

# At the intersections of SoTL and Self: Unpacking Pandemic Transformations of and Fostering Resilience in SoTL

Carolyn Hoessler & Carolyn Ives  
ISSOTL 2022



**Download Worksheet:**  
<https://bit.ly/SoTLIntersections>

# Land Acknowledgement

*Standing here, we respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory we are gathered on, and whose nsyilxcən language, culture, and customs are to be respected.*

# This Space

- ★ Participate wherever you are at and however you are able.
- ★ Feel free to take whatever you need from each activity.
- ★ It's okay if just scratch the surface or focus on one piece.
- ★ Transitions are tough, unpacking can be emotional. Be compassionate with yourself and others in the room.
- ★ Share as comfortable and able



# Purpose of Workshop

We seek to foster your self-reflexivity and renewed focus on how SoTL work reflects who you are and your goals.

## Learning Outcomes

By the end of this workshop participants will be able to:

- Unpack and name changes in the transition that you have experienced or is still currently underway;
- Identify what has changed in your own teaching and SoTL research; and
- Consider how to address these concerns



## Worksheet

<https://bit.ly/SoTLIntersections>



# What Happened

*Within the System  
Within Ourselves*



# Situated in a System of Support/Non-support

**Institutionalized as a stated priority**

**Rewarded**

**Secure reliable funding**

**Welcoming/stable peer groups**

**Ease of processes such as ethics**

**Available skill development or augmentation with RAs**

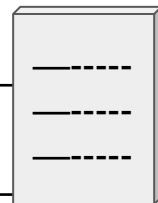
**Timeliness of ethics/access to ethics approval**

With consideration of existing literature on SoTL needs and support (e.g., Franks & Payakachat, 2020; Marquis et al., 2017; Mathany et al., 2017; Webb & Tierney, 2020; Williams et al., 2013; Wuetherick & Yu, 2016).



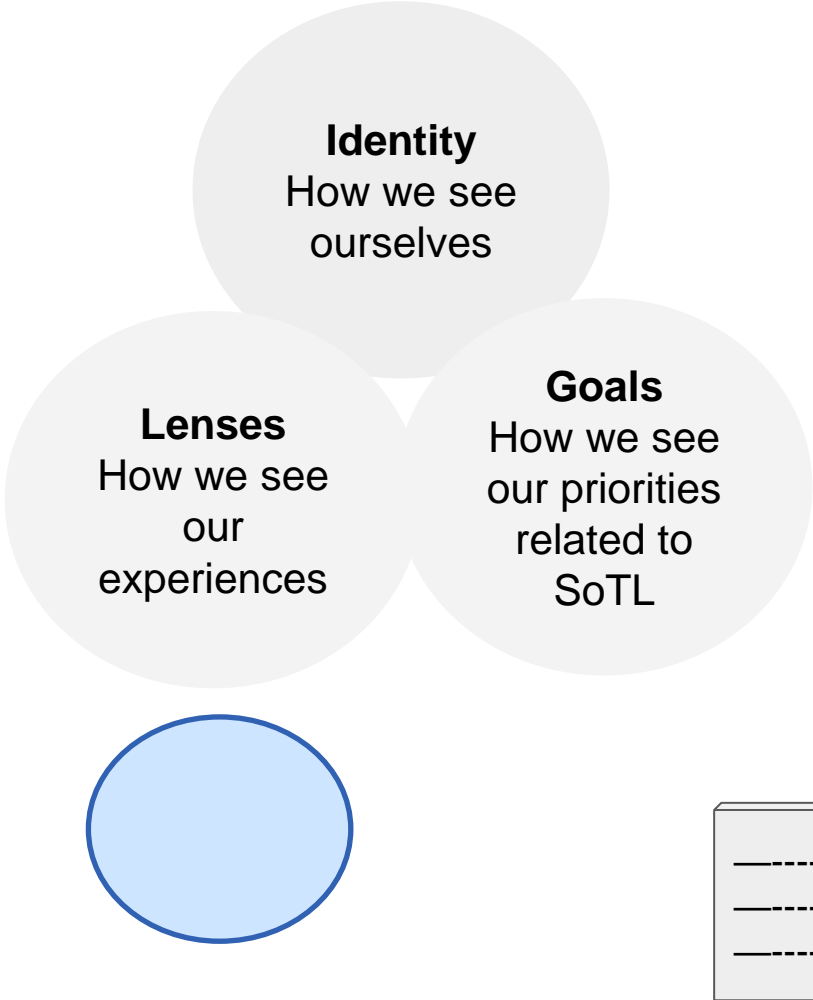
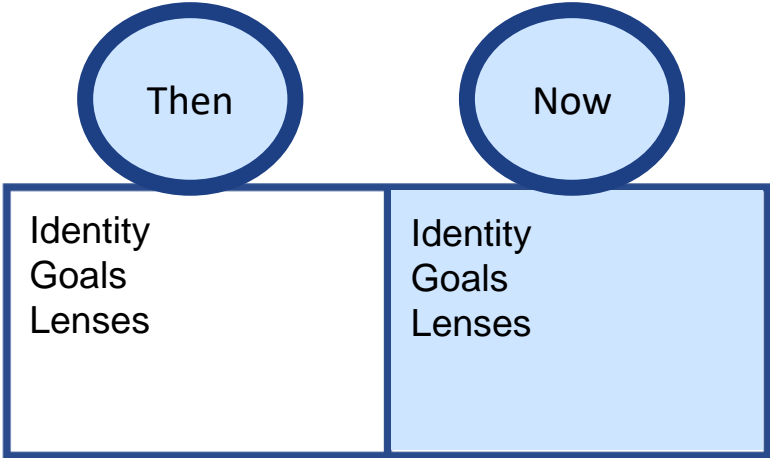
# Is SoTL Situated in a System of Support or Non-support?

