

ANNA SANTUCCI, Ph.D.

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EDUCATION

Brown University, Providence, RI (USA): Select member of Open Graduate Education Program Dissertation: <i>Performing Language & Culture: Teaching & Learning Italian through Critical Embodied Encounters</i> Ph. D. in Italian Studies	2018
M.A. in Theater Arts and Performance Studies	2016
The University of Nottingham (United Kingdom): M.A. with Distinction in English Literature	2011
Università degli Studi di Padova (Italy): B.A. in Foreign Languages and Literatures, 110/110 summa cum Laude	2009

EDUCATIONAL DEVELOPMENT EXPERIENCE

Center for Teaching Excellence (CTE), University of Virginia (USA) Associate Professor and Associate Director <i>Integrating inclusive pedagogies and partnership-oriented mindsets across existing and newly designed CTE programming in alignment with instructional, professional, and organizational development needs of the university. Supporting local, national, and international collaborations and initiatives focused on valuing critical reflective practice in post-secondary education, fostering educational justice, cultivating intercultural development, and promoting equitable learning.</i>	2025 – current
Centre for the Integration of Research, Teaching & Learning (CIRTL), University College Cork (Ireland) Senior Lecturer (Associate Professor) in Teaching and Learning Enhancement <i>Promoting active and sustained engagement in Teaching & Learning Enhancement via CIRTL academic leadership, research, curriculum design, teaching, strategic planning, professional development programming, organizational development efforts, institutional governance, and European partnerships. Supporting local, national, and international collaborations and initiatives focused on valuing critical reflective practice in post-secondary education, fostering educational justice, cultivating intercultural development, and promoting equitable learning.</i> <i>Co-leading University College Cork (UCC)'s Teaching & Learning activities for the UNIC European University alliance (The European University of Post-Industrial Cities, 10 institutions); representing UCC in the UNIC Centre for Teaching and Learning (CTL) network across the alliance, co-designing and facilitating programming for the Inclusive Education core element of the UNIC CTL Hub and UNIC Inter-Teach: Intercultural and Innovative Teaching and Learning professional development program.</i> <i>PI of the UCC Co-creating Inclusion & Equity in Teaching & Learning (CIETL) project funded by Ireland's national Program for Access to Higher Education, focused on 1) Pedagogical Partnerships approaches to address National Access Plan student experience priorities (socio-economic disadvantage, minority communities, disabilities); 2) strengthening our CIRTL Fellows program by developing intentional structures for a) enabling their growth as equity-minded change agents and b) increasing their role's visibility, transparency and integration across campus; and 3) researching internationally accessible professional pathways for Educational Development and Inclusive Teaching & Learning Enhancement in Higher Education</i>	2022 – 2025
Office for the Advancement of Teaching and Learning (ATL), University of Rhode Island (USA) Faculty Development Specialist <i>Conducted hundreds of consultations: assessment/course/curriculum design, interpretation of IDEA Student Ratings of Instruction, mid-semester feedback / Small Group Instructional Diagnosis, action planning for course innovations implementation, Scholarship of Teaching and Learning, strategizing for course-level and department-level Justice, Equity, Diversity, and Inclusion interventions. Managed and facilitated an array of diverse Faculty Development programs promoting active and sustained engagement in evidence-based teaching strategies and critical reflection on supporting students' learning (100+ workshops series, annual showcases, special events & guest speakers, new faculty orientations, multi-day intensive institutes, week-long retreats, semester-long seminars, year-long initiatives, faculty partners projects). 2021-22 example: Faculty Learning Community "Grading for Learning: Empowering Students with Agency for Growth"</i> <i>Cultivated and strengthened core areas of a multi-pronged programming model and expanded it with collaborative creation of new High Impact Teaching seminars (cohort-based models culminating in action planning for course change and individual follow-ups for implementation support), Inclusive Excellence book clubs & Faculty Learning Communities, and a Faculty Affiliates program (multi-year appointments with diverse roles: college/departmental liaisons, SoTL champions, peer-support)</i> <i>Forged and sustained multiple partnerships with diverse stakeholders across the institution in supporting its mission with a focus on critically valuing the professional development of its educators, fostering educational justice, cultivating cultural competence, and achieving equitable student success (including: Community, Equity & Diversity; Global Initiatives; University Libraries; Graduate School; Academic Enhancement Center; Talent Development, Institutional Research; Center for Career & Experiential Education; Early Career Faculty Network; Writing Across URI; The Good Five Cent Cigar student-run newspaper)</i>	2019-2022

Worked closely with IT, partners, and other ATL units (Online Ed, Academic Testing Center, and Student Learning, Outcomes Assessment & Accreditation) in **enabling and supporting university-wide shift to COVID-19 emergency remote instruction**

Managed daily office logistics such as **team meetings leadership and supervision of Graduate Student Assistants duties**, including maintenance of **programming records database on FileMaker**

Sheridan Center for Teaching and Learning - Brown University (Providence, RI) 2014-2018

