Disciplinary Styles in the Scholarship of Teaching and Learning
Conference Planning Manual
May, 2002

In April, 2002, Rockhurst University co-sponsored and hosted *"Disciplinary Styles in the Scholarship of Teaching and Learning,"* a national conference based on the newly-published AAHE collection of essays by the same name, co-edited by Mary Taylor Huber and Sherwyn P. Morreale. This gathering of national Carnegie Scholars and other interested college and university faculty was designed to provide a forum for the discussion of completed and ongoing research from the perspective of various disciplines and to explore the similarities and differences among them.

In order to encourage other institutions involved in the Carnegie Teaching Academy Campus Program to consider sponsoring SOTL conferences, Rockhurst University has compiled this planning guide and timeline to assist organizers in streamlining the process. We have tried to cover all the necessary steps in chronological order. There will, of course, be differences based on the topic chosen and the intended audience of each conference. In general, however, this outline is intended to help institutions get started and, hopefully, contribute to the expansion of national dialogue in the scholarship of teaching and learning.

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Conference Objectives and Planning Timeline

Conference Objectives
- To increase the awareness of and interest in SOTL within various disciplines
- To promote a culture for SOTL in region
- To provide opportunities for future collaborative SOTL initiatives
- To provide an audience for existing SOTL projects

February, 2001
- Received internal approval to sponsor a SOTL conference.

March, 2001
- Submitted a "Going Public" grant (1) to AAHE

April, 2001
- Received Funding from AAHE $5000 in support of the conference.

May-June, 2001 -
- Formed an internal planning group consisting of a Carnegie Scholar, the Director of our Center for Teaching Excellence, the Director of Lifelong Learning, and our Instructional Technology Coordinator.
- Set the organizing theme, title, date and secured the keynote speaker for the conference .

July-August, 2001
- Sought out regional cosponsors of the conference and formed an organizing committee consisting of Carnegie Scholars & Faculty Development Professionals on the cooperating campuses.
- Determined roles for each of the participating institutions. For example, one institution assisted with dissemination of conference information and provided technical support while another institution sponsored one of the invited speakers.
- Agreed on a list of 6 invited speakers.
- Decided that we would accept proposals in two categories: completed works and works in progress.
- Established proposal submission criteria.

August-September, 2001
- Extended invitations to invited speakers. (2)

October, 2001
- Developed <u>promotional brochures </u>(3) and <u>conference website</u> (4).
- Negotiated with AAHE to have the conference listed on their website.
- Began <u>advertising</u> (5) the conference & call for papers through the CASTL listserve and other regional educational venues. This is where the partnerships with the participating institutions made a big difference. Each campus assumed responsibility for getting out the word not only to their own institution but to other institutions in their area.

January, 2002
- Sent a representative to AAHE faculty roles and rewards meeting in Phoenix where conference material was disseminated.
- Collected and organized conference proposals.
-
February, 2002
- Established <u>submission review process</u> (6).
- Established <u>review criteria for proposals</u> (7).
- Created proposal reviewer forms for <u>Completed Projects </u>(8) <u>and Works-in-Progress</u> (9).
- Reviewed the proposals.
- Sent <u>acceptance </u>(10) and <u>rejection</u> (11) letters to proposers along with <u>confirmation </u>(12) and <u>permission forms </u>(13) for placing documents and personal information on the conference website.
- <u>Communicated</u> (14) more detailed information to invited and keynote speakers.
- Established a tentative <u>conference schedule</u> (15).

March, 2002
- Advertised conference at the AAHE national meeting in Chicago.
- Production of the <u>conference CD</u> (16).
- Finalized onsite arrangements (rooms, technology, food, lodging and transportation.)

April, 2002
- Arrange stipends for invited and keynote speakers.
- Arrange local hosts for the invited speakers.
- <u>Final correspondence</u> (17) with all conference participants.
- Created <u>conference evaluation form</u> (18).

Rockhurst University's Application for "Going Public" Grant

1. Name of grant applicant, title, institution, address, phone, fax, e-mail address.

    Edward Kinerk, S.J.
    President
    Rockhurst University
    1100 Rockhurst Road
    Kansas City, Missouri 64110
    Telephone: (816) 501-4250
    Fax: (816) 501-4293

2. Title and nature of project.

    Rockhurst University's Center for Teaching Excellence and Office of Lifelong Learning will collaborate to plan and hold a Carnegie Scholars' Conference on Disciplinary Styles in the Scholarship of Teaching and Learning in the spring of 2002. This conference will represent Rockhurst University's participation in the Carnegie Teaching Academy Campus Program's "Going Public" phase.

    The conference will be organized in response to <u>Disciplinary Styles in the Scholarship of Teaching and Learning</u>, a collection of essays compiled by Mary Taylor Huber, Senior Scholar with The Carnegie Foundation for the Advancement of Teaching, and Sherwyn Morreale, Associate Director of the National Communication Association. The American Association for Higher Education will publish the collection in late 2001. The conference will include a keynote address by Mary Taylor Huber and presentations by national Carnegie Scholars who have contributed essays to the collection. It will also include presentations by Carnegie Scholars in our region.

    The Carnegie Scholars' Conference on Disciplinary Styles in the Scholarship of Teaching and Learning will build on the unique strengths of Rockhurst University:

    - The contribution of Anita Salem, Professor of Mathematics, Computer Science, and Physics at Rockhurst University, to the emergent scholarship of teaching and learning as a Carnegie Scholar.
    - The Center for Teaching Excellence, established in 1999 at Rockhurst University to expand faculty development opportunities in the areas of instructional innovation, active learning approaches to instruction, the use of educational technology to support instruction, and the integration of service learning and multicultural perspectives across the curriculum.
    - Sponsorship by the Center for Teaching Excellence of a local Carnegie Scholars seminar group modeled after the national Carnegie Scholars Program over the course of the past two years. This seminar group has produced at least five Scholarship of Teaching and Learning Projects.

- The Office of Lifelong Learning, established in 2000 at Rockhurst University to coordinate professional development, personal development, and continuing education opportunities for adult learners.
- Rockhurst University's location in the midtown area of Kansas City and historic partnerships and collaborations with local and regional institutions of higher learning.

3. New constituents who will be served by the project.

Rockhurst University will collaborate with the two other Carnegie campuses in our region, Creighton University and the University of Missouri at Columbia, to plan the conference. Rockhurst will use the conference as an opportunity to promote sharing and dialogue with faculties at regional colleges, including Kansas City's metropolitan community colleges (located at eight sites), Johnson County Community College (located immediately across the state line), and the colleges affiliated with the Roman Catholic Church in western Missouri and eastern Kansas (i.e., Avila College, Conception Seminary College, Benedictine College, Saint Mary College, and Donnelly College). Rockhurst will also network with the other 27 Jesuit colleges and universities in the nation through the Association of Jesuit Colleges and Universities (AJCU) to invite participants to the conference and to promote sharing and dialogue about conference content. AJCU assists member colleges and universities in exchanging experiences and information related to the study of new educational problems and their resolution.

4. Specific kinds of documentation to be developed and shared in the project.

Transcripts of presentations and the keynote speech, along with a summary of the conversations generated during this conference, especially those highlighting the nature and role of interdisciplinary exchange, will be posted on a website developed through Rockhurst University's Center for Teaching Excellence in the fall of 2002 and shared with the general public. This website will also make available resources designed to encourage and support faculty development in the areas of instructional innovation, active learning approaches to instruction, the use of educational technology to support instruction, and the integration of service learning and multicultural perspectives across the curriculum.

5. Type of peer review and/or critique included in the project.

The website will post conference papers and evaluations by way of peer review. The website will also establish an interactive format for ongoing reflections about the conference, including comments, questions, and follow-up discussion.

