

# Becoming a SoTL Scholar

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Doing SoTL



Multidisciplinary



Reflective Essay

## CHAPTER 11

# REACHING ACROSS THE DISCIPLINES TO BUILD A GRASSROOTS SOTL COMMUNITY

**Bruce Gillespie, Michelle Goodridge, and Shirley Hall**  
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Nurturing an interest in and appreciation for the scholarship of teaching and learning (SoTL) throughout an educational ecosystem can be challenging, especially at small schools that offer little institutional support and few incentives for such work compared to those available for conventional, disciplinary research. This chapter offers reflections on how three colleagues—a professor, an academic librarian, and an educational developer—have sustained a mutually supportive and productive SoTL team at a small, rural, liberal arts campus with few resources. We will demonstrate how much academics have to gain from reaching beyond their departmental colleagues to those in other disciplines and even academic staff to enrich their SoTL practice.

There are many reasons why someone at an institution that lacks SoTL supports and resources would wish to pursue such work in the first place. For us, it was partly a desire to create better learning experiences for our students in a way that felt systematic, research-based, and achievable. But it also arose from a desire to develop relationships with like-minded colleagues who felt a deep commitment to teaching and learning inside and outside of the classroom at a small campus that can feel isolated. We work at the Brantford, Ontario, campus of Wilfrid Laurier University in Canada. Bruce is an associate professor of digital media and journalism and a university teaching fellow. Michelle is a full-time academic librarian who also teaches user experience design as a contract faculty member.

Shirley is a curriculum and educational developer who also teaches landscape architecture and user experience design as a contract faculty member. To understand our experiences, it is useful first to understand the environment in which we work.

Ours is a satellite campus opened in 1999 and located sixty kilometers south of the institution's original ("main") campus in Waterloo, which opened in 1911 as a Lutheran seminary. A former industrial hub, known for manufacturing farming equipment for the largely agricultural surrounding area, Brantford fell on hard times as its economy eroded in the mid-twentieth century as such work was moved outside of North America. By the end of the century, city leaders were investigating a range of economic development opportunities as part of a municipal revival strategy, including the creation of a university campus in its derelict urban core. It was a strategy that succeeded: today, the Brantford campus has about 3,000 mostly undergraduate students in twenty programs occupying seventeen buildings, including repurposed banks, cinemas, and a large shopping mall. The campus offers a traditional liberal arts education as well as professionally oriented programs such as criminology, game design and development, and business technology management. In the 2021–22 academic year, the campus employed about 86 full-time faculty and 97 contract faculty members according to our faculty association.

It is likewise useful to understand our institutional context with respect to SoTL. To do this, we have used the framework proposed by Miller-Young et al., which measures two key dimensions—SoTL microculture and institutional support for SoTL—on a scale from emerging to established (2017, 4). Today, our campus sits in quadrant 1, with established microcultures and emerging institutional support; but when we began laying the foundation for our SoTL work in 2012, our campus sat in quadrant 3, with only emerging microcultures and emerging institutional support. To the best of our knowledge, no one at our campus was engaged in SoTL work at the time, and there were no apparent institutional resources for such work—there was no mention of SoTL on the university's website

