



Invitation and Initiative: Advancing Student Scholars in SoTL

ABSTRACT

This reflective article reviews the historic and present state of student scholars in SoTL and offers recommendations for further advancing SoTL student scholars. We share our own experiences as a former student scholar and a collaborator with and mentor to student scholars, respectively, and we follow these experiences with the reflections and stories of six other former student SoTL scholars. Looking across both documented history and lived experiences, we suggest that explicit invitations can make students feel valued and significant as well as inspire students to take the initiative to invite others. Invitations to students and initiative taken by students expand who is included in a field still predominantly occupied by faculty and staff. We argue that such inclusion has the potential to change the way everyone in higher education understands, studies, and experiences learning and teaching.

KEYWORDS

invitation, initiative, student scholars, co-inquiry, student voice

INTRODUCTION

An invitation is an act of encouraging engagement in a space or an activity. It sounds straightforward, but as we learned in preparing for and facilitating a workshop for the 2024 conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), invitations can be far more complex, essential, and consequential than they first appear. This is particularly true when the invitation is to join a space and an activity—in this case, the scholarship of teaching and learning (SoTL)—that typically do not include students but that focus on their roles and experiences.

Unlike an invitation, which is extended and received, initiative is taken. Understood as the capacity to start on one's own without waiting for others to lead or grant permission, initiative might emerge from one's own enterprising spirit or vision, or it might be inspired by previous encouragement. To take initiative is to embrace power or opportunity to move something forward. It requires courage on the part of students in an arena such as SoTL, where they have been constant subjects but infrequent scholars.

In this reflective article, we review the history, present, and possible futures of inviting students to join this space and activity that is dedicated to the systematic study of teaching practices and student learning in higher education. We also explore the way that invitations can catalyze initiative. Focusing on the significance of extending invitations to students and on the initiative of students in the field of SoTL, we explore four related phenomena. First, invitations can make students feel valued and significant. Second, invitations can inspire students to take initiative and invite other students into SoTL. Third, invitation and initiative can lead to students being included in an academic society of predominantly faculty and staff. And finally, expanding both invitation and initiative can

change the way everyone in higher education understands, studies, and experiences learning and teaching.

We intentionally use the terms invitation and initiative in order to highlight the importance of wrestling with the complex associations these terms have with inclusion and exclusion and with the spaces and practices many SoTL practitioners have endeavored to, and could in future, create for the study of and engagement in teaching and learning. We start with reviewing the documented history—through publications—of inviting students to SoTL. We then explore lived experiences of student SoTL scholars, including first author Sophia Abbot and other students who contributed to our ISSOTL ‘24 workshop. Finally, drawing on the history and present, as well as our own perspectives and those of participants in our workshop, we imagine how both invitation and initiative can advance student SoTL scholars and the SoTL field as a whole.

EXTENDING INVITATIONS

Like most studies of primary and secondary students’ experiences of schooling (Cook-Sather 2002a; Thiessen and Cook-Sather 2007), early arguments for and practices of systematically studying teaching and learning at the tertiary level did not position students as contributors with essential perspectives and voices in that work. SoTL first took shape in the decade between 1990 and 2000 (Boyer 1990; Shulman 2001). However, the first collection to call for and model including students as active participants in the field, *Engaging Student Voices in the Study of Teaching and Learning* (Werder and Otis 2010), was published 20 years into SoTL’s development. One year earlier, Werder and Otis founded the Students as Co-Inquirers interest group in ISSOTL—one of the first indications of a growing interest in more co-created scholarship within SoTL specifically (Werder, Pope-Ruark, and Verwoord 2016). Shortly thereafter, several SoTL pioneers asserted that students can and should be “co-inquirers, collaborators, and partners in formulating questions, generating and analysing data, making sense of findings, and lobbying for change” (Hutchings, Huber, and Ciccone 2011, 39–40) within SoTL. These arguments paralleled and were sometimes informed by efforts to consult, respond to, include, and collaborate with students in the exploration of teaching and learning—efforts often grouped under the umbrella term “student voice” (Cook-Sather 2006).

