Scale and Scope: Building SOTL Capacity through Collaborative Library Partnerships

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Centers for Teaching and Learning (CTLs) have long collaborated with academic librarians, especially around the Scholarship of Teaching and Learning, but full, reciprocal partnerships are relatively rare. This exploratory, inter-view-based study seeks to gain insight into how participants (n=4) experienced one such partnership, focused on building institutional capacity for engagement with scoping reviews in SoTL. Our findings reveal that these types of partnerships can have distinctive influences on participating faculty members that extend beyond a single program, service, or project. These insights illuminate the challenges and opportunities long-term partnerships present to both the institutionalization of SoTL and the evolving positionality of both educational developers and librarians (and their respective units).

Centers for Teaching and Learning (CTLs) and academic libraries have a long history of friendly relations with one another. This relationship can be neighbourly—- a recent U.S.-based study indicates that CTLs are frequently located in (but not organizationally linked to) libraries (Cruz et al, 2021)[1] – as well as collegial, as both units provide critical services to similar stakeholders, especially instructional staff. One of those critical services is support for the scholarship of teaching and learning (SoTL), whether acting as scholars themselves, or enabling those same instructional staff to learn about teaching (the CTL) and research (the library) through their engagement in the SoTL process (Felten & Chick, 2018; Coonan, 2019).

With SoTL as the common ground, the present study seeks to explore how strategic partnerships between academic libraries and CTLs can empower individual scholars while also expanding institutional capacity. Rather than focusing on outcomes, our phenomenological study explores how (and to what extent) participating faculty members engaged with emerging forms of scholarship (the SoTL scoping review) and how the combined expertise of the librarian and the educational developer affected not only their scholarly journey, but also their perceptions of the teaching, learning, and scholarship culture of the institution.

LITERATURE REVIEW
While both academic librarianship and educational development have their own dedicated lines of research, comparatively little work has been done on the intersections between these two bodies of scholarship and practice.

The Scholarship of Teaching and Learning
At many (but not all) higher education institutions in the United States, both librarians and educational developers have emerged to provide institutional support for the Scholarship of Teaching and Learning. Because of its close connection with teaching transformation, proficiency in SoTL is considered a core competency and signature pedagogy for educational developers (Cruz et al, 2024; Felten & Chick, 2018). Librarians, too, have consistently supported SoTL in ways that they support all forms of scholarship, and they also engage in SoTL as educators for their own instructional development. More recently, librarians are increasingly participating in high-level partnerships centered on curriculum development and fostering excellence in teaching which often include SoTL components (Bene & Murphy, 2022, Hammons, 2024; Hays & McNiff, 2020; Perini, 2014). Overall, both fields have been shifting towards a higher level of collaboration within campus based SoTL initiatives, both with and without each other (Bowles-Terry and Sobel, 2022; Flierl et al., 2019; Fundator & Maybee, 2019).

Coming in From the Margins
Perhaps one of the most striking intersections is the shifting positionality of both units (libraries and CTLs) within the university. In her book *Coming in from the Margins*, for example, Connie Schroeder suggested that CTLs should function less as service units, providing a menu of support options largely for individual instructors, and more as levers of broader organizational change (2012; Cruz, 2018; Grupp & Little, 2019; Wright, 2023). Similar conversations have been occurring within academic libraries, especially around emerging practices such as open educational resources (OER), XR (virtual and augmented reality), digital publishing, and artificial intelligence (AI), in which libraries are well poised to take leading roles that diverge from their conventional user/service orientation (Brown et al, 2021; Cook et al, 2019; Houston & Corrado, 2023; Lund and Wang, 2023; VanScoy, 2019). In both cases, the development of strategic partnerships across the institution has been highlighted as a key capability for fostering change outside of the unit itself (Brinthaupt et al, 2019; Cox, 2021).

CTL-Library Partnerships: A Model
Academic libraries and librarians have been frequent collaborators with CTLs, perhaps especially in advancing the Scholarship of Teaching and Learning (SoTL) (Mallon et al, 2019). Typical collaborations might include co-consultations, invited library sessions at CTL events, and/or shared programming. These modalities, however, are reflective of the historic service orientation of both the CTL and the library. As both units move beyond "one-off" programming and deepen their impact on teaching and learning across the university, it may be an auspicious time to move beyond episodic collaboration and towards sustained partnerships focused on the advancement of SoTL and related scholarships, such as discipline-based educational research (DBER) and teaching as research (TAR) (Sharun & Smith, 2020).

