

Teaching/Learning Matters

ASA's Newsletter for the



**Section On Teaching &
Learning In Sociology**

**Volume 33, Number 3
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Section Chair's Corner

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Hello Section on Teaching and Learning in Sociology Members! It was good to see many of you at the San Francisco meetings, a great set of meetings for the Section and for the Association. In this correspondence I summarize a few highlights from the 99th annual meetings as well as strongly encourage you to think about participating in the 100th annual meetings in August in Philadelphia and other activities of the Section this year.

Highlights of the San Francisco meetings

- an excellent, first ever pre-meeting workshop entitled "Those Who Can – Teach," organized by Jeanne Ballantine and Greg Weiss, and funded by the ASA Teaching Endowment Fund;
- a very thoughtful address on the Sociology major by Catherine White Berhide, the 2003 Hans O. Mauksch Award recipient;
- two great paper sessions organized by Idee Winfield and John Zipp – in line with the general theme of public sociologies, the sessions explored some processes and effects of connecting multiple communities within and outside the classroom;
- showcase that featured a display of student handbooks from 12 institutions, recent ASA Teaching Resources publications and their authors, and two lively roundtables; and
- our immediate past chair, Jeanne Ballantine, received the ASA Distinguished Contributions to Teaching Award.

August 2005 meetings in Philadelphia

Diane Pike, Chair-Elect from Augsburg College in Minneapolis, and other members of the Program Committee are organizing a dynamic set of sessions for

the 2005 meetings, as I am sharing with you through the list-serv and the website. We will provide a listing of the sessions and presenters on the section web-site and in the next issue of the newsletter. In addition to the Section sessions, Diane Pike and I had a proposal for Thematic Session, "Comparative Perspectives on the Teaching of Sociology: A Century of Transmission," accepted for this 100th anniversary program. Finally – Jeanne and Greg are planning another pre-meeting conference on teaching. More information on that will be posted as their planning progresses. Other section initiatives are underway for the 2005 meetings and I will post the information as plans are completed. Finally, Section members are offering teaching related workshops and sessions that we will share with you as they are confirmed. I look forward to seeing you in Philadelphia for what will be another exciting and teaching-related annual meetings!

Other Information

The Section website has been updated – visit it regularly for updates on Section activities – www.asanet.org/sectionteach. Also, I encourage you to become an active member by volunteering to work on and with the committees. I look forward to working with you this year and hope that you will contact me with your questions, comments, or suggestions – whaney@uwc.edu.

TABLE OF CONTENTS

Section Chair's Corner.....	1
Officers, Council and Committees.....	2
Thoughts from our Past Chair.....	3
Comments from our Chair-Elect.....	3
Editor's Corner	3-4
SoTL Column.....	4-5
Sociology Abroad	5
Teaching Points	6-8
Section News and Notes.....	8-10
Calls for.....	10-11
Members' Teaching News – Awards and Announcements.....	11-12

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THOUGHTS FROM OUR PAST CHAIR

Jeanne Ballantine, Wright State University
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I met Joe at the "Showcase" session at ASA in San Francisco. He had wandered in, not knowing what to expect. I directed him to the various activities in the room – and to the ice cream bars! We chatted a few minutes; he said he that he was from a small college and that this was his first ASA meeting. He had just arrived and was rather lost, but saw that we did something with "teaching." I gave him the pitch: "find a niche at ASA, and sections are a great place to start – especially ours." I told him about the wonderful things we do as a section and what a great group of people we are. He was excited about attending our sessions and other teaching sessions, and set off to explore the student handbook display and other offerings at "Showcase." I noted that he was chatting with others in the room. I'd like to think we have a convert there!

Our sessions, our camaraderie, our sharing of ideas, our newsletter – all make me so proud to be a member of this section and to have been its chair. The 2004 program, under the able direction of current chair Wava Haney, provided a forum for sharing of ideas. She is to be commended for an excellent program. Many thanks to all the council, the hard-working officers, and committee members of the section. Your council and committees worked hard this past year: secretary/treasurer Norm Doulich kept the notes and books – thanks Norm! The Publications Committee (chair Bonnie Sessing-Matcha with help from John Zipp) designed a new website (check it out!) and section brochure. The newsletter under the editorship of Anne Eisenberg included provocative topics and discussions as well as useful information. The Membership Committee (chair Greg Weiss) may have topped 600 members. Ed Kain (past chair and Nominations Chair) submitted a super slate of candidates – we know the section will continue in great hands! Diane Pike, chair-elect of the Section, is organizing the section program for the 2005 ASA meetings in Philadelphia. Be sure to participate in the 100th anniversary celebration of the ASA meetings!

