elrod focusing on undergraduate research as a high impact practice;
- Successful mounting of the first Centennial Symposium on Scholarship of Teaching and Learning which attracted almost two hundred educators from across North America and beyond;
- Organization and presentation of the second annual Canadian Forum on Scholarship of Teaching and Learning, this year focused on the issue of assessment and likewise well attended by educators from Canada and the United States;
- Expansion of Institute influence within the Province, across Canada, and internationally through presentations, collaborations, and other forms of outreach.

After less than three years in existence and just over one year of programming, the Institute for Scholarship of Teaching and Learning is thriving within Mount Royal University and expanding its influence well beyond the borders of Alberta. We are financially stable with the promise of significant growth within the next academic year, internally productive with regard to individual and collaborative scholarship, and internationally prominent with the promise of future success. All is well.

Goals from 2010-2011

In the last annual report (2009-1010) the Institute for Scholarship of Teaching and Learning specified the following goals:

- Extend the impact of our research institute and continue to foster/facilitate scholarship of teaching and learning at Mount Royal, within Alberta, across Canada, and around the world;
- Build an endowment (working with the Mount Royal Foundation) for the Institute that meets or exceeds the institutional mandates;
- Mount another forum on scholarship of teaching and learning at Mount Royal University in 2011;
- Create a successful Centennial Symposium on Scholarship of Teaching and Learning in November 2010 and prepare for another in the fall of 2011;
- Continue and expand the Teaching and Learning Scholars Program with the goal of engaging at least 100 Mount Royal University faculty by 2015;
- Maintain a prominent and positive profile for the Institute on campus by engaging with faculty, programs, and administration;
- Enhance the prominent and positive profile of the Institute (and Mount Royal) locally, nationally, internationally, and;
- Continue a programming agenda that enhances understanding of student learning, supports faculty scholarship of teaching and learning, contributes to institutional learning objectives and initiatives, and establishes systematic scholarly inquiry into student learning as an integral part of the Mount Royal University culture.

During the 2010-2011 academic year we have made great progress in all of these areas, in some cases exceeding expectations and in many cases embarking on new and unanticipated initiatives.

In the area of original research we continue to foster and support scholarship that contributes to our understanding and improvement of student learning. Some of the key areas mentioned below include general education, nursing, and music. Most significant is our work on collaborative and collective scholarship, exemplified by the Engaging Departments Initiative and our work across the Foundation courses of the Department of General Education.

Although we have yet to achieve a substantial endowment to make the Institute self-supporting, during the last academic year the Institute has been actively seeking substantial contributions. This work has yielded two one-million dollar gifts that will be used during the next five academic years for dedicated projects. Additionally, we are narrowing in on a major donation with the help of the MRU Foundation and hope to have something substantial in place before the end of the year.

The Institute has been most successful in the areas of programming, going public, and establishing profile on campus and off. Our Teaching and Learning Scholars Program is widely known and respected, drawing attention from around the world and consistently featured as an exemplar of formal support. Our public events continue to draw significant attendance and major speakers. The profile of the Institute is increasing with each initiative and our collaborations with international and national institutions reflect this growth. Finally, our intentional approaches to outreach and dissemination continue to influence practice, theory, and the understanding of student learning across the globe.

Signature Programs

Teaching and Learning Scholars Program

The Institute for Scholarship of Teaching and Learning offers an annual research development program designed to encourage and support faculty committed to systematic scholarly inquiry into student learning. The Teaching and Learning Scholars program brings together faculty from a range of academic disciplines committed to investigating and documenting significant issues and challenges in teaching and learning. The central work of the Scholars is to develop course-based inquiry projects, conduct research that sheds new light on a significant aspect of student learning, share evidence and findings publicly in an effort to influence practice in the field, and help build a culture of teaching and learning scholarship at Mount Royal University within their own disciplines and beyond. The program engages a diverse and dedicated community of scholars committed to building and sharing pedagogical knowledge, advancing post-secondary teaching and enhancing student learning beyond the individual classroom. In the pursuit of these goals, each Scholar designs and undertakes a research project aimed at improving practice in teaching and learning. Scholars are selected for a one-year term, participate in three multi-day off-site residencies (February, August, February), and engage in monthly collaborative activities.



During the 2010-2011 academic year the Teaching and Learning Scholars Program took in, for the first time, a group of faculty members from outside Mount Royal University, in keeping with the Institute's plan for outreach and impact. These three Scholars were all from Royal Roads University, and worked as full members of the 2011 cohort, participating in all residencies and receiving individual mentorship at their home institution from Doug Hamilton, Chair of Faculty Development at Royal Roads and one of the facilitators for the Teaching and Learning Scholars Program. Other highlights from this academic year include the acceptance of our first Scholar from the performing arts, our first Scholar from student learning services, three Scholars from Nursing (making that program our highest subscribed), and Scholars from both General Education and Business (both programs continue to be strong supporters of the Institute).

