**Strategy #3 Recommendations**
**Teaching & Learning Advancement Team[[1]](#footnote-1)**

The Teaching & Learning Advancement Team was created to support of the strategic plan goal of fostering academic and co-curricular innovation. This team is investigating ways to engage and inspire faculty, staff, and students by creating a supportive environment for intellectual inquiry and educator development. This environment—both cultural and physical—must be student-centered, committed to teaching excellence, and dedicated to meeting the needs of learners.

Applicable Vision Statement Elements

[1] Stephen F. Austin State University (SFA) will have a distinct and stellar reputation based on the transformational learning experiences we provide for all our students in an exceptional setting. We will not use the term "transformational" lightly. We will be deeply committed to providing high impact, experiential learning for all SFA students.

[4] We will achieve financial sustainability by meeting tough choices head-on and making smart decisions about the future of the university. We will diversify our revenue streams, allocate our resources strategically, increase our private funding, and achieve meaningful enrollment growth. We will invest in our people and achieve appropriate levels of compensation, reward, and recognition. Professional development for faculty and staff will be seen as an investment and not an expense because our people are the greatest asset we have.

[5] We will be an innovative university. We will reach our students where they are and prepare them for life-long learning and career responsiveness in the twenty-first century. We will use cutting-edge teaching techniques and advanced research methods both inside and outside the classroom. We will be a forward-thinking university that not only is responsive to the realities of higher education but also is a leader in academia. Technology will be appropriately and sensibly infused throughout the campus in our classrooms and operations. It will facilitate-not drive-how we teach and work together.

**Strategy #1:** Enhance existing classroom spaces and use to support effective teaching.[[2]](#footnote-2)

**Strategy #2:** Enhance effective instruction by strengthening educator development offerings and providing resources to those taking part in teaching as a scholarly endeavor and those seeking to improve their teaching by engaging in evidence-based teaching.[[3]](#footnote-3)

**Strategy #3:** Support faculty engaging in the scholarship of teaching and learning (SoTL), scholarly teaching, and mentored student research and creative activity.

Rationale: Research is a vital component of teaching and learning advancement. In this context, research includes both faculty engaging in the scholarship of teaching and learning and faculty who mentor students (both undergraduate and graduate) engaging in research. The former advances knowledge of teaching and learning, whereas the latter specifically contributes to transformative experiences for our students. Both require university support. The purpose of this action step is not to erode discipline-specific research but to ensure SoTL has parity to it.

**Action Step #1:** Support faculty currently engaged in or interested in pursuing the scholarship of teaching and learning.[[4]](#footnote-4)

Purpose: To encourage continued and new growth in the scholarship of teaching and learning, various types and levels of support must be provided.

**Task #1:** Create a professional development series to provide faculty with information about what constitutes effective SoTL and how to engage in SoTL research.

Explanation: Whereas all faculty have subject-specific expertise, some faculty have little knowledge of the scholarship of teaching and learning. This series would provide an overview of SoTL and showcase ways to engage in a variety of SoTL research.

Resources Needed: Team to develop curriculum for this series, individual/team to lead the workshops, possible compensation for team members.

Immediate Targets: Develop curriculum in summer 2017.

Long-Range Targets: Deliver SoTL series in fall 2017 or spring 2018.

Impacted Departments: Center for Teaching & Learning (to coordinate curricular development and delivery of series), home departments of faculty and staff who develop/deliver the series.

**Task #2:** Employ faculty SoTL consultants in the Center for Teaching & Learning.

Explanation: The purpose of these SoTL consultants will be to increase SoTL awareness by delivering or coordinating SoTL-related workshops and working with individual faculty on SoTL-related projects. Given that SoTL varies by discipline, there is need for multiple consultants.

Resources Needed: Release time for SoTL consultant (initially, .25 FTE).

Immediate Targets: Select first SoTL consultant in late spring 2017.

Long-Range Targets: In 2018, review SoTL consultant’s contributions and appoint one or more additional consultants.

