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Changing Academic Practice at a UK Research-intensive University through Supporting the Scholarship of Teaching and Learning (SoTL)

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Over the past decade, there have been many changes in Higher Education in the UK. Alongside increased student participation and widening access, the government has called for universities to professionally develop teachers in Higher Education and recognise the role of learning and teaching in the sector. The University of Glasgow has responded to this changing agenda in a number of ways. At the institutional level, the University launched its first comprehensive Learning and Teaching Strategy in 2006. At the same time it also appointed Associate Deans of Learning and Teaching in each Faculty. Another initiative has been the introduction of a 'teaching' career track, through the establishment of a new category of academic staff, the University Teacher, with promotion procedures supporting career development up to Professorial level. Rather than engaging in research (one of the main academic roles of the lecturer, associate professor in US terms), University Teachers must engage in scholarship, in addition to their teaching and administration duties. The establishment of a Learning and Teaching Centre responsible for supporting the University in the implementation of its Learning and Teaching Strategy has also consolidated and

initiated a number of activities that all aim to enhance the Scholarship of Teaching and Learning at Glasgow.

These initiatives have wrought changes at an institutional level and are contributing to changing academic practice. In particular, the term 'Scholarship of Teaching and Learning', once unheard of at the institution is increasingly being recognised as a valid form of academic activity and increasing numbers of academic staff are engaging in it.

This paper will outline some of these changes and offer reflections on their impact on SoTL and academic practice.

Keywords: research intensive universities; scholarship of teaching and learning; academic practice; institutional strategy

Introduction

There have been some significant changes in Higher Education (HE) in the UK over the past decade. Changes include an increase in the size and diversity of the student body, the furtherance of the agenda to develop and reward excellence in teaching, emphasis given to the relationship between research, teaching and scholarship, and an emerging engagement in the UK with the Scholarship of Teaching and Learning (SoTL). We start by considering each of these changes and then consider how they have impacted on the practices of our own institution.

Student participation in HE has increased greatly throughout the UK. For instance, in 2000-01 the proportion of young Scots (under 21) entering HE was over 50% for the first time, in comparison to the figure of 27.9% ten years earlier (Scottish Executive, 2002). This increased participation has been accompanied by widening access; in other words, a higher proportion of students from non-traditional backgrounds (especially those from economically disadvantaged groups) are entering HE. In response to these changes, the number of staff on 'teaching-only' contracts has increased. According to the Higher Education Statistics Agency the proportion of staff on teaching-only contracts was 25.4% in 2006/07 (HESA, 2008) representing an increase of 5.4% in only three years; records of teaching only staff do not exist prior to 2003/04..

Concurrently, there is a drive to re-evaluate the status of teaching relative to research in HE as seen through government legislation and institutional and national policy and practice. One aspect of this re-evaluation is the need to recognise and

reward good teaching. This was recognised in the UK Government's 2003 White Paper *The Future of Higher Education*:

'Teaching has been seen by some as an extra source of income to support the main business of research, rather than recognised as a valuable and high-status career in it's own right. This is a situation that cannot continue. Institutions must properly reward their best teaching staff; and all those who teach must take their task seriously.' (DIUS, 2003a)

The other main driver has been the professionalization of the academic role, and a more systematic focus on the professional development of academic staff as teachers. In 2006, the UK HE sector adopted a professional standards framework for teaching, learning and assessment in (Higher Education Academy, 2006). This framework has three levels of standards, associated with different levels of teaching experience and responsibility. This has led to many universities in the UK delivering postgraduate qualifications in teaching or academic practice in HE to provide a means for staff to achieve Standard Level descriptors 1 or 2. In some institutions these postgraduate courses are optional for staff to engage in; in others, including the University of Glasgow (UoG), a Postgraduate Certificate in Academic Practice is a compulsory component of academic staff probation. Successful completion of this programme also allows the individual to become a Fellow of the UK Higher Education Academy (Standard descriptor 2).