Finally – as past chair I am automatically the nominations chair for new officers. Please send me nominations for chair (this year from a university) and for council members. The fact that our section is organized to have representation from community colleges, four-year colleges and universities provides a richness of ideas on teaching and learning not found in most sections. Let us continue the excellence that IS this section!

COMMENTS FROM OUR CHAIR-ELECT

Diane Pike, Augsburg College
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Teaching Excellence and the 2005 Annual Meetings

If you have read Lynne Truss's bestseller on punctuation, you might play with the title above and note that it could also be Teaching, Excellence, and the 2005 Annual Meetings. A variety of conversations about excellence might emerge, as well as a discussion about who and what we are as a major section of the ASA.

As we prepare for the centennial meetings and a place of prominence for teaching and learning in sociology, I invite your ideas and questions about the program. How do we insure that teaching and learning is recognized and rewarded? How do we connect with other sections and activities? What is important to you and for the ASA as a whole? Please contact me at pike@augsborg.edu.

Let me contribute to our initial planning work by asking you to think about section membership. By one path of argument, SoTL should be the largest section in the ASA – the vast majority of members teach in some capacity (all *were taught* presumably). So, how do we begin to help more members see the value of making the public commitment to the teaching and learning of sociology by joining the section? What can we offer that has the same benefits as they see in other sections? We can all begin by encouraging our departmental colleagues to join the section this coming year. If each of us recruits just one new member....

I hope the fall term went well for you, that your winter break was refreshing, and that you have a good start to the spring terms. More communication will follow.

Lynne Truss. 2004. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*. Gotham.

EDITOR'S CORNER

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Self-reflection is important for us as teachers, as scholars, and in a professional position such as editor. This is the third issue for which I have served as editor of *Teaching/Learning Matters* and the end of my first year of responsibility for publishing the newsletter is a perfect time for self reflection. As I discussed in previous issues, my goals include increasing the substantive content (initiating regular columns such as

the one on the scholarship of teaching and learning) as well as increasing the informational content (such as member news and announcements). Feedback from section members indicates that such changes are appreciated and encouraged. The work entailed in implementing such change is significant and my learning curve was longer than anticipated, with two of the three issues (including this one) being published later than expected. In an effort to continue expanding and developing the newsletter as well as to ensure its timely and effective distribution, I am excited about working much more closely with the publications committee. As we think about the issues associated with producing a newsletter relevant to section members, we would love to hear your thoughts concerning how often should it be published (it is currently published three times a year) and the format in which it should be distributed (electronic, paper, both). Additionally – please send us your thoughts about the content itself – what types of items or issues should be address? Our goal is to make the newsletter an important feature of membership in the section. **Please contact me with any thoughts, feedback, and comments to make this the best section newsletter published!**

SCHOLARSHIP OF TEACHING AND LEARNING

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Applying the Scholarship of Teaching and Learning

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As readers of *The Teaching Professor*, I am sure you have often wondered how you can improve teaching and learning on your campus. I believe the answer involves the scholarship of teaching and learning (SoTL) and I'd like to explain why and how.

SoTL goes beyond being a good teacher (facilitating significant student learning), beyond being a scholarly teacher (reading the pedagogical literature, attending teaching development activities, etc.). It involves systematic reflection on teaching and/or learning and the public sharing of such work. SoTL encompasses established criteria of scholarship in general and usually reflects the epistemology of the discipline in which it occurs. Thus, whether something is SoTL depends both on the type and characteristics of that work. For example, practices such as classroom

research, and reporting on adaptation, implementation, and assessment of new techniques may be SoTL if that work is systematic (e.g., based in prior literature and/or theory, follows appropriate methods) and public (e.g., shared and open to "peer review").

The soul of this work is its applied nature, its potential to improve teaching and enhance learning. As I prepared an article for the 2004 issue of *To Improve the Academy* (out in October, 2003) I realized that the application of our SoTL work to improve teaching and learning is woefully insufficient in practice. I searched for *concrete, specific, and explicit* examples of the *application* of SoTL findings at the course and other levels and found few even though SoTL work is now appearing in a variety of outlets. Here are some problem areas in our use of SoTL:

- discussions of how the results/conclusions of SoTL work are applied are missing or lack sufficient detail;
- application most often occurs at the individual classroom level rather than at program or institutional levels
- extant literature is not always used; new pedagogical knowledge often doesn't build on what is already known
- efforts to involve others within and across institutions in SoTL and its application fail to gain new converts
- generalizations, when possible, from the SoTL work of others (both in our own and related disciplines) to our own situations are often not made
- applications of SoTL results are not regularly shared in public or published venues

How could we do better? As John Tagg points out in his recent book, *The Learning Paradigm*, we need to address and overcome the organizational paradigms that impede innovation and assessment, as well as the fear of evaluation and of change, lack of knowledge of or resistance to the SoTL literature, insufficient local SoTL data, different interpretations of data and implications, limited resources, and insufficient administrator or collegial support. There is no one best model for applying SoTL. We must create opportunities to use SoTL and change department and institutional cultures over time. Here are some ways you can be involved.

