

Teaching/Learning Matters

ASA's Newsletter for the



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SECTION CHAIR'S CORNER

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Drive just a few miles north of South Bend, where I live, and you'll be in Michigan, currently home to the highest unemployment rate in the US. According to this morning's newspaper, the South Bend/Mishawaka metro area (known here as "Michiana") has the 10th highest home foreclosure rate of the forty-nine metro areas with populations ranging from 250,000 to 400,000. I'm teaching a course called Making Sense of College Life this semester and my folder for articles on "The Economics of College" is bursting with the latest rounds of bad and weird economic news.

Last week, I talked with my students about an article from *The New York Times* (23 Feb 2009) headlined, "Many Specialists at Private Universities Earn More than Presidents." The highest-compensated private-college employee? Pete Carroll, head football coach at University of Southern California. Second on the list? A clinical professor of dermatology at Columbia University.

Wouldn't it be interesting to see how far down the list you'd have to go to find the first professor of sociology? Or the first professor of sociology whose main assignment is teaching undergraduates?!

Attending a conference last month, I heard people talking about how many academic job searches had been cancelled this year (the estimate was 40% of them) and felt lucky that my department was able to fill two positions. Don't envy us too much, however, as our governor is among those threatening to turn down stimulus package money intended to assist the state unemployment insurance fund.

Of course, the news is far worse for higher education in other states, where I have heard friends talking about the need to plan for double-digit budget cuts. The move from state-funded to state-assisted to state-

located universities, as cynics here call them, continues apace.

Speaking of that stimulus package (whatever you think of its pros and cons), *InsideHigherEd.com* (13 Feb 09) reported that it will bring between \$50 and \$75 billion dollars to colleges/universities and their students. Increased budgets for NIH, NSF and other organizations will mean improved funding for research projects, which is also likely to benefit many students who are learning from assisting with such projects and whose graduate educations are made possible by them.

I'm sure many of you share my worries about how much worse things will get before they improve. And I'm sure some of you are experiencing the effects of the irony that, as the economy worsens, our enrollments increase as people look for ways to improve their job prospects and make good use of their periods of unemployment. Yet, as state appropriations fall and private-school endowments fall, how are we to serve these students well?

Then, of course, there is the accident of timing that has ASA meeting in one of the most expensive conference locations of all, San Francisco. But the Section will be there, making its usual pitch to show people why teaching and learning in sociology is so vital. Once again, we will be doing our highly anticipated pre-conference for new teachers of sociology, generously underwritten by SAGE/Pine Forge and several of its authors (and our section members) and ably organized by Idee Winfield. We have an excellent program, organized by Chair-Elect Kathleen McKinney.

Hope to see many of you there. Be sure to wear some flowers in your hair.

Betsy Lucal
Section Chair



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2008-2009 OFFICERS AND COUNCIL MEMBERS FOR THE SECTION ON TEACHING AND LEARNING IN SOCIOLOGY

Chair-Elect – Kathleen McKinney

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- Darlaine Gardetto, St. Louis Community College, dgardetto@stlcc.edu *Term 8/09*
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- Diane Taub, Indiana University-Purdue University Fort Wayne, taubd@ipfw.edu *Term 8/10*

EDITOR'S NOTE

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As I read over Betsy Lucal's thought provoking article, I found myself also thinking about the divide in pay between university sociologist and community college sociologist. I also really thought about the move to hire more and more part-time faculty. In my new position as Director for the Center for Teaching and Learning, I work daily with part-time faculty. Many of them have recently lost their full time paying jobs in the community and have turned to college teaching to try and pay the bills. I have learned much from reading materials available at:

<http://www.adjunctnation.com/magazine/> and hope you will take some time to think about how this impacts the teaching and learning of sociology in the United States and the lives of sociologists each and every day. While I continue to struggle and assist faculty in becoming better teachers, I am so proud to know that sociology has a section on teaching and learning with a devoted group of members. While the ASA conference is costly (as Betsy noted), I look forward to attending and participating in this section. I hope you find the remaining articles in this edition interesting and informative. The next deadline is May 1, 2009. Please send any announcements and articles my way.