International debate is ongoing regarding the relationship between research, teaching and scholarship in HE. A commentary on responses to the HE White Paper, *The Future of Higher Education,* stated that the 'Government is not seeking

an artificial divide between teaching and research and that academics need to 'keep up to date with their field through engagement in some form of advanced scholarly activity but this need not necessarily be through participation in government-funded, leading-edge research' (DIUS 2003b, p. 7).

This focus on scholarly activity has come about, at least in part, in response to a report from the Carnegie Foundation for the Advancement of Teaching, *Scholarship Revisited* (Boyer 1990). This report introduced the concept of the scholarship of teaching or, as it will be referred to herewith, the Scholarship of Teaching and Learning (SoTL). The aim of Boyer's report was to encourage a re-evaluation of the status of teaching (and other activities) relative to research in HE and since its publication there has been much debate around the issue of SoTL (for example, Nicholls 2000; Kreber 2002a), although most scholars agree on three crucial elements (Martin *et al.*, 1999; Kreber, 2002b; Trigwell & Shale, 2004). Briefly, these are:

  • Engagement with the scholarly literature on teaching and learning
  • Dissemination of aspects of the practitioner's scholarly practice
  • Reflection on practice and student learning

The University of Glasgow is the fourth oldest university in the English-speaking world, founded in 1451 it is categorized as an 'ancient' university in the UK. Ranked in the top ten in the UK for research, and a member of the elite Russell Group of 20 major research universities, UoG is comprised of nine Faculties (organizational groupings of academic departments which administer both research activity and undergraduate and postgraduate teaching. UoG provides an education to more than

15,000 undergraduates, 4,900 postgraduates and around 5,000 adult learners each year. Although its undergraduate student population consists mainly of local home students, there has been growth in international student numbers especially at postgraduate levels. It also has a good track record in widening participation. In response to the changes in HE at level outlined about UoG has introduced a number of initiatives and activities. These are described below and summarised in Table 1.

Table 1 Timeline of University of Glasgow initiatives related to learning and teaching

Academic year	Initiative/event	Ongoing
2000/01	Learning and Teaching Development Fund introduced	Yes
2001/02	Introduction of the University Teacher career track	Yes
2002/03	New Lecturer Programme already in existence but name was changed to New Lecturer and Teacher Programme	Yes
2005/06	1st Learning and Teaching Strategy formulated	Yes
	First appointment of Associate Deans for Learning and Teaching	Yes
	Learning and Teaching Centre created	Yes
	1st SoTL Symposium	Yes
	PESTLHE journal launched	Yes
	Formation of a Learning Community of University Teachers engaged in SoTL	No
	MEd in Academic Practice introduced	Yes
	Introduction of Teaching Excellence Awards	Yes
2007/08	1st Annual Learning and Teaching Conference	Yes
2008/09	Online SoTL resource beSoTLed launched	Yes

The University of Glasgow's response to these changes

At the institutional level, the University launched its first comprehensive Learning and Teaching Strategy in 2006. One of its five key principles is excellence in teaching.

'Our students will be educated by a variety of teachers recognised for their teaching excellence and their abilities to facilitate effective student learning, and who engage students in innovative, relevant and challenging curricula which draw on the research activity of the staff. Teachers will be skilled and equipped to be excellent in this role, and such excellence will be recognised, valued and rewarded.'
University of Glasgow (2006)

The emphasis of this principle is to equip staff in terms of their teaching but also to recognize and reward teaching excellence. This first Learning and Teaching Strategy also recognises a need not just for research and teaching but also for scholarship: 'It seeks to ensure that during the next 5 years the University grows as a magnet for talented students and staff, who enhance the synergy between Learning & Teaching, and Research & Scholarship.'

To enable the implementation of the Learning and Teaching Strategy, two structural initiatives were undertaken. The first was the appointment of Associate Deans of Learning and Teaching in each of the nine Faculties. Associate Deans are senior academic staff who continue to play their normal academic roles but who are also expected provide leadership in teaching and learning within their faculty. The positions were introduced to enable two-way communication and synergy between senior University management and departments and colleagues within each faculty.

