

'It's a tricky question': Exploring engagement with Scholarship of Teaching and Learning from the perspective of education-focused staff.

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Abstract:

In this article we explore education-focused staff's experiences and motivations to engage with Scholarship of Teaching and Learning (SoTL). We interviewed both Education Track academic and Professional Services colleagues who teach within a Higher Education setting and have successfully engaged with SoTL. In doing so, we briefly explore SoTL's journey from Boyer's initial conception until today. It is in this context that we situate colleagues' experience with SoTL. We follow a narrative approach, in which we use anonymised participants' stories to foreground the ways in which theoretical concepts (e.g. intrinsic motivation) manifest in one's personal and professional journey. More specifically, we found that SoTL can be interpreted in various ways based on colleagues' interests, discipline and career path; namely, SoTL as expertise, innovation, fulfilment, and/or a vocation.

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Introduction:

In this article we explore what Scholarship of Teaching and Learning (herein SoTL) means to education-focused staff within a research-intensive institution. The aim of this project is to understand the diverse experiences and perspectives surrounding SoTL. We are interested in exploring the journeys and experiences of colleagues who have successfully engaged with SoTL and the different motivations and potentials that such engagement can offer. More specifically, we will focus on SoTL through our participants' journeys who experience it as expertise, innovation, fulfilment, and vocation.

The development of education-focused academic roles has been relatively recent and they constitute an increasing proportion of the academic population (Smith & Walker, 2021). From 2013-2014 onwards there has been an increase of around 16% in education-focused contracts compared to a 5% increase in research and education contracts in the UK (HESA, 2020 in: Nolan & Newton, 2023). Their establishment has been linked to a positive impact on teaching with Higher Education (herein HE) (Smith & Walker, 2021, Woodhouse, 2010) and these roles may provide promotional trajectories to professorship (Smith & Walker, 2021, Nolan & Newton, 2023). In the context of the institution at hand, the formalisation of what is called Education Track route was initiated in the 2017 – 2027 strategy, with progression opportunity to full professorship through a new academic career path.¹ These changes show an increased emphasis on teaching

¹ Equivalent roles exist outside the UK, despite differences in terminology and practicalities/particularities. Such examples are Education-Focused Academics (EFAs) in Australian Universities (Whitton et., al., 2022) or Teaching Focused Academics in Chinese Universities (Probert & Sachs, 2015).

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within HE, which attempts to reinvigorate teaching and pedagogic inquiries as valuable forms of knowledge within contemporary academia. The development of education track academic routes highlighted the importance of engagement in SoTL. As such, we will explore the origins of SoTL to contextualise the discussion of more contemporary perceptions of it.

We can trace the origins of SoTL in Boyer's (1990) categorisation of scholarship. Boyer distinguishes between scholarship of discovery (the closest to what we call 'research'); scholarship of integration; scholarship of application; and scholarship of teaching (the closest to today's SoTL). The rationale behind this distinction has been what Boyer considered a sector-wide prioritisation of research vs teaching as a scholarly activity. From that point onwards, SoTL has been continuously developing (Boyer, 1990) with the first SoTL dedicated journal established in 2001.

Defining SoTL has been challenging, with different practitioners and institutions using a variety of frameworks (Smith and Walker, 2021). This same ambiguity surrounding the term was echoed by our participants, which gave rise to the title of this paper - "It's a tricky question". Despite the different definitions and emphases that often surround the definition of SoTL, there is a common ground amongst practitioners. SoTL is seen as a cross-disciplinary scholarly activity that aims to improve the student experience (Tight, 2018) and moves beyond promotional criteria. SoTL aims at being contextual to one's teaching practice, critically engaging in reflection, being rigorous and peer-reviewed (Nolan & Newton, 2023).

Despite the recent developments, education-focused academics are still a minority compared to research-focused or mixed roles (around 35% in the UK, see indicatively: [National Learning and Teaching Focused Network](#)). Thus, SoTL practitioners and researchers face several challenges such as the research vs teaching debate initially identified by Boyer (1990) and the fact that SoTL often results in less reward than research (Willingham & McLain, 2015). That has been countered by the formation of

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education track academics who can now progress all the way to professorship. However, these academics may feel undervalued in comparison to their research-focused colleagues and are occasionally assumed to be responsible for the teaching scores in their whole department (Nolan & Newton, 2023). Another important issue is the difficulty in defining SoTL, which results in ambiguity in promotion criteria and lack of support (Zhou & Schofield, 2024).

