

Supporting Engagement in the Scholarship of Teaching and Learning:

A Needs Assessment Self-Study

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Background

This needs assessment self-study sought to understand instructor engagement in the Scholarship of Teaching and Learning (SoTL) – *the systematic inquiry into teaching and learning with the intention to improve student learning and the results are shared publicly* - and to use this feedback to inform institutional efforts to better support and promote SoTL work.¹

Related SoTL Terms

- Discipline-Based Education Research (DBER)
- Teaching as Research (TAR)
- Teaching Inquiry
- Teaching for Learning
- Improvement Science
- Pedagogical Research
- Action Research

Method

- Administered survey via Qualtrics to all individuals teaching courses in Fall 2021 (N = 1,511).
- 423 instructors completed the survey for a response rate of 28%.

¹ Adapted SoTL needs assessment survey from the University of North Carolina at Chapel Hill's Center for Faculty Excellence.

Findings

Figure 1. Fall 2021 SoTL Survey Respondents

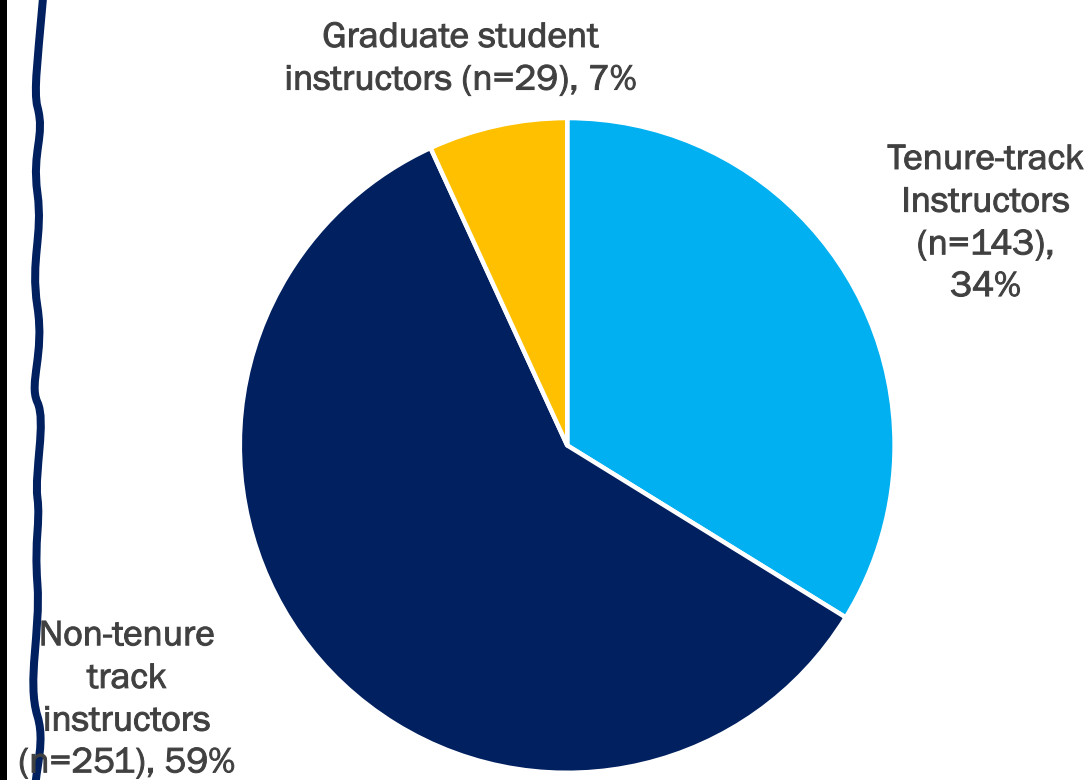


Figure 2. Current Engagement in SoTL Activities

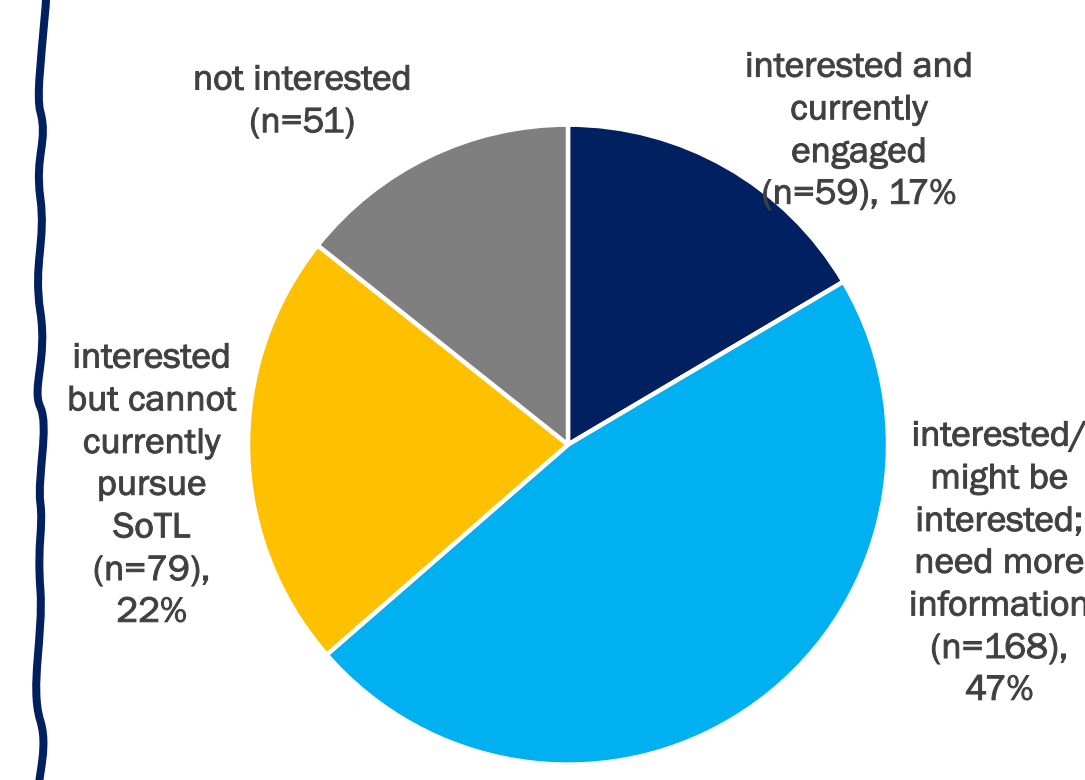


Figure 3. Ways of Engaging in SoTL Activities

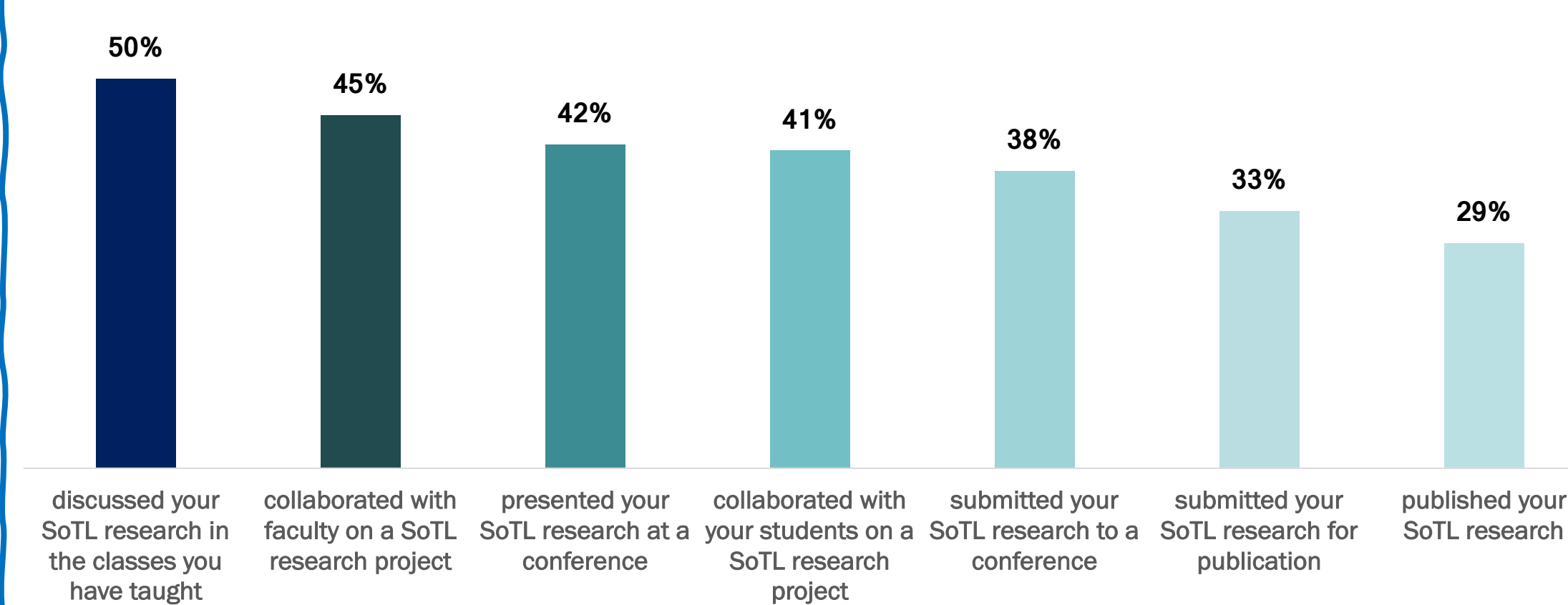
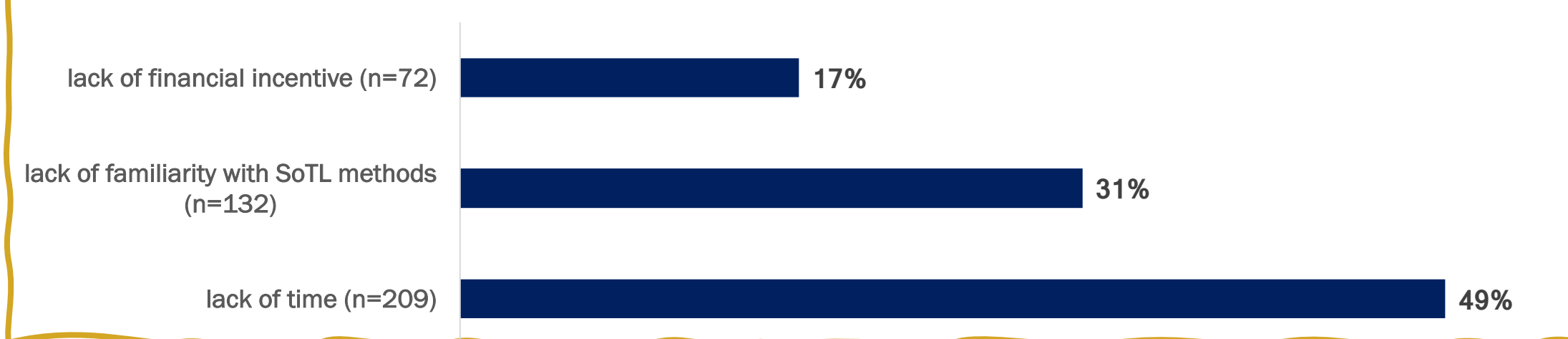
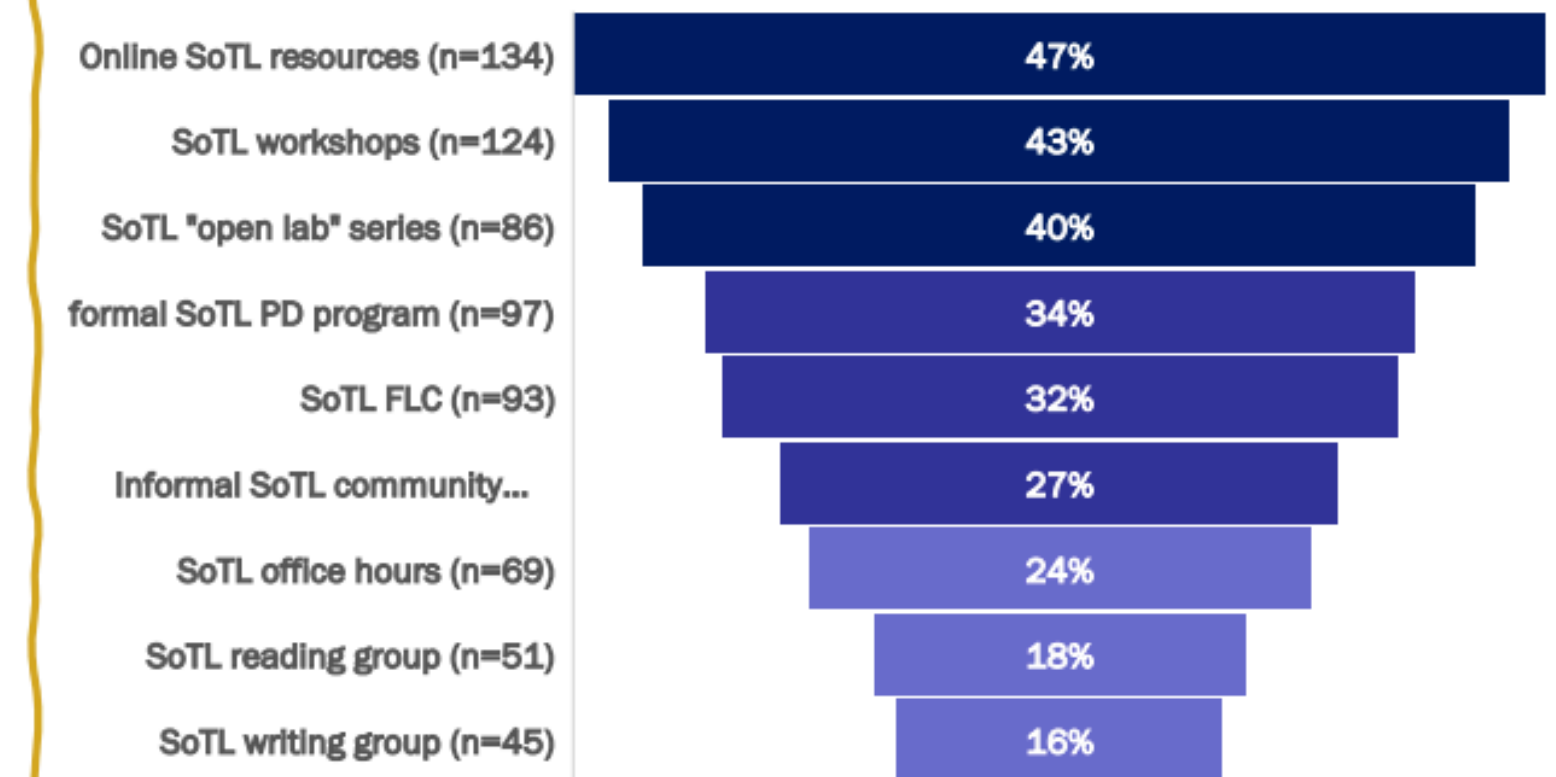


Figure 4. Barriers to SoTL Engagement



Next Steps

Figure 5. Interest in Potential SoTL Programming



Spring 2022

- **ATL Blanket IRB** now available to facilitate faculty engagement in SoTL work
- **2 SoTL Workshops:** 3/24 (SoTL Overview), 4/7 (IRB)
- **New SoTL Website:** <https://web.uri.edu/atl/sotl/>

Fall 2022

- **2 faculty SoTL Book Clubs:** one for instructors new to SoTL; one for those who want to further develop their SoTL work
- **SoTL Incubator:** hosting a collaborative group experience to engage in SoTL research

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