For the present study, we build on a model of partnership created by a team of librarians, instructional staff, and educational developers who proposed a continuum of library engagement in SoTL, starting with the conventional roles of librarians and educational developers as co-consultants, building towards librarians as full partners in SoTL-focused initiatives, and culminating in librarians as SoTL scholars in their own right (see Figure 1) (McClurg et al, 2019). Until recently, the partnership category has been largely hypothetical, however, as few examples of CTL-library partnerships focused on building capacity in teaching and learning exist, or at least exist and have been disseminated outside of the participating campus. Similarly, most prior studies of collaborations have focused largely on program evaluation data. To date, there are no known English-language studies that measure how CTL-library partnerships might contribute to expanding the long-term capacity of universities to support emerging forms of SoTL.

academic literacies in SoTL (Dobbins, 2024),and even SoTL itself (Chick et al, 2019).

Scoping reviews are perhaps especially well-suited as the focus of a partnership, as they require the use of specialized tools and databases, in which librarians are well-versed, as well as a deep knowledge of both research and practice on university teaching, in which educational developers excel. That said, engagement with this type of scholarship differs markedly from prior models of SoTL research (Bishop-Clark, 2012); making it likely that new forms of support will be needed to shepherd would-be SoTL researchers through the process of designing, implementing, and publishing a scoping review on teaching and learning practices. For this study, we assess one such model of support—-a year-long, multi-modal, institution-wide initiative focused on scoping reviews in SoTL—-that is reflective of a distinctive partnership forged between a librarian and an educational developer.

Figure 1. Models of CTL and Library Collaborations
Figure based on model presented in McClurg, C., MacMillan, M., & Chick, N. (2019). "Visions of the possible: Engaging with librarians in the scholarship of teaching and learning." *Teaching and Learning Inquiry, 7*(2), Article 2. https://doi.org/10.20343/teachlearninqu.7.2.1

Scoping Reviews in SoTL
To address this gap in both research and practice, the present study presents a case of CTL-academic library partnership, focused on an emerging methodology in SoTL, i.e., the scoping review. A scoping review is an evidence synthesis methodology, used to understand the range and focus of literature in a specific area of study in an academic field. The process serves to synthesize a broad range of research artifacts in order to begin to see the landscape of work published in that area (Grant & Booth, 2009; Kogut et al., 2019; Siddaway et al., 2019) Unlike a conventional SoTL study, the scoping review does not collect evidence directly from students in a classroom, but rather compiles such studies (and related research) in systematic and integrative ways, most often from library databases.

The methodology of scoping reviews has only recently become possible with the greater availability of bibliometric tools designed to systematically search large bodies of published research. With these tools, a researcher can definitively delineate the characteristics of a wide range of research literature focused on a topic. Scoping reviews started as a methodology in the health sciences but became of increasing interest to SoTL scholars, particularly with the shifting conditions of remote learning under the global pandemic. The transdisciplinary nature of SoTL lends itself to the wider focus of scoping reviews (in contrast to the related practice of systematic reviews), and early examples include reviews of research on timely topics such as inclusive teaching (Finkelstein et al., 2021); teaching with technology (Bendenlier et al, 2020); students as partners (Healey& Healey, 2024),

OUR PARTNERSHIP MODEL
The McClurg et al model of library-CTL interactions related to SoTL (see Figure 1) provides a framework for identifying different levels of partnership, but it is not intended to serve as a blueprint for how those partnerships might be realized, In our case, the partnership model conforms to the spirit of their vision of librarian as partner in the scholarship of teaching and learning, working as a full member of the team and contributing "to the vision, direction, scope, and scale of the project." (2019, p. 8).