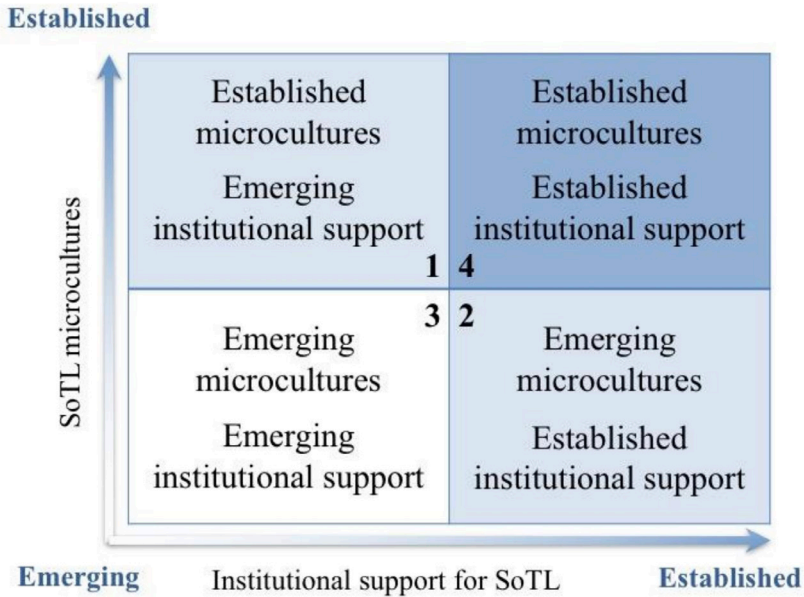


Figure 11.1. Framework describing institutional contexts (originally published in Miller-Young et al. 2017)

or intranet, no funding specifically identified for SoTL, and no SoTL-focused workshops or other supports offered by the teaching and learning centre.

Bruce began his tenure-track appointment in 2010 after eight years of teaching part-time while working full-time as a journalist. He was eager to learn how to improve his teaching and his students' learning and took advantage of the workshops hosted by the teaching and learning centre. Most of those sessions were only offered at the main campus, where all of the university's educational developers were based, which often meant making a two-hour trip for workshops that only lasted ninety minutes. That commute became challenging to schedule around his teaching, research, and service commitments at the Brantford campus, so Bruce tried participating via conference call but found it awkward. Joining by telephone also meant that there was no opportunity to connect with colleagues outside of the formal presentation, so the opportunities to network were limited. In 2012, the teaching and learning centre created

communities of practice (CoPs) for faculty on a range of topics, but none were scheduled to take place in Brantford, which Bruce found frustrating, as he felt there were plenty of academics at his campus who would take part.

With the centre's blessing, he created and led a Brantford-based Teaching and Learning CoP. He extended an open invitation to anyone, not just faculty, who wanted to talk about how to improve their teaching and their students' learning. Monthly meetings attracted between four and eight participants that included full-time professors, contract faculty members, librarians, academic staff, and students from a wide range of disciplines. Discussion topics were decided upon by the group: sometimes, they were based on articles from disciplinary-related teaching journals and sometimes they arose from challenges encountered in the classroom. Although the group never read about or discussed SoTL, that is not unusual for emerging SoTL communities, according to Miller-Young et al.: "These institutions boast vibrant teaching cultures with strong grassroots support for innovative and high-quality pedagogy. Individual instructors and small informal groups of instructors dedicate some of their most cherished resource—their time—to reading about and discussing teaching and learning. And yet, these activities are not widespread across the institution, nor are they necessarily valued as legitimate avenues of research" (2017, 7). Although we did not realize it at the time, we were creating a fertile and interdisciplinary ecosystem in which SoTL practitioners could emerge at our campus.

Interest in the Brantford Teaching and Learning CoP helped make a case for the university to create an educational developer role at our campus, and in September 2014, Shirley was hired. She quickly became an integral member of the CoP and was key in attracting new participants and suggesting research and resources related to the concerns we shared, given her more than fifteen years of combined experience as an educational developer and instructor. She eventually took over organizing the CoP and expanded its offerings to include twice-annual unconferences and regular workshops, such as a two-day course (re)design intensive. It was through these

events that Bruce and Shirley met Michelle, who was hired as an academic librarian for the game design and development program in January 2016. She was the first librarian to participate regularly in the Brantford Teaching and Learning CoP and opened our eyes to the emphasis librarians place on student learning in their work, both through library-based appointments but also through classroom visits, and the range of teaching skills they possess, especially in relation to information literacy (ACRL 2015). Over the course of a few months, the three of us recognized a sense of kinship in how we approached teaching and learning across our varied disciplines and the kinds of challenges we sought to overcome in improving our students' learning. Crucially, we shared a desire to change our campus culture from teaching for teaching's sake, being an undergraduate-focused liberal arts campus, to one that was more focused on student learning and research-informed teaching.

