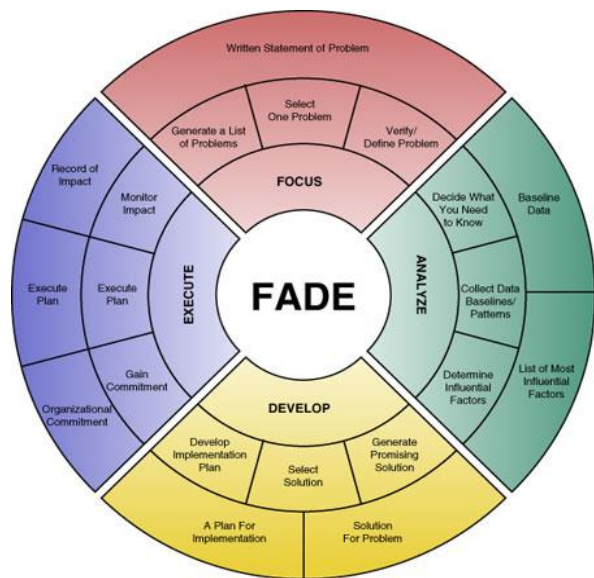


SoTL in Practice at Niagara University

FADE Process

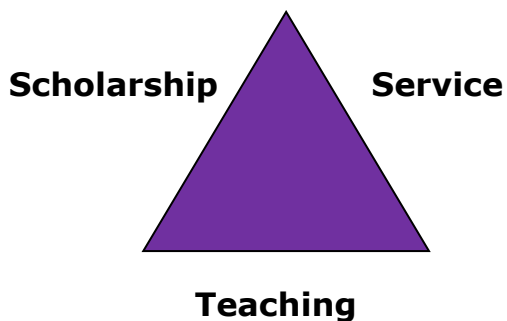
Improvement Model

(Organizational Dynamics Institute, Wakefield, MA)



Phase	Actions	Ask:
FOCUS	Define and verify the process to be improved	What is the challenge?
ANALYZE	Collect and analyze data to establish baselines, identify root causes and point toward possible solutions	What is happening currently?
DEVELOP	Based on the data, develop action plans for improvement, including implementation, communication and measuring/monitoring	What is the plan to fix the challenge?
EXECUTE	Implement the action plans and establish an ongoing measuring/monitoring (process control) system to ensure success	How has the situation improved?

SoTL and Promotion and Tenure



SoTL provides both the content and research expert the teaching foundations crucial to transmitting their expertise to others.

Superior learning environments are evidenced by a balanced approach to faculty evaluation where scholarship, service and teaching hold equal importance.

Investing attention toward SoTL allows the professor to maximize effort and results for both personal benefit AND student achievement.

SoTL also facilitates fulfillment of contractual obligations e.g.

- Demonstrate leadership and innovation in the use of the best pedagogical practices.
- Demonstrate adherence to high standards of student performance.
- Demonstrate an ability to challenge and motivate students with student and peer testimonials.

The Performance Gap



A →
Current State

The difference between current and desired states = Performance Gap
→ **B**
Desired State

Instructional Improvement Model

1. Interest Generated

2. Initial Meeting

- Target audience
- Discuss experience
- Driver interests
- Determine contents of survey and administration details

3. Conduct baseline survey

4. Data analysis

- Conducted by guide (driver optional)

5. Determine action plan

- Based on areas of opportunity
- Created with driver and guide
- Solicit expert advice as needed

6. Implement changes

7. Monitor effect

- Repeat survey
- Classroom observations
- Publish results (scholarship)

- **NON-PUNITIVE**
- **Voluntary**
- **Interdisciplinary**
- **Driver-guide format**
- **Research-based /Theoretically sound**
- **Stand alone, or used on conjunction with other institutional measures**
- **Consistent with SoTL initiatives**

Multiple options exist for ANALYZE – Our model centers around use of student perception data:

Students are “customers”

Customers determine quality service *

Using student perception data “invests” students in outcome and builds their value

Valued students =motivated students

- * Other requirements may serve the same purpose e.g. State/ National regulations, accreditation requirements, institutional/college expectations, departmental needs, etc. These must complement one another.

*Student
Perception
Surveys*

- * **Theoretically sound**
Ferguson (2010), Marsh (2007)
- * **Part 1 - NYS Teacher Standards**
- * **Part 2 - National Survey of Student Engagement (NSSE)**
- * **Part 3 - Teacher choice**
- * **On Survey Monkey (30-50) questions**
- * **Completed anonymously**
- * **Serves as baseline and for monitoring after implementation**
- * **Validates student experiences**
- * **Conducted by neutral entity**
- * **Voluntary vs. mandatory completion**
- * **Teacher may assign credit as incentive**
- * **Useful as promotion and tenure evidence**
- * **Forms the basis for developing plan for change to improve areas of challenge.**