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**Institutionalizing and Diversifying a Vision of the Scholarship of Teaching and Learning**

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Indiana University Bloomington sponsors an interdisciplinary initiative to improve student learning by fostering faculty inquiry into learning. Recent developments confirm this model. The authors discuss three principles around which the Indiana Scholarship of Teaching and Learning (SoTL) Program has been developed: The SoTL, as a field of research, should be supported, evaluated, and rewarded in ways parallel to other fields; the SoTL, as a program focus, should foster a community of scholars who create and disseminate research; and the SoTL, as a field of scholarship and as a program, should enhance student learning through the dynamic relationship between scholarly teaching and scholarship on teaching and learning.

Since 1990, when Ernest Boyer declared teaching and learning to be one of four important realms of academic scholarship, many colleges and universities around the country have responded with discussions of teaching and learning that are newly grounded in the literature and in evidence of teaching excellence. At Indiana University (IU) Bloomington, a “conversation” on teaching and learning along the lines of the initial stage of the Carnegie Academy Campus Program has grown to be a faculty-driven, inquiry-based initiative to improve student learning. Building interdisciplinary communities that support and refine this inquiry, the Indiana program both inspires the development of instructional expertise and improves undergraduate learning by engaging the scholarly talents and dedication of the faculty.

Thompson (this issue) discusses the initial years of development of the IU program. More recent developments confirm the Indiana model of how a research institution can leverage faculty research expertise in
the service of student learning and amplify the principles by which culture and practices can be successfully constructed, even as the challenges of institutionalization in the academy become more salient.

Development of the Indiana University Bloomington Scholarship of Teaching and Learning (SoTL) Program can be organized according to three primary principles:

- The SoTL, as a field of research, should be supported, evaluated, and rewarded in ways parallel to those provided for other fields of research (Walker, 2003).
- The SoTL, as a program focus, should foster a sense of community among its scholars in order to support the creation and dissemination of research in this area.
- The SoTL, as a field of scholarship and as a program, should serve to enhance student learning through the dynamic relationship between scholarly teaching and the scholarship of teaching.

We discuss each of these three principles in the following sections.

**The SoTL, as a Field of Research, Should Be Supported, Evaluated, and Rewarded in Ways Parallel to Those Provided for Other Fields of Research.**

Faculty members at IU Bloomington, 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. As is the case on many campuses, the intellectual culture at IU grants special significance to such activities. Many disciplinary pedagogical traditions focus mainly on the teacher and on content, largely underemphasizing learning and the heterogeneity of students, their learning preferences, and their backgrounds. Thus, the challenge at Indiana, and in instructional development generally, is to move teaching toward an evidence-based and theory-framed endeavor that takes both learning and heterogeneity in student learning quite seriously. IU's SoTL Program aims to do this by making inquiry into student learning a key component of the research mission of the university. It seeks to direct faculty members' attention to the learning of the particular students in their classes and invites them to use the habits of mind they have honed within their disciplines to advance the cause of student learning (Walker, 2003).

**Supporting the SoTL as Research**

Indiana University's vice president for research emphasized early on that the SoTL fits within the university's research mission. In practical terms, broadening the definition of research means that faculty members in any department who are pursuing SoTL projects now can apply for internal general research grants.

In addition to small grants for pilot research into the SoTL, the vice chancellor for academic affairs and dean of the faculties announced in 2003 a one-time SoTL Leadership Award for Departments. Designed to encourage the development of research groups, this award went to a department proposing the SoTL research initiative that best promised to have a sustained impact on instructional development and undergraduate education and that could serve as a model for other units on campus. The winning department received $35,000 to support the SoTL activities detailed in the proposal.

