A Campus-Wide Initiative in SoTL: Lessons Learned and a New Approach

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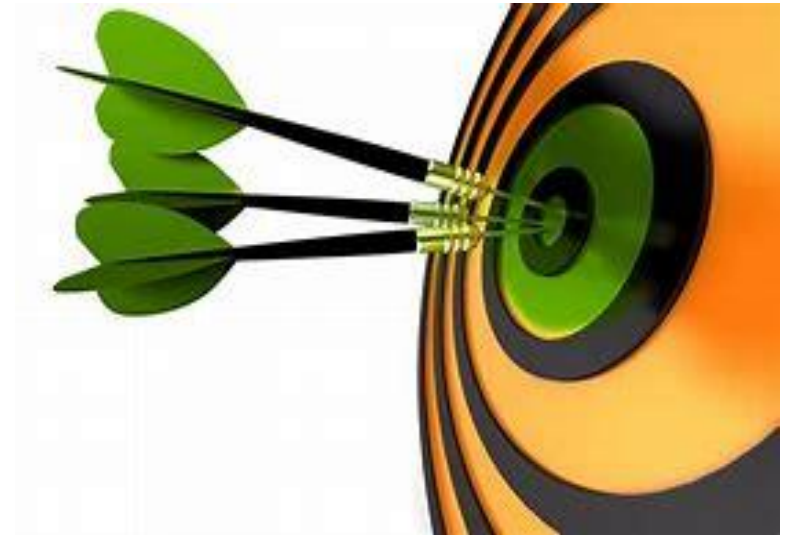Shujuan (Olivia) Wang, Assessment Specialist, SoTL

Background

- Summer Institute (2018)
- Partnership with College of Business
- Guest Facilitators: Nancy Chick & Peter Felten
- Goal: 2020 Symposium

John P Ellbogen Summer Faculty Institute
May 21-23, 2018

Developing Research Through the Scholarship of Teaching & Learning

Purpose of the Study

To examine the experiences of our Ellbogen Center for Teaching and Learning (ECTL) and our work with a cohort of participants as we attempt to promote SoTL more broadly at our university.
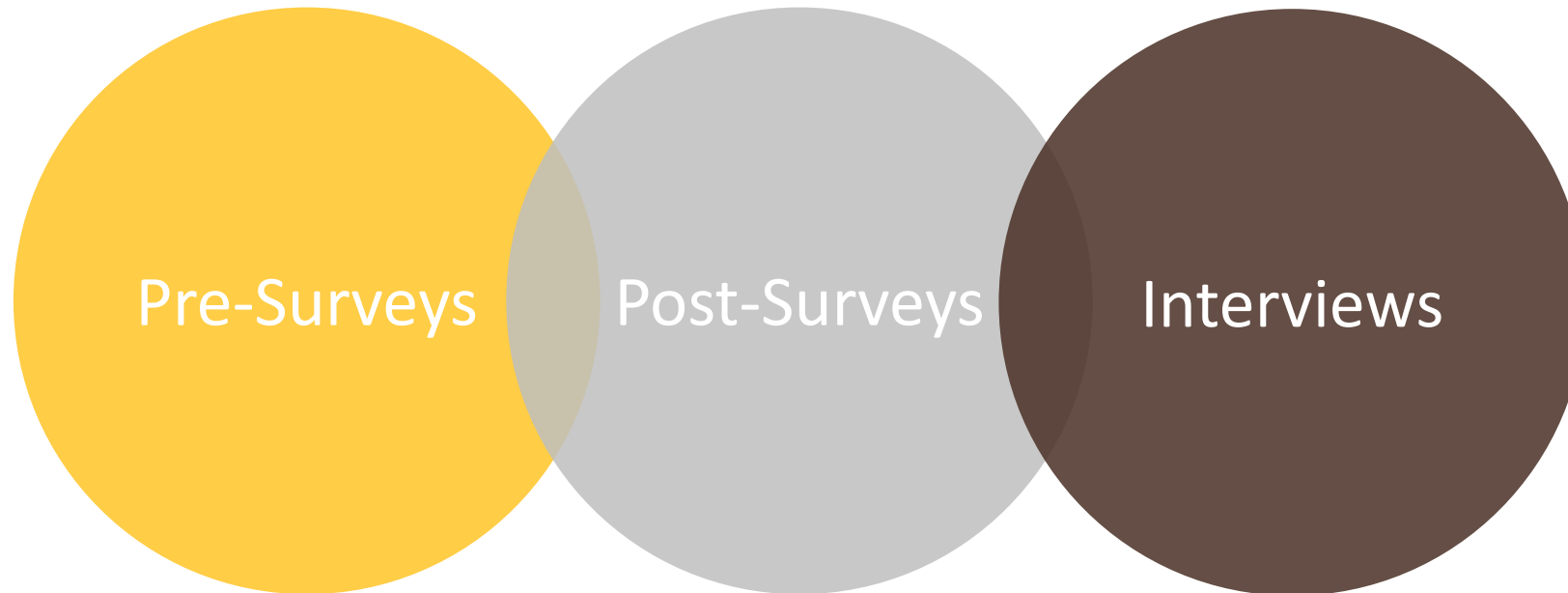
Participants = 30

