January 2015

SoTL Champions: Leveraging Their Lessons Learned

Sara Marcketti
Iowa State University, sbb@iastate.edu

Ann Marie VanDerZanden
vanderza@iastate.edu

Jennifer R. Leptien
Iowa State University, jenl@iastate.edu

SoTL Champions: Leveraging Their Lessons Learned

Abstract

The benefits of conducting SoTL impact individual faculty, staff, students, as well as disciplines, departments, and institutions. In spite of these benefits, colleges and universities, as well as faculty members, do not consistently embrace a broader vision of scholarship, including SoTL. This research explored individual experiences within the institutional framework of one land-grant institution to further institutionalize SoTL practice. A qualitative methodology of individual, semi-structured interviews was used to collect data. Eighteen faculty members with ranks from assistant to full professor revealed why they became involved in SoTL and the personal and professional benefits that went beyond those that "counted" for promotion and tenure decisions. Institutionalizing SoTL through definition and valuing in the faculty handbook and exempt review opportunities enabled SoTL work. Suggestions for strategically using SoTL to promote the university in efforts to increase recruitment and retention were offered.

Individual faculty and to an extent, certain institutions, have embraced elements of Boyer's 1990 special report, *Priorities of the Professoriate* and its call to broaden the scope of scholarship to include discovery, integration, application, and teaching (Boyer, 1990; Gayle, Randall, Langley, & Preiss, 2013). Within the realm of teaching, Boyer stated, "And teaching, at its best, shapes both research and practice. Viewed from this perspective, a more comprehensive, more dynamic understanding of scholarship can be considered, one in which the rigid categories of teaching, research, and service are broadened and more flexibly defined" (15-16). Since Boyer's report, there has been growing interest and involvement in the scholarship of teaching and learning (SoTL) in higher education as evidenced by the large number of journals and conference opportunities that provide a forum for this work (McKinney, 2007).

Definitions of SoTL vary by institution; however, many SoTL practitioners cite Shulman's seminal work in which he defined the characteristics of all scholarship, and thus SoTL, in that the work: "…becomes public; it becomes an object of critical review and evaluation by members of one's community; and members of one's community begin to use, build upon, and develop those acts of mind and creation" (1999, p. 15). Through public outlet, SoTL contributes to the body of knowledge about effective teaching, and fulfills the requirements of all scholarship – it is reviewed and made public to be built upon by fellow scholars (Bishop-Clark & Dietz-Uhler, 2012; Huber & Hutchings, 2005). The integration of research and teaching is then a key way of enhancing, developing, and informing practice both within and beyond an institution of higher education (Dobbins, 2008; Hutchings & Shulman, 1999).

The benefits of conducting SoTL impact individual faculty, staff, students, as well as disciplines, departments, and institutions (McKinney, 2007). For individual faculty, engagement in SoTL brings the activity of teaching and research in closer alignment and provides a peer-reviewed outcome necessary for many promotion and tenure decisions, as well as faculty rewards (Fairweather, 2005; Fanghanel, 2013; Kelly-Kleese, 2003). SoTL can provide community for diverse faculty members as it provides an opportunity for collaboration that

"can break through the isolation that college teachers so often feel" (Hutchings, Huber, & Ciccone, 2011, 9). When informed by SoTL, faculty members have a more powerful framework with which to think about their student learning, creating more effective pedagogies and stronger curricula (Hutchings, 2000). In making their research discoveries public, teaching becomes communal, as colleagues are able to evaluate and build upon the work (Huber, 2004). This process improves the individual classroom as well "advancing practice beyond it," thus strengthening our knowledge of best teaching practices, particularly within disciplines (Hutchings & Shulman, 1999, 12). On the larger scale, SoTL can help advance institutional core agendas (Hutchings, Huber, & Ciccone, 2011; Schroeder, 2007).