The second initiative was the establishment of the Learning and Teaching Centre in session 05/06 which was formed from a merger of three existing services. It is made up of three distinct parts and there are approximately 30 members of staff

within the unit including academic staff, managerial staff and administrative and technical staff. One of the three parts is the Academic Development Unit which is responsible for the development and advice of academic staff, taught postgraduate and undergraduate students, and the support of staff undertaking new teaching and learning initiatives. The second part is the Learning and Technology Unit, which supports the implementation of the University's virtual learning environment and other technological initiatives. The third part of the Learning and Teaching Centre is the Media Unit which makes films related to learning and teaching as well as student recruitment and support, and university promotional materials. The mission of the Centre is to "help implement and develop the University's Learning and Teaching strategy, identify, assess and disseminate new developments and good practice which serve to enhance the student learning experience, and [to] work with colleagues throughout the University to bring about change.'
(http://www.gla.ac.uk/learn/)

Another initiative (which was implemented prior to the Learning and Teaching Strategy and establishment of the Learning and Teaching Centre) has been the introduction and consolidation of a 'teaching' career track within the University, through the establishment of a new category of academic staff, the University Teacher. This category of staff is equivalent to lecturing staff (the normal UK academic and equivalent to Associate Professor in North American terms) in terms of pay and conditions, and has similar promotion procedures supporting career development up to Professorial level. Rather than engaging in research (one of the main academic roles of the lecturer), University Teachers are expected to engage in *scholarship*, in addition to their teaching and administration duties. Scholarship, for the purposes of the University Teacher contract at UoG, is defined as: 'maintaining

and developing knowledge within an individual's specialism, and academic professional discipline, as necessary to fulfill an effective research-informed teaching role' (University of Glasgow, 2008). Although some University Teachers do maintain and develop knowledge in their specialism through traditional research routes this is not possible for all. In many disciplines research requires substantial infrastructure and grant-funded resources that are not normally available to University Teachers. The University Teachers' 'academic professional discipline' is teaching and therefore, whilst not explicit in the above definition, the expectation is that maintaining and developing knowledge in one's academic professional discipline means that University Teachers will undertake scholarly explorations of their teaching practice, in other words engage in SoTL.

Key SoTL initiatives

The Learning and Teaching Centre is responsible for supporting the University in the implementation of its Learning and Teaching Strategy and has consolidated, supported and initiated a number of activities including the provision of events, networking opportunities, courses and other development opportunities that all aim to support academic staff's engagement with learning and teaching in general and SoTL in particular. These activities will each be described in turn below.

Events

Whilst the Learning and Teaching Centre (and its forerunner the Teaching and Learning Service) have been in existence for approximately 12 years, providing continuing professional development opportunities for academic staff and

postgraduate students, its provision has broadened over the past five or so years. The changes in provision have come in response both to national policy and institutional strategy and in response to perceived interest and needs on campus.

One of the key activities of educational developers is to be brokers of new information and practices (Land, 2004). One way this is achieved is through the traditional route of hosting research seminars and workshops delivered either by members of Learning and Teaching Centre staff or, more commonly, external speakers who are invited to speak about current issues and research in HE. These seminars have run successfully for a number of years.

For many University Teachers the concept of scholarship was ill-defined in terms of their academic practice and the first initiative to help clarify issues around scholarship came in late 2005 when Learning and Teaching Centre hosted its first SoTL symposium. The event was designed primarily to support University Teachers but was attended by lecturing staff and members of university management. This one day event included a keynote presentation by Professor Carolin Kreber who described the evolution of current thinking about SoTL since Boyer's initial inception/conception in 1990. The day also included presentations by practitioners on campus already engaged in teaching and learning projects but perhaps the most valued part of the day was the opportunities for University Teachers (and other staff) to meet and discuss their own experiences and concerns surrounding SoTL. One of the key messages to come from the symposium was the need for continuing support and so the SoTL symposia have become a regular event in the institution, being held initially twice a year and now annually. Another key message from practitioners

was the need for means to disseminate SoTL projects. This led directly to the foundation of an online journal which will be discussed below.

