The role of SoTL at a research-intensive university:

An exploratory sequential needs analysis

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Abstract: The purpose of this mixed methods, exploratory sequential needs analysis was to determine the level of awareness of and participation in SoTL as a faculty activity on a large Midwestern research-intensive university, as well as the types of support services needed in order to engage in SoTL work. Findings indicate faculty at all career stages value implementation of scholarly teaching practices in their classrooms, but wait to conduct their own SoTL work in the mid-phase of their career; once a level of job security has been achieved. Support services need to begin with raising awareness of both scholarly teaching and SoTL, so that these become common elements for the teaching trajectory of more faculty members.

Keywords: SoTL, R1, research university, mixed methods, needs analysis, exploratory sequential, integrative analysis

Introduction

A decade ago, the scholarship of teaching and learning (SoTL) was not widely accepted or practiced, particularly in research-intensive universities (Shapiro, 2006); quite possibly because it was viewed as a "fallback route to promotion for people with patchy research records" (Boshier, 2009, p. 1). In a 2006 Change article, Shapiro admonished SoTL as an add-on above and beyond the demands for disciplinary research productivity. More recently, SoTL has been described as "the fastest growing academic development movement in higher education" (Divan, Ludwig, Matthews, Motley, & Tomljenovic-Berube, 2017, p. 16). Does this growth indicate a change in perceptions of SoTL from add-on to valued scholarly activity? This mixed methods, exploratory sequential needs analysis, examined the status of SoTL awareness and engagement on one campus of a large, research-intensive university in an effort to inform strategic goal planning and guide programming for the SoTL program.

Literature Review

Scholarship Reconsidered

In the 1990s faculty were given a name for the work they had been conducting for years on teaching and learning in their own classrooms: SoTL (D. Pace, personal communication, November 30, 2018). It was at this time, Ernest Boyer (1990), then president of the Carnegie Foundation for the Advancement of Teaching, expressed a belief that scholarly work included not only disciplinary research, but teaching and service as well. Scholarship was, therefore, categorized into 4 domains: discovering knowledge (i.e. research); integrating knowledge (i.e. interdisciplinary work); applying knowledge (i.e. moving from theory to practice); and teaching.

Huber and Hutchings (2011) continued to advance the work of Boyer by offering additional clarification and detail into what constituted SoTL. They suggested the defining features included asking questions about students' learning, gathering and analyzing data to answer those questions,

acting on the data, and disseminating findings for peer review. Despite these features, many scholars in academia still find it difficult to operationalize what documents and activities count as SoTL, often confusing it with scholarly teaching (Boshier, 2009; Spake & Salem, 2005).

"Lee Shulman, [past] president of the Carnegie Foundation, defines scholarly teaching as teaching that focuses on student learning and 'is well grounded in the sources and resources appropriate to the field'" (Shapiro, 2006, p. 40). While this definition clarifies scholarly teaching as the application of SoTL work done by others, it still does not offer a distinction for conducting one's own SoTL work. Kern, Mettetal, Dixson, and Morgan (2015) address this need by proposing a model which categorizes tasks related to teaching including both scholarly teaching and SoTL.

dimensions of activities related to teaching. In this model, Kern et al. (2015) use two axes to create four quadrants representing the scope of activities faculty engage in while teaching. The horizontal axis spans private to public tasks while the vertical axis spans informal to systematic tasks. Each quadrant is given a name representative of the tasks within. *Practice of teaching* represents informal and private activities such as developing a lesson or course. *Sharing about teaching* represents informal and public activities such as blogging about teaching or sharing one's teaching portfolio with colleagues. *Scholarly teaching* represents the systematic and private activities faculty engage in such as attending conferences and using evidenced-based pedagogies. Finally, the *scholarship of teaching and learning* quadrant represents the systematic and public tasks in teaching such as publishing teaching and learning research or writing textbooks, meta-syntheses, or other forms disseminating new knowledge about teaching and learning.

Teaching, Research, Service

Despite decades of scholars calling for expanding the notion of scholarship to fit the stated expectations of the professoriate (i.e. teaching, research, and service), research is often emphasized much more heavily in the promotion and tenure process than teaching or service (Dennin, et al,

2017; Glassick, Huber, & Maeroff, 1997; Taggart, 2015). The 3 bucket system used in documenting scholarly work for promotion and tenure processes results in faculty being asked to categorize their efforts squarely into one bucket. SoTL work is often categorized under teaching rather than research (Marcketti & Freeman, 2016).