In spite of these benefits, colleges and universities do not consistently embrace a broader vision of scholarship, including the valuing of SoTL (Cruz, 2014; Glassick, Huber, & Maeroff, 1997). Furthermore, while faculty members generally care about their teaching and their students, few take the time to systematically investigate, reflect upon, and publish their findings (Calder, Cutler, & Kelly, 2002). While it is necessary that the "scholarship on teaching and learning be taken as seriously as other, more traditional forms of research" (Shapiro, 2006, p.43), this does not consistently occur within the academy.

Past scholarship has considered SoTL within specific disciplinary styles. For example, in *Balancing Acts* (2004), Huber featured case studies of four individual scholars, a humanist, a psychologist, a mechanical engineer, and a chemist in their SoTL journeys. In *Disciplinary Styles in the Scholarship of Teaching and Learning*, individual chapters focus on SoTL perspectives in history, English, communication studies, management sciences, sociology, psychology, mathematics, chemistry, and engineering. In *Opening Lines* (2000) eight faculty members from diverse disciplines selected as Carnegie Scholars with the Carnegie Academy for the Scholarship of Teaching and Learning provided their methods and approaches for conducting SoTL.

Rather than taking a disciplinary approach, this research used interviews with selected SoTL champions working within one institution of higher education to consider both individual

and institutional frameworks that enabled their SoTL work. The purpose of gleaning this information is to better support individual faculty and to further institutionalize SoTL at the university. As stated by Fullan (2001), "Educational change depends on what teachers do and think—it's as simple and as complex as that" (p. 115). Furthermore, complex organizations such as universities are not static but change based on the mission, vision, and values of the institution, structure of the organization, the people, resources available and reward structures (Galbraith, 2014; Hanson, 2001). Therefore, it is imperative to understand both the individual, as well as the institution, in which that person works.

Methods

To explore the experiences and beliefs of SoTL champions, a qualitative methodology was selected to obtain rich, thick data (Esterberg, 2002). Individual, semi-structured interviews were utilized to collect the data (Kvale, 1996). Examples of questions included: "When and how did you first become engaged with SoTL work?; What are the professional and personal benefits of your SoTL work?; How would you describe the culture of your program, department, college, and university regarding SoTL work?" The interview schedule is included in the appendix.

A purposive, snowball sampling technique maximized the acquisition of relevant information (Esterberg, 2002). Upon gaining institutional review board exemption status, individuals known for their SoTL work at the university were identified through the Center for Excellence in Learning and Teaching administrative team's contacts. Each interviewee was asked to recommend other potential research participants. With participants' consent, all interviews, ranging from thirty minutes to one and a half hours, were audio taped and transcribed to ensure accuracy in data analysis. Participants' confidentiality was ensured by assigning a pseudonym in the data analysis process. To further protect their identities, the faculty were categorized as working in the disciplines of STEM (e.g., science, technology, engineering, or mathematics) or Humanities (e.g., art, design, or education) so that they would not be easily identifiable through their specific disciplines.

Data were analyzed as soon as possible following interview transcription. Codes were written in the margins of the transcripts and served as identifiers that enabled the labeling and organizing of the data (Corbin & Strauss, 2008). The researchers utilized open coding to examine the data line by line. Once information was coded, the emergence of significant themes that described participants' experiences and perceptions related to SoTL were identified (Van Manen, 1990). Interviewing continued until saturation of ideas were reiterated by participants and thoroughly explained (Corbin & Strauss, 2008).

A total of eighteen faculty members were interviewed. We ensured representation of faculty from assistant (4), associate (7), and full professor (7) rank, and diverse disciplines: seven faculty members from humanities focused programs and eleven faculty members engaged with STEM fields. Participants' work experiences as faculty members at the land-grant institution ranged from 3 to 35 years; with equal number of female (9) and male (9) participants (Table 1).