The inaugural issue of *Teaching & Learning Inquiry (TLI)* included an article that asserted one of the five principles of good practice in SoTL was that “inquiry into learning be conducted in partnership with students” (Felten 2013, 123). While preparing the current article, we learned from Nancy Chick, one of the co-founders of *TLI*, that she had invited a student to write for the inaugural issue, but he didn’t have time to complete his article (Personal Communication, 30 October 2024). This event is not recorded in the documented history of inviting students into SoTL, but highlights the complexities of such invitations: doing SoTL is not part of students’ typical responsibilities in the academy, and students often have to prioritize their own academic work and other obligations over responding to such invitations. Additionally, students may not understand the ways learning through SoTL can transfer beyond academia.

Building on the premise that inquiry into student learning be conducted in partnership with students (Felten 2013), an article in the second issue of *TLI* co-authored by a team of faculty, staff, and students (Felten, Bagg, Bumbry, Hill, Hornsby, Pratt, and Weller 2013) called for “intentionally including more diverse student voices in SoTL inquiries,” thereby:

1. Bringing new perspectives that reveal the routine conventions and assumptions that inform the questions we ask about teaching and learning;

2. Exploring and legitimizing ways of meaning making within SoTL inquiry that transgress the conventional methodologies of existing practice;
3. Reframing the ways that the outcomes of SoTL are communicated and, in doing so, recognizing students as a neglected group in SoTL dissemination practices (McKinney 2012, 64).

In 2016, the journal fully embraced this call for incorporating student voices through a special issue, guest-edited by two academics and a student, focused on student-faculty partnerships in teaching and learning (Werder et al. 2016). The idea for the special issue grew out of a meeting of the Students as Co-Inquirers interest group at the 2013 ISSOTL conference. Students and academics co-wrote three of the issue's six articles, and each article included a response written by a student reviewer. These reflective responses formed an explicit dialogue between SoTL and the students who are implicated by it—answering Felten et al.'s (2013) call to reframe the ways that the outcomes of SoTL are communicated so that they are accessible to students. Indeed, as one of the student reviewers in the issue reflected, “papers about engaging students as partners are written by researchers and applied by teachers. Has the question of what students need to get more involved in their own education [been] asked?” (van Dam 2016, 19). Examples like these pushed the field forward in acknowledging students' essential role in the production of SoTL.

The launch of two peer-reviewed journals that particularly encourage submissions co-authored by staff and students or authored by students alone—*Journal of Educational Innovation, Partnership and Change* in 2015 and *International Journal for Students as Partners* in 2017—affirmed and advanced the role of student scholars within the field. Similarly, the publication of a conceptual model that included scholarship among the arenas in which students could partner with staff (Healey, Flint, and Harrington 2016) further contributed to the legitimation of students as SoTL scholars.

The argument for expanding the diversity of student participants in SoTL also found a complement several years later in a *TLI* article we co-authored with Peter Felten, in which we argued for legitimating reflective writing as a genre for several reasons. One of the five reasons we discussed is the way that reflective writing can “give marginalized students more of a voice in the classroom and in academia” and help students so positioned to “realize that our voices matter, our stories matter, we matter” (student scholars quoted in Cook-Sather, Abbot, and Felten 2019, 23). This argument for expanding genres, to which other journals have also responded (e.g., *To Improve the Academy*), is integral to making invitations to students welcoming and relevant, because the reflective writing genre is more accessible to students as both writers and readers.

PERSONAL JOURNEYS INTO SOTL

The documented history of inviting students into SoTL—and publishing articles, chapters, and books with students as co-authors in particular—includes only some of the stories and even fewer of the students' experiences of these invitations. We tell a few of those stories here.

Sophia's story

My journey into SoTL began with an invitation from Alison. She invited me to write about an approach to mapping classroom interactions that I had developed in partnership with a faculty member while I was an undergraduate at Bryn Mawr College (Abbot, Cook-Sather, and Hein 2014). Soon after, Alison invited me to write with her about pedagogical partnership work as translation (Cook-Sather and Abbot 2016). These invitations helped me realize that there was something I could contribute to scholarly conversations. While that lesson did not come easily—I continued to confront

imposter syndrome about my capacity to contribute—Alison’s repeated invitations encouraged me to begin envisioning myself as a scholar. I engaged in numerous SoTL projects as an undergraduate, while working in a post-baccalaureate fellowship, and as a graduate student. These included analyzing disagreements or other tensions, rather than just the positive aspects of pedagogical partnership (Abbot and Cook-Sather 2020), examining citation practices in SoTL (Chick, Ostrowdun, Abbot, Mercer-Mapstone, and Grensavitch 2021), and exploring students’ development of historical thinking and digital learning in a graduate-level history class for non-majors (Catalano, Schrum, Fay, and Abbot 2023; Loughry, Schrum, Abbot, and Catalano 2023; Schrum, Abbot, Loughry, and Catalano 2024; Schrum, Abbot, Loughry, and Fay 2024).

