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Creating Opportunities for Institutional and Disciplinary SoTL Advocacy and Growth

Jennifer Friberg
Illinois State University, jacfriberg@comcast.net

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Creating Opportunities for Institutional and Disciplinary SoTL Advocacy and Growth

Jennifer Friberg
Kathleen McKinney

Illinois State University
Goals for SoTL Advocacy

• Efforts to advocate for SoTL across institutions and disciplines should:
  – Allow an increased number of individuals to understand SoTL and its impacts.
  – Promote increased acceptance of SoTL as scholarly research.
  – Support allocation of increased resources and professional development to support SoTL work.
  – Disseminate SoTL work to increase scholarly approaches and views of teaching, curriculum development, and/or program administration.
Potential Impact(s) of SoTL Advocacy

At the Institutional Level:

- Increased faculty research productivity and/or teaching effectiveness and student learning.
- Use of evidence derived from SoTL research to drive curricular and/or programmatic change; help with outside constituencies.

At the Disciplinary Level:

- Use of evidence derived from SoTL research to inform creation/revision or educational standards and/or accreditation.
- Utilization of evidence-based educational practices to prepare future professionals in line with disciplinary expectations.
Suggestions for SoTL Advocacy at the Institutional Level

Engage in Strategic Collaborations
- Mentor junior faculty or graduate students
- Facilitate cross-unit collaborations
- Work with administration to revise/revision reward systems to place value on SoTL

Apply SoTL Smartly
- Use data/results in course design, pedagogical choices, and curriculum reform
- Send relevant SoTL citations and results to key decision makers

Associate SoTL with High Status Events
- Develop purposeful mechanisms to recognize SoTL work: awards, announcements, identification of campus “experts”
- Connect SoTL projects to strategic planning and institutional mission development
SoTL Advocacy at ISU

Research & Educational Support

- Mini-Grant and SoTL URG programs
- SoTL Scholar-Mentor program
- Gauisus
- Graduate student workshops
- Internationalization of curriculum and civic engagement

Advocacy & Outreach

- Direct work with campus administrators to understand and use SoTL
- Establishment of two high-profile campus SoTL awards
- Cross Chair website
- The SoTL Advocate
- Twitter/Facebook
Suggestions for SoTL Advocacy at the Disciplinary Level

- Connect people in your discipline to the broader SoTL movement.
- Encourage support for faculty engaged in SoTL.
- Volunteer to lead a workshop or organize a session on SoTL at your disciplinary conference.
- Suggest a visible presence for SoTL at your disciplinary conference (e.g., keynote/plenary speakers).
- Ensure that SoTL is part of and matters to any formal ‘teaching-learning’ subgroup in your discipline, and that there is a formal statement about SoTL in your disciplinary organization.
- Help establish an award and/or grant for SoTL work in your disciplinary organization.
- Support SoTL research and development of SoTL outlets.
Examples of SoTL Advocacy from CSD

CSD Position Paper on SoTL

Discipline-Specific Journal Established
Special Interest Groups & Communities

Educational Outreach to Disciplinary Organization

Framing SoTL: Understanding the Scholarship of Teaching and Learning and Its Role in CSD: Part 1

Jennifer C. Friberg, EdD, CCC-SLP
Associate Professor
Illinois State University, Department of Communication Sciences and Disorders

This is the first article of a two-part series on the scholarship of teaching and learning (SoTL). This article provides an introductory discussion of SoTL: what it is, what the science shows, and its centrality to higher education in the 21st century. In the second article (due to be published June, 2015), coauthors Jen Friberg and Colleen Visconti discuss the application of SoTL to problem-based learning as it pertains to improving the critical-thinking skills of students.

In 1990, audiologist Ernest Boyer described four distinct areas of scholarship in higher education. Three represented traditional scholarly inquiry: scholarship of discovery (traditional disciplinary research), scholarship of integration (research that connects bodies of knowledge), and scholarship of application (the application of research to address a need or problem). Boyer named his fourth area “the scholarship of teaching.” Now recognized as the scholarship of teaching and learning (SoTL), this area of inquiry focuses on improving teaching and learning through systematic and reflective study and analysis (Boyer, 1990, p. 24).

Boyer believed that SoTL represents a vital area of scholarship, one that is complementary to more traditional research endeavors, yet worthy of scholarly recognition on its own merits. Since Boyer’s initial description of SoTL, a movement has emerged to improve teaching and learning through SoTL to advance our academic practices.

Importance of SoTL

Faculty engage in SoTL to generate/study innovations in teaching, apply and study innovative pedagogies, and better understand the complexities of teaching and learning (Miller-Young, 2015). When practices of students and/or teachers in the communication sciences and disorders (CSD) are investigated through SoTL, pedagogical content knowledge (PCK; Shulman, 2004) is created. PCK represents the integration of discipline-specific knowledge and teaching knowledge. (Miller-Young, 2015).
Examples of SoTL Advocacy from Sociology (ASA)

Teaching & Learning Award

SoTL journal, *Teaching Sociology*
“Trails” (Edited resources on teaching made public via an online system)

Small disciplinary SoTL grants (Carla Howery)

Call for TRAILS Editor extended!
TRAILS is seeking a sociologist to serve as Editor for a 3-year term starting September 1, 2015. Click here to see application information and requirements.

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Carla B. Howery Teaching Enhancement Grants

Deadline: February 1

Applications are being accepted for the Carla B. Howery Teaching Enhancement Grants. This small grants program supports teaching projects that advance the Scholarship of Teaching and Learning (SoTL) within the discipline of sociology. The Carnegie Foundation has defined SoTL as “problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review” (Cambridge, 2001).

Howery Teaching Enhancement Grants can support an individual, a program, a department, or a committee of a state or regional association. ASA may award multiple grants, each up to $2,000. Principal criteria for the award are: The project advances the teaching and learning of sociology, serves as a seed project that will continue to have an impact over time, and will be systemic in its impact. The criteria are intentionally flexible in order to accommodate innovative proposals. [More...]
Take a few minutes…

Think about your SoTL dream world…

• What would you do to help promote SoTL in your discipline?

• What could you do to help advocate for SoTL at your institution?

• What are the bottlenecks that might stand in your way? How might you overcome/circumvent these?
Questions & Comments?

Feel free to contact us:

Jen Friberg (jfribe@ilstu.edu)
Kathleen McKinney (kmckinne@ilstu.edu)