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How to Create a Faculty-Driven Cost Effective SoTL Center

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HOW TO CREATE A FACULTY-DRIVEN COST EFFECTIVE SOTL CENTER

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The Teagle Foundation
Where is Juniata?

- Juniata College is a small, private, residential, liberal arts college in central PA.
  - 1600 students
  - 100 faculty
Organization

- Development of the SoTL Center
- Structure of the SoTL Board
- Overview of SoTL Center activities
- Overview of the costs $$
- Discussion
Discussion

• What are potential obstacles or sources of support for SoTL at your institution?

• Would the Juniata SoTL model work at your institution?

• How else could we evaluate the impact of SoTL on our campus?
Development of the SoTL Center

• “I believe that although small liberal arts colleges claim to care about teaching, the majority only give lip service to the idea.” Michael Reder, Connecticut College

• We submitted a grant to establish a SoTL center.
  • 4 faculty members (3 psychologists, 1 biologist) and supported by the administration
  • $150,000 for a 3 year grant
    • Year 1: planning and developing our center mission
    • Year 2: establishing the center location and activities to support the mission
    • Year 3: continue SoTL programming and share our SoTL model
Structure of the SoTL Board

- Rotating 3 person SoTL board
  - 3 year commitment

- Director Designate- 1 course release
- Director- 1/2 time teaching release for the year
  - Duties: Programming, Consulting, SoTL Project
- Past Director- 1 course release

- Over time, this model should help distribute SoTL expertise across campus as different members of the campus community rotate on and off of the SoTL board
- Members of the board have been from biology (2), psychology (3), and mathematics & computer science (1)
Development of the SoTL Center

- SoTL Center Mission

- The goals of the center are to increase:
  - open and honest discussion of issues related to teaching effectiveness at Juniata
  - awareness of the literature on evidence-based practices in education at Juniata
  - scholarly teaching at Juniata
  - the scholarship of teaching and learning (SoTL) at Juniata
Overview of SoTL Center Activities

• Brown Bags

• Learning Communities (broadly defined)

• Summer SoTL grants
Overview of SoTL Center Activities

• Brown Bags
  • Biweekly
    • Literature reviews
    • Mentoring sessions, planning a SoTL project
    • SoTL Center sponsors lunch

• Participation, Attendees
  • 2009-2010: 27-40, M=32. 21 out of 22 departments
  • 2010-2011: 26-35, M=31. 21 out of 22 departments
  • Over 2 years, every department was represented

• Participation, Presenters
  • 2009-2010: 8 out of 22 departments
  • 2010-2011: 7 out of 22 departments
  • Over 2 years, 13 out of 22 departments presented
Overview of SoTL Center Activities

- Sample semester: Fall, 2010
  - 9/8: A Discussion of Course Portfolios (Scholarly Teaching)
  - 9/22: Quantitative reasoning, the CLA, and MA103 (SoTL Project)
  - 10/6: Self-assessment; Promoting student ownership of course performance (Scholarly Teaching)
  - 10/20: Teaching On-line (Scholarly Teaching, SoTL Project)
  - 11/3: Testing a measure of Psychological Critical Thinking (SoTL project)
  - 11/17: Perceptions of classroom incivility; Views from both sides (Scholarly Teaching)
  - 12/1: Assessing Undergraduates’ Comprehension of Geologic Time (SoTL project)
Overview of SoTL Center Activities

• Learning Communities
  • Wine, water, soda & chips provided

• Teaching Excellence-
  • 8-11 attending (year one)
  • 8-18 attending (year two)
  • Topics: student accommodations, tenure process, time management, campus counseling, campus politics

• Spring, 2009: Scholarship of Teaching and Learning, Kathleen McKinney
  • 15 faculty, staff, and administrators
Overview of SoTL Center Activities

- Spring, 2010: Making Teaching and Learning Visible, Bernstein, Bernett, Goodburn, Savory
  - 14 faculty members

- Course Portfolios
  - 17 faculty from 10 departments have begun creating course portfolios
    - 6 Full, 6 Associate, 5 Assistant
Overview of SoTL Center Activities

- Summer SoTL grants
  - Designed to encourage the development of SoTL projects
  - $1200. ½ now, ½ at completion
  - Commitment to present at a SoTL Brown Bag

- Summer 2010, 9 applications (10 different faculty), 2 applications withdrawn, 3 awards
  - The Value of Comics in Education, Biology
  - Improving Students’ understanding of Geological Time, Geology
  - The Enhancement of Critical Thinking & Quantitative Reasoning Skills in an Introductory Math Course, Math

- Summer 2011
  - $4,000
Overview of SoTL Center Activities

- Presentations & Publications 2006
  - 2 SoTL presentations
  - 0 SoTL related publications

- Presentations & Publications 2007
  - 3 SoTL presentations
  - 0 SoTL related publications

- Presentations & Publications 2008
  - 3 SoTL presentations
  - 0 SoTL related publications

- Presentations & Publications 2009
  - 6 SoTL presentations
  - 1 SoTL related publications

- Presentations & Publications 2010
  - 5 SoTL presentations
  - 1 SoTL related publications
Overview of SoTL Center Activities

• Survey administered in August, 2009 to assess faculty...
  • Knowledge of SoTL literature
  • Use of SoTL literature to inform teaching
  • Attitudes about SoTL and campus support for SoTL
  • Production of SoTL

• We have helped bring numerous speakers to campus including: Michael Reder, Milton Cox, and Daniel Bernstein
Overview of the costs $$

- 2010-2011 Budget (w/o personnel)
  - Brown Bags $3000
  - Learning Communities $2600
  - Summer SoTL grants $3875
  - Office/instructional $500
  - Travel $550
  - **Sum** $10,525
Overview of the costs $$

- 2010-2011 Personnel Budget

SoTL Board Course Releases
- \( \frac{1}{2} \) time course release $= \text{half of total compensation}$
- 2 course releases $= 2 \text{ adjuncts}$
- Sum $= \$52,000$
Discussion

• What are potential obstacles or sources of support for SoTL at your institution?

• Would the Juniata SoTL model work at your institution?

• How else could we evaluate the impact of SoTL on our campus?