



The Handover

Translation and Transformation of practice as an iterative SoTL Process

Marian McCarthy & Anna Santucci

A Decade of Imagining SoTL: Looking back and Looking ahead. Mount Royal Symposium Nov 22

A TRADITION OF
INDEPENDENT
THINKING



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Acknowledging Territory



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The HANDOVER – GLOSSARY

- Nothing underhand!
- Giving away gratuitously
- Process over time
- Mentoring as reciprocal
- Successor as opposed to replacement
- New identities and relationships
- The Hangover 1 and 2!!



Key Questions in our Journey

- How do our **backgrounds, identities and lived experience** inform our **constructs of teaching and learning** and our work as academic leaders?
- What are our beliefs about the **nature of professional development** and its role in advancing teaching and learning?
How does **SoTL** influence this work?



My identity & SoTL

What is one (or a few) element of my identity that feels ***salient*** in my role as a T&L agent and within my institution?

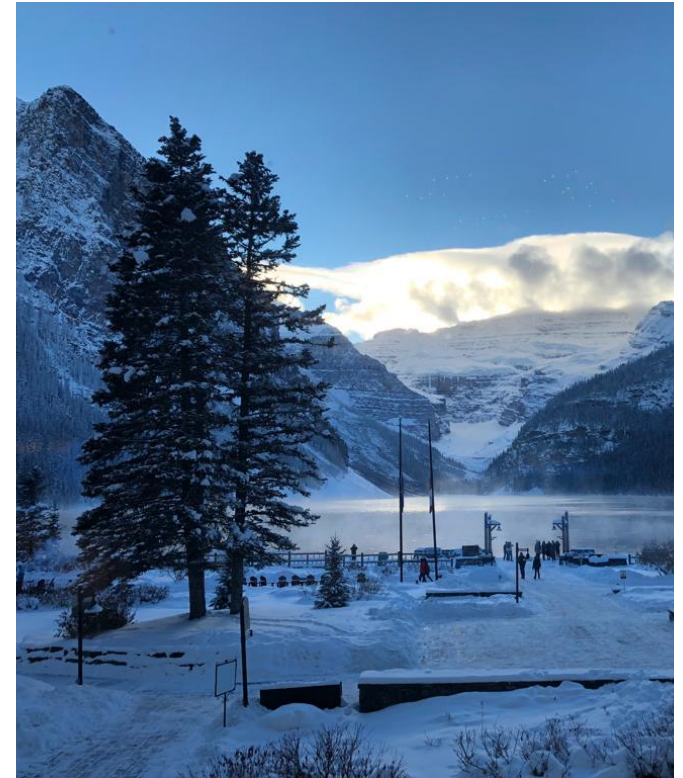
How does that inform my conception and practice of professional development and SoTL?



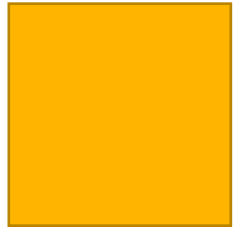
SoTL identity & Transitions

Share as you are comfortable from your writing about positionality, and how it informs your (SoTL) work -

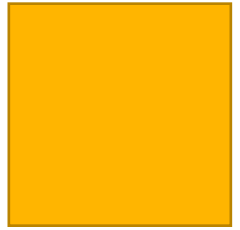
When and how do we notice these identity elements in relation to our work in Teaching & Learning?



Iterative Conversations



Iterative Conversations

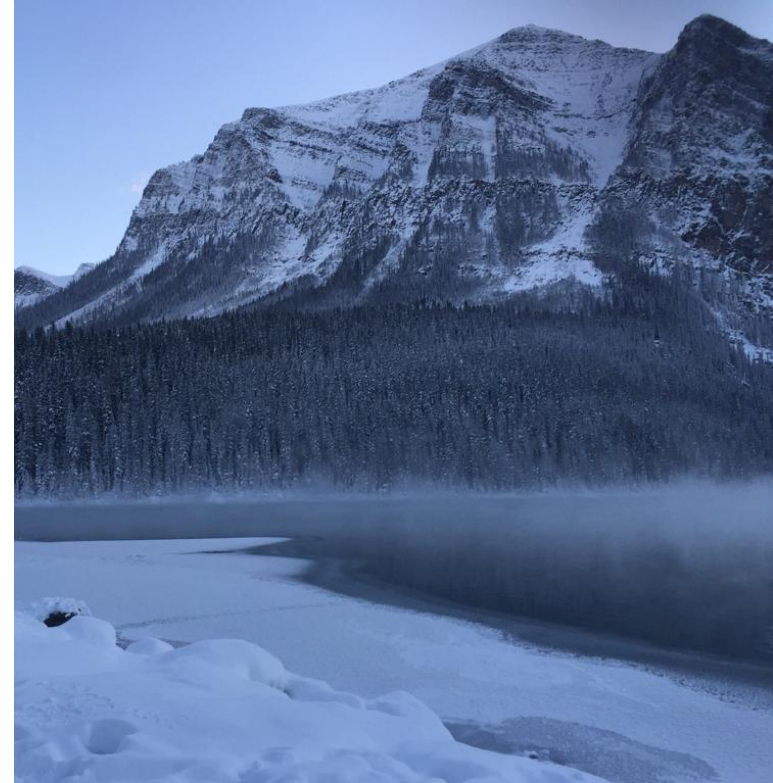


A wide-angle photograph of the University College Cork (UCC) building, a large, historic stone structure with a central tower and multiple wings. The building is surrounded by a green lawn and a path. A large evergreen tree is on the left, and a flagpole is on the right. The sky is blue with white clouds. In the foreground, there is a grassy area with some yellow flowers.