In your own courses and teaching...

- Draw on your own or others' SoTL results and make improvements related to your teaching and students' learning.
- Work on your own SoTL project, and use the results of your work and that of others to improve teaching and learning. (For a formal program

opportunity see http://www.carnegiefoundation.org/CASTL/highered/scholars_program.htm),

- When you publish or present SoTL work, include explicit and specific discussion of your application of results.

At the level of your department...

- Sit on your department curriculum committee and present proposals to faculty members that contain explicit reference to relevant, extant SoTL work.
- Meet regularly with department colleagues to discuss current SoTL work in your discipline and how that work can be used in the courses and curriculum of the department.
- Work with junior colleagues or graduate students (future faculty) to help them use SoTL work in their teaching.

At the level of your institution...

- Utilize structures such as teaching centers to provide resources and opportunities for sharing best practices that resulted from SoTL work.
- Include in all teaching award selection criteria how the applicants have applied SoTL work to their teaching and student learning.
- Review and award grants for SoTL work where a required part of the proposal is an explicit applied component.
- Be an advocate for using strategic planning, program reviews, or assessment processes as “places” to apply relevant SoTL results and implications.
- Talk with administrators about having supporting evidence from SoTL work required as part of the budget request process.

Going beyond your institution...

- Organize or present in a SoTL session at regional or national meetings to help make the use of SoTL in your discipline public and legitimate.
- Volunteer to help produce a disciplinary association task force report on best practices in your major that draws on past SoTL work.
- Become involved in one of the national initiatives seeking to advance SoTL causes; for example the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) (<http://www.carnegiefoundation.org/CASTL/highered/>) or the American Association for Higher Education SoTL Clusters (<http://www.aahe.org/initiatives.htm>).

In conclusion, the most important (but not the only) reason to do SoTL is to improve student learning. We need to work harder at the application component of

this scholarly endeavor, so that more increases in learning and development occur.

Editor's Note – I sincerely thank Kathleen McKinney for inaugurating the regular column on the Scholarship of Teaching and Learning.

SOCIOLOGY ABROAD

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Editor's Note - In this submission, Dr. Rosie identifies the disconnection between American and British sociology, as evidenced by the fact that few students on either continent are well informed of the scholarship produced on the other continent. His teaching project provides a unique educational opportunity for all students of sociology as well as interesting collaborative avenues for sociologists.

Highlighting Scholarship Through Teaching

In 2001 I was awarded a national teaching fellowship (NTFS). This is the highest teaching award in England presented to 20 recipients each year. I used my award funds to conduct video interviews of the top sociologists around the world including Theda Skocpol, Charles Tilly, Jack Goldstone, and Immanuel Wallerstein. British students have very little opportunity to see and hear these major figures and I will be making these materials available through the Centre for Learning and Teaching in Sociology, Anthropology and Politics (C-SAP) at the University of Birmingham and through the British Sociological Association. Specifically, my goal is to create a web site where streaming video will allow people to view the interviews.

In an effort to increase American students' awareness of leading British sociologists, I will also be providing video interviews of Gregor McLennan (Bristol University), John Scott (Essex University), Liz Stanley (Manchester University), and Sara Delamont (Cardiff University). I think this project could be further developed to more fully educate students and researchers alike, as well as to encourage teaching and research collaborations between American and British scholars.

TEACHING POINTS

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Enhancing Student Learning Using Groups: Some Practical Suggestions

Learning as a collaborative endeavor

We need to stop approaching our classes as if they were one-dimensional experiences. When we teach our courses we run the risk of slipping into age-old instructive roles. Learning is limited if the professor is going to be the source of all information and will therefore be the one doing all the “teaching.” Students in these kinds of environments quickly revert to passive roles that typically revolve around ways to receive information. Integrating group learning into your class challenges many of these one-dimensional experiences in that:

- Learning works best when it is a constructive activity. By this I mean that both students and teachers are actively involved in “constructing” meaningful learning experiences. Working in groups allows students to work with their peers and explore new perspectives as they discover answers.
- Learning in groups tends to mirror the real world. Students can leave your class having learned not only the curriculum but some of the ways that life after graduation may actually work.
- Many times you will discover that students can become excellent translators for their peers. Working in groups allows students to talk through misunderstandings and misinterpretations. Your presence as a guide can be more focused as groups construct more precise questions.
- Feedback from students is more easily encouraged in a small group setting. As you walk about the room listening to group work you will be able to respond to student questions and clarify misconceptions.
- Student motivation to learn can be enhanced using groups as a teaching method.
- Using small group learning methods can help your students to learn first hand about the different cultural experiences and beliefs of fellow students.

