

---

# TABLE OF CONTENTS

<i>About the Author</i>	xi
<i>Foreword</i>	xiii
<i>Preface</i>	xvii
<b>1. What Is the Scholarship of Teaching and Learning?</b>	<b>1</b>
A Bit of SoTL History	
Example Definitions	
Related Concepts	
Conclusion	
<b>2. Why Do SoTL?</b>	<b>13</b>
Functions of SoTL	
Value and Fit in the Reward Structure	
Standards for SoTL Work	
Conclusion	
<b>3. How Do I Get Started?</b>	<b>25</b>
Challenges for First Timers (and Others)	
What Is the "Problem"?	
Example SoTL Research Problems and Questions	
The Role of Theory and the Importance of Definitions	
Refining Your Question(s)	

Searching for Literature	
Conclusion	
<b>4. How Can I Move My Project Forward?</b>	<b>41</b>
The Importance of Collaboration	
<i>Collaborations With Colleagues</i>	
<i>Involving Students as Coresearchers</i>	
Integrating SoTL Projects Into Your Existing Professional Life and Workload	
Resources for SoTL Work	
<i>Think Outside the Box: Resources Broadly Defined</i>	
<i>Tips for Grant Writing</i>	
<i>SoTL Funding Opportunities</i>	
Conclusion	
<b>5. What Are the Practical and Ethical Issues I Must Consider?</b>	<b>55</b>
Practical Issues	
Ethical Issues—Overview	
Institutional Review Boards	
Three Ethical Criteria	
<i>Informed Consent</i>	
<i>Right to Privacy</i>	
<i>Protection From Harm</i>	
Starting to Put It All Together	
Conclusion	
<b>6. How Do I Design My SoTL Project?</b>	<b>67</b>
Two General Issues	
<i>The Quantitative and/or Qualitative Choice</i>	
<i>Time Frames for Your Study</i>	
Typologies or Categories of Methods	
Specific Methodologies and Examples	
<i>Course Portfolios and Other Reflection and Analysis</i>	
<i>Interviews and Focus Groups</i>	

<i>Observational Research</i>	
<i>Questionnaires</i>	
<i>Content Analysis</i>	
<i>Secondary Analysis</i>	
<i>Experiments and Quasi-Experiments</i>	
<i>Case Studies</i>	
<i>Multimethod Studies</i>	
Analysis and Interpretation	
How Far Have We Come?	
Conclusion	
<b>7. How Do I Make My SoTL Public and Document My Work?</b>	<b>83</b>
The Meanings of Making Public and Peer Review	
How Common Is Making Public?	
Tips and Outlets for Making Public	
<i>Publications</i>	
<i>Presentations</i>	
<i>Web Postings</i>	
Documenting SoTL Work for the Reward System	
Conclusion	
<b>8. What Are the Disciplinary and Institutional Contexts of SoTL?</b>	<b>101</b>
Disciplinary Context	
<i>Similarities and Differences in Views of SoTL</i>	
<i>Status of SoTL in the Disciplines</i>	
<i>Example SoTL Projects in the Disciplines</i>	
<i>Meanings of Cross- and Interdisciplinary SoTL</i>	
<i>Examples of Cross-Disciplinary SoTL</i>	
Institutional Context	
<i>Campus Support—Some Data</i>	
<i>Campus Support—Possible Models</i>	
<i>Strategies for Campus Support</i>	
Conclusion	

<b>9. Where Do We Go From Here?</b>	<b>119</b>
SoTL and Transforming Culture	
Using SoTL	
<i>Levels and Forms of Application</i>	
<i>Some Data on Application</i>	
<i>Thinking About Use and Application</i>	
The Future of SoTL	
<i>Challenges and Opportunities in the Field of SoTL</i>	
<i>Future Images</i>	
Conclusion	
<b>Appendix A: Example Campus Survey on Status of SoTL</b>	<b>135</b>
<b>Appendix B: Additional Resources on SoTL—Web Sites, Articles, Chapters, and Books</b>	<b>141</b>
<b>Appendix C: List of SoTL Journals and Newsletters</b>	<b>149</b>
<b>Appendix D: Example Call for Proposals for Campus SoTL Small Grants</b>	<b>157</b>
<b>Appendix E: Possible Funding Sources for SoTL Work</b>	<b>161</b>
<b>Appendix F: Example IRB Form Questions and Responses for an Interview Study</b>	<b>163</b>
<b>Appendix G: Sample of Useful Books on Portfolios, Classroom Assessment/Research, and Methods</b>	<b>167</b>
<b>Appendix H: Example Tenure and Promotion Language re SoTL</b>	<b>169</b>
<i>Bibliography</i>	<b>171</b>
<i>Index</i>	<b>185</b>