Kathy Rowell
Newsletter Editor, 2008-09



NOTES ON TEACHING AND LEARNING

Guest Columnists:

Jay Howard, Indiana University-Purdue University
Columbus

Nancy J. Martin, California State University, Long
Beach and

Shannon N. Davis, George Mason University

NOTE: The editor is currently seeking articles on the scholarship of teaching and learning for the Summer Edition.

"Helping Students Know What They Don't Know About Success in College"

Jay Howard, Indiana University-Purdue University
Columbus

While teaching an online version of Introductory Sociology, a student who failed to complete the third exam of the semester complained to me that I had not provided sufficient notice about the deadline. The due date was clearly stated on the syllabus which was available even before the first day of the semester. I had posted three announcements to the class website in the nine days leading up to the deadline. All of the announcements were also sent to all of the class members via their university email accounts. In my follow up exchange with the student, I pointed out that four notifications of the due date were about as much notice as a faculty member could reasonably be expected to provide.

What was particularly upsetting about this exchange was that this was not a student who had a record of poor performance in the class. He was in the top ten percent in the class and was normally very reliable. As we continued our exchange, he acknowledged that he was currently taking eight classes (approximately 24 credit hours) while working at a job off campus! The exam hit at a very busy point in the semester for many of his classes causing him to simply overlook the deadline for my exam. I had to wonder, where was the advisor or faculty member who should have warned my student that eight courses and a job would simply be too much for one person to handle? Somehow that connection with someone who could better guide my student was not made. And the lack of advice, or perhaps the lack of willingness to follow the advice given, contributed to a talented student struggling more than he might have.

We expect and hope for the best from our students, but sometimes they disappoint us and themselves. It is not always because they are lazy, negligent, or lacking the intelligence to succeed. In my experience teaching at a regional commuter campus of a state university, I often find that students have the best of

intentions but manage to undermine their own success due to poor decisions. This is an important issue because state boards of education and legislatures are paying increasingly close attention to student success, retention, and graduation. Having spent the previous two years as a campus administrator, I have also had to pay close attention to student success throughout the university.

According to the National Center for Public Policy and Higher Education (2004), out of every 100 students who begin high school, only 68 will graduate. Forty of those will immediately enter college, but by their sophomore year only 27 will still be enrolled. Within six years a mere 18 will complete any type of postsecondary education. Of course, college completion rates vary tremendously largely based on the selectivity of admissions. But for those of us who don't have the luxury of teaching at highly selective institutions and are committed to helping our working class and first-generation students obtain college degrees, what can be done to increase students' chances of success?

A review of the literature on student success in college (see, for example, the collection of papers at: <http://nces.ed.gov/IPEDS/research/papers.asp>) quickly points to the importance of students building relationships both inside and outside of the classroom. At a commuter campus like mine, where faculty sometimes joke about "drive-by" students who drive in for class and drive off immediately afterwards, the classroom is the one opportunity we have to make that connection! Thus quality teaching and learning should be a priority and emphasis for both faculty members and administrators. Faculty members ought to be paying attention to research in the scholarship of teaching and learning, always on the "look out" for ways in which we can improve our effectiveness.

Those of us who teach first-generation college students also need to recognize and embrace our role as mentors as well as faculty members. Often first generation college students don't know what they don't know about success in college. They may not be aware that trying to tackle eight classes in one semester while holding down a job is an overwhelming commitment – even for a high quality student! There are other college norms, which we take for granted, of which our students may be completely unaware. These students are likely to view college as simply "High School, Part 2" and try to employ the same strategies that allowed them to "get by" in high school.

Students may have made it through high school without ever having to open a textbook because their teachers always covered all the material in class. So the idea of spending hundreds of dollars each semester on books may strike them as outrageous and

a completely unnecessary expense. Faculty members may need to very directly point out the necessity of buying and reading the assigned books!

