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Sparking SoTL: Triggers and Stories from One Institution

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Abstract

With the growing interest in educational research across post-secondary campuses, it is useful to identify the specific supports that best enable Scholarship of Teaching and Learning (SoTL) initiatives. This paper documents a picture of SoTL interests and supports at one institution through survey and semi-structured collaborative interview data. Both the survey data (289 respondents) and three semi-structured group interviews (8 participants total) provide a picture of participants who have completed or are interested in completing a SoTL study; the events and experiences that triggered an interest in SoTL; and their perceptions of the importance of SoTL in their own teaching, student learning, in their department, and within the institution as a whole. Based on these two datasets, we propose four lenses that are defined in terms of SoTL triggers and which we name a Scholarship Window. We conclude with a number of recommendations as a way to build capacity for SoTL at the institutional level.

Suite à l'intérêt grandissant de la recherche dans le domaine de l'éducation sur tous les campus d'enseignement supérieur, il est utile d'identifier les soutiens spécifiques qui favorisent le mieux les initiatives de l'avancement des connaissances en enseignement et en apprentissage (ACEA). Cet article présente un tableau des intérêts et des soutiens en ACEA dans un établissement donné, établi par le biais d'une enquête et d'une série d'entrevues en collaboration semi-structurées. Les données obtenues suite à l'enquête (289 répondants) et celles de trois entrevues semi-structurées (8 participants au total) ont permis d'établir un tableau de participants qui ont complété ou qui s'intéressent à compléter une étude en ACEA, les événements et les expériences qui ont déclenché cet intérêt en ACEA ainsi que les perceptions des répondants de l'importance de l'ACEA pour leur propre enseignement, pour l'apprentissage des étudiants et pour leur département, ainsi qu'au sein de l'établissement dans son ensemble. Sur la base de ces deux groupes de données, nous proposons quatre lentilles qui sont définies en tant que déclencheurs d'ACEA, que nous avons nommées « fenêtre sur l'avancement des connaissances ». En conclusion, nous présentons un certain nombre de recommandations pour renforcer les capacités en ACEA au niveau institutionnel.

Educational research generally originates in a teaching challenge within a discipline-specific classroom where faculty tackle their own investigation, often without support or collaboration (Felten, 2013). If we assume that most educators are interested in improving their teaching in order to help their students learn, what circumstances motivate some to conduct a bona fide research study while others are content to explore new teaching avenues without the benefit of data and analysis on learning?

While Centres for Teaching and Learning offer various supports for pedagogical research, it is unclear which forms of support elicit an interest in the discrete study of teaching practice and whether that investigation leads to personal, departmental, or even institutional teaching improvement. Introductory workshops on teaching scholarship remain a staple in teaching centres and a recent scholarship of teaching and learning (SoTL) Canada membership survey (Wuetherick & Yu, 2016) confirms this as the predominant approach to professional development. The authors also remark that in their survey of 140 post-secondary educators in Canada, respondents confirmed that SoTL efforts shape the design of their courses and assessments and also lead to improvements in the student learning experience.

Even though SoTL is recognized as having an impact in individual classrooms and has the potential to influence teaching at the institutional level (Openo et al., 2017), it is also imperative to reflect on it within the context of a specific institution and consider the aspects of this form of inquiry that interest faculty members. This study reports on a survey and semi-structured interviews designed to capture the types of events and experiences that trigger participant interest in SoTL and their perceptions of the importance of engaging in educational research. The information provides a lens that can inform and reshape current SoTL supports at institutional and departmental levels.

Triggering SoTL Inquiry

In considering the prompts that inspire individuals to begin a formal examination of a teaching and learning issue, we first identify the key barriers to delving into this form of scholarship. Recent studies at Canadian universities sketch a picture of SoTL barriers and challenges and propose how they can be addressed to advance and support SoTL at the institutional level (see Simmons, 2016). The primary barriers include a lack of recognition that it is a legitimate form of scholarship and that it carries the weight of disciplinary research; lack of SoTL acknowledgement in decisions on merit, tenure, and promotion; insufficient time for additional scholarship; the ability to manage work balance so that SoTL projects can be initiated; and a clear understanding of what actually constitutes teaching scholarship (Poole & Simmons, 2013; Wuetherick & Yu, 2016; Wuetherick, Yu, & Greer, 2016). These and other studies reported reviews of SoTL barriers (Chalmers, 2011; Hutchings, Huber, & Ciccone 2011) also confirm that SoTL practitioners often perceive their efforts to be invisible to their colleagues and even entire academic departments.