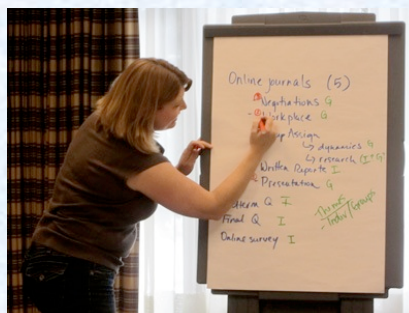


Engaging Departments Initiative

Mount Royal University has embarked on a program by which scholarship of teaching and learning becomes a key feature in the understanding, assessment, and improvement of student learning across the institution, but with special emphasis on campus-wide and emerging degree programs. Our belief is that systematic scholarly inquiry into student learning will provide significant data on student learning that can, when organized and aggregated around common institutional or programmatic themes, lead to systemic improvements within specific academic departments and throughout the university as a whole.



The initial site for this work has been the Department of General Education (GNED), where foundation courses are the focus of investigation. General Education courses at Mount Royal University have been organized into four thematic clusters: Numeracy and Scientific Literacy; Values, Beliefs, and Identity; Community and Society; and Communication. Faculty members teaching foundation courses in each of these four clusters have collaborated on a scholarship of teaching and learning inquiry regarding the development of critical reading skills. A common research question was examined in a foundation course in each cluster through common methodology in 2011, with data analysis taking place over the summer. It is hoped that this collaborative and “cross-clusteral” scholarship of teaching and learning inquiry will inform the development of curriculum at the foundation level in General Education, but also prove to be a model of collaborative research in relation to student learning which other Departments in Mount Royal may wish to explore.



Finally, thanks to this initiative, Mount Royal University was recently recognized as a key institution for scholarship of teaching and learning. In a new publication from the Carnegie Foundation for the Advancement of Teaching (Stanford CA), *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (Jossey-Bass) was released to much acclaim and it singles out Mount Royal University, the Institute for Scholarship of Teaching and Learning, and the Engaging Departments Initiative as key to the integration of individual scholarship and institutional coordination.

Scholarship of Teaching and Learning Presentations

The Institute for Scholarship of Teaching and Learning presents the 2011 Scholarship in Progress Series

This series provides our community with a forum for sharing, discussing, and critiquing ongoing teaching and learning research. Attendance is open to anyone and topics range from small-scale disciplinary studies to institution-wide investigations or triangulation of multiple data sources.

All presentations will be held from 12:00 p.m. - 1:00 p.m. in Y324.

Please pre-register for presentations individually using the workshop numbers provided below.

Register online at: www.mtroyal.ca/adc
 Register by email to: mtslsch@mtroyal.ca
 Register by calling: 403.440.6042

Institute for Scholarship of Teaching and Learning Research Initiatives
 Richard Galt, Institute for Scholarship of Teaching and Learning - Monday, January 24th - Workshop #73

The Value of Interaction and Experience in Developing Advocacy Skills
 Helen Wilkinson, Teaching - Wednesday, February 2nd - Workshop #74

Formative Assessment in Reflective Dialogue Journals
 Paul Nadel, Education and Scholarship - Wednesday, February 2nd - Workshop #75

Grace Under Pressure: Student Learning in Teams
 Emily Wilkins, Library - Tuesday, February 1st - Workshop #76

Researching Teaching and Learning in Library Sessions
 Nadia Wilson, Library - Thursday, March 3rd - Workshop #77

Evidence of Change as Learners: Student Voices
 Lee Wilson, Philosophy - Friday, March 4th - Workshop #78

The Impact of a Support Group on EAL Nursing Students
 Jane Chin, Nursing - Wednesday, March 23rd - Workshop #79

Anxious About Science and Math? So Are Your Students!
 Melissa Rutherford, General Education - Tuesday, March 22nd - Workshop #80

How Internationally Educated Health Professionals Value Role Play Simulations
 Ann Brown, Health, and Susan Taylor, International Education - Thursday, April 7th - Workshop #81

Mining the Field Notes of Fourth Year Nursing Students Transitioning to Practice
 Joanne Taylor, Health - Thursday, April 14th - Workshop #82

What are the Barriers to Understanding Financial Concepts for First-Year Public Relations Students?
 Amy Wilson, Public Relations and Journalism - Thursday, April 14th - Workshop #83

Students' Experiences of Learning the Disciplinary Thinking in Physics
 Quinn Ford, Mathematics, Physics and Engineering - Monday, May 2nd - Workshop #84

Development of Academic Writers: Perceptions of Students at Mount Royal University
 John Smith, Writing Learning and Development - Monday, May 2nd - Workshop #85

Student Perceptions and Opinions in a Cross-Disciplinary Science Course
 Heidi May, Health and Communication Studies - Thursday, May 19th - Workshop #86

Critical Thinking in the Interdisciplinary Classroom
 Heather Nelson, General Education - Friday, May 20th - Workshop #87

Impacts of Term Projects on Environmental Science Students' Ability to Connect Theory with Practice
 Heidi Thompson, Environmental Science - Tuesday, May 10th - Workshop #88

Central to the dissemination goals of the Institute is the Scholarship of Teaching and Learning Faculty Presentation Series, which is designed to provide members of the Mount Royal University community with opportunities to share ongoing work and receive constructive feedback about their scholarship of teaching and learning. Speakers are selected from across the university, and attendance is open to anyone interested in participating; visitors from beyond the Mount Royal University community are encouraged to attend. Topics range from disciplinary inquiries and small-scale studies to institution-wide investigations and triangulation of multiple data sources. Indeed, although this is a scholarship of teaching and learning series, we have adopted the “big tent” approach to participation. During the last academic year, sixteen presentations were offered featuring faculty from across the institution. Presentations were largely focused on Teaching and Learning Scholars and their projects, but other faculty members also participated as presenters. Most sessions were very well attended, with some offering standing room only.