Table 1. Pseudonyms, titles, and disciplinary focus of interviewees

Pseudonym	Title	Disciplinary Focus
Keith	Assistant Professor	Humanities
Fiona	Assistant Professor	Humanities
Theodore	Assistant Professor	STEM
Samantha	Assistant Professor	STEM
Jennifer	Associate Professor	STEM
Joseph	Associate Professor	Humanities
Julia	Associate Professor	Humanities
Randy	Associate Professor	STEM
Amelia	Associate Professor	Humanities
Elizabeth	Associate Professor	Humanities
Kenneth	Associate Professor	Humanities
Ian	Professor	STEM
Christina	Professor	STEM
Meredith	Professor	STEM
Philip	Professor	STEM
Eric	Professor	STEM
Harold	Professor	STEM
Jessica	Professor	STEM

Results

Three major themes were derived from analysis of the data. These themes centered on 1) participants' reasons for first becoming involved with SoTL and the reaons they remained involved even after receiving promotion and tenure, 2) the institutional structure and processes that supported their SoTL work, and 3) recommendations of the faculty on how to further support SoTL at the institution.

Why did they first become involved?

Nearly all of the faculty members interviewed began their path in SoTL because of a need, they were either teaching extremely heavy loads or they realized a need within their own skill sets to "dig in" to the existing literature to improve and measure their teaching effectiveness. According to Eric, a professor in a STEM discipline:

> When I came here I had a 40% teaching appointment which meant that I taught six credits a semester and we didn't have any teaching assistants. So, I was spending a lot of time in the classroom thinking how can I do this better or be more efficient. And partly my PhD experience was that, we wrote a grant, your grant got funded, you spent three years collecting data and analyzing data and then you published. When I interviewed here, the dean told me, well, you should be publishing 2 to 3 journal articles per year. And even though I submitted proposals within 6 weeks of arriving here, I was thinking to myself, 'Now how am I going to get 2 to 3 publications a year?' To make that third year review under this criteria SoTL work filled that because I was interested in doing things better in the classroom and the students were there every day. So I just started using the students.

Other faculty members discussed finding themselves spending many hours per week in the classroom, but with little time to carry out the "benchtop research" that they were trained in as graduate students. As a result they began exploring how SoTL could contribute to their research needs at the land-grant, research extensive university.

Several of the participants spoke of winning teaching awards, yet realizing that while their peers and students may have deemed them successful in the classroom, they did not personally feel they had the empirical proof to demonstrate teaching effectiveness. Harold, a professor in STEM, mentioned how early in his career,

> I was exposed to this sort of radical idea that teaching is something you can learn. I had won teaching awards and I was recognized for my teaching at that point but I came to sort of believe that I really was a novice. That I really didn't know anything about the craft, that I was good at figuring it out on my own, but I really felt that I had so much to learn and so I dived into becoming this student of teaching and learning.

Other researchers, notably Hutchings (2000), have described the initial need to become involved with SoTL stemmed from heavy teaching loads coupled with promotion and tenure expectations of peer-reviewed publications. However, nearly two-thirds of our interviewees were promoted and tenured associate and full professors. In analyzing why these participants' remained involved with SoTL, the responses became more multi-faceted than supporting heavy teaching-loads. Several faculty members spoke of SoTL as providing synergy in their faculty roles. Randy, an associate professor in a STEM field said: "With SoTL, I like the fact that I can integrate scholarship and teaching together. It just makes things, makes me a better faculty member." Joseph, a STEM-related associated professor, similarly commented the integration of teaching, research, and service that he conducts through SoTL makes his position "feel like one job instead of three different jobs." Amelia, an associate professor in Humanities mentioned her reason for continuing to engage in SoTL was,

> You will be in the classroom 3 to 6 hours per week and spend numerous hours developing activities, assessments, and long-term strategies. You might as well engage with SoTL work and 'kill two, or maybe, even three birds with one stone.' I think it makes for a more complete teaching and research program if you combine your many efforts.

In addition to creating synergistic opportunities and providing an output that "counted" for promotion and tenure decisions, several of the faculty members discussed how SoTL created a sense of community. Jennifer, a STEM related associate professor continued her SoTL research mainly to connect with other instructors. Jennifer compared teaching to

> Raising kids, or raising dogs, it's not all sunshine and roses and there are struggles. Same thing in teaching. Sometimes the same subject to the same population there's predictable struggles and sometimes there're completely unpredictable struggles. And to feel like you're

not facing those challenges by yourself every single time, it's just very gratifying.

