




Sustaining Positive Change in the Teaching Scholars' Online Community of Practice


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Abstract

In this paper, we emphasize the value of an online community of practice (OCoP) for bringing together faculty from across disciplines to share and leverage their diverse expertise and perspectives. We examine the transition of an interdisciplinary community of practice through the pivot into an online environment for engagement, communication, and collaboration. Through this paper we describe our individual Scholarship of Teaching and Learning (SoTL) projects and how we have navigated these projects within the Teaching Scholars OCoP, as well as our reflections and key learnings that have resulted from this sustained collaboration. We contribute key learnings and online strategies which can inform and be tailored by other academics and institutions who are developing online communities of practice as an approach to sustaining educational leadership and change in SoTL research and practice in diverse and distributed contexts.

Keywords: Community of Practice, Teaching Scholar, interdisciplinary, mentorship, peer support, SoT



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Introduction

The University of Calgary Teaching Scholars Program is funded by the Provost and Vice President Academic and is supported and managed by the Taylor Institute for Teaching and Learning (TI). This program is designed to support academic faculty as they develop and expand their educational leadership capacity. The Teaching Scholars program is built upon Fields et al.'s (2019) five pillars underpinning effective educational leadership: 1) Affective Qualities; 2) Action Orientation; 3) Mentoring and Empowering; 4) Teaching Excellence; and, 5) Research and Scholarship. Each pillar incorporates key qualities and behaviours that are associated with effective educational leadership. The Teaching Scholars program provides financial and administrative resources and support to academic faculty, along with a community of peers in which emerging educational leaders can grow and develop their educational leadership identity and practices. Grants of up to \$40000 in Canadian Dollars are available for development and execution of projects that engage both learners (to support students to learn research activities) and colleagues to foster collaborative development and expertise across campus. A key component of the Teaching Scholars program is an active Community of Practice that brings current and former Teaching Scholars together to share diverse ideas, brainstorm and troubleshoot key issues, provide a peer mentorship network, and engage in collective professional development activities that enrich their leadership growth along all five pillars noted above.

An intentional focus of the Community of Practice conversations is on the Teaching Scholars' leadership development and actions, and how this combination holds potential to positively influence their growth across all five pillars. Reflecting on our collaboration and growth as a collective confirmed our belief that our scholarship is about doing educational leadership as depicted by Fields et al. (2019).

In the first section of this paper, we examine and reflect on sustaining positive change and innovation in Scholarship of Teaching and Learning (SoTL) research and practice through our pivot to collective engagement in an Online Community of Practice (OCoP). Academic faculty, educational developers and educational leaders from adult education, educational technology, kinesiology, nursing, medicine, social work, and veterinary medicine are bound by shared commitments to educational leadership, SoTL, mentorship, and sustaining positive change in learner-focused practices in higher education. In the second section, we describe our individual SoTL projects. In the third section, we describe how we navigated individual projects within the Teaching Scholars OCoP, as well as synthesize our reflections and several key learnings that have resulted from this sustained collaboration.

Sustaining Positive Change through the Transition to Online Environment

Our inquiry is framed by the Community of Practice as a theoretical construct underlying collaborative and collective learning (Lave & Wenger, 1991). In our Community of Practice, through a process of legitimate peripheral participation, individuals embrace membership in and identify with a community of peers which serves as a space for sharing practices (Hoadley, 2012). In particular, as Teaching Scholars we engaged Hoadley's (2012) four strategies for supporting an OCoP with technology: 1) Connecting people with others who have similar SoTL projects and practices, 2) Creating a shared digital repository of information and resources, 3) Communicating and collaborating by providing technologies for team

discussions, and 4) Promoting awareness in the community of various online information sources, expertise and resources. Many in our Community of Practice were already comfortable with technology and Zoom became our meeting space when COVID-19 became our reality. Most members of our Teaching Scholars Community of Practice are in the MT time zone, but one is at a University in Saudi Arabia – the online meetings enabled this colleague to continue to engage in the OCoP.