UCC (Cork, Ireland) University College Cork

Themes

- **Context**
 - Culture
 - Disciplines
- **Professional Development**
 - Service/scholarship
 - Investigation/evaluation
- **Tradition and vision**
 - Impact
 - Justice & Equity
- **Relationships & Identity**
 - Opening T&L doors
 - Naming



Context



You can't take out the whole **Irish** context and drop it...

Aware of how much I needed to contextualize what I do, where I am, ... and how I think. So I found myself over and over explaining

We don't really belong in any one discipline. So ... I kept having to do my own "**this is my context**"

It's all the **nuances** that are lost to someone who's not in the field, or whatever we wanna call **the thing that is our thing**



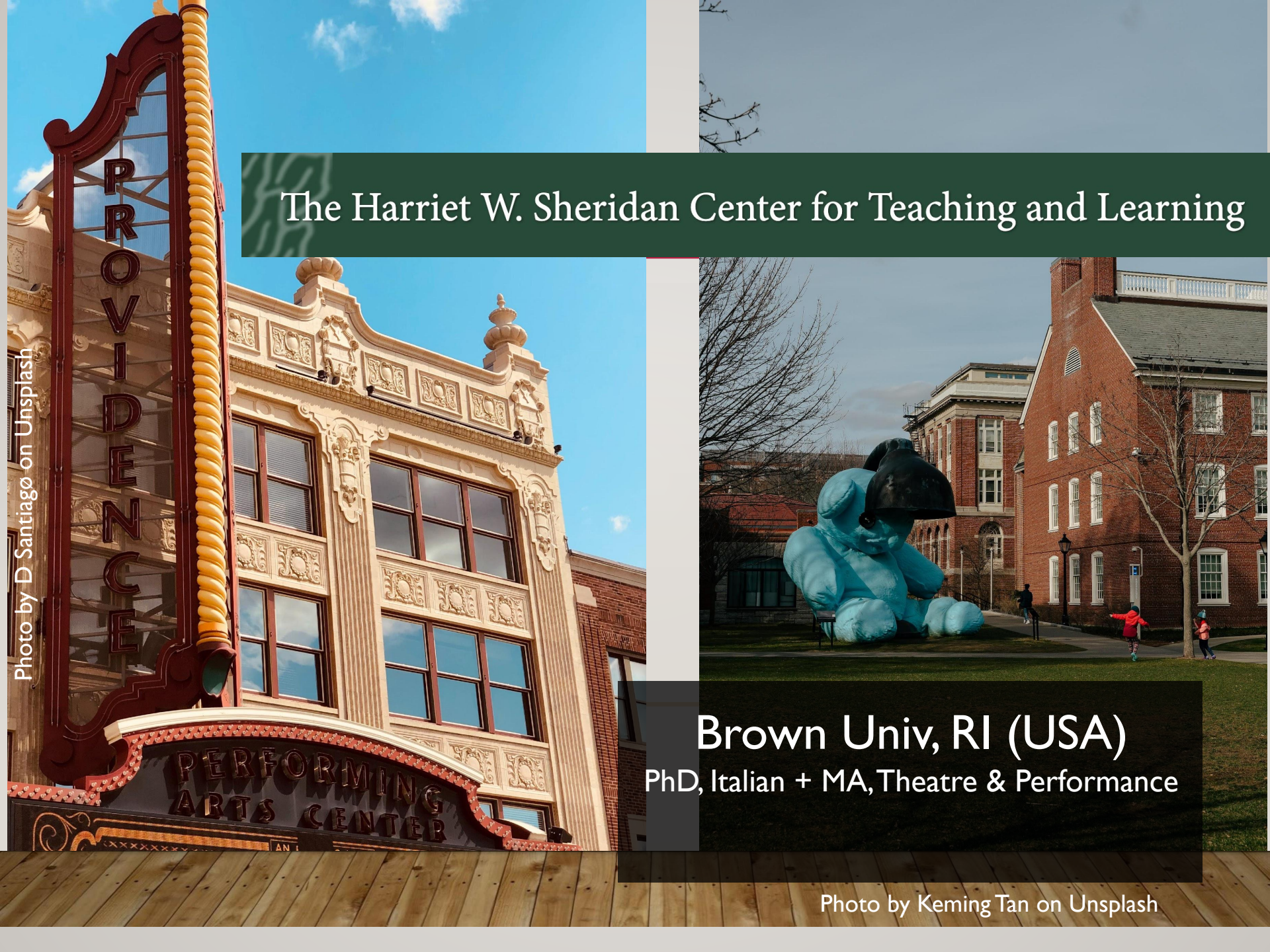
Padova (Italy) BA, Modern Languages

Photo by [Stefano Intintoli](#) on [Unsplash](#)



Nottingham (UK)
MA, English

Photo by Bookitlist on Unsplash



The Harriet W. Sheridan Center for Teaching and Learning

Brown Univ, RI (USA)

PhD, Italian + MA, Theatre & Performance

Photo by Keming Tan on Unsplash



Dickinson College, PA (USA)

