The Scholarship of Teaching and Learning: Theory–Practice Integration in a Faculty Certificate Program

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ABSTRACT: There is growing recognition of the complexity of academic work and the need for university and college faculty members to develop scholarly approaches to teaching and learning. While structured programs of study have been initiated for faculty to address these issues in various higher education contexts, very little research has investigated the theory–practice relationship of the scholarship of teaching and learning within a faculty certificate program context. This article presents a program development and evaluation framework to enhance the theory–practice integration of the scholarship of teaching and learning in such a program. Data suggest that a broad range of institutional and programmatic strategies can enhance the scholarship of teaching and learning in a faculty certificate program. A scholarly approach to teaching and learning is viewed as both an individual and social contextual process.

KEYWORDS: faculty certificate program; scholarship of teaching and learning; program development and evaluation framework.

There is growing recognition of the complexity of academic work, as well as the need for university and college teachers to develop scholarly approaches to teaching and learning. To help faculty members develop these scholarly approaches, many universities in Australia, the United Kingdom, and Europe have developed structured programs of study that focus on research-based curricula and pedagogical practices in higher education. For example, new faculty in the United Kingdom, Norway, and Australia are now required to complete a teaching certificate in higher education. Such certificate programs have also emerged in the Netherlands and New Zealand (Baum & Baum, 1996; Brew & Boud, 1996; Gibbs, 1998; Keesen, Wubbels, Van Tartwijk, & Bouhuijs, 1996). These programs tend to contain formal modular course

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work supplemented by on-site teaching practicum experiences and the development of a teaching dossier. They are equivalent to between one-half and one full year of study, depending upon institutional requirements and may be compulsory for tenure. While studies are underway to assess the impact of these innovative programs, very little research has investigated the theory–practice relationship of the scholarship of teaching and learning (SoTL) within a faculty certificate program context.

This article presents a program development and evaluation framework to enhance the SoTL in a faculty certificate program. Action research methodology is central to this framework and is employed to develop and evaluate program processes and outcomes pertaining to the SoTL. This framework was applied to the University of British Columbia *Faculty Certificate Program on Teaching and Learning in Higher Education* (FCP). The 8-month FCP began in 1998, and over one hundred faculty members from various disciplines and academic ranks in six different cohorts at the University of British Columbia (UBC) have completed the program.

The Scholarship of Teaching and Learning: Theory–Practice Implications

Before presenting this framework, it is useful to review the literature pertaining to its foundations. The SoTL and its implications were first introduced by Ernest Boyer (1990). For over a decade, despite a growing body of literature on this subject, the term remained ill-defined, varying from emphases on action research, reflective practice, teaching effectiveness, professional development, and discovery and advancement of knowledge (Cunsolo, Elrick, Middleton, & Roy, 1996; Kreber & Cranton, 2000; Schön, 1987). Recent attention, however, has provided greater clarity with respect to the theoretical concepts, principles, research, and practice implications related to the SoTL (Kreber, 2001; McKinney, 2004; Weston & McAlpine, 2001). At the very heart of this process is an approach to academic work that integrates research, teaching, and student learning. However, an important distinction is made between scholarly approaches to teaching and learning and the SoTL (Richlin, 2001). Essentially, scholarly approaches to teaching and learning can engage faculty at all ranks in reflecting upon and initiating positive changes to curricula and pedagogical practices. Scholarly approaches to teaching and learning are key for understanding learning, for developing responsive and integrated curricula, for enhancing the quality of student learning