While institutions, regardless of Carnegie classification, view SoTL as part of the teaching responsibility of faculty, "colleges and universities with master's degree programs [are] more likely to view SoTL as scholarship when making promotion and tenure decisions than [are] those with doctoral/research programs" (Spake & Salem, 2005, p. 8). Although individual faculty members may have interest in engaging in SoTL work (Shapiro, 2006), the common perception of SoTL as less valuable than other forms of scholarship (Spake & Salem, 2005) result in a trend where faculty wait until post-tenure to enter the SoTL community (Haigh et al, 2011).

Faculty who conduct their own SoTL work are often undervalued when "measured by prestige, pay, and promotion and tenure decisions" (Marcketti & Freeman, 2016, p. 19). Therefore, when conducting SoTL work, faculty consciously balance SoTL and disciplinary research, as the latter tends to be better funded and appreciated (Marcketti et al, 2015). Dennin, et al (2017) refer to this as a lack of alignment between practice and policy while Taggart (2015) discusses it as a "split in incentives and identity between research and teaching" (p. 445). Regardless of how it is discussed, it presents a barrier to SoTL engagement and presents a major issue in a higher education claiming to be focused on learner-centered and evidence based teaching practices.

Trying Something New

Hutchings, Huber, and Ciccone (2011) urge academics to change their view of SoTL from a special, individualized project, to a set of principles and practices used in addressing student learning and success. The institutional assessment and learning analytic movements are familiar representations of this notion.

> "Many faculty engaged in this work do so now out of a sense of curiosity about learning, a commitment to their students, and a new vision of what professionalism in teaching entails. But it cannot simply be an add-on to faculty's already overloaded plates. Leadership for learning means recognizing that teaching well is a demanding, intellectual task; it means budgeting for such work with time, recognition, reward, and support" (Hutchings, Huber, & Ciccone, 2011, p. xii-xiii).

Iowa State University explicitly values SoTL work in the faculty handbook stating "SoTL contributes to the discovery of knowledge about teaching and learning in higher education and must be held to the same standards of rigor, relevance, peer review, and dissemination as other forms of disciplinary research and creative activity" (Marcketti et al., 2015, p. 9). Marcketti and Freeman (2016) examined the percentage of total SoTL contributions in the curriculum vitas of successful promotion and tenure cases from 2010-2015. They found 48% of the cases included at least one SoTL artifact, with faculty promoted to professor engaging in a higher rate (51%) than faculty promoted to associate professor (44%). When breaking down the type of output into journals, other publications, presentations, and grants, they found "SoTL contributions were most numerous in the grants category" (p. 23). From this, they concluded "as faculty members earn tenure, they may feel greater freedom to engage in SoTL" (p. 26).

In their study of the recognition of SoTL work across 22 departments in the tenure process at a regional comprehensive university, Cruz, et al (2009) found the majority (n=13) weighted SoTL work equally during the pre-tenure stage and post-tenure stage. Many other departments (n=7) value disciplinary scholarship more highly pre-tenure and are more accepting of SoTL work post-tenure.

The lack of consensus in the implementation of SoTL in promotion and tenure as well as a gap in substantial empirical work on SoTL as a discipline lead the authors to wonder what SoTL looks like at a large, research-intensive university, with a comprehensive teaching center offering full service support to both tenure-track and non-tenure track (i.e. teaching focused) faculty. The following research questions guided this needs analysis:

1. What is the level of awareness of SoTL as a faculty activity on a research-intensive campus?
2. What does SoTL participation look like on a research-intensive campus?
3. What types of support services are needed to assist faculty interested in engaging in SoTL?

Methods

Study Design

This study utilized an explanatory sequential mixed methods approach (Creswell, 2015) to conduct a needs analysis, integrating qualitative and quantitative components throughout all phases to address the three research questions of interest. While conducting a needs analysis prior to implementing or expanding a SoTL program is not novel (Behar-Horenstein, et al., 2014; Haigh, Gossman, & Jiao, 2011; Johnson and Ryba, 2015), our rigorous integrative approach is. An integrative approach emphasizes both the qualitative and quantitative data equally, allowing for enhanced ability to draw conclusions from the results (Castro, et. al., 2010), "producing findings that are greater than the sum of the parts" (Bazeley, 2012, p. 816).

