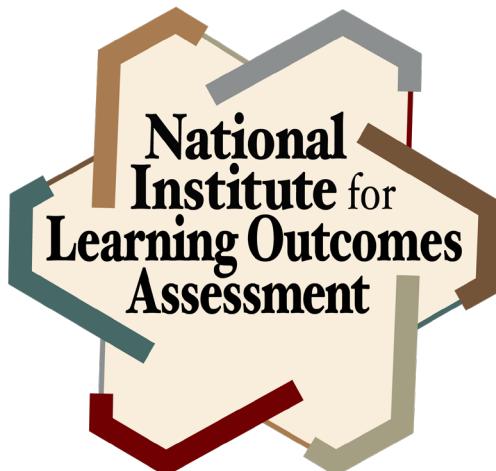


# Faculty Leadership for Assessment: Lessons from the Scholarship of Teaching and Learning

Pat Hutchings



# The Plan



- The scholarship of teaching and learning (SoTL) movement
- Lessons (3) from SoTL and....
- Implications/questions for assessment
- Interaction along the way, and time at the end

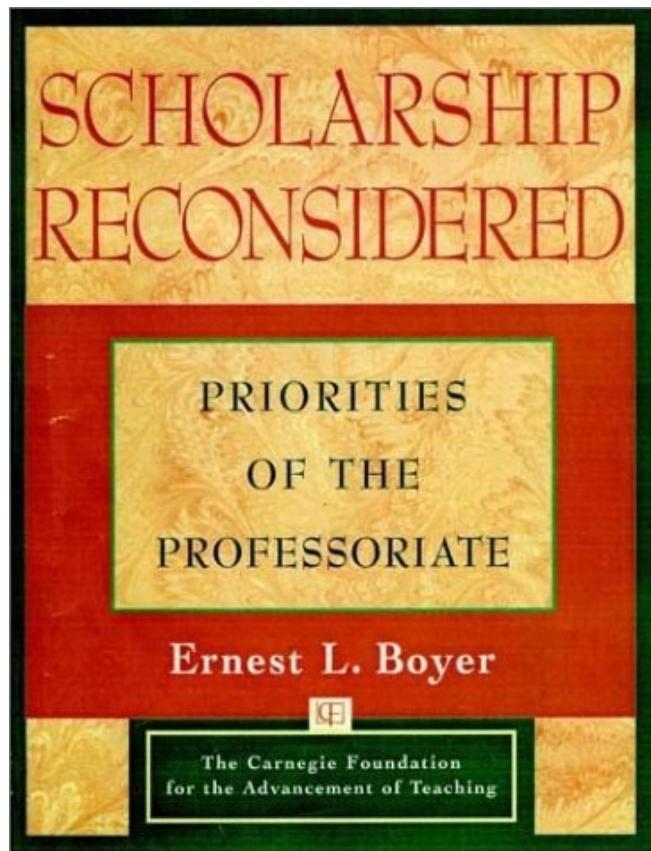
Acknowledgments

How would you gauge the level of interest in or engagement with the scholarship of teaching and learning on your campus?



- 1. NO SUCH THING ON MY CAMPUS**
- 2. POCKETS OF INTEREST**
- 3. WIDESPREAD ENGAGEMENT**
- 4. VALUED BY THE INSTITUTION**
- 5. SOME OTHER REALITY**

# A Quick History



- **The Scholarship of Discovery**
- **The Scholarship of Integration**
- **The Scholarship of Application**
- **The Scholarship of Teaching [& learning]**

“Teaching is...a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.”

(Boyer, SR, pp 23-24)



*learning as a collective,  
and intriguing intellectual  
inquiry*

--Diane Chapman Walsh



*a scientific approach to  
science education*

--Carl Wieman



*We need to think of our  
teaching with the same  
intellectual energy and  
level of inquiry with  
which we think about  
what we do in our  
laboratories or when  
we sit down to write a  
poem.*

--Nancy Cantor

# The Big Idea

- That teaching is challenging intellectual work, work that poses consequential questions to which faculty can bring their skills and values as scholars;
- That such work has the potential to transform higher education by making the private work of the classroom visible, talked about, studied, built upon, and valued, conditions to ongoing improvement in any enterprise.

# The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), 1997-2008



CASTL Scholars  
158, 6 cohorts

The Campus Program  
More than 200 campuses

Work with scholarly societies  
15 small grants

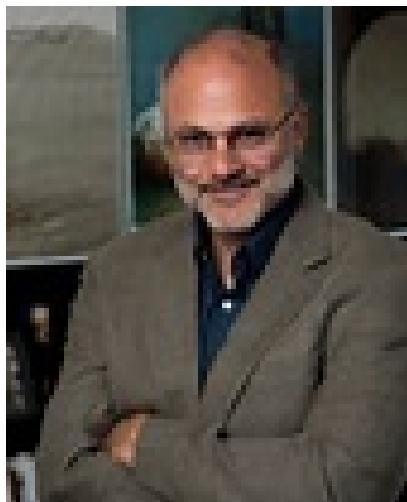
**LESSONS FROM THE SoTL MOVEMENT  
&  
IMPLICATIONS FOR ASSESSMENT**

- CASTL SURVEY: Why did you become involved in the scholarship of teaching and learning?
- Hunches in chat?
  - “I had questions about my students’ learning that I wanted to explore” (98% a lot, or quite a bit)

# 1. The Power of Tapping into Faculty Questions about their own Students in their own Classrooms



*One telling measure of how differently teaching is regarded from traditional scholarship or research within the academy is what a difference it makes to have a "problem" in one versus the other.*



*Changing the status of the problem [or question] in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is all about.*