→ **Teaching with Collaborative Activities and Small Groups:** www.psu.edu/celt/PST/collab1.html

What follows are some suggestions straight from the field. There are many strategies that work and some that don't. Organizing learning experiences to include

group work will take some intentional effort on your part.

Responding to application questions in the safety of a small herd

Groups work well when you are trying to integrate students' ideas and experiences with your presentations. Students who successfully apply information learn more effectively. Typically people are more willing to think out loud in the safety of a small group rather than in front of the whole class. Your quiet students are often the ones with some very profound thoughts. Provide opportunities in which they can participate as well. Sometimes in a sociology course we are challenging students' personal opinions and feelings about important issues. When students talk aloud about these kinds of topics it often works better in the environment of a small group. Small groups tend to be a less threatening learning environment. When you want to hear responses from students after working in groups you may again get the silent treatment. Instead ask students to share the best answer they heard or the most surprising response.

→ **Social Dynamics in the College Classroom:** www.indstate.edu/ctl/cta/home.html

Use music to energize and promote speaking up

A simple little trick that I do is to use background music when my students get into groups to work. I find that having music playing in the background gets students to speak up, it tends to energize the environment (try not to play any Blues selections), and it's a way to teach in itself. With a small class size some students may feel like they're in the library – it's too quiet to talk out loud. Speaking up and participating is the real obstacle to any group activity, especially for morning classes. Play some '60's protest music during your next social change lesson and see what happens.

Organize groups according to learning styles

For long term assignments consider organizing students into groups according to their learning styles. Quick assessments are easy to find and use or you could consider letting students self-select. This kind of group organization seems to make sense when student groups need to accomplish multiple tasks such as research, presentation, and writing.

→ **Teaching Using Learning Styles:** www.gsu.edu/~dschjb/wwwmbti.html

Do not let students form their own groups!

I don't like to let students form their own groups. I want my students to hear from as many different voices over the course of our time together as possible. After a few weeks you'll soon discover the conversation clusters that have arisen in your class.

- To keep the talkative students from dominating the class, divide into different groups for each learning activity.
- Determine the size of group you need and then have students count off. Remember to keep groups small with never more than five members. The larger the group the longer it will take students to accomplish the learning task before them.
- During the same class meeting I often have students divide up several times. This keeps them moving and active.
- Sometimes student learning groups are given a project to work on together and they end up "dividing and conquering." When I see this happening it is an excellent time to talk with them about efficiency and rationalization. In group work the object is not to get the assignment completed as quickly as possible. Students are supposed to work together to think about and discover new ideas. What I will often do is limit student groups to one single source of information (text or handout) and one report or worksheet per group. This helps students to focus on their collective task and on group discovery.
- There are certainly going to be "social loafers" in your group activities – those students who refuse to participate. Moving students around to different groups often forces these students to participate at some level. I have in my course syllabus a statement about my expectations for students to participate in group work.

Spontaneous groups

Don't hesitate to create spontaneous groups during your class lectures. Remember that the attention span of your class is about 10-15 minutes. Break up your presentation into small chunks. Stop and ask students a question and have them discuss their responses with a neighbor. Set up discussion groups at the beginning of class and leave students in them as you make your presentation. Stop periodically and have students work on a question from their text or some of your own. Think about ways to help students apply what you are teaching – have each group come up with examples.

→ **Dynamics of Learning in Groups:**
<http://adhd.kids.tripod.com/groups.html>

Brainstorm in groups

Instead of asking the entire class to brainstorm with you – when you will typically hear from the same four or five students – divide the class up into smaller groups and ask them to think out loud. Students are typically more willing to share when they are with a smaller group. This works well when I am trying to get subjective responses – when there are no wrong answers. Brainstorming for possible solutions or explanations also works well using small groups. Asking students to work in small groups to come. The energy level of the class immediately increases when we do these kinds of activities throughout a lecture (every 15 minutes). Many times I will ask group members to write responses on the board. In this way I am sure to get a response from each group and we can "see" what others are talking about. If I want to limit the time for the discussion I will tell the groups that they have five minutes and then tell them they cannot duplicate answers they write on the board.

→ **Brainstorming: Generating Many Radical Ideas:**
www.mindtools.com/pages/article/newCT_04.htm

Reading Reflections and Group Investigations

Each week I ask my students to select a reading. I use a reader that has multiple selections from which students can choose. This allows students to have little autonomy and control over what they want to read.

