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Challenges and Strategies for SoTL Awareness and Appreciation

ABSTRACT

In this paper, we present findings from an interactive workshop at the 2024 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference that aimed to develop a global roadmap to advance the awareness and appreciation of the scholarship of teaching and learning (SoTL). While some institutions have successfully embedded SoTL into their cultural fabric, challenges persist in many academic contexts where SoTL remains misunderstood as a cross-discipline field of scholarship and research as well as undervalued as a change-making enterprise. Through collaborative activities, workshop participants explored systemic barriers, misunderstandings, and effective strategies from diverse institutional perspectives. The findings highlight actionable steps for institutions, administrators, and faculty to align their efforts, bridge knowledge gaps, and further elevate SoTL as a recognized scholarly pursuit. We also propose practical suggestions to support SoTL initiatives, enhance institutional commitment, and foster cross-institutional collaborations.

KEYWORDS

implementing SoTL, barriers or misunderstanding in SoTL, evaluating SoTL work

INTRODUCTION

The scholarship of teaching and learning (SoTL) has gained increased recognition for its potential to transform educational practices and enhance student outcomes. This is not only an empirical observation; multiple theoretical perspectives, ranging from collaborative and cross-disciplinary models (Carney, Jensen, Ballarini, Echeverria, Nettleton, Stillwell, and Erhard 2016; Kensington-Miller, Webb, Maheux-Pelletier, Gansemer-Topf, Lewis, Hofmann, and Luu 2021) to constructivist learning (Sailin and Mahmor 2018) and critical realism (Kahn, Goodhew, Murphy, and Walsh 2013) validate SoTL's role in enhancing educational practices. Yet, despite its growing prominence, SoTL often occupies a marginalized space within higher education, particularly at institutions without dedicated centers or robust institutional support (Webb and Tierney 2019). Administrators, review committees, and even faculty members frequently misunderstand or undervalue SoTL relative to disciplinary research (Smith and Walker 2021; Tierney 2020).

As scholars from four institutions and three countries, we observe many of the barriers to SoTL practice described by the literature. This includes prioritizing research over teaching (Webb, Wong, and Hubball 2013), which has led to a bias toward disciplinary research over SoTL in many disciplines and at many institutions. Faculty and administrators who seek to lead the institution in adapting to

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the changing needs of society often show limited engagement with SoTL (European University Association 2025). Yet, if SoTL is to function as an evidence-based, change-making enterprise, champions are needed at all levels. As the EUA Thematic Peer Group Report notes, "for a SoTL activity to be meaningful, all stakeholders involved must be aware of its existence and primary goals" (European University Association 2025, 5).

As geographically diverse scholars, we examined our contexts with respect to known barriers for elevating the perceived value and adoption of SoTL. The universities where we work and have previously worked range from a teaching-focused undergraduate-only institution to research-intensive doctoral universities. Despite the overlap of barriers that we observed, these obstacles present in different ways and to varying degrees due to fundamental differences in the histories, structures, and mandates of higher education institutions. Desiring to better understand the way in which practitioners and administrators across the world navigate the challenges related to SoTL appreciation we brought together educators, administrators, and scholars from different countries during a workshop at the ISSOTL 2024 Conference; together, we collaboratively explored strategies for advancing SoTL awareness and appreciation. Participants worked in teams according to their institutional experiences in order to address key challenges, share success stories, and envision actionable solutions for diverse institutional contexts.

This paper synthesizes the workshop findings, focusing on the systemic barriers, institutional dynamics, and cultural shifts required to support SoTL's integration into academic life. Based on these insights, we propose a global roadmap for SoTL advocacy that aligns with institutional priorities with faculty engagement and fosters cross-disciplinary and international collaboration.

