CHAPTER ONE
THE PROBLEM

This study examined what choices directors of selected teaching and learning centres make with respect to the use and design of the homepages of their centre's Websites in the area of the scholarship of teaching and learning. The complexity of the area of the scholarship of teaching and learning in higher education mirrors the attention paid to the use and design of organizational Websites, particularly with respect to the higher education landscape and the organization's culture. This is a study to explore how selected directors approach the use and design of their sites, a study to specifically examine what design elements these directors consider in conceptualizing the homepage.

Websites, in part, fulfill the role of making the scholarship of teaching and learning visible to faculty, engaging faculty in the scholarship of teaching and learning activities and sustaining interest in the field of teaching and learning. The organizational Website is one tool a centre director can use to foster the academic development of faculty and to connect faculty to the organization's teaching and learning internal and external communities.

Background to the Problem

In response to the Rae Post-Secondary Review in Ontario, Canada, the Society for Teaching and Learning in Higher Education (STLHE) presented a brief, concluding that:

> Higher education institutions play many roles in society and struggle to meet the ever higher expectations of their students, parents, employers, and politicians. But at the heart of the enterprise is student learning, and we neglect such learning at our peril. We believe profoundly that the ultimate test of a higher education system is the value we can add to the learning capabilities of our students—capabilities that will serve them not just on graduation, but throughout the rest of their lives. (Christensen Hughes, 2006, p. 7).

This conclusion reflects both the teaching and learning initiative and the environmental challenges that drive the scholarship of teaching and learning (Groccia, 2007), but it is also the

1

motivation for institutions to deal with the contextual challenges faced in the higher education environment, including:

1. Participation issues: An increased need for other stakeholders, in addition to government, to be involved in higher education; learner and parental concerns for the quality of education and organizational pressure to assess the education being delivered, together with increased expectations of increased productivity and accountability (Bleed, 2007; Jafari, McGee, & Carmean, 2006).

2. Financial issues: The need for increased government investment, additional revenues, and pressure to find funds elsewhere.

3. Human resource issues: A shortage of qualified faculty and staff, together with competition for students.

4. Credentialism issues: Increasing demand for advanced education skills with an increasing demand for credentials.

5. Skill requirement issues: Increased pressure for teaching in a new knowledge economy; concerns about Canada's ability to compete on the world stage.

6. Inclusiveness issues: Increasing diversity of the student body in terms of who they are, what they know, and how they learn, and the ability of post-secondary institutions to deal with increasing diversity (Laurillard, 2002).

7. Advancing technology issues: Unique challenges to deal with the advent of new technologies, including the increased use of the internet.

This is not an exhaustive list of challenges (Svinicki, 1998), but the implications for post-secondary faculty to be able to prepare students for the world in which they are entering, with its changing workplace, and a knowledge economy are apparent (Hatch, Bass, Iiyoshi, & Mace,

2004) and have led to the development of a "network of practice" (Shulman, 2005) among higher education faculty. As a response to the shifting context, there is increased emphasis on learning, which, in turn, has resulted in a focus on teaching and on the study of teaching (Taylor, 2005).

In many higher education organizations, teaching is now being considered as serious intellectual work (Sorcinelli, Austin, Eddy, & Beach, 2006). There are pressures to ground instructional practice in a knowledge base, professionalize the field, and to support, value, and reward college and university teaching (Gosling, 2001; Rankin, Leach, Burgess, Juntunen, & Heitkamp, 2005). This translates into the mission and mandate of institutional, provincial, national, and international teaching and learning communities, as described by The Society for Teaching and Learning in Higher Education (2006), including:

- Increasing the emphasis on teaching and learning.

- Encouraging and facilitating the improvement of teaching and learning and the scholarship of teaching.

- Recognizing and rewarding outstanding contributions to teaching excellence and educational leadership.

- Disseminating scholarship in teaching and learning in higher education.

In 1990, Ernest Boyer published *Scholarship Reconsidered*, in which he framed scholarship using four domains, including discovery, integration, application, and teaching. It was a seminal publication which spurred a flurry of activity (Bowden, 2007) aimed at examining, analyzing, and operationalizing the scholarship of teaching and learning in higher education. Boyer (1990) posed the following:

As we move toward a new century, profound changes stir the nation and the world. The contours of a new order—and the dimensions of new challenges—loom large on the horizon. It is a moment for boldness in higher education and many are now asking: How can the role

of the scholar be defined in ways that not only affirm the past but also reflect the present and adequately anticipate the future? (p. 75)

In March, 2009, the SoTL Commons, a conference for the scholarship of teaching and learning, took place in Georgia Southern University, Statesboro, Georgia, USA. As indicated in the conference welcome, the SoTL Commons Conference acts as "a catalyst for learning, conversations and collaborations about the scholarship of teaching and learning as a key, evidence-based way to improve student learning (p. 1)." This conference is one of many such gatherings which are taking place in the global community of teaching and learning. What is of particular relevance to this thesis topic is the logo that this conference adopts:

> The logo for the conference is the chambered nautilus shell. The self-propelling nautilus grows chamber by chamber, each one larger than the previous one, in an unfolding spiral as it develops steadily over time. The shell's elegant trajectory opens outward and its dynamic design is like the persevering, quiet movement of the scholarship of teaching and learning through the currents of teaching and learning (The SoTL Commons, 2008, p. 1).

The nautilus shell, known as a symbol for expansion and renewal, is an accurate metaphor for the scholarship of teaching and learning and its development, since the scholarship of teaching and learning, though not new, is a movement that has grown steadily in the last decade and has resulted in a pervasive and focused interest in teaching and learning (Huber & Hutchings, 2005). The acceptance of the view that teaching is no longer a private experience and that teaching is regarded as community property has moved the study of teaching to the forefront (Shulman, 2005). The scholarship of teaching and learning, as described by McKinney (2004), is the systematic study of teaching and learning processes and the sharing and review of this work.

This shell metaphor is descriptive of the scholarship of teaching and learning in the sense of the function of the shell as structure. The importance of structure was recognized within the scholarship of teaching and learning movement by Poole, Taylor, and Thompson (2007), who

4

stress "the necessity of ready access to the collective body of knowledge about post-secondary teaching and learning produced across disciplines and institutions." (p. 7). Although these scholars are promoting the idea of a national infrastructure, they also emphasize the necessity of institutional level structure so that "the knowledge generated through the scholarship of teaching and learning can be shared, applied, critically reviewed, and transformed by others (p. 10)." Huber and Hutchings (2005) employ the term "teaching commons" which encompasses a wide spectrum of both informal and formal teaching and learning activities, communicating how faculty "are going about their work as teachers, and how they are helping to build a larger commons through that work (p. 3)."

The structure of the scholarship of teaching and learning, although continuing to develop, is prominent at several levels (Takayama, Robins, & Bo-Linn, 2005), including teaching and learning centres in over 30 Canadian post-secondary institutions, provincial and national bodies (such as STLHE, The Society for Teaching and Learning in Higher Education; ISSOTL, The International Society for the Scholarship of Teaching and Learning; and The POD Network, The Professional and Organizational Development Network in Higher Education), and several societies and institutes, such as CASTL (The Carnegie Academy for the Scholarship of Teaching). The salience of the scholarship of teaching and learning is the grassroots signature on the movement (Gass & Poole, 2005), with its several prominent American, Canadian, and international university centres for teaching and learning. As the study of teaching and learning grows and develops, the origin of this development is sustained and transformed at the individual campus level, with teaching and learning centres as the conduits (Cook & Sorcinelli, 2005; Diamond, 2005; Frantz, Beebe, Havath, Canales, & Swee, 2005).

In order to facilitate the scholarship of teaching and learning, Poole, Taylor, and Thompson (2007) suggest creating organizational structures and using the existing communication channels in academic communities, including conferences, journals, symposia, Websites, and other technology-mediated communication tools (p. 10). This study focused on one of these communication channels, the teaching and learning centre homepage (of the centre Website), and examined director perception of the use and design of these homepages to provide structure and facilitate communication around the scholarship of teaching and learning. In fact, several teaching and learning scholars encourage the use of existing structures to build and develop teaching and learning (Dobbins, 2008; Huber & Hutchings, 2005; Schroeder, 2007).

Significance of the Study

It was the idiosyncratic perspective of those in charge of selected university teaching and learning centres that was the focus of this study. These individual and culturally-situated perspectives are not generalizable; each institution has its own culture, institutional priorities, and strategic direction that is significant to the study of director perspectives.   This study, motivated from the encouragement of Huber and Hutchings (2005) and Poole, Taylor, and Thompson (2007) regarding the continued development of the existing structures of the scholarship of teaching and learning that exist within organizations, will contribute to further understanding and refining of the role of teaching and learning centres and also the communication channels employed within the scholarship of teaching and learning community:

> Even within a single institution, fostering synergy among the work of individual scholars and the disciplinary and institutional communities in which that work is shared, critically addressed, applied, and built upon is a complex task. (Poole, Taylor, & Thompson, 2007, p. 9).

The examination and appreciation of the idiosyncratic perspectives of those involved in operating centres and planning homepages is a unique approach to understanding the scholarship

of teaching and learning infrastructure. The complexity of culture and tasks facing directors was worth exploring, particularly with respect to the exchange of teaching knowledge and practice (with the advancement of teaching and learning as focus) and the director conceptualization of the homepage as a result.

Statement of the Problem

This study contributes to understanding how the various stakeholders within a campus coordinate the scholarship of teaching and learning efforts (Takayama, Robinson, & Bo-Linn, 2005) and how alignment of strategies can be achieved (Taylor, 2005). The design of the homepage, incorporating and connecting the various internal and external stakeholders, is an integral part of maintaining both the administrative and academic collaborations (Thomas, Crane, Mell, & Scwartz, 2005).

This study, as an examination of a part of the teaching commons (Huber & Hutchings, 2005), was also an analysis of the role virtual connections, such as the homepage, play in this commons. This study contributed to the understanding of how the homepage can promote visibility, engagement, and sustainability and the continued coordination of the various components of the scholarship of teaching and learning movement, particularly as the span of the scholarship of teaching and learning within and outside organizations is widening (Brooke, Allen, Carlson, & Freeman, 2005).

The purpose of this study was to examine what choices directors of selected teaching and learning centres make about how they design (and conceptualize) the homepage of their centre's Website. Centres function, in part, to make the scholarship of teaching and learning visible to faculty, to engage faculty in scholarship of teaching and learning activities, and to sustain the interest in and development of the scholarship of teaching and learning (Dobbins, 2008; Wright,

7

1999). It is at the local level that directors purposefully design the means of communicating within the environment of higher education and consider various approaches to move toward that end. How directors make decisions about the design of the homepage is about the design elements directors look at and consider in conceptualizing their homepages. Therefore, the research questions which guided the study were:

    1. How do teaching and learning centre directors make homepage design decisions to provide faculty with visibility in the scholarship of teaching and learning?

    2. How do teaching and learning centre directors make homepage design decisions to encourage and facilitate engagement among faculty in the scholarship of teaching and learning?

    3. How do teaching and learning centre directors make homepage design decisions to sustain interest and participation in the scholarship of teaching and learning?

The first theme of the framework, visibility, was defined as being transparent, public, sharing practice, visible to one another, and aware of roles and resources. Specific questions included in this theme related to:

- Role the homepage plays in the centre and in the organization.

- Decisions of what to include and not to include in the homepage.

- Homepage image put forward and presented.

- Main message presented in the homepage.

- Reflection of the education landscape and the scholarship of teaching and learning in the homepage.

The second theme of the framework, engagement, was defined as working with the visibility of the site, advancing ideas, enriching dialogue, communicating within the teaching and learning

landscape, inclusiveness, dialogue at the macro and micro levels, and agenda setting. Specific

questions included in this theme referred to:

- Identifying users of the homepage and the purpose.

- Facilitating and encouraging faculty to attend to the homepage.

- Connecting the homepage strategy with the institution's strategy.

- Engaging faculty in the scholarship of teaching and learning issues.

The third theme of the framework, sustainability, was defined as being harmonious within

the organization's environment and context (being in sync, continuing with an action) and

maintaining and thriving (including building readership, users, and audience, integration, and

continued engagement) and evolving scholarship. Specific questions included in this theme

related to:

- Sustaining faculty interest in the scholarship of teaching and learning,

- Encouraging faculty to participate through entering and returning to the homepage.

- Deciding on present and future directions homepage design will take.

As the scholarship of teaching and learning continues to evolve and mature as a movement

and the development of the teaching commons moves forward (Huber & Hutchings), additional

demands are placed on teaching and learning centres:

> Teaching centers occupy a unique place in the structure of an institution because of their
> mandate to address the needs and interests of the entire academic community in support of
> the education of students. An effective teaching centre plays a key role in creating a campus
> culture that values and rewards teaching. It takes a systems approach to being a change agent
> and provides synergy to campus support activities. It provides an overview of campus
> activities in order to highlight and disseminate instructional innovations and prioritize areas
> where more support is needed. It offers a guarantee of institutional memory to provide
> continuity in teaching support services as department chairs, deans and provosts come and
> go. It makes the reward structure more responsive to teaching, for example by consulting on
> development of teaching evaluation processes and criteria for judging teaching excellence. It
> is entrepreneurial and coordinates campus involvement in local student learning projects, as

well as those offered by foundations, associations, and federal agencies. (Cook & Sorcinelli, 2005, p. 1)

    The relatively recent proliferation of teaching and learning centres in higher education in Canada and throughout the world reflect the inherent value of the centres as a sort of subway system for communicating internally and externally with teaching and learning constituents. These centres provide a common knowledge base to give substance to the debate and development of teaching and learning strategies and practices within the institution.

