


**THE SCHOLARSHIP OF
TEACHING AND
LEARNING:**



*A Special Case of the Meta-Profession
Model AND A STRATEGY FOR
ENHANCING FACULTY
EVALUATION AND PROFESSIONAL
ENRICHMENT*

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PROPOSITION 1:

To be effective, successful,
productive, and
professionally satisfied,
faculty need a variety of
skills and adequate
institutional support

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PROPOSITION 2:

To be effective, successful,
and productive, institutions
need evaluation and
professional enrichment
programs that maximize
faculty success

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BECAUSE:

**On a day-to-day basis,
faculty are responsible
for carrying out the
primary missions of
higher education**

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BUT-

**EVALUATION WITHOUT
DEVELOPMENT
IS PUNITIVE;

DEVELOPMENT
WITHOUT EVALUATION
IS GUESSWORK!**

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AS WELL---

**Faculty evaluation and
professional enrichment
must reflect institutional
realities and the interests
and needs of all the
stakeholders. *WHY?***

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BECAUSE ---

**ALL DEVELOPMENT
and EVALUATION
ARE LOCAL!**

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CONTRIBUTING FACTORS:

- Institutional Type & History
- Disciplinary Field
- Collegiality on Campus
- Available Resources
- Other Demographics
- Health, Well-being, & Personal Issues

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QUESTIONS ABOUT DEPARTMENTAL & DISCIPLINARY EXPECTATIONS

- Are *a priori* demonstrations of skill (especially teaching) required as part of the hiring process?
- Are disciplinary / departmental expectations clearly described?
- Are expectations aligned with clear & public institutional policy?

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QUESTIONS ABOUT DEPARTMENTAL & DISCIPLINARY EXPECTATIONS

- Is promotion & tenure based on departmental or institutional criteria?
- Are P & T decisions made within the college or department, or at the institutional level?

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QUESTIONS ABOUT DEVELOPING A TEACHING CULTURE

- Is there equal emphasis on all aspects of performance?
- Is teaching excellence valued, recognized, and rewarded at the same levels as performance in other areas?

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QUESTIONS ABOUT DEVELOPING A TEACHING CULTURE

- Is there a commitment to support for teaching and other aspects of career growth and success?
- Is there ongoing collegial dialogue about teaching, learning, scholarship, and “what it means to be a faculty member at this institution” ?

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QUESTIONS ABOUT SCHOLARSHIP

- What kinds of scholarship are valued, supported, & prioritized?
- What are the expectations for scholarship (type, amount, reputation. etc.)?

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QUESTIONS ABOUT SCHOLARSHIP

- Are various forms of scholarship equally valued & supported?
- What is the link between teaching and scholarship?
- What is possible?

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RELATING RESEARCH TO:

- Practice
- Faculty Evaluation
- Professional Enrichment

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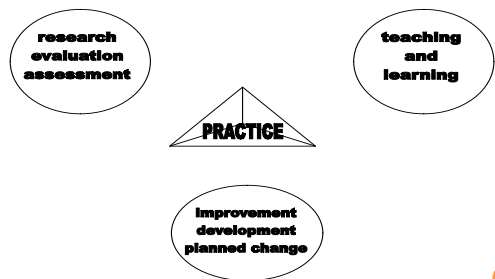
FACULTY INVOLVEMENT

Is there a reason to promote faculty involvement in the investigation of issues related to teaching and learning?

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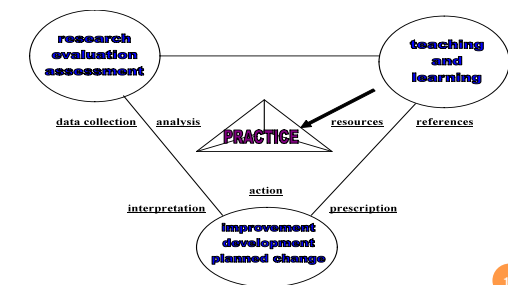
FIGURE 1. SCHOLARSHIP – IMPROVEMENT - PRACTICE



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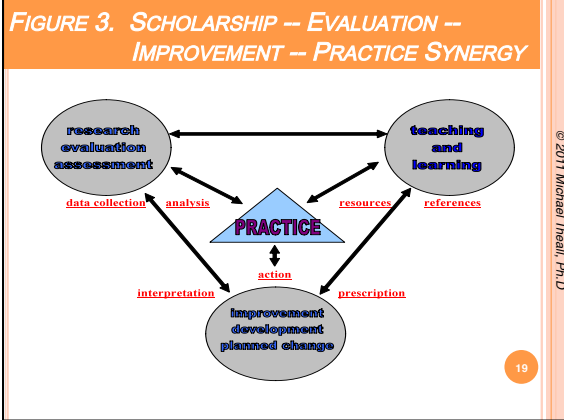
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FIGURE 2. SCHOLARSHIP - IMPROVEMENT - PRACTICE INTERACTIONS



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- QUESTIONS ...**
- How can teaching and learning be improved?
 - How can we know “what works best” at our institutions?
 - How can scholarship and teaching be integrated effectively?
 - Who can benefit from this integration?
 - How can this integration improve faculty evaluation and professional enrichment?
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AN APPROACH...