Knowing how difficult it may be to gain peer recognition and appreciation for SoTL, we consider the question of what specific circumstances or personal triggers prompt individuals to begin their own investigations. Studies propose sparking SoTL inquiries by situating them alongside other academic work or processes and in their connection to an idea or event. Fanghanel (2013) conceives of SoTL as a means of professional development that aligns teaching and research activities by unifying them through a scholarly lens in the study of teaching. MacMillan and her colleagues (2011) describe how a desire to undertake educational research can be triggered as a purposeful response to teaching evaluations where questions arising from student feedback can spur a planned study that uses data and analysis to establish evidence-based enhancements. McLean (2009) highlights how the exploration of disciplinary threshold concepts can serve as a mechanism that prompts educational study because it

positions faculty as experts within their subject context rather than as novice researchers in a field that is foreign to them and simultaneously engages them in critical reflection.

Yet, most disciplinary scholars are not motivated to become engaged in the study of their teaching practice even though they may be concerned about improving their teaching. In an international study of SoTL and institutional quality, Poole and Simmons (2013) found that awareness of teaching practice research by colleagues is a significant stimulus for examining one's own teaching as is the belief that it will have a positive impact on student learning. In Miller-Young's (2016) description of her inauguration as a SoTL practitioner, the author remarks on the critical role of multidisciplinary communities of practice as being "instrumental in my gaining the knowledge and confidence to try new research methodologies and work across traditional disciplinary boundaries" (p. 1). The work of Verwood and Poole (2016) also reinforces the importance of small, trusted groups of colleagues, referred to as "significant networks," as a platform for conversations about teaching issues that could in turn prompt more formal investigations into teaching practice. Based on our current understanding of SoTL we decided to investigate varying perspectives of SoTL through an institutional survey, followed up by semi-structured group interviews.

Method

Information was gathered from faculty members at Queen's University, a mid-sized research-intensive university. Two data collection methods were utilized to gather this information: a survey and semi-structured interviews. This research was approved by the institution's Research Ethics Board - GCTL-035-16.

Our online survey consisted of both open and closed questions[1]. The survey, developed by the authors, was informed by triggers to SoTL as explored and articulated in the literature review. The goal was to determine the importance of SoTL at the personal, departmental, and institutional levels; overall interest in SoTL and triggers to starting a study; and supports to help facilitate SoTL research. For those not engaged with SoTL, we also tried to capture the barriers or enablers they encountered, and the supports that might facilitate participation. Participants were invited to complete a survey through the Queen's University Faculty Listserv using FluidSurveys[TM] and 289 faculty members completed it. This total represented 25.2% of the overall adjunct and tenured faculty complement of 1145 people.

On completion of the survey, participants were invited to join a semi-structured group interview. The interview questions were developed based on the responses to the survey. Overall, the purpose of the interviews was to pursue an in-depth exploration of the triggers, challenges, and supports in SoTL research and to capture people's stories about their experiences with the scholarship of teaching and learning as a means to build capacity for SoTL at Queen's University. We conducted 3 semi-structured group interviews, which were completed with 8 participants in total. The interviews were conducted collaboratively, with one dyad and two triads, ranged from 45-90 minutes in length, and were audio-recorded and transcribed.

The data were analyzed using mixed methods approaches. For the surveys, we used descriptive statistics (distributions and cross tabulations) to analyze the closed questions. Two authors took the lead on analysing and thematically coding the interview narratives using a constant comparison method (Glaser & Strauss, 1967). Initially, all narratives were read as a set for an overview, and then analyzed inductively for patterns of emergent themes (Neuman, 1997) about SoTL identity development and triggers to interest in the study of teaching. The analysis focused on identity reconstructions regarding movement into SoTL. Following this

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[1]The survey questions are listed in the Appendix.

process, we initially turned to Brookfield's (1995, 1998) lenses for critical reflection on teaching, to narrow and focus our thematic analysis. Drawing on Brookfield's lenses, we constructed our own model to bring our themes into a cohesive window reflecting SoTL triggers. As part of our process, we had multiple coders validate the codes to ensure consistency across the dataset.