6. Timeline

Date	Goal
05-15-01	Invite keynote speaker

06-01-01	Plan conference with representatives from Creighton University and the University of Missouri-Columbia
06-15-01	Invite presenters
10-01-01	Develop website
11-01-01	Invite conference attendees
March or April, 2002	Hold conference
06-01-02	Post proceedings of conference on website

7. Budget

Rockhurst University respectfully requests consideration of a grant in the amount of $5,000 to assist in paying a stipend for the keynote speaker, Mary Taylor Huber; expenses related to travel and lodging for three presenters; printing and mailing costs for promotion; and food expenses for conference participants.

Item	Description	Cost
Keynote speaker	Speaking fee	$2,000.00
	Airfare and hotel	$600.00
Presenters	Airfare and hotel (3 @ $600)	$1,800.00
Conference-related expenses	Printing, postage, and food	$600.00
Total request		$5,000.00

DISCIPLINARY STYLES IN THE SCHOLARSHIP OF TEACHING AND LEARNING
APRIL 19-20, 2002
ROCKHURST UNIVERSITY

CONFERENCE SCHEDULE

FRIDAY, APRIL 19th , 2002

12:00 Noon-1:00 pm Main Foyer, Richardson Science Center	**Registration**	
1:00-2:15 pm Mabee Theater, Sedgwick Hall	*Welcome*	**Edward Kinerk, S.J.** President of Rockhurst University **William F. Haefele, Ph.D.**, Vice-President for Academic Affairs Dean, College of Arts and Science
	Keynote Address	**Mary Taylor Huber** Senior Scholar The Carnegie Foundation for the Advancement of Teaching

2:30-3:30 pm Mabee Theater	**Panel Discussion**	*Mary Burman	Nursing
		*Lendol Calder	History
		*Anthony Catanach	Accounting
		*Dennis Jacobs	Chemistry
		*Mariolina Salvatori	English
		*Todd Whitmore	Theology

3:45-5:00 pm   **Concurrent Sessions #1**
Richardson Science Center

Room	Time			
	3:45	**4:15**	**4:30**	**5:00**
Ric 315	Theology *Todd Whitmore Invited Speaker Practical Reason and the Catholic University		Education Brian Cochrane Learning Preferences & Distance Education: The Case of Threaded Discussions	
Ric 302	Pharmacy Michael Monaghan A Comparison of Health Professional Students' Knowledge Regarding Drug Marketing		Chemistry * Dennis Jacobs TextRev: A Window into How Students Use Textbook Resources	
	3:45 4:05	**4:15 4:35**	**4:40 5:00**	
Ric 306	Mathematics * Curtis Bennett The Affect of Projects on a Capstone Course for Secondary Mathematics Education Majors	CSD Shelly Chabon Ruth Cain Dorian Wilkerson Discussions on Diversity: A Problem-Based Instructional Model to Facilitate Cultural Competence	Health Science Yolanda Griffiths Brenda Coppard Using Synchronous Chatrooms to Uncover Issues of Multi-Disciplinary Experiences In Ethnic and Professional Cultures	
Ric 205	Psychology Jennifer Oliver An Examination of Theories of Learning in an Education Department	Psychology *Susan Nummedal Deepening Student Understanding of Diversity in Child Development	Social Science Sue Crull Jennifer Esdoh Sarah Sullivan Classroom Research: Student Learning Patterns and Outcomes	
Ric 320	Art Deborah Huelsbergen "Quick! Act Like an Art Director" Role Playing in the Graphic Design Studio	Arts Panel * Kathleen Perkins, Sebastien Huydts, Bill Friedman Examples of SOTL Projects in the Fine and Performing Arts		

* Carnegie Teaching Fellow

5:00-6:00 pm	**Reception at the Bell Tower and Pergola (weather permitting) or Main Foyer, Richardson Science Center**

SATURDAY, APRIL 20th ,2002

8:00-8:30 AM   **Continental Breakfast**
Main Foyer, Richardson Science Center

8:30-9:50 am   **Concurrent Sessions #2**
Richardson Science Center

Room	Time			
	8:30	**9:00**	**9:15**	**9:45**
Ric 315	Business *Anthony Catanach Invited Speaker Assessing The Performance Of The Business Activity Model In Teaching Intermediate Financial Accounting		History *Lendol Calder Invited Speaker Beyond "Coverage": Teaching Disciplinary Thinking in the Introductory Course—A History Case Study	
Ric 302	Genetics * Spencer Benson Development and Analysis of Assessment Tools for Monitoring Understanding of Fundamental Genetic Concepts		Nursing *Mary Burman Invited Speaker Making Sense of Complementary and Alternative Medicine: Analysis of a Family Nurse Practitioner Program	
	8:30 **8:50**	**9:00** **9:20**	**9:30** **9:50**	
Ric 306	Physics Nancy Donaldson Investigating Student Learning in an Application-Based Physics Course	Microbiology *Tracy C. Russo Communication The Relationship of Communication Patterns in an Online Class to Student Learning and Course Attitudes	Physical Therapy Karen Paschal Jim Dronberger The Use of Portfolios as a Self-Assessment Tool for Professional Development	
Ric 205	Psychology Renee Michael Students' Critical Analysis of Web-Based Sources in a Developmental Psychology Course	MBA/Medicine Mindi McKenna The Effectiveness of Problem-Based Learning, Peer Feedback and Case Studies as Methods for Developing Medical/MBA Students' Leadership Competencies	Interdisciplinary Cheryl McConnell Craig Sasse Janis Davis Gail Hoover Understanding Facilitator Behaviors in Problem-based Learning Environments: An investigation of Occupational Therapy and Accounting Classrooms	
Ric 320	English Thomas Leahey Using Technology in the Classroom to Enhance Discussion and to Examine Program Validity for Concurrent Enrollment Partnership	General Elizabeth Peck Amy Hammond Notes from Underground: or, How to Get an SOTL Anthology *Off* The Ground	Mathematics/English Kami Day Jeff Frost Street Party at the Intersection of Math and Composition	

* Carnegie Teaching Fellow

9:50-10:00   **Break**
Main Foyer, Richardson Science Center

10:00-11:30 am
Richardson Science Center   **Concurrent Sessions #3**
see next page for schedule

SATURDAY, APRIL 20th continued

10:00-11:30 am   **Concurrent Session #3**
Richardson Science Center

Room	Time			
	10:00	**10:30**	**10:45**	**11:15**
Ric 315	English *Mariolina Salvatori Invited Speaker Difficulty: The Great Educational Divide		Performing Arts *Suzanne Burgoyne Peggy Placier Karen Cockrell Sharon Welch Helen Neville Theater of the Oppressed as an Instructional Practice: Guide to Preservice Teachers' Knowledge & Understanding of Student Diversity	
Ric 302	Genetics Carol Speth Don Lee Patty Hain Helping Genetics Students Learn more Effectively from Internet-Based Instruction by Understanding their Approaches		Chemistry *Dennis Jacobs Invited Speaker What Impact Do Cooperative Learning Activities Have on At- Risk Students in General Chemistry?	
	10:00 **10:20**	**10:30** **10:50**	**11:00** **11:20**	
Ric 306	Physical Therapy Donna Calvert Laura Bowling Mary Hall Kristin McArdle Physical Therapy Students' Reaction to Generic Abilities Program: A Comparison Across Three Student Cohort Groups	Physical Therapy Teresa Cochran Angela Abeyta Incorporating Evidence-Based Decision Making into a Physical Therapy Curriculum: Project Description and Assessment of Outcomes Related to Student And Faculty Learning	Pharmacy *Amy Haddad Lon Larson Self-Efficacy and the Ability to Resolve Ethical Problems	
Ric 205	Health Sciences Brenda Coppard Gail Jensen Scholarship of Assessment in Distance Education: Reflections On the Development of a Multi-Disciplinary Portfolio	Education Debra P. Smith Christie Allen Improving Phonemic Awareness in the K-3 Classroom from a Primary Teacher's and a Speech-Language Pathologist's Perspectives	Education Theresa Steger Under Construction: Using Metaphors To Enhance Teaching and Learning In Higher Education	
Ric 320	**10:00** **10:30**	**10:35** **11:05** Pharmacy Michael Monaghan Charlotte Royeen Formative Assessment of the Initiation of a Web-based Entry-Level Pathway for the Doctor of Pharmacy Degree	**11:10** **11:30** Education Brian Cochrane Ben Burwell Pre-Service Elementary Teachers' Views of the Nature of Science: An Intervention Study	