METHODS AND FINDINGS

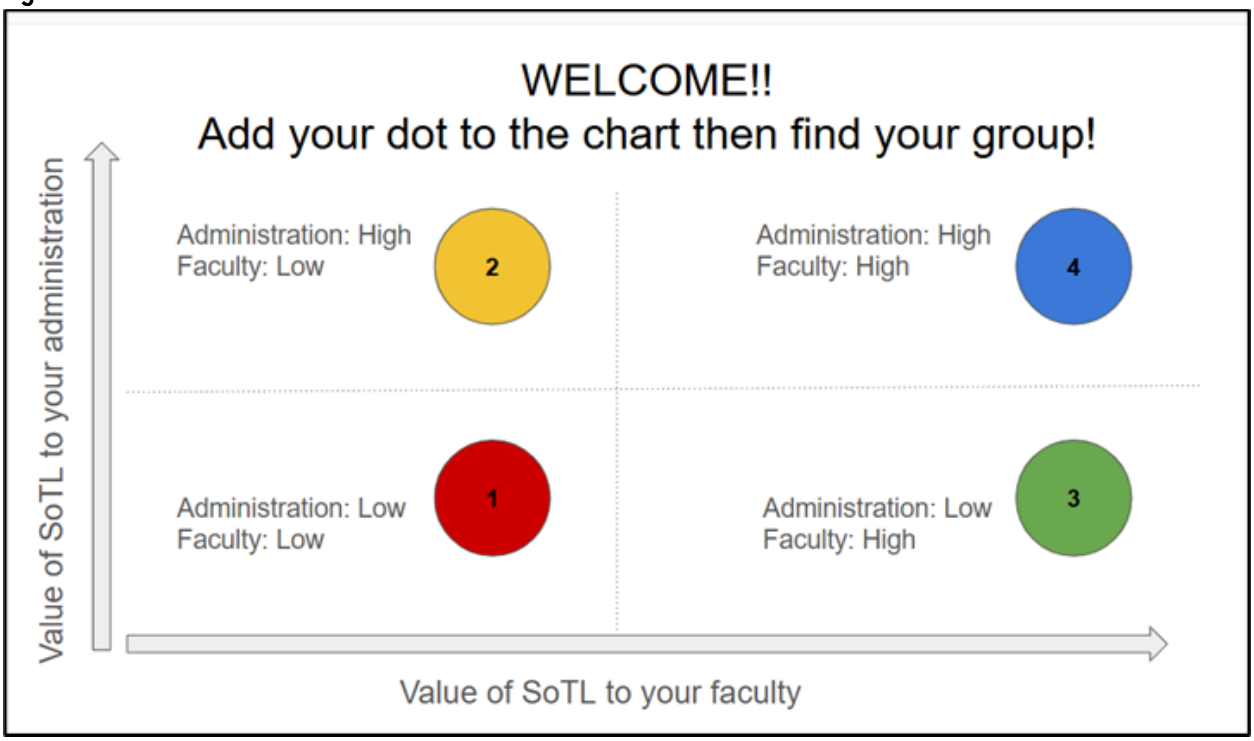
For the design of the workshop, we—four SoTL scholars from four different universities — engaged in reflective dialogue. This is an established research method with origins connected to reflective practice (Schön 1983), teaching practice (Larrivee 2000), and applications in educational reform (Guilfoyle, Hamilton, Pinnegar, and Placier 2004). Through these conversations, we explored how and by whom SoTL is supported and valued at our own institutions. The barriers, strategies, and players involved varied greatly because the sizes and mandates of our institutions ranged from a small principally undergraduate institution to a large research intensive one. It became clear in our dialogues that nuances of institutional context created a complex system of motivations and motivators. Yet, as we continued dialoging to distill our individual comments into common features, we identified two key stakeholders that had the greatest perceived influence on SoTL support across our four universities: faculty and administration. Further, we discussed details of how these two stakeholder groups influenced a SoTL culture on campus, including establishing an initial SoTL nexus, differentiating SoTL from scholarly teaching (Potter and Kustra 2011), and recognizing and rewarding SoTL excellence. We determined that the word "value" was central to our framing of these players' actions and the impacts they had on SoTL culture within our institutions—value that the players perceived in the SoTL endeavor and value that they placed on its outcomes. Investments, such as seed grants and recognitions in the form of tenure and promotion, were drivers of—and influenced by—the perceived or potential value that players assigned to SoTL relative to other scholarly activities within the academy. Given that we chose to describe the valuing exercise that our institutions actively participate in through a relative weighting lens, we established a simple ordinal framework of "high" and "low" for examining the variation of SoTL support across our universities. We piloted the framework by presenting evidence of value for SoTL by the two stakeholder groups at our institution

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to the research team and observing how the team evaluated the summation of actions of the two stakeholders as high or low value for SoTL. We observed that the positioning assessed by other members of our team matched our own, lending some initial reliability to the simple framework. Due to the nuances of institutional contexts, we chose not to use an interval framework. Empirically quantifying the support for SoTL relative to other research domains was beyond the scope of our reflective dialogue.