Results

Survey Results

The 289 respondents represented all six faculties at the institution: Arts and Science (41.4% of total respondents), Business (10.8%), Education (5.2%), Engineering (4.8%), Health Sciences (33.7%), and Law (2.4%). Within our population, 61.8% of participants/respondents/faculty are on the tenure track. The majority of respondents had 21 plus years teaching experience (32.3%), followed by 17.7% with 16-20 years, 15.7% with 11-15 years, 14.1% with 7-10 years, 11.3% with 4-6 years, and 8.9% with 0-3 years.

We asked respondents whether systematically investigating their own teaching and/or student learning was important to them; 84.8% agreed or strongly agreed, 75.5% felt that engaging in SoTL is important to improve teaching and learning at Queen's. There was a correlation between this perspective and the increasing number of years a participant has been teaching. The majority of respondents indicated it was important to do SoTL research, but only 22.4% have completed a SoTL study.

Of the respondents who were engaged with SoTL (22.4%), 80 people offered open-ended descriptions of what first triggered their interest in SoTL. Responses were grouped into four general themes:

a. Personal interest in teaching (e.g. curiosity, how to improve, passion);
b. Interests sparked by working with others (e.g. being mentored, working as a teaching or research assistant, talking to others at general SoTL workshops);
c. Departmental interest in SoTL (e.g. team-teaching environment, signature pedagogies in the discipline); and
d. Experience with studying teaching (e.g. formal course; attending SoTL events, designing a study to investigate a classroom issue).

Almost half of the respondents (46%) noted that their interest in SoTL was initiated simply out of passion for teaching and a desire to improve their teaching ability. Some stated that they did not have mentors to guide them in their teaching or were unhappy with the quality of teaching in their department, while others cited an overall interest in education or an interest in learning new ways of teaching. One participant statement reflects this common perspective:

I am new to teaching and I realized that being a good researcher does not make me a very good teacher. Here are techniques and approaches to teaching that I need to learn, and I want to take the time to do this and do it well. I want to be both an excellent researcher and an excellent teacher.

A number of respondents (26%) noted that participating at a specific event (such as a workshop, conference, or showcase) activated their interest in SoTL. Most events were specific to the Queen's Centre for Teaching and Learning, although a few related to offerings by an external association or society. Another common trigger (26%) was participants seeking out answers to particular questions or how to meet specific goals, such as building and/or

evaluating a curriculum, comparing different teaching methods, creating a teaching dossier, or incorporating concepts like competencies into teaching. Other types of triggers included having an educational background and being influenced by other educators. Some researchers were exposed to SoTL during their graduate studies through coursework or research assistantships and other work opportunities. Others mention certain figures that influenced them, such as a colleague, a mentor, or a personal contact.

Those who indicated that they did not engage with SoTL were asked what deterred them from engaging with it, and not surprisingly, the barrier most often cited was time constraints, both in terms of a general lack of time to devote to SoTL and requiring time for job-specific tasks. Time constraints are often mentioned alongside issues of heavy workloads, time demands of teaching, and work instability. Some respondents emphasized the importance of putting time toward work that will increase their chance of being hired or receiving tenure. As one individual noted: "Being pre-tenure I have to be concerned with publications in top journals in my field, which do not publish teaching oriented research." Some respondents feel that SoTL is not as highly valued as "traditional" research in their field, or even valued in this institution. One respondent claimed that they had no incentive to engage in SoTL: "Motivation...this is not valued where I work. We only care about student evaluations and rankings. Unless [University Survey of Student Assessment of Teaching] is fixed the only benefit of SoTL research is publication which, as I mentioned, isn't considered to be very important." Some respondents claimed that they never came across an opportunity to do SoTL. They did not feel that they made a decision not to engage with SoTL, because they simply were not presented with that choice. This gave us the impression that they felt they needed to be invited to join SoTL conversations.