**Mount Royal University's
 Institute for Scholarship of Teaching and Learning
 Faculty of Science and Technology and
 Office of Research Services
 are pleased to co-sponsor**

**Toward a Pedagogy of Discovery for
 All Students**
 Undergraduate Research as a High-Impact Practice

**Featuring
 Dr. Susan Elrod**
 Executive Director of Project Kaleidoscope
 November 15, 2010
 10:00 am until 12:00 p.m.
 Lincoln Park Room
 Mount Royal University

Undergraduate research is a “hot topic” in higher education because of the increasing evidence regarding its effectiveness as a high-impact practice. What makes undergraduate research such a rich experience for students? The characteristics of and support for this practice will be presented, along with various ways it can be implemented in an undergraduate science curriculum that is accessible to all students. Unanswered questions and avenues for scholarly investigation regarding undergraduate research as an educational practice will also be elicited and discussed.

Dr. Susan Elrod is executive director of Project Kaleidoscope. She holds a doctorate in genetics and has taught extensively, conducted scientific and educational research, and long been a leader in promoting teaching and learning excellence in the STEM disciplines. Elrod came to PKAL from Cal Poly San Luis Obispo where she has been a professor of biological sciences since 1997.

Please register for this event (Session #23) at www.mtroyal.ca/adc or contact the ADC via mtslsch@mtroyal.ca or 403-440-6042

Additionally, the Institute co-sponsored with the Faculty of Science and Technology and the Office of Research Services, an all-campus event on November 15, 2011 titled “Toward a Pedagogy of Discovery for All Students: Undergraduate Research as a High-Impact Practice” offered by Susan Elrod, Executive Director of Project Kaleidoscope (PKAL). As the description stated, “Undergraduate research is a “hot topic” in higher education because of the increasing evidence regarding its effectiveness as a high-impact practice. What makes undergraduate research such a rich experience for students? The characteristics of and support for this practice will be presented, along with various ways it can be implemented in an undergraduate science curriculum that is accessible to all students. Unanswered questions and avenues for scholarly investigation regarding undergraduate research as an educational practice will also be elicited and discussed.” The event was attended by faculty members and administrators from across the campus and was followed by a more informal (but no more influential) conversation between Dr. Elrod and senior administrators. This event was organized by the Institute as part of the Office of Research Services’ initiative on undergraduate research.

Research Activities

Featured Scholarship

The Institute fosters research activity in a number of ways; indeed it is fair to say that all of our work is focused on the development and dissemination of research on student learning. However the most direct impact of this goal manifests in the work of the Teaching and Learning Scholars. To date we have accepted thirty-seven Scholars into the program and their research has been significant; some are engaged in multiple projects. Below is a sample of five projects from the current cohort.

Valerie Kinnear, Accounting

*Team-Based Learning in financial accounting:
is it more effective than an individual approach?*

The purpose of this Scholarship of Teaching and Learning research project is to look for indicators that a team-based learning teaching strategy is more effective than an individual approach to learning accounting. The participants of this study will be students enrolled in my two sections of "Financial Accounting Practices" (ACCT 3220) in fall 2011. ACCT 3220 is the first course taken by accounting majors after an introduction to financial accounting course (ACCT 2121 or equivalent) taken by all business majors. The course is a bridge to intermediate financial accounting. Students normally take ACCT 3220 in the second year of their program. The study will use a mixed methodology approach including both qualitative and quantitative methods. Student term work (team history snap-shots and peer evaluations) and a post-semester on-line survey/questionnaire will be analyzed using textual analysis whereby recurring themes and patterns are identified and examined by the principal investigator. These results will be compared with student grades to look for a correlation or indication of impact on learning. The three sources of data will allow me to triangulate any findings in order to increase the validity of any conclusions that may be reached.



Reid Spencer, Music Performance

*A study in studio pedagogy, as it relates to voice training for
classical singers at the undergraduate level.*

At this moment in North America there is considerable work being done in the area of studio pedagogy, as it relates to the training of classical singers. While there are many issues that can be identified, this study will examine two related questions: Is there a benefit to shorter, more frequent lessons in voice training, and does the current trend toward scientific methodology in the studio supersede the older, empirical methodology used by teachers since the 17th century?





Catharine Lindland, Undergraduate Studies
Understanding Why and How Students Apply Learning Strategies

Students often enter university with a limited understanding about themselves as learners and the different strategies needed to succeed in post-secondary. UGST 1001: Effective Learning in the Undergraduate Context is a course about learning how to learn and developing self-regulated learners.

To help students realize the control they have over their own learning, this course is based on Zimmerman's (2000) theory of self-regulation. Research in this area has shown that students' reasons for studying play an important role in their views of strategy usefulness and in their selection and application of specific kinds of learning strategies (Alexander, 1995; Butler & Winne, 1995). However, it is unclear what strategies students find the most useful and apply or modify to other contexts based on their purposes for learning. Therefore, this project is investigating what learning strategies students are actively developing, modifying and transferring to new learning contexts based on their learning goals.



