

**HILLARY H. STEINER, PH.D.
KENNESAW STATE UNIVERSITY**

**NOMINATION PORTFOLIO FOR
2017 REGENTS' SCHOLARSHIP OF TEACHING AND LEARNING AWARD**

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Provost and Vice President For Academic Affairs

December 1, 2016

Dr. Ginger Durham
Assistant Vice Chancellor of Faculty Development
University System of Georgia

Dear Dr. Durham and Awards Selection Committee:

It is my great pleasure to nominate Dr. Hillary Steiner, Associate Professor of Educational Psychology in the Department of First-Year and Transition Studies at Kennesaw State University, for the 2017 Regents' Scholarship of Teaching and Learning Award. In addition to being an outstanding teacher, she has a distinguished record of scholarship in SoTL, focusing on metacognition in the first-year experience and student learning communities, with 16 publications, 35 invited and peer-reviewed presentations, and 3 funded grants.

The USG is already familiar with Dr. Steiner since she applied to become part of the inaugural cohort of USG SoTL Fellows. Her application was rejected as overqualified, but the USG created the role of SoTL Mentor in order to retain her expertise. Drs. Michele DiPietro and Ginger Durham's letter details the trajectory that lead Dr. Steiner to become one of the SoTL mentors for the state of Georgia. We consider this a testament to her accomplishments in the field. Indeed, what sets Dr. Steiner apart as an exceptional candidate for this award is not only her pedagogy and scholarship, but her leadership in SoTL, at the campus level chairing the SoTL committee, at the system level as the SoTL mentor, and beyond, through her leadership with the Research on Teaching and Learning Summit and her editorial board service in SoTL journals.

As impressive as these accomplishments are, what drives Dr. Steiner is her passion for students. As Dr. Pusateri (himself a recipient of the USG SoTL award) aptly states in his letter, "she is truly passionate about SoTL because she has seen how it can transform student learning in her courses." Dr. Steiner helps students build the skills and tools they need to become self-directed, lifelong learners in many STEM fields. Her colleagues hold her accomplishments in the highest esteem. Drs. Hoerrner, Goldfine, and Lovelace-Habers state: 'Although Hillary's outstanding body of work is impressive, especially for a faculty member who was just promoted and tenured, her individual accomplishments pale in comparison to her commitment to students, her tremendous enthusiasm for participating in the life of the university, her collaborative spirit, her curiosity to learn more, and her quiet, steady leadership.'

Dr. Steiner's achievements are a point of pride for our campus and the state of Georgia. We are confident the committee will be as impressed by her work as we are.

Sincerely,

W. Kenneth Harmon, DBA
Provost and Vice President for Academic Affairs

Narrative of Teaching Philosophy and Supporting Data
Hillary H. Steiner, Ph.D.
Kennesaw State University

I am honored to serve as Kennesaw State University's nominee for the 2017 Regents' Scholarship of Teaching and Learning (SoTL) Award. From the beginning of my career at Kennesaw State, SoTL has been my primary area of focus, and as I continue to develop as a local and national leader in SoTL, my appreciation deepens for the direct impact SoTL has on college students and higher education at large. Although I am familiar with the varying disciplinary approaches to measuring student learning, my background in educational psychology is particularly appropriate for the social science framework often used in interdisciplinary SoTL, as much of the theoretical foundations and methodology used to describe and document learning under this paradigm have come from educational psychology. However, it wasn't until I began teaching first-year students at KSU that I truly began to integrate my knowledge of the science of teaching and learning with my desire to improve classroom practice. I believe, as Kreber (2005) has noted, that college faculty have a mandate as teacher-scholars to engage in systematic study that contributes to the transformation of higher education. I have done this in my own practice of SoTL, but I also have contributed to the progression of SoTL in higher education by teaching others how to incorporate it into their own research programs. In this narrative*, I hope to show how my strong record of scholarship, cross-disciplinary connections, and emerging SoTL leadership has enabled me to promote SoTL as a rigorous but accessible form of scholarship for all faculty.

Teaching Philosophy

In this description of my teaching philosophy, I will describe how my focus on metacognition and self-regulation has informed my pedagogy and program of research, enabling me to practice reflection alongside my students. When former students see me on campus, they often shout "metacognition!" with a big smile, echoing my frequent and enthusiastic reference to the word. The concept of metacognition—"Dr. Steiner's favorite word," according to my students—is at the cornerstone of each class I teach, whether the class includes first-year students in a seminar, master's students in an online course, or faculty in a pre-conference workshop. It is also the cornerstone of my own development as a teacher, as the benefits of being a reflective, metacognitive learner extend to the practice of teaching as well. As a metacognitive practitioner, I constantly seek to reflect on, plan, monitor, and evaluate my pedagogical methods, and SoTL has been the means by which I have formalized this reflection process.

Metacognitive students (and teachers) adapt their approaches to tasks by relying on their insight into previous experiences, continually reflecting on and evaluating "what works." Learners become *self-regulated* when they take charge of these processes and use them to drive their learning. I incorporate the ideas of metacognition and self-regulation into all my classes by modeling and promoting planning, goal setting, reflection and self-evaluation. Sometimes this process is formalized, for example, in the Strategy Project described in the section below, and other times it is less formal. For example, after every test in my introductory psychology course, students predict the grade they expect to receive. Once they receive the grade, students analyze their errors, looking for patterns or areas where improvement is needed, and write a brief informal reflection, asking themselves why they were over- or under-confident, why they made the particular mistakes they made, and what they might do differently to study for the next test. I stress how

*Throughout the narrative, supertext numbers indicate a link to specific numbered items on my curriculum vita.

leveraging one's metacognition is crucial to deep learning, and how it is a skill that can be learned. I have studied the results of incorporating metacognition into my classes in a number of SoTL studies^{8, 9, 10, 12, 13}.

As much as I encourage metacognitive reflection for my students, I also practice it myself. Many of my SoTL projects are multi-phasic, allowing me to use the evidence I've gathered to improve my pedagogy. For example, I studied the effects of STEM learning communities on student achievement and metacognition for three years^{8, 10, 13}. Each year, I took what we learned from our study and used it to improve the subsequent year's learning communities. This resulted in our streamlining the metacognitive component in the first-year seminar course, reorganizing the course so that time management was addressed earlier, and devoting more time to networking and career discovery. Likewise, my Strategy Project assignment⁹ has undergone countless iterations as I learn more about how to encourage (and document) self-regulated learning. Based on questions and comments from students in the pilot study, I clarified the grading procedures, allowed for more flexibility in students' use of strategies, and refined the submission and grading process. In a footnote of the pilot study publication, I offered to share the latest revision of the project with interested faculty. Hence, I have received numerous requests from faculty who intend to use it in their own classrooms (see, for example, Appendix B). Many instructors at my own university use it as well. As I dialogue with instructors and students using the project, new questions continue to arise, allowing my teaching to inform my research, and my research to inform my teaching. Over the years, as I learned more about SoTL and reflected on my own methodology, my focus moved from examining students' perceptions of their learning to evidence of students' learning, and I hope to continue refining this focus. I also hope that through reflection on my own teaching methods, which I make transparent in my classes, I am modeling the metacognitive process for students.