- Students fill out in advance a **Reading Reflection** sheet that I provide. The reflection is a generic guide that helps them to organize their thinking as they are reading. I also don't want students coming to class and not being prepared to participate fully in group discussions.
- Each week we divide up into small groups based on which reading students have chosen. Each group is then asked to complete another worksheet (**Group Investigation**) as a group. Creating a collective worksheet in this way allows students to think and work together to construct a learning experience.
- Students use these resources to write papers or study for exams.

Taking a test in a group

Sometimes I even let student work in small groups to take tests or portions of exams. This can be tricky but it does help students to continue learning even when they are being assessed.

- After your students have taken a short answer exam hand out another copy to the class.

- Then small groups are formed of three students. Students complete a “group” response to each question. You should remix the groups for each question so that students get to learn from a larger number of peers.
- Students have two versions of the test to submit - their individual and group editions.

→ **Organizing and Working on Group Projects:**
www.studygs.net/groupprojects.htm

More Websites About Learning in Groups

- www.cde.ca.gov/iasa/cooplrng2.html
- www.active-learning-site.com/
- www.psu.edu/celt/newsletter/ID_March95.html
- <http://ctl.stanford.edu/teach/speak/cooperative.pdf>
- www.ntlf.com/html/lib/faq/cl-utenn.htm
- <http://depts.washington.edu/cidrweb/GroupTools.htm>

SECTION NEWS AND NOTES

Presentation by the 2003 Hans O. Mauksch Award Winner

Dr. Catherine White Berhede's (Skidmore College) presentation at the Section Meeting at ASA's annual meeting in San Francisco as the 2003 Hans O. Mauksch Award winner was provoking and compelling. Dr. Berhede highlighted key trends in the sociology major over the past twenty years and discussed some of the key issues for the major in the future. All members are encouraged to read her comments in *Teaching Sociology*.

Announcement of the 2004 Hans O. Mauksch Award Winner

Jeff Chin, Chair of the 2004 Hans O. Mauksch Award Committee introduced Elizabeth Grauerholz (Purdue University) as the winner of the 2004 Hans O. Mauksch Award. In their respective comments contributing to this column, Dean Dorn and Jeff Chin identified three areas in which Dr. Grauerholz's contributions to the teaching of sociology are distinguished and outstanding – as a teacher, as a scholar, and as a colleague.

Dr. Grauerholz is an outstanding teacher who has received many awards while at Purdue University, including the Teaching for Tomorrow Award, the

Charles B. Murphy Outstanding Undergraduate Teaching Award, and the Department of Sociology Teaching Award (which she has won four times). And, in 2002 she received the North Central Sociological Association's Distinguished Contributions to Teaching Award. There is no question that Elizabeth Grauerholz epitomizes the skills, abilities, and passions of a dedicated teacher.

Equally important as her accomplishments as a teacher are Dr. Grauerholz's contributions to the scholarship of teaching and learning. She has published extensively in *Teaching Sociology*, where she is currently the editor, as well as in other sociology journals. Her publications address some of the central issues involved with teaching, such as – gender, resistance to sociology, writing-intensive courses, experiential teaching, and alternatives to the traditional lecture method. Throughout her articles concerning teaching, Dr. Grauerholz focuses on the goal of improving student's deep learning.

Finally, Dr. Grauerholz's contributions as our colleague represent the goal of the section itself – to recognize the importance of teaching and to provide opportunities for sociologists to learn from, and share, their experiences with one another. Through the papers and sessions she's presented, as well as her work as a member of the ASA Award for Distinguished Contributions to Teaching Committee, as a long-time member of the Section, and as a council member for the Section, Dr. Grauerholz has served as a mentor, advisor, and leader.

We look forward to Dr. Grauerholz's presentation at the 2005 section meeting in Philadelphia!

Renew Your Membership!

Dear Section Member:

As ASA's 2005 annual membership process continues, we would like to encourage you to continue your membership in the Section on Teaching and Learning in Sociology as well as encourage your colleagues to join us.

The last year has been a good one for the Section and we anticipate this upcoming year to reflect our work in terms of:

- Membership has continued to increase (we are now at 588 members and very close to being granted an additional session at the annual meeting).

- The Section-sponsored teaching workshop for graduate students and first-year instructors was very successful.
- Section-sponsored sessions at the annual meeting were very interesting and well-attended.
- Sessions on curriculum and teaching at the national meeting and at regional and state meetings continued to receive more prominence.
- The Section newsletter continued to keep members informed and to share ideas.
- The importance of teaching as part of what we do continues to receive stronger recognition.

A strong and growing Section on Teaching and Learning in Sociology conveys the widespread commitment of sociologists to effective teaching and an understanding of the rewards generated in the teaching-learning process. Thanks for your previous membership and we hope that you not only join us again in 2005, but that you also bring a friend, colleague, or student with you.