Literature on PS staff career development and teaching is limited, with the emphasis being placed on academic colleagues (Coomber, 2018). With the heightened marketisation and professionalisation of UK HE, there has been an increasing number of highly specialised PS staff, including teaching- and training-focused roles. Yet, there is less emphasis on PS staff engagement with development opportunities (Holmes, 2020). In the context of the institution at hand, SoTL is seen more as an optional Continuous Professional Development (CPD) activity rather as an expectation.

The sociological picture surrounding SoTL, its practitioners, and the community support associated with it, is ever-changing. There are tangible examples of a SoTL focus, spanning from the emergence of scholarship centres within institutions, Teaching Fellow Schemes (see indicatively Queen Mary's University & Warwick University), SoTL-specific funding opportunities, education-focused leadership roles (e.g. Director of Education), teaching-related recognition (e.g. Durham University, Northumbria University & Newcastle University) and relevant training support (Zhou & Schofield, 2024).

Methodology:

The research question that drives this study is:

- What are important motivations for engaging with SoTL?

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We conducted semi-structured online interviews with seven colleagues from across departments and career stages. Semi-structured interviews can provide comparable results while allowing space for participants to express their own views and narratives (Bernard, 1981). The sample size relates to two elements: argumentation and variability. Regarding the argumentation of the paper, we are following an interpretivist approach, which denotes the belief that the study of human experience is an intersubjective exploration (Alharahsheh & Pius, 2020). Thus, the arguments in this paper are of contextual and subjective nature without claiming objectivity or statistical importance. In this context, we use qualitative interviews to gain insight into colleagues' subjective experiences of SoTL, rather than a well-bounded definition of what SoTL is. We are also interested in exploring subjective experiences from different positionalities. and ensured sample variability in terms of gender and career path. We interviewed male and female colleagues from both an Education Track academic (herein Ed Track) and Professional Services (PS) background.

The interviewees were asked the following core questions (follow-up questions may then have been asked to explore interesting points that emerged):

- 1) What does SoTL mean to you?
- 2) How did you get started with scholarship?
- 3) What teaching and learning issues have you focused on?
- 4) Why those issues?
- 5) What challenges did you face?
- 6) What support did you receive?
- 7) What aspects do you enjoy the most?
- 8) Any advice for someone that is now starting with SoTL?
- 9) Any further comments?

PS staff are often equated to colleagues in administrative roles (Baltaru & Soysal, 2018). We have focused on PS staff with significant education and teaching

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responsibilities in a way that often blurs the boundary between the two different career paths (those closer at the academic side of the new HE professionals spectrum in: Kehm & Teichler, 2012). This variability is important with regard to our positionality, since we, as the authorship team, constituted a male education track academic and a female professional services educator. From within our roles, we often collaborate with and/or support colleagues of education focus, so there is a certain experiential intimacy with their approaches. Following Bourdieu (2004 in Simpson, 2006) we use this positionality statement to foreground transparency as the only objectivity the social sciences could ever aspire to.

During the interview analysis, two methods were deployed: thematic analysis as an initial way to codify and then thematise the data (Braun & Clarke, 2017). More specifically, we inductively produced initial codes from the raw data. We then examined the relationship between the codes to establish the themes (see the codes in the appendix). We then decided on the four themes that we focus on: i.e. SoTL as vocation, expertise, innovation and fulfilment. We then proceeded to follow a narrative approach in order to foreground the personal experience of each participant (Magalhães & Veiga, 2015).

Due to the combination of thematic and narrative analysis, we chose four distinct themes to focus on rather than analyse every theme that emerged. We wanted to foreground participant's experiences in greater depth rather than provide a general overview. We decided to focus on these particular themes for two reasons. Firstly, each of the themes appeared in the majority of the interviews. Secondly, these themes are a direct exploration of definitions of SoTL, which has been at the heart of all of the interviews. As such, we used narrative analysis to gain an in-depth understanding of our participants experiences and journey with SoTL. The characters have been anonymised so they will feature in our work through pseudonyms.

