

Building Faculty Engagement in the QEP Using a “Research Muse”

- ▶ Craig S. McCarron, PhD
- ▶ Tanja Stampfl, PhD
- ▶ Susan Hall, PhD



Building Faculty Engagement in the QEP Using a “Research Muse”

- ▶ Institutional Change
- ▶ Implementation Science
- ▶ The Faculty Learning Community
- ▶ Involving Faculty in the Scholarship of Teaching and Learning (SOTL)
 - ▶ Scaffolding SOTL Research
 - ▶ Mentoring SOTL (The Muse)
- ▶ The Evolution of the Muse

Note

Your participation is an integral part of this presentation. Participants' contributions to the discussion questions will be collected and made available to participants after the completion of the SACSCOC Meeting.

<http://www.uiw.edu/tls/>

Poll Everywhere

- ▶ Choose a person to share your table's input.
- ▶ Two options for input:
 - ▶ pollev.com/craigmccarro # # #
Input response in text field and click submit
 - ▶ Text CRAIGMCCARRO # # # to 22333
Wait for reply to message,
Then send response as text

Activity 0

Discuss at your table for 3 minutes:

- ▶ Who in your group came the furthest to the Meeting?

Activity 1

Discuss at your table for 5 minutes:

- ▶ An institutional change effort you have seen in higher education that was successful.
- ▶ An institutional change effort you have seen in higher education that was not successful.
- ▶ Share your table's "greatest hits" through the Poll Everywhere interface.

Implementation Science

1. Paper Implementation
2. Process Implementation
3. Performance Implementation

Faculty Learning Community (Cox Model)

- ▶ Multidisciplinary membership
- ▶ Small, 6-15 members
- ▶ Regular meetings for a year
- ▶ Active, collaborative meetings
- ▶ Social and academic
- ▶ SOTL

Faculty Learning Community at UIW

For its QEP addressing undergraduate student writing, the University of the Incarnate Word created a faculty Writing Academy

- ▶ 15 members*
 - ▶ 5 disciplines
 - ▶ 3 faculty (full- or part-time) from each discipline
 - ▶ disciplinary team organized around either
 - ▶ large major
 - ▶ large Core Curriculum course
- ▶ 10 meetings (plus one retreat) per academic year

Why SOTL?

- ▶ Often “bonus” avenue for scholarship
- ▶ Integrates assessment of teaching with scholarship
- ▶ Human subjects are readily available
- ▶ Typically, publication cycle is shorter than discipline-specific
- ▶ Invests faculty more deeply in implementation (transforms faculty from “dabbler” in new field to authority in new field)

Activity 2

Discuss at your table for 5 minutes:

- ▶ Assume you are creating a Faculty Learning Community (FLC) at your institution. One of your objectives is to help faculty succeed in the Scholarship of Teaching and Learning (SOTL), although their experience involves primarily discipline-specific scholarship.
- ▶ Use the Activity 2 Worksheet to write down SOTL knowledge gaps that will have to be addressed.*
- ▶ Share your table’s “greatest hits” through the Poll Everywhere interface.

*A blank version of the worksheet is available in the conference handouts.

This Poll

This next poll will display as a “Word Cloud”, with each word captured individually. If you insert a phrase, do not use spaces so your phrase stays together.

Lessons Learned through the UIW Writing Academy

- ▶ Attrition
- ▶ Different levels of familiarity with SOTL
- ▶ Methodologies are discipline-specific
 - ▶ Potentially intimidating
 - ▶ Provide options
- ▶ Some faculty resistant to SOTL
- ▶ Implementing deep-seated change takes time
- ▶ Change needs to emerge organically
- ▶ Follow up strategy (after completion of FLC)
- ▶ Provide venues for sharing research and findings

Filling the SOTL “Gap”

- ▶ Successful transition into SOTL requires *teaching* and *mentoring*
- ▶ Teaching can address many of the “knowns” in the gap worksheet
- ▶ Individuals need mentoring
 - ▶ adapted to discipline
 - ▶ adapted to faculty experience
 - ▶ adjusting to growth
 - ▶ responsive
 - ▶ building organic support for change
- ▶ UIW approach: *Research Muse*

Activity 3

Discuss at your table for 5 minutes:

- ▶ Assume you are creating a Faculty Learning Community (FLC) at your institution. You wish to identify one or more *Research Muses* to mentor faculty in SOTL.
- ▶ Discuss desirable skills and characteristics a successful *Research Muse* will have.
- ▶ Share your table’s “greatest hits” through the Poll Everywhere interface.

The Evolution of the *Muse* at UIW

- ▶ Initially one *Muse*
 - ▶ hired as a consultant
 - ▶ participated in FLC
 - ▶ taught some SOTL topics within FLC
 - ▶ interacted with all members of FLC
- ▶ Currently a cadre of *Muses*
 - ▶ emerita faculty
 - ▶ non members of FLC
 - ▶ consulting with faculty groups outside FLC workshops
 - ▶ FLC alumni

Activity 4

Discuss at your table for 5 minutes:

- ▶ Assume you are creating a Faculty Learning Community (FLC) at your institution. You wish to invite one or experts to serve as *Research Muses* for your FLC.
- ▶ Discuss what you might offer as incentives for your *Muses* without breaking the QEP piggy bank.
- ▶ Share your table’s “greatest hits” through the Poll Everywhere interface.

Building Faculty Engagement in the QEP Using a “Research Muse”

Remember to complete the session evaluation and drop it in the gold box as you leave.

- ▶ Craig S. McCarron, PhD
- ▶ Tanja Stampfl, PhD
- ▶ Susan Hall, PhD

<http://www.uiw.edu/tls/>