Section Membership Committee – Greg Weiss, Chair

Request for Nominations

As outgoing chair, Jeanne Ballantine's official responsibility is to chair the Nominations Committee for the upcoming year. The chair-elect will come from a university. We also will elect one representative each from a two-year, four-year, and university institution. **Please contact** Jeanne Ballantine (Jeanne.ballantine@wright.edu) or other Nominations Committee members (see the listing on page 2) if you have any nominations (self or other) for any of these positions.

Automatic Enrollment in Section E-Mail

When SoTL 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 SoTL 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.

Section Business Meeting Minutes

ASA Section on Teaching and Learning in Sociology
 Section Business Meeting, Saturday, August 14, 2004
 San Francisco, California

Introduction and Welcome: Jeanne Ballentine, section chair, welcomed everyone to the section business meeting and asked them to introduce themselves.

Approval of the 2003 Council Meeting Minutes: The minutes were approved as presented.

Treasurer's Report: Norman Dolch, Secretary-Treasurer, shared the minutes of the 2003 business meeting prepared by the previous secretary-treasurer Jay Howard. These were approved as was the budget for August, 2004-July, 2005. Both documents are attached.

Committee Reports: Program Committee

Committee chair Wava Haney noted the committee's division of labor. Idee Winfield, College of Charleston, and John Zipp, University of Akron, were responsible for organizing the refereed paper sessions. Keith Roberts, Hanover College, organized the student handbooks and the roundtable for the showcase and, after Carol Jenkins has to drop out because of multiple family deaths and an illness, Wava Haney took responsibility for organizing the second roundtable and the Teaching Resources aspect.

All were also encouraged to attend the 2:30 p.m. paper session. In addition, they were encouraged to attend the Showcase from 4:30-6:10 p.m. in Barcelona II, Renaissance Parc 55. There will be a roundtable of Mauksch Award winners, a handbook display, and opportunity to meet the editors of new teaching resource material. Ice cream will be available to all who attend.

Mauksch Award Committee

There were excellent submissions this year. Persons are encouraged to make nominations. Thanks was expressed for the fine work of Tom Van Valey and Carol Jenkins on the committee. Idee Winefield is the new committee chair.

Liaison Committee

The joint reception with another section did not work out this year. We are exploring a possible joint activity with the Visual Sociology Organization for next year. Keith Roberts is the new chair.

Membership

Greg Weiss was thanked for his work. He did a great job of sending out several mailings to recruit new members. We usually add 20-30 members at the annual meeting and may move to the 600 level in total membership. If so, the section will get another session at the meetings next year.

There is a new membership brochure. Persons were encouraged to take a few and hand them out.

Elections

Chair Ed Kain thanked all who ran for office as well as his committee members. Those elected are as follow:

Publications

The committee has been involved in several tasks. Our new membership brochure is continuing to be revised. John Zipp, University of Akron, has the web site up and running. There is also a new section logo.

Newsletter

Please send ideas and suggestions to Ann Eisenberg. We should remember that most members see the newsletter as their point of contact with the section.

Chair's Report

Jeanne Ballantine reported that it has been a fantastic great year. The section is doing well and in good hands. Our main activities this past year have been the brochure, web site, dialogues in the newsletter, and pre-conference workshop.

The pre-conference workshop had 30 participants from graduate schools and a few new faculty. It received enthusiastic endorsement from graduate advisors and we will attempt to have another pre-conference workshop next year. We will try to keep the cost down. Perhaps we can also do something for seasoned teachers.

These announcements were made by the chair: 1. The section wants to place people in nomination for the ASA Teaching Award. Please forward nominations. 2. Please remembers "Just Desserts". There is still time to buy a ticket. 3. Volunteer for a committee. There are many opportunities to get involved.

Jeannie Ballantine emphasized that it has been a great year for the section and turned the meeting over to incoming Chair Wava Haney.

New Chair's Comments

Thanks was expressed for the fine work done by Jeannie Ballantine as Chair of the section with a standing ovation.

The pre-conference workshop and work of those involved was lauded.

New committee chairs for the coming year are as follow: Awards- Idee Winfiled, Cooperative Initiatives- Keith Roberts, Membership- Gregg Weiss, Nominations- Jeannie Ballentine, Program- Diane Pike, Publications Co-Chairs- John Zipp and Ann Eisenberg. A sheet was circulated for persons to volunteer for various committees.

The section is attempting to organize a special session for the 2005 meetings titled "Teaching Over the Century" to coincide with the 100th anniversary of ASA.

Chair Wava Haney then adjourned the meeting.

CALLS FOR.....