Glen Ryland, Department of General Education
Developing Academic Writers in General Education

Academic writing proficiency is a skill that students develop while acquiring a university education. I propose to study student self-regulation in the development of academic writers by asking, what are the strategies and sources that students recognize and realize in writing university assignments? As an instructor in the Department of General Education, I want my students to learn the content of the course curriculum, but I also want them to be able to identify their development as academic writers, as a life-long learning skill that fosters and supports student self-regulation. This study will identify, categorize, and discuss the strategies and resources that students recognize will enable them to succeed in completing written assignments at the university level. I will then compare individual student claims about their writing experience and learning to the corresponding assignments in order to evaluate how they have realized their understanding of what they recognize as important and influential in their writing.



Stephanie Zettel, School of Nursing

Narrative pedagogy and the evaluation of clinical practice in nursing education: Fostering clinical competency through stories

It is recognized that a “superficial relationship between nurses and their practice roles” (Boychuk Duchscher, 2003, p. 24) can develop if students are not supported in questioning their assumptions underlying nursing practice. Wenger’s (1998) social learning theory posits learning as an act of social participation and collaboration in practice. I am interested in how students are using all forms of feedback as they strive to link theory to practice. Students’ learning will be assessed with guided narrative feedback from the instructor that is situated in the context of their clinical experience and directed toward specific benchmarks they must meet in order to progress in the program. All students, regardless of their participation in this research project, will receive written feedback on their practice each week to which they will provide a written response. This dialogue will continue from week to week as students care for different patients and are prompted by the instructor to think about how key concepts they have learned in theory are applied in the clinical context. Assignments in the course (integrated reflective writings x 2) also lend themselves to this integration of theory and practice and facilitate further reflection by the students on what it means to be a professional nurse. Participants’ written work will be kept until the end of the course after which time, students will be interviewed to understand the relative impact of the instructor’s feedback on their learning. All students’ midterm and final evaluations will be audio recorded, and both the written component of the evaluations and the evaluation interview will be considered as data for those wishing to participate in the study. Data will be analyzed for common themes around what elements students believe to be important in their learning how to become a professional registered nurse.



Teaching and Learning Scholars

Mount Royal College faculty selected as 2009 Teaching and Learning Scholars:

- Katherine Boggs, Science and Technology (Earth Sciences)
- Alex Bruton, Bissett School of Business (Entrepreneurship)
- Miriam Carey, Arts (Policy Studies)
- Ron MacDonald, Communication Studies (Journalism)
- Karen Manarin, Arts (English)
- Janice Miller-Young, Science and Technology (Engineering)
- Subadhra Rai, Health and Community Studies (Nursing)
- Rik Smistad, Bissett School of Business (Accounting)
- Norman Vaughan, Teaching and Learning (Education and Schooling)



Mount Royal University faculty selected as 2010 Teaching and Learning Scholars:

- Liza Choi, Health and Community Studies (Nursing)
- Israel S. Dunmade, Science and Technology (Environmental Sciences)
- Jane McNichol, Communication Studies (Public Relations)
- M. Helena Myllykoski, Health and Community Studies (Nursing)
- Heather Nelson, Teaching and Learning (General Education), Arts (Humanities)
- Jodi Nickel, Teaching and Learning (Education and Schooling)
- Melanie Rathburn, Teaching and Learning (General Education), Science and Technology (Biology)
- M. Qasim Syed, Science and Technology (Physics)
- Joanna Szabo Hart, Health and Community Studies (Nursing)
- Lee Wertzler, Arts (Psychology)
- Andrea L. Williams, Bissett School of Business (Business Communications)
- Becky Willson, Library Services (Psychology and Counseling)



Mount Royal University and Royal Roads University faculty selected as 2011 Teaching and Learning Scholars:

- Geoffrey Archer, RRU Management (Entrepreneurship)
- Joanne Bouma, MRU Health and Community Studies (Nursing)
- Patrick Carmichael, MRU Teaching and Learning (General Education)
- David Finch, MRU Bissett School of Business (Marketing)
- Kelly Hewson, MRU Arts (English)
- Valerie Kinnear, MRU Bissett School of Business (Accounting)
- Catharine Lindland, MRU Student Learning Services (Undergraduate Studies)
- Glen Ryland, MRU Teaching and Learning (General Education)
- Reid Spencer, MRU Communication Studies (Theatre, Speech and Music Performance)
- Stephanie Zettel, MRU Health and Community Studies (Nursing)
- Amy Zidulka, RRU Management (Business Communication)



Institutional Initiatives and Projects

To support Teaching and Learning Scholars who have completed inquiry projects, presented results in public venues, and are ready to write for publication, the Institute offers an annual facilitated writing residency. This program provides Scholars with guidance, critique, and independent time to reflect on research results, refine analysis and dissemination strategies, and revise scholarly writing for publication. These residencies complete the cycle of development provided by the Teaching and Learning Scholars Program, helping researchers build from investigation to impact.