• From a variety of disciplines

• Faculty & graduate teaching assistants (GTAs)

    • Partnership between our College of Business and an international university

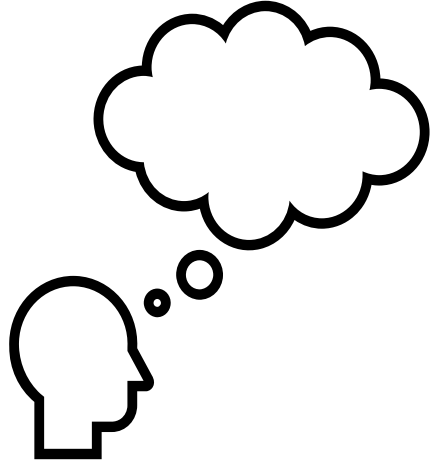   • Collaborate with our university STEM program in active learning (LAMP)

Data Collection Instruments

Pre-Surveys

Post-Surveys

Interviews

Summer Institute 2018 Pre & Post Survey Data

Pre-Survey = 35 Respondents **How do you perceive your department will support your SoTL Work?**	Totals	Percentage
Open/Supportive/Positive	8	22.86%
Extremely Supportive/Very Well/Vested	14	40%
Minimal	1	2.86%
Mostly Supportive	1	2.86%
Not Sure	1	2.86%
Not Supportive/Minimal/Lower Priority	2	5.71%
Other Comments	8	22.86%

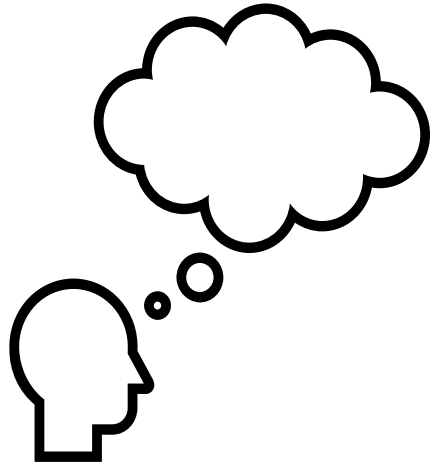| Post-Survey = 29 Respondents **How do you perceive your department will support your SoTL Work?**	Totals	Percentage
Open/Supportive/Positive	14	48.28%
Extremely Supportive/Very Well/Vested	10	34.48%
Minimal	1	3.45%
Mostly Supportive	2	6.91%
Not Sure	1	3.45%
Not Supportive/Minimal/Lower Priority	1	3.45%
Other Comments	0	0.00%

Interviews

Thoughts about SoTL

"SoTL is I think incredibly important for improving how our teaching helps influence or impact learning and to find ways and strategies in which we can improve that."

How has your understanding of SoTL changed since doing a project

"We do a lot of quantitative research, and there was a lot of focus on qualitative. So I mean, it was good to see both sides, and it was something that – I don't know, I think that it was good to be exposed to other fields and kind of what they're doing and other possibilities outside of like what our specific lean is."

"Thought it was mostly we made this change in this course and we did an assessment, and we think it improved learning because of this, but I think there's a number of other aspects that have been brought out as a result."

Interviews - Continue

Visions, dreams and goals for SoTL work

"I hope that it makes me a better and more effective instructor or teacher and then also that we learn something from it that might be helpful for other faculty, for example, or other teachers to read. So the goal is – rather, the goals are to be a better teacher – become a better teacher – but also to publish the research, if possible. "

Any support you need right now

"And to me I think the biggest help would be to have someone who was more of an assessment expert be able to come in and not – not be a subcontractor in a sense that they just do all the assessment for me but to work with them as a partner to develop the assessment and to think about the assessment and have someone else backstopping my thinking and saying – well, maybe we should assess this, or what about doing this type of assessment instead?"

Challenges in SoTL work

"Carving out time like to work on this and like sticking to that. I think that's been my main challenge. "

- What worked well for faculty
- Areas of struggle
- Faculty's departmental support
- Faculty's identity as SoTL Scholars

Lessons Learned

A New Approach

SoTL housed in Assessment at ECTL

✓Highlighted [SoTL research and work](#) done by previous cohort at our [website](#)

SoTL Book Club

✓1 book per semester
✓About 3 meetings per semester

SoTL Workshops

✓"What is SoTL?"
✓SoTL Wonder Sessions
✓SoTL Planning for Failure
✓SoTL Qualtrics
✓SoTL IRB

SoTL Consultations

✓Designing the SoTL Study

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Thank you!