Small Grants Program

Applications are now being accepted for the ASA Teaching Enhancement Fund Small Grants Program (TEF). These grants are intended to support projects that extend the quality of teaching in the United States and Canada. A TEF grant may be given to an individual, a department, a program, or a committee of a state/regional association. Individuals applying for the award must be a member of ASA. Two or three grants will be awarded in 2005, for up to \$1,000, based on the recommendation of a review panel with teaching expertise. The principle criteria for the award are that the project is likely to:

- 1) enhance the teaching of sociology in North America
- 2) serve as a seed project that will continue to have an impact in months and years to come
- 3) be systematic in its impact.

The criteria are intentionally flexible in order to accommodate innovative proposals. A partial list of the kinds of activities that would be considered are listed on the ASA web site.

Proposals limited to a maximum of five pages should a) describe the project and the intended audience or beneficiaries, b) explain how the financial support would be used, c) describe the expected benefits of the project including systematic impacts, and d) indicate how the project might have lasting benefits.

Deadline for postmark of applications is February 1, 2005. Applications should be sent to American Sociological Association, Academic and Professional Affairs Program, 1307 New York Avenue, NW, Suite 700, Washington, D. C. 20005. Notification of awards will be sent out by April 1.

Nominations for ASA Honors Program

The ASA seeks applications from exceptional undergraduate sociology students who wish to be considered for the 2005 ASA Honors Program. The Honors Program students come to the ASA Annual Meeting, which serves as a laboratory on the profession. They participate actively in the meeting including special sessions designed just for them. They develop valuable networks with their peers and meet prominent professionals in the discipline. Participation in the Honors Program requires nomination by a sociology faculty member at their

college or university. Interested students and prospective faculty sponsors are encouraged to consult the ASA website at www.asanet.org/student/honors for additional information and an application form. Questions? Contact Dr. Kerry Strand, Director, ASA Honors Program (strand@hood.edu). Deadline for applications is February 25, 2005

Submissions Sought

Please submit suggestions for the Winter/Spring newsletter to Anne Eisenberg (see contact information on the last page). 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 listproc@lists.indstate.edu – substituting your name for Max's little brother, of course. If you have questions about the list or need assistance signing up, please contact James Cassell (jwc@indstate.edu).

Participation In:

Workshops Concerning Integrating Data Analysis Throughout the Sociology Curriculum

The ASA and the Social Science Data Analysis Network (SSDAN) are collaborating on a National Science Foundation-funded project to close the quantitative reasoning gap in sociology. The project, called Integrating Data Analysis (IDA) involves curricular change to add research experiences in the non-research methods and statistics courses in sociology.

As part of the dissemination phase of the IDA project, ASA is sponsoring two workshops on Integrating Data Analysis Throughout the Sociology Curriculum." These workshops are intended for faculty in sociology departments (with preference given to departments

sending two or more faculty) who want to engage in curricular change to close the quantitative literacy gap.

Thursday, March 17, 2005, Washington, D. C. at the ASA Executive Office (10:00 am to 4:30 pm)

Thursday, March 31, 2005, Minneapolis, MN at Augsburg College (10:00 am to 4:30 pm)

Each workshop will acquaint sociology faculty with resources and approaches to closing the literacy gap for their majors. Drawing on the materials developed under the IDA grant, the staff will demonstrate ways departments can set and meet research goals for their students.

To register: Send a letter with full contact information and a check for \$40 made payable to the American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, D.C. 20005. There are 20 spaces in each workshop and registrations will be taken on a first-come, first serve basis. The registration fee includes all materials and lunch. Further, all workshop attendees will have access (after the workshop) to the Social Science Data Analysis Network (SSDAN) staff to develop course modules using Census data, and to the IDA staff for consultation on curricular change.

MEMBERS' TEACHING NEWS – AWARDS AND ANNOUNCEMENTS

Please let the editor know when you or colleagues have been formally recognized.

Appointed Board of Trustees

Dr. Jay Howard, Associate Professor of Sociology at Indiana University-Purdue University, Columbus, was elected to the Bartholomew Consolidated School Corporation Board of Trustees in May. He will serve a four year term as a school board member!

Selected as Fellow

Dr. Jay Howard, Associate Professor of Sociology at Indiana University-Purdue University, Columbus was selected to be a 2004-2005 Fellow of the Mack Center at Indiana University for Inquiry on Teaching and Learning.

2005 Regional Meeting Information

SoTL members belong to, attend, and present teaching sessions all of the regional sociology organizations and

associations. Presented below is information on the dates, locations, and web http:// addresses for most of the annual regional meetings in 2004.