Finally, my teaching philosophy is evident in my outreach to fellow faculty as I help them learn how to incorporate SoTL into their body of work. In workshops and online courses, I model the reflective process for faculty, asking them to critically reflect on how they might design rigorous studies and incorporate what they've learned about the teaching and learning process to improve their pedagogy. Thus, my teaching philosophy has given rise to a "SoTL philosophy." I believe that every faculty member has a responsibility to critically examine their teaching, making it public, in order to advance the field. I also believe that this critical examination, which is based on what we know about student learning, should have a direct impact on the faculty member's classroom. When I teach faculty about SoTL, I stress the importance of reflection from beginning to end, encouraging them to be intentional about the questions they ask, and to make changes in their classrooms based on their findings. Thus, SoTL done well becomes an ongoing process of reflection and action. Because my role as Associate Director of Learning Communities requires me to work with many different departments and colleges, I am able to promote SoTL in this way with a diverse, interdisciplinary group of faculty. I continue to learn from their different perspectives on teaching as I encourage them to collaborate and reflect with one another.

Supporting Data and Evidence

My commitment to disciplinary and interdisciplinary SoTL has enabled me to produce an influential body of work. But perhaps what makes me stand out among other strong SoTL researchers is the leadership roles I've taken in promoting SoTL at the local, state, and national levels. Therefore, my commitment to SoTL not only influences the learning of my own students, but the students of the faculty in learning communities, the students of the faculty at KSU and other institutions with whom I've consulted or who have taken my courses or workshops. It is with these levels in mind (Fig. 1) that I provide the supporting data that will effectively demonstrate my qualifications for this award.

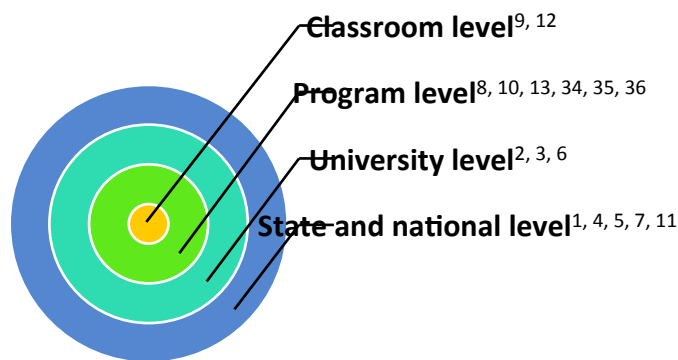


Figure 1.

This diagram shows SoTL publications, grants, and leadership at each level, noted on curriculum vitae.

SoTL in My Own Classroom. When I began teaching the first-year seminar at KSU, I quickly realized how much of an impact my own background in educational psychology might make to students struggling to adapt their high-school strategies to college-level work. However, while the existing first-year seminar curriculum *described* good metacognitive strategies, it did so devoid of context, and without explaining to the students *why* certain strategies work. Immediately, in my first semester's courses, I filled this void by teaching students what I knew about metacognition and self-regulation. Given the esoteric nature of the concepts, though, I worried about how this "extra" first-year seminar material would be received. To determine students' perceptions of instruction in educational psychology in the first-year seminar I administered an anonymous, qualitative survey to my seventy-five students, analyzing their responses for emerging themes. What I found surprised me. Many students stressed that this information was essential for students to learn in the first-year seminar, and had really made a difference in the way they approached learning. This study resulted in a presentation³⁰ and an invitation to lead a pre-conference workshop²⁸. Additionally, based on this work I was chosen for KSU CETL's Scholarship of Teaching and Learning retreat, during which I wrote a manuscript about the study which resulted in a publication¹². I was the only attendee to complete a manuscript while in attendance at the retreat, and subsequently provided advice and feedback to CETL staff, at their request, on how to increase scholarly output at the retreat.

A second project involves a pilot study of an assignment I have created called the Strategy Project which I described in part above. The Strategy Project is an intensive project that requires the student to implement deliberate practice of self-regulated learning strategies including active reading, management of study time and achievement goals, proactive interaction with faculty, and metacognitive reflection within the context of a self-selected course. In the pilot study, four instructors, including myself, used the assignment in their first-year seminar courses, and student reflection papers were analyzed for emerging themes. Results confirmed the positive impact of applying this type of pedagogy. In the initial stages of this study, I

was selected to participate in a CETL SoTL faculty learning community. With CETL's support, I presented the study at three conferences^{20, 27, 31} and published my results in the *International Journal of Teaching and Learning in Higher Education*⁹. Currently, I am taking a closer look at the microgenetic (short-term) and longitudinal (long-term) changes in students' use of learning strategies after they complete the strategy project. I am assessing my current students' use of appropriate learning strategies pre- and post-project via an adapted version of the Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990), following up with them again at the end of spring semester to see if changes in their strategies were sustained. I would like to determine whether college students' self-selected study strategies match Siegler's (1996) classic "overlapping waves" model (see Fig. 2) of strategy choice that suggests old, ineffective study strategies take time to be discarded in favor of newer, more effective metacognitive strategies. If this model holds true for college students' study strategies, it will inform the way we teach strategies to students in the first-year seminar. Eventually, I plan to create a comprehensive curriculum that other instructors can use to help first-year students improve their strategy choices and emerging metacognitive abilities.

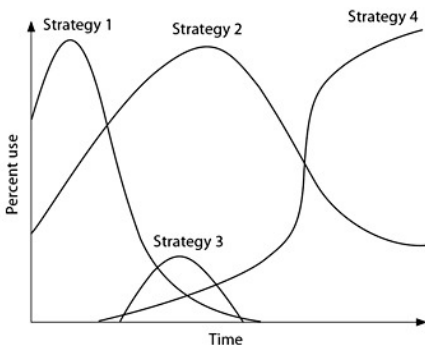


Figure 2.

Siegler's (1996) overlapping waves model of strategy change.

SoTL in the Learning Communities Program. When I joined the Learning Communities Program as Assistant Director in 2014, I brought a strong background in empirical research and a desire to strengthen scholarship within the program. Subsequently I have tapped my interests to conduct and promote SoTL within the program. This section of my narrative will describe how my SoTL projects have influenced the Learning Communities Program at KSU.