Thinking “Meta-Professionally” about the scholarly work and necessary skills of the faculty

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THE SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Scholarship in four equally important forms as a common activity of the professoriate:

- Discovery
- Application
- Integration
- Teaching

(Boyer, 1990)

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THE SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

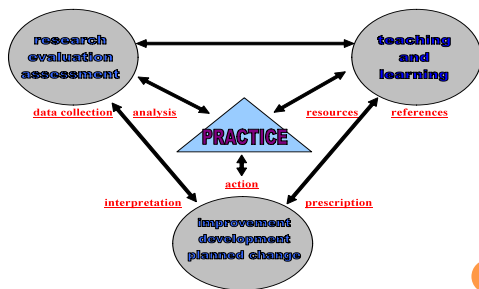
SoTL must go beyond scholarly teaching and into examination of teaching and learning issues with public sharing of results with peers.

Shulman & Hutchings, 1999

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FIGURE 3. SCHOLARSHIP – EVALUATION – IMPROVEMENT – PRACTICE SYNERGY



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THE SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Three faculty concerns after 20 years:

1. I'm not really interested in it.
2. I don't know how to do it.
3. Even if I was interested and knew how, I wouldn't get credit for it.

Can these concerns be addressed?

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SOTL AND META- SKILLS

Skills in the scholarships of discovery and teaching		Faculty Role: Scholarly/Creative Activities			
		Discovery/Creation	Discovery/Creation	Dissemination/Innovation	Dissemination/Innovation
		Base Prof. exim	Meta-Prof. exim	Prof. exim	Meta-Prof. exim
BASE PROFESSION Skill Sets	Content Expertise				
	Practice/Clinical Skills				
	Research Techniques				
Additional (META) PROFESSION Skill Sets	Instructional Design				
	Instructional Delivery				
	Instructional Assessment				
	Course Management				
	Instructional Research Techniques				
	Psychometrics & Statistics				
	Epistemology				
	Learning Theory				
	Human Development				
	Information Technology				
	Technical Writing				
	Graphic Design				
Public Speaking					
Communication Styles					
Conflict Management					
Group Process					
Resource Management					
Personnel Supervision Management					
Financial/Rudget Development					
Policy Analysis & Development					
Frequency of Need		ALMOST ALWAYS	FREQUENTLY	OCCASIONALLY	RARELY

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FOR FACULTY, DEPARTMENTS, & CCCS

- o Can SoTL provide information useful at several levels (individual, department, institution, & system)?
- o Can SoTL satisfy expectations for scholarly activity?
- o Can SoTL improve teaching and learning?

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FOR FACULTY, DEPARTMENTS, & CCCS

- Can SoTL provide professional growth?
- Can SoTL promote collegial collaboration?
- Can SoTL be considered equal to disciplinary inquiry?
- Can SoTL support assessment & accreditation efforts?

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MAKING SOTL A VALUABLE ASSET FOR FACULTY, DEPARTMENTS, & CCCS

The BIG question

Is SoTL a “good fit” for CCCS institutions?

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ADVANTAGES OF SOTL

- Answer important questions cost-effectively
- Improve teaching & learning
- Support assessment & accreditation
- Provide recognition for faculty
- Promote a “Meta-” approach to thinking about teaching & learning

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ADVANTAGES OF SOTL

- Be the focus of faculty learning communities
- Provide opportunities for collaboration
- Create a foundation of common interests
- Encourage informal dialogue about teaching and the profession
- Promote collegiality

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IN THE PROFESSORiate,

collegiality is a foundation for professional development and career satisfaction, and the basis for a strong profession.

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HOW DO WE ENCOURAGE COLLEGIAlITY?

By creating a strong profession that acknowledges its common bonds and professional responsibilities: a profession that understands the Meta- level work of the faculty and capitalizes on and rewards shared, resident expertise.

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A QUESTION (OR TWO) ...

“Whatever happened to
THE faculty?”
(Schuster, 1990)

“What has happened to the
professoriate?”
(Katz, 2006)

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WHAT IS ...

“a body of persons
having a
common purpose
or common duties”

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WHAT IS ...

“a body of persons
having a
common purpose
or common duties”

A COLLEGE

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WHO IS:

**“One who chooses to,
or is chosen to
work with others”**

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WHO IS:

**“One who chooses to,
or is chosen to
work with others”**

A COLLEAGUE

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The Scholarship of Teaching and Learning

A Special Case of the Meta-Profession Model and A Strategy for Enhancing Faculty Evaluation and Professional Enrichment

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83 (2000, K. Ryan, Ed.)

87 (2001, K. G. Lewis, Ed.)

88 (2001, C. Knapper & P. Cranton, Eds.)

96 (2003, D. L. Sorenson & T. Johnson, Eds.)

New Directions for Institutional Research #:

114 (2002, C. L. Colbeck, Ed.)

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For more information about the Meta-Profession and faculty evaluation, go to:

<http://www.cedanet.com/meta>

for documents and materials about the 'meta-profession' of the professoriate

and to:

<http://ntlf.com/pod/index.html>

See the bottom of the page link to "Faculty evaluation" by M. Theall for a review of the research and an extended/annotated bibliography.

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For information about student ratings instruments, see:

Student Instructional Report (SIR / SIR II)

Educational Testing Service 609-921-9000 www.ets.org

and,

Instructional Development and Educational Assessment Survey (IDEA)

The IDEA Center

Kansas State University 800-255-2757 idea@ksu.edu

www.idea.ksu.edu/