All survey respondents were asked to name challenges they faced when engaging with SoTL. Time constraints was the most common response, along with related issues such as workload, competing priorities, and scheduling issues. The issue of job stability was also present in the challenges, with respondents referring to the pressure to publish disciplinary research. One respondent stated that SoTL involves "less academic engagement" and another remarked that their faculty does not see it as "real research." A number of those who want to or do engage in SoTL at Queen's stated a lack of community and collaboration as a challenge. According to respondents, there was a lack of support from department heads and the university at large, a lack of mentors, and lack of funding and resources. These shortcomings can make it difficult to forge connections and develop collaborations. There were a few unusual responses: two respondents stated that they were challenged by the fact that their position required them to engage in SoTL when they would rather not. Some respondents noted that they were unfamiliar with SoTL and what it involved. They commented on being "unaware exactly what it is or involves," and one even went on to say that they "never knew what it was. Sounds like more educationese." This highlights the attention that we need to pay to the language we use in communicating about SoTL and describing it to others.

In response to a list of possible on-campus SoTL supports, survey participants indicated their preferences as illustrated in Table 1. The most frequently selected areas for support were: 1) introductory workshops, 2) sessions on different research methods, 3) a brief guide on the research steps in SoTL and offering educational research grants, and 4) departmental customized workshops. It is interesting to see that workshops are still favoured as a means of developing foundational knowledge and connecting with colleagues at a similar learning stage. There is a need to bring SoTL to departments so it is tailored to their specific needs and accurately reflects the signature pedagogies and disciplinary norms. Financial incentives are also important to tackle a SoTL project and provide seed funding for new researchers.

Table 1

Frequency and Percent of Responses to the Survey Question "What should be offered at Queen's to encourage SoTL?"

Response	Frequency	Percent[1]
Introductory workshop on SoTL	143	58.8
Sessions on different research methods	110	45.3
A brief guide on the research steps in SoTL	106	43.6
SoTL(educational research) grants	106	43.6
Departmental customized workshops	104	42.8
Conversations with people who have completed SoTL studies	86	35.4
Support with ethics applications	63	25.9
Collaborative SoTL writing groups	47	19.3
A SoTL conference	42	17.3
Other, please specify	36	14.8

Note. [1] Participants could select more than one response option. Percent reflects the number of participants who selected a response option divided by the number of participants who selected any of the response options (i.e., the number who responded to the question, $n = 243$).

Several suggestions for supports that would improve the community aspect of SoTL at Queen's were offered. Ideas included opportunities for collaboration among faculty members and help to identify potential funding and collaborators. Others asked for mentorship and access to experts, such as educational developers and personalized CTL assistance to fill certain gaps in knowledge and skills. Respondents asked for support and assistance with statistics, writing, ethics application, study design, pedagogical tools, and theoretical research. A common request was for more general support from the university and from departments and administration. Respondents also requested that SoTL become part of the individual annual review dialogue, and that a faculty research/writing retreat combined with informal events, better communication to inform faculty of SoTL news, and an online module, be offered to supplement existing SoTL offerings.

Group Interview Findings

Transcripts from the three semi-structured group interviews were coded using inductive analysis where themes gradually emerged from the data following repeated reading and comparison. Our goal was to identify the different types of triggers that prompt individuals to initiate a SoTL study. On first glance, there were as many triggers as participants. All participants described personal concerns in courses they were currently teaching where they were interested in improving the quality of student learning. Examples included how to:

- Teach difficult concepts.
- Engage students in learning from one another.
- Help students apply principles in an exam.
- Use technology to support course design.
- Structure assignments to facilitate marking.
- Align content taught by multiple faculty.
- Measure impact of different teaching strategies.