    The continuing development of these centres in universities in Canada and indeed in the world indicates the intention of institutions to reach faculty in the areas of teaching and learning. Several calls have been made for the use and development of institutional structures to encourage and support the interest of faculty in teaching and learning (Poole, Taylor, & Thompson, 2007). The over-arching goal of this thesis is to further understand the use of teaching and learning centre communication mediums, specifically the use of the homepage, in promoting the scholarship of teaching and learning by making this scholarship visible, by engaging faculty in the scholarship, and by sustaining this engagement. These three themes of visibility, engagement, and sustainability form the framework for the study.

Delimitations

    This study was delimited to the analysis and report of data collected from semi-structured interviews, involving four directors of selected teaching and learning centres. Interview data were collected from November 28, 2008 to December 19, 2008. Directors were asked about the choices they made with respect to the design of their homepages as a way to foster the scholarship of teaching and learning in their organizations, with these questions framed around the themes of visibility, engagement, and sustainability.

10

Scope of the Study

This study, as an examination of the perspectives of these teaching and learning centre directors, used interview questions that were structured under the topics of visibility, engagement, and sustainability, as defined by the research questions. This study was not a study of teaching and learning centre operations nor an examination of the decision-making processes employed by directors, but rather an examination of the approaches directors took to conceptualizing their homepages.

This study examined the homepages of teaching and learning centres only, even though there are other types of teaching and learning structures within higher education institutions. Only teaching and learning centres in universities were contacted, since reward systems and the priorities of research and teaching are similar in universities.

Limitations

The focus of this study was the idiosyncratic perspective of those in charge of centres; these individual and culturally-situated perspectives are not generalizable, given that each institution has its own culture, institutional priorities, and strategies. This study, as a snapshot taken from within the dynamic teaching and learning environment in which directors are immersed, did not examine the political and financial constraints on the selected centres.

Assumptions

It was assumed that the participants in the study answered the questions posed by the researcher in an open and honest manner and that the directors participated because of a desire to participate. It was also assumed in this study that a collaborative decision making approach was used but that directors ultimately made the final design decisions.

Definition of Terms

The following definitions of terms were used in this study:

1.   Scholarship of teaching and learning. The systematic study of teaching and learning processes and the sharing and review of the work (McKinney, 2004), which leads to building on to existing scholarship (Hutchings and Shulman, 1999).

2.   Directors. In this study, this may be an academic director, associate director, or an assistant director, who is, at least in part, responsible for the operation of the teaching and learning centre.

3.   Homepage. Often referred to as "site" in this study, the homepage is the first Web page that is displayed after starting a Web browser (Bates & Poole, 2003).

4.   Website. This is the teaching and learning Website of the centre, which begins with the homepage.

5.   Teaching and learning centre. This is a generic term used to describe the unit within the university in which the teaching and learning activities of that university are managed.

6.   Institution (organization). This is the university in which the teaching and learning centre is housed and within which the directors make their decisions.

7.   Higher education. This is the term used for areas of post-secondary education and generally refers to both college and university institutions, although universities are the focus in this study.

8.   Higher education landscape. The context of higher education, including the political, economic, socio-demographic, technological, and legal aspects.

9.   Visibility. A term used in reference to homepage use and design and the

scholarship of teaching and learning, including being transparent, public, sharing practice, visible to one another, and aware of roles and resources.

10. Engagement. A term used in reference to homepage use and design and the scholarship of teaching and learning, including working with the visibility, advancing ideas, enriching dialogue, communicating with the landscape, inclusiveness, dialogue at both the macro and micro levels, and agenda setting.

11. Sustainability. A two-pronged term used in reference to homepage use and design and the scholarship of teaching and learning, including (a) harmony (within the environment and context, being in sync, continuing with an action) and (b) maintaining and thriving (building readership, usership and audience, integration, and continued engagement). Sustainability is moving from engagement, keeping faculty interest and participation in the scholarship of teaching and learning.

12. Scholarship. The process of "learning and unlearning, of self-criticism and renewal, and of sharing accumulated experience" (Kreber, 2007).

13. Effective teaching. Actions taken by teachers to enable their students to learn and who want to practice helping them do so (Cambridge, 2006).

14. Scholarly teaching. Actions taken by teachers to explore the challenges of teaching, involving the study of teaching, benefiting from the scholarship of others (Cambridge, 2006).

15. Internal community. The community (including faculty, administrators, and other members of the university) that exists within the director's institution.

16. External community. The community (including faculty, administrators, and other members) that exists beyond the institution, typically in other post-secondary institutions.

17. Teaching commons. The wide spectrum of both informal and formal teaching and learning activities, for the purpose of communicating how faculty "are going about their work as teachers, and how they are helping to build a larger commons through that work (Huber & Hutchings, 2005, p. 3).

Organization of the Thesis

This study provides insight into the choices teaching and learning centre directors made in the design of the homepage of the centre Website concerning the scholarship of teaching and learning.

This chapter presented the problem, purpose, and significance addressed by the study. Research questions, definitions of terms, assumptions, delimitations, and limitations of the study were also stated in Chapter 1.

Chapter 2 reviews the literature relevant to the examination of teaching and learning centres, centre homepages, and the scholarship of teaching and learning. Research methodology employed in the study is detailed in Chapter 3, including a description of the nature of the study, data collection, presentation and analysis, and the research protocol. In Chapter 4, the data from the study are presented and analyzed. Chapter 5 provides the summary, conclusions, and implications for further study.

CHAPTER TWO
REVIEW OF THE LITERATURE

This chapter presents a review of the literature and research in the areas of teaching and learning centres, centre homepages, and the scholarship of teaching and learning, with a specific emphasis on visibility, engagement, and sustainability.

Teaching and Learning Centres

Teaching and learning, evolving in priority in many universities and colleges, is a fairly recent phenomenon that is evident in the higher education landscape (STLHE, 2006). What may not be well known is the increased establishment of teaching and learning centres within higher education institutions and the role which these centres play in the development of the quality of the post-secondary system (Bergquist & Phillips, 1975; 1977) through the skills and knowledge of faculty and the promotion of the scholarship of teaching and learning.

The directors of teaching and learning centres work to meld a campus-wide teaching and research culture and encourage and facilitate teaching improvement and leadership in teaching and learning (Cook & Sorcinelli, 2005; Wright, 1999). In addition to specific scholarship of teaching and learning activities, centres perform a myriad of other campus-wide functions, including orientations, consultations, workshops, seminars, grant administrations, and awards for teaching excellence (Shulman, 2005). The design of centre homepages are especially complex as a result of their multiple intentions, including (1) incorporating a teaching and learning strategy with an organizational strategy, (2) fostering an interdisciplinary approach to teaching and learning, and (3) encouraging and facilitating a multi-level view of the scholarship of teaching and learning (Poole, Taylor, & Thompson, 2007).

Not all institutions have a formal teaching and learning centre. Their existence depends on the strategy of the organization, the resources available, and the maturity of the organization's

teaching commons (Huber & Hutchings, 2005; Wright, 1999). The different teaching and learning structures, besides formal teaching and learning centres, include:

- Faculty committee-run programs (typically operated by volunteers with special interests).

- Programs run by a single individual (typically advised by other faculty committees and reliant on peers to get things done).

- Decentralized centres which are within sub-units of an organization.

   (Sorcinelli, Austin, Eddy, & Beach, 2006).

Although there are several sites which list the various centres and associations within the movement, a fairly comprehensive list of centres, academic development departments, and other organizations promoting the scholarship of teaching and learning can be found at http://learningandteaching.dal.ca/ids.html.

Centre Homepages

Regardless of the institutional structure, the teaching and learning infrastructures function as connected places in the changing landscape of so-called "learning organizations". There are many mediums used to communicate within the scholarship of teaching and learning movement, including journals, conferences, seminars, and discourse among faculty; the centre homepage is one of these many mediums of communication. As a type of conduit, the homepage is the first Web page that is displayed after starting a Web browser (Bates & Poole, 2003). It is a gateway to both real and virtual faculty worlds, like a doorway, a way of communicating within the organization about teaching and learning and also communicating with university faculty and staff in both internal and external communities.

The homepage of the teaching and learning centre was the focus of this study. First and lasting impressions made by Websites are important (Rosenberg, 2001), not only on faculty

16

within the institution but also on those who visit, and will contribute to the visibility, engagement, and sustainability of the scholarship of teaching and learning. A well-groomed and designed homepage not only ensures this positive first impression but also connects the grassroots level of teaching practice among and to the wider and larger community.

The strategy adopted in the use and design of the centre homepage plays an active role in ensuring the dissemination of transformative thinking, of the changing dynamics of the faculty functions of research, teaching, and service (Boyer, 1990), and of the positioning of teaching and learning within the higher education landscape. Not only does the homepage (also known as the start page) open the Website for the centre, but it is one way to direct traffic to the landing pages which are the Website spaces set up to receive incoming traffic (Bates & Poole, 2005). The strategy adopted to use and design the homepage has implications for the faculty's continued use of the site.

Visibility

Institutions are moving toward increased visibility, specifically in the scholarship of teaching and learning. This visibility, on the campus level, is about each stakeholder being visible to one another and becoming more aware of one another and the role each plays within the landscape. The focus here is on how considerations about homepage design can be used to provide faculty with visibility in the scholarship of teaching and learning.

In designing the homepage, directors (and/or centre staff) examine what role the homepage of the Website can play in the centre and in the institution, decide what to include in the homepage and why, clarify what image the homepage should present and why, and decide how this image can be presented. Those in charge of the centre (and/or centre staff) decide what the main message of the homepage should be and the ways the homepage can reflect the higher

17

education landscape and the scholarship of teaching and learning in the institution, both internally and externally.

Engagement

Assuming that faculty strive for effective teaching, not all will engage in the scholarship of teaching and learning; they may not have the interest in the wider implications and impact of the results (Martin, 2007). However, at whatever level this discourse occurs, Huber and Hutchings believe that engagement is crucial to the scholarship of teaching and learning and that embracing it means taking ownership of the challenges posed by shifting circumstances.

Macpherson and Gurm (2006) write of the academic life and how necessary a sense of community through learning communities is portrayed within that life:

> There is a hunger for connection and conversation that permeates all of these spaces, both physical and virtual, as well as a declaration of a desire to share and encourage sharing of ideas, artifacts, and projects. As institutions of higher education strive to remake themselves in a constantly changing world of increased globalization coupled with local concern and focus, the older paradigms of isolation and "ivory towers" need to give way to institutions of learning becoming "learning institutions" themselves. (p. 1)

Feelings of professional isolation and academic separation can be reduced by a community of inquiry through the centre Website, and can be replaced by a developing sense of sharing and networking (Macpherson & Gurm, 2006). In designing for this engagement, directors need to consider how Website technology, specifically homepage design, can be used to encourage and facilitate engagement among faculty in the scholarship of teaching and learning. These directors can examine, through feedback from the users themselves, who uses the homepage and for what purpose(s) and decide how to facilitate and encourage faculty to attend to the homepage. Directors can determine how to align the homepage strategy with the institution's strategy and facilitate faculty awareness and engagement in the issues. Directors conceptualize sites, with technical aspects of using Web design to motivate and engage users provided by Web designers.

Sustainability

As centre directors design the homepage to provide visibility and encourage and facilitate engagement, sustaining this engagement is a more challenging necessity. As indicated earlier, this is not only about the co-existence of the study of teaching and research within a learning environment, but is also is about the continued scholarship of teaching and the advancement of teaching and learning in the organization (Kwo, 2007; STLHE, 2006).

In designing the homepage to assist in the sustainability of the scholarship of teaching and learning, directors (and/or centre staff) decide how the use and design of the homepage can be considered to sustain interest and participation in the scholarship of teaching and learning. Specifically, they make choices about how faculty interest can be sustained in the study of teaching and learning through the use and design of the homepage, how faculty can be encouraged to participate, to enter the homepage and to return to the homepage, and what one would want the homepage to achieve now and in the future, with respect to homepage development.

Scholarship of Teaching and Learning

In this section, a review is presented of the literature on the scholarship of teaching and learning. Given the context of higher education at institutional, provincial, national, and international levels, there has been a concerted drive toward a scholarship of teaching, viewing the study of teaching process as "learning and unlearning, of self-criticism and renewal, and of shared accumulated experience" (Kreber, 2007).

There are various views as to why the scholarship of teaching and learning is at the forefront; certainly the higher education context and the resulting strategy of institutions continues to pave

the way for a continued sophistication of this scholarship of teaching and learning (Thomas, Crane, Mell, & Scwartz, 2005).

Although the definition of the scholarship of teaching and learning may appear somewhat vague (Nicholls, 2004), the term is becoming more inclusive as the movement unfolds (Shulman, 2005). There is discussion of differentiating among the terms *effective teaching, scholarly teaching*, and *the scholarship of teaching and learning* (Day, Macpherson, & Hubball, 2005; Martin, 2007). The distinction is made by Cambridge (2006):

> Effective teaching is the goal of most college professors. Whether they teach often or infrequently, faculty members want their students to learn and want to figure out how to help them do so. Faculty who wish to explore the challenges in fostering student learning seek feedback from students through classroom assessment; guidance from local peers through reciprocal visits, joint course development activities, or faculty development workshops; and insight from disciplinary colleagues through reading literature about pedagogy in their field. They become informed teachers who benefit from the scholarship of others, and might be called "scholarly teachers."