One major SoTL project within the Learning Communities Program involves a set of empirical studies of the Targeted Learning Communities (TLCs) I created for first-year STEM majors. This research focused on how TLCs can improve STEM students' achievement and metacognitive abilities in challenging first-year courses, with a goal of improving retention in the STEM majors. Having developed the original idea for the learning communities, I served as the lead investigator on a four-person team for the first and second year of the study. We found that when students were given targeted assignments as well as specific curricular and extracurricular structures within the supportive environment of a learning community, they were more likely to engage in consistent study habits that better enabled them to meet the learning goals of the course. Students also demonstrated developing metacognition skills during the semester (see Table 1), and thus were better able to rank their level of mastery for each learning objective assessed on quizzes in the STEM course.

Table 1

Comparison of Pre- and Post MSLQ Scores among students in a STEM TLC.

Factor	Z	p
Controlling of learning beliefs	-2.912	0.004*
Test anxiety	-0.039	0.969
Self-efficacy for learning and performance	-2.828	0.005*
Metacognition and self-regulation	-3.028	0.002*
Peer learning	-1.197	0.231
Effort regulation	-2.451	0.014*
Help seeking	-0.560	0.576

* $p < 0.05$

During the first two years of the study, which involved linking a first-year seminar class with a general chemistry class, the project resulted in three grant proposals, one of which was funded³⁶, two publications^{10,13}, and two conference presentations^{25,29}. One of the publications is rated among the highest-read articles in *Learning Communities Research and Practice*, with 447 individual downloads. In the third year of the project, which links a first-year seminar with a calculus course, I served as second principal investigator. This portion of the project, which is currently in progress, has resulted in two grant proposals, one of which was funded³⁵, and a manuscript⁸ which will be submitted soon to a mathematics SoTL journal.

Finally, the concept of a TLC is being expanded for the Marietta campus at KSU as we seek ways to serve engineering students in their first year. Currently, I serve on a cross-disciplinary team that received a USG Complete College Georgia Innovation Grant³⁴ to study the efficacy of a targeted first-year seminar within a learning community for mechanical engineering students. This grant marks an important collaboration between the two consolidated campuses and a chance to affect success in the first year for thousands of students. Along with another member of our team, I presented our preliminary work at the USG Teaching and Learning Conference last spring¹⁷. As the researcher with the most SoTL experience on the team, my work on the grant has been focused largely on research design and methodology, enabling me to promote SoTL to colleagues with little experience in the field.

SoTL Leadership at the University Level. In addition to my considerable SoTL publication record, I have distinguished myself as a leader at KSU for promoting SoTL campus-wide. For example, the leadership position I hold in my department—a position created for me based on my skills and interests—allows me to promote the value of SoTL to faculty across all disciplines at KSU. As Associate Director for Faculty Development and SoTL within the Learning Communities Program², one of my roles is to engage faculty who are teaching in student learning communities (LCs) in discourse about how they can systematically study the learning that is occurring in their LCs. I do this by providing individual consultations with LC teams interested in conducting SoTL research and by offering numerous faculty development opportunities—including an innovative online program described in the next section of this narrative—that encourage SoTL research.

In addition to this important role, I have been highly involved in SoTL initiatives led by KSU's Center for Excellence in Teaching and Learning. As mentioned previously, I have been a participant in CETL's SoTL Retreat⁴¹ and two SoTL-related faculty learning communities^{37,38}, received a SoTL travel award⁴⁰, and am currently serving as an elected representative from my college to the SoTL Faculty Funding committee³. This relatively new committee, which reviews applications from faculty seeking funding for SoTL initiatives, elected me as its first Chair in the 2015-16 academic year. Finally, I recently

was selected as the University College representative to the Faculty Senate Faculty Development standing committee⁶ where I hope to further promote SoTL to the KSU community.

SoTL Leadership at the State and National Level. Perhaps what most distinguishes me from other candidates for this award is my emerging national reputation for SoTL leadership and faculty development. I entered SoTL leadership at the national level as a part-time faculty member at UGA when I received the Teaching Excellence Award for Adjunct Faculty from the Society for the Teaching of Psychology (the American Psychological Association's SoTL division). Following that award, I was asked to serve on the committee for selecting the next three years' recipients. For two of those years, I served as Chair of the committee⁵.

I continued my national service when I took on my role in the Learning Communities Program at KSU. As learning communities programs expand nationwide, the need for critical inquiry into their efficacy is great. In my role as Associate Director, in addition to the program-level SoTL described above, I help to promote SoTL nationally by serving on the National Learning Communities Conference Consortium, and on the editorial board of *Learning Communities Research and Practice*⁴, the leading SoTL journal in the learning communities field. Because of my accomplishments, I have developed a reputation as a national leader and have been invited to lead faculty development workshops at institutions across the country^{21, 22}.

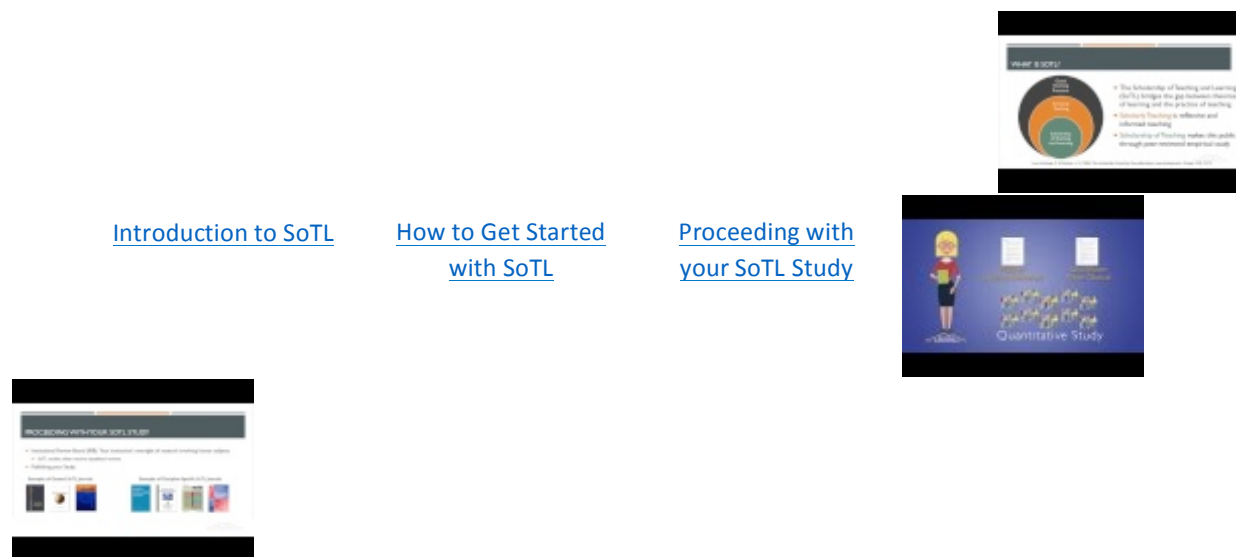
During the past year I also have served as a mentor to the USG SoTL Fellows program. I was thrilled to learn about the SoTL Fellows program and eagerly applied to be KSU's nominee, and then to the Fellows program itself. Ultimately, I was considered overqualified for the program, but was asked instead to serve as a mentor to other Fellows, which I enthusiastically agreed to do. In this role I enjoyed getting to know the Fellows at the USG Teaching and Learning Conference and through their online interactions. I have presented a webinar to the Fellows on "Theoretical Foundations of SoTL"¹⁶, something I feel is very important for emerging SoTL scholars to understand. I hope to continue mentoring the Fellows through more activities during the current academic year.