Validity & Research Bias:

To eliminate research bias, we followed a series of processes. Firstly, concerning triangulation, both of us as authors and researchers have had access to the raw data set. As such, we developed the codes and themes individually. We then compared and discussed our procedures in order to interrogate their validity and reach a common ground (Heale & Forbes, 2013). We have also been following the principles of audit trailing, by documenting all the steps of the research, from the initial design to the data collection and the analysis and interpretation stages (Carcary, 2020). We both have independent access to this documentation, in order to positively impact the analysis' trustworthiness and validity, while also providing the opportunity for cross-examination. We have also included the codes that emerged in Appendix I to provide a general oversight of the data.

When conducting thematic analysis, it is common to refer to the concept of saturation, which describes 'information redundancy' either in the production of codes, themes, or even meaning (Matthews & Ross, 2020; Braun & Clarke, 2019). Yet, data-saturation understood as such is embedded in a neo-positivist perception of the process of excavation of codes, themes and meaning, and as such it is not necessarily a helpful concept when dealing with interpretivist and reflexive approaches (Braun & Clarke, 2019). Which leads us to Hamiltons & McCollum's (2024) imperative to elevate SoTL from 'good' to 'great' by explicating our disciplinary lenses. In this work, we operate within a reflexive tradition that focuses on the relationship between the researcher(s), the data and the argumentation – thus, the emphasis on positionality (see above) and the in-depth exploration of particular themes.

Limitations:

This is qualitative research that does not claim statistical importance of the findings. Furthermore, due to the limited number of participants, we are not claiming

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generalisable results across the sector. Instead, this research emphasises the subjective experiences on the engagement with SoTL and allows us to gain an insight into colleagues' journeys and aspirations.

Another limitation of this work relates to gender – which even though it was one of the variables during selection of participants it has not been analysed as a distinct parameter. During the interviews and the literature review stage there have been some suggestions that it is an important factor in the understanding of motivations in engaging with SoTL. Here, we are referring to literature-based hypotheses that women in academia might experience an implicit pressure to exceed performance expectations (Thomson, 2018) or take on work that might not be rewarding and promotion-based (Babcock et. Al., 2024). Gender and its relation to cultural capital (Reay, 2004) and emotional labour (Tsouroufli, 2025) are important aspects in the experiences of SoTL, yet, because this has not been the initial focus of the project from the design stage we have not collected adequate data to analyse gender–labour. We hope to address this topic with a future project.

Results and Discussion:

We will now focus on specific aspects of colleagues' experience through a narrative approach that foregrounds the subject as the guide light of how the different theoretical concepts intertwine within the context of one's life and journey (Brown, 2006). The characters – Mike, John, Vera, Jean, and Mary - that drive the analysis are personifications of an important theme in a vivid and nuanced way. The characters appear under pseudonyms, yet they constitute real participants who exemplify a particular concept. Yet, these are themes that appear prevalent for the majority of our participants, and as such we provide an introductory account of how many colleagues touched on each theme and in which terms. We found that for our participants SoTL is

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experienced as expertise, innovation, (personal and professional) fulfilment, and/or as a vocation.

SoTL as Expertise:

SoTL as expertise featured in five of the participant interviews in the forms of: re-uniting one's research and SoTL engagement; providing a 'badge of authenticity' in one's practice; undertaking groundbreaking work on one's own discipline; developing a niche; and navigating uncertainty.

Mike is a male Ed Track academic who has done groundbreaking work in bringing digital technologies into his discipline specific teaching. In this way, he hopes to achieve two goals at once: to enhance the student's experience and develop his expertise in the area. Thus, SoTL enables Mike to reflect on his practice and use this reflection to meet his ambitions as an academic, alongside improving the student learning experience.

This is an important insight, because the concept of expertise in relation to SoTL can be contested. There is often a misconception that SoTL is conducted by so-called non-experts/amateurs (Chick, 2016). This understanding is built on a juxtaposition of discipline-specific research and SoTL practitioners. This comparison creates epistemic hierarchies about what is and what is not considered valuable knowledge within academia, which is often combined with a general undervaluing of teaching in comparison to research (Simmons, et. Al., 2021). Thus, using SoTL in student-led environments to create knowledge can be of paradigmatic importance. Like Mike shows us, SoTL can be the building of one's expertise and specialisation – making an ambitious leap of negating pre-existing epistemic hierarchies within HE. Thus, SoTL can be an opportunity to elevate the contribution of reflective teaching-based research compared to 'traditional' research.