Hutchings and Shulman (1999) see the scholarship of teaching and learning as something different from the term "scholarly teaching":

> …the scholarship of teaching is characterized by "being public, open to critique and evaluation, and in a form that others can build on…it requires a kind of 'going meta,' in which faculty frame and systematically investigate questions related to student learning--the conditions under which it occurs, what it looks like, how to deepen it, and so forth--and do so with an eye not only to improving their own classroom but to advancing practice beyond it." In other words, faculty set out to do the scholarship of teaching and learning not only to improve the teaching and learning in their own classroom but also to improve teaching and learning beyond their local setting by adding knowledge to it--and even beyond--their disciplinary field. (p. 2)

A great deal of discussion continues regarding what should be included under the umbrella of scholarship of teaching and learning. As notable experts in the field, Huber and Hutchings chose to identify the scholarship of teaching and learning as areas of action, such as:

- Establishing more and better occasions to talk about learning, including students as part of the discussions about learning.

- Recognizing teaching as substantive, intellectual work.

- Pushing forward with new genres and forms to document the work of teaching and learning.

- Building and maintaining the infrastructures needed to make pedagogical work available and accessible to all. (pp. 130-131)

Given the abstract and subtle characteristics of this way of thinking about teaching and learning, the interest and participation from the classroom to the public is apparent, partly as a result of the embedded themes of visibility, engagement, and sustainability which define the movement. The scholarship of teaching and learning invites faculty at all levels to take teaching seriously as intellectual work, ask good questions about their students' learning, seek evidence in their classrooms that can be used to improve practice, and make this work public so that others can critique it, build on it, and contribute to the wider teaching commons (Shulman, 2005).

There is no doubt that the scholarship of teaching and learning is a grassroots movement (Randall, 2007). It is a movement that is picking up pace and that reflects the evolving landscape of higher education. As indicated in the professional interactions within conferences and scholarly writing, there is some consensus about what the scholarship of teaching and learning is, as opposed to what it is not (Dirks, 1998; Spath, 2007). For example, the 2007 Conference of The Society for Teaching and Learning in Higher Education, entitled "Evolving Scholarship," provided the opportunity for faculty, scholars, and educational developers to "engage in workshops, discussions, conversations, and debates about teaching as a scholarly process" (Wilson, 2007, p. 4).

Recent writing has reflected serious contemplation about what Boyer intended with respect to the scholarship of teaching and learning. In fact, teaching and learning scholars in Canada

(Bowden, 2007; Martin, 2007; Wilson, 2007) have illustrated that not only has the intensity and pace of this examination accelerated but that the discussion is becoming rather sophisticated. The 5th Annual Conference of ISSOTL, with the theme, "Celebrating Connections: Learning, Teaching, Scholarship," is an indication of where the movement is heading.

Certainly there is a clarification of faculty roles being discussed in response to the pressures within the landscape. Once again, Boyer, 1990 (as cited in Hakim, 2002) states:

> We believe the time has come to move beyond the tired old "teaching versus research" debate and give the familiar and honorable term "scholarship" a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholars also means stepping back from one's investigations, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. (p. 1)

This ongoing dialogue and the changes that have occurred have resulted in changing expectations from all stakeholders within the landscape:

> The growing democratization of higher education, the greater capacity of today's students to shape and guide their own learning, and the burgeoning demands of the modern world require us to think instead of learning, discovery, and engagement (Committee on Institutional Cooperation, 2005, p. 2).

Scholarship is one of the most powerful and perhaps most discussed concepts in higher education. The general view is that a realignment of scholarship is occurring and it is being propelled partly by the dialogue and discourse of the scholarship of teaching and learning (Huber & Hutchings, 2005). It is interesting and ironic that what is evolving in the arena of the scholarship of teaching and learning is actually the scholarship. Scholarship, as the process of "learning and unlearning, of ongoing self-criticism and renewal, and of sharing accumulated experience" (Kreber, 2007), is a theme that continues to be examined and re-examined, given the changing landscape of higher education. As Sandmann and Fear (n.d.) explain:

> There are swift and complex undercurrents in higher education today. While the essential nature of scholarship remains the same, it is being expressed in multiple and expansive ways.

To understand this evolving climate, scholars must cross boundaries and carve out a new understanding that complements the complex and shifting boundaries in higher education. (p. 1)

The realignment of scholarship that is taking place within the scholarship of teaching and learning movement has an urgency that reinforces the roles of faculty with respect to the functions of research, teaching, and service (Rankin, Leach, Burgess, Juntunen, & Heitkamp, 2005). According to Dirks (1998), the definition of scholarship may be changing even though the culture may be much slower to respond. This is partly a result of the lack of understanding as to what the term "scholarship" really means. As Nicholls (2004) points out, linking scholarship with teaching "gives symbolic capital to teaching, thus raising its status and social capital for those promoting the scholarship of/in teaching as a core professional value (p. 41)."

It is interesting and fascinating to recognize that there is continuing dialogue and debate about the precise meanings of concepts within the scholarship of teaching and learning. In the inaugural issue of *The International Journal of the Scholarship of Teaching and Learning*, Kreber (2007) describes the scholarship of teaching and learning as a forum to "engage with broader agendas and consider questions relating to the larger learning experience of students (p. 2)." She writes that, by adopting the "big tent" conceptualization (described by Huber & Hutchings) of the scholarship of teaching and learning, one can include not only the broader issues but also the "modest or small-scale efforts aimed at reflecting one's own classroom teaching and sharing what was learned as a way of engaging with this kind of work" (p. 1).

Richlin and Cox (2004) regard the scholarship of teaching as resulting "in a formal, peer-reviewed communication in appropriate media or venues, which then becomes part of the knowledge base of teaching and learning in higher education" (p. 127). These writers demonstrate that the evolution of the scholarship of teaching and learning continues.

As indicated earlier, the scholarship of teaching and learning is a powerful and transforming movement within higher education. Huber and Hutchings believe that the scholarship of teaching and learning is an imperative, not a choice, as a response to the challenges and opportunities that face higher education. However one defines the scholarship of teaching and learning, the necessity of examining "the constituent role that landscape plays in shaping those who engage within that landscape" (Hubbard, Kitchin, & Valentine, 2004, p. 85) is becoming clearer. The essence of the scholarship of teaching and learning is to be public, to be susceptible to critical review and evaluation, to be accessible for exchange and use, to emphasize learning outcomes and relevant teaching practices, and to incorporate discipline and pedagogical knowledge and innovation (Martin, 2007). These motivations reflect the themes of visibility, engagement, and sustainability.

In the context of the scholarship of teaching and learning, visibility is about being transparent and public, about sharing each other's practice (Cambridge, 1999), about stakeholders within the scholarship of teaching and learning being visible to one another and becoming more aware of the role each plays and what resources are available within that practice.

The theme of engagement involves working with that visibility, advancing ideas, enriching dialogue, and communicating within the landscape with those who are engaged in and by it (Day, Macpherson, & Hubball, 2005; Percy, Zimpher, & Brukardt, 2006). The engagement that is evident with respect to the scholarship of teaching and learning is inclusiveness, with dialogue and discourse occurring at both the macro and micro levels in higher education. Several institutions have moved engagement to the forefront, setting the agenda with legislators, donors, the public, and employees of the organization (Macpherson & Gurm, 2006).

What typically comes to mind regarding the theme of sustainability is environmental sustainability; the use of the term in this context seems appropriate for higher education. Sustainability is two-pronged: it is about harmony, being in sync with the other aspects of one's environment, and continuing with an action; it is also about maintaining and thriving, about building readership, users and audience (Huber and Hutchings, 2005, p. 100).

Sustainability is reflected in the scholarship of teaching and learning literature as a process of integration (Helgesen, 2005), the ultimate result of both visibility and engagement, with the evolving scholarship associated with the movement (Huber & Hutchings; Witman & Richlin, 2007). It is about building community, about advocacy, and the prospect of continued engagement and sharing leadership (Trites & Weegar, 2003). It is very much about continuing to work vigorously with the other participants within the landscape (Helgesen) and creating innovative connections in the process (Gass & Poole, 2005), particularly as it applies to reward, within the disciplines, for educators, and specifically for the interests of students (Kreber, 2007).

Poole, Taylor and Thompson (2007) write of the scholarship of teaching and learning as sharing, applying, critically reviewing, and transforming others. These, together with the areas of action identified by Huber and Hutchings, illustrate that sustainability requires movement from faculty awareness to awkwardness to skillfulness to integration of the study of teaching and learning (Adler, Proctor, Towne, & Rolls, 2008), arriving at a level of use that is unconsciously competent. This is much like the nautilus shell, expanding and renewing.

Institutions can be valuable and productive participants within the landscape of higher education and act as drivers of change and transformation (Wenger, McDermott, & Snyder, 2002). At the individual campus levels, directors of teaching and learner centres design their homepages so the resources the centre has to offer, both in terms of communication and

structure, are made visible to the faculty (McKinney, 2004), so that faculty will engage with each

other at all levels.

CHAPTER THREE
RESEARCH METHODOLOGY

In this chapter, the research methodology is described, including the nature of the study, data collection, the research perspective, data presentation and analysis, and research ethics.

Nature of the Study

The purpose of this study was to examine choices directors made with respect to the design of the homepage of the centre Website, identifying what design considerations these directors use to make conceptual design decisions. The research methodology used in the study was qualitative in nature and directors were asked several open-ended questions regarding the choices they make (Rice & Ezzy, 1999). The decision, therefore, was to engage in educational inquiry and choose an appropriate method of research that allowed the research questions to be pursued.

Each director's approach to the design of the homepage was idiosyncratic. Individual perspectives to teaching and learning were valuable to the study of the phenomenon, given the different contexts in which each director functioned. The case study method (Yin, 2003), specifically descriptive case study, was employed in this study to examine the approaches taken by centre directors in the design of their homepages, with the objective of acquiring the participant (or emic) perspective (Gall, Gall, & Borg, 2003).

The use of case study methodology was especially appropriate for this study, since the aim here was to "depict a phenomenon and conceptualize it (Gall, Gall, & Borg, p. 439)." Case study research provided the opportunity to consider the context of the study (specific teaching and learning centres within higher education institutions) and to deal with the complexities of director approaches to use and design decisions. The researcher posed interview questions, with the expectation of obtaining the practitioner-lived experience and perspective of each interviewee.

The research questions central to the study include:

1. How do teaching and learning centre directors make homepage design decisions to provide faculty with visibility in the scholarship of teaching and learning?

2. How do teaching and learning centre directors make homepage design decisions to encourage and facilitate engagement among faculty in the scholarship of teaching and learning?

3. How do teaching and learning centre directors make homepage design decisions to sustain interest and participation in the scholarship of teaching and learning?

Data Collection

The procedures followed with respect to the selection of the site and participants and the data collection methods are described in this section.

Selection of the Sites and Participants

The centres contacted in the study were situated in Western Canada. These centres from Western Canada were chosen because of financial, travel, and time constraints on the study. Only universities were contacted, since the reward system (with respect to tenure and research) is relatively consistent across the university system; research in teaching has implications for tenure in universities. Invitations to participate in the study were sent to university teaching and learning centres in two Western Canadian provinces and the first four directors who responded were chosen for the study. Although three directors were required for the study, the four directors who responded consented to participate in the study. Invitation to participate included a letter (see Appendix A), explaining the purpose of the study, involvement and time required, treatment and use of the data, and ethical procedures, including the consent form (see Appendix B). Once consent was provided, interviewees were sent the interview questions one week ahead

of the interview time, including the various definitions and descriptions of the three themes in the framework of the study, including visibility, engagement, and sustainability.

Data Collection Methods

The research questions (and subsequent interview questions) were organized around the three topics of visibility, engagement, and sustainability. In order to examine the effectiveness of the interview questions, a pilot interview was conducted with Director A. As a result of the pilot, no changes were made to the interview questions; however, conducting the pilot interview provided feedback regarding the probing questions (the sub-questions) and possible answers the participants in the study may offer.

Semi-structured interviews were chosen as the data collection method, since the interviewer personally administered the interview guide and interviewed directors from different universities using open-ended questions. An interview guide (see Appendix C) was created from the review of the literature, based on the research questions, with sub-questions for each interview question listed. The interview guide used included four general questions, including an introductory question concerning the scholarship of teaching and learning.

As an introduction to the interview, the question, "What does the term, the scholarship of teaching and learning, mean to you?" was asked of each interviewee, followed by the three interview questions:

1. How is homepage design used to provide faculty with visibility in the scholarship of teaching and learning?

(a) What role does the homepage of the Website play in your centre and in your institution?

(b) How do you decide what to include in the homepage and why?

(c) What image do you put forward in your homepage and why? How do you present

this image?

(d) What main message do you present in your homepage?

(e) In what ways is your homepage reflective of the higher education landscape and

the scholarship of teaching and learning in your institution?

2. How is homepage design used to encourage and facilitate engagement among faculty in

the scholarship of teaching and learning?

(a) Who uses the homepage and for what purpose(s)?