My most distinctive contribution, however, has been an interactive online faculty development course that I designed, created, and will facilitate with a national audience beginning in the spring. The Learning Communities Faculty Scholars (LCFS) Course is an online faculty development course designed to encourage and support the development of scholarly teaching and SoTL within the context of first-year student learning communities. The central goal of the course is for participants to apply what they have learned in the course to their own learning communities, with the final module focused on the design of a SoTL study to be implemented within their learning communities (for sample course videos, see hyperlinks in Fig. 3). The course began as a service to KSU learning communities faculty in the 2015-16 academic year. When I began sharing the details of the course to faculty at other institutions through presentations^{18,23} and publications^{7,11} it generated attention within the field. At the encouragement of my colleagues at other institutions, I worked to expand and improve the course in order to offer it to faculty external to KSU. The fee charged for the course will return to the Learning Communities Program to support mini-grants for creative teaching ideas. Although course registration only launched November 1, it already has generated considerable excitement in our field. Within a couple hours of sending a notice about registration through our learning communities listserv, I had nine emails from universities interested in enrolling their faculty. Others have taken notice as well; the course has been featured in a "spotlight" article on the USG Faculty Development webpage (<http://www.usg.edu/facultydevelopment>), and will be

featured soon on the KSU news page. For more information about this course, visit www.tinyurl/LCFScourse.

Figure 3.

Hyperlinked videos from the SoTL Module of the Learning Communities Faculty Scholars Course.



In conclusion, I am hopeful that this narrative provides ample evidence of my dedication to the Scholarship of Teaching and Learning. My role at Kennesaw State is unique in that I am able to promote SoTL in conjunction with a key high-impact practice—learning communities—that benefits first-year students and contributes to LEAP initiatives promoted by the Association of American Colleges and Universities. As additional supporting evidence of my dedication to SoTL, I am including two appendices. One is a letter co-written by KSU CETL Director Dr. Michele DiPietro and USG Assistant Vice Chancellor for Faculty Development Dr. Ginger Durham in support of my nomination for the 2015-16 KSU Outstanding Early Career Faculty Award. This letter focuses on my contributions to SoTL at the time of my nomination. The second is a selection of e-mail feedback related to my SoTL workshops, online courses, and my own research. As demonstrated by these collective materials, SoTL is indeed the primary focus of my academic career, and one at which I have excelled. I hope to continue contributing rigorous research to the body of literature as well as providing outstanding leadership within the field.

References

- Kreber, C. (2005). Charting a critical course on the scholarship of university teaching movement. *Studies in Higher Education*, 30 (4), 389-405.
- Pintrich, R. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Siegler, R. (1996). *Emerging minds: The process of change in children's thinking*. New York: Oxford University Press.

EDUCATION

2003 Ph.D., Educational Psychology, University of Georgia, Athens, GA
2000 M.A., Educational Psychology, University of Georgia, Athens, GA
1998 B.S., Education, Birmingham-Southern College, Birmingham, AL

ACADEMIC APPOINTMENTS

In the Department of First-Year and Transition Studies at Kennesaw State University:

2016-present Associate Professor of Educational Psychology; *Graduate Faculty Status*
2015-present Associate Director for Faculty Development and SoTL, Learning Communities Program
2012-2016 Assistant Professor of Educational Psychology
2014-2015 Assistant Director, Learning Communities Program

At Other Institutions:

2004-2012 Part-Time Lecturer, Department of Educational Psychology, University of Georgia
2004-2005 Part-Time Visiting Lecturer, Department of Psychology, Georgia State University
2003-2004 Assistant Professor of Learning and Cognition, Department of Educational Psychology and Learning Systems, Florida State University

Teaching experience includes eighteen courses ranging from the First-Year Seminar to Master's level courses in Educational Psychology, using traditional as well as online delivery methods. Developed four online courses for the University of Georgia, which were some of the first online graduate courses offered at the institution, and subsequently taught other faculty about best practices in online course delivery. Supervised eight graduate students as a master's thesis or doctoral dissertation committee member or chair.

SELECTED SoTL HONORS, AWARDS, AND FELLOWSHIPS

2015, 2016: University College nominee for Early Career Faculty Award
2015, 2016: University College Distance Learning Summer Project Award
2015, KSU Adult Learner Awards Banquet—Faculty mentor and nominator for award-winner
2013, University College Faculty Development Award, Kennesaw State University
2012, American Psychological Association Teaching Excellence Award for Adjunct Faculty
2007, Gifted Child Quarterly Paper of the Year Award

SELECTED SoTL LEADERSHIP AND SERVICE

1. USG SoTL Fellows Program Mentor, 2016-present. *Selected as one of two state-wide mentors for promoting the Scholarship of Teaching and Learning. The position of SoTL Mentor was created in response to my application for the SoTL Fellows Program.*
2. Associate Director for Faculty Development and SoTL, Learning Communities Program, 2015-present. *Responsible for planning and developing SoTL-related faculty development initiatives within the program as well as offering consultations to faculty teams engaging in SoTL. Accomplishments include the development of a unique online faculty development course for promoting SoTL and scholarly teaching to learning communities faculty nationwide.*
3. Committee Member (2015-present), Chair (2015-16), Center for Excellence in Teaching and Learning (CETL) Scholarship of Teaching and Learning (SoTL) Faculty Funding Committee. *As inaugural chair, responsible for leading discussion and making recommendations on applications for SoTL funding.*

4. Editorial Board Member (2015-present), Learning Communities Research and Practice, *the leading journal for SoTL research on learning communities*.
5. Committee Member (2013), Chair (2014, 2015) Society for the Teaching of Psychology Adjunct Faculty Awards Committee; *Responsible for reviewing applicants (and as chair, overseeing the review process) for teaching awards from the SoTL division of the American Psychological Association*.
6. Faculty Development Committee Member, KSU Faculty Senate, 2016-present. *Responsible for discussion and recommendations for faculty development initiatives (including SoTL) within the faculty senate*.