Visiting International Scholar

Photo from: *Futurama* (ITAL232 final performance production, Dickinson College, Fall 2016)



wagnerhodgson.com/projects/campus/university-rhode-island-college-pharmacy



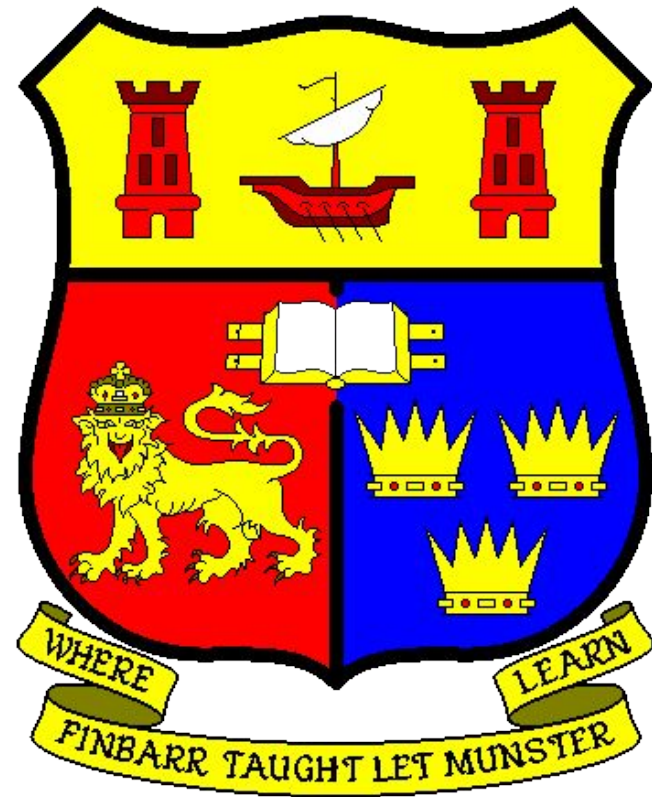
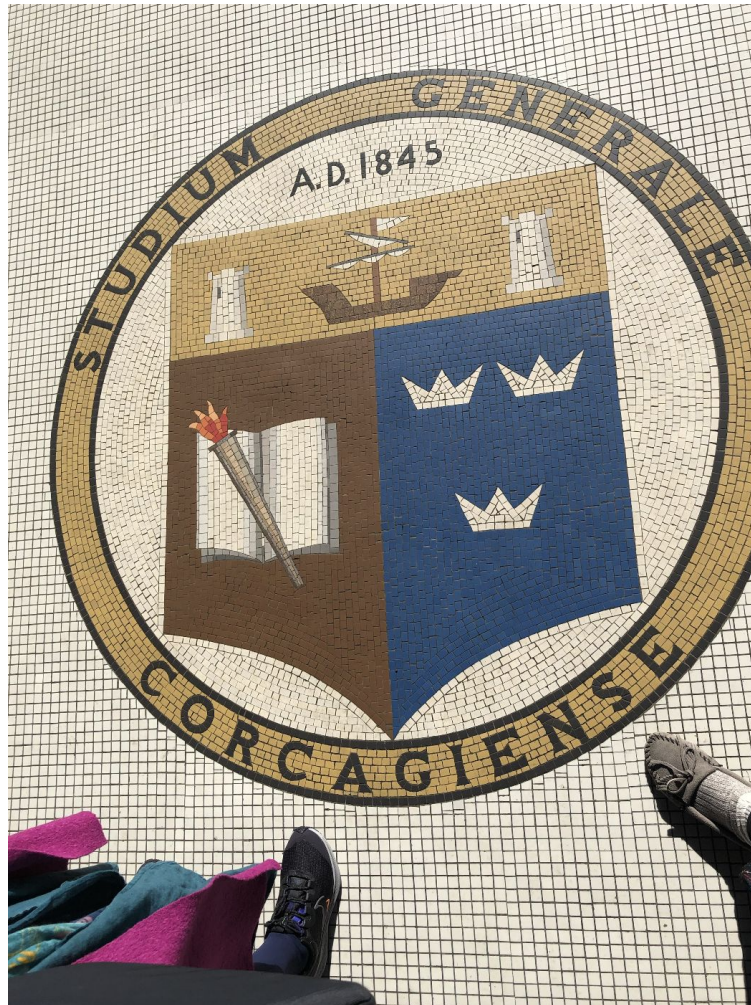
Univ of Rhode Island (USA)

Advancement of Teaching & Learning

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Iterations of the College Crest

