SoTL scholars have admitted, “...seeing in my teaching a set of problems worth pursuing as an ongoing intellectual focus” (Bass, 1999) has impacted teaching and learning in their courses, stimulated conversations about learning in their programs, and shifted their own assumptions about student learning in their particular field. In this introductory session, participants will explore the key components of SoTL (the scholarship of teaching and learning) and consider mathematical examples of SoTL inquiry. In "getting started" with SoTL, participants will identify what matters to them about student learning in their courses in order to locate a starting point for problematizing student learning. SoTL project questions, research design, methodology, and analysis will be introduced and additional resources will be provided. Participants will explore avenues for publication of SoTL in mathematics and campus opportunities for disseminating SoTL findings.