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Vera, a female Ed Track academic highlights another important element in understanding SoTL as expertise – that is navigating times of change and uncertainty within one’s role. In the context of Vera’s journey, that uncertainty has manifested in the transition from a research-focused to an education-focused role. Vera’s experience resonates with other colleagues whose focus on SoTL allowed them to navigate different manifestations of uncertainty. For John, a male PS colleague, this uncertainty manifests into the ever-changing morphology of HE in relation to extra-curricular training. As such, SoTL enabled him to develop an authentic practice that strengthen his sense of expertise in engaging with entrepreneurial thinking in an extra-curricular setting. This sentiment proves relevant for Mike himself in navigating teaching under the challenges placed by a global pandemic (Gansemer-Topf et. al., 2021).

In all the cases above, despite the difference in context and format, engagement with scholarship allowed for practitioners to find their feet in precarious times - often by putting their learners and their practice at the fore. This is where the theme of SoTL as expertise and SoTL as innovation overlap. Yet, the difference between them lies on the area of impact. Where the impact is on staff development, then we approach SoTL as expertise. Yet, where the impact lies on student development and addressing teaching conundrums, then we approach SoTL as innovation.

SoTL as Innovation:

SoTL as innovation appeared in five of the participants' accounts as: innovative ways of teaching; exposing students to new pedagogical models; exploring new technologies; and ‘navigating the unknown’ through research.

This theme is evident in John’s educational journey. John has chosen to engage in SoTL rather than it being a specific requirement of the role. However, he is committed to keeping his practice innovative to respond to the ever-changing needs of his students. His SoTL niche relates to embedding entrepreneurial thinking across

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disciplines – and undoing common misconceptions about what entrepreneurial thinking is. This shows parallelisms with working against a culture of undervaluing teaching and the necessity to engage in dialogue about pedagogy and what teaching and learning means in modern education and society (Gansemer-Topf et. al., 2021). John uses SoTL in two different ways. Firstly, he encourages students to think critically about their discipline specific materials through innovative and new perspectives. This is a well-documented relationship between SoTL and classroom practice (Tehran, et. Al., 2022). Secondly, he is using SoTL to explore the potential that extracurricular voices have to offer in the greater H.E. context.

In a similar sense, innovation has been crucial for Mike, since bringing digital technologies into departmental teaching required a certain way of thinking beyond what is currently practised. Likewise, Vera explains that she enjoys engaging in SoTL because it allows her to satisfy her internal need for discovery and exploration – what is sometimes called ‘the research cycle’. In engaging with SoTL as a critical exploration of one’s work, an educator can follow a similar iterative process and use their research skills to foreground SoTL as legitimate field of investigation. Only this time, their research is focused on exploring new pedagogical modalities, addressing issues that arise in the classroom, and/or improve the student experience. As such, innovation in this context – even if also developing expertise through SoTL – is best understood through the lens of its student impact.

In utilising its potentially innovative and explorative elements, SoTL can also be a fulfilling research-based activity.

SoTL as Fulfilment:

This theme featured in all of the participants’ interviews. Specifically, colleagues referred to choosing a topic that is of genuine interest; an opportunity to grow; a way of

validating one's own practice; feeling passion for a topic and making one's life more fulfilling.

This theme is best illustrated by Jean, a female PS member of staff who began her journey in scholarship almost accidentally. Jean described the pleasure of using the work she is doing anyway as an opportunity to reflect and keep her practice ever-changing – or what she called 'the close loop' of scholarship. In the end of the interview, Jean put things into perspective for us. Resonating with what other colleagues said about refraining from viewing scholarship as merely a promotion requirement, one should use what they do already to develop in an area that moves them in one way or another. In that way, a person uses what is advantageous for their career to engage in this growth process that makes their life as a whole more fulfilling and interesting.

This perspective resonates with the other participants who mentioned that they use SoTL as a bridge between intrinsic motivation, moral values and their day-to-day work (Simmons et al., 2021). SoTL can bring a fulfilment that is deeply emancipatory. It also allows practitioners to move beyond pressures of professionalisation, as relates to both promotional processes and 'intellectual conformity' (Felten & Geertsema, 2023; 1104).

This perspective aligns with SoTL as liberating oneself from academic hierarchies, following Mike's emphasis on using SoTL in building an academic expertise.