In extending this notion of community, Amelia, stated that her SoTL reached a broader audience and was more impactful than her disciplinary work, which she viewed as important but with a limited, narrower audience. The example of the larger reach her SoTL work provided was with the following example:

> A colleague and I wrote up the results of a large data set for a 2 page practitioner focused journal. This is a journal with 60 plus percent acceptance rate and by and large considered a third or fourth tier publication outlet. At our most recent discipline specific conference a young man approached me and said this article encouraged his master's work and that he is now pursuing PhD programs to continue the work. This is really profound to me and gives me a great deal of professional feelings of success. Something I do not experience with my 10% acceptance rate articles in the disciplinary field.

The feeling of professional success and being "known" outside of disciplinary circles was mentioned by several of the tenured faculty members. Faculty members Amelia, Jennifer, Elizabeth, Joseph, and Julia all mentioned the feelings of validation and confidence they felt when asked to serve as external reviewers for promotion and tenure cases related to SoTL, reviewing for teaching related publications and presentations outside of their discipline, and requests to speak and serve on teaching panels and seminars at the university. Jessica, a seasoned faculty member with numerous teaching, research, and service awards recounted how:

> I was told for years that you will never make tenure. And I almost didn't. It was very controversial when I put my materials together. That they didn't really want me to get it on the basis of teaching and the scholarship around it. But I did get it. But once that happened, that became, it became the reason that I got to be full professor. It became my distinction. Once I could make that shift, then everybody's like, oh, you're, famous across the country

and around the world for this. And I'm like, what? Me? You know. Everybody's always telling me this is going to be my Achilles heel and then it became, like, the special thing.

Institutionalizing SoTL

At the participants' university, SoTL is described within the faculty handbook. It is defined as "public, peer reviewed, critiqued, and exchanged with other members of our professional communities so they, in turn, can build on our work…" (Iowa State University. 2015, January. Faculty handbook. Ames, IA: Iowa State University). It is differentiated from scholarly teaching, or the work done within the classroom anchored in the literature of teaching which emphasizes documenting student learning. The handbook states, "SoTL contributes to the discovery of knowledge about teaching and learning in higher education and must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity" (Iowa State University. 2015, January. Faculty handbook. Ames, IA: Iowa State University). All college governance documents must comply with this university governance document, thus establishing SoTL as a valued contribution for annual reviews, and tenure and promotion decisions. The formal documentation of SoTL within the faculty handbook was mentioned by each of the tenured faculty members interviewed. Harold discussed the development of this document, explaining how it was a coordinated effort of the university's Center for Excellence in Learning and Teaching, individual faculty members who "played a major role in helping people understand how to operationalize it at the department and college level," as well as an "alignment in the administration of understanding." Harold emphatically stated the importance of this document: "Unless you make SoTL necessary, you are devaluing it." Kenneth, as associate professor in the Humanities stressed the wording of the faculty handbook made clear, "this is a university that supports excellence, no matter how it's expressed, whether through disciplinary research or something like SoTL."

SoTL was also institutionalized by the university through streamlining of the institutional review board process in which

most forms of educational related research are considered exempt. The exempt form is a short-3 page form that does not require informed consent documentation or detailed responses as compared to the 10-plus page long form for non-education related research. Some departments within the institution also formalized their acceptance of SoTL through inclusion in position description announcements. Samantha mentioned applying for her current Assistant Professor position because she knew in previous job announcements that SoTL was "in the mix…and I knew from that the scholarship of teaching and learning that would be welcome here."

In addition to the formal written acceptance of SoTL as a valued research contribution, faculty members mentioned the resources available to them to engage in SoTL. According to Elizabeth, an associate professor in the Humanities, the college and the university consistently provided funding opportunities related to SoTL. In that sense, she believed the institution showed their support and "definitely rewards faculty who want to be innovative in their teaching." She continued, without these "great resources many faculty wouldn't be able to be innovative and try different things in the classes."