**Holding the SoTL to Research Standards**

The key way to enforce standards for research is peer evaluation and review. Informally, these apply within departments when faculty present and discuss their preliminary results to and with their peers. In the SoTL Program at IU Bloomington, interdisciplinary colloquia also serve this function, as do review committees for grant programs. Similar, but typically more intensive, review is provided when faculty propose presentations for national meetings and submit papers for publication. Administrators and faculty have given more than one hundred presentations on the IU SoTL Program and on their own SoTL research at national meetings and on other campuses, and they have published numerous papers both on improving learning and on the SoTL process.¹

Scholars at Indiana quickly discovered that one of the most important and challenging formal standards for research to which they would (and should) be held involves one of the earliest stages of project design: human subject protections. The Institutional Review Board (IRB) at IU Bloomington maintains strict standards for the use of human subjects in all research. When classroom teachers become classroom researchers with their own students as the subjects of study, the students may require special protections. The IRB on the Bloomington Campus is particularly
sensitive to the potential for students to feel that their course grade is dependent upon their participation in a classroom research project. At the time the SOTL Program began, the IRB specifically cautioned against using one’s own students as research subjects. Scholars of teaching on the Bloomington campus, on the other hand, maintained that important findings could come from such studies of the relationship between teaching and learning and that those studies could be designed in such a way that data could be collected ethically and with appropriate protections for individual students.

As one change after a campus review of IRB processes in 2000, the board revised its protocols for research in teaching and learning. The approval of research methods is now more expeditious for and supportive of the SOTL while still protecting the students being studied. In particular, the IRB has established a list of guidelines for ethical protocols for research in this area (http://www.indiana.edu/~resrisk/stusub.html). More important, perhaps, the Human Subjects Committee and the SOTL Program have established an ongoing dialogue that both facilitates classroom research and educates faculty scholars of teaching about the procedures for obtaining necessary approvals. An instructional consultant collaborates with IRB staff to develop models of methods and proposals that meet the Committee’s guidelines. What began as mutual frustration has evolved into a partnership that protects both students and the quality of the research, thus enabling important and ethical projects. As Hutchings (2002) notes, “Attention to ethics is something we expect as a field of study or practice evolves and matures” (p. 2). We may take these refinements as a sign of the growth and establishment of the SoTL as a field of study.

**Incorporating the SoTL Into the Reward System**

Finding a place for the SoTL in established university structures and procedures is clearly central to its longevity. How the SoTL is acknowledged in rewards systems will be key to its ultimate status. At Indiana, as at other research universities, a significant challenge exists in getting the SoTL to “count” toward tenure, promotion, and renewal. This will be an extended project that will progress only as departments and promotion and tenure committees see genuine value in the SoTL as part of the unit’s mission and generally agree on ways to rate the quality of this scholarship. Presumably this rating would be based on the established criteria of whether the scholarship is presented and published in peer-reviewed or other prestigious venues.

It would be overstating the case to say that these conditions are broadly accepted by the faculty of IU Bloomington. However, a few signs of change have emerged. In 1999, the annual faculty summary reports of professional activity were changed to include the reporting of SoTL activities. Significantly, these activities are to be listed in the section on “Research/Creative Activities” rather than in the section on teaching. Where once all “activities directed at improving instruction, learning, or course administration (rationale for/description of innovations, methods/measures for assessing outcomes, and results)” were reported as “teaching,” the reports now specify “Research/Creative Activities” as including “Scholarly activity related to teaching and learning (for instance, investigation/research, dissemination/publication of results)” (Faculty Summary Report, 2002). Also in 1999, the Office of Research and the University Graduate School devoted an issue of Research and Creative Activity to “The Scholarship of Teaching.”

In 2002, the SoTL was made an explicit part of the expectations for some nontenure-track faculty. Nontenure-track faculty members whose primary duty is teaching “are to be evaluated chiefly on the basis of their contributions to the teaching mission” of the campus (Bloomington Faculty Council, 2002). Specifically, “for Lecturers, research in support of teaching” and “for Clinical appointees, research in support of teaching and service” now will be included in their dossiers for promotion. Further, “Reappointment of lecturers to long-term contract . . . should only be granted to colleagues who have demonstrated a commitment to continue professional growth and currency with pedagogical developments in their fields.” The SoTL is at least one means for establishing that commitment and currency. It remains to be seen how this particular institutionalization of the SoTL will play out. Some fear that it places too great a burden on teaching faculty or that it may relegate the SoTL to the domain of the nontenure-track faculty; others see the new policy as a promising precedent for appropriately rewarding scholarship in teaching.