The Institute's work on collaborative scholarship investigations is best exemplified by the Engaging Departments Initiative's *Critical Reading in General Education; A Collaborative Inquiry*. This is a collective and coordinated inquiry examining critical reading in four very different first-year general education courses, where critical reading is defined as reading for academic purposes and reading for social engagement. This project was originally designed by the Institute Director Richard Gale, and was further developed at a summer institute offered by the Association of American Colleges and Universities (AAC&U). During the Fall of 2010 four instructors shared the same research question, data gathering protocol and data analysis methodology in an effort to triangulate (quadrangulate?) understanding of student learning in different but affiliated courses. The four instructors, all Teaching and Learning Scholars, are Miriam Carey (ADC), Karen Manarin (English), Melanie Rathburn (Biology), and Glen Ryland (General Education).

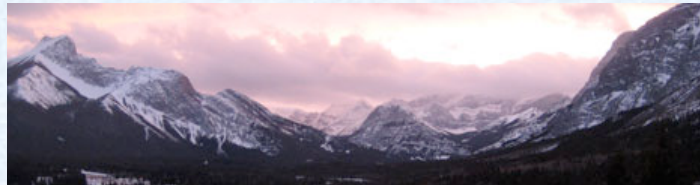


Although only at the very early stages, the Institute is working with the coordinator of Mount Royal's University Entrance Option to develop a collaborative, multi-course, longitudinal study of student learning in undergraduate studies. Focusing on the high impact practices of first year experience coursework, and building on the decades-long expertise of student learning services and other support personnel at Mount Royal, this project will seek to understand and improve learning at the access point where it can influence success throughout students' university career.

Going Public

Centennial Symposium on Scholarship of Teaching and Learning

The Institute for Scholarship of Teaching and Learning hosted our first annual Centennial Symposium on Scholarship of Teaching and Learning November 11 to 13, 2010 in Banff AB, with pre-symposium workshops offered on the campus of Mount Royal University (Calgary AB), November 10, 2010. This gathering of teacher/scholars was designed as a “practitioners conference” dedicated to developing individual and collaborative teaching and learning scholarship, sharing nascent data and findings, going public with compelling results of completed research projects, and building an extended scholarly community. The Centennial Symposium on Scholarship of Teaching and Learning commemorates Mount Royal’s 100-year commitment to understanding and improving student learning, and is part of our Centennial Celebration. [isotlsymposium.mtroyal.ca/2010Symposium/program.html]



Pre-Symposium Workshops took place Wednesday, November 10, 2010 from 8:00 am until 5:30 pm on the campus of Mount Royal University in Calgary AB. Workshop topics included:

- Getting Started in Scholarship of Teaching and Learning - an introduction to the principles and practices teaching and learning scholarship, facilitated by the Director of the Institute for Scholarship of Teaching and Learning Richard Gale.
- Systematic Scholarly Inquiry Using Blended Learning Technologies and New Media - a hands-on session focusing on established and emerging technologies and their application to scholarship of teaching and learning, facilitated by blended learning author and Teaching and Learning Scholar Norm Vaughan.
- Using Qualitative Methods of Data Collection and Analysis - a journey through the often-unfamiliar world of qualitative methods focusing on definitions and examples as well as practical classroom research applications, facilitated by experienced researcher and Teaching and Learning Scholar Deb Bennett.
- Institutional Leadership for Scholarship of Teaching and Learning - an advanced workshop for faculty, professional developers, and other campus leaders committed to advancing scholarship of teaching and learning institutionally, facilitated by the Director of the Institute for Scholarship of Teaching and Learning Richard Gale.



Keynote presentations were offered by three distinguished teacher/scholars.

Susan L. Elrod, Executive Director of Project Kaleidoscope, began as the second director of Project Kaleidoscope (PKAL) at the Association of American Colleges and Universities (AAC&U) on January 1, 2010. She holds a Ph.D. in genetics and has taught extensively, conducted scientific and educational research. Elrod came to PKAL from Cal Poly San Luis Obispo where she has been a professor of biological sciences since 1997, and most recently served as associate dean for strategic initiatives and director of the Center for Excellence in Science and Mathematics Education (CESaME). She has experience in curricular reform, learning assessment and program evaluation, faculty development, and departmental and institutional governance, and has led a wide array of STEM education initiatives, including PKAL's W.M. Keck Foundation-funded initiative, Facilitating Interdisciplinary Learning and several STEM teacher education initiatives. Elrod is also a PKAL Faculty for the 21st Century (F21) member.



Pat Hutchings, Senior Associate, joined the Carnegie Foundation for the Advancement of Teaching in 1998. She served as a senior scholar and then vice president, working closely with a wide range of programs and research initiatives, including the Carnegie Academy for the Scholarship of Teaching and Learning. She has written widely on the investigation and documentation of teaching and learning, peer collaboration and review of teaching, and scholarship of teaching and learning. Recent publications drawing on Carnegie's work include *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning*, *Opening Lines: Approaches to the Scholarship of Teaching and Learning*, and *The Advancement of Learning: Building the Teaching Commons*. She continues to work part-time with the Foundation on a broad range of higher education issues. She was chair of the English department at Alverno College from 1978 to 1987 and a senior staff member at the American Association for Higher Education (AAHE) from 1987-1997. Her doctorate in English is from the University of Iowa.



