

Scholarship of Teaching and Learning

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Armstrong Atlantic State University

Scholarship of Teaching and Learning (SoTL) Survey, Fall 2011

1. How many years have you been employed by this institution?

Less than 5

5 - 10

>10 - 15

>15 - 20

More than 20

2. How many years have you been teaching in higher education (all institutions combined)?

Less than 5

5 - 10

>10 - 15

>15 - 20

More than 20

3. What department or organizational unit do you consider to be your "home"?

4. What is your primary disciplinary affiliation?

5. Which of the following best describes your academic rank, title, or position at this institution during the Fall 2011 term?

Professor

Associate Professor

Assistant Professor

Instructor

Other (please specify)

6. What is your current tenure status?

Tenured

Tenure-track

Non tenure-track

Other

Other (please specify)

7. Which of the following best describes your professional engagement with K-12 education?

None

Minimal

Moderate

Extensive

Part II General Information Regarding the Scholarship of Teaching and Learning (SoTL)

8. Please answer the following:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

I am comfortable defining the term 'Scholarship of Teaching and Learning' (SoTL).

My perception is that SoTL is a viable research method in my discipline.

I am comfortable with designing a research question involving improvement of teaching and learning.

Strongly Disagree Disagree Neutral Agree Strongly Agree

I am comfortable with completing or outlining a research plan to explore opportunities to improve teaching and learning.

I understand how research findings can be used to improve educational opportunities.

I can identify three professional outlets for sharing SoTL research.

I am satisfied with my current level of research contributions in the area of teaching and learning.

The body of literature on teaching and learning is important to my success as a teacher.

The body of literature on teaching and learning is important to my students' success.

9. Describe your overall level of research contributions in the area of teaching and learning to this point in your career?

None

Minimal

Average

Significant

Prolific

Part III Participation in the Scholarship of Teaching And Learning (SoTL)

The phrase 'scholarship of teaching and learning' may be used to denote a range of different kinds of activities and work. We are interested in knowing which of these kinds of activities you have engaged in.

10. Have you engaged in the following activities? (Check those that apply):

Framed and investigated questions about T & L within my own classroom

Worked with colleagues at Armstrong in framing and investigating questions about T & L

Worked with colleagues beyond Armstrong in framing and investigating questions of shared concern about T & L

Participated in campus-based professional development centered on the SoTL

Attended a session devoted to the scholarship of T & L at a discipline-based conference

Presented my scholarship on T & L at a discipline based conference

Attended a session devoted to the scholarship of T & L at a SoTL conference

Presented my scholarship on T & L at a SoTL conference

Published (or had a submission accepted for publication) my own scholarship on T & L in a journal or book

Made my SoTL available on a website

Received campus funding for a project on the SoTL

Received external funding for a project on the SoTL

Took on a leadership role in changing (or trying to change) departmental policies on teaching to more fully reflect the principles of the SoTL

Took on a leadership role in changing (or trying to change) Armstrong's policies on teaching to more fully reflect the principles of the SoTL

Am currently working on a project in the SoTL

Part IV Departmental Context

11. We are interested in understanding the organizational contexts for your work. The following questions focus on the environment within your department.

Strongly
Disagree

Disagree

Neutral

Agree

Strongly Agree

Don't
Know/Not
Applicable

In past 5 years, my
department has

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|--|-------------------|----------|---------|-------|----------------|---------------------------|
| broadened the criteria for assessing teaching performance to more fully reflect the principles of SoTL | | | | | | |
| My department's policies encourage faculty to reflect upon their teaching performance | | | | | | |
| Within my department, other faculty members are actively involved in SoTL | | | | | | |
| My department offers adequate release time to faculty who engage in SoTL projects | | | | | | |
| My department provides adequate financial support for faculty to engage in SoTL | | | | | | |
| Department norms encourage participation in SoTL | | | | | | |
| Some of my departmental colleagues find my work in SoTL problematic | | | | | | |
| Faculty members in other department's at Armstrong are actively involved in SoTL | | | | | | |
| Other department's provide more support | | | | | | |

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|---|-------------------|----------|---------|-------|----------------|---------------------------|
| for SoTL than my department does | | | | | | |
| When hiring new faculty, my department regards applicants' interest in SoTL favorably | | | | | | |
| My department head has actively encouraged involvement in SoTL | | | | | | |

Part V Campus Context

12. This set of questions is focused on the environment at Armstrong beyond your own department.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|---|-------------------|----------|---------|-------|----------------|---------------------------|
| Over the past 5 years Armstrong has re-examined its approach to rewarding teaching. | | | | | | |
| Over the past 5 years Armstrong has broadened the criteria for assessing teaching performance to more fully reflect the principles of SoTL. | | | | | | |
| Over the past 5 years Armstrong has established formal structures to support SoTL. | | | | | | |

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|---|-------------------|----------|---------|-------|----------------|---------------------------|
| Top-level academic leaders at Armstrong have taken significant steps to support SoTL. | | | | | | |
| Faculty members in formal leadership roles (senate president, department head, etc) have actively supported the SoTL. | | | | | | |
| Support for SoTL is widespread. | | | | | | |
| The criteria for promotion decisions at Armstrong reflect the principles of SoTL. | | | | | | |
| SoTL is integrated into other institution priorities and initiatives. | | | | | | |
| The criteria for tenure decisions at Armstrong reflect the principles of SoTL. | | | | | | |
| Faculty members at Armstrong have received tenure based at least in part on SoTL. | | | | | | |
| The criteria for teaching awards presented at Armstrong are consistent with principles of SoTL. | | | | | | |

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|---|-------------------|----------|---------|-------|----------------|---------------------------|
| There are adequate campus-level funding opportunities for SoTL projects at Armstrong. | | | | | | |
| Armstrong offers adequate release time for SoTL projects. | | | | | | |

Part VI Constraints (obstacles to faculty involvement)

13. Each of the following has been identified at some institutions as an obstacle to greater faculty involvement in the scholarship of teaching and learning.

To what extent do you agree with each of the following statements?

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Don't Know/Not Applicable |
|--|-------------------|----------|---------|-------|----------------|---------------------------|
| The tension between demands for research productivity and SoTL is an obstacle to greater faculty involvement in SoTL at Armstrong. | | | | | | |
| The tension between demands of teaching loads and SoTL is an obstacle to greater faculty involvement in SoTL at Armstrong. | | | | | | |
| Confusion among faculty about what constitutes SoTL is an obstacle to greater faculty involvement in SoTL. | | | | | | |

Strongly Disagree Disagree Neutral Agree Strongly Agree Don't Know/Not Applicable

Lack of leadership among top-level administrators is an obstacle to greater faculty involvement in SoTL at Armstrong.

Many faculty members' perception of SoTL as an addition to their workload is an obstacle to greater faculty involvement in SoTL at Armstrong.

The fear that making teaching results public could undermine faculty members' academic freedom is an obstacle to greater faculty involvement in SoTL at Armstrong.

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