**External Participation and Recognition**

Participation by local scholars in national programs has been an important part of establishing the SoTL as a credible field of research that can result in significant national recognition, both for the individual scholars and for the University. From its start, the IU Bloomington SoTL Program has partnered with developing national initiatives, both to improve the local program and to disseminate the work of local scholars.
The program has participated continuously in the AAHE/Carnegie Academy Campus Program. The initial Campus Conversations process played a key role in developing our local SoTL community. In 2003, IU’s SoTL Program received the Hebsburgh Award in recognition of the intentional synergy it creates by linking faculty development, faculty scholarship, and student learning. Also in 2003, IU was chosen as the leader of a competitively identified cluster of campuses focusing on the “Scholarship of Teaching and Learning at Research Institutions.” Sponsored by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching, this cluster will seek to build a scholarly “literature” of diverse types, founded on the research and creative skills of faculty who address questions about the relationship between teaching and learning. Models for cultivating publications, along with the publications themselves, should help to further institutionalize the SoTL as a field of research.

At the level of individual recognition, six of the IU Bloomington faculty have been designated Carnegie Scholars (1 or 2 in each Carnegie cohort from 1999 through 2003). Their participation in this residential fellowship program at the Carnegie Foundation in California has stimulated and enhanced their individual projects, has greatly broadened our connections with the nascent national SoTL community, and has significantly enriched our local conversations. This series of awards also has appreciably enhanced the program’s status locally and has called attention to the multidisciplinary aspects of the SoTL: The home programs of the Carnegie scholars have included biology, criminal justice, communication and culture, history, the medical sciences, and public and environmental affairs.

Further attention to the quality of our SoTL Program occurred when the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE) recognized one of our more active participants as the 2000 U.S. Professor of the Year among research and doctoral university professors. In 2001, the University seconded that award by giving him its President’s Medal for Excellence, a significant step forward in the institutional recognition of the SoTL.

The SoTL, as a Program Focus, Should Foster a Sense of Community Among Its Scholars in Order to Support the Creation, Dissemination, and Application of Research in This Area.

The IU SoTL Program tries to strengthen the natural links between the creation and application of scholarly research relating to teaching and learning by integrating the scholarship of teaching and learning with teaching development efforts (see Figure 1). In this way, we foster the movement of individual scholars from being “consumers” who apply the literature of teaching and learning to their own classes (scholarly teachers) to becoming also “producers” of that literature (scholars of teaching and learning) in the context of a larger scholarly conversation. The SoTL Program provides support for this conversation through a community that supports the creation, dissemination, and application of research to increase student learning (Figure 1). Though the SoTL, at its core, remains driven by the research interests of individual faculty members and remains dependent upon their individual efforts, a larger, more recognizable community of scholars provides contexts for that work.

Our initial activities in 1999 included meetings of faculty to discuss the scope of the SoTL and teaching and learning issues that might deserve further study. These conversations formed the core of a local SoTL community. However, even while faculty members were attending these discussions, they clearly needed more than just general conversation to move them toward research in what was a new field for most—with new literature to become familiar with, new methods to explore, and new audiences to address. The SoTL Program now provides support for individuals to join a community that facilitates this transition (Wenger, 1998).

The main vehicle for fostering and expanding this community has been an annual series of 11–15 presentations based on SoTL studies by local and visiting scholars of teaching and learning. Since fall 1999, presenters at these “colloquia” have been primarily local scholars from a variety of schools and units (see Figures 2 and 3). A few examples will suffice: Brian Powell on grade inflation, George Walker on the future of the SoTL, Claude Cookman on teaching creativity, Theresa Ochoa on using multimedia in problem-based learning, Valerie O’Loughlin on active learning in large classes, and Greg Kitzmiller on testing higher order thinking through multiple-choice questions. (For a full list of the colloquia, see http://www.indiana.edu/~sotl/) The colloquia provide the
Figure 2
Distribution of Presenters Among Units, 1999-2003

- Academic Affairs (3)
- Dean of Students (1)
- College of Arts and Sciences (31)
- School of Health, Physical Education, and Recreation (2)
- School of Education (4)
- School of Public and Environmental Affairs (1)
- School of Library and Information Science (1)
- Visiting Scholars:
  - Maryland, Rush Medical,
  - NYU, Harvard,
  - Vanderbilt, Notre Dame,
  - IUPUI, Carnegie
  - Foundation (8)

Presenting scholars with an opportunity for going public (Boyer, 1990) before a critical audience prepared to review their work. At the same time the colloquia provide the campus community with a chance to discuss ideas in an environment specifically devoted to teaching and learning.