Perhaps because of the institutionalization of SoTL at the university, each of the assistant professors interviewed held extremely positive views of SoTL. Samantha eloquently summarized how SoTL:

> Allows me to increase my scholarship productivity. It allows me to continuously improve my teaching. And it allows me to interact with people that I otherwise wouldn't interact with outside of the department. I engage with people around the campus and across the country.

Associate and full professors held a more nuanced view of the perceptions of SoTL. Randy described the different philosophies across the university:

> I felt very fortunate to go up through the tenure process in my present college because they definitely get it. They definitely understand. But there are other colleges where a

SoTL type publication doesn't have the same value as a research publication. It goes to that overall view on promotion and tenure. Case A professor has this great research program, brings in five million dollars, for some disciplinary research and has a bunch of papers and is a mediocre teacher. Case B we have a person that might bring in a NSF grant and is an awesome, fantastic teacher and kind of does some disciplinary work but is not outstanding. They aren't evaluated as the same. That's the reality of it.

To combat this unevenness in perspective, Christina, a professor in a STEM field stated: "There's honestly, there just need to be some retirements at the university. And some people who really do know what the new documents say and how it's interpreted. It is not a loosening of the standards; it's just an application of what the standards really are."

While SoTL was valued on paper and by many individuals within the institution, faculty members discussed the ways in which disciplinary research; particularly well-funded disciplinary research, was more appreciated. Elizabeth stated:

Even though we constantly hear the president and provost saying that teaching is very important, how students are taught in the university and what their experiences are and what they're learning. We constantly hear that, but it does feel backhanded, unless you're bringing big, big bucks it's not really important. Isn't teaching and even SoTL supposed to be important, even then the main purpose of the university right? But it feels like unless you bring big money, it doesn't really matter what you do in the classroom.

The inexpensive nature of SoTL work proved in this way to be both an advantage and disadvantage to faculty members. According to Ian "if you look at the financial rewards for being extremely successful from a research in your field standpoint and being extremely successful from a SoTL standpoint, they're different." Randy explained from the administrator perspective:

"There is an emphasis on funding and as faculty members we've got to bring in cash, that's how this place runs. The state's not going to give us everything we need to keep the doors open." Despite the emphasis on funding, Meredith a STEM professor provided a personal example of the important impact her SoTL work had with the following perspective:

> I'm teaching 75%, I'm doing research 25%, I have two graduate students, I have seven distance graduate students, I'm doing all of this but I don't look productive because I'm not bringing in the 25 million dollar grants. So how are we being assessed? And yet, when it comes right down to it, I might be making a greater impact than anybody who has a 25 million dollar grant.

The notion that the positive impact of SoTL could and should be strategically promoted and popularized by administrators was an opinion offered by Harold:

> It makes your university more competitive because students learn more, the student experience is better. And it isn't just, 'oh, we've got a bus system so come to our university.' You get a damn good education here and it's a great education and you're working with the best faculty in the world. I think you get better traction with the legislature, with the public, with your potential customers.

Likewise, Jennifer discussed how when talking to future students and alumni, deans in particular, can praise the quality of the graduates and that the deans could say, "Hey our teachers are also researching how students learn and they're not just showing up and not caring how the students do," providing an additional competitive advantage for recruitment and retention efforts.

Despite all of the benefits of SoTL, there were several faculty members that commented on the detrimental effects of the work. Harold spoke of applying for 15 to 20 provost positions throughout his career and never receiving a call for an interview. He related that even at schools that highly valued teaching, his resume was "considered cold… because my disciplinary research

is ten years old, fifteen years old. I haven't exactly sat on my oars in the last fifteen years in terms of publications but [SoTL] doesn't get recognized." Kenneth who was considering applying for full professor stated, "I think the reward system is much better tuned for people who don't use the word 'and.' Having a focus of specific area within the discipline is just an easier path where you can focus all your energies, you can be more successful at getting grants, more successful at publishing, publishing more, having a greater body of work in one area."