SELECTED SoTL PUBLICATIONS: *Selected from 18 total publications.*

7. Steiner, H.H. (invited; in progress). Promoting scholarly teaching through targeted faculty development in a learning communities program. In Vicki L. Baker (Ed.) Mid-career faculty development.
8. Edwards, B., & Steiner, H.H. (in progress). Metacognition and motivation in a student-centered calculus course.
9. Steiner, H.H. (2016). The strategy project: Promoting self-regulated learning through an authentic assignment. International Journal of Teaching and Learning in Higher Education, 28 (2), 271-282.
10. Steiner, H.H.; Dean, M. L.; Foote, S.M; & Goldfine, R.A. (2016). The targeted learning community: A comprehensive approach to promoting the success of first-year students in general chemistry. In L.C. Schmidt & J. Graziano (Eds.), Building synergy for high-impact educational initiatives: First-year seminars and learning communities. Columbia, SC: National Resource Center.
11. Steiner, H. H. (2016). Learning communities faculty scholars: An online, targeted faculty development course to promote scholarly teaching. Learning Communities Research and Practice, 4 (1), Article 7.
12. Steiner, H.H. (2014). Teaching principles from cognitive psychology in the first-year seminar. E-Source for College Transitions, 11 (2), 14-16.
13. Steiner, H.H.; Dean, M. L.; Foote, S.M; & Goldfine, R.A. (2013). Applying TLC (a targeted learning community) to transform teaching and learning in science. Learning Communities Research and Practice, 1(3), Article 5.

SELECTED SoTL PRESENTATIONS: *Selected from 8 invited and 27 peer-reviewed presentations.*

14. Steiner, H.H., & Pusateri, T. (2016). Getting started with SoTL in your LCs. Invited pre-conference workshop presented at the National Learning Communities Conference, Atlanta, GA.
15. Pusateri, T., & Steiner, H.H. (2016). Moving your SoTL projects forward. Invited pre-conference workshop presented at the Research on Teaching and Learning Summit, Kennesaw, GA.
16. Steiner, H.H. (2016). Theoretical foundations of the scholarship of teaching and learning. Invited WebEx interactive online lecture presented to the University System of Georgia SoTL Fellows.
17. Trivedi, N., & Steiner, H.H. (2016). Increasing engineering student success and engagement through an integrated, collaborative first-year seminar. Paper presented at the University System of Georgia Teaching and Learning Conference, Athens, GA.
18. Trivedi, N., & Steiner, H.H. (2016). Online faculty development for first-year seminar and learning communities instructors. Paper presented at the Annual Conference on the First-Year Experience.
19. Steiner, H.H., & Foote, S.M. (2016). Using metacognition to reframe our thinking about learning styles. Paper presented at the Annual Conference on the First-Year Experience, Orlando, FL.
20. Steiner, H. H. (2015, February). The strategy project: Promoting self-regulated learning through an authentic assignment. Poster presented at the Annual Conference on the First-Year Experience.
21. Steiner, H.H. (2015). Examining the impact of learning communities. Invited address presented to the faculty of the Learning Communities Program, Kingsborough Community College, Brooklyn, NY.

22. Steiner, H.H. (2015). Connecting the dots: Curricular integration in learning communities. Invited address presented to the Spring Learning Community Institute at the University of Akron, Akron, OH.
23. Steiner, H.H. (2015). A first look at the Learning Communities Faculty Scholars (LCFS) professional development program. Paper presented at the National Learning Communities Conference, Kansas City.
24. Bradford, C., & Steiner, H.H. (2015). In pursuit of happiness: A themed learning community. Paper presented at the National Learning Communities Conference, Kansas City, MO.
25. Steiner, H.H., Foote, S., & Bradford, C. (2015). Supporting first-year STEM students with TLC (A targeted learning community). Paper presented at the Annual Conference on the First-Year Experience.
26. Boettler, L., & Steiner, H.H. (2014). Engaging pedagogies in first-year seminars and learning communities. Paper presented at the Georgia Conference on the First-Year Experience, Kennesaw, GA.
27. Steiner, H.H. (2014). The strategy project: Promoting self-directed learning through an authentic assignment. Paper presented at the National Learning Communities Conference, Bay City, MI.
28. Steiner, H.H. (2014). Thinking about thinking: Practical strategies for using educational psychology to inform teaching and learning. Invited pre-conference workshop presented at the National Learning Communities Conference, Bay City, MI.
29. Steiner, H.H. (2013). Applying TLC (a targeted learning community) to transform teaching and learning in science. Paper presented at the National Learning Communities Conference, Corpus Christi, TX.
30. Steiner, H.H. (2013). Do they need to know *how* they know? Teaching principles of cognitive psychology in the first-year seminar. Paper presented at the Annual Conference on the First-Year Experience, Orlando, FL.
31. Steiner, H.H. (2014, February). The strategy project: An authentic assignment for active learning. Paper presented at the Research on Teaching and Learning Summit, Kennesaw, GA
32. Steiner, H.H. (2013). Promoting active, engaged learning in online education. Invited address presented to the faculty of the Gifted Endorsement Program, University of North Georgia, Dahlonega, GA.
33. Steiner, H.H. (2013). The scholarship of teaching and learning. Invited address presented to the faculty of the Learning Communities Program, Kennesaw State University.

FUNDED SoTL GRANTS

34. Increasing Retention Rates of Mechanical Engineering Students through an Integrated, Collaborative First-Year Course; Ruth Goldfine, Nirmal Trivedi, Laura Ruhala, Hillary Steiner, Lori Lowder, Catherine Bradford; **University System of Georgia, Complete College Georgia Innovation Grant**, Incubate Category; \$25,000, July 1 - Dec. 31, 2016
35. Successful learning in calculus paired with a targeted learning community; Belinda Edwards, Hillary Steiner; **KSU Office of the Vice President for Research**; \$15,956, November 26, 2014 - May 1, 2015
36. The Development of a Targeted Learning Community for General Chemistry (TLC-GC) and its Impact on Student Success and Attitude toward the Sciences; Michelle Dean, Hillary Steiner, Stephanie Foote, Ruth Goldfine; **KSU Office of the Vice President for Research**; \$6,820, March 25 - June 30, 2014

SELECTED SoTL FACULTY DEVELOPMENT

37. CETL Faculty Learning Community, Promoting a Student Centered Learning Environment in Undergraduate STEM Courses, 2014-2015.
38. CETL Faculty Learning Community, Scholarship of Teaching and Learning, 2013-2014.
39. CETL, Quality Matters Online Course Design and Teaching Certification, 2013
40. CETL, Faculty SoTL Travel Award, 2013
41. CETL SoTL Retreat Participant, 2013



14 November 2016

SoTL Awards Committee
USG Board of Regents
270 Washington Street, SW
Atlanta, GA 30334

SUBJ: Letter of Support for Dr. Hillary Steiner, Nominee for the 2017 Regent's Scholarship of Teaching and Learning (SoTL) Award

Dear SOTL Awards Committee Members:

We are particularly pleased to enthusiastically support Dr. Hillary Steiner's nomination for the University System of Georgia's Scholarship of Teaching and Learning (SoTL) Award. Having known Hillary as a colleague since her arrival at KSU, we are all impressed by her commitment to SoTL, which is evidenced by both the quantity and the quality of her work. She is an award-winning professor, a productive scholar, a leader in professional service both on campus and throughout the state, and a mentor to junior and senior professors and staff members. We are confident that she is more than worthy of this statewide recognition.