Attendance at these SoTL colloquia has remained high over the life of the program, totaling 2839 participants (many individuals attended more than one event) and averaging 65 participants per event through spring 2003 (see Figure 4). Participants have included 28% of IU's tenured and tenure-track faculty (370 of 1316) and have represented more than 109 departments, programs, and campus offices. Graduate students, who teach many undergraduate courses on the Bloomington campus, have been well represented, with 21.1% of the total attendance. Inclusive, broad-based, and cross-disciplinary, the SoTL community gives faculty and graduate students an opportunity to learn about effective ways to pursue the SoTL and to foster improvements in undergraduate learning through its application.

Although participation in the SoTL community is high, a central challenge of the program continues to be how to use the community to "grow" a published scholarship of teaching and learning. We know not only that models of scholarship are necessary but also that many people require
"scaffolding" to move toward the development and publication of their research. Scholars entering what can be a new area of study may be unfamiliar with or unsure about methods, ethical considerations, established literature, and readership.

Thus, in addition to presentations of model projects at the colloquia, the program fosters new projects and supports ongoing ones through many smaller gatherings that provide focused conversation addressing research skills, strategic planning, and project mentoring. For example, small faculty working groups have met on a regular basis to consider particular research topics, such as addressing students' naive theories and integrating critical writing. These small groups encourage and support new studies of student learning.

One of the most successful local examples of small working groups has been the IU Bloomington part of the Pew-funded Peer Review of Teaching Course Portfolio Initiative. Integrated into the SoTL Program as a complementary effort, this initiative seeks to facilitate peer review of teaching by developing course portfolios as a means to document, develop, and enhance teaching. On the Bloomington campus, the project
initially invited participation by a few award-winning senior faculty members from science, business, and environmental affairs. In subsequent years, participation has been open to faculty of all ranks and disciplines and to graduate students as well. Now in the initiative's fourth year, 39 portfolios are underway from 18 schools, departments, or academic programs. Current faculty members—tenured, tenure-track, and nontenure—see potential in course portfolios for tenure, promotion, and contract renewal purposes. Graduate students see potential in the genre for documenting their teaching qualifications for the job market.

The integration of the course portfolio project into the SOTL Program has led to an emphasis on “inquiry course portfolios,” portfolios that describe a classroom assessment or research project (Angelo & Cross, 1993; Cross & Stedman, 1996). Thus, some of the participating faculty and graduate students who are new to the scholarship of teaching are using the structure of the portfolio and the support of interdisciplinary working groups to help them identify a research question and then report their findings. Portfolios are ideal for such reporting: They are a way to reflect upon one’s teaching and make that reflection, along with supporting evidence by way of student work, available to colleagues for review. The Pew initiative has a formal system of blind peer review, and participants from Bloomington have participated both as reviewers and reviewees. The IU project also offers similarly structured, though locally generated, blind review for graduate student portfolios. Some portfolio authors have “gone public” through presentations at local and national meetings and by publication on the Web.

Perhaps most importantly, participants have found their own, unforeseen applications for course portfolios—applications that make them even more public and further subject them to peer review. Thus, one science professor used his course portfolio as part of a successful application for a prestigious national award and as the basis for the assessment portion of a multi-million-dollar, externally funded grant. Other authors have used abbreviated versions of their portfolios to apply successfully for selection to Indiana University’s competitive Faculty Colloquium for Excellence in Teaching.

In addition to creating links across campus, the local community benefits from connecting the local initiative to national ones. The nationally recognized scholars who have visited the campus—including Lee Shulman, Edward F. Redish, William H. Greene, Richard Light, Dennis Jacobs, and John Bransford—have added immensely to the conversation and to the sense of a larger research community at work. External connections create a logical extension by moving teaching from a private activity to a public scholarship.

The SoTL, as a Field of Scholarship and as a Program, Should Serve to Enhance Student Learning Through the Dynamic Relationship Between Scholarly Teaching and the Scholarship of Teaching.