*Carnegie Teaching Fellow

11:30-noon   **General Discussions**
Richardson Science Center

Ric 302	**Enhancing Campus Resources for the Scholarship of Teaching and Learning** Facilitators: Elizabeth Peck and Amy Hammond
Ric 306	**SOTL Research Methods** Facilitator: Jennifer Oliver
Ric 205	**The Scholarship of Teaching and Learning: Making It Count** Facilitator: Amy Haddad
Ric 320	**The Scholarship of Teaching and Learning: The Peer Review Process** Facilitator: Mindi McKenna

12:00 Noon   **Conference Concludes**
Main Foyer Richardson Science Center   **Box Lunches Available by pre-order only**

If you did not pre-order a box lunch, brunch is also available in the Thomas More Dining Room in Massman Hall until 1:00 pm

ROCKHURST
A Jesuit University

DISCIPLINARY STYLES IN THE SCHOLARSHIP OF TEACHING AND LEARNING

CONFERENCE EVALUATION

Your feedback is important to us. Please take a few minutes to share your impressions of this conference.

The best thing about this conference was _____
_____
_____
_____
_____
_____

This conference could have been improved by_____
_____
_____
_____
_____
_____

I would add_____
_____
_____
_____
_____

Please return this evaluation form to the registration desk before you leave on Saturday. Thank you for your time.

Dear

       Rockhurst University in collaboration with Creighton University, the University of Missouri-Columbia and Washington University in St. Louis is hosting a Scholarship of Teaching and Learning Conference on April 19th and 20th, 2002.   The conference will be organized around Mary Taylor Huber's edited volume <u>Disciplinary Styles in the Scholarship of Teaching and Learning</u> (working title) due to be published later this year.

        Mary Huber will be the keynote speaker for the conference and we are extending invitations to five or six Carnegie Scholars to join us in leading the conference activities. *We would love to have you join us as one of these invited speakers.*   In the selection process we were looking for individuals who not only have experience in doing scholarly investigations of their teaching but who can also address the state of SOTL in their discipline.

       The program will include the keynote address followed by a panel discussion by the invited speakers on the state of affairs of SOTL within their disciplines. We will also be asking all the invited speakers to give a 20-30 minute talk about their Carnegie project during a set of concurrent sessions.

       The conference is currently scheduled to begin on Friday, April 19th at 1:00 pm and end on Saturday, April 20th around 1:00 or 2:00 pm. Support for the conference comes from an AAHE Going Public Grant and contributions from each of the collaborating institutions. The conference planning committee is offering a $600 support stipend to each of the invited speakers. We think that this should cover all or most of your travel and housing costs. A special gathering of Carnegie Scholars and Friends will be held at Anita Salem's house on Friday evening.

       We hope that you will be able to accept this invitation. Please let Anita Salem (anita.salem@rockhurst.edu) know by September 15th if you will be able to join us.

Planning Committee

Jane Aiken, 2000 Carnegie Scholar, Washington University
Suzanne Burgoyne, 2000 Carnegie Scholar, University of Missouri
Jim Groccia, Carnegie Campus Program, University of Missouri
Amy Haddad, 2001 Carnegie Scholar, Creighton University
Cheryl McConnell, Carnegie Campus Program, Rockhurst University
Anita Salem, 1999 Carnegie Scholar. Rockhurst University

March 6, 2002

Dear

The Disciplinary Styles Conference on April 19-20th is almost upon us, so I thought I'd bring you up-to-date on all that is taking place. The conference is organized around Mary Taylor Huber's edited volume Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground now available through AAHE.

The program will begin at 1:00 p.m. on Friday with the keynote address by Mary Huber and followed at 2:30 p.m. by a panel discussion with the invited speakers on the state of affairs of SOTL within their disciplines. Each of the panelist should plan to speak for 5-7 minutes, and then we will ask the audience for questions or comments. If you would like to use power-point slides in your presentation, you can send them to me and I will incorporate them into a single slide show. This should ease the speaker to speaker transition during the panel discussion.

We are also asking all the invited speakers to give a 20-minute talk followed by 10-minutes of discussion about your Carnegie projects during a set of concurrent sessions. Tentatively your talk is scheduled for:

Support for the conference comes from an AAHE Going Public Grant and contributions from each of the collaborating institutions. Each invited speaker will be given a $600 support stipend.   We think that this should cover all or most of your travel and housing costs. _____ from the _____ department at Rockhurst will be contacting you via e-mail to see if you need transportation to or from the airport and to provide you with any assistance you might need during your stay with us.

With this letter we have enclosed the following items:

- ❑ a Presentation Confirmation Form that requests confirmation of your acceptance of this invitation, verification of presenters name and institutional affiliations, session title, specification of your audio-visual needs, a request for your social security number so that we can have your stipend check ready upon your arrival and your travel information.
- ❑ a Presenter Permission Form that requests permission to include your abstract and other presentation notes on a CD-ROM that will be given to all conference participants;
- ❑ a conference registration form to be used if you have not already registered on-line;
- ❑ an addressed, stamped envelope to return the items listed above.

We ask that you return these forms by March 15, 2002.

If you intend to use handouts for your presentation, please bring sufficient copies with you. At this time it is difficult to anticipate how many participants will attend each session, but most of the breakout rooms accommodate 15 to 20 people. Please reserve one copy of all handouts for our records.

Included with this letter is information regarding hotel accommodations. If you have not already registered for the conference, please return the registration form with your presentation confirmation and presenter permission forms. Please make your own hotel reservations (Hampton Inn and Suites on the Country Club Plaza, 1-800-410-4600) by March 15 and tell the agent you are with the Rockhurst Carnegie Conference.

If you have further questions regarding the conference, please contact Mary Jo Coughlin, Director of Lifelong Learning at Rockhurst University at (816) 501-4128, fax (816) 501-4169, or email at maryjo.coughlin@rockhurst.edu. For questions regarding your proposal, contact Cheryl McConnell at

(816) 501-4155 or cheryl.mcconnell@rockhurst.edu. Updated information can be found at the conference website (http://cte.rockhurst.edu/conference)   by Friday, March 15th .

We were gratified to receive a large number of high quality proposals from which our blind review process accepted 8 Completed SOTL completed projects and 23 SOTL Works in Progress. We appreciate your contribution to what we expect will be an excellent conference for educators dedicated to the scholarship of teaching and learning. We look forward to welcoming you to Rockhurst in April.

Don't Forget -- a special gathering of Carnegie Scholars and Friends will be held at Anita Salem's house on Friday evening.