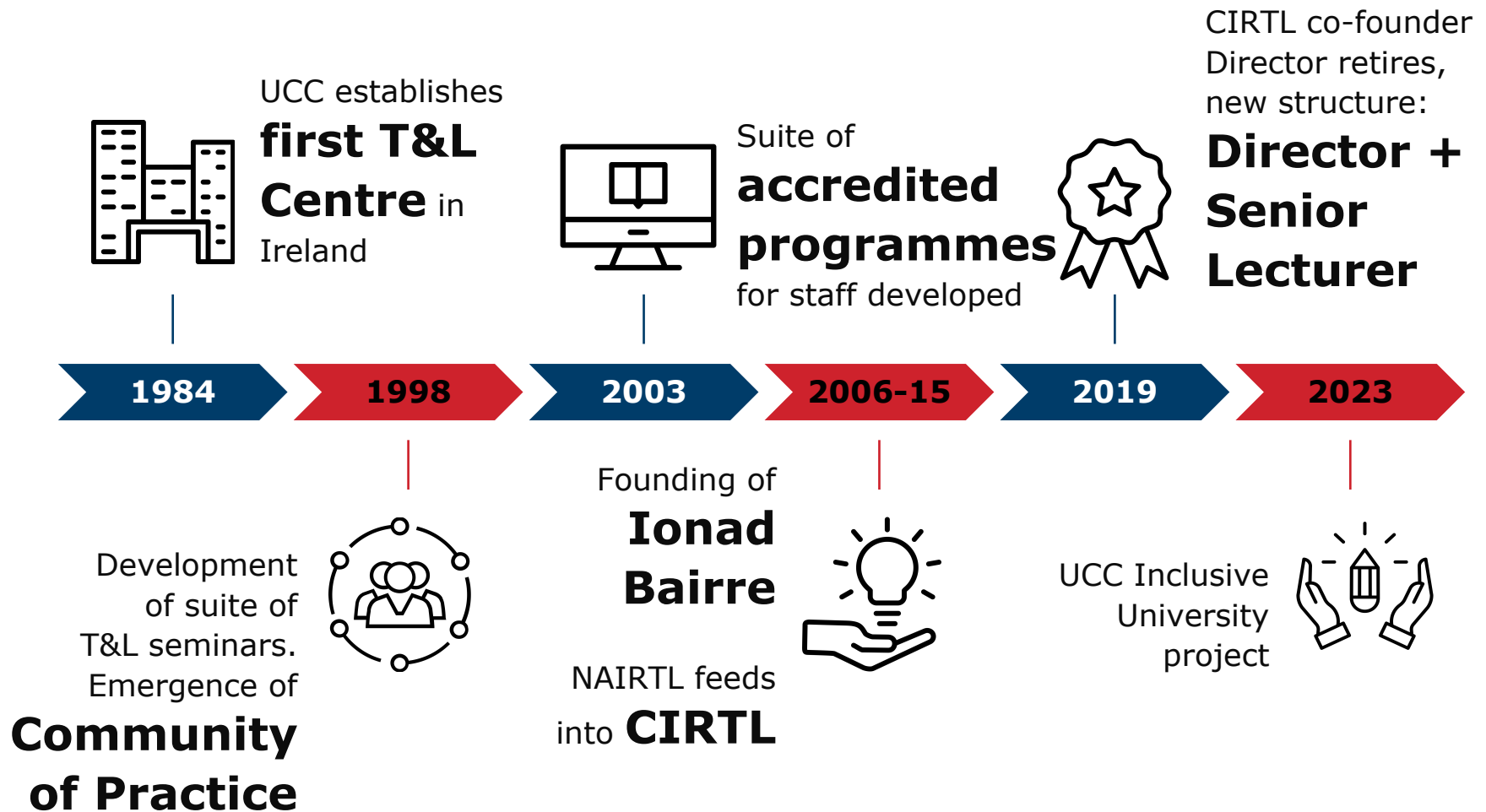


Centre for the Integration of Research, Teaching and Learning

www.ucc.ie/en/cirtl



CIRTL Heritage



“Some other people felt it was too local.
I felt that was exactly why it was so good.”

Professional Development



... like **we cannot do everything**. And yet if we want to be real about teaching and learning, being a an **agent of change** that's the space that we operate in, right?

Our instructors are embedded in these **systems that are quite intensively oppressing** them into not behaving as scholarly teacher.

PD: Investigation / Evaluation



Broader potential in terms of **advancing the work** and the the profession, let's call it at large, via **sharing of research and knowledge**, beyond the institution.

not only in the professional development... but also negotiating the **conversation with the decision makers** in terms of tenure and promotion, as they call it in the States... priorities in terms of actually putting the **resources** where the mouth is, when they profess certain **values** in an educational system that is actually not working the way that we would want it to be.

PD: Service / Scholarship



Our job of course, is to **serve**, you know, the needs of the people... But initially, Anna, it's interesting. You also have to ask what it is YOU want, which of course is **informed by the literature**, because if we were to take that literally what you said earlier, what people want, of course and I had a battle on my hands in this... what they think they want initially is loads of **tips and tricks**.

And that's the way in, right, because... they're not there to become educationalists, nor should they - it's still not our place to decide whether they should or not. Maybe **some of them do develop a deeper thirst**. I certainly did, right. I became a T&L person coming from the humanities. But the tricks and tips... come out of a fundamental need that is driven by their **desire to serve their learners**.

... then we risk kind of not **walking our own walk** - I try to be very mindful of that - I am geekily excited about teaching and learning but it might not be the space of the learner that I have in front of me in that specific moment. So yes I need to **open up that horizon of possibility... if that is something that they are excited about growing into for themselves**.

PD: The Third Space



This conflict between **Quality control**...

As opposed to a genuine **care** for what the instructor needs

We occupy this third space - We're not quite the academics.
We're not quite administrators. We are in this **translational space** in which **we try to make relationships work** between the institution and the needs of the individual.

And it's a delicate space to thread - I am in awe of the fact that UCC has managed to build a structure in which a certificate in T&L is expected of everyone, right? It it's extremely powerful on the quality point of view, but...