SoTL symposia have addressed themes such as learning communities and enquiry-based learning, with presentations from external speakers such as Milton Cox and Stephen Rowland. But each symposium also features a number of UoG practitioner presentations as the aim of these events, in addition to supporting the development of SoTL, is to provide an opportunity for dissemination. In 2008 the decision was made to hold SoTL symposia only once as opposed to twice a year when the university launched its first annual Learning and Teaching conference.

The aim of the University's Learning and Teaching conference is to provide a "platform for colleagues to communicate and share ideas, outcomes of development work, research or scholarship and their good practice in learning and teaching." The conference is only open to members of the University (staff and graduate teaching assistants) and is an opportunity for staff to publically evidence their scholarship.

Networks - The University Teacher Learning Community

Another, very targeted, initiative to support University Teachers' engagement with SoTL was a Learning Community for University Teachers which ran throughout 2006. The Learning Community was based on the principles of Faculty Learning Communities which have have existed for some time within HE, particularly in the United States. They were first established nearly 30 years ago by Milton Cox at Miami University, Ohio. Faculty Learning Community members have been shown to attain tenure earlier than non-members (Cox, 1999) and believe that their involvement

results in a better learning experience for their students. Faculty Learning Communities are typically made up of about 10-15 staff members who engage in a year-long programme of events considering an aspect of learning, teaching or professional development (Cox, 2007). The UoG Learning Community is believed to have been the first of its kind in the UK.

The Glasgow Learning Community had 12 members representing six of the institutions' nine faculties. Members were all University Teachers and they were selected for membership only on their availability for evening meetings and weekend retreats. Members had a range of experience of teaching, research and SoTL. Some had worked for many years in a teaching role (often termed teaching assistants or associate lecturers) and had been transferred to the new University Teacher contract; others were experienced disciplinary researchers prior to taking up a their new position. Some had experience of educational research; others had none. The Learning Community was facilitated by a member of Learning and Teaching Centre staff who was also a University Teacher.

Components of the Learning Community were retreats and monthly meetings. The initial retreat involved two days of activities, both social and academic including discussions around the relationship between excellence in teaching and SoTL (Kreber 2002b) and how SoTL is measured and made public. Shortly after the retreat, the Learning Community jointly authored 'work-in-progress' paper (Bell et al. 2006). Regular seminars revolved around a topic identified by the Learning Community such as applying for ethical approval for educational inquiry, obtaining student feedback and analysing qualitative data. Each meeting was led by one or more members of the community and/or the facilitator. The final activity of the

Learning Community was to undertake an investigation of its members experience of the community using a negotiated and collaborative approach. A co-authored paper reporting the outcomes of the project has been submitted for publication (MacKenzie et al., submitted for publication). Another outcome is the formation of a community that has endured beyond the life of the Learning Community. Members are still friends and some continue to work in collaboration for instance in the development of a SoTL website which will be discussed below.

Continuing Professional Development opportunities

The Diploma/MEd in Academic Practice

The Learning and Teaching Centre have been responsible for the delivery of educational development courses for new academic staff for over 10 years. This provision has developed over the years; initially it was optional and non-credit bearing but our current core provision for new academics is a postgraduate certificate (60 credits at Masters level) in Academic Practice entitled the New Lecturer and Teacher Programme (NLTP). All new members of academic staff are required to complete the programme as part of their probation unless deemed exempt (approximately 50-60 new members of staff join the programme each year). The NLTP is accredited by the UK's Higher Education Academy