Sincerely,

Cheryl McConnell   Anita Salem
Director, Center for Teaching Excellence   Professor of Mathematics

Disciplinary Styles in the Scholarship of Teaching and Learning
April 19-20, 2002
Rockhurst University, Kansas City, Missouri

Presentation Confirmation Form

Presenter Name   _____

University Affiliation   _____

Social Security Number (for stipend check) _____

Travel Arrangements:

Airline: _____

Arrival Date: _____   Arrival Time: _____

Departure Date: _____   Departure Time: _____

CHECK ONE:

____ I am planning to rent a car.

____ I need transportation to and from the airport.

Session Title_____

Audio/Visual Equipment
Breakout rooms will be equipped with a PC computer (700 MHz Pentium III, 128 MB RAM) operating under Windows 2000. Each computer has a floppy disk drive, a 100 MB zip drive and a CDrom drive. The computers are equipped with DVD and VCR players. They will all have Microsoft Office 2000, Acrobat 4.0 Reader and access to the internet through Internet Explorer 5.5 or Netscape 4.08.   There is also a projection system in each room along with an ELMO document projection system that allows for display of overhead transparencies, computer output, video, DVD or documents of any type.   Our preference is not to attempt to connect your laptops to our system although this can be done if necessary.   Please list below any special needs you have that are not covered in the list above.

Choose one and sign below:

> **I agree to give this presentation on either April 19 or 20 (as assigned). I confirm the accuracy, spelling and content of the session title and presenter information given on this form.**
> **CHECK ONE:**
> o **Enclosed is my conference registration form.**
> o **I have already registered on-line**

_____   _____
            Signature   *Date*

ROCKHURST
A Jesuit University

Disciplinary Styles In The Scholarship Of Teaching And Learning

April 19-20, 2002
at Rockhurst University
Kansas City, Missouri
Co-sponsored by
AAHE
The Carnegie Foundation for the Advancement of Teaching
Creighton University
The University of Missouri, Columbia
Washington University, St. Louis

Keynote Address Friday, April 19 by
Mary Taylor Huber
Senior Scholar
The Carnegie Foundation for the Advancement of Teaching

Invited Speakers
Mary Burman, University of Wyoming
Lendol Calder, Augustana College
Anthony Catanach, Villanova University
Dennis Jacobs, University of Notre Dame
Mariolina Salvatori, University of Pittsburgh
Todd Whitmore, University of Notre Dame

http://cte.rockhurst.edu/disciplinarystylesconference

ROCKHURST
A Jesuit University

Rockhurst University is hosting a Scholarship of Teaching and Learning Conference on April 19th and 20th, 2002. The purpose of the conference is to advance the Scholarship of Teaching and Learning and to explore disciplinary approaches to investigations in this field. The program will include examples of scholarly investigations into teaching from a variety of disciplines, and a session entitled "Works in Progress" featuring examples of the Scholarship of Teaching and Learning in the beginning stages of development.

This conference is based on the newly published collection of essays *Disciplinary Styles in the Scholarship of Teaching and Learning,* co-edited by keynoter Mary Taylor Huber. Invited speakers are contributing authors to the collection, each approaching the concept from a unique disciplinary perspective: the Sciences, English Studies, History, Theology, Health Professions and Business.

This is an opportunity to join with others from around the country, at all levels of involvement from beginners to national Carnegie Scholars to discuss this important research, share your interest and see just how this scholarship can apply to your discipline.

Rockhurst is located in the cultural and academic heart of Kansas City, Missouri, at 54th and Troost. It is close to the Country Club Plaza, The Nelson-Atkins Museum of Art and the University of Missouri Kansas City. Directions for driving to Rockhurst are available on the University's website:
www.rockhurst.edu

Accommodations
Rooms have been reserved at a conference rate of $89 single, or $99 double at the new **Hampton Inn and Suites on the Country Club Plaza.** To reserve a room, call **Hampton Inn reservations at 1-877-410-4600 by March 17,2002** and tell the agent that you are attending the Rockhurst Conference. Many other hotels are within an easy drive of the campus. Contact Lifelong Learning for more information. Transportation will be provided from the Hampton Inn to the Rockhurst campus each day.

Parking
Guest parking is available free of charge on the Rockhurst campus. Entrance to the campus and parking is at 54th St. and Troost.
FOR MORE INFORMATION
CONTACT: Lifelong Learning at Rockhurst University
Phone (816) 501-4128,
FAX (816) 501-4169
Email lifelonglearning@rockhurst.edu

Conference Schedule

Friday, April 19

12:30pm Registration
Richardson Science Center Foyer

1:00-2:15 pm
Welcome
Keynote Address
Mary Taylor Huber
Richardson 115

Break

2:30-3:30pm
Panel Discussion with
Invited Speakers
Richardson 115

3:45-5:00 pm
CONCURRENT SESSIONS
- **Disciplinary Examples of the Scholarship of Teaching and Learning**
- **Informal Discussion Groups**
  - **Methods of Assessment**
  - **Case and Problem Based Learning**
  - **Critical Thinking**
  - **Cooperative and Collaborative Learning**

Richardson and Van Ackeren Halls

5:15-6:00 pm
Reception
Massman Hall

Saturday, April 20

8:00-8:30 am
Continental breakfast
Richardson Science Center

8:30-10:30am
Disciplinary Examples of the Scholarship of Teaching and Learning

Break

10:45-12:00 noon
CONCURRENT SESSIONS:
- **Works in Progress**
- **Informal Discussion Groups**
  - **Methods of Assessment**
  - **Case and Problem Based Learning**
  - **Critical Thinking**
  - **Cooperative and Collaborative Learning**

12:00 noon
Conference concludes.
Box Lunches "to go" are available by prior request. See registration form for details.

Conference Updates and Proposal Submission Forms are available on the conference website:
http://cte.rockhurst.edu/disciplinarystylesconference

Mary Taylor Huber
Senior Scholar,
The Carnegie Foundation for the Advancement of Teaching, Menlo Park, CA

Mary Taylor Huber is a senior scholar at the Foundation who directs several projects on faculty scholarship, including exploration of Cultures of Teaching and Learning in Higher Education. Huber has been involved in research at the Carnegie Foundation since 1985 and helps direct the Carnegie Academy for the Scholarship of Teaching and Learning. She is co-author of the recent Foundation report, *Scholarship Assessed: Evaluation of the Professoriate* (1997), author of *Community College Faculty: Attitudes and Trends* (1998) and co-editor of *What Kind of University: International Perspectives on Knowledge, Participation and Governance* (1999). She is also the co-editor of the newly published collection of essays, *Disciplinary Styles in the Scholarship of Teaching and Learning* (2002). A cultural anthropologist, Huber also writes on colonial societies and is co-editor, most recently, of *Gendered Missions: Women and Men in Missionary Discourse and Practice* (1999) and *Irony in Action: Anthropology, Practice, and the Moral Imagination* (2001).

REGISTRATION for *Disciplinary Styles in the Scholarship of Teaching and Learning*

Name _____ Institution _____

Address _____ City _____ State _____ Zip _____

Phone (___) _____ Fax (___) _____ email _____
Faculty and Administrators $45 _____ Students $20 _____
Payment enclosed by check _____ or purchase order # _____
Charge to Visa, MasterCard, Discover
card# _____ exp.date _____ Signature _____

Box lunches will be available on Saturday at the conclusion of the conference, by prior request only. The cost is $7.50. Please indicate if you would like to order a lunch, choose a sandwich type, and include the lunch cost with your registration fee.
_____I would like to preorder a box lunch for Saturday. I prefer:
_____ vegetarian pita
_____ turkey sandwich
_____ chicken salad croissant

Mail to: Rockhurst Lifelong Learning FAX (816) 501-4169
1100 Rockhurst Road
Kansas City, MO 64110

Announcement Sent to POD Listserve

Listed below is a formal announcement of a SOTL conference being held at Rockhurst University (Kansas City, Missouri) on April 19th and 20th. The conference is being co-sponsored by Creighton University, University of Missouri-Columbia, Washington University-St. Louis and received funding from AAHE and the Carnegie Foundation through a "Going Public" grant.

