

Gonzaga University Center for Teaching and Advising (CTA)
Initiative on the Scholarship of Teaching and Learning

Context:

- Private, residential Jesuit institution, ~5000 undergraduates, Spokane, Washington.
- Mission emphasizes teaching excellence
- Growing attention to defining learning outcomes and assessment
- No real history with SoTL...but Ignatian Pedagogy stresses reflection

Purpose/Goals

- To introduce SoTL to the campus
- To support faculty interest in exploring their teaching and their students' learning
- To build a "community of conversation" to counter to the erosion of academic culture

Model/Structure

- Multi-disciplinary faculty learning community--three cohorts, 2012, 2013, & 2014
- Application process outlining intended inquiry project--reviewed by faculty committee
- May workshop, help with IRB, then (~8) meetings through the academic year
- Writing retreat in following summer
- Small honorarium for full participation and final report
- Facilitated by **David Boose**, director of the CTA and Pat Hutchings, Visiting Scholar

Leadership and Allies

- Strong support from Academic Vice President
- Sign off by department chair
- Collaboration with faculty director of student learning outcomes assessment

Recognition and Rewards

- Projects featured at annual Learning and Assessment Day
- Publications and presentations counted for some participants
- Faculty handbook under revision: SoTL?

Outcomes

- Created a space for critical questions and reflection
- Fostered a more complex vision of learning and its challenges
- Faculty revitalization and rediscovery of a shared sense of purpose and meaning
- Support and momentum for further work

For more information:

Boose, D. L., & Hutchings, P. (2016). The scholarship of teaching and learning as a subversive activity. *Teaching & Learning Inquiry*, 4(1). (*T&LI* is open access.)

Boose, D. L., & Hutchings, P. (2016). Bridging faculty development and organizational development: A faculty learning community on the scholarship of teaching and learning. *Learning Communities Journal*, Volume 7.

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