(b) How do you facilitate and encourage faculty to attend to your homepage?

(c) How do you connect your homepage strategy with your institution's strategy and

facilitate faculty seeing the connection?

(d) How do you engage faculty in the issues concerning the scholarship of teaching

and learning?

3. How is homepage design used to sustain interest and participation in the scholarship of

teaching and learning?

(a) How do you sustain faculty interest in the scholarship of teaching and learning

through the design of the homepage of your Website?

(b) How do you encourage faculty to participate, to enter your homepage and to

continue to come back to your homepage?

(c) What do you want your site to do now and in the future? What plans do you have

for future homepage development?

The interview consisted of question-answer format, with directors providing any

additional information they felt was relevant to the question. The 60-90 minute interviews were

audiotaped and the recordings were transcribed. Pseudonyms were used to replace actual

director names (Director B, C, D, and E). The transcripts were sent to the interviewee, asking for

any feedback (using the research ethics protocol and forms as specified in the University of

Saskatchewan). Interviewees edited the transcripts, signed the release form (see Appendix D),

and returned the edited transcripts to the researcher. Other than one director making minor

revisions to his transcript, all transcripts were accepted as sent.

The Researcher

As Gall, Gall, and Borg (2003) point out, with respect to the role of the researcher, case

study research is complex since the researcher is the "primary instrument" and can be regarded

as a co-participant (p. 445). This, in turn, introduces ethical issues and, according to Gall, Gall,

and Borg (p. 447), consideration must be given to the researcher's own ethical perspective.

The researcher in this study is an experienced college and university instructor, has

experience in developing and administering teaching and learning centre operations, and has

been a director of a teaching and learning centre in a college system. It is important to recognize

that the researcher's past experience affected the interpretation of the data and that the analysis

of the data was interpreted through the perspective of the researcher. Because the researcher in

case study research is a co-participant in that research (Gall, Gall, & Borg), there is a recognized

bias in the treatment of the data in this study.

Data Presentation and Analysis

The presentation of data gathered from the interviews was organized under headings,

including the scholarship of teaching and learning, making choices concerning visibility, making

choices concerning engagement, and making choices concerning sustainability, with each

Director perspective given under each heading. The analysis of data were organized under the

headings of the scholarship of teaching and learning and making choices concerning visibility, engagement, and sustainability. Conclusions were then drawn from the perspectives of the interviewees and implications for further study were presented in the last chapter of the thesis.

Research Ethics

There were no known risks resulting from participation in this study. All participants were informed as the purpose and the nature of the study and as to how the findings would be documented. All information gleaned from the interviews was presented anonymously and used in the final document with the written consent from the participants. Confidentiality and anonymity were ensured, as far as possible, through the use of pseudonyms with reference to the participants and the campuses and centres involved in the study. Information was reported in aggregate form.

Throughout the investigation, an effort was made to respect the rights and professional careers of all those who participated in the study. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research were followed with respect to guidelines concerning consent forms, confidentiality, freedom of participation, and opportunity for feedback.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

In this chapter, the results of the interviews conducted with selected teaching and learning centre directors are presented and analyzed. Using the research questions as a base, the data are organized around the topic of the scholarship of teaching and learning and the three themes of visibility, engagement, and sustainability.

Data Presentation

The presentation of data is organized around each director's perspective, first with what the term the scholarship of teaching and learning meant to them and, secondly, what choices they made with respect to the design of their homepages, organized under each of the three themes.

The Scholarship of Teaching and Learning

This chapter begins with a description of each director's response to the question, "What does the term, the scholarship of teaching and learning, mean to you?" As pointed out in the review of the literature, there appears to be ongoing discussion regarding what this term means and, therefore, it is not surprising that each director had a peculiar view of this scholarship. This was an important question to ask, since the choices the directors made with respect to the use and design of their homepages depended on their specific definitions and perspectives of the scholarship of teaching and learning.

Director B perspective. Director B indicated that the focus on the homepage and, indeed, the centre, is on the *practice* of teaching and learning rather than on the actual scholarship of teaching and learning, although the institution certainly has its scholars in teaching and learning and that this scholarship is an activity in which the organization is actively engaged:

> Our focus has not been on the scholarship per se of teaching and learning. We have had programs in the past that have encouraged that, but right now most of our efforts right now are focused on the *practice* of teaching and learning and providing that kind of information

and skills on the Website. I can certainly speak about the actual scholarship, but we don't focus too much on that.

With this perspective, Director B expressed his choice of what use and design he chooses for the homepage, specifically to provide information and encourage the practice of teaching rather than focusing resources on the *scholarship* of teaching and learning, by way of balancing the needs of the audience of the site and the strategic direction of the institution.

Director C perspective. The perspective, held by Director C, recognized the wide-ranging view of the scholarship of teaching and learning:

> I would see that there are several steps or levels towards what the scholarship of teaching and learning, which is truly conducting research in teaching and learning and publishing it, or making it public, or sharing at conferences, or doing all of those kinds of things in making it public, but my experience has been that faculty members, staff, and administrators need to work with some of the literature in the background so there is a whole set of scholarly teaching and learning that builds towards support for the scholarship of teaching and learning (although people can enter that dialogue from all different directions) and so our Website has a pretty all-encompassing approach to the scholarship of teaching and learning that isn't just about conducting research on teaching and learning and there is a lot of literature there as well.

This view of the scholarship of teaching and learning translates directly into the choices Director C makes with respect to the use and design of the homepage, with the wide presentation of information and supporting material with her "encompassing" approach.

Director D perspective. In explaining her approach to the definition of the concept, Director D indicated that her background in education provided her with a broader view of the scholarship of teaching and learning:

> Essentially, I see it as inquiry-based learning where a faculty member looks at their own teaching practice and looks at some of the issues and problems that arise and develops research questions around their experience, around those problems and issues; but the focus of those questions really relate to the impact that the different methodologies of teaching or the different concepts covered or skills they that they expect their students to have by the end of course; how those impact student learning.

It is the focus on the learner and the reflection of practice expressed by Director D that

definitively identifies her approach to the scholarship of teaching and learning, with the idea that

scholarly teaching is an integral part of the scholarship of teaching and learning and that the

homepage must reflect that approach:

> So the questions in the scholarship of teaching and learning ultimately relate to "how do we know that students are actually learning what we are expecting them to learn?" How do we know that? I do see it more action-research type of methodology whereby they take some of the results and data that come from their inquiry, build it into their curriculum, and re-assess, re-design…it is a reflective practice and one that is shared. This is a big aspect of the scholarship of teaching and learning, in addition to having a focus on student learning…sharing within a broader community, sharing the best practices. And that is not always talked about in education research at a broader level, but it is building this community, faculty learning community.

> ***Director E perspective.*** Director E's description of the scholarship of teaching and learning

embraced two dimensions, involving both doing and sharing, related directly to the focus on

research and dissemination:

> The scholarship of teaching and learning for me takes a couple of major forms. One form, and perhaps it is the most common form, is having faculty members across the entire campus enabled and capable of doing some degree of research on their teaching and on their students' learning.

He indicated that this research might not be the traditional type of social science research, such

as using control groups and an experimental group. Instead:

> I learned very, very quickly that my definitions of research were understandably narrow. So, when faculty members reflect on their teaching, when they sit in on one another's classes, when they systematically observe, when they analyze journals that their students write, when they do a whole myriad of things, if that work is systematic, if it draws conclusions, if it is put to public scrutiny, it's research.

> This specific view of the scholarship of teaching and learning, held by Director E, led to a

more precise definition:

> So, when I say one huge area of the scholarship of teaching and learning involves enabling people to conduct research on teaching, for their own teaching and learning, regardless of what their discipline is, I have learned to expand the definition of research and that means

that that whole side of the scholarship of teaching and learning gets very, very large, very multi-faceted. So, when you go the ISSOTL conference, an international conference, and you go into a room for a 30-minute session, it is not entirely clear what you are going to hear, although some kinds of scripts are emerging.

According to Director E, there is another consideration involving the dissemination of this scholarship and that may involve other universities and other researchers using and adding to the research that is being conducted, new knowledge that may have not been regarded as research in the past.

So, someone devises a new wonderfully innovative way of teaching something, either they have materials they devised or maybe it is just a plan, maybe it is a pedagogy, but they devised it. In the world of the scholarship of teaching and learning, they then find ways of disseminating it, probably also along with that research that I talked about before, to indicate that, in fact, it is effective. It's not just innovative, but also effective…So now the scholarship of teaching and learning isn't about just getting an article in an international journal of the scholarship of teaching and learning, it's about producing things that fit Shulman-like definitions of systematic creation, and going public, and review, and all of those things.

Director E's view of what research is and the dissemination of this research are seen as the essence of the scholarship of teaching and learning:

So those are the two areas, and I think, for me, that if you look at those two areas, the two ways of defining the activity of the scholarship of teaching and learning, it becomes abundantly clear to me why, when this movement started to really take flight, I thought, "Wow, this is the way to improve teaching!" We still run our workshops (we have one going on across the hall here; it's all good, it's for graduate students on how to present papers, it is a good workshop, and it will improve things), so it's not like that will be thrown out the window, but this whole other way of improving things and the enthusiasm with which many of our faculty here have taken to it, to expand or completely change their research careers, has been pretty much astonishing.

In summary, directors regarded the scholarship of teaching and learning in their own specific way, although each was clear about the various perspectives one can take regarding the definition, either using the *big-tent* conceptualization or one that is narrower in scope. Director view of the scholarship of teaching and learning was reflected in the choices directors made regarding homepage design.

Making Choices Concerning Visibility

Directors were asked about how they used and designed the homepage to make the scholarship of teaching and learning visible to faculty, to attain transparency, and to promote the sharing of practice. Directors were asked several questions about visibility, concerning:

- What they saw as the role of the homepage.

- How they decided on what to include and not to include in the homepage.

- What image and message they strived to present on the homepage.

- What ways they were able to reflect the scholarship of teaching and learning in their homepage.

Directors made specific choices regarding the use and design of their homepage, as reflected in their responses to these questions.

Director B's perspective on visibility. Director B indicated that his homepage demanded much work and that much effort was put into its conceptualization and design. The role was to provide information and ensure "that we are visible, that when people go to that Webpage that they get a good feeling for the first look and they can then find information." He stressed the importance of keeping content accurate and up-to-date for just that role.

His centre took on a collaborative approach when deciding what to include (or not include) in the homepage. There was a person dedicated part-time to keeping the homepage current, gathering new ideas, and trying new things. Deciding on the inclusion of material began with a broader perspective, events in the institution or departments, and then the centre team would build on that. Some content was decided in a larger group, sometimes the director made decisions:

> With respect to making decisions about what not to include, there are times when I do say, "No, that is really not our mandate." So, yes, we are careful of that, what is our mandate and

what isn't and what goes on here. There is lots of information about teaching and learning and it can get cluttered otherwise. And that was the case before the last revision. It is just for people to find things quickly…the key is to find something within two or three clicks and that is a real challenge.

The image Director B strived for with the homepage design was:

…that we are current, that we are professional…The main message is that teaching and learning is important and that we take it very seriously and that we do have the resources to help you. So, the message is [that] there is help here; come and see us.

The homepage was regarded as the electronic means to welcome the campus community to use the services and resources. Although faculty and staff seemed more interested in more immediate issues, Director B noted that publications and articles from the scholarship of teaching and learning were prominently placed for access on the homepage. His concern was that there could be more of this information included, although the resources are made available to faculty through the teaching scholars at the institution and also through presentations and workshops presented by university faculty.

The homepage highlights such issues as measurement, assessment, and classroom presentations. In this way, aspects of the higher education landscape and the scholarship of teaching and learning are showcased on the homepage:

Here is an opportunity for you to then measure, to learn, to share with your colleagues in a variety of ways, including conferences and possibly even writing papers, depending on significant the innovation is.

Director C's perspective on visibility. Director C strongly emphasized the importance of the homepage and indicated that the institution and the centre committed a great deal of effort on the homepage and also the rest of the Website to maintain current content and to build on the scholarship of teaching and learning. The homepage was seen as a vital connection for those accessing their centre from search engines and as a link to internal communications with faculty

and staff. Director C indicated that a collaborative effort is made to avoid a cluttered homepage and to house information that is particularly useful to the needs of the audience.

With respect to choosing resources to include in the homepage, the criteria used by the team and the director included "supportive, timely, relevant." According to Director C, "I am always interested in attaching articles that may be a bit controversial or have a different point of view, ones which are seen as key to the scholarship of teaching and learning." Director C talked about "open, accessible, clear, clean-looking."

She indicated that a team worked very hard on the image, making sure it appeared contemporary and accessible, with attention paid to the scholarship of teaching and learning but also to the usefulness of resources and materials presented there, making sure the design was intuitive and that it was "clear in terms of its direction." Director C designed the homepage message to be inviting and inclusive, to send the message that "there is a place for everyone in this conversation." Regarding the homepage as one of many entrances to the centre necessitates that the main message is one of accessibility and inclusiveness:

> My sense is that sometimes faculty members may focus on effective teaching to begin with and then they start getting interested in these ideas later in their careers and then they move off and do disciplinary research and later on they really start working away in their classrooms about how their students are learning and so it might be ten or fifteen years into their career when they start to investigate teaching and learning. We wanted the sense that the message is that there is a place for you and that there are resources and support for you wherever you are in your career trajectory.

