Changing Context: Developing an Education Track in a Research-Intensive University Sam Nolan #305

In this paper we will explore the development of a SoTL Community of Practice at Durham University, a Research-Intensive University in the UK. We will discuss the challenges and opportunities presented by the embedding of a new Education Promotion Track which recognises the impact that SoTL can play in enhancing student learning as an element in academic promotion. Through the lens of the model proposed by (Kezar, 2018) using semi-structured interviews with Education Track staff and those working in the University's Centre for Academic Development, we'll present 3 case studies of the roles of SoTL focussed academic staff as Change Agents in departmental practice in Teaching and Learning at the University and how SoTL is having a cross institutional impact. The case studies will introduce key milestones in individuals' development as Scholars of Teaching and Learning as their practice expands through their Micro-Meso-Macro and Mega levels of SoTL as identified in the 4M framework and how this is reflected and recognised by the institution in our promotion criteria. We'll look at what has worked in our context, where there is still work to do and what other institutions can learn from the changes, we've been through to further enhance their own support for SoTL researchers.

Establishing and Sustaining SoTL in Institutions: Commitment, Context, and Collaboration Barbara Kensington-Miller, Andrea Webb, Heather Lewis, Geneviève MaheuxPelletier, Ann Gansemer-Topf, Analise Hofmann #380

The conference theme posits that 'Establishing a SoTL culture depends on the institutional way of recognition, reward and support of SoTL' but we contest this statement. Rather, we argue that SoTL is vulnerable to fluctuating agendas and discourses, change in institutional leadership, funding opportunities, and a scholar's positionality - to name but a few contextual pieces. Our preliminary interview data from academics who attended the ISSoTL22 conference provides many examples of individuals who sustain themselves as SoTL scholars in creative, collaborative and risk-taking ways and manage to create a SoTL culture from the bottom up regardless of the ebbs and flows of institutional support. Context, we agree, is key, a determining factor of whether and how an institution supports SoTL, but the drivers of context are complex and not limited to top-down policies and their implementation. As policies may vary over time, we found sustaining a SoTL culture depends on those who are committed to institutional change for the long-haul. However, we also found institutions may be critical in launching SoTL, or supporting it at different times, or establishing academic positions for SoTL scholars able to sustain the culture and take on leadership. Some institutions strategic plans captured SoTL, others had teaching-only positions advancing their careers through SoTL. Similarly, definitions of SoTL varied, sometimes personal or individual, other times upholding canonical definitions from their institutions. Despite varying contexts, our participants were in it for the long haul, slowly developing a SoTL culture to withstand the vagaries of institutional support. We also found some participants moved into leadership positions in or out of their institution, to support SoTL at regional or national levels. In this presentation we present an analysis of our interview data, inviting critical dialogue with the audience based on their experiences with launching and sustaining long-term SoTL culture.

The SoTL Seed Program: Impact on faculty and institutional SoTL culture Adriana BriseñoGarzón, Trish Varao-Sousa, Natasha Pestonji-Dixon, Bruce Moghtader #403

SoTL has the potential to transform learning, and yet in research-intensive universities the required expertise for and challenges of pursuing SoTL are often underappreciated. One key paradox is that while SoTL should build off disciplinary methodologies and epistemologies, disciplinary expertise of faculty members does not always transfer easily to their SoTL work (Hubball & Clarke, 2010). To

overcome this tension and make SoTL accessible to a wider audience, we developed and implemented an institutional partnership program (Manor et al., 2010), aimed at scaffolding and sustaining faculty engagement with SoTL: The SoTL Seed Program. Our support model builds on (i) partnerships with graduate students who contribute expertise in behavioural methodologies; (ii) workshops and resources that facilitate professional development; and (iii) a cohort model and community of practice that encourages sharing, feedback and reflection. To evaluate the impact of our program, we interviewed thirteen SoTL Seed project investigators (PIs) on whether the program offered the support they needed to engage with SoTL as well as potential areas for improvement or expansion. We also analyzed forty-four closure reports that project investigators submit at project completion, which include reflections both on project outcomes as well as PIs' own professional development as SoTL practitioners. Thematic analysis of the data (Braun & Clarke, 2006) suggests that faculty benefited from sustained collaboration and interaction with graduate student partners in terms of both professional and academic development, and that the partnership model has increased institutional capacity for SoTL. The individual and contextual support provided allowed faculty to reflect on their practice and integrate educational theory in their SoTL inquiries. Faculty indicated increased confidence to conduct future inquiries independently, and acknowledged the role of SoTL as a conduit for evidence-based teaching practice.

