The threshold concept for this second lens is positionality (e.g., identity as a teacher, researcher, global citizen, institutional change agent)—more specifically, critical reflection on one’s positionality and ability to become a change agent at one’s institution. Often, positionality entails a profound shift not only in one’s view of self-identity, but also in one’s view of the identity of the institution where they work, and their role beyond traditional norms related to teaching, research, and service (Ward & Miller, 2016). Disruptive questions aimed at unpacking one’s positionality, agency, and/or potential leadership role as an institutional change-maker on campus might be:

- Did you take a faculty position at this institution to change it?
- Did you come into your department to change the curriculum or create a new publicly engaged major or minor?
- Have you thought of your role as a faculty member as an organizer or change agent and in what ways?
- What are the opportunities and obstacles for you to change your department’s curriculum or create a new publicly engaged major or minor?
- What would it look like to create curricula that are community-centric, interdisciplinary and problem-driven, as opposed to subject-centric and uni-disciplinary?
- What would it look like to build a coalition or network to support an institutional culture supportive of S-LCE?

Not surprisingly, there are few faculty who arrived in academe to consciously challenge or change existing structures, policies, and norms. If we are committed to S-LCE approaches that maximize student and community impact, then larger questions about one’s positionality—and one’s role in shaping the curriculum, the department, and the institution to include support for quality S-LCE—are necessary elements of a transformative approach to S-LCE (Bringle, Games, & Malloy, 1999; Butin, 2005; Dostilio, 2017; O’Meara, 2016). Therefore, faculty development is not only about developing KSABs in teaching and learning S-LCE, but also in how CEPs and faculty function as organizers, boundary spanners, coalition builders, networkers, and agents of change willing to work together, to challenge existing cultural norms, structures, and policies (Gelmon & Agre-Kippenhan, 2006; Ward & Miller, 2016).