Director C's approach to the reflection of the higher education landscape on the homepage was to link to the work being completed in the various areas of the scholarship of teaching and learning, disseminated in the various associations and societies at all levels, including provincial, national, and international.

Director D's perspective on visibility. Director D regarded the homepage as a way to "provide information about the different types of support we offer to faculty, to programs, but also to teaching assistants and students." Regarding the role of the homepage in the scholarship of teaching and learning, Director D stressed the necessity of responding to a variety of audiences in order to "introduce them to the information and the resources and the types of events and activities that the [centre] has to offer." The homepage also provides information and support with respect to grants for the scholarship of teaching and learning and a connection "to the Carnegie Foundation, CASTL projects, and professional societies and organizations."

Director D pointed out that her centre's homepage was under construction but that her institution used a standardized template for homepage design and that was a factor to be dealt with. The organizational policy concerning what to include in the homepage was that recommendations were made to the centre director and design decisions were then made collaboratively; the major goal of the centre was to constantly improve the homepage with input from faculty and students.

Director D strived for an image of "supporting interaction, to show community, to show a sense of home. We want it to be inviting…and not judgmental." The main message Director D strove to present in the homepage was one of inclusiveness and openness: "we are here to support, if you would like…we are here to discuss, to analyze, and have vibrant and interesting conversations that become part of a community...." The message sent to the faculty and staff in this homepage was characterized as "dynamic, interactive, welcoming, busy, active, hub of learning about teaching."

Several aspects of the higher education landscape and of the scholarship of teaching and learning, accessed through the homepage, were included in Director D's approach to the

40

reflection of this landscape. Topics such as the examination of the student experience of learning, international projects on teaching and learning, writing assistance provided to students, the development of teaching assistants, integration of educational technology, preparation of the assessment of teaching for tenure and merit purposes, and research and teaching were "represented and visible on the homepage."

Director E's perspective on visibility. Director E regarded the homepage as "the first thing that people see in our Website and it is designed to be." He regarded the homepage as "a major communication vehicle" and one that is seen that way by people within the institution, since they are continually requesting to post information on the homepage: "and I thought, clearly the homepage is a communication vehicle or people wouldn't be viewing it this way."

The collaborative decision making process mentioned by Director E resulted in rotating information on the homepage, which allowed more information to be shared: "we have not had to have major meetings about what to include and what not include in our homepage, because if you change it often enough, the answer can be 'yes' more often." He stressed that the homepage may seem to be "busy" but that it is not cluttered. Giving as many people an opportunity to communicate through the homepage was important to Director E with respect to the use of homepage "real estate." He regarded that saying no to someone who clearly had something to contribute to the scholarship of teaching and learning for the homepage audience within the institution was not an option nor was it wise practice. For this director, it was managing the demands placed on the homepage that required attention.

The homepage image Director E strove for was "busy place, busy, active, human, varied, and I guess that adds up to 'alive' but also professional, organized, got our act together…." A great deal of teaching and learning information was placed there, with people always being showcased

rather than flipcharts and presentation slides. There was much placed on the homepage to send the image that the organization is a busy and active place: "in a quick skim down the homepage, you get a sense how varied and active this place is and I am sure that really plays into people's view of how active [we] are."

Director E spoke of the teaching and learning message of the institution and having the centre reflect this message in its homepage:

> Any university that cares centrally and deeply about its teaching mission will have a unit that is almost run off its feet to keep up with that caring, that's what it will have, and if the unit and the homepage doesn't look like that, people will say, "Oh, is teaching sort of a quiet wasteland?" or "Is teaching such an engaged activity here that when you go to the place that is primarily responsible for keeping it moving forward, you see Grand Central Station?"

Director E stressed that he continues to strive to reflect the higher education landscape more effectively in the homepage: "you've got to dig a bit to find that in our homepage, so that is a great question and I don't think we do it well enough." The value of using the homepage to reflect the field of higher education and the scholarship of teaching and learning was stressed by Director E:

> You are working at a university where, if you want to work on the scholarship of teaching and learning, you are not a lone ranger; there are people here who will work with you and we get it. And so, using ISSOTL as part of an external landscape to send that message, yes, we will do. But it passes and it is not up there forever and there isn't a space on the homepage always…as I say, you can find it, but we are not pushing it forward.

In summary, directors used several criteria in making choices about designing the homepage to make the scholarship of teaching and learning visible to faculty, including content, balance, sense of home, image and message, higher education landscape, and affect. The design elements identified by the directors are listed in Table 1, Chapter 5 of this study.

Making Choices Concerning Engagement

Directors were asked about what choices they made about how they used and designed the homepage to encourage engagement of faculty in the scholarship of teaching and learning. Directors were asked several questions about engagement, concerning:

- Who used the homepage and for what purpose.

- How faculty were encouraged to attend to the homepage.

- How this encouragement was facilitated.

- How the homepage strategy connected with the institution's strategy.

- How this connection was made visible to faculty.

- How faculty were engaged in teaching and learning issues through the homepage.

Directors made specific choices regarding the use and design of their homepage, as reflected in their responses to these questions.

Director B's perspective on engagement. Director B indicated that instructors, rather than tenured faculty, make the most use of the homepage, since instructors "seem the most involved and engaged in teaching and learning," together with graduate students and teaching assistants. The centre's new initiative around online communities, using blogs to engage with faculty and graduate students, use the homepage to initiate this engagement. Director B also used emails and a print newsletter, which goes out twice a year, to facilitate and encourage faculty to attend to the homepage. It was this newsletter in which research was conducted to see what uses were being made of the homepage and the Website.

Grant information included in the site also encouraged faculty to attend to the homepage. The idea here, too, was that the strategic direction and institutional initiatives of the university, reflected in the site, would encourage faculty to attend to the homepage. Director B believed that

such a connection is important but was not sure he was able to do that as effectively as he would like, although various institutional documents and the institutional learning plan could be accessed from the homepage.

Director B explained that it is difficult to attract attention and engage faculty, using the homepage or otherwise, although faculty are engaged in the teaching and learning enhancement/development programs that are offered. From Director B's perspective, the reward structure in universities is typically based on research and not teaching; engagement in teaching and learning initiatives (and through the homepage) depends on the strategic direction of the institution. Having the variety of users of the homepage in this organization increased the amount and the type of the teaching and learning communication that occurred in the institution and resulted in the building of community.

Director C's perspective on engagement. Director C indicated, through feedback from the users of the site, that faculty continually look for new resources and communicate with such remarks as "I found this" or "I appreciated that" or "this is great." These are comments from different faculty around the campus, from different areas and from faculty with different backgrounds. As Director C explained, "so my sense is that the design is working fairly well as a site to promote effective teaching, and, through that, the scholarship of teaching and learning." Director C explained that her centre relied on distribution of information through email and other electronic means. The centre enjoyed the protocol of access to everyone on campus and was able to send teaching and learning centre information directly (with the centre linked within the communiqués), thus reflecting the strategic importance of the teaching and learning initiative.

Director C indicated that a section was built into their homepage regarding the strategic plan of the institution and connecting the teaching and learning approach to the strategic plan: "we

44

actually built that into our site so that people could visit that and realize that what we are doing is connected to the institutional strategic plan."

Director C also linked the homepage to other sites, external to the institution, which would connect faculty to the teaching and learning community on a macro level, including other centres within the province and across Canada and the world. Director C indicated that faculty are engaged through links with other Websites and that what faculty can access through the homepage can encourage the engagement in the issues of teaching and learning and the scholarship of teaching and learning. This engagement is the result of faculty from the entire teaching and learning community (local, provincial, national, and international) forming a community and developing and linking resources: "The question about how you engage online is the question we have been asking." The use of the homepage as a doorway to this engagement is a way to engage with the scholarship of teaching and learning issues:

> One of the most important parts about the scholarship of teaching and learning, I think, is that people sometimes think that what they are seeing is unique and that no one else is experiencing that and it is always a big 'ah ha!' when they begin to realize that other people are asking the same kinds of questions.

Director D's perspective on engagement. Director D indicated that, through feedback from colleagues, that there were a variety of users of the homepage, including tenure-track and tenured faculty, senior instructors, sessional instructors, teaching assistants, chairs, deans, and students. Director D used broadcast email, in which the teaching and learning offerings were described (with a direct link to the homepage and registration procedures for these offerings). Podcasting and recording workshops would be presented on the site (as an upcoming project), which would encourage faculty to attend to the site.

Director D indicated that the teaching mission appears on the homepage and that, in retrospect, linking the strategic plan to this homepage would be beneficial; certainly the

Director's message and the Centre's mission is related to the strategic plan. The idea here is that

learning is stressed, as in "learning and teaching" rather than assuming that learning is taking

place because teaching is occurring; Director D and the centre team want this connection to be

made. Director D takes a provocative approach to engagement—posing questions:

> There is educational research that has happened that has really looked at the faculty member's growth or the instructor's growth and curiosity-related questions that an instructor might have about teaching, but, you know, yes, those are interesting, but ultimately, so what? If our main point about education is serving our students and ensuring that learning is happening, teaching does not necessarily assume that learning happens, so how do we know?

Director D indicated that engaging in issues at the level of the homepage is difficult to do; a

broad overview of resources is given, grant information and encouragement to apply is apparent

on the site, and this is a type of engagement:

> We have learning and teaching development grants, so we want to encourage them to apply and we assume that they have burning issues that they would want to examine, research, develop and we have the grant recipients, who they are, and the topics or issues or areas research that the grant was offered for.

The value of the homepage is a connecting of the faculty to the information, such as the links

to the societies and the associations, such as the Society for Teaching and Learning in Higher

Education (STLHE). Certainly the homepage engages faculty when institutional centre events

are presented; events in particular engage faculty and staff, since clear engaging questions can be

posed, posters are distributed, and faculty are encouraged to access the site and engage in the

issues. The calendar on the homepage is a well-used tool. This type of engagement, according

to Director D, resulted in getting faculty to think about a variety of issues and relating what had

been offered in the past. The role of the homepage in this inclusiveness and communication

within the landscape was a consideration used in choices made by Director D.

Director E's perspective on engagement. Director E explained that his centre was very

interested in identifying the users of the homepage and doing targeted market research to find

out. As Director E indicated, "it was pretty clear that our homepage was the kind of communication vehicle we wanted it to be." Users of the site are identified as the members of the teaching and learning community, which includes faculty, staff, instructors, graduate students, teaching assistants, staff from libraries, student's development, etc.

Director E prioritized the different communication vehicles that were available to use within the institution, indicating that the centre used more than the homepage and Website to communicate with the university learning community. Other vehicles included newsletters (more than one sent out, perhaps one sent once or twice a year and another more often), broadcast emails, communities of practice, and listservs (although this was not available on the homepage).

Director E explained that his centre facilitates and encourages faculty to respond to the homepage by ensuring that anything (any event or invitation) that occurs within the institution is linked to the homepage of the teaching and learning centre. This includes "every invitation that we send out about upcoming events or about something that is coming along or a guest speaker coming by or a budding scholar coming in….." The value of two-way communication, initiated through the homepage, was an important aspect of the use of the homepage. His notion of using the homepage "real estate" wisely meant that he carefully managed both the demand and the use of the site.

Director E indicated that the teaching and learning mission at the institution has major implications for how teaching and learning occurs and how it is received in the institution. As he explains, the mission is "well-communicated, clear, concise…." but it is not on the homepage. "It is indirectly there, but I think we could do a better job of linking these programs to that [mission]."

The engagement in the issues that does occur does so using links on the homepage and so

this engagement may require some drilling down. The homepage can be used for access to the

engagement in issues and one can use a blog or wiki; the engagement will play out more fully

away from the site:

> I think that the only thing I would say…is to just put an important or contentious issue and just articulate it in a paragraph and leave it there would not be great. It would send a message that we…have a position on it and it's the party line and we hope you follow and that is the kiss of death for a place like this.

The engagement that would take place on the homepage and the consequent drilling down would

be more like, "What's new in teaching and learning" so that a dialogue could occur, perhaps

even later in a face-to-face situation "where you could pursue it." This is a choice made by

Director E with respect to the engagement initiated through the homepage.

In summary, directors used several criteria in making choices about designing the

homepage to encourage engagement of faculty in the scholarship of teaching and learning,

including context, license, professional stance, campus-wide communications, internal

community, external community, and tone. The design elements considered by the directors with

respect to engagement are listed in Table 2, Chapter 5 of this study.

Marking Choices Concerning Sustainability

Directors were asked about how they used and designed the homepage to sustain faculty

interest in the scholarship of teaching and learning. Directors were asked several questions about

sustainability, concerning:

- How were faculty encouraged to participate, enter, and continue to come back to the homepage.

- How this engagement was sustained.

- What future development did directors have in mind for both the use and design of the homepage, specifically with respect to the scholarship of teaching and learning.

Directors made specific choices regarding the use and design of their homepage, as reflected in their responses to these questions.

Director B's perspective on sustainability. Director B indicated that, just as in the case of engagement, the sustainability of the scholarship of teaching and learning comes out of the leadership of the institution. With the increasing interest in teaching and learning, action plans and strategic initiatives would emerge and the homepage would reflect that agenda:

> It is the homepage, in my mind, it is the homepage that reflects the interest, the commitment of the institution to teaching and learning. So, all of that stuff has to be there and that becomes apparent and visible through the homepage and then becomes very exciting for people within the institution, and, as well, beyond the institution and for students too…We are an institution as a whole to realize or beginning to recognize the importance of a Website in how we present ourselves for recruiting the very best students and faculty.