experiences, and for assessing which practices are effective in specific circumstances.
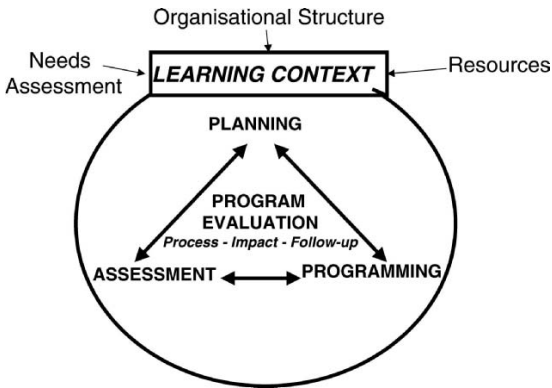
The SoTL takes scholarly approaches to teaching and learning to another level of rigor and engagement by disseminating pedagogical research in peer-review contexts. In practice, the SoTL can be demonstrated in a variety of ways including the development of a teaching dossier, development of a learning-centered course syllabus, curricula and classroom research projects, team-teaching projects, peer-interview of exemplary curricula and/or teaching practices, pedagogical grant applications and manuscript publications, curriculum development initiatives, program evaluation projects, and faculty development initiatives. The SoTL is viewed as both an institutional (e.g., providing adequate support strategies) and faculty-level (e.g., commitment to professional development) responsibility. Even an institutional commitment to research, far from being a barrier to improving the quality of undergraduate education, can in fact be brought to bear on the SoTL (Asmar, 2002; Smith, 1997).

Thus, building on perspectives presented in the literature, the operational definition for the SoTL we employed in the context of the Faculty Certificate Program is, *the on-going professional development and dissemination of practice-driven curricula and/or pedagogical research in peer review contexts*. Three key themes are embedded within this definition: on-going learning (e.g., through self-reflection, workshops, collaborative and self-directed projects, literature reviews), practice contexts (focus on issues of curricula, courses, classroom experiences, teaching, and student learning) and peer-review (e.g., dissemination of investigation through journals, grant writing, and conference presentations).

Enhancing the SoTL in a Faculty Certificate Program

The following program development and evaluation framework (see Figure 1) has been employed by educational developers and university teachers in various higher education settings (Hubball & Burt, 1999; Hubball, Clarke, & Beach, 2004; Hubball & Levy, 2004; Hubball & Poole, 2004). This flexible and iterative framework was applied to enhance the theory-practice integration of the SoTL in the University of British Columbia FCP context. It takes into account the institutional learning context and integrates a wide range of program development and evaluation strategies through action research methodology.

Figure 1 A program development and evaluation framework to enhance the SoTL.

Organisational Structure

Needs Assessment → **LEARNING CONTEXT** ← Resources

PLANNING

PROGRAM EVALUATION
Process - Impact - Follow-up

ASSESSMENT ←→ **PROGRAMMING**

Program Development

 To develop a faculty certificate program on the SoTL, requires educational developers to continually reflect on and to integrate appropriate learning context, planning, assessment, and programming strategies.

 Learning Context Strategies. These refer to the local, national and/or international context, where the underlying pedagogical assumptions, values, and critical motivational factors that occur when designing a responsive faculty certificate program are afforded attention and sensitivity (Cox, 2001, 2003; Diamond, 1998; Green & Kreuter, 1999; Guskey & Sparks, 1996; Richlin & Cox, 2004; Rust, 1998). This can be achieved by conducting a comprehensive needs assessment (e.g., polling faculty participants' pool, assessing comparable faculty certificate programs, and the larger institutional context in which a program is situated) in order to craft a program that maximizes available resources and responds to the diverse needs and circumstances of the learning context (Hubball & Poole, 2004; Wenger, 1998).

 Planning Strategies. These take into account learning context strategies and refer to the development of responsive long-term (overall program), intermediate (mid-program) and short-term (weekly) learning outcomes (e.g., develop teamwork and leadership skills, responsible use of ethical principles, reflective teaching practices, strategies to assess student learning using a variety of methods, etc), which, in part, shapes

the quality of learning experiences in a faculty certificate program (Baird, 1996; Hubball & Levy, 2004; Lawler & King, 2000; Lockhart & Borland, 2001; McKeachie, 1997).