Indeed, for this imitative, the librarian and educational developer partners worked alongside participating teacher-scholars both solo and in tandem, depending on the stage of development. There are significant differences between supporting a standard "what works" (e.g., an intervention study) SoTL projects and a scoping review. To account for these differences, we added additional layers to the partnership model to encompass the distinctive skill sets required to successfully navigate each stage of the scoping review process. Inspired by the stages of the SoTL support scaffold framework (Cruz et al, 2019), we identified four major phases of sustained support, starting with spark and ending with publication (or similar dissemination) (see Figure 2).

Stage 1: Spark
To spark awareness of and interest in scoping reviews, the educational developer-academic librarian pair developed a Zoom-facilitated workshop session, in which invited participants (n=11) would not only learn more about what scoping reviews are, but they could participate in hand-on engagement with the bibliometric tools used to conduct these types of studies. Participants
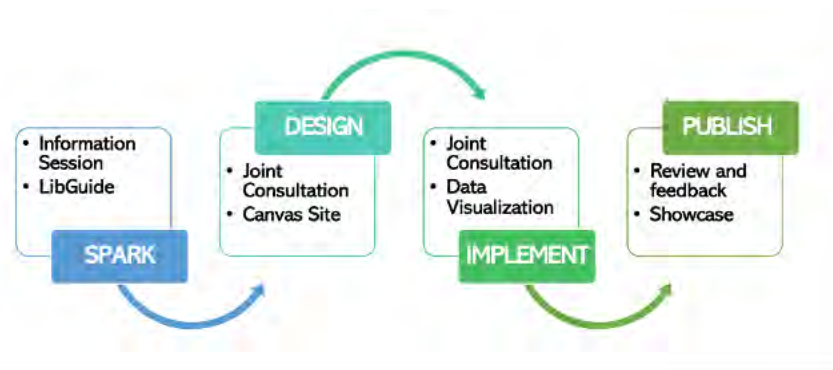
Figure 2. The Integrated SOTL Scoping Review Support Process

explored strategies to identify scholarly databases most relevant to their identified subject area(s). They were also encouraged to use relevant articles to find additional databases of interest. Participants took apart their topics and thought critically about the phenomenon they were exploring, the population they were studying, any methodologies of interest, as well as any specific disciplinary context. The process for documenting a search strategy was shared with participants. The presenters also shared strategies for saving searches and downloading results into spreadsheet format for easy analysis. Participants were encouraged to develop criteria for inclusion and exclusion that flowed from their initial topic articulation and research questions.

For those unable to attend the information session or seeking more information later, the librarian created a comprehensive LibGuide (inclusive of both scoping and systematic reviews). For those not familiar with this practice, a LibGuide is a dedicated web page with information about a particular subject of inquiry, typically hosted on an academic library web site.

Stage 2: Design
In the second phase, the librarian and educational developer team met with individual or teams of researchers in a joint consultation, with the desired outcome of a spreadsheet containing references (and, if available, abstracts) for all articles to be included in the initial stage of a scoping review. These consultations served as the basis for an asynchronous mini-course, developed in the institution's LMS (Canvas) that instructor-scholars could consult when the support team was unavailable, perhaps even in lieu of direct consultations for future studies.

Stage 3: Implement
A second set of consultations were done either jointly or separately, depending on the implementation challenge or question the instructor-scholars were facing. The educational developer, for example, would do solo consultations for questions related to evidence mapping (data visualization) and provide solo coaching sessions to encourage the instructors to persist through the analysis phase. The librarian, on the other hand, provided solo consultation on the use of scoping review management tools, such as Covidence, further refinement of database searches, and extraction of full texts (including the use of citation management tools) for the final phases of a scoping review project.

Stage 4: Publish
For the final phase, either the librarian, educational developer, or both would review, co-author (in some cases), or otherwise facilitate the publication of the results of the scoping review. The educational developer provided further consultation on appropriate publication or dissemination venues. Published studies, as well as video testimonials, are featured on the Canvas course site to serve as inspiration and models for others.

Timeline
Overall, participants in the process did not have to adhere to a shared timeline for the development of their projects. Beyond the initial workshop, all activities were conducted on-demand, based on the availability of the instructor-scholar (whether an individual or a team). Participants were not required to log a certain number of contact hours, nor were there any other participation stipulations other than moving towards publication. The study was conducted one year after the initial webinar was held, when the majority of participants were either at the implementation phase or beyond.

