



The SoTL Guide Questions for You

We invite you to explore these questions in individual reflection or in collegial conversation.

Chapter 1: Why SoTL?

- How might you define SoTL? What is it, and what is it for?
- Do you find Boyer's vision of SoTL inspiring or daunting, or both? Why?
- Of the five reasons to do SoTL described in this chapter (from teaching to the public good), which one or two do you find most appealing and motivating right now? Why?

Chapter 2: Why You?

- What are your "whys" for being a teacher? How has this evolved over time?
- What about your "whys" for doing SoTL? How has this evolved over time?
- What's the relationship between your "whys" as a teacher and as a SoTL practitioner?
- What role has SoTL played, if any, in the evolution of your sense of professional purpose?

Chapter 3: SoTL Entry Points

- What strengths and assets do you bring to the "trading zone" in SoTL? How can you make these visible to others in the "big tent"? And what are you seeking from others who are in this "trading zone"?
- Which entry point(s) seem most appealing to you right now? Why?
- Do any of the entry points challenge you to think about SoTL inquiry differently? Why?
- If you have a SoTL inquiry in mind, what happens if you try approaching it from different entry points?
- What strengths do you bring, and how will you give? Where are your gaps, and how will you look to others to receive?

Chapter 4: Meaningful SoTL Questions

- What SoTL questions come to mind after reading this chapter?
- What kinds of SoTL questions do you tend to ask?
- What do you notice if you play with your questions by reframing them (e.g., from *What works?* to *What is?*) or by adding modifiers (e.g., *When*)?



Chapter 5: Situating Your Work in SoTL Conversations

- How does your discipline engage with research literature? What aspects of your training and scholarly practice can help you engage with SoTL literature? How might you need to develop new practices or revise existing ones to engage with SoTL literature?
- What SoTL conversations do you want to listen—and to contribute—to? Why? Where do these conversations take place?
- What parts of the lit review process are most interesting—or most concerning—for you? Why?
- What kind of products do you hope to emerge from your SoTL inquiry?

Chapter 6: Relational SoTL Ethics

- Beyond SoTL, what are your experiences with human subjects research? How could your approach to SoTL ethics be informed by—or perhaps challenged by—these other experiences?
- When might your dual role as a teacher and a SoTL-researcher be in tension? What can you do to manage that?
- How can you plan for your SoTL inquiry processes to care for and be transparent to the people involved?
- How will you go public with your SoTL inquiry that honors and respects the people and ethics involved?

Chapter 7: Designing Your Inquiry

- Do you and your disciplinary peers tend to design research projects that look more like *what is?* or *what works?* What do you see as the strengths, and the weaknesses, of that kind of SoTL question?
- Try reorienting your inquiry with a different starting question—if your question currently is “What works?” then try “What is?” or “What if?” What do you notice about your question—and your inquiry—when you start with a different kind of question?

Chapter 8: Collecting “Traces of Learning”

- This chapter begins with commentary on “data” and “evidence” and “artifacts.” Which of these terms is most familiar to you? Which seems most useful to you in SoTL? Why?
- Thinking about your SoTL inquiry, what artifacts are most relevant to your question? What “traces of learning” do these artifacts reveal? What other “traces” might you need to find or uncover?
- What artifacts are already available for your use? Do you need to develop any new ones?





- How could you add variety to the artifacts you use in your inquiry? Or, perhaps, how can you simplify your inquiry so you are using fewer artifacts by focusing only on the most relevant ones?

Chapter 9: Analyzing Artifacts Systematically

- What does “systematic” mean in your disciplinary tradition? Can (or how can) your SoTL inquiry be both systematic and rooted in your disciplinary training?
- Which of the principles in this chapter feel most familiar—or unfamiliar—to you? Why?
- How might you be even more transparent in your SoTL work?

Chapter 10: Sharing What You Learn

- Reflect on the 6 “P’s” outlined in this chapter, i.e. pragmatic, policy, professional, purpose, participation, and public. What do they help you notice about your SoTL practice?
- What are your most significant experiences with scholarly peer review? How might SoTL’s orientation toward collegial, developmental, and supportive peer review support or challenge you?
- What are one or two ways you could extend your SoTL work even further into the public?

Chapter 11: For You as an Individual

- What are your hopes and plans for how SoTL influences your work and your career?
- Do any of the implications described above inspire or challenge you? Why?
- In what ways do you feel you belong in SoTL? What ways would you like to belong?

Chapter 12: For You in a Community of Scholars

- What scholarly (or other) communities have you been part of that have contributed meaningfully to your work or life? What are characteristics of those communities that you can seek out and cultivate in SoTL communities?
- Who do you—or who do you want to—have “significant conversations” with about teaching, learning, and inquiry? How can you expand and deepen those conversations? How can you invite others into those communities?
- In what ways do you plan and imagine for your career to develop in the future? What role(s) might SoTL play in that process?