Assessment Strategies. These take into account learning context strategies and refer to the appropriate use of informal and/or formal feedback methods (e.g., self-reflection, peer-feedback, cohort discussions, facilitator-feedback, program evaluation input) to enhance a faculty member's development toward a scholarly approach to teaching and learning (Angelo & Cross, 1993; Brookfield, 1995; Hinett & Thomas, 1999; Hubball et al., 2004; Race, 1998; Seijts, Taylor, & Latham, 1998).

Programming Strategies. These take into account learning context strategies and refer to a wide range of active learning experiences (e.g., cohort-based and individual learning activities, classroom-based and workshop-based experiences, prescribed and self-directed learning experiences, problem-based learning modules, development of a teaching dossier, action research assignments, guest speakers, use of video and learning technologies) in order for faculty participants' to acquire, integrate, and apply their knowledge, abilities, and skills (Boud, 1996; Brew & Boud, 1996; Clarke & Hubball, 2001; Guskey & Sparks, 1996).

Program Evaluation

There is a plethora of ways to evaluate a faculty certificate program on the SoTL. Process, impact, and follow-up evaluations provide a broad and long perspective through which to investigate contextually bound program processes and outcomes (Fullan, 1991; Green & Kreuter, 1999; Kreber & Brook, 2001; Mills, 2000; Owen, Fletcher, & Richards, 2001; Priest, 2001).

Process Evaluations. These focus on periodic assessments of issues of importance that arise throughout the program (formative). For example, how do faculty members best learn? To what extent do learning experiences draw upon best practice models for the SoTL? To what extent are program goals reflected in weekly learning experiences? What are the strengths and weaknesses of program learning experiences? To what extent are learning context, planning, assessment and programming strategies enhancing the SoTL for faculty members in a cross-disciplinary cohort? What needs to be improved, why, how?

Impact Evaluations. These focus on issues of importance that occur as a result of a program (summative) evaluation. For example, what sorts of learning outcomes actually occurred as a result of this program? How

did faculty members apply their learning to classroom practices? To what extent did the program meet, surpass, or fall short of expectations, why and how? What needs to be improved about this program?

Follow-Up Evaluations. These focus on issues of importance, which arose as a result of the long-term (e.g., months, year) impact of a program. For example, as a faculty member reflects upon the program, what does he/she remember and value most? Generally speaking, to whom and to what extent, if at all, did the program make any difference? If at all, how did the program contribute to the individual's development as a university teacher? If at all, can specific examples be provided about applications of learning to other academic activities? What were alternative or nonintended outcomes from this program?

Action Research Methodology

Action research methodology is central to this framework. Action research internalizes theory and practice through a systematic and cyclical process of inquiry that involves hypothesis testing, planning, observing, analysis, and action (Mills, 2000; Peterat & Smith, 2001; Sander & Halas, 2003; Winter, 1996). Essentially, action research invites educational developers to consider which research questions around program development and evaluation are important, what data to gather, when and how to collect and analyze these data, how to initiate positive changes to practice, how to engage faculty participants in the process, and, finally, to consider how this research might be of interest to the broader scholarly community. Data collection strategies may be in the form of quantitative (e.g., numeric performance and attendance records, rating and rank-order preference scales), and/or qualitative sources (e.g., internet or documentation searches, open-ended feedback forms and/or interviews, interpretation of teaching performances from video footage, teaching plans, students' assignments, workbook journals, etc.). Qualitative sources, for example, can be analyzed by categorizing data using established criteria, major themes, common or isolated experiences (Altrichter, Psch, & Somekh, 1993; Bogdan & Biklen, 1992; Lincoln & Guba, 1985; Strauss & Corbin, 1998). Quantitative data sources, on the other hand, lend themselves to be categorized by descriptive statistics in order to determine frequency counts, means and standard deviations or, if appropriate, by using more complex forms of analytical statistics. Appropriate combinations of qualitative and quantitative data can yield critical information to

enhance program development and evaluation (Bullough & Pinnegar, 2001).

Within this framework, therefore, action research is applied in a variety of different ways to strengthen the underlying theory/rationale for learning experiences within a program (e.g., include "evidence-based" best-practice learning strategies for program development), to gain authentic data on which to reflect upon the effectiveness of program processes and outcomes (e.g., examine input from faculty students, quality of student's work, course instructors' experiences), and to engage faculty participants as important stakeholders in the SoTL (Thompson, 1996). The following section describes how the framework was employed to enhance the theory-practice integration of the SoTL in the FCP.

Action Research and Program Development: Applications

Learning Context Strategies

In the UBC Faculty Certificate Program (FCP) context, we conducted a comprehensive needs assessment by consulting with (1) educational developers from the United Kingdom who were involved in the pioneering Staff and Educational Development Association Program Accreditation Scheme (1996) for teachers in higher education, (2) UBC Trek 2000 visioning documents, (3) an advisory board of experienced teacher educators and faculty developers including the director of the University Teaching Centre in order to assess available funding for an innovative FCP, and (4) a focus group of UBC faculty members from various academic ranks and disciplines who were committed to the SoTL and willing to participate in a pilot-program. Responses from face-to-face interviews, telephone interviews, survey questionnaires, and pilot program experiences were used to develop a UBC FCP to meet the needs and circumstances of a diverse cohort of faculty members. For example, the FCP was founded upon principles and strategies from learning-centered education (Barr & Tagg, 1995; Beaudry & Schaub, 1998; British Columbia Ministry of Education, Skills & Training, 1995; Gardner, 1993; Hansman, 2001; Hubball & Poole, 2004; Hudspith & Jenkins, 2001; Merriam, 2001; Mierson & Parikh, 2000; Ramsden, 1994; Weimer, 2002). The following assumptions about learning guided our pedagogical practices:

- Learning requires faculty to be actively engaged in the learning process.

- Faculty learn in a variety of ways and are at different stages in the SoTL.
- Learning is an individual and social contextual process.

Consistent with UBC Senate policy guidelines for Certificate Programs, the FCP entails 150 hours of learning experiences, spread over one full academic year. The annual funding required to implement the FCP for a cohort of 24 faculty members is approximately $40,000 (CAN). Approximately 85% of this funding is used to hire a faculty member to oversee program development, research, and implementation and to hire two faculty members as team-teaching facilitators for the faculty cohort. A certificate advisory board selects facilitators with an appropriate level of knowledge and expertise in the SoTL, as well as a successful track record of teaching, faculty and curriculum development. Facilitators are themselves graduates of the FCP. These learning context strategies helped to shape and integrate appropriate planning, programming, and assessment strategies for the eight-month FCP.

Planning Strategies

Faculty participants met each week, at different locations on campus to engage in independent and/or collaborative learning experiences throughout the eight-month program. The following learning outcomes guided the long-term, intermediate, and weekly planning of learning experiences throughout the FCP. Participants were expected to:

- Think critically about curriculum and pedagogical issues in higher education.
- Articulate their own values and beliefs about teaching and learning.
- Recognize the value of inclusion, student equity and diversity issues.
- Design responsive courses and assess student learning using a variety of methods.
- Facilitate active learning, critical thinking, and problem-solving skills.
- Develop a critically reflective teaching practice.
- Use a variety of communication, teamwork, and leadership skills.

Assessment Strategies

Assessment is an integral part of the SoTL throughout the University of British Columbia FCP. The above learning outcomes are