*A question for assessment:*

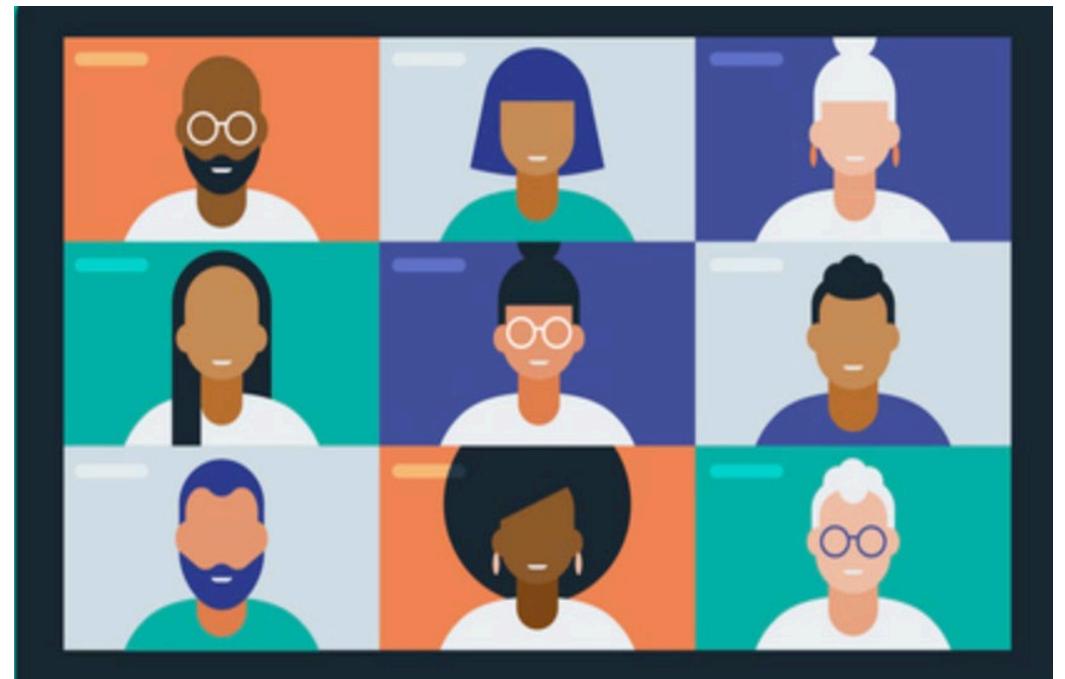
**Is assessment (unintentionally) devaluing  
the questions [and problems] that  
faculty could bring to the work from  
their own classrooms?**

- Main drivers: accreditation, accountability
- Reporting, record keeping
- The push toward program and institution level

A missed opportunity?

# Pause and chat....

- How could assessment do more to tap into faculty questions about their own students' learning?
- Have you found ways to do this? What's working?



## **2. The Value of Ongoing, Lively Discussion about Who We Are and What We're Doing**



# Who's in and who's out



*A question for assessment:*

**Could/Should campuses encourage more discussion about assessment's purposes, principles, tasks, roles?**



1. A changing cast of characters
2. Assessment is not all figured out
3. We need new ideas, practices, language

# Quick Examples....

1. Developing local principles to guide assessment

Loyola Marymount University

2. An external review of assessment's purposes  
and processes (St. Olaf College)

3. Explicit specification of roles, who needs to  
do what (Washington State University)

## **Pause and chat...**

What strategies have you found for forging common (and constructive) understandings of assessment in your program or on your campus?

### **3. The Importance of Conversation, Community Building, Collaboration.**

- CASTL SURVEY: “I wanted to find new colleagues with whom to pursue my interests in teaching and learning”
- Making teaching “community property”
  - CASTL
  - Campus-based SoTL programs and FLCs
  - Student involvement as co-inquirers
  - Conferences, journals, and the International Society for the Scholarship of Teaching and Learning
- **The power of networks in spreading improvements**

*“I suggest that while theory and method can be critical factors..., the very possibility of pedagogical travel is better understood as a function of the work’s social life instead.”*

Huber, 2009. “Teaching Travels: Reflections on the Social Life of Classroom Inquiry and Innovation.”



## *A question for assessment:*

# What would it look like to take conversation, community, and networks more seriously in assessment?



National Institute for Learning Outcomes Assessment  
January 2011

## From Gathering to Using Assessment Results:

## Lessons from the Wabash National Study



# From Mandate to Movement

*Movements at their best are voluntary, passionate, and egalitarian. They empower people and foster community. Assessment on the other hand, may appear to faculty not as a passion-driven voluntary act, but as a mandate. To capture the energy and passion of a movement, find the movements on your campus and offer to help them...faculty learning communities, communities of practice, communities of transformation, and the Scholarship of Teaching and Learning.*

Barbara Walvoord  
Assessment Institute 2019  
Keynote for Faculty Development Track

# A GENTLE REBOOT:



1. How can campuses encourage and value assessment at the course level, driven by faculty questions about the students in front of them?
2. How can we work with colleagues to construct locally meaningful definitions, common cause, purpose, language?
3. How can we shift the balance between assessment as a measurement activity and assessment as community organizing?
4. And....

**How can we connect assessment  
to other movements, other  
conversations—including SoTL—  
in ways that are less siloed and  
more integrated and powerful?**

# The Role of Faculty Development

- Translating across movements and conversations that might not otherwise meet
- Organizing cross-cutting, multi-level conversations
- Nurturing a sense of shared purpose, aspiration
- Creating space and permission for candid conversation about L&T
- Advocating for a faculty development mindset across the institution

Questions, Comments, Objections, Hopes...

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- NILOA WEBSITE: learningoutcomesassessment.org
- **Other sessions in this track and throughout the conference**

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