Director B's view of the harmony aspect of sustainability was "really all about the direction of the institution and being on the same page of senior administration. [This] is critically, critically important." Director B summarized by saying that "sustainability is absolutely critical…" and that the homepage can reflect the institution's priorities regarding teaching and learning, although it is very challenging to sustain that interest.

In encouraging faculty to continue to come back to the homepage, it is a matter of faculty's perceived usefulness of the site. Director B indicated "we use a variety of other means to get people's attention and interest to direct them to the site which is the window into the [centre]. He indicated that the centre team works on a variety of designs for the Website (homepage included) and it is always a compromise in order to meet the needs of the users. It is important to offer what is needed by faculty in order to have them continue to return to the homepage:

What I would like to see, would be ideally to have, is to contact or liaison individuals within the faculties that take some responsibility to communicating with us as to what their needs are and to take back from us to their faculties some of the things that we have to offer. We are the central node, but it has to be a centralized/decentralized approach. It just does not happen otherwise. If we have that, the homepage could be much more valuable and useful, where faculty could be alerted to on a constant basis.

As was previously indicated by other directors in this study, Director B emphasized the link of physical visibility to virtual visibility and how, if a centre is physically noticed, central to the campus, and accessible, this carries over into faculty accessing the homepage, continuing to seek information and support virtually through that homepage to the Website of the teaching and learning centre. The need to be visible in many different ways results in sustaining the interest of faculty in the scholarship of teaching and learning.

According to Director B, the need existed for further research and examination into the usage of the homepage and how this is was related to the successful operation of the centre:

I think the homepage is extremely powerful for credibility. You just have to go on (and I am not saying that ours is the best) but you go on there and you see all kinds of activities and resources, and if that doesn't give some credibility and legitimacy, then you may be in trouble. I must admit that I hadn't thought of it in exactly this way before, but I think it is extremely important for that purpose.

Director C's perspective on sustainability. Director C's view of sustainability was about moving forward from visibility to engagement to sustainability, continuing the engagement by linking and collaborating in research with other scholars and sharing that research using the homepage. Director C described the use of communities of practice and faculty in other disciplines who are interested in the scholarship of teaching and learning and who can now link with other scholars and can collaboratively research topics. The ability to technologically connect online with other scholars is one use of the homepage, since connecting in higher education is not always easy, particularly when "people are often private about their teaching."

50

Director C has seen faculty become interested in the scholarship of teaching and learning when they require articles, inquire about conferences and when they want to pursue ideas and post documents, "they look on that homepage for what they need at that time." Just as Director B indicated, Director C also indicated that it seems that sustainability of faculty engagement is related to the perceived usefulness of the homepage.

Director C regarded the homepage as an excellent means to access other sites and to link with other higher education institutions and collaborate on research. The choices she made to push research and share scholarly research on teaching is a function of the strategic direction of the institution and leadership:

> The message of the importance placed on the scholarship of teaching and learning and research in teaching and learning depends on institution strategy. My sense is that it depends on the messages about the importance, the strategy of the institution; administration and faculty associations and all of those have to really be strongly saying that teaching and learning is central to our core.

In making her choices with respect to use and design of the homepage, Director C indicated the importance of knowing how faculty use and will use technology for the scholarship of teaching and learning. This results in the collaborative development of the site:

> I can do the conceptual work and have someone else do the technical, design work. We have a good team here who work to do this and individuals who have a very good background in the technologies. I fully appreciate that we have a homepage and Website that we would not otherwise be able to offer…we show pictures of people and have a personal touch to our site.

How the site will be used influences the choices Director C makes with respect to how this technology will be used in the design of the homepage:

> I am very much convinced that desktop professional development will become a larger and larger issue in the future, that people will access learning opportunities from their desk site as well as face-to-face. I think that the face-to-face is always going to be really important. It is building the opportunities in here for them to build their capacities through our site.

Director C recognized that technology, too, plays a role in the sustainability of faculty interest, particularly in developing online communities, initiated through the homepage. Using the homepage in a collaborative manner can assist higher education institutions to deal with limited resources such as time and money, enabling more sharing and building to take place online, dealing with the resource limitations in new ways, keeping in mind the limited resources of the centres. This influences the choices directors make:

> The homepage side menu will continue to have the links and we can continue to build this. We have fabulous people to do this work within our Centre but we have many other demands on our time, so we can't do as much on the homepage and Website we would like to do.

Director C stressed the need to be resourceful and to find other ways of connecting and working with faculty through the homepage, including independent learning that can take place online, impromptu taping in-house, use of the intranet and maintaining those connections to Carnegie and other professional bodies--in other words, more uses of technology are a part of the future of the centre. Advances in technology enable a more comprehensive use of the homepage:

> Hopefully technology will get better; we are using streaming video, we are using innovations that were not even very much possible two or three years ago. Everything was so slow; you couldn't bring anything in like this with the bandwidth required. It has been the innovations that have happened in the last two or three years that have been enabling these kinds of things. Our view is, you know, that if it enhances the learning process for faculty, staff, and administrators, we will try it out.

According to Director C, this widening view of sustaining faculty interest in the scholarship of teaching and learning results in (1) embracing more use of the internet and less of the intranet in this sharing, (2) being sure to acquire ethics approval to share knowledge, and (3) being able to offer support required for faculty to continue the engagement in the scholarship of teaching and learning.

Director D's perspective on sustainability. Director D saw value in professional societies that promote the scholarship of teaching and the homepage can link faculty to these

organizations. The collaboration Director D has seen among the various higher education

institutions in the province helps sustain interest in the scholarship of teaching and learning,

since technology (through the homepage, as an example) can build momentum:

> The greater the case can be made to the leadership of the importance of the scholarship of
> teaching and learning and the resources that therefore need to be provided for that…because,
> if it only happens in one institution, you can't make as strong a case. If you get advocacy
> from all the different institutions, that building in a stronger sustainability…we haven't made
> that strategy clear right off the bat (on the homepage) but we are working towards that on the
> homepage....

Director D explained that faculty, specifically grant recipients, access the homepage to see

their recognition. The homepage also supplies the information and support needed to apply for

grants, work on ethics approval, and to acquire follow-up advice. Meeting the needs of faculty

through the homepage increases the likelihood of sustaining the interest and increases the

development of a critical mass within the institution, supporting and energizing fellow faculty

members, building community and advocacy for the scholarship of teaching and learning.

Faculty interest is sustained, also, through listings of workshops offered by the Centre on the

site; faculty deliver workshops and this information is also posted on the homepage as

information and acknowledgement. This continuing involvement of faculty in the presentation

of workshops (either facilitating or co-facilitating with the centre) increases the interest in the

scholarship of teaching and learning initiated and advocated through the homepage. The use of

the calendar on the homepage highlights past, present, and future offerings and is a tool faculty

continue to return to the homepage to reference.

Director D stressed the importance of interactivity on the site and an increased use of

available technologies, such as receiving anonymous feedback on offerings and suggestions,

using blogs, and online communities of practice. She also recognized the importance of

personalizing the homepage more, including more detail about faculty and their interests. Even

though this is done through grants and other means, profiling teaching and learning faculty

within the university is a part of sustaining the interest in the scholarship of teaching and

learning, including:

> Showcasing the participants in the community we are creating and creating a homepage that is more interactive so that we can allow input, through surveys, blogs, etc. and giving out information…So, I like the emphasis on events, on who we are [on the homepage], but I want to be more about the faculty, because ultimately that is what it is. A clear section of feedback, comments, that would be great. I would put in more faces and incorporate more ways faulty are able to connect with one another…that would be ideal.

Director D indicated that by "Making it clear that our site is under construction and we

welcome any feedback and suggestions…" sustains interest in ownership and participation in

how the homepage is used and designed. This ownership approach is part of Director D's

making choices to personalize the site, to highlight content on the site that relevant, timely, and

useful to faculty:

> I would definitely keep the emphasis on the events, but I would like to go into more detail about our faculty…profile more faculty and what their interests are. We do this through the grants, but it is not enough. We profile our learning and teaching faculty and the faculty members within the university community to connect them to the scholarship of teaching and learning…Creating a blog if you want to follow up on a certain discussion …or connecting a blog to some of the workshops…showcasing the participants in the community we are creating and creating a homepage that is more interactive so that we can allow input, through surveys, blogs, etc., and giving out information.

Director E's perspective on sustainability. Director E recognized the difficulty of using the

homepage to sustain faculty interest in the scholarship of teaching and learning. He stressed the

importance of the centre going to the faculty and the faculty coming to the centre (virtually or

physically). Having articles and scholarly writing close to the homepage (and not having to click

a few times to access it) does sustain interest. Offering grants (research and collaborative)

entices users to the homepage but they may not necessarily come back; faculty could be

encouraged to place a summary of their research on the site, but this would require resources that

are not available. It is difficult to nurture enthusiasm and engagement using emails, whereas clicking on a link to join a network and listing major events will sustain some interest in the scholarship of teaching and learning through the use of the homepage.

Director E's institution supports and encourages teaching and learning, using different activities and initiatives. This reflects Director E's proactive way in which he approaches the use and design of the homepage. Centre initiatives and content are easy to access on the homepage, and because they are connected to the strategy of the institution, present a harmonious impression with respect to sustainability of the scholarship of teaching and learning. Information is placed on the homepage, rotating so that a wide selection that is relevant to the scholarship of teaching and learning appears on the site at some time. Director E manages the "real estate" of the homepage so that the amount and variety of information is accessible and the site fits into the institutional and higher education landscape.

Director E believes that the use of email can be a powerful tool to sustain the interest in teaching and learning, particularly because the URL is embedded in all communication that goes out to the university community. This electronic communication, accessed through the homepage, also includes the use of communities of practice and other forms of networks.

Director E identified the increased importance of having interactivity on the homepage and keeping the homepage current and attractive:

> We will have a new homepage and a new look coming out sometime in the next six months; part of me never wants to change a homepage and part of me knows, kind of like the way they paint airplanes these days, that if you don't change it every year or so, people think you have gone stale or you've forgotten. So, not only do we have to keep bringing up new images, six months from now, you've got to say, 'Oh, [they are] very much alive; look at this; they have changed their site.' As much as it costs a small fortune to do it, so that is what you are going to see: a new look that still maintains the principles that I talked about before (activity, people, friendly, supportive, lots going on), you should see it get interactive, you should see it link more closely with a clearly stated University mission.

It was clear to this Director, as to other directors in the study, that making choices in the use and design of the homepage to sustain faculty interest in the scholarship of teaching and learning will involve decisions about the use of technology.

In summary, directors used several criteria in making choices about designing the homepage to sustain interest and participation of faculty in the scholarship of teaching and learning, including compatibility, value, momentum and advocacy, technology, and design approach. These design elements are summarized in Table 3, Chapter 5 of this study.

Data Analysis

The analysis of the data is organized in the same manner as the presentation of the data: director perspectives of the scholarship of teaching and learning are analyzed, followed by an analysis of choices concerning use and design of the homepage with respect to the three themes of visibility, engagement, and sustainability.

The Scholarship of Teaching and Learning

Directors described what they believed the term the scholarship of teaching and learning meant and this led to an explanation of the choices they made regarding the use and design of their homepage. As noted earlier, the question was important, since directors indicated in their interviews that their perspective of the scholarship of teaching and learning may or may not be reflected in their homepage use and design and that they had to take into consideration the strategic direction of their institution regarding teaching and learning.

Director B spoke of the scholarship of teaching and learning as being about scholarship per se, although he did not supply a definition of the term. His interview revealed that his view of the scholarship of teaching and learning was much like the description by Richlin and Cox (2004), seeing it as a formal, peer-reviewed communication that becomes a part of the

56

scholarship. As a teaching scholar himself, Director B reflected on the research and dissemination of the scholarship of teaching and learning, much as Hutchings and Shulman (1999) distinguished between scholarly teaching and the scholarship of teaching and learning.

Director B indicated that the scholarship of teaching and learning was carried out in his institution by having teaching scholars active in the university, having experts in evaluation and research, and making this scholarship public through presentations and workshops. He indicated that he felt the scholarship of teaching and learning was not reflected in his centre homepage to a great extent, since the mandate of the institution was toward sharing practice. Therefore, the choices made by Director B with respect to what he included in his homepage, such as deciding who the users of the site were and what use was made of the site, is basically about sharing practice rather than promoting the scholarship of teaching and learning.

Director C's view of the scholarship of teaching and learning reflected a community orientation in which the emphasis of being public and accessible for exchange and use (Martin, 2007) was placed. Director C concentrated on bringing together both internal and external stakeholders in the scholarship of teaching and learning and on building the infrastructure required to push the movement forward, much like Huber and Hutchings (2005). She spoke of the various steps faculty took toward the scholarship of teaching and learning and how her choices of using and designing the homepage were about making all types of information accessible and making internal and external connections public. She recognized that faculty used the site for different reasons and differently at various stages of their careers and she made the homepage use and design choices accordingly.