Hillary joined KSU's Department of First-Year and Transition Studies in 2012. With her background in educational psychology, she was excited to teach both the university's nationally recognized first-year seminars as well as the Introduction to Psychology general education course as part of first-year learning communities. Hillary brought teaching experience from Florida State University, Georgia State University, and the University of Georgia to KSU as well as an established scholarship record that focused on teaching and learning. As her abbreviated CV details, she has continued to excel in every area of faculty responsibility, resulting in her recent tenure award and promotion to the rank of Associate Professor. Moreover, given her years of experience teaching online graduate classes at the University of Georgia, Hillary was awarded graduate faculty status during her first year at KSU and will begin teaching in our recently launched Master's in First-Year Studies program during the spring 2017 semester.

Although we could spend pages detailing Hillary's accomplishments in the classroom, in her role as Associate Director for Learning Communities, and in her meaningful contributions within her many service roles, we will, instead, focus on her scholarship achievements. Hillary has a distinguished list of grant proposals, publications, and conference presentations that exceed her department's expectations for faculty at her rank – or any rank. Her research productivity is notable both in its quantity and in its significance, as she publishes in journals with low acceptance rates and enjoys strong readership rates for many of her publications.

Hillary's most recent publication appeared in the *International Journal of Teaching and Learning in Higher Education*. In only two months, her manuscript was downloaded 130 times, according to the journal's website. She has published book chapters, journal articles, and online peer-reviewed articles. Her national reputation has led to eight invited presentations and to her selection as a University System of Georgia SoTL Fellows Program Mentor. (Notably, the position of SoTL Program Mentor was

specifically created for her when the program administrators deemed her overqualified to be a Fellow but wished to include her in the program in order to draw on her expertise.) Additionally, Hillary is a co-investigator on a collaborative SoTL grant from the USG to promote Complete College Georgia goals.

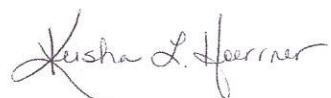
Hillary became intrigued about the role that first-year seminars and integrative learning played within STEM-focused first-year learning communities. She has collaborated with faculty members from the College of Science and Mathematics and the Southern Polytechnic College of Engineering and Engineering Technology to develop successful learning strategies, assignments, and environments to assist incoming students who are interested in STEM majors. These collaborations have resulted in numerous scholarly products including funded internal grants from KSU's Office of the Vice President for Research and an externally funded grant from the USG's Board of Regents. More importantly, these collaborations have, in fact, increased first-year student success for students majoring in STEM disciplines. This is just one example of Hillary's contributions to student success through her thoughtful, well-designed SoTL initiatives.

Hillary's commitment to SoTL and her body of research in this area have culminated in the development of the Learning Communities Faculty Scholars Course. This course, which she designed to promote scholarly teaching and SoTL within the context of learning communities, is a six-week fully online course open to all faculty within and external to KSU who teach in learning communities. Conceived and developed entirely by Hillary, this course allows learning community faculty to take a closer look at theory and literature that can directly impact learning community design and pedagogy through the completion of modules that focus on topics such as the science of learning, the scholarship of teaching and learning, student development theory, and developing integrative assignments. Though still in its infancy, Hillary's course has already received recognition at the state and national levels, further enhancing her national reputation in SoTL, faculty development, and learning communities.

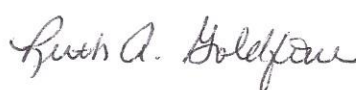
Although Hillary's outstanding body of work is impressive, especially for a faculty member who was just promoted and tenured, her individual accomplishments pale in comparison to her commitment to students, her tremendous enthusiasm for participating in the life of the university, her collaborative spirit, her curiosity to learn more, and her quiet, steady leadership.

We are proud to call Hillary Steiner our colleague and look forward to congratulating her on her well-deserved acknowledgement as the USG SoTL Award recipient.

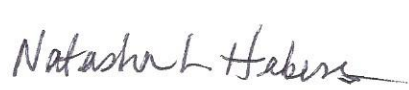
Sincerely,



Keisha L. Hoerrner, Ph.D.
Associate Dean, College of
Undergraduate Studies
University of Central Florida
(Former Dean of University
College at KSU)



Ruth A. Goldfine, Ph.D.
Interim Associate Dean
University College
Kennesaw State University



Natasha Lovelace-Habers, MFA
Interim Chair, Department of
First-Year and Transition Studies
Kennesaw State University



Center for Excellence in Teaching & Learning

November 1, 2016

Dear Members of the Regents Awards Committee:

I am writing to give enthusiastic support to Dr. Hillary Steiner's application for the 2017 Regents' Scholarship of Teaching and Learning (SOTL) Award. I have known Dr. Steiner professionally since 2012 when she began teaching at Kennesaw State University. Dr. Steiner is well-deserving of this award: she has established a national reputation for excellence in teaching, has published SoTL in prestigious venues, and has contributed substantially to advocacy and leadership in SoTL both at her home institution (Kennesaw State University; KSU) and in the University System of Georgia (USG).

I first became aware of Dr. Steiner's excellence as a scholarly teacher when she was honored as the first recipient of the Adjunct Faculty Teaching Excellence Award bestowed in 2012 by the Society for the Teaching of Psychology (STP), a national organization that is a division of the American Psychological Association. At the time Dr. Steiner received this award, she had taught eight years as an adjunct faculty member for the University of Georgia where she received accolades from her students for her commitment to their learning and from full-time faculty members in her department for her contributions above and beyond the expectations for an adjunct faculty member. All of this is documented in the citation she received for this award published on pages 233-234 of the October 2012 issue of *Teaching of Psychology*.