The hope and plan at Indiana is that the colloquia, the small working groups, and other opportunities for creating a cross-disciplinary community should together become a breeding ground for research and research support, resulting in organized study and publication and, finally, in diverse and focused efforts to improve student learning (Figure 1). The most intensive effects of the IU Bloomington SOTL Program on student learning probably originate in the individual scholarly projects that inquire into learning and ways to improve it. The colloquia focus attention on these projects and disseminate their results for application by others. 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 individual projects cover topics of study ranging from student misconceptions that interfere with learning, collaborative learning in large classes, and what students say about their own learning, to the nature of instructor feedback in distance courses, preparing students to be productive thinkers, and, as one professor describes it, “using others’ classrooms as a doorway to understanding your own.”

A few examples of the diverse approaches to assessing and improving student learning include the following:

- One project studied the introduction of interactive learning in a large undergraduate medical sciences class. The average class grade point average increased from 2.43 to 2.69. Merit success rates (total number of A's, B's, and C's divided by initial enrollment) and mastery rates (total number of A's divided by initial
enrollment) also increased.

- Pre- and posttests in statistics assessed learning gains for central concepts. When the professor used only small sample sizes in the exercises, several students inferred (incorrectly) that the test worked only for similarly small samples. He concludes that these results "provide an example of how this testing can help me improve my teaching."

- Students in undergraduate communication and culture courses provided written and oral comments on their own learning. Analyses suggested that visuals, more than lecturing, produced important learning.

- Analysis of data from the Test of Understanding in College Economics, given across institutions, suggested, after controlling for other factors, that students learn more in smaller-size economics courses, in part because students in larger classes are more likely to withdraw from the course before the posttest. This is contrary to the findings of many other studies.

- A course on the history of social protest by African Americans asked students to create and perform a "reader's theatre" piece. Other faculty evaluated the live performances and a videotape. They concluded that unusually large advances in both understanding and attitude had occurred. These advances were confirmed by an examination of the content of the students' work.

- In introductory biochemistry, content of a prior course offering was reduced by about 20% and extensive Internet support was added. Compared with students in the prior course, these students worked harder, achieved a higher level of proficiency, and moved beyond the level of factual recall. Learning gains were confirmed by pre- and posttests. The mean of the students' ratings for the evaluation statement "I learned a lot" increased from 2.36 to 3.15 (on a scale of 5).

- An evolutionary biology course was incrementally redesigned to be more accessible to students with diverse backgrounds without compromising the science content. The project found that students who initially were most skeptical of evolution made grades as high as or higher than average.

- In a senior undergraduate physiology course, a 20-point increase in exam scores occurred when peer groups, rather than individuals, solved the very same exam. This structured group-exam model and a peer-evaluation process contributed to a 9% increase over prior semesters on individual final exams.

To disseminate these worthwhile findings and encourage their application to student learning elsewhere, the Bloomington SoTL Web site (http://www.indiana.edu/~sotl) now includes a bibliography of the SoTL and other teaching-related publications by members of the Indiana University faculty. Full-text versions of selected items on this bibliography are available on the Web.

Expansions and New Directions

The influence of the IU SOTL Program has expanded well beyond its original focus (see Table 1). The program has grown to merge with the campus Course Portfolio Initiative and to influence the development of inquiry-focused portfolios. The emphasis on assessment in the SoTL colloquia and smaller group sessions has helped to raise the profile of this activity and to demystify it for faculty who initially may have been cautious about it. As a result, assessment increasingly has become accepted as a useful teaching tool. As perhaps a further result, many of the approximately 135 faculty development workshops sponsored annually by the campus teaching development program and other departmentally based teaching events now explicitly include elements of scholarship and assessment. Five other initiatives that represent the expanding influence of the SoTL deserve special mention. Two of these explicitly seek to foster the application of the SoTL to key aspects of undergraduate learning. Three others are attempts to influence higher education well beyond our campus. We discuss them in the following sections.

Applying the SoTL to Large Introductory Classes

The Freshman Learning Project (http://www.indiana.edu/~flp/) at IU Bloomington, now in its sixth year, is a student retention effort that works with faculty who teach large introductory courses.
<table>
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<th>Year</th>
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| **Fall.** 1998 | **Table 1**  
A Brief Chronology of the Scholarship of Teaching and Learning Program at Indiana University Bloomington  

- **Fall.** A small committee of faculty, teaching development staff, and the associate vice chancellor for academic affairs and dean of the faculties asked, “How can we best improve undergraduate learning?” The impetus for a SoTL initiative resulted.