Next, we reflected on other institutions that had both stakeholder groups demonstrating low value for SoTL and the correspondingly significant barriers for SoTL scholars. We also reflected on institutions that have high value for SoTL and observed that these institutions tend to have funding, processes, and systems of recognition in place that encourage and support scholarly inquiry into teaching and learning. We generated a visual representation of the stakeholder support, changing from a simple ordinal framework with two options of high and low to a qualitative spectrum that ranges from high to low, using the two stakeholder groups as our axes. We tested our institutional contexts using this visual representation and found it useful for probing each other's experiences, furthering our reflections, and positioning relevant claims within the existing literature. This visual representation, shown in Figure 1, became the basis for the workshop facilitated at ISSOTL24 in French Lick, Indiana, USA.

Figure 1. Value of SoTL visual chart



The ISSOTL24 workshop entitled "Creating a Global Roadmap for SoTL Awareness and Appreciation" encouraged collaborative problem-solving and knowledge sharing among participants who represented a diverse range of institutional and international contexts. Fourteen individuals participated, bringing perspectives from international regions including Europe, Central America, Canada, and Australia. As the participants entered the session, they were asked to consider a four-

quadrant visual aid that formed two axes: the horizontal axis represented the "value of SoTL to your faculty" (high or low), and the vertical axis represented the "value of SoTL to your administration" (high or low) (see Figure 1). Participants placed a dot to indicate where they felt their institution sat in relation to these statements and then sat with those who placed their dot in the same quadrant.

We began the workshop with each of the co-authors discussing where they had placed their own dot and why. From our framework development work, we were aware that we each represented a different quadrant. Explanations followed about the nature of our project and the purpose of the workshop, after which we began the first activity. This activity asked participants to explore in their groups what works well, where SoTL is valued, where it is not, and what might be some of the misunderstandings involved. For example, Group 1, who placed their dots in the Low/Low quadrant, explored misunderstandings about SoTL from both faculty and administration perspectives. Group 2, who placed their dots in the High/Low quadrant, considered what was working well with administration in terms of SoTL and what misunderstandings may be arising for faculty peers.

Table 1. Findings from each self-identified workshop group

Low administration support and low faculty engagement	High administration support and low faculty engagement	Low administration support and high faculty engagement	High administration support and high faculty engagement
Administrative misunderstandings	Administrative strengths	Administrative misunderstandings	Administrative support
Perception of SoTL as a leisure activity or an add-on to teaching	Policies integrating SoTL into tenure and promotion (T and P) criteria	Limited knowledge of SoTL's potential benefits	Dedicated funding for SoTL research and dissemination
Lack of awareness about SoTL's role in institutional success	Funding for teaching and learning centers (TLCs) and SoTL initiatives	Minimal alignment between SoTL efforts and institutional priorities	Course releases and mini-grants for faculty
Minimal investment in resources or policy support	Celebrating teaching excellence through institutional awards	No formal acknowledgement of SoTL efforts	Strong cultural emphasis on teaching and learning excellence
Faculty misunderstandings	Faculty challenges	Faculty strengths	Faculty engagement
Confusion between SoTL and teaching evaluations	Competing demands between teaching, disciplinary research, and service	Strong grassroots initiatives and peer-led workshops	Active participation in SoTL conferences and publications
Limited awareness of SoTL as a legitimate scholarly pursuit	Misconceptions about the scholarly rigor of SoTL	Faculty champions who mentor others and advocate for SoTL	Collaborative teaching academies and interdisciplinary networks

Despite the low *n* value, each group had three to four participants. Table 1 summarizes our findings from each group. Workshop participants with senior administrative duties situated themselves in Group 4 (High/High value from the stakeholder groups). Perhaps this is unsurprising, as these were administrators attending the ISSOTL conference. Conversely, no university administrators joined Group 1 (Low/Low value from the stakeholder groups). Taking a participatory approach, each of

us joined the group relevant to the placing of our own dots in order to engage collaboratively in discussions. In this way, we viewed ourselves as participants as well as presenters in this workshop.