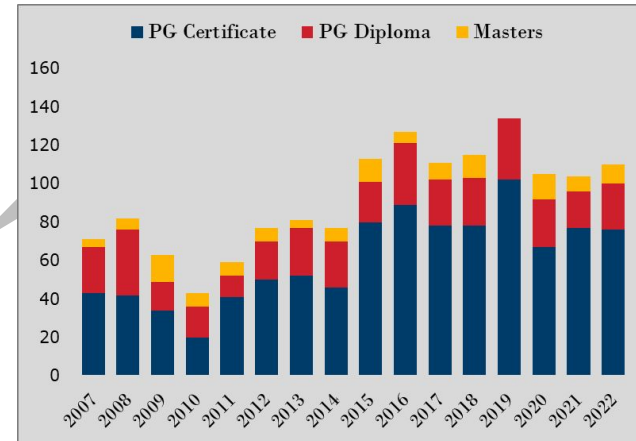


You can find
CIRTL graduates
teaching and working
in more than
20 countries worldwide.



1

3 credit-bearing courses
online PG Cert, Diploma and
MA. **52%** of UCC staff with
L&T qualifications.
3 modules for Postgrad
students on L&T.



Number of registered participants
in CIRTL's credit-bearing programmes

CIRTL CREDIT-BEARING PROGRAMMES: PARTICIPANTS 2004-2022



60%

40%



CACSSS 16%

SEFS 12%

B&L 13%

M&H 26%

Other 27%

External 6%

www.ucc.ie/en/ckb02/

CIRTL Heritage

1: PROFESSIONAL QUALIFICATIONS



Year-long, fully-online courses for all staff who teach. From entry level to advanced.

Postgrad. Certificate, Postgrad. Diploma & Masters in Teaching & Learning (HE)



THREE MONTH, SUBJECT-SPECIFIC QUALIFICATION. OPENS EACH SEMESTER



UNLOCK YOUR LEADERSHIP POTENTIAL

PG Cert in Professional Practice and Leadership in Higher Education



REGISTRATION OPENS IN NOVEMBER FOR ALL YEAR-LONG PROGRAMMES



SELF-DIRECTED SHORT COURSES

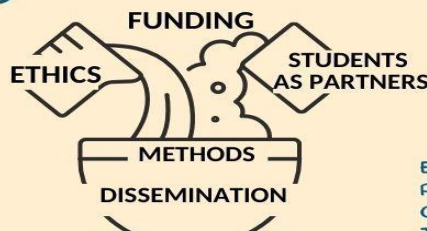
- 1: Learning & Teaching with the SDGs
- 2: Universal Design for Learning
- 3: Inclusive Assessment
- 4: Academic Integrity
- 5: Community Engaged Learning

2: CONNECT WITH LATEST DEVELOPMENTS

Register for CIRTl Series: weekly sessions on T&L topics



LINK WITH US TO DEVELOP RESEARCH PROPOSALS



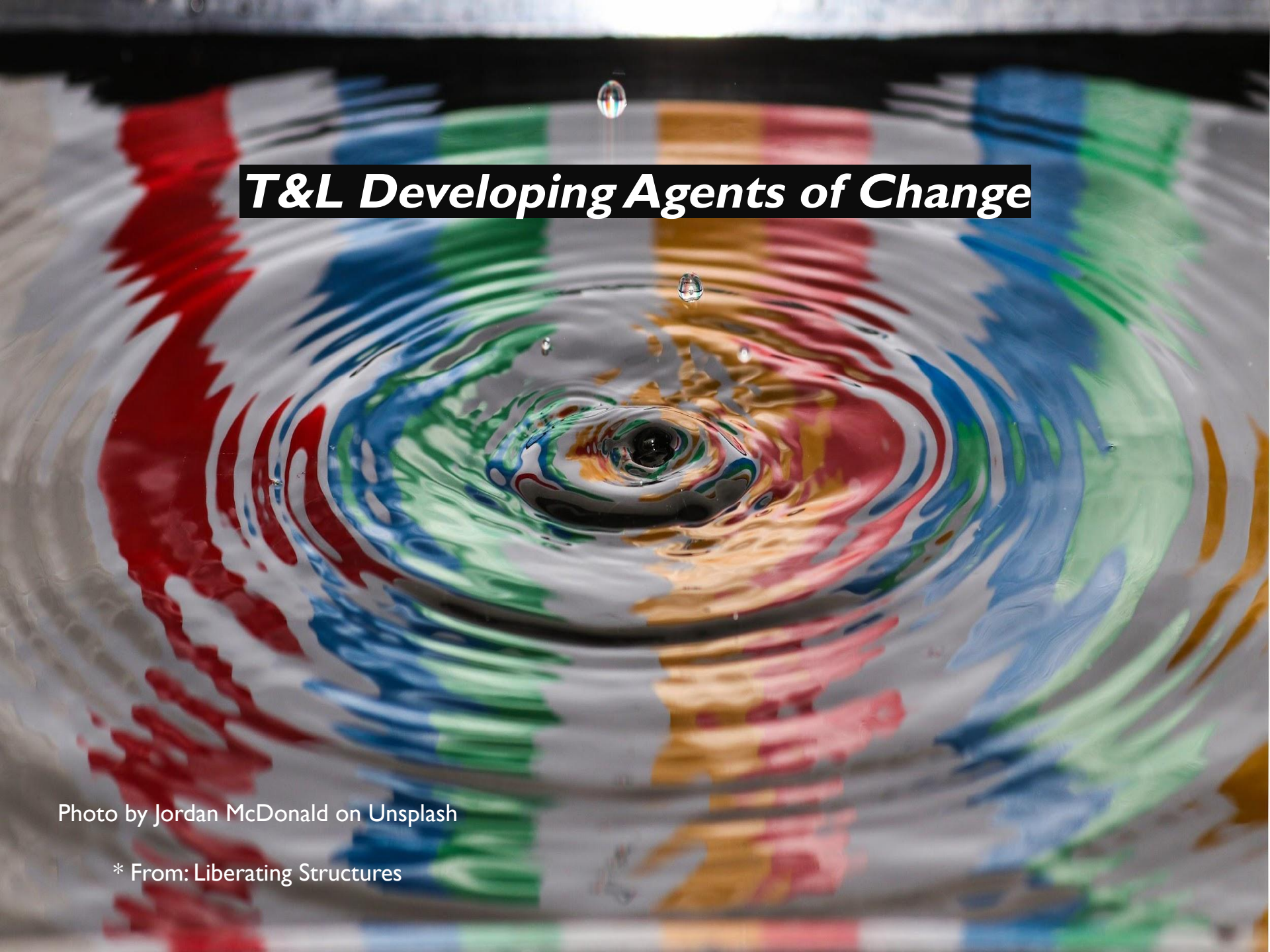
3: RESEARCH-INFORMED TEACHING & LEARNING