These early invitations helped me develop my voice as a SoTL scholar; they also reinforced the valuable perspective students have about their own experiences and prompted me to advocate for co-writing with an undergraduate student and a librarian (Abbot, Graf, and Chatfield 2018). When I had the opportunity to propose a co-edited book about partnership with Lucy Mercer-Mapstone, we agreed that we should prioritize student authors and co-authorship in our selection of chapter proposals—indeed, Lucy was a student and I began graduate school while writing and editing the book. Ultimately, 26 of the 51 authors in our book were students at the time of writing (Mercer-Mapstone and Abbot 2020). I’ve continued to consider the role of students in SoTL since then, including most recently in a chapter titled, “SoTL Citizen: A Memoir of Home and Exile in the Scholarship of Teaching and Learning” (Abbot 2024) in *Becoming a SoTL Scholar* (Miller-Young and Chick 2024), in which I noted both the exclusionary and invitational experiences students have had in the field. Each example points to the way invitation can transform into personal initiative, as I shifted from accepting offers to collaborate from academics into actively advocating for students in my work moving forward.

Alison’s story

My work in advancing student SoTL scholars had a precursor in inviting students to analyze teaching and learning through my decades of work that centered student experiences and voices in secondary teacher preparation (Cook-Sather 2002b, 2003, 2009). When I shifted my focus from secondary teacher education to teaching and learning in higher education, I found myself among a handful of pioneers in the student-faculty pedagogical partnership movement. My work to integrate student perspectives and voices into analyses of teaching expanded to co-authoring with students (Cook-Sather and Alter 2011; Cook-Sather and Des-Ogugua 2019; Cook-Sather and Luz 2015). To me, co-authoring felt like a step beyond positioning students as “co-inquirers, collaborators, and partners” in research and action (Hutchings et al. 2011, 39). I wanted to ensure not only that students’ voices and names were part of the public SoTL conversations but also that their lived experiences and the conceptual frames that informed their thinking about teaching and learning were included, too. For instance, an article that Anita Ntem Thomas and I co-authored built on Anita’s complex conceptualization of the relationship between resistance and resilience for student partners in pedagogical partnership (Ntem and Cook-Sather 2018). As another example, the book Beth Marquis and I co-authored with then-graduate student Alise de Bie and then-undergraduate student Leslie Patricia Luqueño built on conceptual frames of epistemic justice that Alise and Leslie brought to the work (de Bie, Marquis, Cook-Sather, and Luqueño 2021).

Other student SoTL stories

In preparation for our 2024 ISSOTL workshop (Abbot and Cook-Sather 2024), we invited five former student scholars, now professionals, to reflect on their experiences of engaging in SoTL.

Sophia prepared a short video drawing on the recordings they shared with us. They each responded to these three prompts:

1. Very briefly tell the story of how you got involved in scholarship focused on teaching and learning. Was it in response to an invitation? If so, what prompted you to say yes?
2. What, if anything, in the research and writing processes made you feel valued, respected, like you had a perspective and voice that mattered?
3. How has that experience of research and writing informed your life or the ways you interact in work or other professional relationships?

Though they reflected on their experiences at different moments and in varied contexts, these former student scholars sounded consistent notes. In various ways they articulated the power of being recognized as having something to contribute to the scholarly arena and of realizing that their voices could have an impact beyond their own colleges and universities. To convey some of their experiences and insights in their own words, we quote excerpts from the 6-minute video, which can be viewed in full here: <https://youtu.be/e04LCZI7908>.

We included all excerpts from the video quoted in the following paragraphs in our ISSOTL workshop (Abbot and Cook-Sather 2024). In the following segment of our discussion, we refer to former student SoTL scholars by their full names the first time we introduce them, by their last names in parentheses when we quote them, and by first name otherwise. We use both first and last names to distinguish two former student SoTL scholars, Anita Ntem Thomas and Anita Acai.