Director D's approach to the scholarship of teaching and learning resembles that taken by Hutchings and Shulman (1999) in moving in and out and beyond the classroom in the name of

the scholarship of teaching and learning. Director D's "big tent" and all-encompassing view of the scholarship of teaching led her to speak about how the scholarship of teaching and learning is about its relation to student learning (Hakim, 2002; Kreber, 2007). This view of the scholarship of teaching and learning, as described by Huber and Hutchings (2005), meant that the choices she made regarding the use and design of the homepage included personalizing the site, making it learner-oriented, and therefore including scholarly teaching an integral part of the scholarship of teaching and learning. Approaching scholarship as inquiry-based, this Director's choices were focused on pedagogy and reflection of practice.

Director E regarded the scholarship of teaching and learning as having two main pillars: research and dissemination. This description of the scholarship of teaching and learning was reflected in the choices he made with his direct and vigorous approach to managing the demand and use of the homepage. The emphasis was on systematic creation, innovation, improvement, and the resulting enthusiasm. This was embracing the evolving scholarship encouraged by STLHE (2006) and Martin's (2007) push for the public and accessible exchange and use of information in order to embrace both discipline specificity and pedagogy. Enabling both research and dissemination was, from Director E's perspective, the focus of his view of the scholarship of teaching and learning.

Directors were reflective about what the scholarship of teaching and learning was, indicating that it was a good question to be asked. It became clear that directors had spent a good deal of time thinking about what the scholarship of teaching and learning involved as a part of the decision-making they completed in using and designing the site.

As the interviews progressed, it was apparent that two factors informed the design of the homepage: (1) each director's unique definition of the scholarship of teaching and learning, and

(2) each director's perception of the institution's leadership, mandate, and the strategic direction concerning teaching and learning. Though the directors acknowledged that there is a continuing sophistication and an evolving scholarship in the scholarship of teaching and learning, it was necessary for them to negotiate their personal view of the scholarship of teaching and learning with the direction of their institution in making the choices about how they would conceptualize the design of the site.

Making Choices Concerning Visibility

Each of the four directors interviewed were similar in regarding the homepage as an important and powerful communication tool and dedicated resources to its development and ongoing assessment. The influence this had on the choices made by directors with respect to use and design was reflected in the attention given to what content was included in the site, specifically how they managed the use and the demand for the space; directors critically reflected on the "value" of the homepage to their stakeholders. When asked questions about making the scholarship of teaching and learning visible on the site, they were thoughtful and reflected seriously about the questions. Each director dedicated extensive effort and resources to the design and maintenance of the homepage.

Directors recognized the diversity of their audience, and they admitted that the choices they made about the use and design of their homepage was a balancing of constituent needs, institutional priorities, and their professional stance about the importance of the scholarship of teaching and learning. Identifying the users of the site and needs of the clientele was a priority, although some directors were more clear about who their users were and how many there were. In fact, making choices about assuring the scholarship of teaching and learning was visible on the homepage was a result of each director operationalizing the organizational mandate

concerning the scholarship of teaching and learning, the constituent demand for this scholarship on the site, and their professional approach to the scholarship of teaching and learning.

In varying degrees, directors expressed the view that the teaching and learning centre held a special place in the institution, and, when the centre enjoyed both a visible homepage and a visible location, the visibility of the scholarship of teaching and learning was enhanced. As one director put it, viewing the *real estate* of the site was a priority, since all directors viewed the centre's homepage as a hub, as the home of teaching and learning in the institution.

There was agreement on the importance of the image and message of the homepage as being supportive, inclusive, non-judgmental, clean, clear, inviting, user-friendly, and intuitive, indicating agreement that the tone and the first impression must be one of sharing practice. It was interesting that directors typically answered the questions about image and message together, expressing that the two are linked. Directors put a great deal of emphasis on the image and message aspect of the homepage. In addition, Director choice about design did not occur without contemplating the use that would be made of the site. This orientation suggested that the directors were acutely aware of the public posture of the site and aware of the role it plays and resources it offers.

Directors stressed the attention they paid to the reflection of the higher education landscape in the homepage, although an expression of wanting to do more in this area was common. Directors responded to this question in a fairly reflective way; some had thought of this almost intuitively but others were mulling over the question throughout the interview. It was interesting to see how they answered the question regarding what they regarded as the higher education landscape. This was the public aspect of visibility and crucial to sharing practice and there were a variety of ways directors approached this, including showcasing specific articles on the

scholarship of teaching and learning, highlighting current scholarship of teaching and learning topics, linking to the various societies and associations, and drawing attention to international projects.

Directors spoke of the content of their homepage and it was interesting to see how various factors influenced what they chose to place on the site and how they made decisions about priority and visibility. Importance was placed on the sites being user-friendly, but in addition, it was important to all the directors to send the message that, "We are here; come in and use us; you are not alone, this is a caring place." The directors paid a great deal of attention to the affect of their sites--to their emotional tone.

Directors were concerned about the emotional response of faculty to the sites. Because an emotional response may occur without any significant cognitive processing (Zajonc, 1980), emotional reaction to the site was considered by directors to be a part of the visibility. According to the directors, the tone of the site (reflected in the image and message) needed to be considered carefully, since the directors agreed that the homepage was not a place to be judgmental but rather to be open and accessible. The image could be purposeful, public, transparent, and provocative, but the message of, "We are here, if you care to come in and see our offerings," was one the image directors wished to create in the homepage.

Directors stressed the importance of the choices they made, such as always placing images of people prominently on the homepage, personalizing the site, and stressing the *doing* of things, rather than on the *things* that are being done. The directors exhibited a flexible decision-making style in how they made homepage choices—not concerning technical aspects of use and design, but the manner in which they approached the decisions they made and how they conceptualized the site.

Making Choices Concerning Engagement

The directors made specific choices to engage faculty in the scholarship of teaching and learning and continually re-assessed what the scholarship of teaching and learning meant to them. Along with this continual assessment, it became clear that directors' choices (as in the case of visibility) were directly and consistently influenced by their perception of their specific institutional leadership, mandate, and strategy. The context was a crucial consideration for the directors when they were asked about encouraging and facilitating engagement in the scholarship of teaching and learning through the homepage. In many instances, this was about what they could or could not include in the homepage or what they were able to use or not able to use to engage faculty.

Directors believed that engagement was more likely to occur if *license* was given by the institution to the centre to engage, made clear by the mandate and strategic direction of the organization. Directors reflected on how they incorporated the institutional mission into the centre homepage and mused about how they made that connection. Including the institutional mission regarding the scholarship of teaching and learning on the homepage was an intentional design considerations to give permission to take part and engage in the scholarship of teaching and learning. Some directors included the organizational mission prominently in the homepage; others were reflective about how they did this or could do this.

Although not all directors spoke directly about the practice of having the institutional mission figure prominently on the homepage (although all recognized its importance), the choices they made about the content of the site, for example, had to do with their professional stance on the scholarship of teaching and learning, such as the importance they placed on it, how faculty value it, and what value they professionally place on research in teaching. In other words, the

director's perspective toward the scholarship of teaching and learning and the commitment to the scholarship of teaching and learning played a role in the choices of how to engage the faculty through the homepage. Again, this was a consideration of how to strike a balance among the institutional priority on the scholarship of teaching and learning, the constituent need, and the director's approach to the scholarship.

Directors indicated that the homepage was just one way of engaging faculty, with email, newsletters, brochures, blogs, wikis, and other methods being used also. Directors emphasized that they were given priority email, enabling the centres to reach all faculty, staff, and other employees of the institution. They linked the centre to all outgoing communication as a way of encouraging dialogue.

Having access to priority email was considered useful, but directors believed that faculty are engaged if the homepage has what is needed by the faculty and the directors put a good effort into continually monitoring this. Grant information, calendars, upcoming events, and presentation of intriguing issues were ways the faculty were encouraged to engage in the scholarship of teaching and learning on the homepage. Providing what faculty on the site needed included showcasing what was new in teaching but not necessarily highlighting contentious issues in teaching and learning.

Directors realized that engagement required faculty to drill down in the Website and they struggled with how to engage faculty using the homepage. In fact, all directors recognized online engagement as a challenge they continually faced. A signal design consideration was for the directors to get as much information as they could on the site without looking cluttered and overwhelming, resulting in the use of rotating of information and encouraging interaction through the use of technology.

Directors recognized that engagement in the scholarship of teaching and learning might not occur, since reward structures in universities are not typically geared to reward research in teaching. There is controversy about the priority of research versus research in teaching in the academy. Overall, making the scholarship of teaching and learning visible on the homepage for faculty does not ensure that they will become engaged. Linking to resources on the homepage may provide an effective way of drilling down, but faculty may not stay long enough on the site to search for what they need. Directors spoke of taking a provocative tone and encouraging faculty to engage in issues, but careful use of this approach in the scholarship of teaching and learning was recognized. Caution was given by directors about taking a stance in the homepage on issues, given the polarizing effect it might have on faculty.

Directors were uniformly interested in building internal community, particularly since all directors had a variety of users for the homepage. Focusing on the internal community directed the attention of directors; the choices they made about what to include and how to encourage faculty to engage in dialogue depended on the feedback from faculty and what users wanted to engage in at a particular time.

Directors were excited about building external community also, given the vibrant scholarship of the teaching and learning community that exists locally, nationally, and internationally. Directors faced the challenge of balancing the needs of the internal and external constituents in the choices they made about what to include, what the site should look like, what links should be provided, and how available resources are included in the homepage. Community building was seen as a crucial part of enriching dialogue and communicating within the university and externally, since the consideration of both the macro and micro levels is a major component of the scholarship of teaching and learning movement.

It would seem that directors viewed the homepage as a doorway, a way to encourage the engagement in the scholarship of teaching and learning. The ideas of invitation and hospitality were described by all the directors; the idea of invitation was a key design choice these directors made with respect to clarifying the faculty perspective and making other design decisions. Directors continually asked themselves what the user might be looking for on the site.

In the move from visibility to engagement, directors made choices about facilitating interaction, enriching dialogue, and encouraging conversation. Reflecting on what content to include in the site and how and why that content is included laid the foundation for getting faculty to stay long enough on the site to engage and use what is there. Directors were concerned about how to cognitively engage the visitors to the site and how to move them from paying cursory attention to content to motivating them to process, value, and use the affordances of the homepage (Brewin, 1989). Directors identified an appreciation for the importance of facilitating and encouraging two-way communication through the homepage and identifying the users and their needs as a work in progress.

Making Choices Concerning Sustainability

Directors reflected on the continual challenges they faced in sustaining faculty interest in the scholarship of teaching and learning. Not unlike visibility and engagement, sustainability of faculty interest was also reinforced by compatibility between the institutional mission and the centre's mandate. Directors reiterated that it was difficult to keep something going if the support for it was not there.

For sustainability of the scholarship of teaching and learning through the homepage, knowing the constituent need and offering what is regarded as valuable keeps faculty coming back. This means that directors put content on the site that is credible, legitimate, and useful, such as grant

65

information, ethics protocols, and current events, so that the move is made from noticing what is visible on the site to engaging in the site, and returning because there is reason to do so. Convenience of use of the site is crucial for sustainability; this means that faculty must be able to access information quickly and easily, that the site must be intuitive in design.

Building community was a decision criterion directors used. Placing links on the homepage to enable interaction with other scholars in the scholarship of teaching and learning landscape was crucial for sustainability. Directors spoke of personalizing the homepage, including showcasing faculty, instructors, staff, administrators, graduate students, and students.

Directors indicated that the choice of including calendars and events on the homepage ensured that faculty continually came back to access this information; information regarding tenure, promotion, grant application and management meant that faculty returned to the site and used the information. Reaching discipline-specific researchers meant including content that was useful to faculty teaching in many different areas; directors indicated that the homepage encouraged research collaboration among various researchers within the university.

Directors spoke of the increasing use they made of technology in their design choices. Building momentum and advocacy for the scholarship of teaching and learning using the homepage was identified as a difficult task. The implications that this simple use of technology has for directors begins with the importance of having a technical expert on staff at the teaching and learning centre. Directors admitted that this was crucial, partly because, as directors, they can conceptualize the site, but they are unable to technically do what needs to be done. In fact, directors stressed the importance of a team approach and the collaboration that is required to develop the homepage. Three of the directors indicated that input from centre staff was solicited, but that directors made final decisions about the site.

In addition, the need for increased resourcefulness and online communication is increasing at a fast rate according to the directors. Both time and financial constraints have made the use of technology a priority and making choices about the use and design of the homepage is no exception. Directors believe that this electronic means of communication affords an advantage in the field of the scholarship of teaching and that the organization's Website offers an effective way to build momentum and advocacy in the movement. Online interactivity will result in increased sustainability in the scholarship of teaching and learning, with the homepage as a key medium for that interaction.

A summary of the analysis of the data is presented in Chapter 5, including Tables 1, 2, and 3, followed by conclusions and implications for further study.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND IMPLICATIONS
FOR FURTHER STUDY

This chapter provides a summary of the findings and draws conclusions from the analysis of the data. The summary of the homepage design decisions are presented in the tables below; conclusions drawn from the study accompany each of the tables. Implications for further study follow.

Summary and Conclusions

Directors considered several criteria in making choices about designing the homepage to make the scholarship of teaching and learning visible to faculty, including content, balance, sense of home, image and message, higher education landscape, and affect. Table 1 below lists the design elements and considerations made by the directors.