Despite some of the detriments to pursuing SoTL, Ian commented,

> I've loved my job from the very beginning and there's been big chunks of my career where I've been beat up every year and other big chunks where they loved what I do and I'm doing the damn same thing every year. So if I've tried to follow what people told me what they thought was important from above I would hate my job and I would be bouncing all over every three, four years and changing focus and that wouldn't be good for anyone. And, and it certainly wouldn't make me happy.

Ian's comment really speaks to the different perspectives regarding SoTL work at the university. He continued by saying that "it was a huge advantage for me that we had multiple administrators coming and they all defined SoTL completely differently because then I just ignored them completely and did my own thing." Many of the senior faculty members mentioned dealing with administrators who either "got" SoTL or were ambivalent about SoTL as long as the faculty members were published in peer-reviewed outlets, or they discouraged the work all together. As such participants suggested creating a balance between disciplinary work and SoTL to "ride the tide" of different administrative perspectives. When planning his pre-tenure career, Eric discussed the conscious effort of balancing SoTL with disciplinary research. He advised:

> I'm still convinced that the model that I've used will work for everybody. You should still be writing your grants, you

should still be doing that disciplinary research, but every semester, you should also be looking at what are the questions or concerns in the classes that you are responsible for and what can you do about that?

Randy likewise encouraged faculty to consider "what your appointment is, and your interests, and what your PRS says, your position responsibility statement. You do need to think about the wavelength of your department chair and the college. I mean, you've gotta navigate all that." The idea of continuing disciplinary specific work was also crucial for the faculty interested in recruiting and retaining outstanding graduate students in their particular fields of study.

Moving Forward

Each of the SoTL champions interviewed was highly successful in their disciplinary fields and in the SoTL. Messages of advice for how the university could further embrace SoTL centered on specific ideas to promote and popularize SoTL, and suggestions to change the training of graduate students to embrace more diverse forms of scholarship.

Specific ideas to promote and popularize SoTL focused largely on the process of creating SoTL knowledge and opportunities.

- Phillip, a professor in a STEM discipline suggested while the university had excellent teaching and SoTL programming, there needed to be a more deliberate opportunity for the sharing of "how people learn," perhaps through a yearly endowed lectureship with 1 to 3 events per year.
- Samantha also mentioned the success of the university programming on teaching and SoTL, but suggested ways of making these sessions more public either through a searchable index of faculty SoTL areas or hosting the programming within different buildings on campus.
- Bringing SoTL within the departments was mentioned by Randy. He suggested each department or college have an educational specialist or instructional designer to help with

teaching and SoTL. Just as "we hire an IT specialist, the computer guy who keeps all the computers running and they're invaluable. Well, why wouldn't we hire an educational specialist or an instructional designer that could help us do the same thing?"'

In addition to the suggestions of further enabling faculty involvement of SoTL within the university community, many participants discussed the need to change the way we train our graduate students. Ian commented,

> We train graduate students, typically, to be extremely narrow and be very focused in an area and we hire faculty to be broad and to be able to do multiple things. That creates issues when we hire people that are very narrow and expect them to be very broad. That creates a lot of anxiety and a lot of stress and then they're like teaching doesn't matter, and SoTL doesn't matter, and so it's not a surprising thing. We haven't taught them to appreciate that all the way through grad school. We've said the way you'll be successful is to get narrow and stay focused and, and then we expect them to suddenly have an appreciation for a wide variety of other things.

Samantha commented that most of her students go on to more teaching-focused institutions. She stressed she didn't want her students at the research intensive university to "turn into research wonks... I'd like them to understand the field and the idea that you're responsibility as a researcher is to teach other people about what you've done, and that flows back into the teaching science to practice model of the land-grant universities."

Discussion

The heart of SoTL is in the classroom (Hutching, Huber, & Ciccone, 2011) and indeed many of the participants' initial interest in SoTL was to measure student learning and their teaching effectiveness because of their heavy teaching loads. However, it seems from these interviews, that senior faculty members continued their SoTL work because of personal and

professional benefits that went beyond those that "counted" for promotion and tenure decisions. Finding community, opportunities to impact students and future colleagues, and being known outside of disciplinary circles were all given reasons for continuing to engage in SoTL work.