EXPLORE RESEARCH QUESTIONS ON TEACHING AND LEARNING



www.ucc.ie/en/cirtl/

TEACHING AND LEARNING IN HIGHER EDUCATION



T&L Developing Agents of Change

Photo by Jordan McDonald on Unsplash

* From: Liberating Structures

Educational Developers as Agents of Change

Little & Green 2022

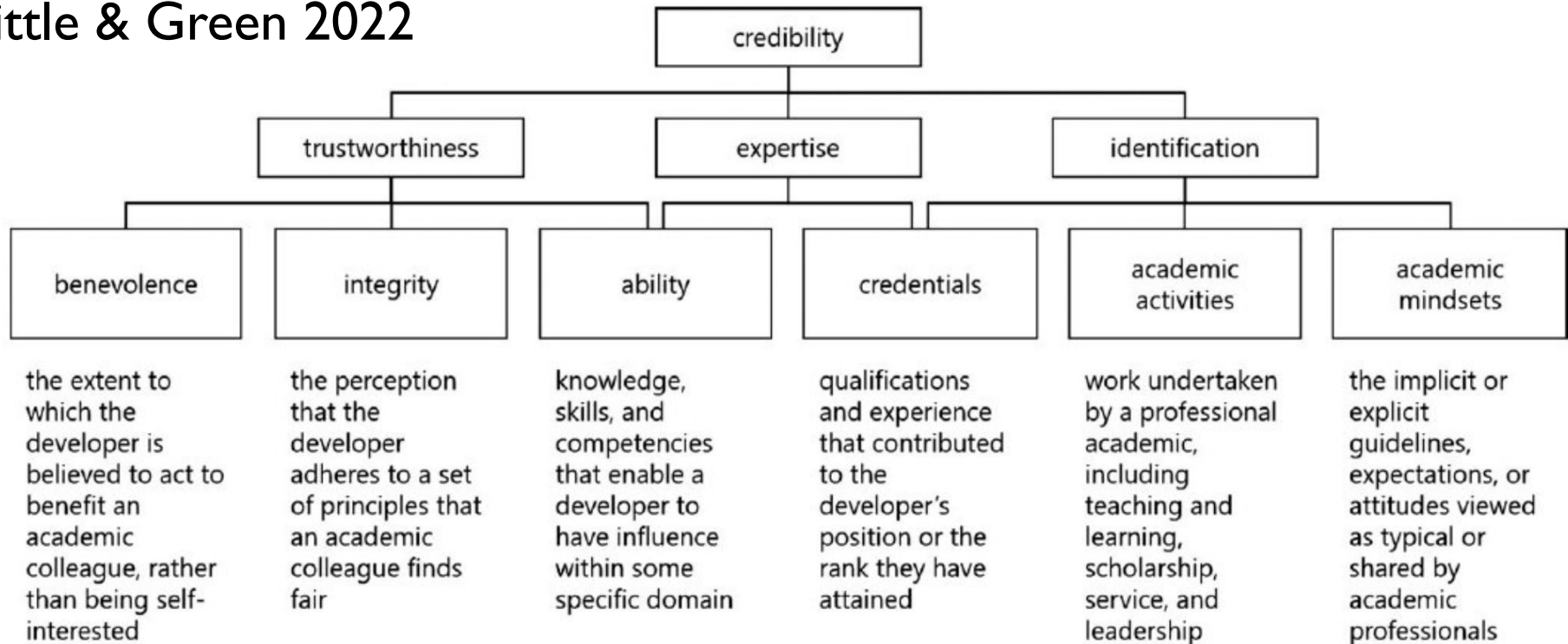
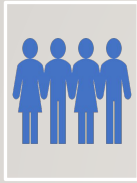
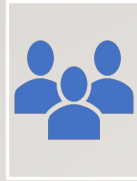


Figure 2. A credibility framework for educational developers, including definitions.

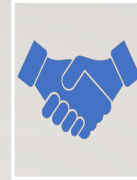
INTENTIONAL CRITICALLY REFLECTIVE PRACTICE



Interdisciplinary
seminar cohorts



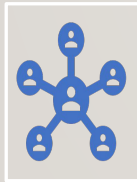
Learning
communities
with iterative
practice



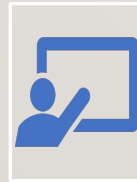
Commitment via
action planning



Implementation
consultations



Peer-mentoring



URI Teaching &
Learning Showcase



Implementation
reports



Supported
assessment &
student data
collection

ATL @ URI

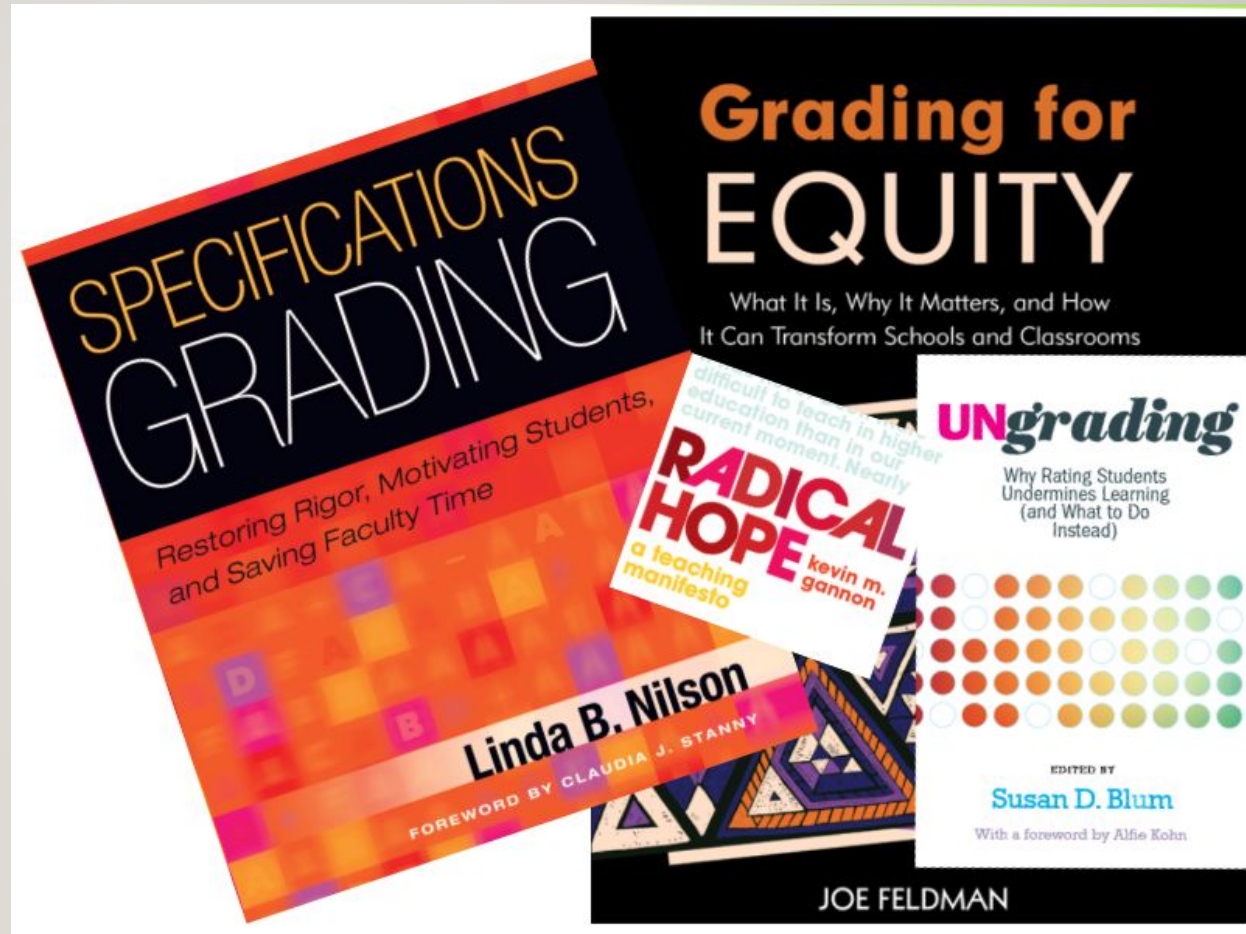
<https://web.uri.edu/atl/high-impact-teaching-hit-seminars/>

<https://web.uri.edu/atl/inclusive-excellence-book-clubs/>

Learning Community – Grading for Learning: Empowering Students with Agency for Growth

**EVALUATION aka
DETERMINING
SUCCESS:**

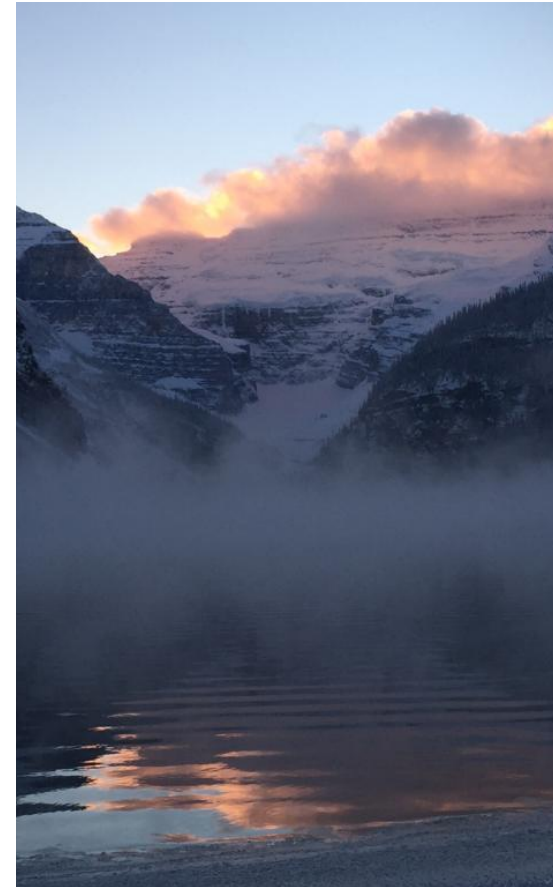
**DOES WHAT WE
“MEASURE”
MATCH WHAT
WE “VALUE”?**