THE STUDY
This institutional review board (IRB)-approved qualitative study focuses on insights gained through a sustained, long-term partnership between an educational developer and a librarian, who supported a cohort of instructor-scholars in the development of scoping reviews in SoTL. Our goal was not to gauge satisfaction or success with the new support model, either of which could be accomplished through existing program assessment practices. Rather we sought a deeper understanding of the broader implications of engagement with emerging methodologies in SoTL and how those experiences intersected with our partnership model.

For these reasons, we chose to use a phenomenological approach to better understand the experience of participants across all of the stages of the SoTL scoping review process. As described by Bevan (2014), this kind of lens "applies questions based on themes of experience contextualization, apprehending the phenomenon and its clarification. The method of questioning employs descriptive and structural questioning as well as novel use of imaginative variation to explore experience" (p. 136). In short, this is a small-scale, exploratory qualitative study intended to gain insight into how instructional faculty engaged with and through our partnership model and its effect on their broader development as teacher-scholars.

Institutional Context
This study was conducted at *Penn State University*, a large, public, multi-campus, research-intensive university located in the mid-Atlantic region of the United States. The institution is classified as

a predominantly white institution (PWI) and economically privileged. *Penn State University* employs approximately 7,000 instructors, approximately 90% of whom are full-time and 49% of whom are tenured or tenure-track. Those full-time instructors who are not tenure-track (NTT) are typically employed as either research faculty, or teaching faculty, all of whom are eligible, as of 2018, for promotion in rank. While specifications do vary by college and campus, for many teaching-line faculty, publications related to pedagogy can contribute to career advancement.

METHODOLOGY

This exploratory study consists of the qualitative analysis of interviews conducted with instructors who participated in the scoping review process, under the guidance of the educational developer and librarian team. Invitations were sent to all parties (individuals and research teams) who attended the introductory workshop, whether or not they chose to pursue a scoping review study. Four participants (4/8, or 50%) volunteered for 45-minute semi-structured interviews, conducted via institutionally licensed Zoom. Interviews were transcribed by machine (initial quality reported as 92%), through institutionally licensed Kaltura, then cleaned and verfied for analysis by the research team.

Participants

The librarian and educational developers served as the principal investigators of the study. They recruited potential participants via institutional email) from the roster of instructional faculty who had participated in the university-wide, 3-hour webinar focused on scoping reviews in SoTL (facilitated by the librarian-educational developer team). Each of the webinar participants were undertaking a SoTL focused scoping review related to their teaching practice and expressed interest in working with the librarian and educational developer to develop, refine, and execute their literature-focused research methodology.

The four participants who volunteered to be interviewed were all full-time instructors at *Penn State University*, two of whom were non-tenure track, one of whom was tenure-track (but not yet tenured), and one of whom identified as professional staff, as well as serving as an adjunct (sessional) instructor. They represented a range of largely social science-based disciplines, including global agriculture, criminal justice, health professions, and educational technology. The partnership program did include two STEM instructor-student research teams, members of which declined to be interviewed for the study. No representatives from either the humanities or the arts expressed an interest in developing scoping reviews related to teaching and learning. Two of the four participants had previously published at least one conventional SoTL article, though neither had served as first author.

Three out of four participants were based at one of the institution's smaller, more urban-based campuses, while the fourth worked at the main campus. Unlike the main campus, all three smaller campuses offer both two-year and four-year degrees and post relatively high degrees of internal transfer, i.e., to the main campus, so instructors there tend to have smaller class sizes and offer higher numbers of lower-division courses. Three participants identified as female and one as male. No additional demographic data was collected from the participants as part of the study. No incentives were offered or provided for participation.

The Interview Process

Interviews were conducted approximately one year after the scoping review workshop was scheduled over the course of approximately a two-week period in the summer of 2022. All interviews were conducted with both the educational developer and librarian present. The research team discussed the potential for conflict of interest with this arrangement. Ethical standards for the scholarship of educational development (SoED) are only just starting to emerge (Little, 2014; Kenny et al, 2017), but in the United States, for example, it would generally be considered a breach of ethics for an instructor to interview his or her own students. The two situations are not fully analogous, however, as neither the librarian nor the educational developer hold a position of power over the instructors who participate in these activities. We do recognize, however, that all of the participants in the study were untenured or non-tenure track instructors, who, even with multi-year contracts, may find themselves in a position of some precarity in relationship to the institution and its representatives.