First-generation students may be accustomed to lots of "hand holding" and "second chances" from their high school teachers and assume that college professors will do the same. When professors set deadlines and expect students to adhere to them without excuse, they may feel the professor is simply being unreasonable. Likewise, students may have come from high schools where time was always provided in class to read assignments, complete homework, and thoroughly review prior to exams. Thus they fail to recognize the professor's assumption that students will spend at least as much time outside of class as they spend inside the class to be successful.

These same students may have been able to cut and paste from websites with the occasional change of wording without penalty in their high school experience. The faculty members' understanding of what constitutes plagiarism may be completely different from that of the student.

Students may also assume that if one simply stops attending a class, they will be dropped from the course without penalty rather than receive a failing grade. They might even assume they will receive a tuition refund.

The challenge for faculty members is to communicate college and university norms in a way that is supportive and encouraging rather than demeaning and demoralizing. How do we affirm students when they head down the right path, while steering them in another direction when they start meandering down a harmful one?

I tend to write very long syllabi as one attempt to make norms and expectations explicit. I also try to provide frequent reminders of those expectations - hence the aforementioned four reminders in the nine days leading up to the exam. I try to provide prompt feedback on assignments so that students have time to change strategies and adapt before the next assignment is due. It doesn't always work, as my opening anecdote revealed. But frequently it does work; at least after students recover from the shock of a poor grade on the first exam for which they did not sufficiently prepare due to their assumption that college is "High School, Part Two".

The responsibility for helping students know what they don't know about success in college is not exclusively the responsibility of faculty members. Academic advisors, career counselors, orientation leaders, and student support services should all share in the work. But particularly at a commuter campus or a setting where one teaches many first-generation college

students, the classroom must become a key place where connections are built and students receive the mentoring necessary to understand how college norms differ from those of high school.

The fact that boards of education and state legislatures are paying increased attention to student retention and graduation may be a good thing. It has the potential to cause university administrators to increase the value they place on quality teaching and learning as well as student mentoring. As a relatively new administrator, I find myself asking, how can I communicate the importance of these issues to faculty, staff, and community supporters? How can I ensure that the reward structure of the university (e.g., merit pay, promotion and tenure, etc.) be used to reward and motivate attention to student success through quality teaching and learning? It may be external pressures that cause many administrators to take steps to value teaching and learning which leads to student success. But, ultimately, such a focus is the right perspective to take regardless of the impetus.

Reference

National Center for Public Policy and Higher Education. (2004, September). *Measuring Up 2004: The National Report Card on Higher Education*. San Jose, CA: Author.

Ten Tips for New Faculty: Do's and Don'ts for Surviving Your First Year

Nancy J. Martin, California State University, Long Beach, nmartin@csulb.edu
Shannon N. Davis, George Mason University, sdavis@gmu.edu

The following ideas were shared as part of a panel of new faculty consisting of Shannon Davis, Nancy Martin, and Nathan Wright, organized by Kate Linnenberg for the ASA Teaching and Learning Section Pre-Conference "Teachers are Made, Not Born," in Boston, July 31, 2008.

1. Start Early

DO relocate as early as you are able. Your head will be that much clearer in the classroom if you have made a start on the necessary journey to find the gas station, the grocery store, and the bank in your neighborhood. The dissertation mantra, "Completion is better than perfection!" applies equally well to syllabi and lesson plans.

2. Make Smart Time Investments

DO go to faculty orientation (if offered). DO learn the basic technologies at your new school. Take advantage of local resources regarding teaching and learning on your campus. Those

folks know the students, the academic climate, and the history of the institution. They should be able to give you both general and specific help and guidance. DON'T try to reinvent the wheel. Begin by utilizing other syllabi, course materials, etc. from trusted colleagues and/or the ASA. Become comfortable teaching, then tailor the class to you as an instructor. Of course, what you create in your course will be a You-Original from the beginning, but don't try, for example, to use a brand new monograph or text that hasn't been classroom tested yet.

3. Make Connections

DO make connections with new faculty from other areas, as well as with junior faculty in your own department. Find the people who teach the same and related courses. Seek out colleagues who have a similar philosophy regarding the balance of teaching/research. Having that sounding board and social support network will be crucial as you teach. DO get to know your department administrator(s) who often hold a wealth of institutional knowledge.

