

REFERENCES

- CASTL survey (2004). Developed by the Carnegie Academy for the Scholarship of Teaching and Learning Program. The Carnegie Foundation for the Advancement of Teaching. Retrieved from: http://archive.carnegiefoundation.org/publications/pdfs/tools-sharing/CASTL_survey.pdf
- Felten, P. (2013). Principles of good practice in SoTL. *Teaching & Learning Inquiry*, 1(1), 121–125. <https://doi.org/10.20343/teachlearningqu.1.1.121>
- Georgia Board of Regents. (2021). USG Policy Manual, section 8.3.14 Enhancing Teaching and Learning in K-12 Schools and USG Institutions. Retrieved from: https://www.usg.edu/policymanual/section8/C245/#p8.3.14_enhancing_teaching_and_learning_in_k_12_schools_and_usg_institutions
- Georgia Southern University. (2021, March 19). *2020-2021 Fact Book*. Georgia Southern University. Retrieved from: www.georgiasouthern.edu/factbook
- Gurung, R. A., Ansburg, P. I., Alexander, P. A., Lawrence, N. K., & Johnson, D. E. (2008). The state of the scholarship of teaching and learning in psychology. *Teaching of Psychology*, 35, 249–261. <https://doi.org/10.1080/00986280802374203>
- Gurung, R. A. R., & Schwartz, B. M. (2010) Riding the Third Wave of SoTL. *International Journal for the Scholarship of Teaching and Learning*, 4(2), Article 5. <https://doi.org/10.20429/ijstol.2010.040205>
- Huber, M.T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. Jossey-Bass.
- Hutchings, P., Huber, M.T., & Ciccone A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. Jossey-Bass.
- Jackson, B., & MacMillan, M. (2019, September 30). Where do presenters at ISSOTL come from and what can this tell us about SoTL? Part Two: A closer look at the ISSOTL maps. ISSOTL Blog. <https://issotl.com/2019/09/30/where-do-presenters-at-issotl-come-from-and-what-can-this-tell-us-about-sotl-part-two-a-closer-look-at-the-issotl-maps/>
- Maurer, T.W. (2021, October). Translating SoTL findings to students to effect learning: Sustainability through knowledge mobilization. Virtual paper presented at the ISSOTL Conference, Perth, Australia.
- Maurer, T.W., Woolmer, C., Powell, N., Sisson, C., Snelling, C., Stalheim, O., & Turner, I. (2021). Sharing SoTL findings with students: An intentional knowledge mobilization strategy. *Teaching and Learning Inquiry*, 9(1). <https://doi.org/10.20343/teachlearningqu.9.1.22>
- Potter, M. K., & Kustra, E. D. H. (2011) The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications,” *International Journal for the Scholarship of Teaching and Learning*, 5(1), Article 23. <http://digitalcommons.georgiasouthern.edu/ijstol/vol5/iss1/23>. <https://doi.org/10.20429/ijstol.2011.050123>
- Premadasa, K. (2014). SoTL as Sherwood Forest: A Review of the SoTL Commons Conference 2014. *Teaching and Learning Inquiry*, 2 (2), 115–116. <https://doi.org/10.20343/teachlearningqu.2.2.115>
- Reinke, J.S., Muraco, J.A., & Maurer, T.W. (2016) The state of scholarship of teaching and learning in family science. *Family Science Review*, 21(2) 18-37. <https://doi.org/10.26536/FSR2016.21.0202>
- Wuetherick B., & Yu, S. (2016) The Canadian teaching commons: The scholarship of teaching and learning in Canadian higher education. *New Directions for Teaching and Learning*, 2016 (146), 23-30.. Retrieved from: <https://doi.org/10.1002/tl.20183>
- Wuetherick, B., Yu, S., & Greer, J. (2016). Exploring the SoTL landscape at the University of Saskatchewan. *New Directions for Teaching and Learning*, 2016 (146), 63-70. <https://doi.org/10.1002/tl.20188>