The metaphor of creating a roadmap for SoTL, particularly to inform administration, underpinned the session and our explanations of the workshop activities. The first activity, for example, focused on understanding the current landscape, including the bumps, bends, and dead ends that may arise in our journeys toward a place in which SoTL is understood and valued by all within an institution. The activity aimed to find the directions of travel where progress may continue speedily and unimpeded. The groups collated the outcomes of their conversations in bullet point form on a shared Google document, which we displayed visually to enable whole group discussion about common themes, challenges, etc.

The final activity engaged participants in a Visions of the Possible (Hutchings 2000) task. Following previous discussions, particularly in relation to what is working well in institutions where SoTL is valued, we asked participants to identify actionable strategies that could be implemented at their institutions in order to address some of the barriers to and misunderstandings about the valuing of SoTL. Again, we captured these points on a shared document. Following the workshop, we synthesized the information, highlighting the key trends that emerged and informed the development of the global roadmap.

DISCUSSION

The workshop findings underscore the importance of addressing prevalent misunderstandings surrounding SoTL among administrators and faculty. These can range from perceiving SoTL as a mere add-on to teaching to questioning its scholarly rigor and can create significant barriers to its integration into institutional culture. Bridging these gaps necessitates targeted educational initiatives and policy adjustments that clarify the significance of SoTL. For instance, developing resource guides for administrators that showcase the tangible benefits of SoTL, such as enhanced student learning outcomes and improved institutional reputation, can help dispel misconceptions. Faculty development workshops that highlight the rigorous methodologies and scholarly contributions of SoTL can foster a deeper appreciation for its value. Addressing these misunderstandings is foundational to creating an environment where SoTL is recognized and valued as a legitimate and essential scholarly pursuit.

Institutional leadership plays a pivotal role in shaping the perception and implementation of SoTL. Leaders who visibly champion SoTL set the tone for its integration into institutional priorities, signaling its importance to both faculty and administrators. Effective strategies include revising tenure and promotion policies in order to explicitly recognize SoTL contributions, thereby incentivizing faculty engagement. Furthermore, leaders can model engagement by actively participating in SoTL events, such as conferences and workshops, and by allocating dedicated funding and resources to support SoTL initiatives. This visible commitment not only elevates the status of SoTL, it also fosters a culture of teaching and learning excellence. By aligning institutional priorities with faculty engagement, leaders can create a thriving SoTL ecosystem that benefits the entire academic community.

In contexts where administrative support is lacking, faculty-led initiatives and grassroots movements are vital for sustaining SoTL efforts. Faculty champions who mentor others, organize peer-led workshops, and advocate for SoTL play a crucial role in building momentum and fostering a sense of community. Yet while these initiatives are commendable, they often lack the institutional support required for long-term sustainability and equitable access. To ensure the success of these efforts,

institutions must provide resources, recognition, and support for faculty champions. This includes offering mini-grants, course releases, and professional development opportunities that enable faculty to deepen their SoTL expertise and expand their impact. By bridging the gap between grassroots efforts and institutional support, institutions can create a more inclusive and sustainable SoTL culture.

The experiences of high-engagement institutions illustrate the transformative potential of aligning administrative and faculty efforts in order to create a thriving SoTL culture. When administrative policies and faculty engagement are in sync, SoTL can flourish, leading to enhanced teaching practices and improved student outcomes. Learning from these institutions involves adopting best practices such as dedicated funding for SoTL research, course releases for faculty, and the establishment of interdisciplinary networks. Furthermore, these universities often prioritize the dissemination of SoTL findings through conferences, publications, and collaborative teaching academies, ensuring that knowledge is shared and applied across the academic community. By emulating these successful models and adapting them to their own contexts, institutions can accelerate the growth and impact of SoTL, contributing to a more dynamic and student-centered educational environment.