The conference is calling for two-page proposals in either of two categories, with a January 16th, 2002 submission deadline :

1. Disciplinary & Interdisciplinary Examples of Completed Scholarly Investigations into Teaching and Learning
2. Disciplinary & Interdisciplinary Examples of SOTL Works in Progress

We are hoping that many of you will be able to join us and that you will submit proposals to share your work with the conference participants. We are also hoping that you will share information about the conference with other colleagues on your campus, perhaps through your own centers for teaching and learning.   Full details about the conference can be found at http://cte.rockhurst.edu/disciplinarystylesconference .

_____

Disciplinary Styles in the Scholarship
of Teaching and Learning Conference
April 19-20, 2002
Rockhurst University - Kansas City, Missouri

       Rockhurst University is hosting a Scholarship of Teaching and Learning Conference on April 19th and 20th, 2002. The purpose of the conference is to advance the Scholarship of Teaching and Learning and to explore disciplinary approaches to investigations in this field. The program will include examples of scholarly investigations into teaching from a variety of disciplines, and a session entitled "Works in Progress" featuring examples of the Scholarship of Teaching and Learning in the beginning stages of development.

       The conference is organized as a response to an upcoming AAHE publication, *Disciplinary Styles in the Scholarship of Teaching and Learning*, a collection of essays compiled by Mary Taylor Huber, Senior Scholar with The Carnegie Foundation for the Advancement of Teaching, and Sherwyn Morreale, Associate Director of the National Communication Association. The conference program will begin with a keynote address by Mary Taylor Huber, followed by a panel discussion of Carnegie Scholars who have been conducting scholarly investigations of their teaching. Panelists will also address the state of the Scholarship of Teaching and Learning in their disciplines. Many of the panelists have contributed essays to the Disciplinary Styles in the Scholarship of Teaching and Learning edited volume.
       The conference is co-sponsored by Creighton University, the University of Missouri-Columbia and Washington University in St. Louis.

April 1, 2002

Dear Conference Participant,

We have received your registration for the upcoming conference, *Disciplinary Styles in the Scholarship of Teaching and Learning,* and we look forward to welcoming you to Rockhurst University on April 19-20. We have a few details that we hope will help you plan for this conference.

Rockhurst is Kansas City's Jesuit University. The conference will be held at the main campus at 54th and Troost. Directions and a campus map are included. Parking is available free of charge in several lots as you enter the campus. Registration will be held in the main foyer of Richardson Science Center, which is on the left (west) side as you enter campus from the parking lots. Please check-in between 12:00 and 12:45 pm on Friday, April 19. Mary Taylor Huber's keynote address will be in Mabee Theater in Sedgwick Hall at 1:00 pm.

Especially at this time of year, temperatures in the buildings may vary, and everyone's comfort level is different. Please dress in layers so you will be comfortable. After the conclusion of the keynote address and panel discussion, breakout sessions will be held in Richardson Science Center. Please join us at a reception for all conference participants from 5:00-6:00 pm on Friday in Massman Hall. Saturday's session will begin at 8:00 with continental breakfast in the main foyer of Richardson Science Center. The conference will conclude at noon on Saturday. We will provide box lunches "to go" by preorder only. If you wish to order a lunch and have not done so on your registration form, please contact the Office of Lifelong Learning at (816) 501-4164 no later than Wednesday, April 17. Brunch will also be available Saturday in the Thomas More Dining Room until 1:00.

If you are coming from out-of-town, and have not made hotel reservations, check with the Hampton Inn on the Country Club Plaza for room availability. The local number is (816) 448-4600. We will provide transportation from the Hampton Inn to Rockhurst each day. Many other hotels are available. Check the Visitors' Guide on the RU website: www.rockhurst.edu or call the Office of Lifelong Learning for more information. The KCI Shuttle runs from the airport to most major hotels, including the Hampton Inn. Taxi service is also available. Look for taxi phones near the baggage claim at the airport.

Conference presenters include, among others, twelve Carnegie National Scholars from a variety of disciplines. Copies of the newly published collection of essays from AAHE, edited by Mary Taylor Huber and Sherwyn P. Morreale, *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground* will be available for sale during the conference.

If you have any additional questions, please feel free to call Mary Jo Coughlin, Director of Lifelong Learning, at (816) 501-4128 or email maryjo.coughlin@rockhurst.edu. Again, we look forward to welcoming you to Rockhurst on the 19th.

Sincerely,

Anita Salem   Cheryl McConnell
Professor of Mathematics   Director, Center for Teaching Excellence

SOTL Conference Proposal Review Process

Guiding Principles
- Provide blind peer review process to help move the field forward
- Use review process to advance our own learning about SOTL field
- Proposals should be reviewed based on information asked for in the Call for Proposals

Proposal Submission Process
- Questions and submissions were directed to the Center for Teaching Excellence (CTE) director so there would be only one contact listed on the web site.
- Questions were handled by the CTE director (often in consultation with the conference planning committee), and the submissions were forwarded to the Director of Lifelong Learning, the primary conference coordinator.
- The proposals were separated into author-designated categories of completed scholarly works and works-in-progress.
- The proposal submission pages (with identifying author information) were separated and the proposals were assigned unique identifying numbers (100 series for completed scholarly works, and 200 series for works-in-progress).
- Copies were made of each proposal, identified only by number, to prepare for the review process.

Proposal Review Process
- The Rockhurst University Carnegie SOTL group was used as a review group.
- During the first proposal review meeting, the group developed the proposal review forms for each category and finalized the review process.
- We formed four review teams with each team reviewing approximately 8-10 proposals. (1 team reviewed completed works and three teams reviewed works-in-progress.)
- Each reviewer used the proposal review form for evaluation purposes and could choose to accept, accept with reservations, or reject the proposal. If the proposal was a work-in-progress, the reviewer could also recommend that the paper be elevated to a completed work.
- Individuals shared their results with their team, and each team determined whether there was consensus to accept or reject a proposal.
- If consensus on a proposal was not achieved in the smaller working groups, the proposal was brought to the larger Carnegie SOTL group for discussion and review. During this second proposal review meeting, five such proposals were discussed.
- Overall, 37 proposals were received and 31 proposals were accepted.
- All proposal review forms were collected from the reviewers. The forms were collated and mailed to the proposal authors to provide feedback about the review process and results.

What did we learn?

Because SOTL reviewers are reading about research and techniques that may or may not be in their field, the proposal submission criteria should be very specific about what the proposal should contain.   In hindsight, we wish we would have been more clear about the proposal submission expectations.   This field is so new that participants didn't follow a traditional format defining their problem or proposal and then fully explaining their completed work or work-in-progress. We wish we would have given section heading expectations and encouraged authors to review relevant research in their proposal area.

Participants of the review team commented about how much they learned as a result of reviewing the proposals in their small groups, and reviewing the non-consensus proposals in the larger discussion group. Each member felt that the experience was worthwhile and many left the process more eager to attend the conference and begin work on their own projects.

Disciplinary Styles in the Scholarship of Teaching and Learning
April 19-20, 2002 Conference
Rockhurst University

Review Criteria for Proposals

<u>General Criteria</u> (Based on criteria take from <u>Scholarship Assessed: Evaluation of the Professoriate</u> by Charles Glassick, Mary Taylor Huber, and Gene Maeroff, 1997, San Francisco: Jossey-Bass):

1. Clear Goals
    a. Are the basic purposes clearly stated?
    b. Are the objectives realistic and achievable?
    c. Does the project address important or interesting questions in the field?
    d. Is it designed to contribute to knowledge more widely?
    e. Does it help to create a dialogue among faculty?

