

INTEGRATING AND SUPPORTING THE SCHOLARSHIP OF TEACHING AND LEARNING THROUGH ANNUAL EVALUATION AND PROMOTION OF TENURE DOCUMENTS

An important goal of advancing the Scholarship of Teaching and Learning (SoTL) is to incorporate it into the faculty evaluation system. We offer the following language to help campuses incorporate SoTL into the faculty evaluation system in order to provide faculty with additional scholarship options and opportunities.

“SoTL is integrating the experience of teaching with the scholarship of research. It is the ongoing and cumulative intellectual inquiry, through systematic observations and ongoing investigations, by faculty into the nature of learning and the impact of teaching upon it” (Hutchings & Schulman, 1999). This definition shapes the following evaluation standards.

Evaluation Standards:

The Scholarship of Teaching and Learning (SoTL) is a form of the scholarship of discovery and/or the scholarship of integration. SoTL that is methodologically rigorous, makes a significant contribution, receives peer review and is made public as described below should be rewarded as the scholarship of discovery or integration. The relative value of SoTL compared to other forms of scholarship may be less, equal, or greater depending on factors such as institutional mission, department/discipline characteristics and culture, and individual assignments.

1. SoTL exhibits methodological rigor
 - Systematic and deliberate study of teaching and learning
 - Qualitative and quantitative methods are appropriate
 - Evaluation is based on the standards of qualitative and/or quantitative traditions in the discipline.
2. SoTL has substantive implications/outcomes as evidenced by any or all of the following
 - Results of research are applied to the practice of teaching
 - Applicability and utility of research extend beyond the site of research
 - Results of research enhance the quality of teaching and learning
 - Development of new or significantly revised theoretical understanding or applied knowledge
 - Illustrates how traditional course issues/materials can be addressed in new ways.
3. SoTL is peer reviewed
 - Qualified scholars in relevant fields constitute peers
 - The reviewers critically evaluate the work’s rigor and implications.
4. SoTL is made public
 - Scholars share the work to affect practice of others

- Scholars use conventional academic venues appropriate to the discipline to disseminate the work including presentations, journals, juried exhibits, etc.

Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change*, 31(5), 10–15.