Mar 26th, 2:00 PM - 2:45 PM

Using SoTL for Faculty Development and Institutional Decisions

Tom Pusateri
Kennesaw State University, GA, tpusater@kennesaw.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2014/33

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Using SoTL for Faculty Development and Institutional Decisions

Thomas P. Pusateri, Ph.D.
CETL Associate Director for the Scholarship of Teaching and Learning
Kennesaw State University

presented at the SoTL Commons

March 26, 2014
tpusater@kennesaw.edu

Good Teaching, Scholarly Teaching, and the Scholarship of Teaching & Learning


• Good teaching: General expectations
  “[A]ll faculty have an obligation to teach well, to engage students, and to foster important forms of student learning—not that this is easily done. Such teaching is a good fully sufficient unto itself.”

• Scholarly teaching: Teaching is “reflective” and “informed”
  The teacher incorporates current ideas in discipline content and pedagogy
  The teacher collects evidence of success (e.g., classroom assessment)
  The teacher “invites peer collaboration and review”

Good Teaching, Scholarly Teaching, and the Scholarship of Teaching & Learning (continued)

• The Scholarship of Teaching & Learning involves 4 additional criteria:
  The teacher makes the work public (e.g., presentations, publications)
  The work is “open to critique and evaluation” (e.g., formal peer review)
  The work is adaptable for replication and modification by others
  The work “involves question-asking, inquiry, and investigation, particularly around issues of student learning”

SoTL is “the mechanism through which the profession of teaching itself advances”

How is “scholarly teaching” supported on your campus?

* Book club
* Rider University - SoTL group throughout academic year
* Discuss pedagogies from different disciplines, Projects posted
* Summer stipends ($250) on progress to a project
* Conferences: Funding to SoTL
* Wieman: STEM work. Speaker introduced model of STEM edu.
* SoTL Fellows (Started in science departments)
* Weekly meetings, campus-wide support, Web sites
*
Recommended book for SoTL beginners
McKinney (2007)

1. What is SoTL?
2. Why do SoTL?
3. How do I... Get Started?
4. ...Move My Project Forward?
5. ...Consider Practical & Ethical Issues?
6. ...Design My SoTL Project?
7. ...Make SoTL Public / Document It?
8. Disciplinary/Institutional Contexts?
9. Future Trends of SoTL?

The Scholarship of Teaching and Learning: Institutional Integration and Impact
Hutchings, Huber & Ciccone (2011)

Four areas of institutional impact
- Teachers and Learning
- Faculty Development
- Assessment
- Valuing and Evaluating Teaching

HH&C (2011): Teachers and Learning
- Teachers value inquiry and are reflective professionals
- SoTL may improve their own teaching & students’ learning
  - Articulating goals for students
  - Changes in pedagogies
  - Changes in assessments
  - Course redesign
- What qualifies as scholarship of teaching and learning?
  - Adherence to standards of disciplinary research?
  - Less polished work presented in local forums?
- SoTL for Individuals – Departments/Institutions - Disciplines

Recommended books on SoTL in Disciplines
Huber & Morreale (2002)
Gurung & Schwartz (2009)
What differences exist on your campus in disciplinary approaches and values related to the scholarship of teaching and learning?

* From Peter's talk: {Disciplinary associations: Assessment?}
  * Educational research: Action research
  * History: Textual analysis
  * Do we all have to learn statistics to do SoTL?
  * Interdisciplinary collaborations/sharing (e.g., SoTL groups)
  * Professor of Teaching (Rank); Instructor/Lecturer
  * Research grants, monies (SoTL may not meet this standard)
  * Accreditation: Different reviewers have different philosophies on qualitative versus quantitative research
  * We need to be careful of viewing social science as "standard"
  * Laboratory versus field research; Journals vs. other pubs.

What strategies have worked (or failed) on your campus?

* Faculty convivial (social setting, poster and formal presentation)
  * Focuses on Boyer's taxonomy; SoTL involved w/assessment
  * Classroom action research (may not be valued for P&T)
  * New faculty: Course portfolios; three memos per year
  * One memo: Provide analysis of range of your student work
  * Helping faculty view student work analytically vs. grades

HH&C (2011): Valuing and Evaluating Teaching

Institutions claim to value teaching but may not reflect this via recognition and rewards

• Is SoTL considered teaching, scholarship, or both?

• What products count as SoTL scholarship?

• How is SoTL valued for promotion and tenure?
  – Faculty handbook and departmental guidelines
  – Perspectives of Deans, Chairs, P&T Committee members

Examples:

Workshops
Book clubs
Consultations
Web resources
Faculty Learning Communities
Writing Retreats
Research grants
Travel funding
SoTL Symposium
Fellowships
Newsletter
SoTL Journal

Cox (2002)
Google “Faculty Learning Community” Miami Ohio
Felten, Moore, & Strickland, (2009)
Google “Faculty Writing Residency” Elon
Wright, Finelli, Meizlish, & Bergom (2012, March/April)
Google the title to visit Change + Link to grants page

HH&C (2011) Faculty Development

Illinois State University: http://sotl.illinoisstate.edu/
Example: University of Sydney (Brew & Ginns, 2008)

- Developed a performance-based funding system for programs incorporating measures of teaching quality: the Scholarship Index (beginning in 2000)
  - Certification in teaching (10)
  - National/state teaching award (10)
  - National/state award finalist (5)
  - College-level teaching award (2)
  - Good teaching
  - Clear goals and standards
  - Appropriate workload
  - Appropriate assessment
  - Generic skills

SoTL Journals
For a list of journals that publish SoTL, visit:
http://cetl.kennesaw.edu/teaching-journals-directory

digitalcommons.georgiasouthern.edu/ij-sotl
josotl.indiana.edu
mountainrise.wcu.edu/
Using SoTL for Faculty Development and Institutional Decisions
Thomas P. Pusateri, Presented at the SoTL Commons, March 26, 2014

Books and Articles


Cox, M.D. (2002). Proven faculty development tools that foster the scholarship of teaching in faculty learning communities. To Improve the Academy, 21, 268-284.


Institution Web sites
Illinois State University: sotl.illinoisstate.edu
Indiana University – Bloomington: citl.indiana.edu/programs/sotl
University of Central Florida: www.fctl.ucf.edu/researchandscholarship/sotl

Conferences (Also visit cetl.kennesaw.edu/teaching-conferences-directory)
Association of American Colleges and Universities: www.aacu.org/meetings
International Society for the Scholarship of Teaching and Learning: www.issotl.com/events/conferences-2
SoTL Commons: academics.georgiasouthern.edu/sotlgsu/commons
University System of Georgia Teaching & Learning Conference: www.usg.edu/facultyresources/conference

Journals (Also visit cetl.kennesaw.edu/teaching-journals-directory)
International Journal of SoTL: digitalcommons.georgiasouthern.edu/ij-sotl
Journal of the Scholarship of Teaching and Learning: josotl.indiana.edu
MountainRise: mountainrise.wcu.edu
Teaching & Learning Inquiry: www.issotl.com/publications-2/teaching-learning-inquiry-tli