Hoadley's (2012) four Cs - connecting, creating, communicating and community - offer a useful frame to describe various aspects of our OCoP: 1) Teaching Scholars from across disciplines collaborate and learn online with colleagues who are leading diverse SoTL change initiatives, 2) Teaching Scholars connect and communicate online using a range of technologies, from Zoom, MSTeams, D2L, to shared workspaces, whitespaces and documents, 3) The Teaching Scholars access shared expertise within and beyond the community along with a set of curated digital resources, and 4) Teaching Scholars collectively provide awareness within and beyond the community of our diverse contexts and approaches to innovative learning and teaching, educational leadership, and research, practices. The OCoP's shared intention and goal, that sponsors distributed learning which is sustained over time (Wenger, 1998), is our persistent quest to lead change and innovation to improve teaching and learning practices across disciplines in higher education.

Connection Among the Teaching Scholars

Higher Education instructors have a responsibility to engage in continuous professional learning (Poole et al., 2019). The most effective ways that they do this is through opportunities that are social, active, continuous, and related to practice (Webster & Wright, 2009) which we have witnessed within our Teaching Scholars' Community of Practice. Pyrko et al., (2017) have helped us to think about what specifically brings our Teaching Scholars Community of Practice to life and we reflect on Polanyi's work when conceptualizing Community of Practice. *Thinking together* is how we understand tacit knowledge (Polanyi's work) when conceptualizing our Teaching Scholars Community of Practice. The thinking together process is how tacit knowledge is exchanged. As members of this Community of Practice, we see how we can guide, provide direction, and show curiosity towards one another and our projects through our sharing, understanding, and giving of ourselves through time (the 'personal') in an ongoing way which has allowed us to develop and sustain this social practice over three years.

Collaborative learning process of thinking together is what brings our Teaching Scholars Community of Practice to life. Our belief that collaboration is our lifeline also led us to reflect on the following question: What happens to the *thinking together* when there is a shift, for example, someone does not attend, or, when other members join the Community of Practice later in the process?

We found Poole et al.'s (2019) discussion about social network theory helpful in thinking about interactions between people within networks. Social networks are composed of people and the relationships between these people. They may interact for a variety of purposes including exchanging advice, knowledge, materials, and resources. In their study, Poole et al. (2019) found that instructors in higher education tend to have a high level of similar beliefs to people in their social networks and that the value of their interactions was positively associated with their perceived beliefs. Poole et al. (2019) share two versions of an example of how an instructor manages a difficult interaction with students in their class. In the first version, the instructor was

seeking out advice from someone with similar views to themselves, whereas, in the second version the instructor went to see a colleague who they knew would consider an alternative view to their own.

In our work in the Teaching Scholars Community of Practice, we have experienced a common focus on how we improve and how we help other instructors to improve. This common focus has meant that we are there for one another in a critical way, not necessarily to support beliefs that are similar to our colleagues' views. In many ways, our Teaching Scholars Community of Practice is quite the opposite. We have chosen to be part of a multi-disciplinary Community of Practice where we often experience varied beliefs because we can bring a view of situations from our unique disciplinary context. We believe using this critical perspective has been most helpful in moving us forward in our individual projects. It has allowed us to consider alternative approaches to teaching and learning to avoid *bias creep*; one of the concerns raised by Poole et al. (2019) about seeking out social networks with similar views to one's own. The authors say that those who remain within their discipline (meaning they don't have networks outside of their discipline) run the risk that their common understanding can lead to a belief that there is only one way of [knowing] teaching (Poole et al., 2019). Our experience and structure of providing critical feedback to one another during our monthly project updates has helped us to be critically reflective and remain open to alternative ways of knowing.

