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Navigating from the Local to the Cosmopolitan: Expanding the Scholarship of Teaching and Learning Commons

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Savory, Paul and Goodburn, Amy M., "Navigating from the Local to the Cosmopolitan: Expanding the Scholarship of Teaching and Learning Commons" (2008). *Industrial and Management Systems Engineering Faculty Publications*. 36.

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NAVIGATING FROM THE LOCAL TO THE COSMOPOLITAN: EXPANDING THE SCHOLARSHIP OF TEACHING AND LEARNING COMMONS

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Expanding-the-SOTL-Commons

Expanding-the-SOTL-Commons is composed of nine collaborating institutions from the US and Canada. Situated within the Carnegie Academy for Scholarship of Teaching and Learning's *Intuitonal Leadership Program*, our initiative seeks innovative ways to sustain and advance the teaching commons both on our own campuses and across the broader ISSOTL community. (Huber and Hutchings. 2005. The advancement of learning: Building the teaching commons. San Francisco: Jossey-Bass).

Our diverse group of institutions of higher education acknowledges the multiple dimensions of work that communities and individuals contribute to the scholarship of teaching and learning and recognizes that common interest reside in how individuals and institutions enter into this area of scholarship, and how they engage with it progressively and developmentally.

Results to date highlight shared intersections of institutional initiatives as our projects develop along a trajectory from the local to the cosmopolitan; as we find ways to enrich and broaden the scholarship of teaching and learning within and beyond institutional borders, we address the tensions and challenges presented by multiple audiences, diverse institutional contexts, institutional accountability and differing SOTL goals.

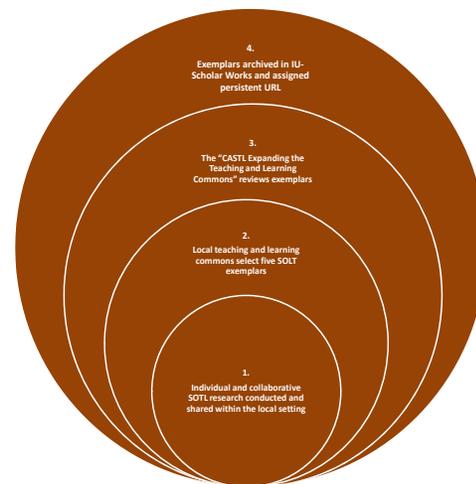
Participating Institutions

- Indiana University (coordinating institution)
- University of British Columbia
- Clark Atlanta University
- Georgetown University
- Houston Community College
- University of Kansas
- MERLOT Cooperative
- University of Michigan
- University of Nebraska-Lincoln

A Prototype for the SOTL Electronic Repository

The purpose of the electronic repository is to archive work being produced and traded within the teaching commons while addressing these issues:

- Navigating the volume of the work that might be considered SOTL research
- Making all forms of SOTL research digitally available and searchable on the web by using permanent URLs
- Selecting and choosing among the work (what is worth looking at and who decides what that is)
- Naming or tagging a diverse and rapidly growing body of scholarly work



Expanding the Commons by Choosing the Work

Indiana University's ScholarWorks

The SOTL Digital Repository is supported and maintained in conjunction with the IU ScholarWorks Program which is a service of the Indiana University Libraries and Indiana University Digital Library Program. ScholarWorks ensures scholarly resources are preserved and organized for the future. Both Julie Bobay and Jennifer Laherty have been instrumental in making a SOTL Digital Repository a reality for CASTL's Expanding the Commons initiative.

Three Phase Initiative

Phase One: Build, test and assess the repository among the *Expanding-the-SOTL-Commons* institutions

Phase Two: CASTL partners invited to participate and submit exemplars from their communities

Phase Three: ISSOTL community invited to participate and submit exemplars from their communities

Exemplars of Work

A local selection processes allows each campus to "filter" their contributions to the repository. How work is selected for the repository and who is involved in the selection process is left to those working at the local level and is determined by each participating institution and the shape of their teaching commons. For the first phase of the prototype each "Expanding the Commons" institution is contributing five scholarly works with all genres welcome. Hence, each campus chooses what is worth looking at from an informed, local perspective.

Considerations and Approach

The process we have developed to determine what scholarly work will be permanently archived in the repository acknowledges that:

- What "counts" as SOTL arises through a selection of the artifacts by experts in the field
- Experts are ideally situated to make informed choices about the work being done in or associated with their local community
- Expertise and effort can be distributed throughout the teaching commons
- Definitions and the "organization" of the work will arise from the local to the cosmopolitan
- Chances for success and involvement are proportional to existing resources and work any institution can leverage and contribute to this effort
- If successful, the repository could be used as a model for organizing solutions to other prevailing problems
- This is a community-based effort in the broadest sense of the word and so participants and contents will change as the community evolves