Former student scholars explained that when they received an invitation to work on a SoTL project, although they “didn’t even really know what it was at the time,” they “said ‘yes’ anyway” (Ostrowdun). Former students offered various reasons for these positive responses; in Abhi Suresh’s words, “It was a great way for [my fellow student co-facilitator and me] to reflect about the rich conversation and experience of learning” through the work they had done in co-facilitating a “pedagogy circle” to support faculty exploration of how to make their teaching more equitable and inclusive (Suresh and Rolfes 2023). In Anita Ntem Thomas’ words: “I was seen as someone who could contribute meaningfully to the work,” which for her included authoring and co-authoring articles (Cook-Sather, Prasad, Marquis, and Ntem 2019; Marquis, de Bie, Cook-Sather, Prasad, Luqueño, and Ntem 2021; Ntem 2020; Ntem and Cook-Sather 2018), serving as the co-editor of a peer-reviewed journal (*IJSaP*), presenting at conferences, and co-authoring a book (Cook-Sather, Bahti, and Ntem 2019).

While meaningful engagement was important, the opportunity to inform conversations and influence practice beyond their own immediate context was particularly powerful. As Khadijah Seay explained regarding her research and publications on Black female students and belonging through pedagogical partnership (Cook-Sather and Seay 2021): “It was the first time I realized that my voice had impact beyond my campus environment.” An invitation to co-author a chapter with Alison and several other students for *The Bloomsbury Handbook of Student Voice in Higher Education* called “Pedagogical Partnership as Professional Development for Students” further amplified Khadijah’s voice (Cook-Sather, Cott, Seay, and Stewart 2023).

Student scholars consistently characterized their SoTL experiences as, in Chris Ostrowdun’s words, “a very collaborative process . . . very much a shared partnership.” Corinne Green described the “faith in my capacity” displayed by her faculty mentor, which made her “feel affirmed and valued as a colleague.” These feelings of inclusion and affirmation meant, for Khadijah, “I could use my voice in this kind of setting” and “share my perspective on pedagogical partnership and the impact it’s had

on me and other students who look like me.” To be engaged in this collaborative, affirming work felt to Anita Ntem Thomas like “an ongoing therapeutic affirmation” that created a “cycle of trust, belonging, and validation.”

Regarding how their experience of research and writing as student SoTL scholars informed their lives or the ways they interact in work or other professional relationships, these former students noted the skills of “criticality” and “empathy . . . [that] . . . shaped my mindset” and that have been “key in letting me thrive in the workforce” (Suresh). Corinne has focused on “building relationships with people” and “not getting too caught up in the potential hierarchies.” Because of the trust that her SoTL collaborators extended to her, Anita Ntem Thomas “felt an immense responsibility of paving that path forward.” For Chris, that has meant making sure that “students are considered from the beginning of any sort of new initiative.” Khadijah and Anita Ntem Thomas offered similar reflections in relation to the students with whom they now work: “How can I pull them into the scholarship of teaching and learning?” (Seay) and “I’m always thinking about how we validate people in their own spaces” (Thomas). These examples illustrate the way invitations to student scholars turn into initiative that these scholars take to invite other students into SoTL.

FROM INVITATION TO INITIATIVE

The kinds of experiences student scholars describe highlight the necessity of invitations to join SoTL spaces and practices. Here, we dig a bit deeper into that necessity in the past and present, and link the invitations to the initiative inspired by them.

History

Former student partners are now professionals, including Sophia, and they consistently name the necessity and power of invitation to encourage them to join spaces and practices that were traditionally only within the purview of degreed academics. To encourage means to inspire confidence, to urge, to motivate. From its inception, SoTL has aimed to be a “big tent” (Huber and Hutchings 2005, 30)—to welcome academics into dialogue about how faculty teach and how students learn across disciplines. But welcome assumes people feel they have the right to be there. There is a difference between asserting that a space is welcoming and actively doing the work to make it welcoming. More recently, Bunnell and McGowan (2024) have argued that their own experiences (as a graduate student and as an early career scholar, respectively) of “relentless welcome (Scobey as quoted in Felten and Lambert 2020, 14)” to ISSOTL as a society and to SoTL as a field are characteristic of the way the field operates. Both stories involved explicit invitation from a well-established academic mentor. If you are not already an established academic, this invitation is essential to encourage entry into a new space or embarkation on a new practice.