Institutionalizing SoTL at the participants' university through more efficient institutional review board exemption was important for enabling SoTL. Defining and valuing SoTL within the faculty handbook and providing consistent funding opportunities further institutionalized SoTL, such that many of the newer faculty members saw no downside to spending the time and energy on SoTL. Despite the internal and external rewards of SoTL work, the perception of administrator and promotion and tenure committee unevenness towards SoTL was recognized by the more seasoned faculty members interviewed. Suggestions for strategically using SoTL to promote the university in efforts to increase recruitment and retention were offered.
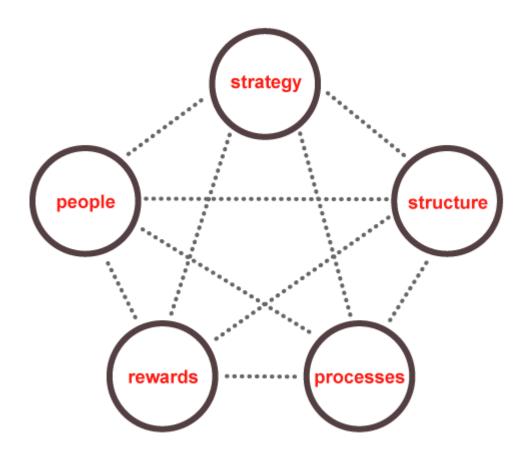
Conclusions and Implications

Peter Felton (2013) argued that

> On many campuses, administrative and faculty colleagues may not understand scholarly inquiry into student learning, and some are skeptical of claims about a 'scholarship' of teaching and learning. One way to change their minds is for SoTL practitioners to come together in articulating and upholding norms that reflect the best of our work [as it] is essential for making the case for institutional resources and support for our work, and even more importantly, for upholding our professional obligations as teacher-scholars (p. 122).

Through analysis of the interviews with SoTL champions this research considered both individual and institutional frameworks that enabled their SoTL work. One may use the Galbraith Star Model to visualize the work of these SoTL champions within their university (Figure 1). The model relies on five categories: strategy which determines the direction of the organization; structure or the location of the decision-making

power; processes or the flow of information; rewards or the motivation of people to perform; and people or employee mindset and skills.

Strategy drives structure; processes are based on structure; and structures and processes define the implementation of reward systems and people policies.

Figure 1. Galbraith's Five Star Model.

     In this way, strategy may be understood as each faculty members' decision to engage in SoTL and the university's decision to reward excellence, whether SoTL or discipline related. In this case, structure is the definition of SoTL in the faculty handbook which shows SoTL has the same value as disciplinary

work for promotion and tenure decisions. Processes, such as resources to support SoTL, enabled faculty to do the work. And finally, the reward system allowing SoTL to count for promotion and tenure aligned employee goals with organization goals. This reward system is furthered by the inclusion of SoTL within job announcements as it effectively encourages the recruitment and selection of individuals working in SoTL.

Faculty provided many suggestions for further strengthening SoTL at the institution. Many of these suggestions centered on further aligning knowledge and practice with how SoTL is perceived by faculty members and upper administration. Further research will consider administrator perspectives of SoTL within the institution. We will also speak to faculty members who have eschewed SoTL work to gain an even deeper understanding of the impediments of conducting this work in higher education.

References

Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Engaging in the scholarship of teaching and learning*. Sterling, VA: Stylus.

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Calder, L., Cutler, W. W., & Kelly, T. M. (2002). "History lessons." In M. T. Huber, & S. P. Morreale (Eds.), *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground* (pp. 45-67). Washington, D.C.: American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching.

Corbin, J. M., & Strauss, A. (2008). *Basics of qualitative research*. Thousand Oaks, CA: Sage.