It is possible, too, that program participants who were dissatisfied in some way with the activities would choose not to share that information directly with the facilitators/researchers and therefore, opt out of scheduling an interview. For these reasons, the questions for the interview, which were provided to potential interviewees in advance, were intentionally non-evaluative in design and purpose. Further, the semi-structured interviews were conducted in an informal, conversational style, allowing space for subjects to choose the direction in which they wished to steer the conversation.

Method of Analysis

The interview transcripts were analysed using a three-stage emergent coding process in keeping with a descriptive phenomenological approach through a humanist lens (Aquas, 2022; Cresswell & Cresswell, 2017; Hycner, 1985; Jackson et al, 2007). For the first phase, each research team member read the transcripts fully and independently then identified potential themes using open coding in a second reading. These themes were discussed, revised, and merged into a single set of themes, which served as the basis for the second round of axial coding. After coding independently a second time, the researchers discussed and resolved remaining discrepancies and the final round of selective coding was conducted using the three themes described in the findings below (i.e., motivation, value, and capacity).

To ensure trustworthiness, both researchers reviewed the final codes independently. In addition, initial findings were shared with the interviewees for comment (this latter step resulted in no additional changes). The corpus was sufficiently small (x. 7000 words) that the use of advanced qualitative software was deemed unnecessary, and all coding was done using institutionally licensed Microsoft Word (Office 365 version).

FINDINGS

The coding process described above revealed three overarching themes from the interview transcripts: motivation (extrinsic and intrinsic), value of the partnership, and capacity building.

Participant Motivation(s)

The participants demonstrated a range of overlapping motivations for engaging in and persisting through their scoping reviews.

Theme	Description	Example
Motivation	Articulation of motivational factor(s) (intrinsic and extrinsic) related to engagement in SoTL scoping review	"Without a doubt the enticement was a non-human facing, non- contact, accepted research method"
Value	Identification of specific value (negative or positive) afforded by access to an educational developer/ librarian team.	"I don't think I would have the broad scope — I would have given up at a couple of hundred articles. We had conversations about what we were looking for — the exclusion coding. Those conversations were really important — to clarify what we were trying to do"
Capacity	Description of activities, initiative, or opportunities that extend practice to domains outside of the immediate project	"We used the scoping review as a springboard — to frame the topic but to also introduce individuals to the concept at conferences. And hopefully bringing new ideas to fruition and publishing from those — that's the happily ever after of this story."

Table 1. Description of Emergent Themes

Extrinsic Motivation

An institution-wide study conducted in 2018 (n=347) indicated that the newly created teaching-line staff were highly motivated to participate in SoTL (broadly speaking), so we expected advancement in rank to emerge as a significant factor influencing participation in the scoping review development process. Somewhat surprisingly, for the three non-tenure track participants, this turned out not to be the case, but it did serve as perhaps the primary motivator for the tenure-line instructor, who received formal approval for a published scoping review study to "count" towards their rapidly impending tenure decision.

For the tenure-line instructor and the others at a smaller campus, however, the scoping review represented a solution to several perceived limitations to engaging in other forms of SoTL. At the campuses, for example, class sizes are often relatively small, making them unlikely to reach desired numbers for robust social science analysis. These size limitations were exacerbated by lower student response and participation rates that have persisted since the global pandemic. As one interviewee commented, "without a doubt the enticement was a non-human facing, non- contact, accepted research method" (IN 4) that could reasonably be conducted without needing input from anxious and stressed students.

Intrinsic Motivation

Students were not the only participants who found themselves constrained by pandemic conditions. This study took place largely after the institution had returned to face-to-face teaching, but many of our participants admitted to the persistence of burnout and concerns about their own intellectual capacity to engage in scholarship. In this case, the work of analysing artifacts for a scoping review was perceived by all of the interviewees to be less overwhelming that other forms of pedagogical research, as the work could be conducted at a pace determined entirely by the researcher. As IN 2 commented, "I'm slowly working through it and… it's actually something you can kind of pick up and do a little bit of then go back to some other kind of work and get back

into it [when it fits your schedule]." IN 3 also noted the benefit of expediency, "I really appreciate being able to come from zero and hearing nothing about it to jumping in and doing one of these in a pretty short timeframe."