assessed in several ways. (1) Prior to the program, at a preliminary meeting with a facilitator, faculty participants are invited to discuss and present documented evidence of previous learning experiences considered equitable with program learning outcomes. With the exception of cohort meetings, this enables a participant to receive credit for prior learning and prevents unnecessary time commitments and duplication of learning experiences while maintaining the value of the cohort experience. Facilitators also provide formative feedback to individual faculty participants throughout the FCP related to progress and documentation on the SoTL. (2) Cohort members are given opportunities to provide and receive on-going peer-feedback with colleagues pertaining to actual classroom practices, peer-led workshop experiences, documentation on the SoTL contained in their program portfolios, and their contributions to the cohort learning experiences. (3) Individual faculty participants experience weekly self-reflection through the completion of journal reflections, the development of a teaching dossier, and specific action research assignments. (4) Finally, all faculty participants are required to complete an external peer-review interview at the end of the FCP in order to graduate. These interviews are conducted by previous University of British Columbia FCP graduates who have demonstrated exemplary leadership and abilities with respect to the SoTL. The purpose of these interviews is to engage each faculty participant in a reflective dialogue and to assess his/her program portfolio and documentation on the SoTL.

Programming Strategies

Depending on Prior Learning Assessment (PLA), each faculty participant in this FCP context follows an individual learning plan which combines theory, practice, and critical reflection pertaining to a wide range of integrated learning experiences, including action research, peer-review of teaching practices, e-learning projects, discussion forums, peer-workshop presentations, guest presentations from teaching award winners, independent learning projects, and the construction of a teaching dossier. Since a community of practice is integral to the SoTL, the FCP is designed, in part, around a cohort model, whereby emphasis is placed on learning communities, collaboration, and peer feedback as a natural part of academic excellence. Moreover, this provides a forum to debate, practice, and evaluate philosophies, issues, and applications in higher education. For example, cohort members

Table I
UBC FCP Program Evaluation Questions

Process evaluation questions	
Q. 1	What types of learning styles and perspectives of teaching in higher education do faculty members possess in a cross-disciplinary cohort?
Q. 2	Which learning activities develop an effective faculty learning community?
Q. 3	What are effective learning strategies to enhance the scholarship of teaching and learning?
Q. 4	What are the strengths and weaknesses of the learning experiences?
Impact evaluation questions	
Q. 5	How did the program enhance faculty members' development toward the scholarship of teaching and learning?
Q. 6	How do faculty participants rate the different learning experiences in the FCP?
Q. 7	What were the main strengths and weaknesses of the FCP?
1-year follow-up evaluation questions	
Q. 8	Who are the faculty that graduate from the FCP?
Q. 9	How has the scholarship of teaching and learning been applied?
Q. 10	Program reflections: What are critical factors that enhance program implementation
Q. 11	Program reflections: What strategies would further enhance the SoTL in the FCP?

examine how theories and principles of adult learning interface with the realities of pedagogical practices in various contexts.

Applications of Action Research and Program Evaluation

A brief overview will be provided to demonstrate how the evaluation framework was applied to enhance the SoTL in the UBC FCP context. Table I indicates a series of action research questions that were initiated throughout a 2-year period. Data collection strategies were tailored to each specific research question under investigation.

Evaluations

Process Evaluations (Q's 1–4). Prior to the program, data had been gathered as part of a prior learning assessment interview (Hubball, 2001; Kolb, 1984; Pratt & Collins, 2000). Once the program started, various data sources were compiled to examine faculty participants' progress and completion of FCP learning outcomes, including a review of program portfolios, formative program evaluation questionnaires, mid-program formative assessment interviews, and analysis of video recordings of peer-teaching workshops. Furthermore, before and after each cohort meeting, facilitators engaged in reflective dialogue to plan on-going learning activities and assess progress, strengths and weaknesses of FCP learning experiences (Altrichter et al., 1993; Bullough & Pinnegar, 2001; Robertson & Hubball, 2005).

Impact Evaluations (Q's 5–7). On completion of the UBC FCP, facilitators analyzed data from summative program evaluation questionnaires, focus groups, and semistructured interviews with faculty participants in order to assess the quality of the overall program experience (Bogdan & Biklen, 1992). In addition, faculty members were required to rate (on a scale of 1–5) the perceived usefulness of various learning strategies in the FCP.