4. Make Allies of Your Students

DON'T be afraid to acknowledge your learning curve. If you teach a class with freshman, emphasize "We're all new here and finding our way around." Use mid-term evaluations; these can help you make mid-course corrections *and* create buy in from your students. DON'T expect less of students because you are a first time instructor. They will meet your expectations if you are clear in setting them and provide both the means through which to meet them and the encouragement to do so. REMEMBER that your students are human. They come to your class with all the baggage that college students (regardless of age) carry. Take into consideration who they are as you prepare for class (using examples from popular culture, the news, etc.) and they will notice. Also remember that they are not students 100% of the time and you need to be prepared to deal with the consequences of that as it spills over into their coursework.

5. Ask for Help

DON'T forget to stay connected with graduate school colleagues with whom you can safely vent, and who are willing to offer ideas when you are struggling in the classroom. DO ask for help from your department. Do you qualify for a T.A.? DO find a trusted colleague to evaluate you at least once in your first year. As you build your portfolio you will be able to show how you have improved as an instructor as you have become more familiar with the students at your institution. Plus, the colleague can evaluate you

at a later time and describe how you have changed as an instructor.

6. Just Say No

DO be Cautious about taking on commitments. Think before you say "Yes" and don't be afraid to say "No" in both your professional and personal life. DON'T think that you need to teach a new preparation each semester in order to be seen as a team player. The only way you will become a better instructor in a course is to keep working on that course. Be polite but assertive in protecting yourself. DON'T get caught up in the latest technological fads. If everyone else is using a classroom technology and you aren't comfortable with it, don't use it. You are already in the middle of a steep learning curve; don't add another bump in the road until you are ready

7. Give Yourself a Break

DO cut yourself some slack, and DON'T make it harder than it needs to be. Sometimes a good night's rest will serve you and your students better than you doing lecture preparation into the wee hours. REMEMBER that everything will not be perfect the first time, and you have to be okay with that. While you may know the material, you are still learning how best to get your students to understand it. DON'T focus too much on course evaluations. Your job is to teach the students the sociological material that is the basis of the course. REMEMBER that like your students, you are human, too. It's okay to say "I don't know. Let me check on that and get back to you next class." But don't forget to actually get back to them in the next class. They'll remember and will remind you, either in class or on the evaluations.

8. Have a Life

REMEMBER that you have the right not to be a sociology instructor for some reasonable portion of the day/week. Make time for whatever keeps you healthy and happy. Doing other things that are important to you will keep you fresh for the classroom and may also provide interesting examples and anecdotes for classroom discussion.

9. Have faith

It will get better! REMEMBER that there is only one first year. In our experience, most brand new faculty feel overwhelmed. This will most likely lessen as the year progresses, and will improve markedly in your second year. REMEMBER why you became a sociologist in the first place. Your passion for sociology will get you through the challenges of being a first year instructor (and will likely inspire your students as well).

10. Have Fun!

DO share your excitement with your students. When you have fun in the classroom, students stay engaged in the learning process. REMEMBER that fun is not simply a frivolous goal, but a strategic component of an effective pedagogy!

(A Few) Resources for New Faculty:

- Boice, Robert. 2000. *Advice for New Faculty Members: Nihil Nimus*. Needham Heights, MA: Allyn & Bacon.
- Lang, James M. 2005. *Life on the Tenure Track: Lessons from the First Year*. Baltimore, MD: Johns Hopkins University Press.
- Price, Jammie, Shelia R. Cotten, Shirley Keeton, Russell P.D. Burton, and Janice E. Clifford Wittekind. 2002. *New Faculty Discuss the First Year as an Assistant Professor*. Washington, DC: American Sociological Association.

PEDAGOGICAL CONSIDERATIONS FROM THE COMMUNITY COLLEGE PERSPECTIVE

Guest Columnist:

Susan St. John-Jarvis, Corning Community College-SUNY

NOTE: The editor is currently seeking articles of community college interest for the Summer Edition.