It was at this point that Shirley introduced Bruce and Michelle to SoTL, having been part of a group of founding members of SoTL Ontario and having contributed to an early SoTL Canada collaborative writing group project (Kenny et al. 2017). She recognized that we were ready to start moving beyond reading about and discussing teaching and learning to undertaking our own research and knew that SoTL would provide the ideal framework for doing so. Thus, we formed a sort of sub-group of the Brantford Teaching and Learning CoP, which we will refer to as our SoTL trio for clarity's sake. We began our collaboration by reading foundational articles, such as those by Felten (2013) and Brew and Ginns (2008), about the philosophy and goals of SoTL, its interdisciplinarity, and its focus on improving student learning (for detailed advice on how to start a SoTL journal club at your institution, see [chapter 5](#)). In those early days, we were what Chick refers to as SoTL consumers rather than SoTL researchers—we were reading about SoTL rather than doing SoTL work (2017). As she notes, consumers' "role as part of our teaching and learning community is no less important" than that of practitioners as we were laying the foundation for future SoTL work through those discussions (10). In our trio, we found it

useful to share our individual views on teaching and research about teaching and how they were informed by our different disciplinary backgrounds. We discussed why and how we wanted to improve our students' learning and some of the challenges we faced in doing so. Through our reading, we realized that what we were doing fell in line with what the literature suggests about how SoTL communities grow—fledgling SoTL communities frequently emerge from small, significant networks of scholars who share beliefs and values about teaching (Poole, Iqbal, and Verwoord 2019; Roxå and Mårtensson 2009). Our experience also aligned with Hamilton's research that shows interest in SoTL often emerges in an informal way, from the bottom up, rather than in top-down fashion: "Usually a SoTL initiative begins with a small group of pioneers in the institution who are interested in studying some issue related to their teaching practices and eventually stumble upon the SoTL-based literature or each other. This helps to assure them that there are others who are interested in the same topic" (2014, 6).

The discovery of those shared beliefs is often predicated on informal, though "significant," conversations that emerge over time, as Roxå and Mårtensson suggest (2009). Although these conversations that gradually evolve into grassroots SoTL microcultures frequently occur within one's own department or discipline, according to Roxå and Mårtensson, that was not the case for us. We ended up developing a stronger sense of rapport with people outside of our home units, which felt more important than finding collaborators with a shared disciplinary context, especially in terms of creating a comfortable, collaborative space in which to give and receive critical feedback. Teaching is typically done in isolation from one's peers, and seeking feedback from colleagues can feel fraught; some academics think that sharing one's insecurities about teaching can make them seem unprofessional or incompetent. Therefore, fostering a community of support for this type of work was essential, and our colleagues' attitudes and values felt more important to us than their subject matter expertise. Although it was not intentional, forming a cross-disciplinary trio also underscored the importance

of academics working with peers in staff roles who can contribute a different kind of expertise and valuable perspectives on teaching and learning that happen outside of the classroom.

As our trio learned more about SoTL, we wanted to grow our ranks; we needed broad knowledge of and support for SoTL across our campus to create meaningful institutional change. The question, then, was how to find potential colleagues and SoTL partners outside of those we had identified through the Brantford Teaching and Learning CoP. To do this, we attended on-campus programming organized by the teaching and learning centre. We looked at these workshops as creative networking opportunities instead of mere content delivery sessions—a way to meet people beyond the usual, siloed departmental meetings we attended. We paid attention to who was asking interesting questions and who spoke about their teaching in a way that aligned with SoTL. In 2015, we identified enough people to launch a SoTL-focused CoP at our campus, meant to help keep our conversations and connections thriving, recognizing that “faculty are most influenced by colleagues within their close, significant networks such as departments and workgroups” (Miller-Young et al. 2017, 2). Members gather twice a year to share their experiences, research, and challenges in an informal setting. We are particularly proud of the breadth of our participants. They include academics from a range of disciplines, as well as counselors from our campus wellness centre and staff from the writing and study skills centre and the centre for student equity, diversity, and inclusion. It is a diverse group of participants who are deeply involved in teaching and learning inside and outside of the classroom and share a desire to improve student learning through research-informed experimentation.