Impacted Departments: Center for Teaching & Learning (CTL), home departments of selected SoTL consultants.

**Task #3:** Train graduate assistants (GAs) to help faculty interested in doing SoTL research. These could be GAs who assist with research design, statistical analysis, etc.

Explanation: Given the demands on faculty time, GA support for faculty engaging in the scholarship of teaching and learning would be helpful. These GAs could aid in data collection, statistical analysis, literature reviews, etc. Ideally, these students should complete the SoTL professional development series described in Action Step #1, Task #1 and have a background in research methods.

Resources Needed: To begin, at least one SoTL GA.

Immediate Targets: Obtain one GAship by fall 2017 or spring 2018.

Long-Range Targets: Enough GAships to provide adequate support for faculty engaging in SoTL research.

Impacted Departments: Graduate School

**Task #4:** Provide appropriate recognition of those faculty engaging in the scholarship of teaching and learning.

Explanation: SoTL is an important area of research across disciplines. Thus, the university must recognize SoTL research accomplishments in similar ways to discipline-specific research accomplishments. Recognition includes but is not limited to funding, awards, and tenure and promotion.

Resources Needed: Team to reassess criteria for awarding of relevant funding, awards, and tenure and promotion.

Immediate Targets: Develop recognition in 2017-2018 academic year, find funding for possible rewards (e.g. plaques, monetary award, etc.)

Long-Range Targets: Give first award in 2018-2019 academic year.

Impacted Departments: Various

**Task #5:** Provide appropriate funding resources for those faculty engaging in the scholarship of teaching and learning.

Explanation: As with discipline-specific research, the process of SoTL requires resources. This includes (but is not limited to) purchase of supplies, reassignment of time to allow for writing and data analysis, hiring of graduate assistants, travel to present findings, etc.

Resources Needed: Funding, time.

Immediate Targets: Place a faculty familiar with SoTL on the University Research Council by Fall 2017. Establish coordination between CTL and the Office of Research and Sponsored Programs (ORSP) to ensure SoTL research projects receive equal consideration for mini-grants and other funding.

Long-Range Targets: Develop mini-grants within the Center for Teaching & Learning to support SoTL research.

Impacted Departments: ORSP, CTL

**Action Step #2:** Attract and support faculty who engage in scholarly teaching and utilize evidence-based teaching methods.

Purpose: Scholarly teaching and the utilization of evidence-based teaching methods require significant investments of time and energy on the part of faculty. Because these two endeavors, when done properly, yield greater learning outcomes for our students and thus better prepare them for the post-college world, we should attract and support those educators engaging in these practices.

**Task #1:** Update job ads for faculty positions to include verbiage that conveys that SFA values evidence-based teaching and to encourage all candidates to provide teaching statements and give teaching talks.

Explanation: If SFA intends to market itself as an institution focused on teaching and learning, we should ask our faculty job candidates to indicate their experience with and interest in these areas. Individuals hired as faculty will have a significant portion of their daily duties comprised of teaching; therefore, we should ask candidates to display their knowledge of and to demonstrate practice in scholarly teaching.

Resources Needed: Approval of new verbiage by Human Resources, all academic departments.

Immediate Targets: Implement new verbiage in job ads by fall 2017.

Long-Range Targets: N/A

Impacted Departments: Human Resources, all academic departments.

**Task #2:** Provide library support to faculty seeking resources on evidence-based teaching.

Explanation: If faculty are to be expected to stay abreast of the latest research on teaching and learning and possibly to contribute to this scholarship, it is crucial that they have access to appropriate databases and journals and that they be aware of the presence of ScholarWorks and LibGuides.

Resources Needed: Dedication of library resources to support access to appropriate databases and journals.

Immediate Targets: In Fall 2017, survey faculty to identify which databases and journals are needed.

Long-Range Targets: In FY 2018, purchase access to as many requested databases and journals as is fiscally feasible.

