

## **CASTL Leadership Program Proposal**

Carnegie Academy for the Scholarship of Teaching and Learning

**Institutional Proposal from the Association of American Geographers**, 1710 Sixteenth Street NW, Washington, DC 20009-3198; Voice: 202-234-1450, Fax: 202-234-2744

### **Team Members:**

1) Dr. Michael Solem, Educational Affairs Director, Association of American Geographers, 1710 Sixteenth Street NW, Washington, DC 20009-3198; Voice: 202-234-1450; E-Mail:

[msolem@aag.org](mailto:msolem@aag.org)

2) Dr. Beth Schlemper, AAG Education Fellow, Association of American Geographers, 1710 Sixteenth Street NW, Washington, DC 20009-3198; Voice: 202-234-1450; E-Mail:

[bschlemper@aag.org](mailto:bschlemper@aag.org)

3) Dr. Teresa Dawson, Director of Teaching and Learning Services and Senior Lecturer in Geography, Academic Resources, AR 312B, University of Toronto at Scarborough, Voice:

416.287.7680; E-Mail: [dawson@utsc.utoronto.ca](mailto:dawson@utsc.utoronto.ca)

4) Dr. Kenneth E. Foote, Professor and Chair, Department of Geography, Guggenheim 102B Campus Box 260, University of Colorado at Boulder, Boulder, CO 80309-0260 Voice: 303-492-

6760; E-Mail: [K.Foote@colorado.edu](mailto:K.Foote@colorado.edu)

5) Dr. Mick Healey, Professor and Director Geography Discipline Network, Department of Natural and Social Sciences, University of Gloucestershire, Francis Close Hall, Swindon Road,

Cheltenham GL50 4AZ,UK; Voice: +44 (0)1242 543364; E-Mail: [mhealey@glos.ac.uk](mailto:mhealey@glos.ac.uk)

## **Geography Sources Related to the CASTL Leadership Program:**

### **1) Websites**

#### **The Association of American Geographers (AAG):**

[www.aag.org](http://www.aag.org)

#### **Link to Education Projects at the AAG:**

[http://www.aag.org/Education/aag/edu\\_project\\_main.cfm](http://www.aag.org/Education/aag/edu_project_main.cfm)

#### **Enhancing Departments and Graduate Education (EDGE) in Geography:**

<http://www.aag.org/EDGE/index.cfm>

#### **Geography Faculty Development Alliance (GFDA):**

<http://www.colorado.edu/geography/gfda/gfda.html>

#### **A UTSC Approach to Teaching and Learning Services by Teresa Dawson, Director, April 5, 2002**

[http://www.utsc.utoronto.ca/~tlsweb/about/reports/teaching\\_and\\_learning.html](http://www.utsc.utoronto.ca/~tlsweb/about/reports/teaching_and_learning.html)

### **2) Some Related Publications**

Hardwick, Susan. 2005. Mentoring Early Career Faculty in Geography: Issues and Strategies. *The Professional Geographer* 57(1): 21–27

Healey, Mick. 2003. Promoting Lifelong Professional Development in Geography Education: International Perspectives on Developing the Scholarship of Teaching in Higher Education in the Twenty-First Century. *The Professional Geographer* 55(1): 1-17.

Solem, Michael N. and Kenneth E. Foote. 2004. Concerns, Attitudes, and Abilities of Early-Career Geography Faculty. *Annals of the Association of American Geographers* 94(4): 889-912.

## **Proposal:**

Founded in 1904, the Association of American Geographers (AAG) serves as the scientific and educational society for over 9,500 members in the United States and over sixty other countries. In the past decade, the membership base of the AAG has grown rapidly, and includes professionals in public, private and academic sectors. Through its publications, research projects, and professional meetings, the AAG works to promote understanding of the discipline, to disseminate cutting edge research in the field, and to encourage good practice in the field of geography education. Student members, particularly graduate students, represent a large proportion (25%) of the AAG membership.