Furthermore, through SoTL's emphasis on collegiality and collaboration, one can negate unjust systems and/or feeling of isolation that many academics experience. This sentiment resonates with Vera's experiences of being isolated and undervalued by her research-focused colleagues. And this potential emancipation (Shah, 2017) can be best understood when approaching education as pedagogy beyond the classroom (Scripter, 2023) – but rather as the orientation of being 'in and with the world' (Freire, 1972).

SoTL, as Jean, Mike, and Vera remind us, can bring that fulfilment to both educators and students.

SoTL as a Vocation:

According to hooks (1994:1):

The learning process comes easiest to those of us who teach who also believe that there is an aspect of our vocation that is sacred; who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

SoTL as a vocation featured in four of the participants' accounts as: social justice; making a difference; instilling passion in students; and improving student fulfilment.

In this study context, vocation relates to a deep passion for a cause. Following the etymological origins of the term from the Latin word 'vocare'/'to call', we can see an interpretation that understands SoTL as a calling of higher order – as enacting one's moral and political code. This interpretation seems to align with attitudes towards teaching as a vocation, which signified teaching as an exercise for the greater societal good. In this paper we will explore this interpretation – vocation as a moral and political calling - which has played a crucial role in colleague's motivations for engaging with SoTL. Mary has been the most striking example.

Mary sees in her teaching something more than work and content coverage – what is often referred to as deep engagement (see indicatively Crick, 2012). Mary sees her practice as a means to challenge students, but in a way that opens up their world views in a safe environment. This relates to a greater sense of justice and how this can manifest in the classroom. In Mary's context, justice denotes the impetus of teaching knowledge and ideas in a way that breaks through educational inequalities as they correspond to social characteristics. In other words, she speaks of teaching as a vehicle

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to contribute to social justice – a way of providing equal opportunities to those of marginalised and underrepresented backgrounds (Kaur, 2012). Mary has been passionate particularly about incorporating Universal Design for Learning Principles (CAST, 2024) in her disciplinary teaching. The focus for Mary's SoTL emerged from the issues that she experienced with her students rather than being extrinsically motivated. This sentiment seems to resonate with Mike's motivation to use SoTL and teaching as a mean to instil passion in students – which could positively impact what Mary and Vera see as student fulfilment and happiness.

We can thus view SoTL as a vocation in terms of following one's moral and political codes and as having the potential to reflect on what the purpose of education is in contemporary HE. This is a point highlighted by Samuel (2017) in the form of a concept called 'syntax for SoTL'. The word syntax here denotes the terms used in describing SoTL based on one's local context. Even though Samuel speaks from the perspective of the global South, this 'southern-ness' is a transferable concept rather than a geographical category. This concept urges us to push against our comfort zones, 'consciously engage in critical citizenry' and resist epistemic hierarchies within HE (Samuel, 2017; 33).

More specifically, education is often approached not only in relation to knowledge and content but also as a means to develop greater values that relate to life and society (Scripter, 2023). Initially, there have been two schools of thought, with each emphasising a different process through which education can be placed more explicitly within a broader socio-cultural context (Scripter, 2023). The first one, relates to the way in which education exposes learners to different stimuli that encourages critical engagement with them in order to decide where one stands ethically (see for example White, 2009; De Ruyter, 2022). Alternatively, we can find theories that focus on the need for education to equip students with skills that are necessary for their life beyond educational settings (see for example Allen, 1991; Schinkel et. al., 2016). A combined framework has also emerged that approaches education in relation to meaning-making

process, which incorporates both exposure and skills emphasis (see for example De Ruyter & Schinkel, 2002; Scriptor, 2023). These theoretical perspectives seem to us to align with Mary's intrinsic motivation that utilises teaching in order not only to develop learner's disciplinary skills, but also as a means to create an environment in which all learners can flourish.

In these theories education is often seen in abstract terms without an emphasis on teaching specifically (Scripter, 2023). In that way, Mary's account can be seen as a case in which teaching and reflective teaching practice could potentially be an emancipatory praxis (Alpa Shah, 2017); that is to say a liberational action that by placing the student in the centre can engage in both criticality and skill acquisition. Mary finds that following inclusive practice within her teaching can aid that purpose. Inclusive teaching design creates an equal playing field within the classroom, that negates social inequalities that often place students from underrepresented backgrounds at a disadvantage (Gale et. al., 2017). In that sense, SoTL can reinforce a sense of justice, especially interlinked with disciplinary understandings of relevant issues and debates through teaching and learning.