PRACTICAL RECOMMENDATIONS

1. Enhance administrative understanding of SoTL

Develop resource guides for administrators on SoTL's benefits: SoTL offers significant advantages for institutions committed to academic excellence. To leverage these benefits effectively, administrators should consider strategic actions that embed SoTL within the institutional fabric. Marcketti, VanDerZanden, and Leptien (2015) point to two key areas for intervention: the creation of streamlined and appropriate review processes for SoTL scholarship and the explicit articulation of SoTL's value and contribution in official faculty documentation, such as handbooks. These efforts raise the profile of SoTL, signaling its importance and encouraging greater faculty engagement in the field. This, in turn, can lead to a more dynamic and evidence-based approach to instruction. For institutions with a less formal structure, finding a way to talk directly to administrators about SoTL research might be necessary. Look for opportunities to include the topic in public town halls, meetings, and one-on-one dialogues.

Host forums to foster dialogue between administrators and SoTL scholars: To further cultivate a thriving SoTL environment, administrators should actively promote communication and collaboration across the institution. Hosting regular forums that bring together administrators and SoTL scholars can be a powerful strategy. As Gansemer-Topf, Cloud, and Braxton(2024) highlight, engagement in SoTL often differs across academic disciplines. Facilitating public dialogue provides a valuable opportunity to bridge these disciplinary variations, fostering mutual understanding and potentially sparking interdisciplinary collaborations in teaching and learning innovation. These forums can also offer administrators direct insights into the needs and contributions of SoTL practitioners.

Inviting administrators to speak at forums by introducing guest speakers or participating in panel discussions can be an effective method to gain their attention. For institutions with limited resources or geographically diverse campus locations and/or faculty, an online forum or community of practice might provide a way to encourage dialogue.

2. Foster faculty engagement and support

Introduce SoTL sabbaticals and funding opportunities: To actively encourage and recognize the valuable contributions of SoTL, administrators should consider the strategic implementation of dedicated support mechanisms. Secret, Leisy, Lanning, Polich, and Schaub (2011) identified the lack of external funding as a significant impediment to SoTL engagement among faculty. Furthermore, Marcketti et al. (2015) pointed out that while SoTL can be resource-efficient, this very aspect can sometimes hinder its recognition within traditional academic structures. By proactively introducing innovative solutions, such as SoTL-focused sabbaticals and internal funding opportunities, institutions can address these barriers and provide tangible support that elevates the status and feasibility of SoTL work, leading to greater faculty participation and recognition.

Create interdisciplinary communities to bridge silos: To foster a more collaborative and integrated SoTL environment, administrators should actively cultivate interdisciplinary communities. Initiatives like the University of Nebraska-Lincoln's Peer Review of Teaching Project (PRTP), described by Goodburn and Savory (2009) as a successful strategy for embedding SoTL into institutional processes, offer a model for building connections. Furthermore, Marquis (2015) highlights the significant potential of formally recognized scholarship institutes that elevate SoTL recognition by serving as central hubs for resources, networking, and demonstrating a clear institutional commitment. As described by Chapman and Gallardo-Williams (2025), these institutes can be effectively organized at the college level as well. By supporting the development of such interdisciplinary structures, administrators can bridge disciplinary silos and create a more vibrant and interconnected SoTL culture across the institution.

3. Align policies with SoTL goals

Advocate for explicit recognition of SoTL in tenure and promotion criteria: There are several relevant publications that support this recommendation. Cruz, Ellern, Ford, Moss, and White (2009) can be helpful in highlighting the transformation of tenure and promotion documents as a crucial step toward implementing SoTL infrastructure. Also, Marcketti and Freeman (2016) found that 48% of successful promotion and tenure cases included SoTL artifacts. Where specialized education or teaching-focused roles exist, Graham (2025) identifies the features that characterize the leading, or "front runner", universities that offer these career tracks. These features include robust progression criteria, explicit integration of SoTL within career trajectories, protected time to engage in development and scholarship activities, and targeted training of educational leaders. The role of SoTL champions and leaders cannot be underestimated as part of institutional change, as proposed by Marcketti et al. (2015), Webb and Tierney (2013) and Henry, Brantmeier, Tongen, Taylor Jaffee, and Pierrakos (2021). Graham's 2025 report provides many international and institutional case studies for further reference.