Dr. Steiner and I first met during KSU's faculty orientation in Fall 2012, where she approached me to express her passion for conducting SoTL and inquired about support structures at KSU for pursuing her research. Later that academic year, she submitted a successful application to participate in KSU's 2013 SoTL Writing Retreat, an intensive multi-day workshop that I coordinate, during which faculty work on preparing SoTL manuscripts for publication. Her project at that time, entitled "Teaching Cognitive Psychology Principles in a First-Year Seminar," described the innovative approach she designed to engage first-year students in applying metacognitive strategies explicitly to their own learning. Her manuscript was published in 2014 in *E-Source for College Transitions*, a publication of the well-respected National Resources Center for the First-year Experience and Students in Transition. She has since built upon this early work to develop and publish "The Strategy Project," an easily adaptable pedagogy that promotes self-regulated learning strategies in first-year students. To support her follow-up research, she applied and was selected to participate in KSU's 2013-2014 SoTL Faculty Learning Community, a community of SoTL scholars who meet monthly to discuss and develop their ongoing research. She successfully submitted her Strategy Project to the *International Journal of Teaching and Learning in Higher Education*, which published her work in 2016. Her article documents how four different instructors adapted her pedagogy in their first-year seminars and provides qualitative evidence of how students benefitted academically from applying the Strategy Project to their studies. I believe that the wide dissemination of her work will contribute greatly to student success in initiatives to promote student retention, progression and graduation at USG institutions.

Dr. Steiner's commitment to SoTL extends beyond her own research and the improvement of student learning. She is also a strong advocate for SoTL and has already proved herself to be

a leader in promoting SoTL among her colleagues, particularly among those who teach courses in learning communities. I had the good fortune to participate with Dr. Steiner as a member of a team of KSU faculty who participated in the 2014 National Summer Institute on Learning Communities at The Evergreen State College. Immediately after the Institute, Dr. Steiner designed an online faculty development course that promotes scholarly teaching and SoTL for faculty who teach courses in learning communities. In the past year, Dr. Steiner and I have collaborated to co-present a faculty development workshop on SoTL for faculty who teach in KSU's learning communities. I was so impressed by her contributions to this workshop that I invited her to co-present a similar pre-conference workshop with me at the October 2016 Research on Teaching and Learning Summit, an annual SoTL conference that I coordinate. We are also scheduled to co-present a similar pre-conference workshop at the November 2016 National Learning Communities Conference. She has also published several articles that describe how to promote scholarly teaching among faculty who teach courses in learning communities.

Dr. Steiner has also assumed leadership roles in promoting SoTL at KSU and throughout the USG. She was elected in 2015 as the representative from KSU's University College on the newly-established SoTL Funding Committee (a faculty committee with representatives from each of KSU's Colleges that reviews faculty applications for funding SoTL projects), and her colleagues on the committee elected her as the committee's first Chair. Dr. Steiner has served admirably on this committee and has initiated productive conversations on how to promote and support scholarly teaching and SoTL across the university. At the end of 2015, Dr. Steiner applied to participate in the USG's inaugural SoTL Fellows Program. However, because she had already established herself as a leader in SoTL at KSU, the co-directors of this program invited her to serve as one of the first SoTL Mentors for the program, a role she enthusiastically agreed to fulfill. She is truly passionate about SoTL because she has seen how it can transform student learning in her courses and in the courses taught by her colleagues, and I have no reservations about supporting her nomination for the USG's prestigious Regents' SoTL Award.

Sincerely,

A handwritten signature in cursive script that reads "Thomas P. Pusateri".

Thomas P. Pusateri, Ph.D.

Associate Director for the Scholarship of Teaching and Learning and Professor of Psychology
Center for Excellence in Teaching and Learning

Secretary (2015-2017), Society for the Teaching of Psychology (Division 2 of the American Psychological Association)



Center for Excellence in Teaching & Learning

Dr. Michele DiPietro
Executive Director
Professor of Statistics
mdipietr@kennesaw.edu

March 11, 2016

Outstanding Early Career Faculty Award Selection Committee

Re: Recommendation Letter for Hillary Steiner

Dear members of the selection committee, it is our distinct pleasure to write in support of Dr. Hillary Steiner's application for the Outstanding Early Career Faculty Award. One of us (Dr. DiPietro) has known Hillary since Fall 2012, the other (Dr. Durham) since Fall 2015. We have both interacted with her around issues of the Scholarship of Teaching and Learning (SoTL). We ordinarily do not write letters of recommendation for faculty members, because we are faculty developers (one of us at the campus level, the other at the State level) and as such we serve a formative and not evaluative function. It is simply not our role to comment on our faculty's teaching effectiveness. Therefore we are writing this letter to comment not about Dr. Steiner's teaching in the classroom, but about her role as a campus and state leader advancing SoTL.

We are all expected to be scholarly in our teaching (start with a model of good teaching in mind, act accordingly, collect data on its effectiveness, interpret the data and update our model and our practice in the classroom), but some faculty take matters further, by disseminating the results of such inquiry to the academic community so they can be peer reviewed and publicly validated, the essence of SoTL. Despite having joined KSU only 4 years ago, Hillary is already a campus leader in this respect. Her cv reveals 6 refereed publications, 19 invited/refereed presentations, and one published book since. There is a story there, however, that the numbers alone cannot convey.

In her first year at KSU, Dr. Steiner was selected to participate in the CETL SoTL retreat. This is an intensive off-campus retreat, where faculty work on their SoTL project and receive mentoring from CETL from the better part of a week. Out of 12 participants, Hillary was the only one to complete her manuscript on metacognition, which she immediately submitted for publication and has since been accepted and printed. She then was selected to be in the SoTL Faculty Learning Community, a yearlong accountability group with monthly progress report meetings as well as mentoring from CETL. Aside from the fact that Hillary hardly needed any mentoring at all, she was

again very productive in the FLC, and completed her project from which she extracted publications and presentations. In fact, she was awarded a CETL conference travel fund to go present the results of her project (all CETL funds, travel, retreats, FLCs are competitive).

Following consolidation, CETL restructured the selection process for its funds, and created several committees with elected faculty representatives from the colleges. Dr. Steiner is the representative from University College, and has been serving as the Chair of the committee since. The workload of this committee is not insignificant, since it meets multiple times a year (several deadlines a year for the all the travel funds, plus selection of the SoTL retreat participants, the individuals participating in the SoTL FLC and other CETL-sponsored FLCs, and the faculty-proposed FLCs). Because this is a new committee, it has been organizing itself, creating rubrics and procedures etc. Hillary's leadership has been invaluable in that context.

This takes us through the current academic year. SoTL is a priority for the USG, and in order to support it the System created the USG SoTL Fellows program, providing mentoring and support for individual faculty members who are engaging in a research project, with opportunities to showcase the results of their research at the state level. Hillary was part of the inaugural applicant cohort, proposing a research project on using authentic assessments in interdisciplinary faculty learning communities to promote self regulated learning, offering to not only share the data and results of the research, but to make available for public use the authentic assessments that would have been created during the project. The application was favorably received at the system level, especially due to the interdisciplinary nature of Hillary's research (specifically with ties to STEM, such as Mathematics, Chemistry, and now even Mechanical Engineering). However, she was not selected as one of the Fellows. The reason is simple. Her extensive experience, expertise and leadership in SoTL already overqualified Dr. Steiner beyond the level of the inaugural applicants cohort. Given the program emphasis on mentoring and the space constraints, the committee opted to select people who could benefit more from the experience. However, the USG wanted to retain Dr. Steiner's expertise into the program and in order to do so, it created the figure of SoTL Mentor, inviting Hillary to join them as one of two inaugural SoTL mentors at the State level.

