

New SoTL Scholars Development and Grant Program 2025 Cohort

Call for Applications

In alignment with both the educational and the research mandates of the university, CELT is excited to support faculty in expanding their expertise in research methods and methodologies to systematically investigate teaching and learning. Training and support will be provided throughout the year-and-a-half long program.

Timeline:

Participants in the program will be offered:

- introductions to the SoTL literature,
- support relevant to their proposed project,
- mentoring for project design, data collection, data analysis, and publishing,
- \$2500* research grant.

Faculty will commit to attending the meetings listed below. Between these meetings, faculty will complete assigned tasks to advance their project from inception to dissemination.

2025 Cohort Meetings

Feb 19, 2025 @ 12:00-4:30pm

April 8, 2025 @ 9:30-11:30am

May 5-7, 2025 @ 9:00am-4:00pm (On-campus retreat)

June 2, 2025 @ 9:30-11:30am

August 26, 2025 @ 9:00am-12:00pm

February 18, 2026 @ 9:00-4:00pm

May 4, 2026 @ 9:00-4:00pm

How to apply?

Faculty in tenured, tenure-track, or LTC (bipartite & tripartite) positions are invited to submit a completed application form (available on CELT's website). Applications are due by **Monday, January 13**. Applicants will be informed of the status of their application by January 31. Project funding will begin on April 1, 2025. For more information, contact Dr. Diane Janes and Dr. Alexis Brown (CELT Coordinators) or Dr. Brett McCollum (Director of CELT).



What is SoTL?

The Scholarship of Teaching and Learning (SoTL) is a cross-disciplinary, interdisciplinary, and transdisciplinary research field that continues to grow in relevance with the increasing focus on evidence-based pedagogy within post-secondary education around the world. SoTL scholars explore research questions about teaching or learning at the post-secondary level within and across academic disciplines. Teaching and learning research projects seek to better understand teaching techniques, technologies, learning processes, relationships, environments, and more. Research questions can be situated within the context of disciplinary knowledge or address broader issues relevant across the academy.

The work of SoTL scholars benefits from, and informs, other research fields including K-12 educational research, discipline-based educational research, scholarship of educational development, and scholarship of educational leadership.

How is SoTL evaluated as scholarship/research?

As a scholarly field, SoTL demonstrates to the characteristics of academic and scholarly work (Glassick, Huber, & Maeroff, 1997):

- clear goals,
- adequate preparation,
- appropriate methods,
- significant results,
- effective presentation, and
- reflective critique.

Felten (2013) has provided additional guidance on what constitutes 'Good Practice in SoTL':

1. inquiry into student learning,
2. grounded in context,
3. methodologically sound,
4. conducted in partnership with students, and
5. appropriately public.

Hamilton and McCollum (2024) have proposed a sixth principle for the shift toward 'Great Practice in SoTL':

6. explicit identification of one's SoTL philosophical, ontological, and epistemological lenses.

New SoTL scholars can come from all disciplines. Some newcomers are already established scholars within their disciplinary research, while others are scholars-in-training. Both groups bring with them research methodologies, established frameworks for knowledge formation and validation, and other scholarly traditions. Within Canada, and internationally, the SoTL



community navigates these varied approaches to research through constructive dialogue and peer review processes in the shared pursuit of knowledge and its application for excellence in learning and teaching.

References:

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. John Wiley & Sons.

Hamilton, M., McCollum, B. (2024). Moving from 'Good' to 'Great' SoTL: The importance of describing your research epistemological and ontological traditions in your SoTL scholarship. *Teaching and Learning Inquiry*.

* Details on what expenses are eligible for this grant are provided in the SoTL Grant Funding Guidelines document.