Breaking out of the Traditional Classroom - Taking a Community College Class to Poland - Electronically!

Susan St. John-Jarvis, Corning Community College-SUNY, stjoh@corning-cc.edu

An international collaboration encourages students to think sociologically about their own social world. I have had a wonderful opportunity in 2008 partnering with Dr. Elzbieta Gajek, professor of English, linguistics and technology, at the Institute of Applied Linguistics, Warsaw University. The collaboration was facilitated through the SUNY (State University of New York) Center for Collaborative Online International Learning (COIL), under the direction of Jon Rubin. I was amazed by the transformations that occurred in my students.

Most students at our small, rural community college lack sufficient opportunities to connect with international students. Many of my students struggle with conceptualizing the experiences of people around the world since contact is restricted by geographic isolation and widespread poverty. I was surprised that many of my students had not even traveled 45 miles

away to Ithaca, New York, which is much more culturally diverse than Corning Community College's tri-county service area. As a means to encourage developing a sociological imagination, especially about families, I wanted to move them beyond the usual guest speakers, museums visits, and field trips to provide a longer, more interactive, and global experience (Hanson 2002). The COIL Center connected me to my Polish faculty partner and we decided our course areas matched sufficiently to meet learning goals for both her cultural linguistics and technology students and my sociology of family students.

Often international collaborations put students from different countries in the same web-based class with co-teachers (Wong 2007). However, we retained our own classes and courses, while designing the collaboration to achieve our separate learning goals. Approximately 100 students (31 of my students) participated in the project over the two semesters.

In Fall 2007 Dr. Gajek and I explored a variety of ways to bring our students together, considering several class platforms including WebCT and Moodle. We decided to use the open-source platform, Moodle, which was managed through Warsaw University. Moodle would allow students to enroll themselves and post an identifying picture along with the student name. It was relatively easy to use for both faculty and students, and allowed uploading 2MB files which worked for photo sharing. We decided on activities were designed to enhance learning about American and Polish families in their respective cultural contexts. We planned to have students use online forums, wikis, and photo essays. I was eager to assign photo essays as an effective tool for teaching and learning sociological concepts (Hanson, 2002; Ben-Yehuda et al, 1989). Dr. Carol A. Jenkins of Glendale (Arizona) Community College, also, shared some of her photo essay instructions with me.

When I first introduced the project to my students (Spring semester, 2008), I asked each student to anonymously mark the location of Poland on map of Europe, which only had the country outlines without names. Most students could not locate Poland, as I expected. I then provided some background on Poland and also invited a guest speaker who spoke about her Polish-American family. I gave out instructions on using Moodle and creating photo essays, which I also provided to the campus learning centers. I devoted one class period to working in a computer lab. In addition, I spent a lot of office hours coaching students through the project. While time-consuming, I also learned a great deal about my students as well as the project.

During the first semester, we encountered a few stumbling blocks. Our academic calendars did not match, so our project was limited to our overlapping seven weeks. We "lost" about three weeks because we discovered that students preferred e-mailing and texting, which explained why the forums and wikis were empty. The following semester, working with new classes, we made forum and wiki postings part of required activities with clear due dates. "Mini-surveys" or polling was still done through e-mail. Class size did not match. During the first semester students who did not want to participate were allowed an alternative assignment as did Dr. Gajek.

Each student was required to post a 20-photo photo essay. Most students used PowerPoint to create the photo essays, and reduced the file size for posting. Once the photo essays posting appeared, lively student dialogue ensued. My students were surprised at how advanced our Polish partners were with technology and how sophisticated they were in their urban surroundings. Suddenly, my students were discussing their *ethnocentrism*. For example, Polish students asked if we had sufficient heat in our classrooms, after students posted pictures of our class which showed several students wearing jackets. My American students, so used to separation of Church and State, were fascinated with the fact that Poland has a state religion.