We have also considered the work of Roxa and Mårtensson (2009) who explored significant conversations within social networks. These authors say that significant conversations happen within disciplinary contexts, for example, communities of practice in education, science, social work, nursing, and veterinary medicine because they are dealing primarily with disciplinary content. This may be true and at the same time, we would like to highlight other Community of Practice possibilities; we believe that significant conversations can be had within a varied disciplinary structure when your purpose extends beyond a common understanding. In our three-year Teaching Scholars Community of Practice experience, our fellow teaching scholars have raised critical questions about our projects which have allowed us to be critically reflective about our specific content through examination of our own views. We have also learned much more about curriculum across disciplines and approaches that can help us to apply concepts and teaching practices that may be happening across disciplines and within our own discipline. This ongoing exchange of teaching and learning practice can support further development within the teaching and learning field as we build on our own work and the work of others in varied disciplines.

A few additional thoughts about our Teaching Scholars Community of Practice are that we would consider it a *hub*, as defined by Poole et al. (2019), as a means to connect people to each other and link networks to one another. We also believe that trust and good personal relationships have supported our Teaching Scholars Community of Practice or hub because it fosters *exchange* of ideas about teaching and learning (Patarraia et al., 2014), and we bring diverse views from our varied disciplinary context, yet, we have developed relationships of trust among ourselves. Two examples of how we have illustrated trusting relationships include: 1) our monthly meetings; and, 2) the extra things we choose to engage in such as conference presentations, and scholarship. Still unknown to us is what happens when new members join because we acknowledge that we are at the beginning stages of this newer experience and still do not know the impact on the relationships of trust that have been developed over time. That said, the inclusive structure we have developed has enabled newer members to join into our

latest conference presentation and this article. And although we have experienced many benefits from the time we have given to one another, we are left to ponder what might have been possible with full attendance by all members throughout the entirety of the process.

The Teaching Scholars Scholarship of Teaching and Learning Projects

In this section, each teaching scholar describes their SoTL project as a way to amplify the range of disciplines and diversity involved in the Teaching Scholars OCoP.

Shifting Educational Practice with Inquiry-Based Learning (IBL): Aspiring to Meet the Educational Needs of Today's Learner.

When utilizing IBL in higher education, learning happens through a student-led learning process where students are seeking answers to their own uniquely generated inquiry question and their thinking shifts as they discover new information that challenges their old ways of thinking. Throughout the IBL process, student life experiences and cultural factors all contribute to their interpretations and multiple subjective realities. Students learn to engage more deeply in their learning and take greater responsibility for their learning. Important lifelong skills are further developed such as critical thinking, problem-solving, giving and receiving constructive feedback, and teamwork skills. In this project, I implemented various kinds of IBL (structured, guided, open) within social work education. For this component of the project, I have included an evaluation of student self and peer assessment on four areas of learning (Reasoning Skills, Knowledge and Use of Resources, Communication and Group Skills, Evaluation and Assessment Skills). A second component of the project included engaging faculty within social work and across campus to consider implementing IBL into their courses. To this end, lunch and learn sessions and workshops were provided.

From Following Recipes to Creating Them: Enriching Teaching and Learning in Exercise Physiology Labs through Systematic Reflection and a Pedagogy-Focused Community of Practice

Our Teaching Scholars project is focused on enriching teaching and learning in exercise physiology laboratories. Over the course of our four years stewarding our culture change project in undergraduate and graduate exercise physiology labs, we have reviewed and rewritten lab learning activities, assessments, and teaching practices to improve student learning and experience. We have added a graduate teaching assistant and lab technician micro-course focused on research-informed teaching practices. This asynchronous small batch learning is self-regulated, bite-sized (Shamir-Inbal & Blau, 2020), and debriefed at the first instructional team meeting each term. This debrief in community is followed by weekly reflection on teaching successes and challenges together as an instructional team. We have also added low-stakes post lab reflections for all students in the reformed courses to take the time to connect their lab experiences with their knowledge and deepen their learning (Rodgers, 2002). We have also developed pre-lab videos to support preparation and confidence for students embarking on lab learning activities. Finally, we have worked toward and recently added a multi-stage inquiry-based project to both the undergraduate and graduate laboratories. Early feedback suggests the lab-based inquiry projects are energizing, exciting, and engaging for students in exercise physiology.