2. Adequate Preparation
    a. Does the scholar bring the right expertise to the project?
    b. Does the project show an understanding of existing scholarship in the field? Is there evidence of mastery of literature from relevant disciplines and from similar projects?
    c. Does the scholar bring the necessary skills, artistry, rules of thumb one learns from doing, observing and reflecting on one's own work and the work of others?
    d. Has the scholar brought together the resources necessary to move the project forward?

3. Appropriate Methods
    a. Have the methods been chosen wisely, applied effectively and modified judiciously?
    b. Has there been a careful match of methods with goals?
    c. Does the scholar recognize and make clear the constraints of the methods given that they are usually applied in the less than ideal setting of one's own classroom or program?

4. Significant Results
    a. Did the project achieve its goals?
    b. Did the project add consequentially to the field?
    c. Did it open up additional areas of exploration?
    d. Can others learn from or build on what this project has achieved?

5. Effective Presentation
    a. Can the work be presented in a suitable style for its various audiences ?   Can the work be presented to communities of teaching scholars and to scholars within one's own discipline?
    b. Can the work be presented in both of these forums with integrity?

6. Reflective Critique
    "With reflection, the scholar moves beyond contributing to the community and to the field. This is the 'formative' moment, when the scholar steps back to think about the results of the project and the response it has provoked, and uses it all to contribute to his or her ongoing and future work. "
    a. Has the scholar critically evaluated the project?
    b. Has the scholar sought comments from academic colleagues and students?
    c. Has the scholar used input from these sources to improve the quality of future work?

<u>Published Proposal Descriptions (Limited to two pages)</u>

Category I: Disciplinary & Interdisciplinary Examples of **Scholarly Investigations in Teaching and Learning**

- Problem being investigated
- Method of investigation
- Associated results
- Implications for further study

Problem being investigated				
Method of investigation				
Associated results				
Implications for further study				

Category II: Disciplinary & Interdisciplinary Examples of **Works in Progress**

- Problem being investigated
- Methods of investigation that are being applied or are under consideration
- Preliminary results (if any)

Problem being investigated				
Method of investigation				
Preliminary results				

Assessor's Rating for Proposals
Disciplinary Styles in the Scholarship of Teaching & Learning Conference
Rockhurst University
April 19-20, 2002

Identification Code of Proposal: _____

Code Number of Assessor: _____

Assessment Criteria and Ratings:	**Highly Satisfactory**	**Unsatisfactory**	
	1		**3**
1. Goals			
Are the basic purposes clearly stated?	**1**	**2**	**3**
Does the project address important or interesting questions in the field?	**1**	**2**	**3**
Does the project help to create a dialogue among faculty?	**1**	**2**	**3**
2. Appropriate Methods			
Has there been a careful match of methods with goals?	**1**	**2**	**3**
Is there a clear delineation of procedures?	**1**	**2**	**3**
3. Associated Results			
Were the results related back to the original question?	**1**	**2**	**3**
4. Implication for Further Study			
Did it open up additional areas of exploration?	**1**	**2**	**3**
Can others learn from or build on what this project has achieved?	**1**	**2**	**3**

Overall Recommendation: **Accept**   _____
                                  Possibly Accept _____
                                  Reject   _____

Reviewer Comments and Suggestions for Improvement:

Assessor's Rating for Proposals
Disciplinary Styles in the Scholarship of Teaching & Learning Conference
Rockhurst University
April 19-20, 2002

Identification Code of Proposal: _____

Code Number of Assessor: _____

Assessment Criteria and Ratings:	**Highly Satisfactory**	**Unsatisfactory**	
	1		**3**
1. Goals			
Are the basic purposes clearly stated?	**1**	**2**	**3**
Does the project address important or interesting questions in the field?	**1**	**2**	**3**
Does the project help to create a dialogue among faculty?	**1**	**2**	**3**
2. Appropriate Methods			
Has there been a careful match of methods with goals?	**1**	**2**	**3**
Is there a clear delineation of procedures?	**1**	**2**	**3**

Overall Recommendation: **Accept**   _____
                                           Possibly Accept _____
                                           Reject   _____

Reviewer Comments and Suggestions for Improvement:

February 22, 2002

Dear _____,

We are pleased to inform you that your proposal has been accepted for inclusion in the program for the upcoming conference, *Disciplinary Styles in the Scholarship of Teaching and Learning*, to be held April 19-20, 2002 at Rockhurst University in Kansas City, Missouri.

Your proposal was submitted and accepted in the category: _____

With this letter we have enclosed the following items:

- ❏ a <u>Presentation Confirmation Form</u> that requests confirmation of your acceptance of this invitation, verification of presenters name(s) and institutional affiliations, session title, and specification of your audio-visual needs;
- ❏ a <u>Presenter Permission Form</u> that requests permission to include your abstract and other presentation notes on a CD-ROM that will be given to all conference participants;
- ❏ a <u>conference registration form</u> to be used if you have not already registered on-line;
- ❏ an <u>addressed, stamped envelope</u> to return the items listed above.

You must <u>return these forms by March 15, 2002</u> to ensure your place in the program. It is your responsibility to notify your co-presenters, as they will not receive separate notification. We are also asking that you let us know if your co-presenters are planning to attend the conference.

If you intend to use handouts for your presentation, please bring sufficient copies with you. At this time it is difficult to anticipate how many participants will attend each session, but most of the breakout rooms accommodate 15 to 20 people. Please reserve one copy of all handouts for our records.

Included with this letter is information regarding hotel accommodations. If you have not already registered for the conference, please return the registration form with your presentation confirmation and presenter permission forms. Please make your own hotel reservations (Hampton Inn and Suites on the Country Club Plaza, 1-800-410-4600) by March 15 and tell the agent you are with the Rockhurst Carnegie Conference.

If you have further questions regarding the conference, please contact Mary Jo Coughlin, Director of Lifelong Learning at Rockhurst University at (816) 501-4128, fax (816) 501-4169, or email at maryjo.coughlin@rockhurst.edu. For questions regarding your proposal, contact Cheryl McConnell at (816) 501-4155 or cheryl.mcconnell@rockhurst.edu.

We were gratified to receive a large number of high quality proposals. We appreciate your contribution to what we expect will be an excellent conference for educators dedicated to the scholarship of teaching and learning. We look forward to welcoming you to Rockhurst in April.

Sincerely,

Cheryl McConnell   Anita Salem
Director, Center for Teaching Excellence   Professor of Mathematics

February 22, 2002

Dear _____.

Thank you for submitting a proposal for the upcoming conference, *Disciplinary Styles in the Scholarship of Teaching and Learning*, to be held April 19-20, 2002 at Rockhurst University in Kansas City.

We received a large number of high-quality proposals, and we regret that due to space and time limitations we are unable to accommodate all submissions. With this letter we are including copies of the reviewers comments. We hope that you will find the comments helpful.

Again, thank you for your interest in contributing to this important dialogue. We hope that you will consider attending this outstanding forum for the discussion of the Scholarship of Teaching and Learning. We have enclosed a registration form for your convenience.