- **February.** Two hundred IUB faculty members attended a kickoff banquet. In the main presentation, a chancellor's [research] professor asked “Why SoTL? Why now?” The event also included other SoTL presentations and remarks by several administrators including IU’s president, Myles Brand.  

- **Spring.** Small groups of faculty members discussed ways to engage research faculty in enhancing learning by focusing on existing and new SoTL. These “campus conversations” were part of an AAHE/Carnegie initiative. Broad faculty support for the formation of a SoTL program became evident.

- **April.** The vice chancellor for academic affairs and dean of the faculties appointed an advisory council to oversee the SoTL Initiative. Members now include several deans, an associate vice president, an associate vice-chancellor, IU Bloomington’s six Carnegie Scholars, and other award-winning professors.

- **May.** The program initiated seed grants for scholarship in teaching and learning.

- **Summer.** A faculty team attended IU’s annual Leadership Institute. Their project focused on the new IUB SOTL initiative. Their report to the advisory council formed the basis for an expanded initiative.

- **Fall.** The program initiated an annual series of faculty presentations on their own scholarship in teaching and learning. In the first, the Vice President for Research emphasized the importance of the SoTL to the research mission of the university. A key early presentation was a “SoTL jumpstart” designed to give faculty researchers the background and tools for pursuing their own new projects.

- **Spring.** A SoTL paper series was initiated (and continues) at the IUB Spring Symposium.|

**2000**  

- **Fall.** A local course portfolios group was initiated as part of a collaborative multi-university Pew-funded initiative. Our IU portfolio group has focused on an inquiry-based (that is, SoTL) approach.

- **2000-01, 2001-02, 2002-03.** The basic approach set during 1999-2000—presentations, jumpstart and other workshop sessions, and grants—has continued each year through the present, fifth year of the program.

- **July.** A SoTL team attended the AAHE Summer Academy and drafted a plan to broaden faculty participation, further institutionalize the program, and explore additional national leadership roles.

- **August.** Twenty-seven members of the Bloomington SoTL community participated in a half-day retreat during which they refined and expanded the new plan for future directions. This included expanded support for research projects and exploration of both a possible Ph.D. minor in the SoTL and the foundation of a national SoTL society (in conjunction with faculty elsewhere).

- **August.** The vice chancellor for academic affairs and dean of the faculties announced a new $35,000 SoTL Leadership Grant for departments.

- **September.** The chancellor announced a new IU Bloomington Academy that will start in May 2003 with a focus on liberal learning.

**2003**  

- **Spring.** The SOTL program won the Theodore M. Hesburgh Faculty Development Award, $30,000, sponsored by TIAA-CREF.

- **Spring.** IU Bloomington was named the leader of a Carnegie Academy Campus Program cluster: “Scholarship of Teaching and Learning at Research Institutions.”

- **Spring.** IU Bloomington planning committee launched the International Society for the Scholarship of Teaching and Learning (IS-SOTL).
means is very much scholarship oriented. The original intent was to foster the application of existing research to the teaching of these courses. Each year a different small cohort of faculty from across disciplines has gathered for a two-week seminar during which, among other activities, they read and discuss articles on teaching and interview undergraduates about their experience as students. The primary goal has been for the faculty fellows to become early adopters of innovative and effective teaching ideas that they then spread among their colleagues, so that it eventually affects the teaching culture of the entire campus.

In recent years, this program, led by a 1989 Carnegie Scholar and two instructional consultants, has added an assessment component. Each participant now designs some teaching innovation for one of his or her courses and devises an assessment of changes in student learning that might occur as a result of that innovation. The assessments are not necessarily comprehensive and do not necessarily yield publishable results, but they are a valuable first step toward the scholarship of teaching and learning in that they “plant the seed” of reflective, assessed teaching. IU Bloomington’s two 2003 Carnegie Scholars both participated first in the Freshman Learning Project, so although this project was initially planned with scholarly teaching as its goal (see Figure 1), it now clearly has become a feeder for the scholarship of teaching and learning.