Enhancing Student Learning Experiences Through Teaching Development in the Distributed Veterinary Learning Community

This project involves the development of an online microcredential structure, course content, and Community of Practice to teach and reinforce clinical teaching skills and best practices to the Clinical Instructors in the Distributed Veterinary Learning Community (DVLC) of the University of Calgary Faculty of Veterinary Medicine. These Clinical Instructors are in practices across Alberta and Northern B.C. They teach our final year students in 2–6-week practicum rotations. Offering online content will reduce many of the hurdles to participation faced by our remote clinical associates who are also very busy in their respective private practices.

Practice Learning and Teaching Orientations (PLATO): A Strategic Teaching and Learning Initiative to Foster Student-Preceptor Partnerships

My Teaching Scholars Project titled *PLATO* involves the development, implementation, and evaluation of two parallel online courses, one for students and one for preceptors. These courses facilitate students and preceptors to be self-reflective and appreciative of other perspectives while developing positive student/preceptor relationships that are cultivated through everyday interactions. Working with nursing students and preceptors has helped foster the development of authentic and meaningful online experiential learning experiences. Placing student learning at the center of this project has informed relevant, meaningful, and evidence-based learning experiences that support nursing student and preceptor development. The findings from this project will inform high-quality and high-impact teaching and learning experiences that help develop true student/preceptor partnerships.

Every Student Deserves an Excellent Supervisor: Enhancing Faculty Development for Graduate Supervision in an Interdisciplinary Online Learning Community

The Quality Graduate Supervision (QGS) online course has been designed to support faculty members in enhancing their supervisory pedagogy and practice through seven synchronous, guided and self-paced online learning modules (Jacobsen, et al., 2021). Our flexible and accessible online course brings the learning to the learners; in this case, academic faculty from across disciplines who bring experiences and perspectives from their roles as graduate supervisors to share in a community of peers. Our project “combined the compelling need for ongoing faculty support in supervision with what is known about the features of Massive Online Open Courses (MOOCs) to leverage accessible and flexible online learning during a pandemic” (p. 19).

Along with real-time and on-demand webinars, rich resources, engaging activities and interaction with supervisors from across disciplines, this online learning community includes the expertise, advice and perspectives of several award-winning graduate supervisors from the University of Calgary and Athabasca University, whose role is to contribute insights and experiences while encouraging further conversation among faculty members who share a common interest in quality graduate supervision. Research findings indicate that our approach to online faculty development results in engaging and impactful learning experiences that transcend disciplinary and faculty silos (Jacobsen, et al. 2021). The QGS MOOC provides a transdisciplinary online community that brings interdisciplinary faculty together to engage in and

contribute to collaborative learning that collectively strengthens knowledge and practice in providing quality graduate supervision to students.

Teaching Scholars Online Community of Practice: Reflections and Key Learnings

In this section we present contributions from the Teaching Scholars, how they navigated their own projects within the Teaching Scholars OCoP, and the key learnings and strategies that resulted from this sustained collaboration, which have been synthesized and shared using a collective voice.

Connection, Relationship Building and Value

Connection and relationship building have been a key element in the Teaching Scholars Community of Practice. As a team the community of practice was always established to have a strong foundation on which to provide guidance and assistance to each other. This connection was recognized through the engagement in various formal activities such as case clinics and regular reporting, but also relationships were built through informal activities and discussion, which were enhanced with the transition for the Community of Practice into the online environment during the pandemic. During COVID-19 everyone was more open about how they were feeling, their struggles with their research and together created a space that allowed all of us to be more open about our lives. This connectedness brought a stronger sense of comfort among everyone within the Community of Practice, where people felt more at ease to share personal stories, and thoughts which only strengthened our ability to work together.

Bringing value is a key strategy and one of the biggest take-aways team members identified from their participation in the Community of Practice. Within the Community of Practice everyone took on so many different roles, ranging from principal investigator on the various projects, idea generator, administrative preparation and support for different presentations, editor and more. The Community of Practice was special in that everyone was happy to take on whatever role they were assigned and bring value to that role. Everyone leaned into their roles whole heartedly and found that their perspectives, educational background and knowledge enhanced the work of the Community of Practice and provided support for diverse modalities and approaches to completing different tasks. This action orientation and generous mentoring and sharing, two leadership pillars, action orientation and generous mentoring and sharing, two leadership pillars, helped the Community of Practice gain understanding of different methodological approaches and recognize the different skills and abilities that each Community of Practice member contributed to the group.

Community Engagement

A key strategy that has supported our faculty engagement and development as leaders in the Teaching Scholars initiative has been engaging with a diverse group of colleagues who bring their projects, expertise and perspectives from across disciplines together in this online community of practice. Our reflections on the Teaching Scholars OCoP align with a key finding from the Quality Graduate Supervision online course project, which is that magic happens when faculty from across disciplines can learn together online (Jacobsen, et al., 2021). Just as the MOOC became a connector and enabler of a community of practice focused on quality graduate supervision, the Taylor Institute was a connector and enabler of SoTL leadership through the Teaching Scholars program. A key learning that the MOOC team has experienced in the

Teaching Scholars OCoP is that when diverse faculty members are brought together online and provided with opportunities, means and modalities for legitimate peripheral participation, such as access to the shared goals and perspectives of each member, the technologies to connect and collaborate, and shared access to share knowledge and access online resources together, then magic can happen.

A key insight and learning from our involvement in this network of trusted and highly valued expert colleagues from across disciplines in the Teaching Scholars initiative is that valued OCoPs continue to expand and grow levels and types of community engagement. Our Teaching Scholars community has expanded from three projects in education, social work and kinesiology, to five which include nursing and veterinary medicine. The OCoP continues to grow with intentional support and encouragement of TI leaders and colleagues who offer regular opportunities to share our team's progress, learn from the progress of other Teaching Scholars, and to learn from shared online meetings, resources, such as articles & SoTL frameworks, and activities, such as case clinics. The expanding nature of the valued OCoP is also reflected in our project. For example, the collaborative development and research of a MOOC for graduate supervisors has expanded from a team at one university, to a team composed of researchers from two universities in the past three years, and has now included 40 expert supervisors and 266 participants from six Canadian universities who see value in the community of practice. The influence and impact of the OCoP continues to expand through knowledge building leadership and community engagement initiatives, such as the collaborative authoring of an article about our experiences and insights as Teaching Scholars (Din et al., 2022), opportunities to present and share key learnings and strategies with colleagues across campus at the TI's Teaching Days, and presenting our findings and ideas about sustaining positive change beyond the institution with colleagues across institutions at the OTESSA conference (Mardjetko et al., 2022). The Teaching Scholars OCoP continues to expand and grow as we collaborate within and beyond our members to influence and sustain positive change in SoTL research and practice.

Rapport Building, Scheduling, and SoTL Mentorship

The intentional development of rapport between members is one of the most important and impactful strategies which has strengthened and sustained our work in this community. The collegial conversations which we engaged in online were facilitated by simple yet impactful rapport-building efforts that individual OCoP members made. For example, at the beginning of one OCoP meeting, one of our members invited each of us to describe which ice cream flavour represented our week and why. The stories members shared were authentic, detailed, and memorable and created space for increased awareness of our collective humanity. This activity developed interpersonal connection because each OCoP member shared a unique, open, and vivid response. Rapport also grew through consistent acts of compassion and support for members who struggled with glitchy wifi connections or broken links to shared files. These acts of support and rapport-building may sound very simple, or even saccharine to readers, but the tone and feeling of support which one of us identified as helpful as an early-career and new-to-SoTL academic grew incrementally and significantly over time because of the variety of rapport building moments which happened between members. Our collective strongly encourages readers to consider the small ways they might engage to intentionally develop rapport between community members online.

The second strategy we invite readers to reflect on and perhaps imagine translating to their unique SoTL context is scheduling! The organizational scaffold which allowed us to meet and truly come together to discuss successes, challenges, and to co-create presentations (and papers) was the calendar, which was expertly created (and navigated) by Community of Practice organizers. Members of our Teaching Scholars OCoP have traveled, taught, presented their work, and maintained incredibly demanding schedules throughout our time as a community. Despite the need at times for multiple Doodle polls to discover a sliver of time in the months ahead where every member would be available, the Community of Practice organizers found a way, and scheduled OCoP meetings on-line which worked on a consistent and predictable basis. Without this scaffold and foundation, our OCoP would have struggled to form. If you are imagining a rich, generative space for colleagues to learn from and with each other, consider what type of schedule will work for all members!

Finally, SoTL mentorship amongst members of our community was a key strategy which enriched and amplified the ripple effect of our OCoP. For example, members of the OCoP have connected members to colleagues in their diverse faculties interested in the various projects. Members of the OCoP enabled the development of a knowledge-sharing workshop at the TI and offered helpful feedback on each phase of a multi-faceted SoTL project.

Networking Across Disciplines

The value of networking across disciplines was helpful in two ways: first within our own small group of Teaching Scholars; and, second within my specific projects. The benefits of a Community of Practice are expanded among the Teaching Scholars because we have the added value of networking across disciplines. In our first meeting, the Community of Practice Lead facilitated a process by which we identified how we wanted to work together, what we wanted to get out of this program, how we could help one another, how we understood the value of our varied areas of expertise that we all bring to the table. So, in addition to the excellent modeling of handing off the leadership baton to us, we learned how to listen intently to what was happening within the other projects to see how we might offer critical reflections and questions to move them forward and in doing so, we learned much about the curricula in other disciplines and began to think about how we might apply what is done in other disciplines to our own teaching approaches. Through this process of monthly meetings we also gained insight into the rich resources available at the TI not just for the present time while implementing a project but going forward after this program is finished. We know we will have this excellent community of scholars to support our ongoing work. An important component of one project was offering workshops for faculty (lunch and learns for my faculty), and a 3-hour-workshop for faculty across campus. These leadership activities allowed us to share what we have learned while engaging faculty across disciplines and enabled us to reflect on how others might implement this pedagogy within their own courses. This wider engagement allows for greater critical reflection on what we think that we know and has challenged us to think more deeply about what I am learning through the project and the specific principles of IBL in higher education (MacKinnon & Archer-Kuhn, 2022).

With the support of RAs, we created mini videos (based on teaching practices) of what IBL can look like and incorporated them into a 3-part lunch and learn series entitled Getting Started with IBL. We used these resources to also extend beyond the discipline of social work into a 3-hour workshop across disciplines at the University of Calgary and provided these and other resources embedded in the slide deck to those requesting support while implementing IBL into

their courses. The project had multiple benefits for students as RAs, for example, one graduate student implemented teaching strategies, another observed the IBL process unfold during my live teaching, videotaped the sessions, created slides based on literature and practice and was part of the dissemination process through lunch and learn, workshops, and conference presentations. This work, engaging with RAs about the project, allowed this team greater reflection on IBL in Higher Education (HE) and the creation of Eight Principles of IBL-HE that are featured in the co-authored book, *Reigniting Curiosity and Inquiry in Higher Education: A Realist's Guide to Getting Started with Inquiry-Based Learning* (MacKinnon & Archer-Kuhn 2022).

Exploring Experiential Learning and Embracing Resources

Two key strategies emerged during the initial phases of one Teaching Scholars Project. The first strategy was to explore experiential learning by looking for and leveraging parallels across disciplines. The PLATO project developed by one of the Teaching Scholars provided the basic background for building a module in the online course for the veterinary Clinical Instructors in the DVLC. The experiential learning practicums in the Faculty of Nursing are structured similar to those in veterinary medicine. PLATO models how preparing both veterinary clinical preceptors and veterinary students for their roles in practicum learning is critical.

The second strategy involves embracing resources across the full breadth of the Nursing discipline. This Teaching Scholars project is building bridges between the UCVM veterinary program and the Animal Health Technology programs offered by several other post secondary colleges across Alberta. Relationships are being built and the team is hoping to share resources in order to utilize the online Veterinary Clinical Teaching microcredentials across the province in clinics with Animal Health Technology student and veterinary student practicums alike.

Sustaining Positive Educational Change

Through our conversations in our OCoP we have had opportunities to pause, discuss, and reflect on strategies to create and sustain positive educational change. First, we have come to understand the importance of and strategies to strategically align with faculty, institution, and community partner priorities. The OCoP also allowed us to explore synergies and alignments between our Teaching Scholars projects and others. As an interdisciplinary Community of Practice we also engaged in discussions on similarities and differences across disciplines in relation to the issues our projects aimed to address.

The global pivot to online teaching, learning, and Community of Practices provided an opportunity to come together and discuss how our projects needed to shift to meet the changing needs and circumstances. Having other educational leaders to discuss these new challenges and opportunities helped enrich each of our projects. It also helped reinforce the need to include those we were doing our projects with and for, to ensure our projects remained focused on student and instructor needs during these turbulent times.

Conclusion

In this paper, we offer and describe two arguments about the value and impact of an OCoP for sustaining positive change in scholarship of teaching and learning in higher education. One, the

Teaching Scholars navigated a seamless transition from an on-campus to an online community of practice in response to COVID. Our progress as a Community of Practice has not skipped a beat through the pivot to online. Our regular meetings and conversations with Teaching Scholar colleagues and the leadership of TI colleagues have continued to contribute to our reflective and reflexive scholarly practice. That our engagement and ongoing progress of the Community of Practice continued without disruption by the pandemic is due, in part, to each Scholar's commitment and steps and intentional actions taken to maintain strong connections with the other Scholars. The key factor in the flourishing of the Teaching Scholars OCoP was the intentional human and technological infrastructure provided by the TI, and the attention of team members to ensuring that meetings, technologies and opportunities for connection, collaboration, communication, and creation were readily available. Teaching Scholars and TI members of the Community of Practice inspire each other as leaders, focus on including everyone's voice, and draw upon members exceptional organizational and networking skills. These shared commitments and practices have kept us connected with each other online and also with other expertise and support across campus as the health crisis raged on. We have each contributed to creating a safe and welcoming space to share both the successes and also the issues we encounter so that everyone can learn in authentic ways.

Two, the Teaching Scholars OCoP supported diverse academics and peers in achieving individual project goals along with collective goals in sustaining positive change in leadership, teaching, and learning in higher education. New members are welcomed because they continue to expand the Teaching Scholars OCoP's scope of knowledge and practice across professional disciplines. The Teaching Scholars OCoP has influenced our members' individual development as teacher-researchers and as educational leaders in several ways. Throughout, we have emphasized the value of the Community of Practice process of bringing together and intentionally supporting academics from across disciplines to share unique insights and perspectives from their fields of study in transdisciplinary conversations and practices that promote growth, change and sustainability.

The Teaching Scholars OCoP has enabled each of us to gain new insight into our own studies and to broaden our SoTL research through ready and flexible access to multi-disciplinary perspectives on teaching and learning in higher education. Members benefit from the intellectual and socio-emotional support and encouragement of Teaching Scholars OCoP colleagues through our shared commitment to improved teaching and learning in higher education contexts and through our practice focused research. Each teaching scholar described their individual SoTL project to highlight the diversity and breadth of SoTL research and practice involved in the Teaching Scholars OCoP. The members of the OCoP described their process or pivot to navigating individual projects within the Teaching Scholars OCoP, and shared more than ten key learnings that resulted from this sustained collaboration. The strategies and key learnings shared by Teaching Scholars from their engagement in the OCoP can be translated and tailored by academics across disciplines to inform and sustain diverse SoTL research and leadership contexts in higher education. The key learnings and strategies can inform other academics and institutions who are developing online communities of practice as an approach to building and sustaining educational leadership and change in SoTL.

Author's Contributions

Each named author has substantially contributed to critical reflection on individual and collective engagements in the Community of Practice and in writing this account of our work. All authors

read and approved the final manuscript.

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Conflict of Interest

The authors do not declare any conflict of interest.

Data Availability Statement

Not applicable.

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