Impacted Departments: Steen Library, all academic departments.

**Task #3:** CTL will continue to provide workshops and seminars that showcase evidence-based teaching methods.

Explanation: Given that supporting effective teaching and learning can be a costly endeavor, it is critical that we continue to utilize existing resources to showcase evidence-based teaching methods for our faculty.

Resources Needed: Continued funding of CTL staff, use of their time to develop and deliver educator development workshops and seminars.

Immediate Targets: N/A

Long-Range Targets: N/A

Impacted Departments: Center for Teaching & Learning, all academic departments

**Task #4:** See Action Step #1, Task #5 above; same applies here.

**Task #5:** Update the Faculty Activity Report (FAR) so that the teaching section allows faculty to document their use of evidence-based teaching and encourage departments to include the use of evidence-based teaching methods in their merit policies.

Explanation: Part of valuing evidence-based teaching includes providing faculty the opportunity to document the time and effort they invest in it and the returns such investments yield so that these may be considered alongside other time obligations for the purposes of tenure, promotion, and merit.

**Action Step #3:** Support mentored undergraduate research.[[5]](#footnote-5)

Purpose: Mentored undergraduate research can be a transformative experience for our students, providing them opportunities to deepen their thinking on a topic, to apply their learning, and to engage with faculty members with discipline-specific expertise who are committed to guiding students through the research process. Mentored research opportunities create more well-rounded and polished students and provide students with experiences that improve their critical thinking and make them more competitive on the job market. Accordingly, our institution should dedicate appropriate resources to supporting such endeavors.

**Task #1:** Appoint a faculty member with at least .5 FTE release to advocate for support of undergraduate student research efforts across campus.

Explanation: Because undergraduate research takes place in pockets across campus and thus individual students and mentor faculty are largely responsible for securing support for their own efforts, there should be a single individual to champion the cause of undergraduate research. Because the university is dedicated to transformative student experiences, we would prefer to see any available funds that can be dedicated to supporting mentored undergraduate research be devoted to funding research projects and researchers rather than to administrative oversight.

Resources Needed: At least a .5 FTE release with the ability to increase release as needed.

Immediate Targets: Faculty advocate selected for and beginning duties by Spring 2018

Long-Range Targets: Each semester, the faculty advocate will actively manage funds and programs that support mentored undergraduate research, seek growth of funding and partnerships, and evaluate the impact of mentored student research on student outcomes, (such as time to completion, GPA, attitudes, retention, and job placement) on general student population and underserved populations.

Impacted Departments: The department from which this individual is selected.

**Task #2:** Develop an advisory council that would integrate the efforts across campus for student research. This council would be comprised of representatives from all campus entities involved in supporting undergraduate research.

Explanation: By establishing an advisory group early on, a system would be put in place to help advise the faculty advocate and to provide input from the various entities and individuals on campus that are involved in mentored undergraduate research. This group would be chaired by the individual discussed in Action Step #3, Task #1. This council would also aid in determining how funds dedicated to supporting undergraduate research are distributed.

Resources Needed: representation on council from faculty who take part in mentored undergraduate research, the Center for Teaching & Learning, the Office of Research and Sponsored Programs, Steen Library, and the School of Honors.

Immediate Targets: Council is established and begins meeting in Fall 2018.

Long-Range Targets: Council will provide continued guidance on the role and possible expansion of resources supporting mentored undergraduate research. Council will develop methods for evaluating the impact of mentored undergraduate research.

Impacted Departments: All

**Task #3:** Create a professional development series to provide faculty and graduate students with information about best practices in mentoring and how to engage in mentored student research.

Explanation: Successful undergraduate scholarship relies on building a community engaged with undergraduate scholarship and building relationships between students and mentors. It is imperative that faculty mentors use best practices in mentoring and rely on the body of literature establishing evidence-based practices in mentoring. Doing so will help to achieve learning outcomes associated with the mentored experience. Advisory council will discuss how to link mentoring training with the mentored undergraduate programs from Task #5 below.