Topic: Is SoTL work . . .	Pre-pandemic	During pandemic	Currently	Projected/Future
Institutionalized as a stated priority?				
Rewarded for being important faculty work?				
Eligible for secure, reliable funding?				
Welcomed with access to stable peer groups?				
Streamlined smoothly into institutional processes (research ethics applications, etc.)?				
Supplemented with professional development?				
Eligible for funded RA assistance?				



# SoTL Within Self

Major life events change our reality and how we see ourselves (identity), our experiences (lenses), and our priorities in life (goals).





# So What (Why It Matters)

*Stages of Transition*



# Three Transition Stages (Bridges & Bridges)

## Letting Go

What have we let go of?

What have we hung on to?

What have we held on to more tightly than ever?

## Neutral Zone

What worries/concerns us?

What has stayed on the to-do list but no longer inspires us?

## New Beginnings

Keeping:

Adapting to (outside):

Refreshed/See ourselves in now:



*We move through all three stages, but may be at different stages and even cycle back.*

# Now What

## Action Plan

### Action Plan

**Consider your context:**

- Support in your System:
- Your Current Transition Stage:

**Goals:**

Long term: What are the ultimate SoTL outcomes you'd like to accomplish?

- Goal 1
- Goal 2
- Goal 2

Short term: What can you reasonably accomplish in the next year or so?

- Goal 1
- Goal 2
- Goal 2

**Actions for Goal Achievement:**

Short term:

Long term:

**Action Plan:**

- What two or three things will you accomplish in the next week?

Action	Who should be involved?	Preparation required	Desired Outcome

- What will you try to accomplish by the end of academic year?

Action	Who should be involved?	Preparation required	Desired Outcome

This action plan template was adapted from one offered by the Council on Undergraduate Research (CUR) at their annual conference in March 2014



# Final Thoughts & Takeaways

Hoessler, C., & Ives, C. (November 2022). At the intersections of SoTL and Self: Unpacking Pandemic Transformations of and Fostering Resilience in SoTL. ISSOTL 2022: Kelowna, Canada

## Contact us:

Carolyn Hoessler, [carolyn.hoessler@usask.ca](mailto:carolyn.hoessler@usask.ca)

Carolyn Ives, [cives@tru.ca](mailto:cives@tru.ca)