However, there was a perceived gap in Learning and Teaching Centre provision in that there was no advanced credit-bearing CPD opportunities available to staff and so the Diploma/MEd in Academic Practice was launched in the autumn of 2005. The programme builds on the NLTP, successful completion of which is a

requirement for selection onto the Diploma. Its purpose is to provide academic and academic related colleagues in the University with an advanced, systematic and structured continuing professional development opportunity that allows for the scholarly investigation of issues in practice. Year 1 (leading to the Diploma) consists of two courses, the first offers a framework within which to investigate critical literature on higher education issues, and the second supports the development of educational research methodology and design. The first course is assessed through a critical literature review and the second through a research proposal. The second year leads to the submission of a dissertation which reports on research undertaken to investigate an issue that has arisen in the academic's context of practice. The ethos of the programme is inquiry-driven, collegial, collaborative, critical and developmental. Although currently only small numbers join the programme each year (4-8 individuals), it has been particularly successful in offering colleagues in the sciences and medicine, who already have a PhD, a 'training' in educational theory and research; and colleagues in education and other contexts who do not have PhDs, a basic research training. In all cases, the programme develops the capacity to engage in systematic and rigorous SoTL. In recognition of this, the University attaches a zero fee to the first year of the programme for any member of staff of the University who is accepted on the programme.

Practice and Evidence in the Scholarship of Teaching and Learning in Higher Education (PESTLHE)

As has already been mentioned, one of the concerns that was identified at the first SoTL symposium was the need for means by which to disseminate SoTL. In response to this, Professor Bob Matthew and Dr Jane Pritchard established the

electronic journal PESTLHE which is now in its fourth year. It has two editions a year, with an occasional special edition. In the three years since its launch it has become an international journal, with an international editorial advisory board. It is no longer housed within the UoG but is now distributed across a number of universities.

BeSoTLed

Although the Learning Community was adjudged a success by its members, there was some desire for there to be longer-term support available for staff engaging in SoTL. More than a year after the end of the Learning Community, two of its members and its facilitator came together to work on another collaborative project to design and develop an electronic resource to support SoTL. Initially this was envisaged as an online course available only to staff at UoG however, it has evolved into a dual purpose resource comprising an online course and a website entitled beSoTLed (Morrow, McKerlie and MacKenzie, 2008). The somewhat flippant title was chosen to be engaging but also has a double meaning in the word play between – 'become' SoTL active and 'besotted with' SoTL. The beSoTLed site will be evaluated in the summer of 2009 a year after its launch.

The aim of beSoTLed is to: "promote the development of teaching and enhancement of the learning environment by providing practical, collegial, academic and pastoral support for staff to engage with the Scholarship of Teaching and Learning (SoTL)" (Morrow, McKerlie and MacKenzie, 2008). The website starts with a reconsideration of the SoTL literature and then presents a modified outline of the stages or aspects of SoTL identified by Glassick, Huber and Maeroff (1997). These

are clear goals, adequate preparation, appropriate methods and significant results, effective communication and reflective critique. These five stages are mirrored in the online course which has five workshops, one on each of the above topics. In addition beSoTLed has brought together comprehensive SoTL resources from a UK perspective. These include links to the literature on SoTL as well as identifying SoTL journals, conferences and other means of dissemination, possible sources of funding and SoTL case studies. BeSoTLed was launched in September 2008 and has been met with enthusiasm by the international community, discussed in a number fora including the *International Society for SoTL newsletter and the International Commons.*

Funding

In 2000/01, the University established an annual round of bids for funding from the Learning and Teaching Development Fund for projects which aim to implement and evaluate innovative practices which align with key strategic themes (http://www.gla.ac.uk/services/learningteaching/awardsandfunds/ltdf%20presentatio ns%202005/). The funding is usually for one year, though some projects are longer or have been extended beyond this time. Small projects currently attract funds of up to £8000, larger department-wide projects can request funds of up to £30 000. Whilst each year more proposals than can be funded are received, not all projects are funded as each proposal is reviewed by at least four members of the University's Learning and Teaching Committee and is ranked according to a five point scale. As yet SoTL is not explicitly included in the criteria, rather the criteria are based on Learning and Teaching Strategy priorities. All of the successful proposals must include detailed evaluation plans and so while some of the successful bids are used to develop new teaching resources, others are scholarly

investigations of learning and teaching practice. As yet others are to develop new