There is a coda to this story. CETL runs a yearly SoTL conference, the Research on Teaching and Learning Summit (which in its 23rd year attracts participants beyond Georgia to the whole South East, and even some national and international participants, and where Hillary has already presented). One of the features of the conference is a pre-conference workshop, "Moving Your SoTL Project Forward." This preconference

workshop is usually run by the CETL Executive Director and the Associate Director for SoTL. Dr. DiPietro has recently become unavailable, so we have asked Dr. Steiner to be the workshop co-facilitator. Her experience in SoTL and now in mentoring the GA SoTL Fellows makes her ideal for this role.

We hope we have done justice to Dr. Steiner scholarship, leadership and service in SoTL. If we can provide any further information, please do not hesitate to contact us.

Sincerely,




Dr. Michele DiPietro
Executive Director
CETL



Dr. Ginger Durham
Assistant Vice-Chancellor, Faculty Development
University System of Georgia

Appendix B: Compendium of E-mailed Feedback on SoTL Work

**USG Program Spotlight**

From: Denise Domizi
To: Hillary Steiner

November 9, 2016 3:26 PM

Dear Dr. Steiner,

The *Learning Communities Faculty Scholars Course* that you designed and facilitate is being featured on the USG Faculty Development page as our Program Spotlight:
http://www.usg.edu/facultydevelopment/centers/program_spotlight

We have also shared on Facebook and Twitter:
<https://www.facebook.com/usgfacultydevelopment/posts/1330200000364916>
https://twitter.com/FacDev_USG/status/796440666746322944

You have done an outstanding job of distilling foundational topics about learning communities into meaningful yet concise modules. Both the content and the quality of the course are exceptional. I can see this being a real value to faculty who teach in learning communities.

We invite you to share these links through your own sharing channels.

Warmly,
Denise P. Domizi, PhD
Director of Faculty Development
Co-Director, USG SoTL Fellows Program

Board of Regents, University System of Georgia

**A note about to acknowledge your outstanding contributions!**

From: huntings
To: Hillary Steiner


November 18, 2016 4:54 PM

Dear Hillary Steiner,

As the Scholarship of Teaching & Learning (SoTL) community gains force, we rely on leaders like you to articulate and disseminate the foundational high impact practices that have begun to transform academic institutions and pedagogy. As you work to teach the teachers about student engagement, you have developed exemplary workshops, presentations, and course materials, all of which are grounded in the intellectual rigor to which the SoTL movement aspires. Further, as an educational psychologist, you have brought your disciplinary knowledge to our work, modeling the ways in which SoTL and traditional academic scholarship are complementary endeavors—a major contribution to our collective project. As educators strive to improve the quality of undergraduate education, they have turned to you, and it's not surprising that you have now reached an audience across the United States, and beyond. In your characteristically engaging style, you have been instrumental in representing the values, practices, and impacts of SoTL.

With Gratitude,

Sara Huntington
Member Of the Faculty
Associate Editor, *Learning Communities: Research & Practice*

**SoTL event yesterday**

From: Amy D. Howton
To: Hillary Steiner
Cc: Tom Pusateri

April 27, 2016 1

Hillary,

Thank you for putting together a highly informative event [yesterday](#). The introduction to SoTL was very helpful to me, particularly the explanations and resources provided.


Could you please suggest the best place for me to order the Gurung and Wilson book with the worksheets?

Thanks again!

Amy

Amy Howton, M.F.A.

Associate Professor
Kennesaw State University

**RE: Theoretical Foundations of SoTL Presentation**

From: Mary Carney
To: Hillary Steiner Denise Domizi

June 28, 2016 4

Hi Hillary,

Let me say what a great presentation! Thank you so much for bringing your expertise and your polished presentation skills.

Best,

Mary

**FYE - Metacognition Presentation**

February 22, 2016 10:37 PM

From: (Kristen Galloway)

To: (Hillary Steiner)

Tags: Research X

Dr. Steiner,

I am attending the FYE conference in Orlando. On Sunday morning I went to your session on metacognition, and as it began I was immediately hooked. Shortly later, I was asked to leave because the room was too full.

I am writing because I hoped that you would be willing to share your powerpoint with me so that I can get as much of the content as possible. I think your research is fascinating and I would like to be able to incorporate it into my first-year seminar class.

Thank you so much!

Kristen Galloway, MSW | Academic Advisor
UCLAS Learning Community Coordinator
UNC Charlotte | University Advising Center, 2200 Colvard

**the Strategy Project assignment**

September 28, 2016 3:09 PM


From: (Debra J Tomanek)

To: (Hillary Steiner)

Dr. Steiner,

I read with much interest your recent article in the *International Journal of Teaching and Learning in Higher Education*. What interesting work you do! I am wondering if you could send me the updated version of the assignment that you used after the pilot and references to any additional research that you have published on this topic. I'd love to read more!

Thanks so much,
Debra Tomanek

Debra Tomanek, Ph.D. 
Professor, Molecular & Cellular Biology
University of Arizona

**Strategy Project**

September 22, 2016 10:51 A

From: (Carlita Favero)

To: (Hillary Steiner)

Dear Dr. Steiner, I have just read your recent publication on the Strategy Project and am very excited by your idea! I am planning to implement in my course this semester and was hoping that you would be willing to send me the updated version of the assignment?

*I check email at 9am, 12 noon, and 4pm Monday through Friday.
If you need an immediate response, please call me at 610-409-3041.*

Carlita Favero
Associate Professor
Biology and Neuroscience
Thomas 123
Phone: 610-409-3041
cfavero@ursinus.edu

**Ursinus College****Strategy Project**

March 2, 2016 10:07 AM

From: (Anna K. Egging)

To: (Hillary Steiner)

Dear Hillary,

I wanted to thank you for your presentation on metacognition during the FYE conference; I found it informative and inspirational. I'm working on developing my institution's First Year Seminar, and I left the conference excited to get back to work.

I'm wondering if you would be willing to send me info. on the strategy project you described (the assignment, rubrics, etc). I remember you saying info. about it would be published soon, but if there's anything you could send me I would be grateful. Thank you, and thanks again for a great session!

Best,
Katie Egging

Anna (Katie) Egging, Ph.D.
Assistant Professor of English
St. Gregory's University