Resources Needed: Team to develop curriculum for this series, individual/team to lead the workshops, possible compensation for team members.

Immediate Targets: Develop workshops in Spring 2018.

Long-Range Targets: Deliver series in Fall 2018.

Impacted Departments: Center for Teaching & Learning, Office of Research and Sponsored Programs, and selected individuals recommended by the advisory council.

**Task #4:** Provide appropriate recognition and support for those faculty engaging in mentored student research and creative activities. The council established in Action Step #3, Task #2 will coordinate implementation of this task.

Explanation: Mentored student research is a valuable, high-impact practice that fosters transformative experiences for students but is time consuming for faculty. Therefore, we propose that recognition and support be provided to faculty who engage in this important work. This would include but not be limited to the following:

* recognition similar to the awards and honors available to faculty who are excellent in other areas (e.g., Teaching Excellence Awards, Faculty Achievement Award for Research, Faculty Achievement Award for Teaching, Service Learning Award);
* resources available for faculty-student research collaborations (see Action Step #3, Task #5);
* reduced teaching load available to faculty who demonstrate success in mentoring student research and creative activities; and
* ensure that mentored student research can be highlighted/demonstrated on Faculty Activity Report and encourage departments to consider such contributions during evaluative processes.

Resources Needed: collaboration with the Office of Institutional Research to update FAR entry options, collaboration with deans and appropriate committees to re-evaluate teaching load policy, and financial resources (see Action Step #3, Task #5)

Immediate Targets: Because the above recommendations require that Tasks #1 and 2 be completed, there are no immediate targets until those tasks are accomplished.

Long-Range Targets: establish recognition options in Fall 2019, have a culture shift in which mentored undergraduate research is valued by the university community and becomes a valued transformative student experience

Impacted Departments: various

**Task #5:** Provide appropriate funding resources to support mentored student research and creative activities.

Explanation: Because the strategic plan prioritizes transformational student experiences, funding must be dedicated to support mentored undergraduate student research. This committee thinks that any funding dedicated to this end should be focused on directly supporting students who are taking part in research activities.

We also think that decisions about how these monies are distributed should be handled by an advisory group comprised of representatives from across campus. (See Action Step #3, Task #2.)

Resources Needed: This committee recommends that an initial, annual allocation of $250,000 be set aside to directly support mentored student research and that this amount be re-evaluated annually once efforts to expand mentored student research can be assessed. (We envision that the advisory council will develop specific programming. However, we have included sample programs and budget in Appendix A.)

Immediate Targets: $250,000 allocation in FY 2019

Long-Range Targets: Advisory council will evaluate impact of mentored undergraduate research opportunities on an annual basis and make recommendations for future allocations.

Impacted Departments: N/A

**Task #6:** Create a Research Intensive (RI) designation for undergraduate courses that would appear on student transcripts.

Explanation: The Research Intensive designation (e.g. PSY 400R, akin to PSY 1330H currently used for Honors designation) would identify courses that offer undergraduates the opportunity to engage in an authentic scholarly inquiry or creative activities within the discipline. Such courses are different from others in that students, in consultation with faculty, take responsibility for designing and executing scholarly and creative projects that have the potential to contribute to the discipline. While similar courses already exist in a few departments, creating an RI designation would encourage the expansion of course-based research opportunities for undergraduate students, provide authentic research opportunities for students in disciplines that traditionally do not engage in one-on-one mentored research at the undergraduate level, and allow documentation of student engagement in scholarship on their transcripts. The RI designation would further benefit students by allowing them to manage their workload (by ensuring that they did not unknowingly sign up for too many research courses). Given the heavy demand that these courses create for faculty and the desire to create better experiences for students, the RI designation would help departments identify courses that should be capped at a lower number of students. RI courses should be treated as master’s-level courses for the purposes of faculty workload and minimum and maximum course enrollments.