All successful applicants are required to submit a report at the end of the project and

to disseminate their work either through the University's Learning and Teaching

Conference, through the Learning and Teaching Centre seminar and workshop

series or via the Web

([http://www.gla.ac.uk/services/learningteaching/awardsandfunds/ltdf%20presentatio](http://www.gla.ac.uk/services/learningteaching/awardsandfunds/ltdf%20presentations%202005/)

[ns%202005/](http://www.gla.ac.uk/services/learningteaching/awardsandfunds/ltdf%20presentations%202005/)). Presentations are usually video recorded and made available on the

Learning and Teaching Centre website. Projects address such issues as feedback

and assessment, student retention, learning and technology, personal development

planning, employability and so on. As well as aligning with the University's Learning

and Teaching Strategy they also align with national Quality Enhancement themes

([http://www.enhancementthemes.ac.uk/)](http://www.enhancementthemes.ac.uk/).

Reward and recognition

The University introduced Teaching Excellence awards in 2005 in order to offer

visible public recognition to colleagues who have made an excellent contribution to

teaching in the University

(http://www.gla.ac.uk/services/learningteaching/awardsandfunds/teachingexcellence

awards/). This initiative was strongly supported by the Students' Representative

Council. There is an annual round of awards; usually four or five awards are made

each year. Individuals or teams can either nominate themselves or be nominated by

others, including their students. There are two stages to the process, the

nomination stage, and, if selected to go forward, a more detailed application stage in

which the individual or team has to make a case for their excellence on the basis of

seven criteria, one of which is SoTL. These are the enhancement of the student

learning experience, sustained innovation, enhancement of graduate attributes, fostering student engagement, student attainment, SoTL, and educational leadership. Successful colleagues receive an award of £2000, formal bestowment of the award at a relevant Degree Ceremony, and invitation to a celebratory dinner at the Principal's Lodgings. Prize winners are also asked to disseminate their work with the support of the Learning and Teaching Centre.

Resources

The Learning and Teaching Centre website offer s links to a range of good practice resources, as well as acting as a 'hub' for information on events, awards, and resources related to SoTL and to learning, teaching and assessment in higher education (http://www.gla.ac.uk/learn/). These include links to the Higher Education Academy and to its associated Subject Centres. The Learning and Teaching Centre also houses a resource collection which is available to any member of staff.

Reflections

The last five years have seen significant change in the way the University supports the enhancement of the student learning experience and the concomitant professionalization of teaching. A significant initiative in this was the introduction of the University Teacher career track which requires scholarship as a key criteria for judging good practice and hence promotion. Although this initiative highlighted the need for an exploration of and support for scholarship/SoTL for University Teachers, it has also led to a consideration of how best to support it across the University, not just for University Teachers but also for all academic staff.

Towards this end, the University has introduced, financially supported or consolidated a number of initiatives. These have included the establishment of one day symposia and conferences; a seminar series aligned with the University's Learning and Teaching Strategy; the Learning and Teaching Development Fund and support for the dissemination of the work of fund-holders through the conferences, symposia and seminars noted above; the introduction of Teaching Excellence Awards, the criteria for which includes SoTL, leadership, and the consolidation of innovation, as well as contribution to the student learning experience; an electronic journal for the dissemination of SoTL; a SoTL oriented University Teacher learning community; a SoTL web resource and continuing professional development course; and an advanced academic qualification in Academic Practice.

All this has taken place within the context of significant change at the institutional level, which has given priority and serious attention to the establishment of a Learning and Teaching Strategy, and associated with this and for the purposes of enabling its implementation, the appointment of Associate Deans of Learning and Teaching within each Faculty and the establishment of the Learning and Teaching Centre. Furthermore, the University's Learning and Teaching Committee is chaired by the Vice-Principal Learning, Teaching and Internationalisation and has a membership which includes the Associate Deans, members of the Learning and Teaching Centre, and other key personnel as well as student representatives.