Although these topics of investigation were mentioned during interview conversations, other underlying themes surfaced as the essential driving forces behind participant interests in SoTL. Participant LQ revealed that teaching was a form of renewal and a means to change

themself. This personal impetus underpinned their need to help students develop their own innate abilities as individuals, and not just academically. They wanted students to become self-aware, to grow as individuals, and to look to who they might become in the future. This trigger emanates from a journey of personal growth as a learner and not from wanting to improve a specific classroom issue. It is a mind set about the power of learning and self-discovery as summarized in the participant's words: "I enjoy teaching because I like to see everyone grow. That means the most to me." and "It is the personal that makes the difference. You hear more about challenges and how to overcome them and it is interesting. You don't feel so alone and you know that others face similar kinds of things." In the case of participant NR, collegial conversations and team teaching triggered their interest in SoTL. Departmental discussions about evidence-based practice and team-teaching opportunities where new approaches could be seen in action spurred their desire to understand more through a formal study. In their own words:

> I have to really think about how I am teaching. I have to articulate not just what I am teaching but how I am teaching to my colleagues. And listen to their techniques. It was those conversations...so the hallway and lunchtime conversations about teaching the course together that made me think more deeply about this.

Participant AR had been engaged in learning about teaching for many years through their disciplinary association but the specific SoTL trigger they named was a disciplinary teaching Think Tank. This community of practice of scholars who study their teaching empowered and encouraged them to study their own practice. Their experience prepared them to think about how students learn, their own teaching style, and the relationships between them. Their goal was to understand why they teach in a particular way and how to get feedback from students to improve that teaching. They used a metaphor to describe this goal:

> "This is a weird sports metaphor but I think of the metaphor more as full contact by which I mean I want my students to have full contact not just with material that the course is based on but with reflecting on the process of how they are engaging with it…. wanting to bring the conversation about how they are learning into the classroom."

Participant MA gave us another form of trigger, which centred on their concern for student achievement of course content. They came to SoTL through a desire to understand which concepts student find difficult to understand and why. They developed a desire to unravel the threshold concepts in their subject area alongside new knowledge about how to study this problem through visits to the Centre for Teaching and Learning. They stated, "I have been thinking about the teaching aspect for a long time ... But having the idea of threshold concepts gave it a larger model or way to follow it so it all came together."

The other four participant triggers could be mapped onto combinations of these themes: personal interest in improving teaching resulting from student feedback; a desire to understand how students learn; learning from teaching scholars at disciplinary conferences; and being involved in a blended learning project that was funded by the faculty.

In thinking about how to group the types of triggers from the survey and the collaborative interviews, we began to look at the data through broader categories. Brookfield's (1998) lenses for critical reflection on teaching were especially inspirational. Brookfield proposed four complementary lenses through which to examine teaching practice: the lens of our own autobiographies as learners and teachers; the lens of our students' eyes; the lens of colleagues' experiences; and the lens of theoretical research literature. Our data also suggests

four lenses that aid interpretation. Similar to Brookfield, we propose four lenses that are defined in terms of SoTL triggers and which we name a Scholarship Window (see Figure 1).
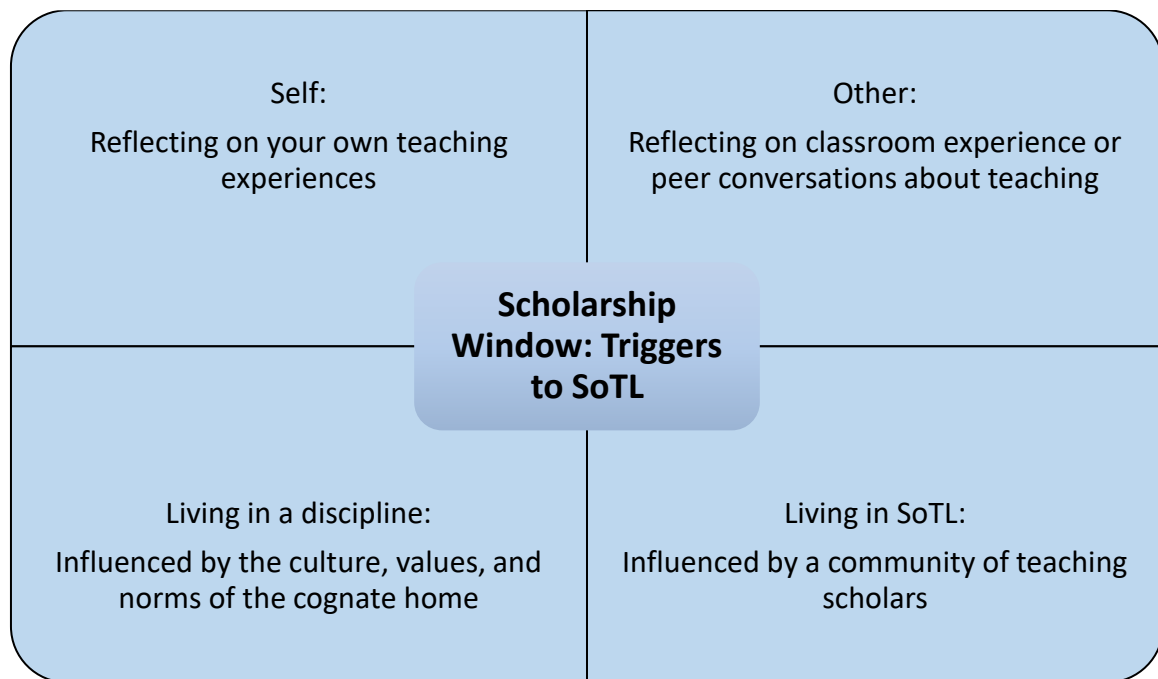

