**Effective Ways to Support the Scholarship of Teaching and Learning at the Campus Level**
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*A FACULTY MEMBER'S OVERVIEW OF SOTL AT INDIANA UNIVERSITY BLOOMINGTON*
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This document features some lessons I draw from our experience so far in developing a SOTL program. These are interspersed among blocks of program description excerpted from our web sites etc. It should be clear that I am reporting on a program that has elicited very broad participation, one in which I have played only a minor part.

### OVERVIEW OF THE IUB SOTL PROGRAM [*http://www.indiana.edu/~sotl/*]
[Excerpts from Hesburgh Application, entire proposal is downloadable at http://www.indiana.edu/~sotl/].

The SOTL program is an initiative that seeks the goal of *improved undergraduate learning*. To this end it *encourages, supports, and publicizes course-focused research projects that are faculty defined and implemented.* It also carefully fosters *an interdisciplinary community of conversation and engagement centered on teaching and learning.* This community supports and enhances both the inquiry of individual faculty and *a more evidence-based approach to teaching generally.* Rather than focusing on specific issues or learning methods, the SOTL approach encourages faculty to explore a variety of approaches and to reflect on questions about student learning derived from their own experiences in the classroom. As such it is self-renewing and self-broadening. As more faculty members address more learning outcomes and explore more alternative learning environments, they use more diverse and increasingly sophisticated techniques to examine the effectiveness of their strategies. The reactions of national leaders, and their dissemination of IUB materials to other campuses, strongly suggest that the IUB SOTL program is already serving as a model for other institutions of a new kind of faculty development, namely, one that aims to improve undergraduate learning by engaging the research talents of the faculty….

IUB faculty members (like most) have been trained to think in terms of research questions and evidence gathering. They are strongly committed to the discovery of new knowledge and to the incorporation of that knowledge into the classroom. The intellectual culture grants special significance to such activities, as is the case on many campuses. Further, many disciplinary pedagogical traditions focus mainly on the teacher and on content, largely underemphasizing both learning and student heterogeneity. Thus, **the challenge here, and in instructional development generally, is to move teaching toward an evidence-based and theory-framed endeavor that takes both learning and student heterogeneity much more seriously. The SOTL program aims to do this by making inquiry into student learning a key component of the research mission of the University.** [Emphases mine.]

### LESSON 1. BROAD LOCAL ENGAGEMENT IS ESSENTIAL

The most important lesson I draw from our experience is that **broad engagement and support is essential to the success of a campus SOTL program**.

Our program builds on an extensive program of *Instructional Support Services* that includes a number of full time development specialists (focused on pedagogy including use of media and technology), works directly with many faculty and other instructional personnel and offers many workshops annually. [http://www.indiana.edu/~iss/] The SOTL program began in 1998 when a small committee asked: "Given this strong base, what additional approaches would foster the greatest improvements in undergraduate learning at Indiana University Bloomington?"

The SOTL program at IUB has had at its core two exceptionally able and dedicated staff directors, initially, *Samuel Thompson* and, now, *Jennifer Robinson.* It has been coordinated by a broad committee of faculty and administrators (the *SOTL Advisory Committee*) and supported and subtly guided by key senior administrators: Initially *Moya Andrews, Associate Vice Chancellor for Academic Affairs and Dean of the Faculties*, quickly joined by *George Walker, Vice President for Research* and, later (after she joined IU), by *Sharon Brehm, Chancellor and Vice President for Academic Affairs*. Faculty participation has been broad and frequent.

### LESSON 2. RESEARCH ON LEARNING AND TEACHING SHOULD BE THE CORE

A second key lesson from our experience*: **SOTL itself should be part of the institution's research mission**. This helps redefine the mission of the institution and focuses the role of SOTL. [The application of SOTL in the classroom is commonly referred to as **Scholarly Teaching.**] Two senior administrators, Moya Andrews and George Walker have become national prominent advocates for *the importance of making SOTL a central part of an institution's research mission* (Andrews, 2000; Andrews and Becker, 2003; Walker, 1999). We also **modified the faculty annual report form** to explicitly include SOTL under "research" rather than teaching.