The first two research questions were primarily addressed via a 22 item quantitative survey modeled off of Mincer and Hessinger (2012) and Burns, Merchant, and Appelt (2013). It addressed three main topics representing SoTL awareness and participation on campus: demographic information, perception of and participation in SoTL, and departmental context. The results from this survey were then used in developing the items for the focus group to address both the third research question as well as to dig deeper into some of the quantitative findings.

The focus groups consisted of a semi-structured protocol consisting of seven items exploring more deeply perceptions of SoTL, engagement in SoTL, and support for SoTL work. Two 60 minute focus groups were held; one specific to tenure track faculty and one specific to non-tenure track faculty. Although graduate students were invited to complete the survey, they were not included in the focus groups as this is not our primary demographic for SoTL programming.

Participant Sampling & Demographics

An invitation to participate in the survey was sent to a purposeful sample of individuals who have utilized the services of the CTL on campus, thus self-identifying as interested in teaching. This sample was composed of user emails pulled from the center's weekly newsletter list, client activity records from the past 3 years, and a listserve for SoTL at XXX. This compilation required cleaning to remove duplicate user emails (as individuals may be on more than one list) and emails for subscribers external to the institution. This initial cleaning resulted in 6,475 unique email addresses. A second round cleaning removed user emails of individuals outside of the XXX campus, those no longer at XXX, and those with a status that does not include faculty or student designation.

Survey participants were asked to provide their email address if they were willing to participate in a follow-up focus group. After removing graduate student instructors and faculty members on the SoTL advisory board, 38 individuals were invited to participate in a series of 2 focus groups to address the third research question and to explore survey responses in more depth. (See Figure 1 for a flow chart of the sampling process and response rate at each stage of the study.)

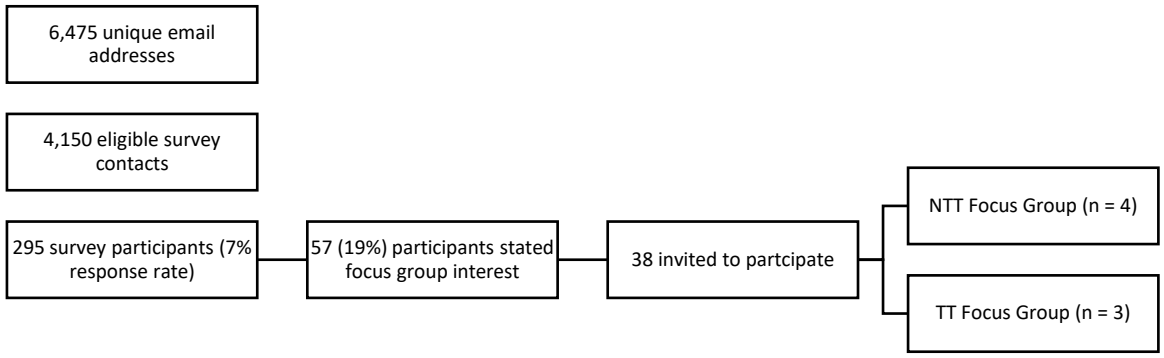

Figure 1. Flow chart representing sampling and response rate at each stage of the needs analysis study.

Due to the small number of participants in each of the focus group sessions, demographic data was not recorded to protect identity. Survey respondents (N = 295) were fairly evenly distributed across position classification (23% Tenure Track, 24% Non-Tenure Track, 27% Graduate Student, 13% other: administrative/emeritus/visiting), but heavily distributed within 1 of the 15 disciplinary degree granting schools within the university. (See Figure 2 for a full breakdown by disciplinary school.) Disciplines with in the College of Arts & Sciences were further broken down into 3 broad categories: STEM (23%); Social Science (41%); and Humanities (36%).

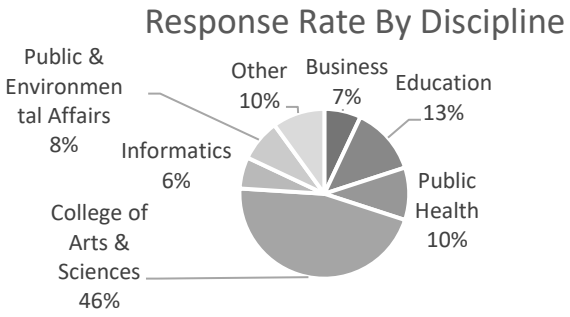

Figure 2: Disciplinary distribution of survey respondents

Data Analysis

Quantitative

Data from the survey were first examined by comparing survey responses by the following groups via one-way ANOVAs: tenure track vs. non-tenure track; discipline; and years teaching. In all but 2 instances, there were no statistically significant group differences. Therefore, all quantitative data will be presented in aggregate with a focus on frequency statistics. Where a significant difference exists, it will be presented as such in the results.