In collaboration with the Carnegie Foundation CASTL Leadership program, the AAG proposes to build on recent efforts in the discipline to improve faculty and graduate student professional development and understanding of the scholarship of teaching and learning (SoTL). Our activities under the CASTL Leadership Program will primarily focus on the theme of **Graduate Education**. Over the past decade geographers have created an excellent foundation for a project designed to promote exposure to the SoTL in graduate education. They have pursued a wide range of projects in faculty enhancement, instructional materials development, and curriculum implementation such as the *Core Curriculum in GIScience* and *Core Curriculum in GIS for Technical Programs*, the Geographer's Craft Project, GISAccess, the Virtual Geography Department Project, and the Hands-on Active Learning Modules on the Human Dimensions of Global Change Project. Some departments have also instituted Preparing Future Faculty programs in geography.

Two initiatives are especially relevant to the goals of the CASTL Leadership program: the Geography Faculty Development Alliance (GFDA) and Enhancing Departments and Graduate Education (EDGE) in Geography projects, both funded by the National Science Foundation. GFDA is a long-term project designed to enhance the learning and teaching of geography in higher education. Aimed at early career faculty and advanced doctoral students, "the key objectives of the project are to foster a culture of support and success for early career faculty, to help them understand the fundamental interconnections between their teaching and research, and to advance the scholarship of teaching and learning across the entire discipline" (GFDA Website). Summer workshops held at the University of Colorado at Boulder with Ken Foote as director have provided early career faculty and doctoral students in geography with

invaluable resources and training related to teaching, research and service. GFDA has also created a large network of faculty who continue to provide each other and their colleagues with support and further training.

The EDGE project considerably expands and extends the work of the GFDA to improve the preparation of Master's and PhD students for academic and non-academic careers. EDGE also responds to recent efforts to assess and reform graduate education by a broad range of disciplines and professional associations. Foremost among these are the Preparing Future Faculty programs sponsored by the Council of Graduate Schools and the Association of American Colleges and Universities, the Assessment of Research-Doctorate Programs by the National Research Council, the Re-envisioning the Ph.D. project at the University of Washington, and The Responsive Ph.D. initiative of the Woodrow Wilson National Fellowship Foundation. Golde and Walker (2002) argue, "A common theme of many of these reports is that Ph.D.s are often ill-prepared to function effectively in the settings where they find themselves working, whether within the academy or outside of it" (Carnegie Foundation Website). Indeed, research by Solem and Foote (2004) confirms that under preparation in teaching and learning is a primary source of stress and difficulty facing geography's graduate students and early-career faculty. "A persistent complaint [from early-career geography faculty] emerged about the effects of graduate programs focused exclusively on preparing faculty in research at the expense of conveying practical and theoretical information necessary for teaching effectively, managing time efficiently, and practicing skills of interpersonal relations, collaboration, and administration" (Solem and Foote 2004, 907). Recent interviews with graduate students for the EDGE project indicate this problem is shared by many Master's and PhD students (Solem and Schlemper 2006).

As noted below, both GFDA and EDGE are scheduled to develop resources to improve mentoring, professional development, and career preparation in geography.<sup>1</sup> These materials are being developed in partnership with the Professional and Organizational Development (POD) Network in Higher Education. We will also draw on the work of the Carnegie Leadership program to disseminate SoTL resources in future GFDA and EDGE workshops.

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<sup>1</sup> Carolin Kreber (2001) offered several suggestions for how the scholarship of teaching could be included in faculty development and graduate education. Among those were including courses on pedagogy at the doctoral level, offering feedback to teaching assistants from faculty experienced in the scholarship of teaching, and identifying professors who could serve as effective mentors for graduate students (80-81).

Though much of the existing SoTL literature is written from a general or multidisciplinary perspective, much can also be gained from an effort to support SoTL within a specific discipline such as geography. Huber and Morreale explain, “For good or for ill, scholars of teaching and learning must address field-specific issues if they are going to be heard in their own disciplines, and they must speak in a language that their colleagues understand” (Huber and Morreale 2002, 2). Many of the team members on the present proposal have accomplished this task in geography. For example, Mick Healey writes, “Developing our expertise as geography educators and transmitting what we discover about how our students learn in the classroom are fundamental aspects of a scholarship of teaching and learning” (Healey 2003, 3).