There is no doubt that attention to learning and teaching, including assessment and feedback, with a view to enhancing the student experience have become key priorities within the University; this represents a radical change in priorities. This might seem surprising given UoG's long history of educational provision but must be

seen in the context of it also being a research-intensive institution. As Fanghanel and Trowler (2007, p. 17) put it teaching is "generally perceived as second-best even in 'teaching' universities, illustrating that there is still a long way to go before this function can compete on a par for excellence with research." Thus, despite this general ethos across HE of undervaluing teaching relative to research, the UoG has a growing number of academic colleagues who are not only committed to enhancing learning and teaching, but also to investigating and disseminating good practice both within their disciplines and more generically.

The alignment of initiatives such as the Learning and Teaching Development Fund with the University's Learning and Teaching Strategy creates an organizational context within which activities at all levels across the institution are more likely to be coordinated towards the achievement of the strategy. It is essential that ownership for these issues is not only held at the senior management level, but is also dispersed throughout the institution as a function of individual engagement with SoTL through funded projects, dissemination events, and/or professional development opportunities. This is particularly important as Gibbs, Knapper and Piccinin (208, p. 417) have found "institution-wide schemes [have] tended to emerge from successful initiatives from within an individual department." There is evidence of such a bottom-up approach notably through the Learning and Teaching Development Fund bids and the development of the BeSoTLed website. The University and the Learning and Teaching Centre must therefore continue to find ways to empower people to take ownership of the enhancement of their students' learning as this is fundamental to supporting change institutional change in practice and values.

Boshier (2009, p. 1) has argued that "most university faculty members of academic staff do not know what SoTL means." There is still more work to be done in this area; University Teachers still find the concepts of scholarship and SoTL to be 'fuzzy' (MacKenzie et al., submitted for publication). However, UoG has a growing body of academics who have a greater understanding of what SoTL means; it is beginning to enter the language of academic practice for some if not for all. Boshier continues by arguing that for many staff there is no incentive to become familiar with SoTL and this perhaps is the UoG's biggest challenge. However much of the learning and teaching agenda has become mainstream, the numbers of individual academics who engage with SoTL through the different support activities described is still small; research not surprisingly is still the key driver in most academics' practice. The first Learning and Teaching conference was attended by equal numbers of lecturers and university teachers although the former greatly outnumber the latter. Engagement with teaching and/or SoTL is being awarded most obviously through the Teaching Excellence Awards but perhaps more importantly through promotion and advancement procedures. The University now has colleagues who have been promoted up to professorial level through the teaching career track; such evidence of reward for teaching/SoTL must be seen to continue and to be celebrated.

In 2000, Andresen argued that the word scholarship showed signs of being "dangerously near some entropic use-by date" (Andresen, 2000, p. 138). Certainly, there is a danger that strategically driven initiatives can overshadow individual initiative at the grassroots level so that 'innovation' becomes the key criteria for success and recognition rather than simply good sustained and effective practice.

There is a danger that some of the SoTL activities on campus become trite with promotion and advancement a key driver. However we believe that the risk is worth taking if it brings learning and teaching to the forefront on our campus.

Despite concerns that the terms scholarship and SoTL are becoming pedestrian and meaningless, we believe that embracing these concepts in our institution might be a driver for good. The Learning and Teaching Centre and the UoG have a dual responsibility: to support and develop its staff and to ensure the learning of its students through a rigorous approach to SoTL which is measurable and can be rewarded. Boshier (2009, p. 8) warns that "leisurely approaches to intellectual work have been replaced by just-in-time scholarship." He bemoans the adoption of terms like 'demonstrable' and 'evidenced' in connection to academic activity. Conversely, we have found that enabling academic staff to *evidence* their SoTL through gaining funding or through going public at symposia, conferences and through publication has provided them with much motivation to share their practice with others on campus and beyond. The challenge is to maintain this engagement. There is still anxiety and confusion surrounding scholarship and SoTL. We therefore need to sharpen our definitions, clarify our criteria and make more tangible the rewards if we are to continue to change the ethos of our research-intensive institutions.

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