Qualitative

The faculty focus groups were asked the same series of questions, focusing on perception, engagement, and support of SoTL within their own disciplines. Each focus group was recorded and transcribed. Each author individually coded the transcripts using in vivo and conceptual coding for

the first round. Following first round coding, the authors compared their emerging codes and found them to be harmonious (Saldaña, 2009). A codebook was created with first round codes, sub-codes, and themes. This codebook was then utilized for second round coding by both of the authors independently. This final round of coding resulted in 9 themes, 31 codes, and 21 sub-codes. A list of themes and codes can be found in Table 1 below.

Table 1. Qualitative Analysis Themes and Codes

Theme	Code
Catlysts	Barriers to SoTL
	Funding
	Incentive
	Resources
Consumer vs. Provider of SoTL	Application of Evidence
	Consumer vs. Provider of SoTL
Conversations around Teaching and Learning	Conversations around teaching practice
	Conversations around SoTL
	Peer Collaboration
	Publication
Interest in SoTL	Ignorance
	Interest in SoTL
	Opportunities for Engagement
Perception of CTL	CTL as a Place
	Marketing
	Perception of CTL
	Support Services within CTL
Perception of Professional Identity	Perception of Professional Identity
	Practice of Teaching
	Prioritize Activities
	Scholarly Teaching
Perception of SoTL	Perception of SoTL
	SoTL as an Activity
	SoTL as a Place
	Support Services within SoTL
Promotion/Tenure	Conflicting Priorities
	Job Security Provides Freedom to Try New Things
	Prioritize for Promotion/Tenure
	Promotion/Tenure
What is Research?	Research Rigor
	What is Research?

Results & Discussion

Castro, Kellison, Boyd, and Kopak (2010) advocate for mixed methods designs that extend beyond data collection and analysis. Therefore, our presentation of results will be integrated across methodology, organized by research question, and include a discussion of the results. Representative quotes from focus group participants are included below the findings to provide additional insight.

RQ1: What is the level of awareness of SoTL as a faculty activity on a research-intensive campus?

It was important to examine how the participants define SoTL before asking about their involvement since previous research indicates confusion around defining SoTL (Boshier, 2009; Spake & Salem, 2005). On the survey we included the DART model (Kern et al., 2015) and asked participants to place a dot in the quadrant that best represents SoTL. The quadrant labels were removed from the model for the survey, so all the participants saw were the axes labels and the activities within each quadrant. Figure 3 provides a heat map with the responses. This pattern of responses suggests that previous literature around SoTL confusion is also applicable at XXX. Twenty-eight percent of participants did not respond. Of those who did respond, 21% were directly in the middle of the model, 19% in practice of teaching, and 21% in SoTL.

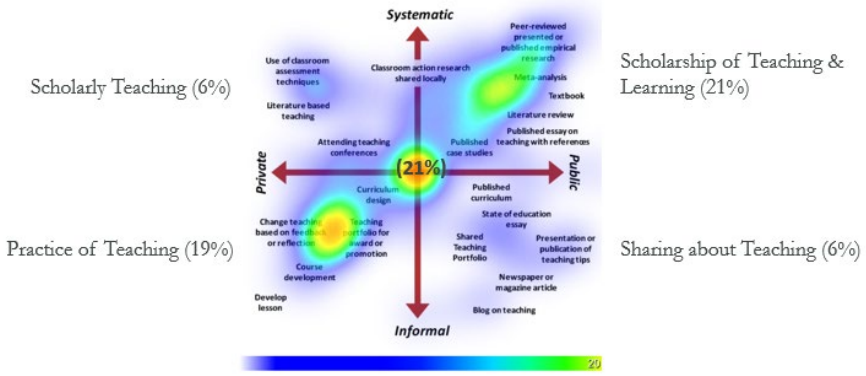

Figure 3: Heat Map indicating where participants place SoTL.