During this first semester, I realized that many of my students were simply posting family photo albums, rather than photo essays built on a deep understanding on particular family concepts. The next time, I asked students storyboard the photo essay, a tip given to me by a television and film instructor at our college. I also looked at some of Howard Becker's ideas about using photography to relate sociological concepts (Ben-Yehuda 1989). Each student chose a concept, such as fictive kin, siblings or single parents. Then, the student wrote out what meaning would be conveyed by each photo. Students could use copyright-free photos as well as photos they had taken, using about twenty. However, the photo essays could use only short captions. The photo essays were perfect for cross-cultural communication and both Polish and American students posted reactions to the photo essays. The result was very stimulating academically. Students enjoyed making and sharing the photo essays. This is a great way for place-bound students to be exposed to peers around the world who have many differences – and so many similarities.

Creating the photo essays that students exchanged with partners in Poland added a new dimension to my teaching *The Family*, a sociology course and improved my teaching, as reflected in student evaluations.

Student response to the Poland Project was very positive. One student wrote:

"I particularly enjoyed the cooperative project with Warsaw University. It is something different – it is adventurous. I learned about technology. It was fun."

Another student summarized the experience:

"The information and point of view from these students was a priceless experience . . . I enjoyed it - not only did I learn about another country's [student] views on diversity, interracial/ethnic relationships and religion but some geography as well . . . the photo essay was a unique way to express thoughts and ideas . . . I enjoyed the photo essays of my peers as well . . . [a] picture was worth a thousand words."

References

Ben-Yehuda, N., Brymer, R., Dubin, S., Harper, D., Hertz, R., & Shaffir, W. (1989, Fall). Howard S. Becker: A Portrait of an Intellectual's Sociological Imagination. *Sociological Inquiry*, 59(4), 467-489.

<http://coilcenter.purchase.edu/> SUNY Center for Collaborative Online International Learning Coil Center at Purchase College under the direction of Jon Rubin

Hanson, Chad M. (2002, April). A Stop Sign at the Intersection of History and Biography Illustrating Mill's Imagination with Depression-era Photographs, *Teaching Sociology*, April 2002, Vol. 30 Issue 2, p235-242.

Wong, Y., & Schoech, D. (2007, January). Lessons Learned in Chat Room Teaching Internationally. *Journal of Technology in Human Services*, 25(1/2), 59-83. Retrieved February 19, 2009, doi:10.1300/J017v25n01-04

PRE-CONFERENCE WORKSHOP FOR NEW TEACHERS OF SOCIOLOGY

"Teachers are Made, Not Born: A Workshop for New Sociology Instructors"

Time: Friday, August 7th, 8:30am to 5:30pm

Beginning instructors and graduate teaching assistants are encouraged to apply for the ASA Pre-conference. The day-long conference will combine presentations, panels, and roundtable discussions on teaching and learning issues, all led by experts in the field. Keep an eye out for information on specific sessions at the ASA

Section on Teaching and Learning in Sociology website at <http://www2.asanet.org/sectionteach/>
Applications are available on the website or from Idee Winfield (winfieldi@cofc.edu; 843.953.4899).
Participants will be admitted on a rolling basis until we fill all available spaces. A \$50 registration fee covers conference materials, snacks and section membership.

SECTION NEWS AND NOTES

Sociology Internal Interest Group Approved by ISSOTL

Kathleen McKinney, Illinois State University,
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Many sociologists are active in the scholarship of teaching and learning primarily through their home institutions, the American Sociological Association, or other sociological professional organizations. In addition, some are active in the International Society for the Scholarship of Teaching and Learning (ISSOTL; <http://www.issotl.org>). ISSOTL is an international, interdisciplinary professional organization that is now five years old. The mission of ISSOTL is to support SoTL work. ISSOTL has a web site, newsletter, and annual conference. In addition, ISSOTL offers groups of members the opportunity to form internal interest groups. Recently, a group of sociologists applied for and received the status of an ISSOTL internal interest group. We are the first ISSOTL discipline-based internal interest group!