The primary motivator for the majority of interviewees, however, turned out to be what they could learn through the experience. IN 2, for example, had recently been asked to develop a new course, indicating "[With my] background I've been hammered with evidence-based practice, and so this looked like a really good way to actually get the kind of information that I wanted [to design a new course] in a systematic way." IN 3 emphasized communication skills, e.g., "this is a very clear and effective way of communicating this is what's going on in a body of literature and hey this is really significant and relatable for this field." And IN 4 talked about how their engagement impacted their teaching practice, e.g., "when I instruct my own students on how to research their own topics I [now] have them include scoping reviews."

Value of the Partnership

A typical consultation for either an academic librarian or an educational developer is often focused on finding resolution to a particular problem or challenge the instructor is facing. In the context of this partnership, however, the participants identified outcomes beyond the task at hand. In some cases, the value expressed focused primarily on the librarian's skills, such as IN 2 who offered "That's why I contacted you…I have no clue how to do this well. To be honest with you, I did look up and tried to do searches, but the searches, compared to what you guys found, mine were laughable."

Others focused on the value of having two expert coaches together, such as IN 1 who stated, "I don't think I would have the broad scope — I would have given up at a couple of hundred articles. We had conversations about what we were looking for — the exclusion coding. Those conversations were really important — to clarify what we were trying to do." And IN 4 stated simply, "you need to get someone who's an expert [on both sides] to help back you up and help you move through the obstacles." In many ways, however, these sessions did not resemble conventional coaching modalities either.

Capacity Building

IN 2 described the partnership model using language from their discipline (also the origin of scoping reviews): "the health care system is often described as an ecosystem and you all are providing an ecosystem of support…you do something and it affects, another thing, and they're all interrelated." Indeed, all of the interviewees noted how their participation in the scoping review process was not limited to the readers of a particular academic journal. As IN 1 notes, "I'm constantly taking articles [from the scoping review] and shipping them off to people, because I read them and I'm like oh my gosh you know who would like this… [they allow me to be an] idea center." IN 3 also talked about ongoing exchanges, e.g., "we used the scoping review as a springboard — to frame the topic but to also introduce individuals to the concept at conferences. And hopefully bringing new ideas to fruition and publishing from those — that's the happily ever after of this story."

Indeed, our aspiration was for participants to become ambassadors for the role of scoping reviews and mentors to other

colleagues who may wish to travel down this path, a process Verwoord & Poole and refer to as the creation of "small significant networks" (2016). The effects of these networks can, however, be difficult to capture for research purposes. In the spirit of evidence mapping that is often used in scoping reviews, we endeavoured to map some of the positive externalities, or extended outcomes, in addition to the ostensible goal (a publication), of participation in this program (see Figure 3 below).

process, from conference attendees and workshop participants, and, of course that who read and cite the research itself.

Discussion, Limitations, and Implications

To reiterate, the purpose of this project was not to evaluate the success of a program, service, or project–– both partners (the library and the CTL) have robust internal evaluation processes that serve this function. These conventional assessment processes, too, are grounded in the long-standing service orientation of both units. The type of deep partnerships described here are not only

Figure 3. Map of Scoping Review Project Outcomes, by Participant
*Map created by the authors using Miro™

MAPPING IMPACT

Unlike conventional SoTL projects, scoping reviews do not include evidence drawn directly from the researcher's classroom. That said, all four participants indicated that they used what they learned through the scoping review process to make a specific change in their teaching practice ("teaching practice"). Three of the four have either published ("published paper") or awaiting publication of their studies ("paper under review"). The one participant who is not currently pursuing publication of a scoping review has inspired two of their direct colleagues to conduct a scoping review of their own ("peer project"), creating a new branch. Two of the participants have presented their findings at several conferences ("conferences"). Participant 4 has conducted numerous professional workshops ("workshop"), some locally, at conferences, or by invitation, using the scoping review as the evidence base for the strategies described. Participant 3 has not only directly inspired a team of three colleagues to pursue a scoping/systematic review, they have also begun a second scoping review ("new review") of their own. It seems likely, too, that there are numerous indirect beneficiaries of these endeavours, whether from students in courses taught by instructors who have been influenced by the scoping review