### *LESSON 3. ENGAGE WITH NATIONAL INITIATIVES*

A third important lesson I would draw from our experience is **the vital importance of engagement with key national initiatives**, especially with the Carnegie/AAHE programs collectively referred to as the *Carnegie Academy for the Scholarship of Teaching and Learning* or *CASTL* (http://www.carnegiefoundation.org/CASTL/index.htm) which includes the *Carnegie Scholars* (http://www.carnegiefoundation.org/CASTL/highered/scholars_program.htm) and the *Campus Program*, (http://www.carnegiefoundation.org/CASTL/highered/campus_program.htm) coordinated by AAHE. The Carnegie Initiative on the doctorate (http://www.carnegiefoundation.org/CID/index.htm) and the SOTL projects in Carnegie's *Knowledge Media Gallery* (http://kml2.carnegiefoundation.org/html/gallery.php) also are pertinent. Engagement with these initiatives enhances local credibility, increases faculty enthusiasm and enriches both local and national conversations. In addition, since SOTL strengthens teachers and broadens their influence, I would urge campuses to nominate their strongest scholar-teachers for the Carnegie/CASE *National and State Outstanding Professors of the Year Awards* (http://www.carnegiefoundation.org/POY/index.htm) and, as their programs mature, to consider trying for a *Hesburgh Award* (http://www.ors.duke.edu/fundopps/pdf/hesburgh.pdf). These awards have the potential to further enhance local credibility and increase faculty enthusiasm.

IUB's SOTL program early became part of the **Carnegie/AAHE Campus Program** initiative. The program received a "going public grant" that resulted in *a **multi-media SOTL tutorial** that is posted on the AAHE web site* (http://aahe.ital.utexas.edu/sotl_tutorial/home.html). We have posted periodic reports the AAHE-CASTL web site (latest downloadable at http://www.indiana.edu/~sotl/), participated in several CASTL meetings and symposia, sent a SOTL-focused team to the 2002 AAHE Summer Institute and have proposed a team for the 2003 Summer Institute.  We also hope to become a Cluster Leader in the next phase of the Carnegie/AAHE Campus Program. Our SOTL program has been enriched by the six scholars who have been chosen as national **Carnegie Scholars**, most deeply by the projects they have executed and by the expertise they developed through participation in the sessions in Menlo Park. Their home departments span, and link us to, much of the campus:  History, Biology, Criminal Justice, Communication and Culture, Medical Sciences and Public and Environmental Affairs. **Carnegie Reform of the Doctorate.** Two IUB Departments have been chosen to participate in this new initiative, which seems likely to increase the emphasis on preparing future faculty to teach and on departmentally based SOTL. IUB's SOTL program received the **Hesburgh Award** for outstanding faculty development in 2003. One of our SOTL scholars was named **Outstanding Research and Doctoral University Professor of the Year 2000.**

### *LESSON 4: PROVIDE SUPPORT AND REMOVE BARRIERS*

**SOTL Grants.** The Vice President for Research early emphasized that SOTL fits within the research mission and that *faculty in any department pursuing SOTL projects can apply for **any internal research grant money**.* In addition we have had limited funds for **small grants for SOTL pilot projects and for travel to meetings**. This year the Vice Chancellor and Dean of Faculties has also instituted a single **$35,000 grant for the best** departmental proposal for a SOTL "research initiative that promises to have a sustained impact upon instructional development and undergraduate education, and that could serve as a model for other units on campus" (nine departments applied). http://www.indiana.edu/~sotl/funding.html

**Human Subjects & Ethics.** It is important that SOTL research conform to high ethical standards.  At the same time, many faculty who are beginning SOTL have not previously dealt with their campus' review boards.  We provide *example applications, tutorials and individualized assistance* to our faculty. All of these were developed in cooperation with the staff of the institution's review board. See: http://www.indiana.edu/~sotl/humansub.html

**Other Resources.** The *Library has assigned a specialist* to help faculty with background searches for their SOTL research and has prepared an *online list of Selected Library Resources on SOTL* and *lists of relevant databases and current awareness tools* (http://www.indiana.edu/~libsalc/SOTL/) We have posted a *list of select SOTL readings* online at http://www.indiana.edu/~libsalc/SOTL/ and have added selected books to our *Instructional Support Library*. Our Campus Instructional Support program maintains *lists of conferences elsewhere and on campus events* etc. at http://www.indiana.edu/~teaching/events.html

### *LESSON 5: AIM FOR A DIVERSE CAMPUS PROGRAM*

Two aspects of the IUB SOTL program seem to me to be especially important.  We have from the first aimed for an array of activities that would first **engage people along the entire spectrum from those newly interested in teaching to seasoned SOTL researchers** and then e**ncourage them to move along the spectrum, i.e. to become**

***more scholarly and inquiry oriented when they thought about learning and teaching.*** Second, we have intentionally included ***opportunities for informal discussion and community building*** throughout (in part as lunches, breakfasts or receptions before or after presentations). **Program elements at IUB include:**

### *COLLOQUIA AND SYMPOSIA.*

*SOTL Colloquia.* After a kickoff symposium in the spring of 1999, we have sponsored *11 or 12 "SOTL main event" colloquia during each subsequent academic year.* These have focused mainly on studies done by local faculty but have featured a couple of outside presenters each year. Through Spring 2002, these presentations involved 34 local scholars from 22 different departments, each talking about his or her own SOTL work. (These SOTL events are in addition to approximately 135 campus-level faculty teaching development workshops held annually and to numerous departmental teaching workshops). Attendance at SOTL main events (and high levels of participation in the associated conversations) indicates wide dissemination of good ideas. Participation during the 2nd through 4th years of the program averaged 59 per event, included 24% of all tenured and tenure-track faculty and represented 109 departments, programs, and campus offices. Overall, SOTL has become the most inclusive, broad-based, and cross-disciplinary program on campus, with faculty and graduate students attending primarily to learn about effective ways to foster improvements in undergraduate learning. *Symposium:* We also sponsor a SOTL track at the campus' annual faculty and staff development conference. **Descriptions** of SOTL Main Event presentations from 1999-2000 through 2002-2003 are online at: http://www.indiana.edu/~sotl/eventstop.html Power-point and other on-line presentations are available for some of them at: http://www.indiana.edu/~sotl/onlinepres.html

### *COMMUNITIES, WORKING GROUPS AND WORKSHOPS*

*Workshops and Working Groups.* We foster new projects and support on-going ones through many smaller gatherings that target research skill-building, strategic planning, focused conversations, and project mentoring. For example, small faculty working groups meet on a regular basis to consider particular topics, such as studying students' naïve theories, implementing critical writing, and authoring course portfolios.

*Peer Review of College Teaching Course Portfolio Initiative.* The *Pew Foundation* funded *Peer Review of College Teaching Course Portfolio Initiative* has been integrated into the SOTL program in Bloomington as complementary efforts. The primary objectives of the peer review project are to facilitate the process of documentation, development, and enhancement of teaching. ***Most of the IUB course portfolios done under this initiative are inquiry oriented*** and are done by faculty and graduate students organized into small **working groups**. This project is coordinated through the University of Nebraska, and the consortium includes Kansas State University, Texas A&M University, and the University of Michigan, as well as Indiana. The resulting course portfolios are published electronically. This allows evaluations by colleagues in similar courses at different universities. On our campus, we initially invited a few award-winning senior faculty members from science, business, and environmental affairs but since have drawn many other faculty members and graduate students. http://www.indiana.edu/~deanfac/portfolio/

### *SUMMER INSTITUTES*

*2003-2004 SOTL Academy, Focus On Liberal Learning.* To encourage applications to the Carnegie Scholars Program and to contribute to the professional development of those faculty interested in liberal learning and the scholarship of teaching and learning, the Chancellor's office will provide funding ($2000 for summer institute plus $500 after final report plus $1000 to attend meeting on Liberal Learning) for those Carnegie applicants whose projects are approved by the IUB Carnegie Scholars committee but who were not selected as Carnegie Scholars in the national competition. This group will be invited to participate in a new program: The IU Bloomington Scholarship of Teaching and Learning (SOTL) Academy. The goals and focus of the IU Bloomington 2003-2004 SOTL Academy parallel those of the Carnegie Scholars program. Since more outstanding applicants may apply from Bloomington than Carnegie can possibly select as scholars, this campus program will help ensure that these talented people are connected to the campus-wide effort to be a national leader among research universities in educating undergraduates to be knowledgeable in their majors, proficient in essential skills, informed by a broad-based understanding of human history and behavior, and engaged with their society. Awardees are expected to participate fully in the Academy activities: (1) The Academy Summer Session, May 12-16, 2003; (2) Summer Project Group Meetings; (3) The Academy Follow-up: August 27-28, 2003; (4) Academic Year 03-04 Project Group Meetings; and (5) Progress Report Panels featuring Academy scholars as part of the campus' SOTL series.