Follow-up Evaluations (Q's 8–11). Facilitators analyzed one-year follow-up data to assess the long-term impact of the program and whether and how learning was applied. Data were gathered from responses to e-mail messages that were sent out to all faculty members in the 2002–03 cohort ($n = 24$). Twenty-two participants responded to this survey. Furthermore, follow-up telephone interviews were conducted with a focus group sample of 50% of all respondents. Finally, minutes from the FCP advisory board meetings were used to highlight progress, critical aspects that influenced program implementation, and strategic planning goals for the FCP.

Facilitators analyzed qualitative data for common and isolated experiences and for major themes (Lincoln & Guba, 1985; Strauss & Corbin, 1998). Quantitative data, on the other hand, were analyzed using descriptive statistics and recorded as frequency counts, means, and standard deviations. These numeric indicators were particularly useful for providing simple comparative data (e.g., categories of learning style preferences within the faculty cohort), as well as another lens through which to analyze the efficacy of formative and summative program evaluations. Since a more in-depth analysis was not the purpose of this study, the intention here is to provide a broad set of data against which to view process, impact, and follow-up evaluations.

Results

Results: Questions 1–7. Previous studies have provided a more detailed analysis for the above process and impact evaluation questions (Hubball & Albon, in press; Hubball et al., 2004; Hubball & Poole, 2004). Initial needs assessment data from faculty participants responding to what they expected from the program played a major role in shaping program implementation. Typical responses from this survey included:

> use time effectively and efficiently, model good practices throughout the program, treat participants with respect, be flexible with timelines, be sensitive to mixed ability learners, gain a greater knowledge of higher education literature and resources, get many useful practical strategies to improve my teaching and to enhance student learning, learn and expand repertoire of teaching methods and assessment tools, lots of interaction within group, regular communications to keep us individually and collectively on track.

These data reinforced the need for quality program learning experiences, combined with excellent facilitation skills required by course instructors in the context of the SoTL. Therefore, course instructors were hired (by a program advisory board consisting of award winning teachers) with the appropriate research and practical expertise to design a high quality program and to lead a mixed cohort of faculty in a professional (e.g., respectful of diverse needs and circumstances) and business-like fashion (e.g., sensitive to precious time, motivation, and energy commitments). Formative and summative program evaluation data suggested that cohort members generally reported a very high degree of satisfaction for the quality of learning, facilitation, and overall program experiences.

Results: Question 8. As of May 2004, 102 faculty members and instructors have graduated from the UBC Faculty Certificate program. These include national and institutional award winners, full professors, tenured and tenure-track faculty, senior and part-time instructors from all Faculties on the UBC campus (Agricultural Sciences, 1; Applied Science, 15; Arts, 19; Commerce, 8; Dentistry, 1; Education, 13; Forestry, 5; Graduate Studies/Instructional Development, 4; Law, 2; Medicine, 17; Pharmaceutical Sciences, 7; Science, 11; External Faculty, 2).

Results: Question 9. The SoTL was applied in various ways. In order of prevalence, responses were categorized into 3 main themes:

classroom scholarship, institutional project contributions, and academic appointments or recognition of pedagogical leadership.

Nearly all faculty members reported some form of on-going reflection upon their teaching practices, either at the classroom level or toward improvements in overall course design. Several respondents explained as follows:

> I have redesigned my lectures in terms of their structure and delivery; I'm using a greater variety of teaching techniques and beginning to come to understand my personal philosophy regarding teaching; I consider the range of students learning styles to a greater extent than I think that I did in past courses; I have experimented with a formal prior learning assessment in each of my lectures.

Others stated:

> I have taken a complete and continuing reflection on what and how I present material to the students and to the extent that I work with them to involve them in the learning process; formative feedback by my students is now a periodic feature of my courses, usually every 4-weeks; my course syllabus has been used by several colleagues in my department as a template for learning-centered course design.