Resources Needed: Faculty to teach courses with research designations. A faculty team to develop initial standards and application procedures for RI courses. Responsibility for RI courses would be assumed by the Advisory Council starting in Fall 2018.

Immediate Targets: In academic year 2017-18, a team of faculty will develop standards for RI courses and a procedure for faculty and departments to apply for RI course designation.[[6]](#footnote-6)

Long-Range Targets:

* AY 2018-19: Faculty and departments apply for RI designation for courses, to be reviewed by the Advisory Council described in Action Step #3, Task #2. Applications to be considered on an ongoing basis thereafter.
* Fall 2019: RI courses offered for the first time. Designation to appear on student transcripts.

Impacted Departments: All academic departments, Registrar’s Office

**Task #7:** The library will expand access to appropriate databases, journals, and resources to support faculty and students who are conducting undergraduate research.

Explanation: Having access to the databases, journals, and resources necessary to foster quality research is essential to helping students understand how their work fits within a larger body of scholarly work. Additionally, this access will provide student researchers with a greater breadth of knowledge and understanding of other research taking place across the globe.

Resources Needed: Library funds to support access to appropriate databases, journals, and resources, collaboration between librarians and faculty/student researchers to better facilitate the research process.

Immediate Targets: Increase funding dedicated to acquiring/accessing new resources that support faculty/student researchers in the FY18 library budget.

Long-Range Targets:Increase funding annually as necessary.

Impacted Departments: Steen Library

**Appendix A: Sample Programming and Budgets**

**Summer Research Fellowships**

Student Support (15 @ $3,000) $45,000

Faculty Compensation (15 @ $4,000) $60,000

Project Supplies (15 @ $1,000) $15,000

Total $120,000

**Academic Year Research Fellowships**

 Faculty (25 @ $1,000) $25,000

 Project Supplies (25 @ $1,000) $25,000

 Total $50,000

**Research Intensive Course Support**

 Faculty (15 @ $1,000) $15,000

 Project Supplies (15 @ $1,000) $15,000

 Total $30,000

**Student Travel to Conferences**

 Travel Stipends (50 @ $750) $37,500

 Unanticipated Costs (e.g. travel insurance) $5,000

 Total $42,500

**Administrative Costs**

 Printing $5,000

 Additional Administrative Costs $2,500

 Total $7,500

**Total $250,000**

**Appendix B: Strategy 3 Timeline**

Given the volume of recommendations in Strategy #3, an implementation timeline is provided below for ease of reference.

**Spring 2017**

* Select first SoTL consultant in late spring 2017. (Action Step #1, Task #2)

**Summer 2017**

* Develop curriculum for SoTL professional development series in summer 2017. (Action Step #1, Task #1)

**Fall 2017**

* Deliver SoTL professional development series in fall 2017 or spring 2018. (Action Step #1, Task #1)
* Obtain one GAship by fall 2017 or spring 2018. (Action Step #1, Task #3)
* Implement new verbiage in job ads by fall 2017. (Action Step #2, Task #1)
* Survey faculty to identify which databases and journals are needed. (Action Step #2, Task #2)
* Begin purchasing (and continue through remainder of fiscal year) access to as many requested databases and journals as possible. (Action Step #2, Task #2)
* Beginning in fall (and continuing through academic year), a team of faculty will develop standards for RI courses and a procedure for faculty and departments to apply for RI course designation. (Action Step #3, Task #6)
* Increase funding dedicated to acquiring/accessing new library resources that support faculty/student researchers in the FY18 library budget. (Action Step #3, Task #7)

**Spring 2018**

* Review SoTL consultant’s contributions and appoint one or more additional consultants. (Action Step #1, Task #2)
* Selection of and beginning of work by faculty member with at least .5 FTE release to to advocate for support of undergraduate research efforts on campus. (Action Step #3, Task #1)
* Create curriculum for professional development series to provide faculty and graduate students with information about best practices in mentoring and how to engage in mentored undergraduate research. (Action Step #3, Task #3)
* In development of FY19 budget, secure $250,000 allocation to provide appropriate funding resources to support mentored undergraduate research and creative activities. (Action Step #3, Task #5)