As previously noted, SoTL did not initially position students among the scholars in that big tent. Explicit calls for “engaging student voices in the study of teaching and learning” (Werder and Otis 2010) and arguments that students can and should be “co-inquirers, collaborators, and partners in formulating questions, generating and analysing data, making sense of findings, and lobbying for change” (Hutchings et al. 2011, 39–40) did not emerge until 20 years into the SoTL movement. Assertions that “inquiry into learning [should] be conducted in partnership with students” (Felten 2013, 123) opened the space to students. Still, established academics needed to extend invitations because even those who are welcoming and affirming of students, like those quoted above, occupy roles that, by institutional definition, most often exclude students. The dearth of student voices in SoTL was reinforced when Mercer-Mapstone et al. (2017) found that just 32% of peer-reviewed articles about partnership with students were actually co-authored by a student.

Once faculty and staff extended basic invitations to student scholars, scholarship insisting that “more diverse student voices” be “included in SoTL inquiries” (Felten et al. 2013, 64) contributed to avoiding the reproduction of another exclusive history and tendency in the academy. Inviting a greater diversity of voices means not only recognizing multiple ways of knowing but also of sharing knowledge (Yahlnaaw 2019) through, for instance, embracing genres that are more inclusive (Cook-Sather, Matthews, and Healey 2020; McKinney 2012; Mercer-Mapstone and Abbot 2020). It’s worth reiterating that embracing reflective writing can “give marginalized students more of a voice in the classroom and in academia,” which, in turn, encourages marginalized students to realize that their voices, stories, and selves matter (Cook-Sather, Abbot, and Felten 2019, 23).

As these explicit invitations continue to expand, students are increasingly participating in SoTL’s production independent of academic staff. For example, in 2019, Anita Acai, Lucy Mercer-Mapstone, and Rachel Guitman published an article examining the gender gap in higher education and proposing partnership with students as one potential intervention. At the time of writing, all three authors were students. While each of their first forays into the field began in co-writing partnerships with academics, they built on those experiences to connect and write with one another. They took initiative.

Present

It is striking how consistently student scholars whose voices we included in our ISSOTL 2024 conference session emphasized how being invited to engage in a SoTL project made them feel valued and significant. As Anita Ntem Thomas put it, “someone believed in me, and that helped me believe in myself.” Without such invitations, students might neither imagine nor presume that they can move beyond the traditional student role. Sophia had previously put this phenomenon in terms of imposter syndrome, questioning “How could I be so bold as to believe I—a 20-year-old with very little life or scholarly experience—have something worth saying and sharing with the world!?” (quoted in Healey, Matthews, and Cook-Sather 2020, 73). However, with such invitations, possible worlds and roles open up: in another student’s words, students begin to believe that “I know that wherever I go and whatever I do, I have a responsibility to express my thoughts, my experiences, and my voice” (quoted in Cook-Sather 2011, 50).

The historical invitations extended by recognized SoTL scholars serve both as precedent and as challenge to the present to move from invitation to initiative. In Sophia’s story and in former student scholars’ reflections, we see that a recognition of and faith in students as SoTL scholars can inspire former student scholars to “pave that [SoTL] path forward” (Thomas), to ensure that students “are considered from the beginning of any sort of new initiative” (Ostrowdun), to always be thinking about how to “pull [students] into the scholarship of teaching and learning” (Seay). Khadijah, Corinne, and Chris are now staff and faculty members in higher education who, because of their SoTL experiences, carry with them the commitment to create comparable opportunities for other students. For Abhi and Anita Ntem Thomas, who have moved into another field and educational context, respectively, these experiences have still informed how they think about inclusion and collaboration in their workplaces.

Finally, examples are growing of former student scholars who shape their careers around engaging in and advancing SoTL in higher education. Building on the partnership experiences they had as undergraduate and graduate students, as well as the energy and capacity articulated by all the former student scholars quoted in this discussion, Anita Acai (cited earlier) and Sophia have both taken on full-time SoTL-focused positions. At the time of writing, Anita Acai was the inaugural director of SoTL at George Brown College (Canada). Sophia is currently the inaugural faculty development

specialist in SoTL at the University of Rhode Island. Both took intentional steps to shape their career paths around engaging in and promoting this kind of scholarship. This is how invitation turns into initiative, and it points as well to how initiative can change the way everyone in higher education understands, studies, and experiences learning and teaching.

Possible futures

In the closing segment of our ISSOTL 2024 workshop, we invited participants to imagine and plan next steps toward possible futures for student SoTL scholars. We share some of those ideas here, with gratitude to our colleagues, alongside our own hopes and suggestions.