Establish scholarship awards for SoTL contributions*:* This might be a step in bringing campus-wide awareness of what constitutes a SoTL contribution. Secret et al. (2011) identified a disconnect between tenured and non-tenured faculty perceptions of what qualifies as SoTL: Professional (non-tenure track) faculty tended to view teaching activities as SoTL, regardless of publication potential, while tenured faculty focused more on published works.

4. Global collaboration and resource sharing

Develop international repositories of SoTL resources*:* The National Teaching Repository, housed at Edge Hill University in the UK, demonstrates the value of such global repositories. As an open access, online searchable database, the repository allows the sharing of effective pedagogic strategies for others to draw upon and use. It specifically aims to be "an inclusive, developmental space where anyone with an interest in the scholarship of teaching and learning and supporting developments in this field can create, share information and knowledge, and access the very best ideas" (Irving-Bell 2022, 10). At the time of writing, the Repository, which was established in 2020, has 175,633 downloads from colleagues across the globe (The National Teaching Repository n.d.).

Promote partnerships across institutions to share best practices*:* These partnerships may form the basis from which communities of practice that support SoTL can emerge and grow. Tierney, Aidulis, Park, and Clark (2020) explore the development of such communities and how they support, enable, and promote SoTL among practitioners. Examining the career histories of four teaching-focused academics, they "noted an emphasis on the ways that working, interacting, discussing, sharing, and collaborating with others external to their department, subject area, and institution supported them in their SoTL journey" (41). The authors reported that collaboration with others outside of home departments was particularly beneficial. Simmons, Eady, Scharff, and Gregory (2021) also noted the benefits of collaboration as part of "grass roots efforts" to pursue SoTL within challenging contexts in their research with teaching-focused faculty (71). Finding SoTL mentors and taking opportunities to attend more accessible online SoTL-related events and conferences were further efforts identified as helpful for sustaining SoTL engagement and connections at this grass roots level.

Not all institutions are equal when it comes to faculty access to SoTL research. Faculty at smaller institutions with limited resources may find themselves hitting paywalls when attempting to retrieve literature. Partnering with scholars at institutions with greater access can widely increase the availability of articles.

5. Leverage emerging models and innovations

Explore degree apprenticeships and teaching tracks emphasizing SoTL*:* Degree apprenticeships are an example of an emerging model of education that offers a significant opportunity for SoTL. Launched in England and Wales in 2015, they combine work with higher level learning that leads to an undergraduate or postgraduate degree. Hughes and Saieva (2021) highlight the complexities of developing and designing curricula to meet the requirements of all stakeholders within a degree apprenticeship learning context. In illustration, Shoukry and Tierney (2024) explore some of the threshold concepts identified within graduate apprenticeship programs. New educational models such as these necessitate SoTL and could advance its status as key to quality and effectiveness of new learning endeavors (Vithal 2018).

Include professional staff and non-traditional students in SoTL initiatives*:* Felten, Bagg, Bumbry, Hill, Hornsby, Pratt, and Weller (2013) highlight the importance of knowing which students' "voices are included, excluded or silenced in SoTL work" (66). They identify a range of factors that may privilege some students' participation in SoTL and limit others. Three approaches are discussed that hold promise for creating a more inclusive SoTL: "engaging students in relatively flexible places on campus, educating students about the purposes and practices of SoTL, and helping develop the academic skills necessary for students to participate in serious inquiry into learning and teaching" (68).

There is no one-size-fits-all approach for all institutions that engage in SoTL research. Understanding the culture of your own institution and adapting these recommendations to fit your circumstances will be essential. To facilitate further exploration within institutions and the SoTL community, the following reflective questions might be useful:

1. What quadrant of the Value of SoTL framework best fits your institution?

Figure 2. Quadrants used to identify SoTL value

A. The administration values SoTL work; however, the faculty do not value it highly.	B. The administration and faculty both support SoTL work.
C. Neither the administration nor the faculty value SoTL research.	D. The administration does not support SoTL work in any meaningful way; however, the faculty value it highly.