In sum, our record of participation in faculty development and SoTL projects has given us a detailed understanding of faculty and graduate student needs and how those needs can be satisfied. We view the CASTL program as an essential component of our work to improve teaching and learning in the discipline. Our participation in the CASTL leadership program will enable us to incorporate high-quality SoTL resources into new and existing programs for graduate students and faculty, using GFDA, EDGE, and related AAG projects as a springboard for dissemination to hundreds of individuals, not just a handful or dozens.

### **Products and Impacts**

Ultimately, the AAG will use CASTL resources to enhance instructional-development materials being created for the GFDA and EDGE projects. Collectively, these resources will improve the overall education, training, and professional development of geography students as well as strengthen the leadership capacity of geography programs in the area of SoTL. The AAG, as part of the GFDA and EDGE grants, will distribute the materials on a gratis basis to geography graduate programs in the United States. In addition, CASTL resources will be used to train nearly half of the new professoriate entering geography as a result of the AAG’s decision to continue GFDA workshops through the year 2010.

As a result of our participation in the CASTL leadership program, a new generation of graduate students and early-career faculty will become engaged in SoTL at a formative stage of their careers. By integrating Carnegie resources into the design of materials already planned for GFDA and EDGE, the AAG will ensure broad dissemination of Carnegie resources in the discipline and beyond. Moreover, the present proposal will conform to a rigorous research and

evaluation plan that is currently guiding the EDGE and GFDA projects toward achieving three goals: (1) to develop a diverse, internationally competitive and globally engaged workforce of geographers, (2) to enable discoveries of SoTL in geography and beyond related to learning at the graduate level, and (3) to produce state-of-the-art SoTL materials for geography departments as well as materials of value to other disciplines.

Finally, we will also engage the work of other AAG committees to engage disciplinary leaders in the work of the CASTL Leadership program. Launched in 2004, the AAG's Healthy Departments Initiative aims to strengthen the leadership and administrative skills of Department Chairpersons in the discipline. The project has organized a series of workshops to assist Department Chairs and facilitate sharing of successful strategies for maintaining healthy departments. Beginning in 2007, Healthy Departments workshops will include EDGE sessions on SoTL and thus we will be in a position to introduce CASTL resources directly to geography's academic leadership. This first cohort of department leaders, in turn, will serve as mentors to faculty and students locally as they make a transition to a pedagogy informed by principles of SoTL.

In essence, the success of the present proposal will be measured by student and faculty ratings of the content of the guide (in relation to the perceived value of training already available), the implementation of the CASTL resources at the department level (as a result of the Healthy Departments workshops), and the resulting impact of CASTL resources on graduate student and faculty teaching (as measured by surveys and interviews planned for longitudinal research under the GFDA and EDGE projects).

### **Project Personnel**

*Michael Solem* is Director of Educational Affairs at the AAG Central Office in Washington, D.C. where he also directs the Enhancing Departments and Graduate Education (EDGE) project and Online Center for Global Geography Education, funded by NSF. Dr. Solem's research interests include faculty development, global education, and teaching and learning issues in geography in higher education. His associate, *Beth Schlemper*, is a principal researcher with EDGE and has previously led professional development workshops for graduate students as a professor at Illinois State University. Michael Solem and Beth Schlemper will serve as the principal AAG contacts for the CASTL Leadership Program.

**Kenneth Foote** is Professor and Chair of the Geography Department at the University of Colorado at Boulder where he also directs the Center for Geographic Education. He is the PI of the Geography Faculty Development Alliance, funded by NSF. Dr. Foote will help incorporate Carnegie resources into future GFDA workshops.

**Teresa Dawson**, Senior Lecturer in Geography and Director of Teaching and Learning Services at the University of Toronto at Scarborough, serves on the steering committee and as an advisor for the EDGE project. Her experience and knowledge will prove invaluable for advising our efforts to incorporate CASTL resources directly into the EDGE, GFDA, and Healthy Departments initiatives.

**Mick Healey** is Professor of Geography at the University of Gloucestershire, where he co-directs the Center for Active Learning in Geography, Environment, and Related Disciplines. Dr. Healey will advise the project from his perspective as an Executive Board Member of the International Society for the Scholarship of Teaching and Learning (ISSOTL).

## References

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