Figure 1. The four lenses of the scholarship window.

The lens of Self identifies a trigger that emanates from personal critical reflection on our own teaching experiences and who we are as educators. The lens of Other describes a trigger that originates from incidents apart from personal reflection such as experience with students in a classroom or conversations with colleagues outside a disciplinary department such as educational developers and faculty attending teaching-related events. Living in a Discipline is a phrase that captures how individuals are shaped by disciplinary conventions in the scholarly literature. For example, we discover that faculty in physics have become concerned about student engagement and this prompts other physics faculty to consider student experiences in their own classroom. Living in SoTL is a way to acknowledge that some educators function within an environment that focuses foremost on teaching and learning. This may be because they have engaged in professional teaching development with like-minded educators and have reoriented their ideas about student learning and how it can be studied.

These lenses, reflective of our institutional context, are derived from the descriptions of survey and interview participants and describe a mechanism that triggers interest in studying teaching practice. Unlike Brookfield, the four lenses we propose are not a means by which to develop a holistic picture of critical reflection. Instead, they propose a window onto triggers leading to SoTL and show us that individuals have their own intrinsic motivation for wanting to explore teaching issues more deeply.

Navigating SoTL: Implications for Practice

When we initiated this research, the goal was to capture people's stories about their experiences with the scholarship of teaching and learning as a way to build capacity for SoTL projects at Queen's University. We were interested in the barriers or enablers they were encountering at our institution and the supports to help facilitate research in this field.

When we initiated the research it was through the lens of the faculty and their perceptions of SoTL at our institution. However, as we delved deeper into the data, it became clear there were a number of considerations for supporting SoTL researchers.

Consideration 1 - SoTL as an Exclusionary Tribe

SoTL has created its own self-contained community, with its norms, values, and patterns of communication. Unintentionally (perhaps) we have created a SoTL tribe (Becher & Trowler, 2001) with clear and safeguarded boundaries. It has become apparent that we need to pay closer attention to the language we use to describe SoTL. It needs to be accessible and meaningful to educators in their everyday teaching practice. By guarding our territories quite fiercely, we distanced ourselves from the faculty who had little awareness of the term or how this type of research could be of benefit. Yet, when we talked about documenting their teaching experience or their students' experiences, not only did they understand, but they also got excited by the possibilities. The language we use powerfully shapes how faculty engage in SoTL and most importantly how much value they see in SoTL and we need to be careful that our patterns of communication don't isolate us from the very people we want to include.