Think globally, act locally: Supporting SoTL publications with an institutional journal Pia Scherrer #527

Journal publications are an established means of sharing scholarly insights. While faculty have ample exposure to publishing disciplinary research, this is much less the case for publishing about teaching and learning. Ways of "nurturing the emergent SoTL researcher" (Kim et al., 2021, p. 163) have often been discussed in terms of institutional incentives or collegial support networks (Hubball et al., 2010; Kim et al., 2021; Kolomitro et al., 2018; Tierney et al., 2020; Williams et al., 2013). However, as Felten pointed out, "... the appropriate location for and approach to 'going public' can be uncertain." (2013, p. 122) Our contribution focuses on supporting faculty to publish SoTL projects in an institutional Learning and Teaching journal. This journal was established with two specific aims in mind: First, to support faculty towards a first publication in the field of higher education. Second, it provides local visibility for SoTL work to promote the development of teaching and learning in the institution (see Mårtensson et al., 2011; see Geertsema, 2015). Specifically, this contribution addresses the following questions: Which challenges and opportunities do faculty identify about publishing in an online institutional teaching and learning journal? Which aspects do authors need most support with during the writing process? Semi-structured interviews will be conducted with authors who contributed to the journal. Additionally, feedback comments provided to authors by the editorial team will be analysed through cluster analysis. From this evidence we will be able to a) identify faculty motivations for publishing in this institutional online journal, and b) compare the challenges perceived by the authors with the actual support provided to authors by the editors. This way, our contribution will shed light on the practice of supporting SoTL research in a specific institutional context and contribute evidence towards lowering potential barriers for faculty to publish about teaching and learning.

Transforming equity-deserving students' learning experience through relational pedagogy and learner empowerment Elaine Khoo, Elaine Khoo #642

Research in Western countries show that English language learners and other equity-deserving students face challenges in higher education that include a higher rate of being reported for academic misconduct(Beasley, 2016; Bretag, 2016), with increased contract cheating during the pandemic (Friesen, 2023). The lack of Academic English competence cause students to face inequitable learning conditions as well as isolation from being unable to make connections with peers, faculty and staff. To

counter the pervasive deficit thinking and treatment towards these equity-deserving students who actually possess different strengths, steps need to be taken to show that difference is not deficit (Heng, 2018), and a relational pedagogy of mattering (Gravett et al., 2021) can empower equity-deserving students to overcome initial challenges and counter the negative stereotypes. Taking the innovative one-month learner-driven, instructor-facilitated model (Khoo & Kang, 2022) further, our study incorporated three weekly student reflective journals in a co-curricular support program at the Centre for Teaching and Learning in order to enhance learner self-regulation during the one month of personalized support to help English language learners develop Academic English writing skills, and be socialized to academic integrity practices expected in Western universities. Triangulation of quantitative analysis of learner written output of 5000-12,000 words per student in one month, anonymized learner evaluations of the program, and qualitative analysis of learners' reflective journals of their progress, and instructor perceptions of student progress will be presented. Learner reflections indicate a transformative change due to the positive experience arising from relational pedagogy that developed competence and confidence in written communication and sense of belonging to an academic community. Based on insights from our study, we invite participants to explore the application of this model of relational pedagogy and learner empowerment in different learning contexts so that equity-deserving students overcome initial challenges quickly.

Reading About Teaching: A Teaching and Learning Book Club as a Strategy to Support Instructor Engagement with SoTL Christie Stewart & Jennifer Reniers #776

Instructors have an ethical responsibility to stay current with the teaching and learning literature (Murray et al. 1996). However, competing professional responsibilities including disciplinary research, teaching, and service, can make this difficult. Teaching and learning book clubs serve as alternatives to highly structured and time-intensive developmental programs offered by teaching and learning centres. Book clubs provide space to critically discuss ideas (Hales et al., 2021), reflect on teaching practices (Burbank, et al. 2010), and develop as a community of practice (Jeffs, 2016). This research investigated if participation in a teaching and learning book club could create a sense of community and enhance instructors' use of evidence-based teaching strategies. In 2020, we launched a facilitated online book club for instructors to read and discuss books about teaching and learning in higher education. Each semester, participants discussed a single book over multiple meetings. We surveyed participants to investigate motivations for joining, use of teaching strategies learned from the book or book club members, and sense of community. Over 4 semesters, 19 instructors participated in at least one book club meeting. Follow-up survey responses were received from 9 book club members (47%). Most respondents (89%) agreed or strongly agreed that the book club provided a sense of community. Surprisingly, only 67% indicated that connection with other book club members motivated them to join. Two-thirds (67%) of respondents were motivated to join the book club to improve their teaching practice. However, 89% of survey respondents agreed or strongly agreed that they plan to implement teaching strategies learned from the book club. Therefore, participation in the book club contributed to a sense of community of instructors committed to incorporating evidence-based teaching practices. Teaching and learning centres of all sizes and capacities could offer book club-style programs to support SoTL and engage instructors in SoTL culture