SoTL Strategic Planning Worksheet

Document Audience and Purpose:

The purpose of this document is to guide faculty developers or other administrators, who are tasked with leading SoTL initiatives or programming that aim to engage/support faculty in SoTL work at their institution of higher education, to reflect on their own or their institution's past SoTL programming leadership experience(s); think through the details of their aspirational and future plans in the context of their current institution; and provide a venue to receive peer feedback on specific aspects of their SoTL strategic plans.

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Part 1. Context

Part I is intended to help you articulate your context and how you are thinking about SoTL.

What **situational factors** would be important to articulate as it relates to your SotL programming? (e.g., your role(s), your unit(s), institutional context)
What is your **center or institution's mission**?
How do you define **Scholarship of Teaching and Learning (SoTL)** for the purposes of your strategic planning?

Resources for SoTL definitions-Overview of literature: https://sotl.illinoisstate.edu/downloads/definingSoTL.pdf

Part 2. Current SoTL Programming and Initiatives

Part 2 is intended to help you start reflecting on where you are now and what you are currently doing to support SoTL at your institution. *NOTE: If you haven't organized or led any programs yet, that's okay, put "N/A" and go to Part 3.*

What are you **currently offering** in terms of SoTL programs or resources to engage or support instructors in SoTL projects of their own?

Program, Event, or Resource Name and Start Date (e.g., Year)	[fill in SoTL program name]	[fill in SoTL program name]	[fill in SoTL program name]
Program Model[1]-What SoTL model does this program best align with? Other relevant details about the program?			
Goals—What do you want participants to know, be able to do, or produce by the end? Other program goals?			
Status–What's working well and why? What could be improved?			
Alignment–How does your SoTL program align with your center's mission? Institution mission?			
Aspirational Plans - How would you like to develop this program further?			

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[1]1.Currated collections / Self-guided materials   5. SoTL Project Development Institutes   9. Train-the-Trainer Model   13. SoTL Showcases
2. Uprogramming   6. SoTL Write-Ins or Writing Retreats   10. Students as Partners in SoTL
3. "How to" Informational Workshops   7. Faculty Learning Communities / Reading Groups   11. Incentives to do SoTL
4. One-on-One Consultations   8. CTL Collaborations   12. Awards or Title Recognizing SoTL Faculty

Part 3. Aspirational SoTL Programming or Initiatives

Part 3 is intended to help you think big! What would you like to do? What types of programs or resources are you currently planning to create or develop through this strategic planning process? Or alternatively, what programs or resources would you like to create, but are beyond your current financial and staff capacity (aspirational programming)?

Program, Event, or Resource Name	[fill in tentative SoTL program name]	[fill in tentative SoTL program name]	[fill in tentative SoTL program name]
Program Model[2]—What SoTL model does this program best align with? Other relevant details about the future program?			
Goals—What do you want participants to know, be able to do, or produce by the end? Other program goals			
Alignment - How does this intended SoTL program align with your center's mission? Institution mission?			
Outcomes–What will you have participants do to accomplish your program goal(s)?			
Resources–What else do you need to consider (e.g. resources, collaborators, stakeholders)?			

[2] 1.Currated collections / Self-guided materials
2. Uprogramming
3. "How to" Informational Workshops
4. One-on-One Consultations

5. SoTL Project Development Institutes
6. SoTL Write-Ins or Writing Retreats
7. Faculty Learning Communities / Reading Groups
8. CTL Collaborations

9. Train-the-Trainer Model
10. Students as Partners in SoTL
11. Incentives to do SoTL
12. Awards or Title Recognizing SoTL Faculty

13. SoTL Showcases

Part 3 (cont). Aspirational SoTL Programming or Initiatives

Program, Event, or Resource Name	[fill in tentative SoTL program name]	[fill in tentative SoTL program name]	[fill in tentative SoTL program name]
Program Model[3]—What SoTL model does this program best align with? Other relevant details about the future program?			
Goals—What do you want participants to know, be able to do, or produce by the end? Other program goals			
Alignment - How does this intended SoTL program align with your center's mission? Institution mission?			
Outcomes—What will you have participants do to accomplish your program goal(s)?			
Resources—What else do you need to consider (e.g. resources, collaborators, stakeholders)?			

[3]1.Currated collections / Self-guided materials
2. Uprogramming
3. "How to" Informational Workshops
4. One-on-One Consultations

5. SoTL Project Development Institutes
6. SoTL Write-Ins or Writing Retreats
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Part 4. Prioritizing SoTL Programming

Part 4 is intended to help you prioritize which programs you would like to launch in the coming 1-2 years. Review your Part 3 responses and consider the following questions as you fill in your pros and cons table for each of your aspirational SoTL programs:

- What resources does this program require? Do you or your center have capacity to support that in the next 1-2 years?
- What strategic partners or stakeholders might be important for launching this program?
- How well does this program align with strategic priorities of your center and/or university?
- What level of impact do you seek (in terms of numbers reached, knowledge gained, work produced, etc.) as a result of this program?
- Do you feel the balance between resources required and anticipated impact are well matched?

SoTL Program Name	Pros for implementation	Cons for implementation

Part 5. Next Steps in Launching New SoTL Programming

Part 5 is intended to help you begin to develop plans to implement 1-2 SoTL programs, including articulating the purpose and value of these SoTL programs, planning for assessment of those programs and developing a tentative timeline for action.

Now that you have considered the pros and cons of different program ideas and discussed your SoTL plans with a partner, select 1-2 programs that you plan to develop in the next year and write the name of the program(s) you intend to develop in the table below. Review your descriptions of these two programs from Part 3 and craft a short narrative that would articulate the program to one of your colleagues. Consider the following questions as you write this narrative: Who is your audience for this narrative (e.g. administrator? Prospective faculty participants? Possible co-facilitator?)? Why does this program matter for this colleague? For your institution?

[fill in tentative SoTL program name]	[fill in tentative SoTL program name]
[fill in tentative SoTL program description]	[fill in tentative SoTL program description]

SoTL Program Assessment

An essential part of program development and implementation is planning for assessment. You will need to understand the efficacy of the programs you develop, both to continue improving them for the future and to know whether they should become more (or less) central to your center's offerings. Fill in the table below for the program(s) you have just described.

	[fill in tentative SoTL program name]	[fill in tentative SoTL program name]
Goals - Copy your goals for each SoTL Program from Part 3.		
Assessment – How will you know you have accomplished your goals or met your desired outcomes for your SoTL program? What evidence will you need to collect? (e.g. surveys, products/outcomes, interviews/focus groups, self-reflections, etc.)		
Logistics – When will you collect your evidence? Who will collect it?		

SoTL Program Timeline

We can have the best intentions and grand program ideas, but our success as faculty developers implementing programs is often wrapped up in the details and timeline of program planning. Take a moment to articulate your timeline plans--if you are new to developing these types of programs or new to faculty development in general, the more detail you can provide is better, so that your peers can give you more meaningful suggestions or things to consider based on their experience.

When do you plan to plan, implement, and assess your efforts? (You may want to think big picture or get in the weeds of program planning, whichever is most helpful for you.)

June-August _____	September - November _____	December - February _____	March - May _____

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Other notes for yourself or your team: