

Author	Key Points	Related Principles
Blumenschein and Hannisdal (2024)	<ul style="list-style-type: none"> • Uses Social Network Analysis to identify central innovators in teaching networks. • Finds strong overlap between teaching and research networks. • Recommends leveraging network hubs to accelerate adoption of educational change. 	<p>Networks as Assemblages of People and Tools</p> <p>Networks as Dynamic Learning Ecosystems</p>
Bull et al. (2024)	<ul style="list-style-type: none"> • Explores career progression challenges for education-focused academics. • Finds lack of role clarity, workload models, and recognition. • Calls for transparent career frameworks and institutional culture change. 	<p>Leadership as Relational and Distributed</p>
Clark et al. (2014)	<ul style="list-style-type: none"> • Examines workload measurement in placement/experiential education courses. • Reveals hidden, unaccounted-for work and its political implications. • Argues for visibility and recognition of workload to ensure sustainability. 	<p>Networks as Assemblages of People and Tools</p>
Coppe (2024)	<ul style="list-style-type: none"> • Shows teacher networks as drivers of professional growth and innovation. • Highlights social capital over human capital as a frame for development. • Emphasises teacher agency and network building as a strategy for reform. 	<p>Networks as Dynamic Learning Ecosystems & Networks as Assemblages of People and Tools</p>
Fields et al. (2019)	<ul style="list-style-type: none"> • Conceptualises educational leadership as distributed, emergent, and relational. • Finds key characteristics: mentoring, action-orientation, interdisciplinary collaboration. • Shows how academic development programs build local leadership capacity. 	<p>Leadership as Relational and Distributed</p> <p>Sustaining SoTL Through Networked Leadership</p>
Fox (2005)	<ul style="list-style-type: none"> • Critiques simplistic use of “community” in higher education using Actor-Network Theory. • Argues communities are socially and technologically constructed and mediated by power. • Suggests networked learning must acknowledge politics and asymmetries in participation. 	<p>Networks as Assemblages of People and Tools</p>
Godbold et al. (2023)	<ul style="list-style-type: none"> • Argues for moving beyond rigid “teaching vs. research” categories for teaching focussed academics. • Proposes a framework of supercomplexity, theoretical reconstruction, and ethic of care. • Positions SoTL variation as a strength rather than a problem to solve. 	<p>Sustaining SoTL Through Networked Leadership</p>
Knight and Trowler (2000)	<ul style="list-style-type: none"> • Shows department-level cultures shape teaching improvement. • Emphasises activity systems and localised, collective approaches to change. • Argues leadership education for heads/chairs is key to enabling “deep” teaching. 	<p>Leadership as Relational and Distributed</p> <p>Sustaining SoTL Through Networked Leadership</p>

Kreber (2002)	<ul style="list-style-type: none"> • Explores definitions and consensus on the Scholarship of Teaching through Delphi study. • Introduces a model of content, process, and premise reflection across knowledge domains. • Highlights peer review and critical reflection as hallmarks of SoTL. 	Sustaining SoTL Through Networked Leadership
LaFay et al. (2022)	<ul style="list-style-type: none"> • Identifies traits of exemplary Clinical Education leaders: professional identity, relationship-building, resilience. • Aligns with Kouzes & Posner's 5 Practices of Exemplary Leaders. • Provides a model for identifying and developing future leaders in clinical education. 	Leadership as Relational and Distributed Sustaining SoTL Through Networked Leadership
London (2023)	<ul style="list-style-type: none"> • Presents a model of leaders' rapid responses to crises. • Emphasises organisational capacity and feedback loops to strengthen resilience. • Positions adaptive leadership as a driver of future-ready systems. 	Leadership as Relational and Distributed
Lord (this book)	<ul style="list-style-type: none"> • Provides practical guide for building and sustaining SoTL networks (formal, informal, CoPs). • Stresses collaboration, shared values, and co-creation of network goals. • Offers strategies for leadership, membership, communication, and institutional support. 	Communities of Practice Networks as Dynamic Learning Ecosystems
Mårtensson et al. (2012)	<ul style="list-style-type: none"> • Investigates strong teaching-and-learning microcultures as drivers of quality practices. • Shows how cultural and collegial factors enable quality beyond formal assurance systems. • Highlights alignment between daily practices, values, and institutional quality goals. 	Networks as Dynamic Learning Ecosystems
Moolenaar (2012)	<ul style="list-style-type: none"> • Synthesises research using social network theory to understand teacher collaboration. • Shows network structure (density, centrality, subgroups) predicts instructional practice and reform implementation. • Argues social networks provide both opportunities and constraints for teacher learning and school improvement. 	Networks as Assemblages of People and Tools Networks as Dynamic Learning Ecosystems
Naylor (under review)	<ul style="list-style-type: none"> • Applies Schein's organisational culture model to implement transition pedagogy. • Demonstrates localised change within large institutions. • Identifies collegial conversation and institutional knowledge as key change drivers. 	Leadership as Relational and Distributed Sustaining SoTL Through Networked Leadership
Quinlan (2019)	<ul style="list-style-type: none"> • Examines 66 poetic cases of teacher emotional experiences through moral foundations theory. • Finds care/harm and authority/respect are the most common moral drivers of teacher emotions. • Highlights that emotions are tied to moral purposes and identity development in higher education teaching. 	Sustaining SoTL Through Networked Leadership

