

# KEY TERMS AND DEFINITIONS

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**Curriculum:** Curriculum refers to a particular course of study. It is often a selection of relevant content structured according to the learning context and organized to guide learners through a process.

**Educational Leader:** An educational leader is a faculty member whose employment involves high-stakes decisions regarding curricular and pedagogical initiatives at a departmental, faculty, or institutional level.

**Epistemology:** The beliefs about how one acquires knowledge. It incorporates a person's beliefs about the criteria for and the process of knowing.

**Faculty Member:** A faculty member is an individual who belongs to a Faculty or department in higher education. They are appointed to permanent employment in frequently tenure, tenure-track, or instructor positions. North American term for academic staff.

**Higher Education:** Post-secondary education, especially at a college or university.

**Interdisciplinary:** Combining two or more academic disciplines or fields of study. Biochemistry represents an interdisciplinary approach to a field.

**Intradisciplinary:** Being within the scope of a single academic discipline.

**Liminality:** Ambiguity or disorientation felt by an individual in the stages of transition between an old and new state of understanding (limina = threshold)

**Multidisciplinary:** Composed of several, usually separate, fields of study or expertise. A multidisciplinary cohort brings together faculty members from diverse academic disciplines.

**Ontology:** One's view of reality. Ontology includes one's assumptions about the nature of reality and claims about what exists. In SoTL, it is important to acknowledge the philosophical underpinnings that inform the research decisions.

**Pedagogy:** The art and science of teaching, pedagogy is the methods of lesson, course, and program delivery.

**Teaching–Research Nexus:** The interrelated links between teaching and research in higher education.

**The Scholarship of Teaching and Learning:** The scholarship of teaching and learning is a rigorous, literature-informed, and peer-reviewed framework for investigating teaching and learning in higher education. It is methodologically flexible and open to many types of inquiries into pedagogical, curricular, disciplinary, and institutional contexts.

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