In organizing this group, we learned many lessons. For example, we had to be deliberate about inviting all members of our campus community, be they full-time academics, contract faculty, librarians, academic staff, or students, if we wanted them to attend. In SoTL, everyone has a role to play in improving student learning, so we wanted everyone to feel welcome. But it is important to

make this clear in the invitation and to share it as widely as possible; otherwise, because of how we are socialized in the academy, some potential participants may wrongly assume that the sessions are only for full-time academics. Similarly, it is important to explain what SoTL is in the invitation and even offer links to some of the seminal scholarship. In our experience, many people who are doing SoTL-type work are not familiar with the field, so providing a brief description of its philosophy, aims, and goals can help attract a bigger, broader audience. We also learned the importance of making personal connections with potential participants rather than relying on an email invitation. Our trio arranged informal coffee dates with people to talk about our teaching goals and challenges and explain the basics of SoTL in a way that felt casual and judgement-free. We found this a useful way to move beyond the silos of academia and create a culture that allowed us simply to chat with one another instead of feeling like reviewers or gatekeepers. Building this kind of community can feel slow but ultimately rewarding. While our SoTL CoP members are still mostly SoTL consumers at this point, we feel confident that it is a fertile ground with strong potential to support each other as we become SoTL practitioners and spread the word about SoTL.

As our SoTL trio began organizing and growing the SoTL CoP, we continued our own reading. We were inspired to learn how deeply SoTL was embedded in the teaching and learning cultures of many Scandinavian and American institutions. Coming from an institution where no SoTL work was happening, we were particularly drawn to articles that analyzed the impact of SoTL using the micro-meso-macro-mega framework, which was introduced to the ISSOTL community by Weston et al. (2008) and which has been adopted by numerous authors (see, for example, Poole and Simmons 2013; Simmons 2016; Roxå and Mårtensson 2013; Williams et al. 2013; Kenny, Watson, Desmarais 2016; Eaton 2020). This 4M framework, as Friberg called it (2016), originates from systems theory and has been used as a lens through which to analyze the impact of SoTL across interrelated organizational levels,

“where *micro* refers to the individual researcher, *meso* to department level factors, *macro* to the institutional level, and *mega* to disciplinary and interdisciplinary impact” (Simmons 2020, 77). However, we saw a way to use the 4M framework to help reverse engineer a plan to create the kind of SoTL-focused teaching and learning culture that we envisioned for our campus. By identifying the types of supports, stakeholders, gaps, and opportunities that existed at our campus at each level, we could be strategic in how we worked to meet our goals.

We did this through a mapping exercise, visualizing our campus’s teaching and learning culture as an ecosystem in which the 4M levels sometimes overlap—rather than being a hierarchical, ladder series of distinct levels—and then identifying the key components at each level. For example, we learned that many institutions had specific funding for SoTL research. Our institution did not, but as part of our mapping exercise, we learned that it did offer a \$10,000 teaching fellowship annually to one full-time faculty member for a project that was related to teaching and learning broadly. We highlighted this as an opportunity at all four levels: at the micro level, an academic who chose to undertake a SoTL project with the fellowship would receive funding for his or her research, and the academics on the adjudication committee and the university’s research ethics board, as well as the students who would eventually work on the project, would be exposed to SoTL. At the meso level, the researcher’s departmental peers and students would also be exposed to SoTL through research talks and classroom discussions, as well as informal conversations. At the macro level, the visibility of SoTL would increase across our campus through publicity about the teaching fellowship and public talks delivered by the researcher. At the mega level, the reputation of our institution as a place where SoTL is conducted would increase when the research was published. Thus, we found using the 4M framework in this way valuable in terms of deciding how to identify and leverage our existing supports and resources, as well as our own time and energy, to meet our goals. We found it particularly useful to complete as an interdisciplinary

trio, as opposed to a group of academics, as this gave us insight into three different areas of the institution as an academic, an academic librarian, and a curriculum and educational developer. We felt it might also be a useful exercise for other academics at small institutions with emerging SoTL cultures and limited resources and were pleased to be able to present a workshop about it at the ISSOTL conference in 2018 in Bergen, Norway (Gillespie, Goodridge, and Hall 2018).