**Fall 2018**

* Advisory council established and begins meeting to integrate the efforts across campus for student research will be established and begins meeting. (Action Step #3, Task #2)
* Deliver mentored undergraduate research professional development series. (Action Step #3, Task #3)
* Beginning in Fall 2018 (and continuing through academic year), faculty and departments apply for RI designation for courses, to be reviewed by the Advisory Council (Action Step #3, Task #6)

**Fall 2019**

* Recognition for faculty taking part in mentored undergraduate research established and available. (Action Step #3, Task #4)
* RI courses offered for the first time. Designation to appear on student transcripts. (Action Step #3, Task #6)

**Appendix C: Strategy 3 Responsibilities**

Given the volume of recommendations in Strategy #3, an implementation timeline is provided below for ease of reference.

|  |  |  |
| --- | --- | --- |
| **Group** | **Duty / Responsibility / Action** | **Reference in the doc** |
| **CTL** | 1. Create SoTL professional development (PD) series.
 | Action Step #1, Task #1 |
|  | 1. Manage team of faculty to develop the curriculum of the SoTL PD series.
 |
|  | 1. Identify best person/team to lead the SoTL PD series.
 |
|  | 1. Employ/manage faculty SoTL consultant(s).
 | Action Step #1, Task #2 |
|  | 1. Develop mini-grants within the CTL to support SoTL research.
 | Action Step #1, Task #4 |
|  | 1. Conduct workshops and seminars that showcase evidence-based teaching.
 | Action Step #2, Task #3 |
|  | 1. Appoint CTL staff member to serve on Advisory Council.
 | Action Step #3, Task #2 |
|  | 1. Develop PD series re: best practices in mentoring students in research.
 | Action Step #3, Task #3 |
| **Graduate School** | 1. Allocate one GAship by Fall 2017 or Spring 2018.
 | Action Step #1, Task #3 |
| **University-wide Team(s) / Committee(s)** | 1. Re-assess criteria for awarding of relevant funding, awards, and T & P for faculty engaging in SoTL.
 | Action Step #1, Task #4 |
|  | 1. Re-evaluate teaching load policy
 | Action Step #3, Task #4 |
| **University Research Council** | 1. Appoint a faculty member familiar with SoTL to the University Research Council to ensure SoTL research projects receive equal consideration for mini-grants and other funding
 | Action Step #1, Task #5 |
| **ORSP** | 1. Coordinate with University-wide Team(s) / Committee(s), the University Research Council, and the CTL re: Action Step #1, Task #4-5
 | Action Step #1, Task #4-#5 |
|  | 1. Appoint a staff member to Advisory Council
 | Action Step #3, Task #2 |
|  | 1. Work with CTL to develop PD series re: best practices in mentoring students in research
 | Action Step #3, Task #3 |
| **Human Resources, academic departments** | 1. Update job ads for faculty positions
 | Action Step #2, Task #1 |
| **Library**  | 1. Acquire additional library resources to support scholarly teaching
 | Action Step #2, Task #2 |
|  | 1. Appoint a staff member to Advisory Council
 | Action Step #3, Task #2 |
|  | 1. Acquire additional library resources to support mentored undergraduate research.
 | Action Step #3, Task #7 |
| **Institutional Research** | 1. Update Faculty Activity Report so that the teaching section allows faculty to document their use of evidence-based teaching
 | Action Step #2, Task #5 |
|  | 1. Update Faculty Activity Report so that mentored student research can be highlighted
 | Action Step #3, Task #4 |
| **One academic department** | 1. Appoint faculty member with at least .5 FTE to oversee campus-wide efforts for undergrad research
 | Action Step #3, Task #1 |
| **Advisory Council (all academic departments, CTL, ORSP, Library, Honors)** | 1. Integrate efforts across campus for student research
 | Action Step #3, Task #2 |
|  | 1. Work with CTL to develop PD series re: best practices in mentoring students in research
 | Action Step #3, Task #3 |
|  | 1. Develop specific programming, procedures, and/or processes for funding allocation
 | Action Step #3, Task #5 |
|  | 1. Develop initial standards and application procedures for RI courses
 | Action Step #3, Task #6 |
| **Honors College** | 1. Appoint a staff member to Advisory Council
 | Action Step #3, Task #2 |