In line with the mission of ISSOTL, the mission and objectives of the ISSOTL sociology interest group are to foster inquiry, encourage collaborations, share resources, disseminate findings, and make applications about what improves post-secondary learning and teaching in the discipline of sociology and closely related fields. More specific goals include the following:

- Find and exchange resources for SoTL inquiry in sociology and closely related fields.
- Form SoTL project collaborations including those that cross institutional and national borders.
- Propose and organize a session related to SoTL and sociology at the meetings of ISSOTL.
- Help non-sociologists see the usefulness of the sociological imagination for understanding learning and teaching.
- Work to enhance the status of SoTL in sociology including making connections between ISSOTL and various sociological professional organizations around the globe.

- Co-author articles for the ISSOTL newsletter, *The International Commons*.

There are reciprocal benefits to the interest group and to ISSOTL from this partnership. For ISSOTL, these benefits include recruiting new members, having additional conference presentations and attendees to/for ISSOTL, offering sessions at the meetings, and helping non-sociologists see the relevance of sociology concepts and theories to teaching and learning. For sociology/sociologists, these benefits include increasing the legitimacy of SoTL in the discipline, supporting international connections in the field of SoTL in sociology, and seeing better interdisciplinary work/connections in SoTL that could benefit SoTL in sociology.

Additional members to the interest group are welcome. You must be an ISSOTL member (membership is \$40 for the calendar year and you can join on line) and are encouraged to attend ISSOTL annual meetings when possible (e.g., Bloomington, IN on October 22-25, 2009 and Liverpool, England in October 2010). If you would like to join the interest group, please contact Kathleen McKinney at kmckinne@ilstu.edu



CALLS FOR.....

Submissions Sought

Please submit suggestions for the spring newsletter to Kathy Rowell. Deadline for submissions is May 1, 2009. Suggestions for articles, regular features, news items to share with other members, and any other ideas are encouraged and welcome! Help me make this the best Section newsletter of the ASA.

Join the TEACHSOC Listserv

Established in 1995 by Jeff Chin and Kathleen McKinney, the Teaching Sociology E-mail List – teachsoc – provides a place to discuss and distribute news on teaching sociology. Teachsoc is open to all individuals interested in pedagogy, curriculum, and any other issues related to the teaching of sociology at any level. To join us, please send the command:

Subscribe teachsoc *Alfred Weber*

In the body of an email message addressed to – teachsoc@googlegroups.com substituting your name for Max's little brother, of course.

Renew Your Membership!

We encourage all section members to join us in recruiting new people to join the section. As Diane Pike is known for saying, EVERY sociologist who teaches should belong to the section. Help us in "spreading the word" about the section and its many benefits. We are the leaders in the scholarship of teaching and learning work as well as some of the most talented teachers. Additionally, the section newsletter provides compelling and interesting items to section members that you cannot get anywhere else. Finally, the journal of *Teaching Sociology* represents our interests through its editors (who have all been section members) as well as through its content.

Automatic Enrollment in Section E-Mail

When STLS section members pay their annual dues, including Section membership dues, their email address is automatically added to the email list. This list is used by Section officers to send messages to the entire membership. However, this is not a listserv and therefore membership is not able to send messages to other members. While Section officers value this opportunity to communicate more readily with our membership, we recognize that some of you may prefer to be removed from the list.

To remove yourself from the STLS membership list for mailings, send a message to: infoservice@asanet.org with the following statement in the **body** of your message – ***"Please remove my name and email address from the Section on Teaching and Learning in Sociology announcement list."*** Then add your name and email address to the message.

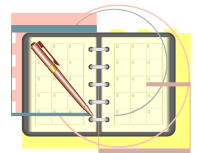
For the most up to date information about the Teaching and Learning Section in Sociology, please check the following websites:

American Sociological Association Meeting website:
<http://www.asanet.org/cs/meetings/2009>

ASA Teaching and Learning in Sociology website:
<http://www2.asanet.org/sectionteach/>



***Mark your calendar...
Section on Teaching and
Learning at the ASA 2009
Annual Meetings in San
Francisco, August 8-11, 2009***



Section Day is August 9, 2009