In each of the focus groups, this heat map was shared with participants and we asked them to take a moment to think about these findings and comment on them. During these comments it became clear that many faculty do not realize there is a distinction between the SoTL program (housed within the CTL) and the broader CTL.

Faculty members seek out the services offered by the CTL in ways that align to their employment track. Tenure track (TT) faculty indicated they are interested in the service of CTL to help them better apply SoTL findings while non-tenure track (NTT) faculty tend not to even consider research since it is not part of their duties.

> *I'm not going to publish on teaching and learning unless somebody actually comes and wants to do it. But I want to benefit from the SoTL and the knowledge in order to apply that to make my classes better.* (Jason, TT)
>
> *I don't even really consider research because it's not something I'm required to do, so perhaps I was limited in my thinking anyway just between service and teaching, so it felt like a process of elimination, it didn't feel like a service-thing so therefore it was teaching for me.* (Cynthia, NTT)

When considering the faculty who did not respond to the heat map or chose the center of the matrix, focus group participants in both the tenure track and non-tenure track suggested their peers' responses may be due to ignorance.

> *I keep thinking, like, people at an R1 do this? Like, I don't even know. I don't even know what it* [SoTL] *means. I'm going to opt out. Because we are a research intensive institution, they may not understand what that even means.* (Rebecca, TT)
>
> *I recently asked a colleague if she were interested in engaging in some SoTL research and she had no idea what I was talking about.* (Nicole, NTT)

Five survey questions map to the first research question. Frequency data by question can be found in Table 2 below. While the majority of respondents regardless of rank, discipline, or experience view SoTL as a 'real' form of scholarship, they were less confident in their ability to conduct and disseminate their own work and seem to be unaware of how their colleagues view SoTL work. Additionally, respondents indicated if they were to include SoTL work in their promotion in tenure materials, it would count as teaching (60%) rather than research (18%) or service (7.5%).

We asked the focus group participants to clarify this dichotomy. Jason, a faculty member in the tenure-track group, offered the following explanation that best represents the responses of the group.

> *Let me give you an example. Let's say that my research area (I'm making this up) is encryption. Now if I publish on teaching and learning and how I teach encryption to students, that's moving the bucket forward in terms of how you're teaching those concepts, but it's not necessarily having a research impact on the encryption itself. And when I get evaluated for tenure, they're going to ask for letters from people who do research in encryption, who may teach encryption, but the goal is to essentially make advances in the art of encryption and how it's used in society, not necessarily how it's taught in the classroom. So, unless your field is education, or instruction, or online learning, or whatever it is, this kind of scholarship would still go under your teaching I feel, rather than your core area, which is where you're getting evaluated for tenure or promotion.*

The non-tenure-track group viewed the apparent discrepancy as an issue of rigor. Nicole, offered the following explanation.

I would not consider scholarship of teaching and learning research to be at the same level as discipline-level or the discipline-type research for tenure decisions.

Table 2: Survey Items Addressing RQ 1: Awareness of SoTL as a faculty activity

Survey Item	N	Mean	Standard Deviation
SoTL is a "real" form of scholarship.	246	4.26	.77
I am confident in my ability to engage in SoTL work.	246	3.73	.90
I can identify 3 professional outlets for sharing research on teaching & learning.	246	3.38	1.21
I understand how research findings can be used to improve educational opportunities.	245	4.23	.82
Some of my departmental colleagues hold a negative perception about SoTL work.	236	2.96	.99

Note: 5 point Likert-type scale where 5 = strongly agree, 1 = strongly disagree, and 3 = unsure.

These findings indicate that faculty value implementing scholarly findings on teaching and learning to improve their own practice. They are unsure where to engage in conversations around SoTL both at the campus level and beyond. This may be a result of the inability to confidently distinguish SoTL from other work related to teaching.

RQ2: What does SoTL participation look like on a research-intensive Campus?

Two of the anchors of the SoTL program on campus are the keynote speakers and faculty grant program. While we did not specifically ask about these on the survey (we collect keynote attendance and proposal funding data), we did inquire into a broader view of participation in SoTL activities. Out of 15 possible options, the activities engaged in by most respondents while at XXX include:

1. Participated in campus-based professional development centered on SoTL. (n = 166)
2. Framed and investigated questions about teaching & learning within my own classroom (n = 149)
3. Worked with colleagues at XXX in framing and investigating questions about teaching & learning (n = 141)

In addition to participating in campus-based programming, respondents report acting as scholarly teachers, utilizing the body of literature to improve both teaching practice and student success. (See Table 3 below for frequency data by item.)