Ron MacDonald, Mount Royal Journalism Professor, has been a reporter, staff correspondent, senior editor, news director, acting bureau chief, and freelance writer. He taught at other post secondary institutions before joining Mount Royal as a full-time Journalism instructor in 1984, and has served as Chair of Academic Council, a member of the Board of Governors, and Chair of the former Communications Department and of the Applied Journalism and Applied Electronic Publications degree programs. Ron was selected as a 2009 Teaching and Learning Scholar, and his inquiry focused on learning disciplinary ways of thinking and practicing in two introductory journalism courses. His study examined students' posts to asynchronous online discussion forums in two back-to-back introductory undergraduate journalism courses, looking for evidence that students are learning how to think and act like journalists.



Canadian Assessment Forum on Scholarship of Teaching and Learning

Each year the Mount Royal University Institute for Scholarship of Teaching and Learning sponsors an annual Canadian Forum which brings together senior higher-education administrators, private and public-sector stakeholders, and campus leaders from British Columbia to the Maritimes who are committed to fostering and promoting systematic scholarly inquiry across the post-secondary landscape. These events range in focus from institutional leadership and aligning assessment practices to the role of students as co-researchers.



The 2011 Canadian Forum on Scholarship of Teaching and Learning focused on the synergies and connections between assessment and systematic scholarly investigation of student learning—exploring how scholarship of teaching and learning contributes to, draws on, and enriches the assessment of student learning at course, program, and institutional levels. Participants considered how teaching and learning scholarship contributes to and interfaces with the goals and processes of ongoing, thoughtful assessment practices.



The Canadian Forum took place on May 3, 2011, was attended by almost one hundred participants from across Canada and the United States. The website can be accessed at isotlforum.mtroyal.ca.

Keynote presentations were offered by:



Charles Blaich, Director of the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium, received his Ph.D. in Psychology from the University of Connecticut in 1986. He taught at Eastern Illinois University from 1987-1991 and joined the faculty at Wabash College in the fall of 1991. In 2002, he assumed his current position at the Center of Inquiry. Along with researchers at the University of Iowa, University of Michigan, and Miami University, Blaich designed and implemented the Wabash National Study in 2005. Forty-nine colleges and universities are participating in this longitudinal research project on the practices and conditions that support student learning. In 2011 Blaich became Director of the Higher Education Data Sharing Consortium, 130 private colleges and universities sharing survey and institutional data for improvement. Blaich's publications include "From Gathering to Using Assessment Results: Lessons for the Accountability Movement from the Wabash National Study," and "Some Complexities in the Effects of Diversity Experiences on Orientation Toward Social/ Political Activism and Political Views in the First Year of College."



Pat Hutchings joined the Carnegie Foundation for the Advancement of Teaching in 1998. She has served as a senior scholar and then as vice president, working closely with a wide range of programs and research initiatives, including the Carnegie Academy for the Scholarship of Teaching and Learning. She has written widely on the investigation and documentation of teaching and learning, peer collaboration and review of teaching, and scholarship of teaching and learning. Recent publications drawing from Carnegie's work include *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning* (2002), *Opening Lines: Approaches to the Scholarship of Teaching and Learning* (2000) and *The Advancement of Learning: Building the Teaching Commons* (2005). She continues to work part-time with the Foundation on a broad range of higher education issues. She was chair of the English department at Alverno College from 1978 to 1987 and a senior staff member at the American Association for Higher Education (AAHE) from 1987-1997. Her doctorate in English is from the University of Iowa.



Pierre Zundel, President of the University of Sudbury, is a graduate of the University of Toronto and the Université Laval (PhD in forestry). He has taught at the Université de Moncton (UdeM) and the University of New Brunswick (UNB). From 2000-2005, he was Managing Editor of the International Journal of Forest Engineering and from 2000-2009 he taught in the interdisciplinary leadership program at UNB's award-winning interdisciplinary leadership school Renaissance College. He has worked as both a professor and in academic leadership - as Chef de Secteur at UdeM (1988-91) and as Dean of Renaissance College. His passion for teaching and learning was recognized when he was chosen as the first UNB University Teaching Professor in 2001. In the following year, he received the Atlantic Association of Universities Educational Leadership Award and, in 2003, was made a 3M National Teaching Fellow by the Society for Teaching and Learning in Higher Education (STLHE). In 2006, he led a team at Renaissance College that received the STLHE's national Alan K Blizzard Award for Collaborative Teaching.

Building Profile Locally, Nationally, Internationally

The Institute has been working to become the premiere research centre for understanding and improving of student learning through systematic scholarly inquiry. Part of this agenda includes establishing a high profile amongst post-secondary institutions and a reputation for thoughtful inquiry, insightful preparation of faculty researchers, and responsible dissemination of quality scholarship. Much of this is accomplished through our Teaching and Learning Scholars and our various public venues. But in addition we have other strategies for building profile locally, nationally, and internationally. Perhaps the most obvious vehicle for promotion of the Institute is our various web presences developed through Mount Royal University [mtroyal.ca/isotl] and externally for both our annual events, the Canadian Forum on Scholarship of Teaching and Learning [isotlforum.mtroyal.ca] and the Centennial Symposium on Scholarship of Teaching and Learning [isotlsymposium.mtroyal.ca].