comparatively rare, but their aspirations extend beyond the typical aims of program assessment, such as satisfaction, application, or (perceived) value. As both libraries and CTLs work to "come in from the margins" and extend their historical service orientation to embrace roles of levers of organizational change (Schroeder, 2012), influencers of institutional culture (Dietz et al, 2022), and capacity builders (Wright, 2023); we need a clearer understanding of how instructional faculty experience this kind of "cultural work" (Stensaker, 2018) in order to delve further into the implications it has for fostering SoTL..

The present study provides insight into how a distinctive partnership model between an academic librarian and an educational developer can produce effects that can potentially extend beyond a single interaction or individual. The partnership framework is intentionally designed to leverage limited resources in both the CTL and the library to affect change on a wider scale, as it works to de-center individual librarians and educational developers and foster a broader SoTL culture at the "macro" or institutional level (Frake-Mistak et al, 2023; Friberg & McKinney, 2019). In this case, we may have provided the trunk of the tree (the initial workshop and resource materials), so to speak, but the branches have continued to expand on their own, largely without direct support from either unit (Stark & Smith, 2016). To extend

the analogy, prior research in both educational development and library science has tended to focus on the sturdiness of the SoTL trunk; our findings are intended to illuminate the growth of the branches.

Extending Scale and Scope:
Partnerships in Practice

The study provides a snapshot of an integrated partnership that aims to affect organizational change, providing a potential model for how CTLs and libraries can work together to foster innovative research and practice in teaching and learning. Our findings may be most directly applicable to practitioners from both contributing fields; but they also contribute to a growing body of research and practice related to the broader advancement of institutional SoTL culture, especially at the level of organizational structure(s) (Friberg & McKinney, 2019; Myatt et al, 2018; Schroeder, 2008).

The case study presented here focuses on scoping reviews as an emerging methodology in SoTL, the same model could potentially be used to foster other innovations related to the intersections between teaching, learning, and scholarship. These adaptations could take the form other emerging research methodologies, but it could also inform the dissemination of innovative pedagogies drawn from that research. This type of sustained organizational partnership is perhaps most applicable to those institutions who are actively seeking to develop or strengthen their SoTL culture, meaning not just publications but a range of related practices, values, and dispositions (Cruz et al, 2019), which could apply to a wide range of institutions and institutional types (Boughey, 2012).

Speaking of institutional types, it may be worth noting that this study took place at a research-intensive (R1) institution, an institutional type that has historically resisted many of the charms of the SoTL movement. That said, the majority of participants in the workshop (6 out of 8, or 75%) and related research study identified as non-tenure line teaching faculty, which could perhaps be interpreted as a sign that SoTL may be gaining a toehold within the context of shifting academic labor markets at this, and perhaps others, research universities (Cruz et al, 2024; Culver et al, 2024, MacPher, 2022). The present study is too small for this insight to be considered more than a glimmer, but it is perhaps suggestive of future lines of productive scholarly inquiry.

Changing Roles:
Opportunities and Challenges

With changing roles, however, come changing expectations. In this case, for example, we struggled with questions of how to appropriately assign authorship credit for these scoping review studies our participants generated, a question that has been lurking in the SoTL support literature for some time. As part of her instruction, the librarian intentionally had the participant conduct the database search themselves, under close guidance, a practice that serves to indicate that pulling papers for inclusion in a scoping study is not a library service that can be ordered, but rather a skill that a librarian can teach a skill that a librarian can teach. While in this context we provided an educational partnership, in other disciplines (such as the medical sciences) libraries do provide fee-based services for researchers conducting systematic and scoping reviews, covering these areas of need.

Educational developers, too, are moving from the back to the front of the teaching stage, to borrow a commonly used metaphor in the field, which means that it is becoming increasingly unacceptable for their contributions to SoTL work to be invisible (Hopwood & Stocks, 2010). In this spirit, for each published paper that arose through the partnership, both the librarian and the educational developer reserved the right to be named as co-authors, as appropriate to their level of contribution to the finished product and the relevant disciplinary norms, which vary considerably across the multiple domains of SoTL work. For these reasons, authorship was negotiated on a case-by-case basis, and participants were made aware that co-authorship was neither required nor guaranteed (on the part of the support team).

