

Design foundations	Year 1 - 2016	Year 2 - 2017	Year 3 - 2018
Institutional fit	Expand mission of active learning course redesign initiative (ALISA)	Align with USA strategic priority to increase student success and access	Promote potential for T&P portfolio; supply accreditation artifacts
Administrative support	Pitch to provost; provide progress reports	Provost re-funded; CoTL presentations announced to deans and chairs	Provost re-funded; awards, presentations and papers announced to deans and chairs
Priorities Structure (Y1) Scale (Y2-3) Sustain (Y4-5)	Expand course improvement programming; keep “raised hands” engaged; introduce formal SoTL presence; develop incentive structure; generate process and product models; demonstrate proof of concept; identify risks	Increase reach; expand onboarding content; incentivize based on deliverables; develop community aspect; focus support on project completion; build program portfolio; manage toward scaling; mitigate risks	Diversify reach; target onboarding toward draft proposals; incentivize 2-step dissemination; increase community role; focus support on methodology; develop self-sufficiency; manage toward sustainability; mitigate priority risks
Program structure	<ul style="list-style-type: none"> • Summer Studio (2 X 2.5 hr sessions) • Fall and spring group check-ins • Presentation at CoTL • 3-semester cycle 	<ul style="list-style-type: none"> • Summer Academy (2 days) • Fall group IRB session and indiv coaching • Two individual spring meetings • Presentation at CoTL • 3-semester cycle 	<ul style="list-style-type: none"> • Summer Academy (1.5 days) • Fall and spring coaching upon request • Two online spring progress updates • Dissemination events @ USA • 4-semester cycle
Incentive structure	\$2K Mini-grant \$500-Summer PD \$1K data collected \$500 CoTL@USA	\$ 300 Summer PD (\$150/day) \$1K Mini-grant \$500-IRB \$500-CoTL@USA & exit survey	\$ 300 Summer PD (\$150/day) \$1K Mini-grant (2 phases) I: \$200-IRB \$300-USA presentation & exit survey II: \$500-conference or journal
Staffing & managing	Designer/PD facilitator/manager; two PD peers and proposal reviewers	Manager/coach, invited PD facilitator, three ILC project coaches; G-Drive folders	Manager/coach, invited PD facilitator; interactions moved to shared docs
Attraction	Redirected from ALISA applicants; by invitation; 6 participants/4 projects	Open call to all faculty; first come first serve; 20 Academy participants; 11 mini-grant proposals/awards	Open call for application process; add targeted recruitment; faculty w/teaching assignments; 26 Academy participants; 18 mini-grant proposals/awards
Community building	Cohort model established	Academy: Proposal work in small groups Peers: Dept groups encouraged Sharing: Private feedback using G-drive	Academy: Proposal work in “Home” group; proposal pitch in facilitated “Away” groups Peers: Peer review of proposals with home, away and coach contribution Sharing: Peer sharing using G-Drive
Onboarding outputs	Prep: SoTL readings & DBER study debrief Day 1: Research problem defined Overnight: Vignette describing learning problem, intervention, and indicators of improvement Day 2: Discuss study designs and submit proposal for feedback after polishing	Prep: None Day 1: Research question shared Overnight: Research planner drafted Day 2: Research proposal coaching Mini-grant applicants: Updated planner submitted	Prep: SoTL readings and online HW Day 1: Vetted research question Overnight: Research planner submitted Day 2: Research proposal “pitch” Mini-grant applicants: Structured form and elf-checked proposal submitted

Faculty support: Iterative scaffolding	
SoTL Hurdles	Component skills targeted
Problem definition	Identifying an appropriate course improvement problem
	Connecting the problem to specific observable student outcomes
	Setting reasonable goals to accomplish through a SoTL study
Research question(s)	Proposing a SMART research question
Literature integration	Locating literature that provides background about the problem
	Locating literature related to existing pedagogical interventions
	Locating literature related to the intervention you applied
Study design	Designing an appropriate pedagogical intervention or study conditions
	Determining HOW to conduct the study - the research method
	Determining WHAT type(s) of data to collect - identifying your sources
	Determining HOW to collect the data - the design of the process
	Determining WHEN to collect the data - the design of the timing
	Designing your data collection instruments
	Implementing the pedagogical intervention or accessing the necessary study conditions
IRB	Moving through the IRB process
Data work	Collecting the data as you intended
	Processing raw data to facilitate summarizing
	Summarizing data to focus your analysis
	Determining how to display data - how to represent results to focus analysis
	Analyzing results to identify relevant patterns and data points
	Describing your results - citing relevant patterns or data points
	Interpreting the results - explaining what the data mean as related to your research question(s)
Writing SoTL	Answering your research question(s) - generating claims
	Using your results to support your answer(s) - justifying your claims by citing the evidence
	Using multiple data sources to triangulate your claims
	Tying your claims to existing literature and other sources of background knowledge
Applying SoTL	Using your results to inform classroom practice in the future