Conclusion:

In bringing this paper to a close, we would like to revisit our research question: What are important motivations for engaging in scholarship? We have encountered a plethora of perspectives as the outcome of dialogue with colleagues from across the institution. Yet, what we would like to focus on as a final note is that engaging in teaching and SoTL respectively is often the outcome of an intrinsic motivation (Chen, 2025) – what some people call passion for justice, some change and some the 'itch for discovery'. Despite the different manifestation that this intrinsic motivation can take, it often has a common denominator: SoTL as moving beyond mere promotion and progression but

instead being an opportunity for personal growth, professional specialisation, and as a means to greater fulfilment in one's role and life more broadly.

Following our participants' journeys, we view SoTL as expertise, innovation, fulfilment, and/or a vocation; thus, having the potential to embody these emancipatory elements (Shah, 2017) by reinscribing what valuable knowledge is and who is it for within modern academia. Seeing SoTL through the different lights that these themes enable, we can foreground a kaleidoscopic view on one's teaching and learning practice that would potentially add the link between SoTL as working across disciplines and within one's disciplinary tradition (Culver, 2023). In this way, we can encompass all different motivations for engaging with SoTL, from building disciplinary expertise to bringing innovative pedagogical ideas that cut across disciplines. The international application of this concept lies in its resistance to approaching SoTL as a mere professional and promotional requirement. This kaleidoscopic view of SoTL is instead foregrounding an ability to reposition teaching and reflective practice within one's orientation to the world, cutting across national and institutional professionalisation pressures (Felten & Geertsema, 2023).

With an eye to the future and maintaining our dedication to push beyond pre-existing academic hierarchies, we aim at returning to this topic with a new project to investigate the role of gender in experiences of SoTL amongst colleagues. For now, we aspire to have surfaced some of the ways that SoTL could be a vehicle to change and emancipation alongside fulfilment and growth. Hopefully, insights like these could inspire those colleagues who might not know where to start from in narrating their stories of teaching, learning and growing.

Disclosure:

Generative AI and/or AI assisted technologies has not been used at any point during the analysis and the writing up of this manuscript.

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Ethics:

Research was approved through the Durham Centre's for Academic Development, Durham University, ethical review processes.

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Appendix:

<p><u>Q1 – What does SoTL mean to you?</u></p>	<p>It's a tricky question; validation of one's practice; improvements and innovation in practice; navigating the unknown, evaluating and sharing good practice; learning from others</p>
<p><u>Q2 - How did you get started with scholarship?</u></p>	<p>Engagement with Postgraduate Certificate for Academic Practice (PGCAP); getting Fellowship of the Higher Education Academy (FHEA)²; Opportunity for Continuous Professional Opportunity (CPD) - mostly for PSS; focusing on one's practice; institutional focus since the virtual turn in Covid; management support</p>
<p><u>Q3 – What teaching and learning issues have you focused on?</u></p>	<p>inclusive practice; supporting transitions into and out of degree programmes; virtual reality applications; Generative Artificial Intelligence; applications of effectuation theory; feedback and assessment</p>

² This is a professional recognition for one's contribution to HE. For more details please visit the [designated Advance HE webpage](#).

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<p><u>Q4 – Why those issues?</u></p>	<p>Student-led inquiry; innovation; exposing students to new ideas; a sense of justice, student fulfilment</p>
<p><u>Q5 – What aspects do you enjoy the most?</u></p>	<p>Passion and recognition from students; engagement with research cycle; developing a niche; close loop of SoTL</p>
<p><u>Q6 - What challenges did you face?</u></p>	<p>Epistemic hierarchies within HE; not being heard by colleagues (who are on mixed track); undervaluing of teaching; funding criteria; PSS remit</p>
<p><u>Q7 - What support did you receive?</u></p>	<p>Durham Centre for Academic Development (DCAD); Education track Network; Higher Education Associate fellowship; management support; collegiality; Annual Research Leave for SoTL</p>
<p><u>Q8 - Advice for someone that is now starting with SoTL?</u></p>	<p>genuine interest – not just for promotion; making time; cultivating the scholarship way of looking at your job; makes you happier in your work and life</p>