Table 1. Designing for Visibility

Design Elements	Design Decisions
1. Content	Manage use of and demand for the site's "real estate" and dedicate significant resources to its design.
2. Balance	Be clear of constituent need, institutional priorities, and the director's professional stance to the scholarship of teaching and learning and balance these in the design of the homepage.
3. Sense of Home	Foster the homepage as a hub and a home for the scholarship of teaching and learning in the institution.
4. Image and Message	Consider the public posture of the homepage, the role it plays and the resources it offers to stakeholders and send the desired message in its design.
5. Higher Education Landscape	Reflect what is going on in higher education with respect to teaching learning (as part of the learning commons) and include this in the homepage design.
6. Affect	Pay attention to the emotional tone of the site, being non-judgmental yet provocative, purposeful, transparent, open, and accessible in its design.
7. Decision-Making	Be flexible in how the approach taken in the use and design of the homepage, using a collaborative approach in making these decisions; personalize the site.

Directors regard visibility being about getting the attention of the potential users of the site, building community, and keeping the organizational and higher education context in mind. The

key design elements, specific to the scholarship of teaching and learning and used by directors to design for visibility, reflect both the role of the director in the design of the homepage and the nature of the design decisions, resulting in the following actions:

1. Designing the homepage so that stakeholders are aware of the role of the centre and the resources available to share practice in the scholarship of teaching and learning.

2. Pushing the scholarship of teaching and learning forward, both internally and externally, by designing for a public and transparent presence for the centre.

3. Developing a special place within the institution for the scholarship of teaching and learning to make the centre visible to all stakeholders, through development of a brand, so that specific users of the site can be targeted as to their specific needs.

4. Identifying the site as a part of the learning commons and an integral part of the institution's communication channel regarding the scholarship of teaching and learning.

5. Understanding the importance of the tone of the site, displaying what is new in teaching as the approach to relay the hospitality tone characteristic of the scholarship of teaching and learning to entice users to the site.

6. Developing a sense of ownership through the collaborative approach to the design and input to the site, through feedback from centre staff and faculty.

Directors considered several criteria in making choices about designing the homepage to encourage engagement of faculty in the scholarship of teaching and learning, including context, license, professional stance, campus-wide communications, internal community, external community, and tone. Table 2 below lists the design elements and considerations made by the directors.

Table 2. Designing for Engagement

Design Elements	Design Decisions
1. Context	Consider what should be included and not included, what would engage and would not engage stakeholders, given institutional context.
2. License	Be clear of the teaching and learning mandate and strategic direction of the organization and how the design incorporates this into the site.
3. Professional Stance	Examine director view of the scholarship of teaching and learning and how to conceptualize the design to engage faculty.
4. Campus-Wide Communications	Encourage dialogue by being able to contact all stakeholders quickly and easily through priority email to direct them to the site.
5. Internal Community	Build internal community by designing the site to include what is needed and required by stakeholders; include using means that allows stakeholders to drill down to engage in material and include as much information as possible in the design, such as rotating items and providing links.
6. External Community	Build external community by designing the site to include contact with local, national, and international connections, as part of the scholarship of teaching and learning culture in the organization.
7. Tone	Employ invitation and hospitality in the design of the site to cognitively engage stakeholders so that they enter the site and spend time on the site; use a provocative tone in the design that encourages discussion of what is new in teaching.

As a follow-up to visibility, directors regard engagement as concentrating on keeping users there long enough to be cognitively engaged and to drill down, designing to develop a sense of urgency so that users need what the site offers, that there is material there that they cannot do without. The key design elements, specific to the scholarship of teaching and learning and used by directors in designing for visibility, reflect both the role of the director in the design of the homepage and the nature of the design decisions, resulting in the following actions:

1. Increasing the likelihood of users staying and looking for resources.

2. Developing a teaching and learning culture within the organization by providing legitimacy to participate in the scholarship of teaching and learning by displaying the institutional strategy on the site.

3. Being aware of one's perspective of the scholarship of teaching and learning as it reflects the organization's agenda for the scholarship of teaching and learning.

4. Engaging with scholars in teaching and learning through the use of existing communication channels as the move from visibility to engagement in the scholarship of teaching and learning takes place.

5. Building both internal and external community through facilitating interaction and collaboration in teaching, research, and service as distinct and interrelated areas in the scholarship of teaching and learning.

6. Encouraging use of the homepage as a doorway to the centre Website, opening to the world of the scholarship of teaching and learning.

Directors considered several criteria in making choices about designing the homepage to sustain interest and participation of faculty in the scholarship of teaching and learning, including compatibility, value, momentum and advocacy, technology, and design approach. These design considerations made by centre directors are summarized in Table 3 below.

Table 3. Designing for Sustainability

Design Elements	Design Decisions
1. Compatibility	Demonstrate the institutional mission regarding the scholarship of teaching and learning in the design of the centre homepage to display the compatibility of the two and therefore add legitimacy to the site.
2. Value	Know the constituent need and develop credible, legitimate content combined with intuitive design so that faculty will routinely enter the site to get information they cannot do without.
3. Momentum and Advocacy	Employ the use of such tools as calendars, events, and bulletins (for example) to create momentum among constituents so that they return time and time again to the homepage; faculty contribute to the homepage.
4. Technology	On-line interactivity should be a crucial design element for the homepage, necessitating the use of technical expertise in the design of the site and significant dedicated resources to achieve quality and purpose.
5. Design Approach	Use a team approach to the design and conceptualization of the homepage in order to present an inclusive, purposeful site.

Directors regard sustainability being about having users come back again and again to the site, valuing what is there, both needing and wanting what is offered. The key design elements used by directors, specific to the scholarship of teaching and learning and to designing for

sustainability, reflect both the role of the director in the design of the homepage and the nature of the design decisions, resulting in the following actions:

1. Presenting a compatible image in the homepage, a tight coupling of the institutional mission and mandate regarding teaching and learning to the centre's role in that mission, resulting in the harmony necessary to sustain the interest and participation of stakeholders in the scholarship of teaching and learning.

2. Developing a clear view and appreciation of what the centre has to offer, resulting in an increased motivation to access the centre Website, resulting in the momentum and advocacy of the scholarship of teaching and learning.

3. Creating a special place within the institution for the scholarship of teaching and learning to make the centre visible to all stakeholders, through development of a brand, so that specific users of the site can be targeted as to their specific needs.

4. Sustaining faculty interest and participation in the scholarship of teaching and learning through collaboration and contribution to the content and use of the site, resulting in the learning and re-learning that is characteristic of the evolving scholarship in teaching and learning.

Implications for Further Study

This study examined the role of the director in making design decisions and how the directors approached the conceptualization of the homepage of the centre. Directors play many roles in the administration and management of teaching and learning centres (Cook & Sorcinelli, 2005; Wright, 1999). As a result of this study and the use of the case study method, it is apparent, in the examination of the four cases, that one of the roles played is that of design researcher (Laurel, 2003). As Laurel writes, the study of design research begs to ask the question about how we can be better at what we do: "each approach is situated in a particular

context and reflects a distinct purpose" (p. 16). Further study is warranted in this area of design research.

Directors epitomized the type of self-reflection that characterizes scholarship generally (Kreber, 2007); these directors were reflective practitioners and researchers in the design of their homepages. This was evident in their decision-making styles, contextualized design decisions, and demonstrated commitment to community-based perspectives of the scholarship of teaching and learning. Further study into the role context plays in the conceptualization of homepages of teaching and learning centres, particularly with respect to institutional politics and financial priorities would be useful.

The homepage was chosen for study since teaching and learning scholars called for the furthering of the scholarship of teaching and learning through the existing structures within higher education institutions (Dobbins, 2008). This study has presented a distillation of the design elements and approaches directors use to conceptualize the homepage; further research is encouraged into how directors conceptualize the design of the centre website, perhaps using visibility, engagement, and sustainability of the scholarship of teaching and learning.

Directors were asked, "What do you want your site to do now and in the future? What plans do you have for future homepage development?" Directors responded by identifying the need for increased interactivity on the site and the prominence they believed the site will have in the role of desktop professional training and development. Examining the implications for future homepage design as the critical mass of scholars in teaching and learning moves through the professional education ranks within and among universities (as the teaching and learning priorities evolve) would be an intriguing research topic.

This study is about structure and research, about thriving and capacity building. Like the chambers in the nautilus shell, this study has illustrated that the scholarship of teaching and learning will expand as a result of innovative and evolutionary design of the homepage and other structures within the various infrastructures of post-secondary institutions.

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APPENDIX A
Letter of Invitation to Prospective Interviewees

Ann Hrabok, Researcher
Department of Curriculum Studies, Educational Communications
  and Technology
College of Education
University of Saskatchewan
November, 2008

To: Interviewee

This research project will examine how directors of teaching and learning centres make choices with respect to the design of their homepages, specifically in the area of the scholarship of teaching and learning (SoTL). These centres function, in part, to make SoTL visible to faculty, to engage faculty in SoTL activities, and to sustain the interest in and development of SoTL. This is a letter requesting your participation in a personal interview to discuss the approach you take in designing the homepage of your teaching and learning centre.

In fulfillment of the requirements to complete the degree of Master of Education in the Department of Curriculum Studies at the University of Saskatchewan, I am pursuing a research project entitled *A Case Analysis: Making Choices in Teaching and Learning Centre Homepage Design*, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. The research will involve interviews, concerning the choices directors make in the design of homepages in teaching and learning centres. For the purposes of data collection, I would like to conduct one 90-minute interview (either by telephone or in person) with each participant. The interview will be conducted between October and December, 2008 and will be audio-taped. Participants may withdraw from the study at any time and may ask for the recording device to be turned off at any time. Participants may opt not to answer any of the questions posed.

The data from the interviews will be transcribed, organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that interviews will capture idiosyncratic perspectives of centre directors with regard to the design of centre homepages. Case study research is being used to capture this phenomenon.

Participants will be asked to review the transcribed data and may revise, delete, or add information, then sign a data release form. Results of the research will be shared with all participants. Pseudonyms will be used in place of participant names at the time of transcription and onward.

All information gleaned from the interviews will be kept confidential and will only be available for use in the final document with written consent from the participants. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in this study.

There are no known risks resulting from participation in the study. All participants will be informed as to the purpose and the nature of the study and as to how the findings will be documented. Throughout the investigation, an effort will be made to respect the rights and professional careers of allow those who participate. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioural Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback.

This letter is to request your assistance in conducting this research. During the process of the study, either Ann Hrabok (306-374-0342) or my supervisor, Dr. F. B. Brown (306-966-7550) at the Department of Curriculum Studies, University of Saskatchewan, or the University of Saskatchewan Research Ethics Office (306-966-2084) can be contacted if you have any questions.

Interviews are planned for November-December, 2008, and my goal is to complete the study by July, 2009. At that time, a summary of research results will be made available to you. I am available for further discussion at any time; please call me if you wish any further clarification. Thank you for giving this request your fullest consideration.

Sincerely,

Ann Hrabok

APPENDIX B
Letter of Consent for Personal Interview Participation

Name   _____

University   _____

Position   _____

I hereby agree to participate in the research to be conducted by Ann Hrabok entitled *A Case Analysis: Making Choices in Teaching and Learning Centre Homepage Design* under the conditions set out in the letter of introduction. I understand that my participation involves a personal interview and that information gathered may be used as data for publications related to this study. I understand that confidentiality will be maintained, as far as possible, and that I am free to withdraw from the study at any time. I understand that I may opt not to answer any questions and may ask for the recording to be turned off. I understand that I will be given the opportunity to review the transcribed data and that I may revise, delete, or add information and then sign a data release form.

I, _____, have read this form and discussed this study with the researcher. By signing this form, I give my consent to participate in this study.

Participant signature   _____

Researcher signature   _____

Date   _____

APPENDIX C
Interview Guide

Introductory question: What does the term, the scholarship of teaching and learning, mean to you?

1. How is homepage design used to provide faculty with visibility in the scholarship of teaching and learning?

(a) What role does the homepage of the Website play in your centre and in your institution?
(b) How do you decide what to include and what not to include in the homepage and why?
(c) What image do you put forward in your homepage and why? How do you present this image?
(d) What main message do you present in your homepage?
(e) In what ways is your homepage reflective of the higher education landscape and the scholarship of teaching and learning in your institution?

2. How is homepage design used to encourage and facilitate engagement among faculty in the scholarship of teaching and learning?

(a) Who uses the homepage and for what purpose(s)?
(b) How do you facilitate and encourage faculty to attend to your homepage?
(c) How do you connect your homepage strategy with your institution's strategy and facilitate faculty seeing the connection?
(d) How do you engage faculty in the scholarship of teaching and learning issues?

3. How is homepage design used to sustain interest and participation in the scholarship of teaching and learning?

(a) How do you sustain faculty interest in the scholarship of teaching and learning through the design of the homepage of your Website?
(b) How do you encourage faculty to participate, to enter your homepage and to continue to come back to your homepage?
(c) What do you want your site to do now and in the future? What plans do you have for your homepage development?

APPENDIX D
Data/Transcript Release Form

I, _____, have reviewed the transcribed data of my personal interview in this study and acknowledge that the transcribed data reflects what I said in my personal interview with Ann Hrabok, Researcher. I understand that I may revise, delete, or add information to the transcribed data. I hereby authorize the release of this transcribed data to Ann Hrabok to be used in the manner described in the consent form. I have received a copy of the Data/Transcript Release Form for my own records.

Participant   _____ Date _____

Researcher   _____ Date _____