Consideration 2 - Approaches to Faculty Outreach and Engagement

This study has helped us re-envision how we reach out to our educators and "invite" them to engage in SoTL and situate it in their own language. As much as our faculty appreciated the dissemination aspect of SoTL and the showcase of a final product, they also found it beneficial to share stories that capture people right in the messiness of it. They emphasized the need for programming and sharing those untold stories when classroom strategies backfire or simply do not work. At the same time, we have redesigned our workshops to include current classroom challenges that are not yet resolved which call for participants' authentic engagement. Beyond the typical formal supports and programming (e.g., cross-campus educational research series, educational research grants, a SoTL handbook) we have created other informal pathways (peer-review community, SoTL conversations series, SoTL soirée) to provide a more holistic and inclusive means of encouraging educators to engage in SoTL. A recent example is the evening soirée we held for educators pursuing SoTL projects.

Consideration 3 - Creating SoTL Ethical Guidelines

Navigating the procedural ethical requirements was identified as a significant barrier for our participants to engage in SoTL. Our participants expressed uncertainty as to when their research needed ethics clearance, in particular what aspects to consider when collecting data from students. Their comments and feedback reinforced the idea that the language that was being used by our General Research Ethics Board not only did not acknowledge SoTL as a discrete form of investigation but also did not describe it in a straightforward manner. Now our ethics board has developed clear guidelines and recommendations on the type of ethics clearance required for SoTL work, including a definition of SoTL, reasons to conduct it, and how it differs from program evaluation activities.

Consideration 4 - The Power of Personal Narratives

Often times, when disseminating research on SoTL through traditional means, our message is peppered with facts, ideas, and frameworks. When we harness the power of narratives as a form of discourse that tells a story, we help the audience make connections

between bits of information and our journey towards SoTL. Through this process, the experience has a powerful humanizing effect and becomes more memorable for the listeners drawing them in and building bridges of understanding. Participants in the group interviews found personal narratives compelling and invitational. The aesthetic appreciation and emotional connection organically created an environment wherein participants had a shared vision and common understanding of each other's experiences. By drawing on this experience, we can share journeys of self-discovery, struggle, and transformation in our programming to further encourage a SoTL community.

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Appendix
Survey Questions

1) Please select your primary faculty. If you selected "other" for question one, please enter your primary affiliation.

2) Are you tenure track?

3) How many years of teaching experience do you have?

4) Please indicate the degree to which you agree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Systematically investigating my own teaching and/or my student learning is important to me.					
Engaging in SoTL is an important initiative for my department/faculty.					
Engaging in SoTL is important to improve teaching and learning at Queen's.					

5) Please check all that apply:

☐ I have completed a SoTL study
☐ I am interested in starting a SoTL study
☐ I would like to learn more about SoTL
☐ I would like to collaborate with others on a SoTL study

What event or experience first triggered your interest in SoTL? Please tell us your story.

Why did you decide not to engage in SoTL?

6) Which of the following have you participated in or used with relation to SoTL? Select all that apply.

☐ Introductory workshop on SoTL
☐ Sessions on different research methods
☐ Conversations with people who have completed SoTL studies
☐ SoTL (educational research) grants
☐ Support with ethics applications
☐ A brief guide on the research steps in SoTL
☐ A SoTL conference
☐ SoTL writing collaborative groups
☐ Departmental customized workshops
☐ Other, please specify ...

7) What should be offered at Queen's to encourage SoTL? Select all that apply.

☐ Introductory workshop on SoTL
☐ Sessions on different research methods
☐ Conversations with people who have completed SoTL studies
☐ SoTL (educational research) grants
☐ Support with ethics applications
☐ A brief guide on the research steps in SoTL
☐ A SoTL conference
☐ SoTL writing collaborative groups
☐ Departmental customized workshops
☐ Other, please specify ...

8) Please select the top three SoTL supports from this list that best meet your current or future needs.

☐ Introductory workshop on SoTL
☐ Sessions on different research methods
☐ Conversations with people who have completed SoTL studies
☐ SoTL (educational research) grants
☐ Support with ethics applications
☐ A brief guide on the research steps in SoTL
☐ A SoTL conference
☐ SoTL writing collaborative groups
☐ Departmental customized workshops

9) Are there additional supports that would be useful to you?

10) What challenges, if any, have you experienced in engaging in SoTL?

11) Is there anything about your experience with SoTL that is not covered in this survey that you would like to comment on?