Directing the SoTL to Liberal Learning

Building in part on the success of the Freshman Learning Project, the chancellor’s office instituted an IU Bloomington Academy to develop new scholars of teaching who intended to focus their projects on basic aspects of liberal learning. The emphasis on liberal learning paralleled that of the 2003-04 national Carnegie Scholars program, and applicants to the IU program were encouraged to apply to the national program (two of the nine were accepted by Carnegie). Academy activities included a one-week session in May with a two-day follow-up in August, summer and academic-year project group meetings, and participation in the campus SoTL colloquia.

Preparing the Next Generation

Graduate students have become an important presence in the SoTL Program at IU. They are especially important not only because they currently teach many undergraduates but also because they represent the next generation of faculty in higher education.

and, at present, have constituted 21% of the total attendance at SoTL colloquia. They also have been collaborators in several of the SoTL projects, have been featured in the colloquia as co-investigators and presenters, and have served as statistical or technical specialists funded by SoTL seed grants won by faculty members.

At least 23 departments at IU Bloomington now offer one or more courses for Ph.D. students on college teaching (see http://www.iub.edu/~teaching/pedagogy.html), a number that has increased substantially since the SoTL Program was instituted. These departmentally based courses can be combined with courses in the School of Education and used as a graduate minor in college teaching. More importantly, some departments introduce the idea of evidence-based pedagogy into departmental training. Further, some students are including a chapter on pedagogical inquiry in their dissertations (with a corresponding reduction in the other research required of them), pursuing pedagogical research in addition to their dissertation work, or participating in the IU course portfolio initiative.

In addition, the School of Education produces numerous master’s theses and doctoral dissertations each year on educational topics, some of which address teaching and learning in higher education. A group of faculty is now exploring other ways to provide formal training in the SoTL for those graduate students who may want it.

IU also has been participating in national initiatives for better preparing graduate students for academic positions. Although the SoTL is not formally linked to the Preparing Future Faculty (PFF) programs (http://www.preparing-faculty.org), some of the strongest faculty advocates for PFF are also involved in the SoTL and continue to forge links between the two programs. IU Bloomington has been involved in two phases of PFF. The first, “PFF 2,” was an institution-wide program engaging all eight IU campuses. In addition, for “PFF 4,” the IU Bloomington departments of communication and culture, political science, and sociology were successful applicants. Even after national funding expired, the campus has continued its commitment to preparing the faculty of the future. In a new development, two IU units (the English department and the School of Education) were selected in 2003 to participate in the new Carnegie Initiative on the Doctorate (http://www.carnegiefoundation.org/CID/index.htm), further asserting Indiana University’s presence in the national discussion on doctoral education.
The International Society for the Scholarship of Teaching and Learning (IS-SOTL)

One of the goals that the IU faculty members involved in the SOTL Program adopted in an August 2002 review of the Program was to establish a society for the SOTL. A small committee at IU has recruited a diverse international founding committee for the new society, and it began operation in March of 2003. All but one of the first 50 individuals asked agreed to serve on the committee. The draft mission statement reads as follows:

The goal of IS-SOTL is to foster and disseminate inquiry on the factors that can best improve post-secondary learning and teaching and to encourage the application of the results broadly. We recognize the importance of parallel efforts embedded in each discipline and scholarly society and of parallel efforts for earlier levels of education and will actively encourage their development. We have also found that the synergy across disciplines is of fundamental importance both in enriching the efforts within disciplines through new lines of inquiry and in leading to insights and generalizations that can apply across many disciplines. Thus, we will also actively encourage cross-disciplinary conversation and synergy. We are also especially interested in expediting the flow of new findings and applications across national boundaries and in fostering collaboration among scholars in different countries.

The society represents another realization of a collective vision for the future of the scholarship of teaching and learning.

The IS-SOTL Inaugural Conference, “The Scholarship of Teaching and Learning: Perspectives, Intersections, and Directions,” will take place at Indiana University Bloomington on October 21-24, 2004. It will feature plenary sessions by Lee S. Shulman, president, The Carnegie Foundation for the Advancement of Teaching; Mary Taylor Huber, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching; Thomas Angelo, University Teaching Development Centre, Victoria University (New Zealand); and Barbara Cambridge, director, Carnegie Academy Campus Program, among others.

