

# Tool for SoTL Leaders

NOT EVIDENT

VERY EVIDENT

## Strategic Frame

Is there a reference to SoTL or do SoTL practices appear in strategic documents?	Mission and vision statements						
	Strategic Plan						
	Academic Plan						
	Business Plan/Departmental Plan						
	Budget Documents						
Is there a reference to institutional or cross institutional approaches to SoTL?	Reports on SoTL projects that relate to institutional goals						
	Cross-curricular studies and/or interdisciplinary initiatives						
Does SoTL appear to be linked to broader accountability frameworks?	Academic program or institutional self-study reports						
	Required quality assurance reporting						
	External program review process for disciplinary, regulatory or certifying bodies						
Is there alignment between faculty experience and SoTL initiatives?	Faculty survey led by Centres for Teaching & Learning or professional development units						
	Recorded processes for initiating SoTL projects						
Where do SoTL research questions originate from?	Formal or informal conversations with faculty and/or staff at a grass-roots level (minutes of meetings)						
	Broad-based divisional or institutional research initiatives (project documents)						
Does the institution have a department or position dedicated to SoTL?	Departmental vision, mission, goals or strategy that is embedded into operational plans						
	A dedicated SoTL leadership or support position description						

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Where does the responsibility for SoTL reside?	Academic Department Head (named in job description)						
	Committee Chair (appears in Terms of Reference)						
	Teaching and Learning Centre (mandate, mission, vision)						
	Dedicated SoTL Committee (Terms of Reference)						
	Individual faculty members (aspect of professional development or responsibility)						
	Office of the Vice President, Academic (appears in plans, communications, budget line)						
Are SoTL projects discipline specific, interdisciplinary or both?	Documents defining or outlining SoTL (Faculty Handbooks, faculty orientation materials, Office of Research materials)						
	Agenda and minutes of Communities of Practice						
	Records of publications in CV/bio of faculty						
	Faculty presentations or reports to community						
Do policies and procedures exist to support the development and advancement of SoTL at the institution?	Ethics Committee policy and procedure						
	Office of Research policy and procedure						
	Instructional videos						
	Library materials as well as handbooks, handouts, and forms						
	Workshops						
	Coaching/mentorship programs						

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How are SoTL projects initiated?	Replication or expansion of existing SoTL projects					
	Self-directed by faculty as evidenced by requests for support, verbal or application forms through teaching support centres					
	Institutional newsletters sharing SoTL initiatives and training					
	Competitive SoTL Innovation Fund					
What are the mechanisms for evaluating the effectiveness of SoTL projects?	Quality assurance processes include SoTL as a strategy and as criteria for quality					
	Internal peer review					
	Faculty performance evaluations					
	Student feedback on instruction					
	Operational planning and review					
What are the ways in which institutional relationships to external bodies serve to limit or proliferate SoTL?	Strategic Mandate Agreements					
	Government funding agencies (institutional directives about the source or type of funding for SoTL that is valued and supported and the focus of SoTL research - disciplinary or interdisciplinary; independent or collaborative; qualitative, quantitative or mixed methods)					
	Industry funding and support (dedicated projects to drive industry development and innovation)					

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In what ways might institutional and departmental funding formulas/constructs serve to limit or proliferate SoTL?	Access to internal funds such as innovation funds, honorariums, or course release and/or access to research support and tools					
	Departmental directives about the type of SoTL that is valued and supported					
	Criteria for teaching awards					
	Budget allocations and support for grant-writing					
	Faculty tuition assistance program for advanced education related to SoTL engagement					
Is SoTL supported through both software/hardware provisions and training?	Instructional designers employed to assist faculty involved in SoTL initiatives					
	Training for faculty using technology for methodological support (i.e. SPSS, SAS, InVIVO, survey tools)					
Is there participation in web-based SoTL forums (either external or internal)?	Faculty development units support access to SoTL related literature					
	Intranet chat-rooms for practitioners					
Is money invested in technologies that support student learning?	Software/hardware purchased in response to SoTL research					