In the studies detailed in this paper, the educational developer co-authored three papers, and the librarian was acknowledged on all published papers related to the studies. The involvement and acknowledgement of librarian and educational developer as embedded SoTL scholars is an open and unresolved question, dependent on the dynamics within disciplines and institutions, as well as the university's depth of research and library resources and the capacity of librarians and educational developers to take on this level of involvement in individual projects. It should be recognized that neither individuals nor institutions have infinite capacities, particularly in light of the current post-pandemic climate in U.S. higher education. Put differently, partnerships like ours may be relatively rare because they can be challenging both to sustain and defend in the absence of widely recognized modes of assessment. For those institutions without the resources to grow and sustain librarian and educational developer partnerships, consideration should be given to assessing SoTL scholar needs and pointing to freely available resources, such as open source evidence synthesis learning tools and free software. Academic librarians and educational developers without training in these areas can explore professional development opportunities relevant to evidence synthesis in their respective realms, including, for librarians, the University of Minnesota's free, annual Evidence Synthesis Institute. Universities engaged in consortial efforts may also explore support and professional development across institutions.

Looking Forward:
Implications for Research and Practice

Last but certainly not least are the inter-related questions of assessment and scholarship. Many of the intended benefits of partnership programs such as ours are indirect or indistinct, making it challenging to capture their effect on the broader teaching and learning community of a given institution. We attempted to visualize these informal networks with a simple concept map, but the map retains the limitations of many of its predecessors, in that it focuses on the artifacts produced rather than the knowledge or beliefs exchanged. More work, and perhaps more imagination, is needed to develop appropriate tools and frameworks to capture cultural transmission and teaching transformation at the institutional levels.

This challenge is compounded by the recognition that many of the extended benefits of such partnership, however, not only lack appropriate measures but also convenient capture points at which to collect data/evidence, largely because of the often tacit, subjective, and on-going nature of cultural change and cultural work. Our findings serve to encourage the work of other schol-

ars who are seeking to further illuminate the so-called "backstage" where much of the exchange of information and propagation of values related to teaching, learning, and scholarship takes place (Pleschová et al, 2021).

Limitations and Inequities

In addition to the constraint afforded by the lack of standardized assessment measures, the study has limitations in scale (i.e., a small, non-representative sample size) and scope. The authors acknowledge that the small sample size and the collaborative model shared with participants may not fully represent the outcomes for SoTL scholars at different types of institutions (such as smaller colleges/universities with a reduced capacity for individualized support. This program (and study) took place at a highly privileged and well-resourced institution that has sufficient funding to support two relatively specialized positions, one devoted to SoTL (the educational developer), the other to educational research and evidence synthesis research strategies specifically (the librarian). Further, the university has access to numerous proprietary library databases, such as ProQuest, which greatly facilitate the conduct of scoping reviews. The team that worked on this project has endeavoured to make their resources available to other institutions, both inside and outside of the United States (to the extent permitted by license), but this is only a piecemeal solution. The inequity of access remains a systemic issue for scoping and systematic reviews in all fields, at all institutions. (Wilson et al, 2019) Future research in this realm might explore the impact of collaborative or consortial projects or the use of online, asynchronous learning objects to help SoTL scholars advance their projects forward.

CONCLUSION

`Our small-scale, interview-based study explores how instructional faculty experienced a distinctive form of partnership between librarians and educational developers focused on building capacity in an emerging research modality, the SoTL scoping review.   Our findings suggest potential new avenues for research and practice related to teacher-scholar motivation, peer learning, and strategic support partnerships as organizational change strategies. In the meantime, we join the voices of others, both in academic libraries and CTLs, in supporting partnerships that expand the scale and scope of a vibrant culture of teaching, learning, and SoTL.

NOTES

1. According to Cruz et al., 2021, the reasons for this co-habitation vary by institution but in many cases the arrangement is practical—the library is a place that instructional faculty frequently visit.

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