Additionally, the Institute has been represented at a wide variety of conference venues during the academic year. Most important has been our representation at some of the larger and more significant academic conferences such as those organized by the Association of American Colleges and Universities (AAC&U), the International Society for the Scholarship of Teaching and Learning (ISSOTL), and the Society for Teaching and Learning in Higher Education (STLHE). Scholars have also presented their work and represented the Institute at disciplinary venues and other dedicated events such as the Alberta Colleges and Institutes Faculty Association conference, the Scholarship of Teaching and Learning Commons, and the International Qualitative Research Conference. Also significant was the participation of the the Institute Director in the organization and delivery of an important conference for university presidents and provosts organized by the Association of Universities and Colleges of Canada (AUCC) on the topic of improving undergraduate education; scholarship of teaching and learning figured prominently at the event and was represented specifically by the Institute.

Finally, the Institute has cultivated collaborations with associations and institutions developing a clearer sense of and commitment to scholarship of teaching and learning. This may be the most important service that the Institute provides to its wider constituency, for it places us not only at the centre of important institutional efforts, but also positions us internationally as a nexus for ongoing and future work in support of student learning. The Institute has worked directly with Thompson Rivers University, Royal Roads University, Nipissing University, and Norquest College, as well as organizations ranging from the Educational Developers Network of Alberta (EDNA) to the Centre for Higher Education Research and Development (CHERD). We have also had other institutions approach the Institute with collaborative opportunities, in Alberta these have includes Bow River College, Lethbridge College, and Portage College. Beyond Canada we have begun investigating partnerships with the Central European University, the United States Air Force Academy, Columbia College Chicago, Miami Dade College and others.



Budget and Funding

Institute for Scholarship of Teaching and Learning - Budget Overview 2010 - 2011

Since its inception in 2008, the Institute has been operating with a limited budget provided by the Faculty of Teaching and Learning and the Provost's Office. The Mount Royal Foundation has been tasked with identifying and pursuing potential donor funding for an endowment amount of between \$5M and \$10M, and this work is ongoing. Recently, we have had word that two \$1 million awards have been earmarked for the Institute for Scholarship of Teaching and Learning. The first will be dedicated to the Teaching and Learning Scholars Program, providing \$200K per year over five years. The second will be dedicated to the Institute operating expenses, perhaps including the Director's salary, also slated as providing \$200K per year over five years. Neither of these gifts has been announced formally, either by the Foundation or by the granting corporations, but the Institute has received assurances that the funds will be made available beginning in the 2011-2012 academic year.



Resources:

One Time Allocation Earned Revenue	\$ 100,000
2011 Forum Earned Revenue	\$ 10,075
2010 Symposium	\$ 53,482
Other Revenue	\$ 1,239
Centennial Funding	\$ 10,000
ADC Contribution to Symposium	\$ 2,000
Provost Contribution to Symposium	\$ 2,000
Provost Contribution to Writers Residency	\$ 20,000
Transfer from Reserve	\$ 32,564
Total Resources	\$ 231,360

Expenditures:

General Operating	\$ 91,382
Writers Residency	\$ 18,655
Scholars Program	\$ 50,512
Centennial Symposium	\$ 48,897
Canadian Forum	\$ 21,914
Total Expenditures	\$ 231,360

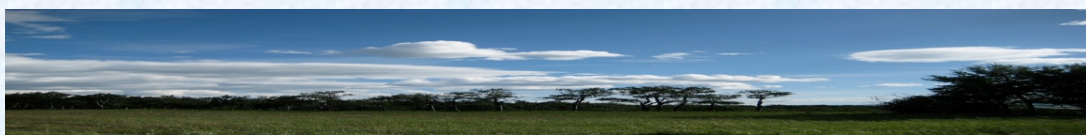
Committed Revenue:

Royal Roads University Commitment to Scholars Program	\$ 10,500
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Goals for 2011-2012

In anticipation of the 2011-2012 academic year the Institute will continue to work in established areas, but also expand its programming into new venues, connections, and initiatives. We will continue to:

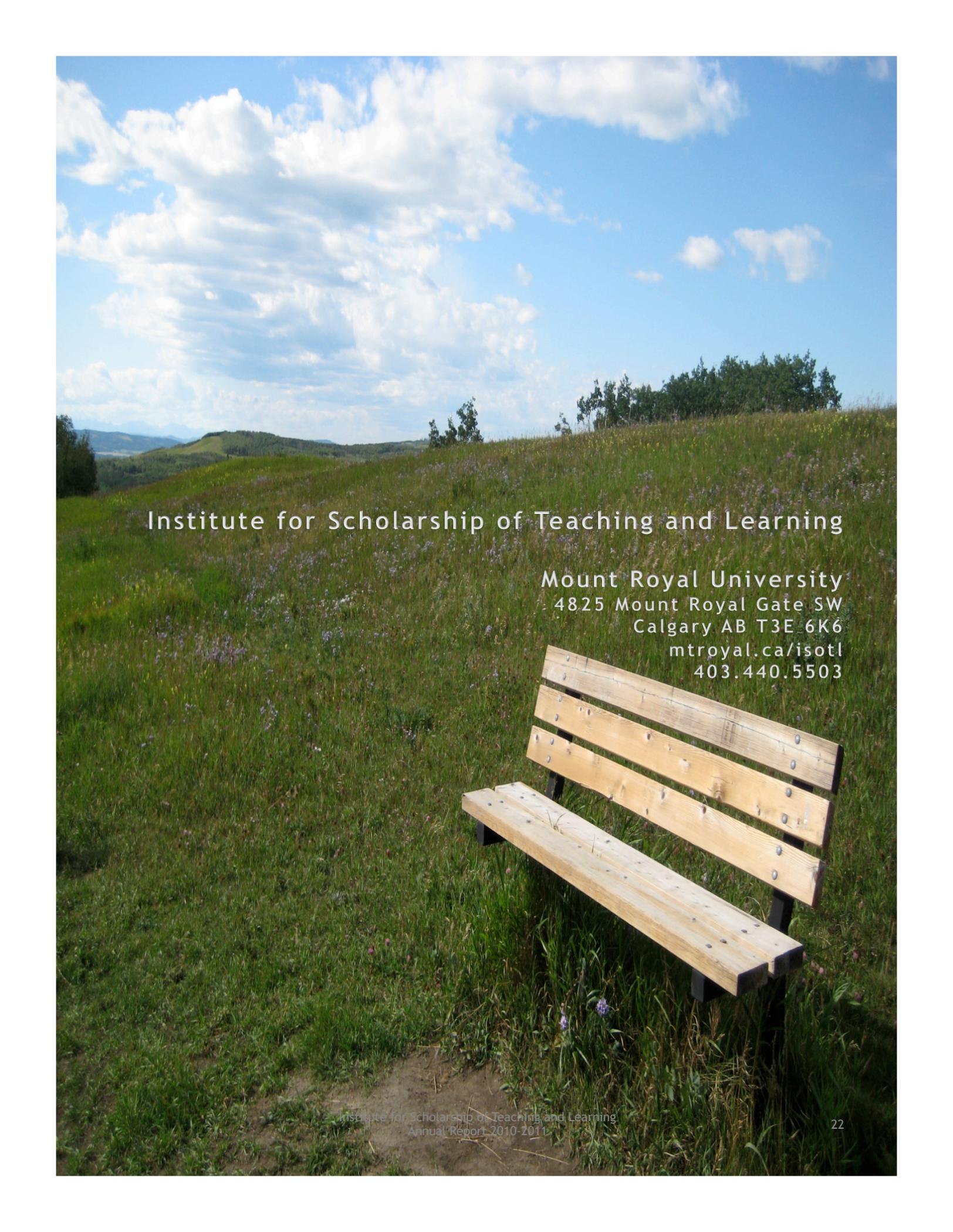
- Foster, support, and promote research that contributes to the understanding and improvement of student learning at Mount Royal, within the Alberta, across Canada, and around the world;
- Seek external funding for our activities ranging from individual gifts for specific programs and initiatives to the establishment of an endowment that can sustain and grow the Institute;
- Build our program of public presentation venues dedicated to systematic scholarly investigation of student learning, specifically the Canadian Forum and the Symposium;
- Cultivate individual scholarly activity through the Teaching and Learning Scholars Program with a goal of working with all faculties by the end of the 2014-2015 academic year;
- Encourage collective scholarly activity through the Engaging Departments Initiative with a goal of increasing departmental and cross-departmental collaboration with all faculties at Mount Royal;
- Maintain a prominent, positive profile on campus by participating in research committees, increasing interaction with assessment activities, and collaborating with other institutes;
- Enhance the prominent, positive profile locally, nationally, and internationally through conference presentations, collaborations, and dedicated outreach activities.



Additionally, during the 2011-2012 academic year we will endeavor to expand the work of the Institute for Scholarship of Teaching and Learning in the following key areas of inquiry:

- Undergraduate Studies - Building on connections between the Institute and General Education, establish a collaborative program examining student learning in undergraduate studies;
- Capstone Courses - Building on the work of Teaching and Learning Scholars, establish a collaborative and cross-program investigation of student learning in capstone courses;
- Community Engagement - Building on the strengths of the Institutes for Integrative Health and Non-Profit Studies, establish an investigative agenda dedicated to learning in the community;
- Creative, Fine, and Performing Arts - Building on institutional strengths and cross-institutional collaborations, begin an investigation of learning in the creative, fine, and performing arts;
- Integrative Learning - Building on local expertise and international connections, begin a collaborative investigation of integrative learning across the curriculum;
- Student Populations - Building on the needs of under-represented and at-risk populations, begin work investigating student learning in specific areas (possibly aboriginal students, rural students, first-generation students, and others);
- Collaborative Convening - Building on strengths of our public venues and Institute connections, begin collaborating with other institutions and organizations to co-sponsor local, national, and international events and conferences.

Finally, we will begin investigating dissemination possibilities, including proceedings, online resources and publications, monographs and other print publications, and new-media strategies for going public.



Institute for Scholarship of Teaching and Learning

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