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## Human Resource Frame

Do faculty have the right skills and understanding of how to conduct SoTL practices? Are there both formal and informal opportunities for SoTL-related skill development?	Workshop schedule and descriptions					
	SoTL mentorship program					
	Record of conference attendance					
	Supporting/help documents, tools					
	Publication and grant support (help to write and submit applications)					
	New faculty orientation and onboarding topics and schedules					
	Faculty handbook and/or manual					
	Probationary requirements/tenure track					
	Performance review documents					
Do faculty identify with the discipline of teaching and learning?	Teaching philosophies published					
	Topics of interest on the agendas of Communities of Practice (CoP)					
	Interdisciplinary teaching squares and schedules					
	Integrated assignments across a program					
	Teaching & Learning portfolios or dossiers					
Are there opportunities for discipline-trained professionals to get teaching qualifications?	Tuition Assistance or release time to attend adult learning certificate programs, B. Ed., M. Ed., Ed. D., or Ph.D.					
Is the support provided developmentally appropriate?	Evidence of needs assessment in developing SoTL training to determine where faculty lie on McKinney's (2006) spectrum from good teacher to scholarly teacher to SoTL					



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Political Frame						
Are changes made as a result of SoTL contributions to student success?	Areas where student retention and recruitment have increased that can be linked to SoTL initiatives through research findings					
	Student Affairs projects/ collaborations and retention data correlated to SoTL initiatives					
Is the institution situated near other institutions that can collaborate on SoTL?	SoTL-related collaborations with other post-secondaries, K-12, research institutions, industry, non-profits					
Is there a department actively involved in supporting applied research initiatives tied to SoTL?	SoTL-related grants applied for/successful					
Is the institution a historically research-intensive institution?	Evidence of SoTL in research agenda in finished projects as well as proposed projects					
Does the institution showcase SoTL work?	Pan-institutional research, system reporting and learning trends					
Is there recognition of the interplay between SoTL work and other pressures on faculty time?	Stated expectations of the type and number of research projects and publications expected					
	Documented recognition of need to meet reporting requirements of external funding agencies					
	Documented requirements of probationary/ tenure-track paths					
Does the institution use SoTL as a method to differentiate itself from other post-secondary institutions?	Strategic Mandate Agreements to demonstrate efficiency and expertise, differentiation in institutions					
	Reputation within the post-secondary community					
	Key Performance Indicators (KPIs)					
What are the common perceptions of the prestige of SoTL?	Undergrad and graduate student recruitment to participate in SoTL projects					
	Credibility assigned to SoTL work for promotion and tenure					

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Symbolic Frame						
Is SoTL perceived as a worthwhile pursuit? Do peers appreciate the sharing and dissemination of SoTL results?	Peer-to-peer sharing in learning communities					
	Faculty participate in workshop development					
	Contributions are made to journals					
	References to SoTL projects and results in Teaching and Learning Portfolios					
	Common resources provided by CTL/ Faculty Development Units					
	Probationary/tenure track requirements					
Are networks for sharing visible across the institution?	Evident disciplinary and cross-disciplinary bridges (or nodes) between institutional levels					
Are the levels of encouragement for SoTL consistent across the institution?	Comparison of institutional and departmental strategic documents and operational documents					
	Map of funding for SoTL across the institution					
Is there evidence of shared values/ assumptions/ norms around SoTL across the institution?	Keywords/topics of SoTL projects					
	Evidence of faculty looking beyond disciplinary knowledge					
	Inclusion of student perspective in projects					
Does the institution have awards dedicated to SoTL activity?	SoTL named award					
	Monetary award					
Are there institutional events for SoTL? Are they peer-reviewed?	Journal/writing support					
	Information and resources from conferences, workshops, forums and/or symposiums faculty have attended					



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Does the institution share SoTL stories in a systematic way?	Video, newsletters etc. identifying and sharing SoTL stories					
Are institutional stakeholders aware of the role of SoTL in improving teaching and learning?	Alumni newsletters, press releases, institutional website					
Is there a shared and inclusive definition of SoTL amongst practitioners?	Documents posted to CTL/Faculty Development Units, intranet					
	Inclusion of SoTL in faculty training research methods courses					
Is the scope of what is considered to be SoTL work defined?	Academic Plan					
	Departmental Plan					
	Published in teaching philosophies					
Is there a shared vocabulary across institutional levels?	Announcements/ceremonies/documents that separate and appreciate scholarly teaching and scholarship of teaching and learning					
Is there awareness of the students the SoTL initiatives will serve?	Comparison of student characteristics survey and topics of internal SoTL projects/publications					
Are students involved in SoTL projects?	Students are participants and partners in numerous aspects of SoTL research projects					