While our ultimate goal of changing the teaching and learning culture at our institution is ongoing, we are proud of the progress we have been able to make so far. At the micro level, we have been able to support some of our colleagues in evolving from SoTL consumers to SoTL practitioners. For example, Bruce was awarded the aforementioned teaching fellowship, which he used to fund a SoTL research project about using digital games and storytelling to help first-year students build stronger connections between theory and practice, which he presented at the 2019 ISSOTL conference, in Atlanta, USA (Gillespie 2019), and later published in a leading, international SoTL journal (Gillespie 2022). Our two CoPs have also helped foster a stronger sense of community among people interested in SoTL across our campus. At the meso level, Bruce's departmental colleagues and students (those who participated in the study as well as those who were hired as research assistants) were exposed to SoTL. Similarly, Michelle delivered a presentation about her experience of delivering a workshop at the 2018 ISSOTL conference at a departmental meeting of all academic librarians across both campuses, noting that she was the first librarian to receive an instructional development travel grant to do so, thus exposing her peers to SoTL. Shirley also lobbied for SoTL to be included more formally and explicitly in the responsibilities of the teaching and learning centre and in its strategic plan for the first time.

At the macro level, Bruce delivered a research talk about his SoTL project that drew an audience of faculty, staff, and students from across both campuses and a range of academic units, many of whom learned about SoTL for the first time. Our combined

lobbying for SoTL work to be recognized as having the same value as conventional disciplinary research contributed to SoTL becoming a pillar of the university's educational development strategic plan and its inclusion in at least one set of departmental promotion and tenure guidelines. These steps provide more support for individual researchers doing SoTL work but also means that discussions about the nature and value of SoTL projects are now had during promotion and tenure meetings, which are attended by faculty, deans, and some of the highest-ranking officers of our institution, including the vice-president academic and the vice-president research. Additionally, the teaching fellowship's guidelines have been revised to specify that it be used to support a SoTL project. These may seem like small wins, but they are paving a path toward greater institutional support and awareness. Our future plans include organizing regular meetings of our two CoPs after they went on hiatus during the two years our institution offered remote instruction during the COVID-19 pandemic. We also hope to create an online resource to encourage and educate people who are new to SoTL, including links to some of the foundational literature as well as the types of support available on our campus, such as the SoTL CoP, the teaching fellowship, and the instructional development travel grant, which can be used to attend SoTL conferences or workshops. This resource will help address the imposter syndrome that many academics feel when starting to engage with SoTL and provide encouraging resources and supportive local colleagues with whom to connect (e.g., Simmons et al. 2013).

Changing a university culture takes time. In our experience, the most effective way to do that is to work broadly across the institution and across employee ranks. SoTL is meant to be collaborative—if we want to improve student learning, then we need to include everyone involved in it, not just academics. When faculty and staff at multiple levels are talking about the need to support and promote SoTL work, it carries more weight to the top of the institution. It also means pulling in evidence and best practices from sectors that academics might be less familiar with, particularly for teaching and

learning that happens outside the classroom. Working together is our best shot at creating the student-focused, research-informed culture of teaching and learning we want to see at our institutions.

### Reflection Questions

- Who are the members of your campus community involved in teaching and learning outside of the classroom and might be interested in SoTL work?
- What qualities are you looking for in potential SoTL partners?
- How would you characterize your institution's SoTL culture using Miller-Young et al.'s 2017 framework?
- Map out the supports, stakeholders, gaps, and opportunities that exist at the micro, meso, macro, and mega levels of your institution. Identify some short- and long-term goals so that you may leverage your time and energy to create the most meaningful change within your SoTL culture.

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