Eastern Sociological Society – March 17-20
Meeting theme = “Sociology and Public Policy”
Wyndham Hotel in Washington, D. C.
www.essnet.org/annualmeeting.htm

Midwest Sociological Society – March 31-April 3
Meeting theme = “Mobilizing for Change”
Marriott City Center in Minneapolis, MN
www.themss.org/

New England Sociological Association – April 23
Meeting theme = “Family: Transformative Structures,
Enduring Challenges”
Regis College in Weston, MA

North Central Sociological Association – April 7-10
Meeting theme = “Society in Transition: The Local

Community in the Global Age”
Marriott City Center in Pittsburgh, PA
www.ncsanet.org/

Pacific Sociological Association – April 7-10
Meeting theme = “Public Sociology – What Is Our
Purpose? What Are Our Priorities?”
Marriott Hotel in Portland, OR
www.csus.edu/psa/

Southern Sociological Society – April 13-16
Meeting theme = “Culture and the Quality of Life”
Hilton Charlotte and Towers in Charlotte, NC
www.msstate.edu/org/sss/

Southwestern Sociological Association – March 23-26
Meeting theme = “The Application of the Social
Sciences”
Fairmont Hotel, New Orleans, LA
www.cas.ucf.edu/soc_anthro/ssa

Call for Nominations

ASA'S SECTION ON TEACHING AND LEARNING IN SOCIOLOGY

2005 HANS O. MAUKSCH AWARD

The ASA Section on Teaching and Learning in Sociology
seeks nominations for the
2005 Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology.

To place a name in nomination for this Award, please send a letter of recommendation to the Award Committee Chairperson indicating the name of the nominee, institutional affiliation, and a brief explanation reflecting the nature of his or her distinguished contributions to undergraduate Sociology. Please indicate the mailing address, E-mail address and telephone number where both you and the nominee may be contacted.

PLEASE SEND YOUR NOMINATION (in paper, electronic, or CD form) as soon as possible, but no later than February 1, 2005. *Application portfolios must be completed by March 11, 2005 (see instructions on the website – www.asanet.org/sectionteach).*

Address nominations to: Idee Winfield
Chair of the 2005 Hans O. Mauksch Award Committee
Department of Sociology
College of Charleston
66 George Street
Charleston, SC 29424
Tel: 843.953.4899
E-mail: winfieldi@cofc.edu

Instructions for Preparing Nominee's Portfolio

The nominator should collate all materials for the portfolio and forward four copies of the entire portfolio before the March 11, 2005 deadline.

The portfolio should provide:

1. A summative narrative of relevant activities and contributions using the criteria below (same headings, same order, please). The criteria are not rank ordered. Be concise with your response.
 - A. Teaching honors and/or awards earned.
 - B. Program development (at home institution or other levels).
 - C. Development or modification of innovative teaching techniques; development of new curricula.
 - D. Advising and committee duties related to teaching and undergraduate education.
 - E. Indication of peer and student assessment concerning nominee's instruction. Letters of support from colleagues and students are expected. If letters are being forwarded separately, provide a listing of references.
 - F. Contributions to instructional activities of state, regional, and or national professional associations.
 - G. Papers given at various meetings related to teaching activities.
 - H. Publications or materials intended to enhance undergraduate instruction and learning processes: instructional activities or techniques, learning environments, computer software, textbooks, or supplemental materials.
 - I. Articles related to undergraduate teaching published in refereed scholarly journals.
 - J. Other relevant contributions not indicated above (leadership in faculty development, seminars, workshops; distinctive student learning outcomes, etc.).
 - K. Although not required, it is appropriate that nominees and awardees be members of the Section on Teaching and Learning.

2. A current curriculum vitae.

3. Four to six letters of recommendation, including the nominator's letter.

Please forward four copies of the portfolio by March 11 to Idee Winfield at the address indicated above.

PREVIOUS HANS O. MAUKSCH AWARD WINNERS

1979 Richard Gelles	1984 Ted Wagenaar	1990 Caroline Persell	1997 Edward L. Kain
1979 Murray Straus	1985 William Brown	1991 Frederick Campbell	1998 Anne W. Martin
1980 Hans O. Mauksch	1985 Burton Wright	1992 Kathleen Crittenden	1999 Thomas L. Van Valey
1981 Charles Goldsmid	1985 John Shope	1993 Stephen Steele	2000 Keith A. Roberts
1981 Lawrence Rhoades	1986 Jeanne Ballantine	1994 Michael Brooks	2001 H. Reid Geertsen
1982 Reece McGee	1987 Charlotte Vaughn	1995 No award given	2002 Carol Jenkins
1983 Paul Baker	1988 Dean Dorn	1996 Kathleen McKinney	2003 Catherine White Berhide
	1989 Charles Green III		2004 Elizabeth Grauerholz