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Help Gilligan get off SoTL Island!

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Help Gilligan Get off the SoTL Island!

As you enter and sit down, please take a few moments to introduce yourself and greet the people around you. (At least 1 other person!)
Hello!

We are Catherine Ford & Deidra Peaslee

We are here because we are passionate about SoTL and want to support others in the pursuit of gaining on campus collaboration and institutional support.
Tour Guides

We want to help you navigate the waters between SoTL island and your institutional mainland.
Help Gilligan Get Off the SoTL Island!
What are the boulders in your way?
Identify barriers to getting off the SoTL Island.

Working with a few folks near you, identify all the different kinds and sizes of rocks that might prevent or make travel difficult towards the SoTL Mainland.
Barriers/Rocks

→ Time
→ Support
→ Knowledge
→ Cost
Barriers/Rocks

→ Time
→ Support
→ Knowledge
→ Cost

Considering Other Perspectives

Administration
Faculty
How do I overcome these barriers?

We must first consider change theory.
Change Theory: Lewin & Kotter

Before we begin, we need to address how to create and sustain change.

**LEWIN**
- Unfreeze
- Change
- Refreeze

**KOTTER**
- Establish a sense of urgency
- Create a guiding coalition
- Develop a vision and strategy
- Communicate the change vision
- Empower broad-based action
- Generate short-term wins
- Leverage short-term gains to continue making changes
- Anchor New Approaches in the Culture
Applying change model

→ 2 barrier examples
Work with and around the rock, not through the rock. It’s not about using a hammer or an explosion.

Measurable change can take time.
Barrier example: Administration perspective

→ Time
→ Support
→ Knowledge
→ Cost
# Navigating or Changing the Rock

<table>
<thead>
<tr>
<th>Unfreeze</th>
<th>Change</th>
<th>Refreeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve administration early and collegially</td>
<td>Assure impact is across the college not just for one discipline</td>
<td>Provide support and training</td>
</tr>
<tr>
<td>Show potential for revenue increase through retention</td>
<td>Talk about how this has changed your teaching</td>
<td>Celebrate successes TOGETHER!</td>
</tr>
<tr>
<td>Demonstrate lack of research on &quot;our&quot; students</td>
<td>Recognize those helping to make change</td>
<td>Communicate change</td>
</tr>
<tr>
<td>Show a manageable plan for how this can be implemented</td>
<td>Look for external funding opportunities</td>
<td>Continue to reflect and share how this has changed you as a teacher</td>
</tr>
</tbody>
</table>
Making this concrete (Barriers - Admin perspective)

- Look for opportunities to broaden impact
- Make sure executive team is fully aware of achievements
- Take care of the details
- Continue to apply concepts within your teaching
- Longitudinal research
Barrier example:
Faculty perspective

→ Time
→ Support
→ Knowledge
→ Cost
Navigating or Changing the Rock

**Unfreeze**
- Promote the mindset that it is not about doing more rather doing something different.
- Embrace one small change at at time
- Create communities of practice
- Identify how SoTL can be done in small manageable pieces
- Understand why others are resistant
- Compensation comes in many forms

**Change**
- Engage as many as possible
- Communicate with colleagues and departments about the process
- Set incremental goals
- Recognize those helping to make change
- Bridge silos within institution

**Refreeze**
- Provides support and training
- Celebrate successes – TOGETHER!
- Communicate change
- Continue to reflect and share how this has changed you as a teacher
Making this concrete (Barriers - Faculty perspective)

- Engage in authentic conversations.
  - Discern the details of “why”
- Develop a vision of the Mainland and actions steps needed to achieve arrival
- Send out a call for lunch or coffee to talk about teaching and sharing ideas
- Attend pedagogical based conferences
- Present at Faculty Development and to departments
- Act as “pointperson” to help others eliminate barriers
- Set up informal meetings/gatherings dedicated to working SoTL
- Link to national research about reflective practitioners
Making this concrete (Barriers - Faculty perspective)

→ Seek grants: institutional, system-wide, national organizations both content area and teaching & learning focused
→ Actively encourage others to engage in this work and offer to be a mentor
→ Engage in authentic conversations with administration – find an ally
→ Connect SoTL work to college/university mission and strategic plan
Moving from the island to the mainland is part of institutional culture change
What is your plan?

Fill in your map - identify barriers (rocks) and some strategies to pursue to get past the rocks (routes to the island)
Help Gilligan Get Off the SoTL Island!

Barrier #1

SoTL Island

Barrier #2

Barrier #3

Barrier #4

Barrier #5

My institution
Our SoTL Mainland

SoTL Scholars Program
The way to impact students is in the classroom.
Each year we bring more and more faculty to our SoTL mainland & impact culture change.
Their SoTL studies use excellent teaching to drive improved student success.
Want to learn more about our SoTL Scholars program?

https://anokaramseysotl.wordpress.com/
SoTL Survival Kit

- **Crayon** – to inspire you to go out and consider outside the line ideas in configuring a SoTL program
- **Sponge** – soak up student data to inform decisions and SoTL program support
- **Sandpaper** – help you smooth rocks/barriers
- **Rubberband** – reminder to be flexible with your ideas
- **Post it note** – keep communication flowing
- **Mint** – Initiate critical conversations
- **Extra gum** – It’ll take little “extra” effort to get off the island
- **Laffy Taffy** – reminder to maintain your humor in sticky situations
- **Tootsie roll** – a reminder to let setbacks “roll” off your shoulders or a reminder of the important “roll” you play
ANY OTHER QUESTIONS?

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