

Mount Royal University Institute for SoTL (2019)

Context:

- Public commuter campus ~9000 fte undergraduates, Calgary, Alberta.
- History, culture, strategic plans emphasize teaching excellence
- Institute dates to 2010, but SoTL conducted before then- <http://bit.ly/MRUISOTL>

Purpose/Goals (from website)

- **a nexus** for communication and collaboration, providing resources and coordinating initiatives locally, regionally, nationally;
- **a community of scholars** collaboratively advancing the existing body of knowledge about teaching and learning;
- **a research centre** facilitating and supporting investigation leading to deeper understanding of and sustained improvement in student learning.

Model/Structure

- Distributes funding for projects.
- Hosts annual Symposium on SoTL. <https://isotlsymposium.mtroyal.ca/>
- Facilitates longer term development of SoTL scholars, including learning communities, retreats, financial and operational support.
- Provides grants for collaborative work, student research assistants
- Active in undergraduate research, community service learning, decoding the disciplines, Indigenization, service learning, learning spaces, critical reading.

Leadership and Allies

- Strong support from Vice-Provost /Associate Vice-President, Teaching and Learning
- Strong, generous community of SoTL scholars

Recognition and Rewards

- Projects often presented at annual Professional Development Retreat and throughout the year
- Explicit in institutional tenure/promotion criteria that SoTL is equal to discipline-based work
- Establishment of Teaching Chairs funded by the Board of Governors

Outcomes

- Created both formal and informal communities of practice, networks of mentors.
- Faculty revitalization at the individual level
- Support and momentum for further work
- Numerous publications/presentations
- SoTL scholars in leadership roles in organizations

Miller-Young, J., & Yeo, M. (2015). [Conceptualizing and Communicating SoTL: A Framework for the Field](#). *Teaching and Learning Inquiry, the ISSoTL Journal*, 3(2), 37-53.

Miller-Young, J., Yeo, M., Manarin, K., Carey, M., & Zimmer, J.. (2016). [SoTL2: Inquiring into the Impact of Inquiry](#). *New Directions for Teaching and Learning* 146, 55-62.