Table 3: Survey Items Addressing RQ 2: SoTL Participation

Survey Item	N	Mean	Standard Deviation
I utilize the body of literature on teaching & learning to improve my teaching practice.	246	3.88	.96
I utilize the body of literature on teaching & learning to improve my students' success.	245	3.88	.92
Within my department faculty members are actively involved in SoTL.	238	3.33	1.07

Note: 5 point Likert-type scale where 5 = strongly agree, 1 = strongly disagree, and 3 = unsure.

Fraser, Greenfield, and Pancini (2017) suggest early career academics transition into their role through the process of teaching induction and building a teaching identity. It is only when academics enter the mid-phase of their career that they are ready to become a scholarly teacher including SoTL work. This supports the first group difference in our findings in which the most SoTL involvement occurs when faculty have been in their position for 10-14 years. Based on the constraints to SoTL work, we suspected that this is related to the promotion and tenure cycle; which was confirmed during the focus groups.

> *Well, I'm in that time frame, so, a lot of it is, post-tenure you feel, well, I've been spending a lot of time on my research and I can say for me personally I like teaching and I like teaching undergrads. Let me figure out a way to do it better.* (Rebecca, TT)
>
> *When you're pre-tenure you're not teaching much. The amount you teach after you're tenured goes up because your teaching load goes up and again the kinds of courses, because when you're pre-tenure, at our school, they try to give you the same course over and over again. Once you have tenure you're free to choose how you spend your*

> *time. And maybe you're just curious about this thing and you have the luxury of doing it.* (Jason, TT)
>
> *I'll be going up for senior lecturer in a year and all I've been focusing on for the first five years is my service and teaching type things because that's what it's based on for me. And then I think, well, actually it's funny because I'm just now starting to engage in CTL and SoTL more and I think it's because I'm nearing that. I'm going to be a senior lecturer and I can kind of more focus on understanding the theory and all behind the learning more about teaching, but it's weird.* (Cynthia, NTT)
>
> *Well until you reach that level of some security you're really afraid to try new things in the classroom, because what if that blows up? Then you have horrible evaluations for a semester or two. You have no security, you have no job security. So you know, am I really going to be willing to bet my job really, on trying something new in the classroom?* (Nicole, NTT)

The second group difference we found, indicates tenure track faculty are more active in SoTL work than non-tenure track faculty. Tenure track faculty felt this was due to their identity as researchers influencing all aspects of their professional lives. This idea is supported by the following quote from the non-tenure track focus group.

> *My identity as a practitioner has always been true and carrying into my life in academia. I think of myself who has been in the world and work doing various types of things and bringing it into academia.* (Jessica, NTT)
>
> *There's a similar thing going on in my discipline where there's a gap in the scientists and the practioners.* (Stephanie, NTT)

It is important to also remember different job expectations exist for tenure track and non-tenure track faculty. A higher teaching load for non-tenure track faculty and increased expectations for grant funding among tenure-track faculty, in particular.

> *Maybe right now you have this much time and you should focus on this because it's going to count more for your tenure. This is something you could do after you get tenure.* (Jason, TT)
>
> *A lot of departments think SoTL doesn't count as research because it's not disciplinary research and also it can be viewed as not being terribly meaningful. It's hard to do good, impactful SoTL research.* (Adam, TT)
>
> *Undergraduate teaching can often be seen as labor that somebody has to do... It's not really the object of investigation, which is ironic, because to me, teaching is so rich and intellectually stimulating. It's just funny that a lot of people don't see it as being an object of legitimate scholarship or creative activity.* (Adam, TT)

Tenure track faculty indicated that sessions around teaching and learning are often available at their disciplinary conferences, but that they perceive they are not well attended. This suggests opportunities to engage in SoTL exist within disciplines, but that disciplinary content is more appealing to faculty.

> *Those are, from my experience, those are attended mostly by non-tenure track people, so a lot of community college instructors and lecturers at 4-year schools. And they're great sessions, great presentations, but very few tenure track people even go. So it's always a few days before so it's like two days before the real conference begins.* (Nicole, NTT)

These findings indicate that while faculty members at all ranks engage in scholarly teaching activities regularly, participation in SoTL work appears to be reserved until faculty achieve job security during their mid-career.