Sincerely,

Cheryl McConnell   Anita Salem
Director, Center for Teaching and Learning   Professor of Mathematics

Disciplinary Styles in the Scholarship of Teaching and Learning
April 19-20, 2002
Rockhurst University, Kansas City, Missouri

Presentation Confirmation Form

Sole or Primary Presenter_____

University Affiliation   _____

Additional Presenters:

Co-presenter #1: _____ University Affiliation: _____ ___ will or ____ will not be attending	Co-presenter #2: _____ University Affiliation: _____ ___ will or ____ will not be attending

Session category (check one):

	Examples of Scholarly Investigations into Teaching and Learning
	Works in Progress

Session Title_____

Audio/Visual Equipment
Breakout rooms will be equipped with a PC computer (700 MHz Pentium III, 128 MB RAM) operating under Windows 2000. Each computer has a floppy disk drive, a 100 MB zip drive and a CDrom drive. The computers are equipped with DVD and VCR players. They will all have Microsoft Office 2000, Acrobat 4.0 Reader and access to the internet through Internet Explorer 5.5 or Netscape 4.08.   There is also a projection system in each room along with an ELMO document projection system that allows for display of overhead transparencies, computer output, video, DVD or documents of any type.   Our preference is not to attempt to connect your laptops to our system although this can be done if necessary.   Please list below any special needs you have that are not covered in the list above.

Choose one and sign below:

> **I agree to give this presentation on either April 19 or 20 (as assigned). I will notify my co-presenters of acceptance and remind them to register if attending the conference. I confirm the accuracy, spelling and content of the session title and presenter information given on this form.**
>   **CHECK ONE:**
> o   **Enclosed is my conference registration form.**
> o   **I have already registered on-line.**
>
> **I am unable to present**

_____   _____
       Signature

Disciplinary Styles in the Scholarship of Teaching and Learning
April 19-20, 2002
Rockhurst University, Kansas City, Missouri

Presenter Permission Form

Sole or Primary Presenter_____

University Affiliation   _____

Session Title_____

For the purpose of creating an archive of materials associated with the Disciplinary Styles in the Scholarship of Teaching and Learning Conference, the organizers have decided to compile a <u>compact disc</u> and <u>companion Web site</u> containing the conference proceedings. Copies of this compact disc will be distributed to all registered participants attending the conference.

We are asking that each presenter <u>provide an abstract</u> of his or her presentation for inclusion on the CD and companion Web site. We also hope that presenters will provide additional information that might include any or all of the following:

> ➢ a paper on the topic of their presentation;
> ➢ a copy of handouts associated with their presentation;
> ➢ a copy of presentation slides;

Submission formats should be limited to Microsoft Word format (.doc), or rich-text (.rft) format for abstracts, papers and handouts. Slides may be presented in Microsoft PowerPoint format (.ppt) or in the formats listed above. <u>All items should be sent as e-mail attachments to</u> <u>maryjo.coughlin@rockhurst.edu</u> <u>by APRIL 1st for inclusion on the CD</u>.   Should you need to use a format not listed here, please contact Mary Jo Coughlin to discuss alternatives.

Please return this SIGNED Presenter Permission Form with your SIGNED Presentation Confirmation Form by March 15th .

I give the organizers of the Disciplinary Styles in the Scholarship of Teaching and Learning Conference permission to include the material checked and listed on a compilation CD of the conference proceedings, as well as on the companion Web site. Under U.S. copyright law, I have the right to give these permissions.

<u>By April 1st I will provide in electronic form:</u>

Required:
✓ Presentation abstract

✓ Presenter information - name(s), affiliation(s), mailing address, e-mail address

Encouraged (Check ALL that apply):
❑ A paper on the topic of the presentation

❑ A copy of handouts associated with the presentation

❑ A copy of presentation slides

❑ Other Items (please list) _____

_____   _____
                        Signature   ***Date***

Creating a Conference Website

The conference organizers contacted me about seven months before the Disciplinary Styles in the Scholarship of Teaching and Learning Conference held at Rockhurst University in mid-April 2002. They told me that their goal was to create a Web site where individuals who were interested in the scholarship of teaching and learning could find out how they could participate in the conference as either a presenter or an attendee.

One of the most important aspects of creating a conference Web site is that your team members need to remain in contact with one another, and a schedule should be set for those team members to deliver site-related content to you. As the site designer, I had to rely on the conference organizers to create and give to me the materials that would make up the substance of the Web site. It is very easy to fall behind schedule while creating a Web site if the members of your team fail to deliver the content. Although I did not experience this with our group, I recommend setting up a schedule, so that if content does not arrive on time, deadlines may be extended.

I had a number of ideas regarding what a conference Web site should include and the organizers suggested other ideas. We needed a statement of purpose that would appeal to those who might consider participating. The statement of purpose served as the substance for the home page of the Web site. We felt that it would be important to include information about the book on the home page, as well as a link to purchase the book because the conference was organized in response to an edited volume that had recently been published. The home page also included logos from the conference co-sponsors. We obtained the logos directly from the institutions involved and the logos linked to the participating institutions' sites.

The conference organizers also wanted to allow participants and attendees a way to register electronically for the conference. For participants, this meant making submission information, including guidelines for submissions, and submission forms, available on the Web site. Most of the submission forms were created in Word and then converted to pdf documents. We ran into some difficulty with the pdf documents because we had intended for participants to complete the form on their computer and email the completed form to us. Unfortunately, the Acrobat Reader software, which one would use to view the pdf documents, does not allow you to save the completed form. One could print the form, and mail or fax it to us, but not attach it to an email. Early on, we decided that the ability to email the form was important, and we created an MS Word-based form that one could complete, save, and submit via email.

Online registration for attendees was another goal. Although we had hoped to be able to accept online payments for the conference, we did not have the resources to achieve that. We took a more simple approach and used an HTML form on the site and a script written in PERL to handle the submissions. The PERL script took the information that registrants entered and wrote them into a comma delimited text file. The file was stored on our server and another team member who handled registration accessed the file.

Site Content

A large portion of the content consisted of information about the invited speakers. The invited speakers submitted information about themselves to the conference organizers as well as a photo to be used on the Web site. The photos can serve to be the biggest source of difficulty when creating a Web site. As one can imagine, you receive photos of different sizes, shapes, and quality. I recommend that you wait until you receive all of the photos because it is likely that you will cater to the lowest common denominator. In our experience, I had re-sized and prepared all of the photos. A final photo arrived late and it was the smallest of the photos. This led me to re-do the previously prepared photos (I recommend that you do not blow pictures up if at all possible)..

The next section of the site involved the conference schedule. We began with a preliminary schedule last fall, which evolved into an accurate portrayal of the scheduled events prior to the conference. The final schedule was posted about two weeks before the conference. This was necessary because we needed to await participants' acceptance of our invitation to present. Then after accepting, we waited further for the submission of their materials (including the title of their talk and abstract). I organized the online schedule using a grid format, and placed all of the contents on a single page. To create a useful document I also created links to presenter abstracts. In the future, I would consider creating an abstract page that followed along with the schedule. Many of the abstracts that we received were a bit lengthy or had been taken from their original proposal (again, too lengthy), so I chose to link to the files that were submitted. We also included a pdf of the printed schedule that had been created allowing for ease of printing.

An important section of the site was not added until the week leading up to the conference. The conference proceedings (which were also created on CD, see that section for details) were created and placed online to allow attendees to review materials. The materials included abstracts, slides, handouts and papers. Participants had until April 1 to submit their materials for inclusion on the CD. However, they were, and still are, free to submit materials to be included on the Web site.

The final components of the site served as text and hypertext-based (links) information regarding lodging, the surrounding area including a map, and contact information. Upon receiving the content I formatted and assimilated the content into the site, creating links where appropriate (such as a link to the Nelson-Atkins Museum here in Kansas City). The contact information was organized such that general information questions went to one team member, while specific "talk-related" questions went to another.