Roxå and Mårtensson (2009)	<ul style="list-style-type: none"> • Identifies “significant conversations” as small, trusted, private discussions that shape teachers’ conceptions of teaching. • Demonstrates that supportive local culture increases the number and quality of such conversations. • Suggests that these networks are essential for conceptual change and professional learning about teaching. 	Networks as Dynamic Learning Ecosystems
Roxå and Mårtensson (2015)	<ul style="list-style-type: none"> • Presents a heuristic for analysing microcultures (commons, market, club, square) based on trust, shared responsibility, and developmental agenda. • Shows how microcultures shape informal learning and day-to-day conversations about teaching. • Argues that academic developers can use microculture heuristics to target interventions effectively. 	Networks as Dynamic Learning Ecosystems
Simmons and Taylor (2019)	<ul style="list-style-type: none"> • Identifies gaps between micro-level SoTL efforts and institutional/sector-level support. • Defines four leadership dimensions (engagement, connection, collaboration, advocacy). • Emphasises culture-building to sustain SoTL. 	Networks as Dynamic Learning Ecosystems Leadership as Relational and Distributed
Taylor (2005)	<ul style="list-style-type: none"> • Positions academic development as institutional leadership shaped by person, role, strategy, and institutional context. • Uses Parker Palmer’s framework (identity, integrity, teaching/learning in community) to unify academic development practice. • Emphasises leadership as contextually enacted rather than a fixed set of traits. 	Leadership as Relational and Distributed
Taylor et al. (2022)	<ul style="list-style-type: none"> • Defines hubs as individuals or groups that amplify knowledge flow and connect microcultures into integrated networks. • Presents five strategies for network-building: support microcultures, support hubs, enable pathways, build sharing skills, reorganise for sustainability. • Profiles initiatives (Associate Deans Network, Teaching Academy, Teaching Scholars) showing distributed leadership and system-level impact. 	Networks as Assemblages of People and Tools Sustaining SoTL Through Networked Leadership
Thomson and Barrie (2021)	<ul style="list-style-type: none"> • Investigates informal conversations as a private, efficient, sustainable form of academic development. • Identifies three key conditions – proximity, similarity, camaraderie that influence whether conversations occur and are useful. • Develops grounded theory that “common ground” enhances efficiency, depth, and transformative potential of teaching conversations. 	Networks as Dynamic Learning Ecosystems
Tierney et al. (2020)	<ul style="list-style-type: none"> • Highlights transformative role of Faculty Learning Communities. • Demonstrates how shared practice and collegiality sustain SoTL engagement. • Advocates for creating space for scholarly dialogue. 	Communities of Practice Sustaining SoTL Through Networked Leadership
Van Waes et al. (2015)	<ul style="list-style-type: none"> • Examined faculty teaching networks across three developmental stages: novice, experienced non-expert, and expert. • Found that experienced experts had the largest, strongest, and most diverse networks; novices also had relatively large networks 	Networks as Dynamic Learning Ecosystems

	<p>but with weaker ties, while experienced non-experts had the smallest and least diverse networks.</p> <ul style="list-style-type: none"> • Concluded that instructional development is not just age/experience but tied to network diversity and awareness; limited networks risk "arrested development." 	
Xia et al. (2014)	<ul style="list-style-type: none"> • Proposes framework integrating research, teaching, and work-integrated learning for a "win-win" outcome. • Provides multi-level case studies linking real-world problems with student learning and research outputs. • Emphasises synergy among students, academics, and industry partners to produce meaningful solutions and industry-ready graduates. 	Networks as Assemblages of People and Tools