Cruz, L. (2014). Opposing forces: Institutional theory and second-generation SoTL. *International Journal for the Scholarship of Teaching and Learning*, *8*(1), 1-9.

Dobbins, K. (2008). Enhancing the scholarship of teaching and learning: A study of the factors identified as promoting and hindering the scholarly activities of academics in one faculty. *International Journal for the Scholarship of Teaching and Learning*, *2*(2), 1-8.

Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.

Fairweather, J. S. (2005). Beyond the rhetoric: Trends in the relative values of teaching and research in faculty salaries. *The Journal of Higher Education, 76*(4), 401–442.

Fanghanel, J. (2013). Going public with pedagogical inquiries: SoTL as a methodology for faculty professional development.

Teaching and Learning Inquiry: The ISSOTL Journal, *1*(1), 59-70.

Felton, P. (2013). Principles of good practice in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal*, *1*(1), 121-125.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). Toronto, Canada: O.I.S.E. Press.

Galbraith, J. (2014). *Designing organizations: An executive guide to strategy, structure, and process.* San Francisco, CA: Jossey-Bass.

Gayle, B. M., Randall, N., Langley, L., Preiss, R. (2013). Faculty learning processes: A model for moving from scholarly teaching to the scholarship of teaching and learning. *Teaching and Learning Inquiry: The ISSOTL Journal*, *1*(1), 81-93.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate.* San Francisco, CA: Jossey-Bass.

Hanson, M. (2001). Institutional theory and educational change. *Educational Administration Quarterly 37*(5), 637-661.

Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. San Francisco, CA: Jossey-Bass.

Huber, M. T. (2004). *Balancing acts: The scholarship of teaching and learning in academic careers*. Washington, D.C.: American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching.

Hutchings, P. (2000). *Opening lines: Approaches to the scholarship of teaching and learning.* Washington, D.C.: American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching.

Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact.* San Francisco, CA: Jossey Bass.

Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change*, September/October, 12.

Kelly-Kleese, C. (2003). Community college scholarship. *Journal on Excellence in College Teaching*, *14*(2/3), 69-84.

Kvale, S. (1996). *Inter-views*. Thousand Oaks: Sage.

McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling.* San Francisco, CA: Anker Publishing.

Schroeder, C. (2007). Countering SoTL marginalization: A model for integrating SoTL with institutional initiiatives. *International Journal for the Scholarship of Teaching and Learning*, *1*(1), article 15, 1-9.

Shapiro, H. (2006). Promotion and tenure and the scholarship of teaching and learning. *Change*, *38*(2), 38-43.

Shulman, L. S. (1999). Taking learning seriously. *Change*, *31*(4), 10-17.

Van Manen, M., 1990. *Researching lived experience: Human science for an action sensitive pedagogy*. New York: State University of New York Press.

Appendix: Interview Schedule

Demographic Information

1. Please detail your career and professional history including
   a. Date of PhD
   b. Post-Doc
   c. First appointment, trajectory to full professor
   d. Always at this university?
2. What is your disciplinary focus?

SoTL Work

1. When and how did you first become engaged with SoTL work?
   a. Pre- or post-tenure?
   b. Did someone encourage you to engage in this work?
   c. Did anyone discourage your participation?
2. How has your SoTL work changed through time?
   a. Data collection methods?
   b. Breadth/depth?
3. Do you have a strategic plan/research program for your SoTL work?
4. Do you (consciously) think about balancing your SoTL and disciplinary specific research? If so, what is your strategy?
5. What are the professional benefits of your SoTL work?
6. What are the personal benefits of your SoTL work?
7. What are the disadvantages of engaging in SoTL?

Institutional Culture

1. How would you describe the culture of your program/department/college/university regarding SoTL work?
2. Has this culture changed since you have been at this university? If so, how?

3. What could this university and teaching center do differently to encourage greater engagement in SoTL activities?
4. What advice regarding SoTL do you give to your graduate students/tenure-track faculty mentees, and tenured colleagues?

Is there someone else at this university that engages in SoTL work with whom you think I should speak?