Using existing institutional structures to make new spaces to support new practices came up as a theme in our discussions. Ensuring that students are included in SoTL by default requires creating new norms and sometimes new positions. For instance, institutions and individuals can use reallocated or newly generated funds to commit to hiring a student intern who can play an integral role in launching a program, a research project, or another activity that will ultimately inform SoTL.

Another institutional structure and practice that can inform future possibilities for student SoTL scholars is to position students to ask questions about learning challenges and to work with faculty and staff to address those questions. This is precisely what pedagogical partnership programs and projects do, specifically those listed in the learning, teaching, and assessment and the curriculum design and pedagogic consultancy arenas of Healey et al's. (2016) conceptual model. Student participants in pedagogical programs and projects have already been invited to analyze teaching and learning, so it is usually not quite as great of a leap for them to write about that work. In our experience, however, students still tend to wait to be invited. If SoTL were structured into such programs and projects and discussed from the beginning as an integral part of the work, student SoTL scholars might take initiative more quickly.

This point connects to another set of questions that might emerge regarding which students to invite into SoTL work. Our answer is that all students should be invited, though not with the expectation or pressure that they take up the invitation. As a field, SoTL does not question which faculty should engage in SoTL, and so to produce power inequities by leaving the selection of student SoTL scholars in the hands of faculty and staff would be to reify traditional power dynamics and associated practices of inclusion and exclusion. In addition, we cannot predict which students will feel called to engage as SoTL scholars.

A third theme we discussed in our workshop session takes off from a different starting point: where students have already taken initiative. Student SoTL scholar Ebony Graham and Alison published a chapter on student leadership through self-governance, pedagogical partnership, and student-led strikes for equity that explored these different forms of student leadership (Cook-Sather and Graham 2023). While the first form occurs within institutional structures, the second transpires in liminal spaces between institutional structures and can enable engagement and change within and beyond the spaces of partnership. The third form calls for and can catalyze radical change by working against formal institutional structures. Participants in our ISSOTL workshop described experiences of working with students who are “pissed off” and trying to find productive ways to have their voices heard. A possible future for student SoTL scholars similarly considers how students can take up—and how faculty and staff can support—forms of leadership that empower students not only to work within and beyond institutional structures but also to study and write about that work, thereby amplifying its impacts. This possible future is one of students taking initiative with faculty and staff following their lead.

Pursuit of these possible futures for student SoTL scholars means that, like the SoTL pioneers who called for rethinking students' roles in SoTL, we have to “get uncomfortable,” as one workshop participant put it, and ask questions like, “Why do we have to do it this way?” Participants talked about the necessity of slowing down, especially when there is institutional change that is not sustainable, and being disruptive rather than checking boxes.

CONCLUSION

Our revisiting of the history and present of student SoTL scholars, as well as our imagining of possible futures, illustrates how invitations can make students feel valued and significant and can inspire students to take the initiative to invite other students into SoTL. It also offers several examples of how invitations may lead to students being initiated into a society of predominantly faculty and staff—and feel that they have a place in “the big tent.” These examples of invitation and initiative cannot change the way everyone in higher education understands, studies, and experiences learning and teaching overnight, but they can inspire SoTL practitioners and scholars to ask questions about where, when, and how students are positioned in SoTL work and scholarship. Since students do not have preconceived notions of what SoTL should look like, they can contribute in novel ways, expanding thinking and practice, bringing fresh insights, and noticing—and sometimes challenging—givens.

Not every student who engages in SoTL goes on to become an academic. Former student scholars like Anita Ntem Thomas and Abhi shared powerful reflections on how they translated their experiences with scholarship into roles beyond higher education—bringing a commitment to inclusion, critical thinking, and collaboration to K–12 education and the world of finance, respectively. We hope examples like this can serve to reinforce the power of these invitations, whose ripples continue to extend in ways beyond what we can anticipate.

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ACKNOWLEDGMENTS

We are immensely grateful for the contributions of former student SoTL scholars Abhi Suresh, Anita Acai, Anita Ntem Thomas, Chris Ostrowdun, Corinne Green, and Khadijah Seay, without whom this work would not have been possible. Thanks also to the participants in our ISSOTL 2024 session, who helped us imagine ways forward for SoTL student scholars. Finally, thanks to our reviewers for their clarifying feedback and encouragement.

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