2. What are the circumstances or culture at your institution which justify your placement in the framework? Are there issues related to:
    a. Funding for SoTL research;
    b. Pressure to produce more scholarly work related to your field of expertise;
    c. Quantity and/or quality of publications related to SoTL studies;
    d. Real or perceived value placed on SoTL work in promotion and tenure decisions;
    e. Bias against scholarly work outside of your field (e.g., STEM faculty regarding all social science research as lacking rigor or legitimacy);
    f. Other forms of recognition or lack thereof (e.g., research awards being given to or withheld from SoTL scholars);
    g. Other issues?

3. What policies exist at your institution that support or diminish SoTL work?

4. If you selected quadrant B, what can you share with other institutions that might allow them to raise the level of support at their institution?

5. If you selected quadrant C, what, if any, strategies could change the existing interest in SoTL research?

6. What forms of incentives are or could be offered to improve the recognition of SoTL work at your institution?

FUTURE WORK

To build on the insights gained from this workshop and the proposed global roadmap, future research could prioritize several key areas to further advance the practice, use, and growth of SoTL. Rigorous, longitudinal studies are needed to evaluate the impact of implemented models and initiatives. These studies should examine the effects on faculty development, teaching practices, and the direct and indirect benefits for student learning outcomes and institutional culture. Given that

SoTL has a documented leaning toward the "T" over the "L," with a majority of studies focusing on faculty teaching rather than student learning (Manarin, Adams, Fendler, Marsh, Pohl, Porath, and Thomas 2021), scholars should be encouraged to demonstrate closed loops of identified issue, implemented strategy, and evidenced learning gains that may help address the identified issue. Utilizing mixed-methods approaches, these evaluations can provide a comprehensive understanding of what works, for whom, and under what conditions.

Further research should focus on scaling successful SoTL models to diverse institutional contexts, including community colleges, liberal arts colleges, and research-intensive universities. This involves identifying the core components of effective SoTL programs and exploring how they can be adapted and customized in order to meet the specific needs and resources of different institutions. Comparative studies across international contexts can further illuminate the cultural and systemic factors that influence SoTL adoption and implementation.

It is also essential to expand the inclusivity of SoTL initiatives to address the needs of diverse stakeholders, including professional staff, non-traditional students, and adjunct faculty. Future work should explore how SoTL can support the professional development of these groups and enhance their contributions to teaching and learning. Additionally, research should investigate how to integrate student voices and perspectives into SoTL inquiry, recognizing students as active partners.

Given the rapid advancements in educational technology, future research should examine the role technology may play in advancing SoTL awareness and appreciation. This includes exploring the use of online platforms, digital repositories, and virtual communities to facilitate collaboration, resource sharing, and knowledge dissemination among SoTL scholars and practitioners. Moreover, research should investigate how AI and other emerging technologies may impact SoTL inquiry, data analysis, and dissemination.

Finally, more research is needed on the role of SoTL in educational policy and institutional decision-making. Future studies should examine how SoTL findings can be translated into actionable policy recommendations and integrated into strategic planning processes. This involves building stronger bridges between SoTL scholars and policymakers and developing frameworks for evaluating the impact of SoTL-informed policies on educational quality and equity. By pursuing these avenues of future research, we can ensure that SoTL continues to be a dynamic and impactful field that transforms teaching and learning in higher education.

CONCLUSION

Advancing SoTL awareness and appreciation requires a collective effort to bridge misunderstandings, align policies, and foster collaboration. The global roadmap proposed in this paper offers a pathway for institutions to prioritize SoTL as an integral component of academic excellence, ensuring its sustainability and impact in an ever-evolving educational landscape.

AUTHOR BIOGRAPHIES

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Gallardo-Williams, Maria, Kerry Dobbins, Brett McCollum, and Rosemary Tyrrell. 2026. "Challenges and Strategies for SoTL Awareness and Appreciation." *Teaching & Learning Inquiry* 14: 1–13. https://doi.org/10.20343/teachlearninqu.14.55

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DISCLOSURES

The authors did not use AI to gather or analyze the data presented in this paper.

ETHICS

The institutional review board of North Carolina State University exempted this research from human subjects' review.

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