In general, the Web site served its purpose. Our organizers did a great job advertising the site to colleagues and at conferences. Feedback that I have received indicates that there were very few problems encountered on the Web site. Some of the problems involved user error, but others were related to the site itself. The biggest problem involved the forms which were created using Adobe Acrobat. As mentioned previously, we found that one needed the full Adobe Acrobat product be able to open, complete and save (with user input remaining intact) the forms. This problem inconvenienced a few of our participants, but we quickly rectified the situation by using an MS Word document, which is ubiquitous. A few others had problems with the online registration, but this was more than likely due to Internet-related delays and users not familiar with online forms. We do not believe that any submissions were lost.

In closing, I offer a few tips for creating a conference Web site: 1) Have those with direct knowledge of the content area prepare the content, it would not be appropriate for the site designer to write biographies for speakers, for example. 2) Give a reasonable amount of time for the materials to be created, but set time constraints and hold to them. Make the deadlines clear and let the project organizer know if difficulties arise from late-arriving materials. 3) If using photos/images, wait until they have all arrived before preparing them for the site, as you will need to cater to the lowest common denominator, 4) Offer as much navigation as you can, and label it clearly and intuitively so that the person using your site is not confused, and finally 5) test all aspects of your site for typos, non-working forms, or poor navigation.

Creating a conference proceedings CD

Our committee planned to create and distribute our Disciplinary Styles in the Scholarship of Teaching and Learning Conference proceedings on a compact disc. We chose to package the CD with other conference materials given to conference attendees. The process of planning and creating the CD began about three months before the conference. First, I set out to find the optimal method for creating the contents of the CD. I chose to use HTML (Hypertext Markup Language) to create the user interface. HTML is the language of the World Wide Web and the CD would act as Web site for the end user. Some benefits to using HTML-based content include: 1) I was already familiar with HTML and using Macromedia Dreamweaver, 2) Many people are comfortable navigating the Web should have little difficulty navigating the materials, and 3) economy of time; we wanted to publish the contents of the CD (and any last-minute submissions) on the conference Web site. Therefore, we would have to create an HTML-based document at some point to satisfy this goal, so by creating HTML conference proceedings CD we had minimized much of the work necessary for creating a Web site.

Regarding the design of the CD contents, I tried to keep the look and feel consistent with the conference Web site that was created in the months prior. Benefits included minimizing the amount of time spent in designing the content and making integration into the existing site much more seamless. The proceedings as posted on the Web simply appear as an extension of the conference site. Next, I chose to use a frames-based navigation framework to allow for the viewing of documents on one part of the screen while retaining consistent navigation on the left-hand side of the screen. The navigation scheme included links to pages where authors' materials were organized by author name and by the discipline within which the work was associated. We also included a link to contact information that included name, postal address, and email addresses that the user could click to send an email.

To allow enough time to produce the CD and balance production-time with allowing authors enough time to complete and submit materials, we set a deadline of April 1 for submissions for the conference that took place on April 19 and 20th. I strongly urge your team to set a deadline and hold to it. Latecomers can skew even the most well planned schedule. Keep in mind that there are a number of reasons for late arriving materials other than the participant sending the materials at the last moment. For example, one participant sent a large Power Point file that simply would not arrive on our end. Through multiple attempts and stroke of luck, the submission eventually made it through.

We included, with each presenter's acceptance materials, a request from participants to allow us to publish their materials on the CD as a condition of their acceptance. Essentially, we were requesting limited copyright to participants' materials. To allow us to meet all of our goals, we completed much of the work on the CD in advance of April 1. By April 1, the navigation links and corresponding HTML documents were created using Macromedia's Dreamweaver software, materials (compact discs, labels, sleeves, folders) were purchased, and the CDs labels were printed and applied prior to writing the CDs.

Regarding labels, we chose to use transparent CD labels to create the illusion that the label had been printed directly on the CD without adding the expense of a costly CD-printing printer that we would not use very often. For the most part, the illusion was a success with the exception of some air bubbles occasionally making their way under the labels. We already owned a color laser printer that we used for printing the labels. We used Adobe Photoshop 6 along with logos made available by the other organizations involved with the conference to design. Before creating a CD label, ask for print-quality logos and you can avoid spending a great deal of time with them in the image-editing software.

In the weeks leading up to the deadline we had a steady trickle of materials arrive daily. We asked presenters to submit at least an abstract, but also encouraged them to include Power Point

slides, handouts that they might distribute, and possibly a paper that they had written on the presentation topic. We also requested that they submit them as email attachments using a limited number of formats. Most of the formats that we requested are readable using the Microsoft Office suite of applications; such as an MS Word document or Power Point slide presentation.
We also accepted Portable document format (.pdf) files, as all submissions would be converted to pdfs. As materials arrived, we converted each of the documents into the pdf format using Adobe Acrobat. The pdf document has become a de facto standard for sharing documents digitally, especially those that need to be printed. The pdf format maintains the look and pagination of the original document and does a very nice job with Power Point slides. In addition, Adobe makes available a free pdf reader, Adobe Acrobat Reader, which one can download from the Adobe Web site. We chose to include a copy for Microsoft Windows machines on the CD.

Once the files were converted, we exported them into a folder and created links from the HTML documents to the files. A user would be able to click on an icon, in our case an image of a check mark, and the pdf document would open on the right-hand side of the screen inside the existing browser window. The main navigation would remain on the screen throughout. It was very important to check and re-check the documents for spelling errors and for improperly linked files. We had multiple sets of eyes examine the documents for any errors and each person found mistakes that others had missed.

Once the committee approved the contents, we created a test CD. In addition to the contents of the CD, we added the ability for the CD to "Autostart" when placed in the CD-ROM drive using some freely available software from the Internet. We also added an icon of our University logo, which appeared next to the name of the CD in Windows Explorer. We also tested the CD in a few different computers to ensure that the CD would work for most people. Once testing was complete, we were ready to create, or "burn" multiple copies of the CD.

We needed to create 150 copies of the CD to ensure that all of our attendees would receive a copy and that we would have a few spares for the future. Fortunately, a few years ago we purchased a PC with eight CD writers allowing us to create eight identical compact discs simultaneously. Although we could have created them one at a time, that would have been quite inefficient as we would have spent as much time to open and close the CD-ROM drawer as it took to burn the CD. The total time spent burning CDs was about two-and-a-half hours. Once we created a handful of CDs, we again tested them to ensure that they worked properly. It is common for CDs to burn improperly rendering them unreadable in a CD-ROM drive. We then finished burning the rest of the CDs and passed them on to a student employee final packaging. We chose to put the CD into a clear plastic sleeve that we attached to the inside of a folder containing conference materials.

Notes and Caveats:

- The compact discs themselves were the least expensive component of the conference proceedings CD. They cost us about 25 cents each in bulk.
- Labels were roughly 50 cents each and sleeves for the CDs were about 60 cents.
- Printing of the labels was done in-house on a color laser printer. (All work was done in house)
- Test burn some CDs in advance of when you actually need to burn. Make sure you test the brand and type of CDs on which the final product will be created. We had problems with some already purchased media and our 8-CD burner, but no problems with a higher-rated media.
- Purchase more labels and CDs than you think you will need. If all goes well, you will have a few extras lying around to give out in the future, but more than likely something small will go wrong, such as missing a typo on a label, or a CD failing to burn properly.
- CD labels often come with software enclosed or you can download some software for printing the labels.

- Test print the labels on paper, then hold them behind the label and up to a light source to see how they are lining up. The labels are too costly to waste.
- Ensure that the labels that you purchase are the correct type for your printer. Some labels are for ink-jet printers, others for laser printers. We had good success with the laser-printer labels run through our color laser printer.
- Consider using cascading style sheets to keep your HTML pages consistent. If you use Dreamweaver, also make use of Templates and Library items.
- The materials that participants send to you can consume a great deal of space on your email server. Make sure you are aware of the amount of room you have allocated to your account or email messages can be bounced back without you even knowing.