

Tools and Resources for Change

SOTL projects are only as useful and effective as ideas are put into practice, so we need to think in terms of how to link theory to practice. In addition, changes within a department need to occur within some kind of structure, but neither having best practices publicized by faculty developers nor mandates coming from administration seem to be powerful modes of creating change. Change seems to happen best when it grows out of faculty work and concerns.

Change in our department has come from a variety of directions, some of them individual, some driven by our project or projects not housed in the department, and some more collective. We've been influenced by all of the following:

- Decoding Interviews
- Pre/post Assessments
- "Celebration of Teaching" Faculty Retreat
- Curriculum Revision
- External Review (which shook us)
- Individual Research Projects
- Course Portfolios (peer review of teaching)
- Brown Bag Lunches (for upper-level research course instructors)
- Cross-disciplinary Summer Teaching Seminar (decoding the disciplines)

Systemic change requires that faculty move from being a collection of solo practitioners to becoming a community of practice.