RQ3: What types of support services are needed to assist faculty interested in engaging in SoTL?

Teaching load (77%), tension between disciplinary research productivity and SoTL (71%), and lack of knowledge of how to get started in SoTL (50%) are the biggest constraints to engaging in SoTL work. When tenure-track and non-tenure track faculty engage in their own SoTL work, they feel supported, but are unclear on if and where support exists on campus. (See Table 4) During the focus groups we probed this more, asking faculty where they think support might exist, which offices could help, and what that support might look like. Tenure track faculty indicated they would approach their colleagues with some sort of curriculum or instructional design experience. Other areas identified included the CTL and grant writing support offices.

> *Having collaborators can be really important. I mean doing something on your own, you feel nobody else cares about is less fun and exciting than collaborating with somebody else who really is interested in doing so.* (Adam, TT)
>
> *I was thinking community groups or something. I feel like if I knew if there were other people in my field who are interested in doing research together, I just don't know other people who are. I would need a support group for that type of thing. It's not something I would go out and do on my own, but if there were communities of people I knew could work together, I would like that.* (Cynthia, NTT)

Table 4: Survey Items Addressing RQ 3: Support for SoTL

Survey Item	N	Mean	Standard Deviation
My department's policies encourage faculty to reflect upon their teaching performance.	238	3.58	1.09
Department norms encourage participation in SoTL.	238	3.23	1.12
Administration in my school actively encourages involvement in SoTL.	238	3.23	1.02
Support for SoTL is widespread across XXX.	238	3.07	.80
There are formal support structures in place for faculty who are interested in becoming involved in SoTL at XXX.	237	3.63	.91

Note: 5 point Likert-type scale where 5 = strongly agree, 1 = strongly disagree, and 3 = unsure.

Faculty express a willingness to engage in SoTL work when it's tied to a meaningful reward structure, such as grant funding or promotion and tenure materials. Hostetter & Rehrey (2018) report similar findings among faculty from the same institution; social rewards such as community were valued more than monetary rewards when engaging in professional development around scholarly teaching and value both equally when engaging in SoTL work. For faculty members in the current study, grant funding shifts SoTL work from an activity that "*would not be discouraged as long as [it] is not getting in the way of other things that will prevent you from getting tenure*" (Jason, TT) to an activity that would be encouraged and supported.

Some tenure track faculty have a choice in the type of promotion case they make. When applying for tenure based on research, the focus is on disciplinary contributions. When applying for tenure based on a balanced case faculty may be more engaged in SoTL.

> *If it turns out that we can use* [SoTL] *that way by leveraging some of my classes and that I can collaborate with someone who actually has expertise and research on teaching and learning, and we can collaborate, I will be more than up for that. But I'm not going to drive that because it's not my core expertise and being pre-tenure, that's not going to help me get tenured.* (Jason, TT)

> *You need to encourage people to do that and the way that you do that is you support them and you tell them 'look, if it flops that's fine. It's research and not everything works out so you've got some security if things don't go well that you're not going to lose your job.* (Nicole, NTT)

Findings indicate general feelings of support, but unsure where to go for specific help. Services in framing work to best support promotion, programming to help identify entry points, work that builds on things already occurring and utilizing collaborators to avoid adding to the teaching demands would support faculty entering into SoTL.

Conclusion

This needs analysis sought to answer 3 questions: (1) What is the level of awareness of SoTL as a faculty activity on a research-intensive campus? (2) What does SoTL participation look like on a research-intensive Campus? and (3) What types of support services are needed to assist faculty interested in engaging in SoTL? Results indicate that while there is confusion distinguishing between scholarly teaching and SoTL, faculty value implementation of scholarly teaching practices in their classrooms. Conducting SoTL work of their own is most likely to occur in the mid-phase of their career; once a level of job security has been achieved.

Support services need to begin with raising awareness of both scholarly teaching and SoTL. More faculty need to engage in conversations around both of these so that they not only recognize SoTL when they see it, but also begin to view it as another valuable activity related to their own teaching trajectory. CTLs can foster these conversations via digital space (Sipes, Minix, Barton, in press), through targeted support for mid-career tenure-track faculty and programming designed to walk faculty through a SoTL project from beginning to end, as well as support framing SoTL work in discussions ranging from informal conversations with colleagues to formal representation in documenting teaching for promotion and tenure.

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