In terms of institutional project contributions, several faculty participants reported involvement in on-going program development projects. These comments tended to be evenly split between contributions at the curriculum level or various contributions to TAG, the University Teaching and Learning Centre. One participant, for example, stated:

> As Chair of the faculty's curriculum committee, the certificate program was very timely for me. I was able to build my knowledge in areas such as curricular design, assessment of student learning and learning-centered teaching. In part, this has greatly assisted our Faculty's efforts to develop a learning community and redesign our curriculum toward learning-centered goals such as those outlined in Trek, 2000 and the University's Academic Plan.

Three respondents commented:

> I am now my Faculty's representative to the TAG Advisory Committee; I have offered a number of junior faculty advice on the preparation and update of a teaching dossier; I have presented a workshop for faculty at the TAG Centre and I am a member of the grant awarding committee for the Teaching and Learning Enhancement Fund.

Four faculty participants reported connections between FCP completion and academic appointments or formal recognition of pedagogical leadership:

> I was nominated for a faculty teaching award; I am now Associate Head for ECE undergraduate affairs. Not only am I developing new programs for ECE, I am also on a curriculum committee to develop a new engineering 1st year; I believe the program was pivotal in my promotion from Clinical Assistant to Clinical Associate Professor in the faculty of Medicine; I have the endorsement of our Faculty administration to participate in the Certificate program as an Instructor and advisory board member.

Results Question 10. In this FCP context, critical factors that enhance program implementation can be categorized as institutional (e.g., UBC's [Trek 2000] visioning document emphasizing support of the quality and integration of research, teaching and learning, program endorsement by the University president, Deans' nominations for faculty members to participate, dissemination of FCP research, national status and international recognition of FCP) and programmatic themes (e.g., clearly defined application and selection process for cross-disciplinary participants at various academic ranks, quality of team-teaching faculty facilitators and program learning experiences on the SoTL). More details about these factors can be found on the program website.

Results: Question 11. All faculty certificate programs require ongoing management strategies in order to respond continually and enhance the quality of learning experiences for cross-disciplinary faculty members at various academic ranks. While data indicate a high-level of participant satisfaction for this FCP, evidence suggests that, in addition to faculty-level strategies (e.g., the development of a teaching dossier; curricula and/or classroom research projects; pedagogical grant applications and manuscript publications; curriculum development initiatives), various institutional (e.g., time release support for participation in the program) and programmatic (e.g., flexible "mixed-mode" program delivery) strategies would further enhance the SoTL in this context. More details about these strategies can be found on the program website.

Consistent with the cyclical nature of action research, the instructional team responded to these data by spearheading the development of a teaching scholarship scheme to support faculty members' participation in the FCP. Furthermore, a mixed-mode FCP is being developed for future cohorts in order to facilitate flexibility with program scheduling

and further enhance learning (e.g., through innovative technologies) for faculty members from various disciplines. Continuing action research projects will examine the impacts of these new program interventions.

Conclusions

Facilitating the SoTL in a faculty certificate program context is a complex and multi-faceted process. It is shaped by many factors (individual, social, political, economic, organizational, and cultural) and involves many people at various institutional levels (administrators, facilitators, faculty, instructors, and students) in a wide range of disciplinary settings (Asmar, 2002; Fullan, 1991; Murphy, 1997; Ottoson and Green, 1987; Smith, 1997).

This article provides a program development and evaluation framework to enhance the theory-practice integration of the SoTL in a faculty certificate program context. Action research methodology is at the very heart of this process and is employed to strengthen the underlying theory/rationale for learning experiences within a program, to gain authentic data on which to (cyclically) reflect on the effectiveness of processes and outcomes as well as respond with refinements to practice and further questions to investigate and to engage university teachers as important stakeholders in the SoTL. Data from applied experiences with the FCP suggest that this framework organizes a faculty certificate program around issues relevant to cross-disciplinary cohort members at various academic ranks, connects a program to current literature and best practices on the SoTL, and enhances applications of the SoTL following a faculty certificate program. By taking into account the learning context and integrating a comprehensive range of institutional and programmatic strategies for implementation, this flexible and iterative framework is adaptable to a wide range of institutional settings.

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