*Freshman Learning Project* (*Fosters "Scholarly Teaching" and classroom assessment projects*). The Lilly Foundation funded Freshman Learning Project, now in its sixth year, is a student retention effort that works with

faculty who teach large introductory classes. The means is very much scholarship-oriented. Each year a small cohort of faculty from across disciplines gather for a two week seminar during which they read and discuss articles on teaching, interview undergraduates about their experience as students, design some teaching innovation for one of their classes, and **devise an assessment of student learning as a result of that innovation.** *The assessments are not necessarily comprehensive and do not necessarily yield publishable results, but the are a first step toward scholarship of teaching and learning* and they do "plant the seed" of reflective, assessed teaching. We hope the faculty chosen as fellows will be early adopters of innovative teaching ideas and then spread those ideas to others, eventually affecting the campus culture of teaching. Our two 2003 Carnegie Scholars both participated first in the Freshman learning Project.  http://www.indiana.edu/~flp/

### *LESSON 6: MAKE IT PUBLIC!!*

Lee Shulman of Carnegie emphasizes that **the essence of SOTL is making the results public** so others can use and respond to them. The **list of SOTL Journals** assembled by our library (http://www.indiana.edu/~libsalc/SOTL/) is very helpful in this regard. I have published a **list of "genres"** of SOTL that some have found helpful (available online at http://php.indiana.edu/~nelson1/GENRES.html). Our **colloquia series** invites and encourages faculty who are doing SOTL to present their work publicly (see above). Several of our participants have published their results or have given presentations elsewhere. A partial list of **Publications and Presentations from the IUB SOTL Program** is available online at: http://www.indiana.edu/~sotl/bib.html

### *IMPORTANT RELATED PROGRAMS*
#### *[Not formally part of IUB's main SOTL program]*

Mack Center for Inquiry on Learning and Teaching. This is a new initiative approved by IU's Board of Trustees. Vision: The Mack Center exists to stimulate inquiry in the Scholarship of Teaching and Learning, to recognize, honor, and increase the influence of that scholarly inquiry, and to foster change with the underlying goal of promoting excellence in education at Indiana University, in the United States, and internationally. New effort.

**Departmentally-Based Graduate Courses on Teaching College, etc.** At least 23 departments at IUB now offer one or more courses for Ph.D. students on college teaching. http://www.iub.edu/~teaching/pedagogy.html These can be combined with courses in Education and used as a **Graduate Minor in College Teaching**. In addition, some students are including a **chapter on pedagogical inquiry in their dissertation** (with a corresponding reduction in the other research required), pursing pedagogical research in addition to their dissertation work, or participating in our **course portfolio initiative** (above).

**Intensive Freshman Seminar** [IFS] *(Fosters scholarly teaching).*  The Intensive Freshman Seminar program is a three-week (early August) academic and residential program designed to help new first-year students successfully bridge the gap between high school and college. It includes about 20 diverse courses each year with a maximum enrollment of 20 per course. Select faculty members to develop and teach an intensive seminar that incorporates active learning. The IFS faculty meets to discuss and integrate pedagogical approaches that they may not have used before. While IFS does not require scholarly output from or assessment of these classes beyond student evaluations, faculty members involved regularly report innovations in their other classes as a result of interacting with this inspiring teaching community. http://www.indiana.edu/~ifs/

**21st Century Teachers Project.** (*Fosters "Scholarly Teaching" and classroom assessment projects.*) IU's 21st Century Teachers Project *improves the preparation of teachers for our schools by improving the undergraduate courses they take at IU.* The 21st Century Teachers Project brings together teams that include faculty from Arts & Sciences to bring subject knowledge, faculty from K-12 schools to provide their understanding of students and school contexts, and faculty from the School of Education to bring pedagogical techniques and the latest in research on student learning. Each team has been asked to: (1) Examine the subject knowledge and teacher education state and national standards in their area and explore where the standards are (or should be) addressed in the program's curriculum; (2) Identify the assessments that are used in program courses to judge whether the students perform at appropriate levels under the standards; (3) Identify target courses and engage in a process of course re -design to develop models based on appropriate content standards, assessments and best practices pedagogy; (4) Propose ways to integrate subject area content courses, methods courses and field experiences to ensure that the standards are applied and assessed across the curriculum; and (5) Make recommendations for ways to continuously assess and improve the new or revised courses and programs that result from this process.