WEB.URI.EDU/ATL/GRADING-FOR-EQUITABLE-LEARNING/

Tradition & Vision

Aine Hyland was Professor of education but had the vision of a teaching and learning expert... **first** major strategic plan where she planned the statement that **teaching and learning must have parity of esteem**. Now **we fought tooth and nail** to hang on to that... this was the very reason why I put myself forward for governing body. So that affected the institution at the highest level... but **it was very difficult**... governing bodies are very **hierarchical systems**...

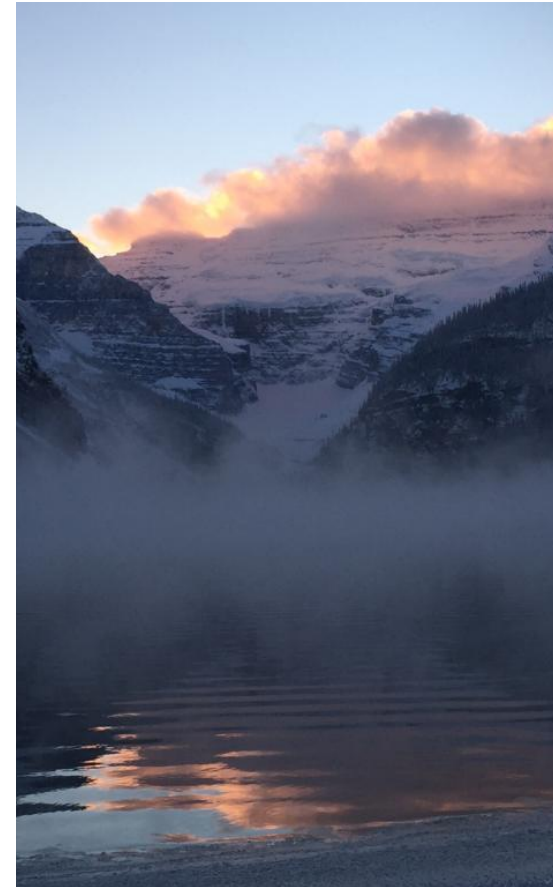


Tradition & Vision



Tradition & Vision

I'm in **constant conversation** with Catherine about how to organize things and what to keep, what we need to shed to stay more **aligned**. It's a whole lot... but we can't do everything - I'm also trying to get a sense of **what people are expecting** - What they've had so far and **where they'd like to go**.



Imagining, together ...

UTOPIA in PERFORMANCE

FINDING HOPE AT THE THEATER



5B. We cannot yield the floor.

- Continually promote data and scholarship about the effects of the pandemic.
- Refuse to let the conversation change.
- Consider leadership roles.



This is our moment
(people who care about student-
centered learning)

Now that the conversation is starting to
shift back to "normal," we cannot yield
the floor.

You tell 'em, @joshua_r_eyler
#PSUOpen



Sarah Rose Cavanagh 🌟🐝
twitter.com

URGENCY: ENACTING EMERGING FUTURES

Photo by [Sabri Tuzcu](#) on [Unsplash](#)

difficult to teach in higher
education than in our
current moment. Nearly

**RADICAL
HOPE** kevin m.
gannon
a teaching
manifesto

DIVERSITY

WHOSE PRESENCE?
WHOSE EPISTEMOLOGIES?
“EXPERTISE”

JUSTICE

OPPORTUNITY GAPS
SYSTEMIC ACCESS
EQUITY

INCLUSION

HOW?
PERSPECTIVES & VALUES
”RESEARCH”

Photo by [Alex Eckermann](#) on [Unsplash](#)

**Studying Students Studying Calculus:
A Look at the Lives of Minority
Mathematics Students in College***

Uri Treisman

**WHY ARE ALL THE
BLACK KIDS
SITTING TOGETHER
IN THE CAFETERIA?**

And Other
Conversations
About Race

Revised and Updated

Beverly Daniel Tatum, PhD

TWENTIETH
ANNIVERSARY
EDITION

ANSWERS... OR QUESTIONS?

VOLUME 2, ISSUE 1

JANUARY 2005

**Realizing a Transformed Pedagogical Dreamfield: Recasting Agreements
for Teaching and Learning**

By Laura I. Rendón

**“RESEARCH” BASED
INNOVATION**

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Relationships & Identity



That's that's the elephant in the room.
Higher education hires researchers
to be educators and the two things are
not the same. It's a very tricky place
to be in terms of your own **identity**,
because we know the literature about
impostor syndrome and how that
impacts all of us -
it's very delicate to start talking about
teaching when you're in a context in
which **you're supposed to excel** -
without necessarily having been given
the means to do so in terms of your
preparation.



Relationships & Identity



There's nothing I like better than doing what we're doing now. We're talking about teaching and learning and **wondering where the hell are we going and being lost in the middle of it all.**

You see it's infectious:
It's caught, and not taught.



Relationships & Identity



Relationships & Identity



Thank you!

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... AND YOU!!

