PURDUE UNIVERSITY | Mitch Daniels School of Business

FOSTERING BELONGING AND SCHOLARSHIP: BUILDING A SOTL COMMUNITY

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1. Map Your SoTL Community Journey: Think of the journey of faculty and staff engaging with a Scholarship of Teaching and Learning (SoTL) community at your institution.

Stage of SoTL Community Engagement	*What might faculty/staff need?*	*Who or what could support them?*
BEGINNING — Forming a Sense of Belongingness	Initial connection, understanding of SoTL, opportunities to socialize	Faculty Learning Community lead, Center for Instructional Excellence, informal gatherings
GROWTH — Providing Professional Development	"How-to" SoTL applications, dedicated time for research/writing, feedback on teaching	Monthly workshops (e.g., Coffee & Curiosity), biweekly writing groups, teaching showcases
SUSTAINING — Demonstrating Value	Recognition of efforts, evidence of impact, integration with institutional priorities	Leadership support, data on engagement/outcomes, reporting mechanisms

Identify a moment when an SoTL community could make a significant difference for a faculty or staff member:

What could the SoTL community do or offer in that moment?

What would make support feel continuous across these stages of SoTL community development?

2. Turn an Outcome into Evidence

Choose one key outcome for a SoTL community you have or want to start:

[ ] Fostering belongingness / Reducing isolation [ ] Advancing teaching and scholarship / Improving higher education practices [ ] Professional development / Growth [ ] Strengthening faculty/staff well-being [ ] Other: _____

What would meaningful change look like in a faculty/staff member's experience or institutional practice related to your chosen outcome?

What evidence could help us notice that change? (Consider engagement, productivity, and outcomes)

When should we collect it? [ ] Before [ ] During [ ] After [ ] Later follow-up

How could the team use what it learns to improve the SoTL community program or demonstrate its value?

3. One Next Step

One SoTL community practice or initiative I want to strengthen or start:

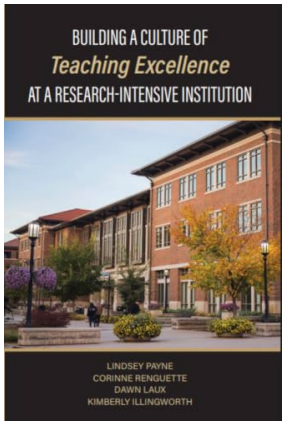
One signal I'll watch for to learn whether it helps (evidence):

A question I'm taking with me about building/sustaining an SoTL community:

Key Concept: Faculty Learning Community (FLC) is defined as a structured, peer-led group of faculty, staff, and graduate students who meet regularly to collaborate on teaching, learning, or professional challenges. FLCs can provide professional development opportunities, dilute disciplinary silos, foster belongingness, maintain academic performance, strengthen faculty/staff well-being, and improve higher education practices.

Book Recommendations to Get Your Community Started:

Brown, Roediger, and McDaniel, *Make It Stick* (2014)
Eyler, Joshua R., *How Humans Learn* (2021)
Gallant and Rettinger, The Opposite of Cheating (2025)
Lang, James M., *Small Teaching 2nd Ed.* (2021)



To learn more:

Creating a Culture of Teaching & Learning Inside an Individual School by Cara C. Putman and Kelly Blanchard, Chapter Six in *Building a Culture of Teaching Excellence at a Research Intensive Institution* (2026)