# References

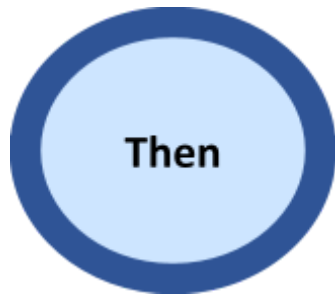
- Bridges, W., & Bridges, S. (2017). *Managing Transitions, 25th anniversary edition: Making the Most of Change* (4th ed.). Da Capo Lifelong Books.
- Franks, A. F., & Payakachat, N. (2020). Positioning the scholarship of teaching and learning squarely on the center of the desk. *American Journal of Pharmaceutical Education*, 84(9), Article 8046.
- Marquis, E., Holmes, T., Apostolou, K., Centea, D., Cockcroft, R., Knorr, K., Maclachlan, J. C., Monteiro, S. D., & Karamanis, T. (2017). SoTL research fellows: Collaborative pathfinding through uncertain terrain. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(3). <https://doi.org/10.5206/cjsotl-rcacea.2017.3.9>
- Mathany, C., Clow, K. M., & Aspenlieder, E. D. (2017). Exploring the role of the scholarship of teaching and learning in the context of the professional identities of faculty, graduate students, and staff in higher education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(3). <https://doi.org/10.5206/cjsotl-rcacea.2017.3.10>
- Webb, A. S., & Tierney, A. M. (2020). Investigating support for scholarship of teaching and learning; we need SoTL educational leaders. *Innovations in Education and Teaching International*, 57(5), 613–624. doi:10.1080/14703297.2019.1635905
- Williams, A. L., Verwoord, R., Beery, T. A., Dalton, H. McKinnon, J., Strickland, K., Pace, J., & Poole, G. (2013). The power of social networks: A model for weaving the scholarship of teaching and learning into institutional culture. *Teaching and Learning Inquiry: the ISSOTL Journal*, 1(2), 49–62.
- Wuetherick, B., & Yu, S. (2016). The Canadian teaching commons: The scholarship of teaching and learning in Canadian higher education. *New Directions for Teaching and Learning*, 146, 23–30. <http://dx.doi.org/10.1002/tl.20183>

# At the intersections of SoTL and Self: Unpacking Pandemic Transformations of and Fostering Resilience in SoTL

## Activity 1. Is SoTL Situated in a System of Support or Non-support?

Topic: Is SoTL work . . .	Pre-pandemic	During pandemic	Currently	Projected Future
Institutionalized as a stated priority?				
Rewarded for being important faculty work?				
Eligible for secure, reliable funding?				
Welcomed with access to stable peer groups?				
Streamlined smoothly into institutional processes, such as research ethics applications?				
Supplemented with professional development?				
Eligible for funded RA assistance?				

## Activity 2. SoTL within Self



<p><b>Identity:</b> How we see ourselves</p>   <p><b>Goals:</b> How we see our priorities related to SoTL</p>   <p><b>Lenses:</b> How we see our experiences</p>	<p><b>Identity:</b> How we see ourselves</p>   <p><b>Goals:</b> How we see our priorities related to SoTL</p>   <p><b>Lenses:</b> How we see our experiences</p>
--	--

## **Activity 3. Which Stage(s) of Transition (Bridges & Bridges) are you in?**

### **Letting Go**

What have we let go of?

What have we hung on to?

What have we held on to more tightly than ever?

### **Neutral Zone**

What worries/concerns us?

What has stayed on the to-do list but no longer inspires us

### **New Beginnings**

Keeping:

Adapting to (outside):

Refreshed/See ourselves in now:



## Activity 4. Action Plan

### Consider your context:

- Support in your System:
- Your Current Transition Stage:

### Goals:

Long term: What are the ultimate SoTL outcomes you'd like to accomplish?

- Goal 1
- Goal 2
- Goal 3

Short term: What can you reasonably accomplish in the next year or so?

- Goal 1
- Goal 2
- Goal 3

### Actions for Goal Achievement:

Short term:

Long term:

### Action Plan:

- What two or three things will you accomplish in the next week?

Action	Who should be involved?	Preparation required	Desired Outcome

- What will you try to accomplish by the end of academic year?

Action	Who should be involved?	Preparation required	Desired Outcome

- What will you have accomplished by this time next year?

Action	Who should be involved?	Preparation required	Desired Outcome

**Resource Needs:**

Type of Resource	Description of Need	Approximate Cost	Provider of Funds

This action plan template was adapted from one offered by the Council on Undergraduate Research (CUR) at their annual conference in March 2014