**Appendix D: RI Designations for Courses**

The team acknowledges that what constitutes "research intensive" can vary substantially from one discipline to another. What follows are possible criteria for determining which course offerings will qualify for RI designation.

To qualify for the RI designation, a course syllabus might include the following Student Learning Outcomes (SLOs):

1. Students will understand how knowledge is generated and evaluated in the discipline.
2. Students will formulate a research question or creative problem as appropriate for the discipline and course level.
3. Students will develop and implement a discipline appropriate plan of action, methodology, or analytical framework to investigate the question/problem.
4. Students will identify and follow ethical principles throughout the inquiry process.
5. Students will communicate their findings or creative contribution in discipline appropriate formats and venues for a defined audience.
1. Contributing team members include Dr. Lauren Brewer (Psychology), Dr. Cala Coats (Art), Dr. Randi Cox (History), Dr. Jennifer Gumm (Biology), Dr. Shelby Laird (Forestry), Dr. Anjum Najmi (Library), Dr. Heather Olson Beal (Secondary Education & Educational Leadership), Dr. Nikki Shoemaker (Accounting), Mary Smith (Center for Teaching & Learning, Team Lead), and Megan Weatherly (Center for Teaching & Learning). [↑](#footnote-ref-1)
2. Strategy #1 was presented in January 2016, and implementation is underway. For more information, please refer to the [details in the Strategy #1 document](http://www.sfasu.edu/strategicplan/203.asp). [↑](#footnote-ref-2)
3. Strategy #2 is currently awaiting review by an ad-hoc review team to continue advancing through the strategic planning process. [↑](#footnote-ref-3)
4. The TLA team recognizes that common SoTL research may vary between academic disciplines. However, the team considers the following to be a solid definition of SoTL, as used in the work of the Carnegie Foundation: “[P]roblem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review.” For more information, see Cambridge, B. (2001). Fostering the Scholarship of Teaching and Learning: Communities of Practice. In D. Lieberman and C. Wehlburg, Eds. *To Improve the Academy* (3-16). Bolton, MA: Anker. Others define SoTL as “[t]he systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community.” For more information see Potter, M. K. and Kustra, E.D. (2011). The Relationship between Scholarly Teaching and SoTL: Models, Distinctions, and Clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1). Available at: <https://doi.org/10.20429/ijsotl.2011.050123>.

The TLA team considers the following to be a solid definition of scholarly teaching: “teaching grounded in critical reflection using systematically and strategically- gathered evidence, related and explained by well-reasoned theory and philosophical understanding, with the goal of maximizing learning through effective teaching.” See Potter and Kustra, 2011. [↑](#footnote-ref-4)
5. For the purposes of this recommendation, the Teaching & Learning Advancement Team adheres to the Council on Undergraduate Research definition of undergraduate research: “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.” This definition applies to all disciplines. The team acknowledges that the optimal faculty-student ratios for mentored undergraduate research are 1:1 or 1:few and also acknowledges that mentored undergraduate research can take place in seminar-style courses. [↑](#footnote-ref-5)
6. George Mason University and Florida Atlantic University have particularly strong programs that could serve as models. GMU, for example, has three types of RI courses that range from the 100-level to the 400-level. See their websites at http://oscar.gmu.edu/fac-staff/Research-and-Scholarship-Intensive-Courses.cfm and http://www.fau.edu/ouri/RI\_designation.php respectively. [↑](#footnote-ref-6)