The Mack Center of Inquiry on Teaching and Learning

P. A. Mack, a former trustee of IU and a current member of both the Indiana University Foundation Board and the Indiana Commission on Higher Education, has provided the initial endowment for a new center at IU known as 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.” The Mack Center has selected 15 fellows from across the 8 IU campuses who are pursuing SoTL research projects.

Conclusions

Because Indiana University Bloomington is a research campus whose faculty has in significant part embraced the scholarship of teaching and learning, it is rich in models for fostering and presenting the SoTL and scholarly teaching (through multimedia, electronic portfolios, a disciplinary teaching journal, conference presentations, print publications, and the like), models that may be transferable to other campuses. In particular, IU Bloomington provides a model of a synergistic merger of faculty development for teaching with the scholarship of teaching, one that moves faculty first toward reflection about and application of teaching methods—scholarly teaching—and then toward inquiry and the production of knowledge about them—the scholarship of teaching and learning.

Initiated by a small committee that included faculty, staff and senior administrators, similar teamwork continues to be central to the program as newly urgent questions emerge with its continuing success: What kinds of scholarship are most useful to and applicable by faculty? How much productivity is appropriate and practical to expect? What methods of inquiry and forms of reporting are persuasive and for which audiences? What campus structures will aid a genuine and self-sustaining scholarship? Such questions will be central to the further development of the IU SOTL Program. The new endeavors that IU will lead—the international society and the collaborative cluster of campuses and disciplinary societies from Canada, Australia, and across the US—will help us address some of these questions.

In his 2002 State of the University Address, then-IU president Myles Brand affirmed, “If we proceed thoughtfully, over time, we can affect the culture of the University. By acknowledging the synergistic relationship between teaching and research, we can enhance undergraduate education” (2002). The IU SOTL Program clearly is beginning to affect the University’s culture. Consider the experience of a typical new professor joining our faculty this year. At the 2002 New Faculty Picnic, sponsored by the vice chancellor for academic affairs and dean of the faculties, each new professor received a welcome packet that included three books on
teaching and its scholarship (including Huber and Morreale, 2002). Additionally, the vice chancellor personally invited each new professor to participate in the year’s SoTL events. Over the course of the year, a new professor’s departmental research seminar series may have included a presentation or two about the SoTL, with the focus on student learning. In the spring, he or she was invited to join a course portfolio or other working group to launch his or her own SoTL project. Most importantly, the conversations he or she joined in across campus may often have included an evidence-based approach to learning. Thus, as they arrive on campus, professors will be encouraged to understand the dynamic relationship that student learning, its scholarship, and disciplinary research hold at IU, a transformation growing out of the Scholarship of Teaching and Learning Program.

Footnotes

1For a selected list of presentations and publications, see Hesburgh Award Nomination, http://www.indiana.edu/~sotl/download/030214_hesburghprop.doc.
2For more about the Peer Review of Teaching Course Portfolio Initiative, led by the University of Nebraska, see http://www.unl.edu/peerrev/.
3This narrative is taken in large part from the Indiana University Bloomington Hesburgh Award proposal written by C. E. Nelson, J. Robinson, W. R. Schlegel, and J. Sept.

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From Two Box Lunches to Buffets: Fulfilling the Promise of the Scholarship of Teaching and Learning

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The author argues that examples of success in achieving the goals of scholarship of teaching and learning initiatives on campuses are needed. The conceptual basis, critical aspects of implementation, and outcomes of a two-year initiative in a Research I university are described. The results show that a scholarship of teaching and learning initiative may attract greater faculty participation than other teaching-related initiatives, that elements of developmental scaffolding for aspiring scholars are essential, and that once these elements are in place, the desired scholarly products begin to emerge.

Background

Those thousands of us faculty, faculty developers, and administrators who invest significant portions of our lives to reforming or transforming our institutions need tales of success—with evidence that such ventures succeeded. Models of success are especially valuable if the setting seems unlikely or the outcomes defy predictions, as, for example, in an effort to increase attention to teaching in a Research I university. This is such a story.

Craig Nelson, professor of biology at Indiana University Bloomington, and I had our first conversation over two box lunches at a faculty development conference in October 1998. Craig’s contributions to teaching and learning are nationally known. My wish was to build a climate of excellence in teaching at our research university, and I was new on the