Graduate Teaching Consultant, Workshops Facilitator, & Departmental Liaison

2018 Head Graduate Teaching Consultant for Humanities & Social Sciences; Conducted 20+ individual consultations and peer observations; Trained new Consultants; Facilitated New TA Orientations, Micro-Teaching sessions, and workshops in the Fundamentals series (Teaching for the First Time, Interactive Classrooms, Grading Strategies, Supporting Student Study Habits); Served as Departmental Liaison for Italian Studies and Theater Arts and Performance Studies

TEACHING EXPERIENCE

Doctoral Committees

- PhD Co-supervisor (Brown, USA) – Andrea Zoller (Italian Studies) 2025-current
- PhD Supervisor (UCC, Ireland) – Francisca Pico Pareders (Hispanic Studies) 2025-current
- PhD Co-supervisor (UCC, Ireland) – María D'Alma Torres Sánchez (Law) exp 2026
- PhD Co-supervisor (Università di Verona, Italia) – Martina Ghio: Co-costruzione di un percorso di innovazione didattica finalizzato allo sviluppo di una faculty development literacy nei percorsi di dottorato 2025-current
- PhD Co-supervisor (Università degli Studi di Macerata, Italia) – Giorgia Pasquali: Teaching & Learning Sciences: Inclusion, Technologies, Educational Research and Evaluation – Faculty Development 2025-current
- PhD External examiner (Boğaziçi University, Turkey) – Tuğba Yıldırım Kumbasar: Transformative Learning 2025
- PhD Examination chair (UCC, Ireland) – Ewelina Urbanska: “The native vs. non-native speaker dilemma: Exploring the positioning of English Language Teachers through the lens of raciolinguistics and linguistic discrimination” 2025

University of Virginia (USA)

Instructor, CavEd Seminar exp 2026

- Supporting course design skills for undergraduate students preparing for university level teaching

University College Cork (Ireland)

Program Director, MA in Teaching and Learning in Higher Education 2022-2025

- Supervising MA portfolio dissertations; Supporting participating colleagues through publication; Teaching, coordinating, and redesigning MA modules TL6020 & TL6021; Fostering international partnerships

Module Director, PG6013 Critical Trends in Teaching & Learning and My Higher Education Journey 2023-2025

- Design and facilitation of new course on current international trends in the field of Teaching and Learning in Higher Education; goals: increase critical awareness of one's values, skills and competencies in relation to inclusive educational practice, and connect SoTL principles to one's specific contexts and career plans

Lecturer, UNIC SEOS MA: Superdiversity in Organizations, Education, and Society 2024-2025

- Curriculum Contributor, teacher of the Introduction to Critical Trends in Teaching & Learning module

Lecturer, PG6003 Teaching and Learning for Graduate Studies 2022-2023

- Design and facilitation of modules on introduction to learning-centered teaching

Guest Lecturer, IS1115, IS2217 & IS4400 Personal Development and Ethics for IS Professionals 2022-2024

- Design and facilitation of workshops on applied theatre tools for communication and teamwork skills

Dissertation Supervisor, MA in Theatre & Performative Practices 2022

- Diana Claudia Stoica: “Homing the Translingual Self – An inquiry into perceptions of linguistic identity and belonging using multilingual performative practices”

Brown University, Providence, RI (USA)

Instructor, TAPS/ITAL 0810 “Performing Italy” 2018

- Designed and taught new cross-listed course (Theater and Italian) focused on performance and society, politics and activism; organized, administered, and coordinated interventions by guest artists

Graduate Teaching Assistant, TAPS/POBS 1740

“Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition” 2016

- Collaborated on course redesign, developed activities and materials, facilitated workshops and discussions, provided feedback to students' assignments

Language Instructor, Elementary and Intermediate Italian 2013-2015

- Taught courses daily, including lesson planning, materials development, and grading
- Collaborated on a regular basis with departmental language coordinator and other instructors

Dickinson College, Carlisle, PA (USA)

Visiting Scholar Instructor: Accelerated Elementary Italian 2017

- Created and taught new accelerated course for the core curriculum of the Italian department

Writing Mentor and Independent Study Supervisor 2017

- Supported advanced seniors and honors theses; independent study sessions for Reading & Writing courses

Visiting Scholar Instructor: Reading and performing Italian texts 2016

- Redesigned and taught two sections of 5th semester theater-based course within the Italian curriculum
- Facilitated theatre workshops and Coordinated with theatre department for costumes and performance space management
- Organized, developed, and directed the students' final performance production project
- Supervised Teaching Assistants (two Undergraduate TAs, one International Visiting TA)

PROFESSIONAL AFFILIATIONS & ACTIVITIES**ASSOCIATIONS & MEMBERSHIPS history**

Current member: Professional & Organizational Development (POD) Network, Intl Consortium for Educational Development (ICED), Intl Drama/Theatre & Education Association (IDEA), Intl Society for Scholarship of Teaching & Learning (ISSOTL), All Ireland Society for Higher Education (AISHE), Educational Developers in Ireland Network (EDIN), Assoc of American Colleges & Universities (AAC&U), Pedagogy & Theatre of the Oppressed (PTO), The Association for the Study of Play (TASP), Contemplative Pedagogy Network, "Yes, And..." Higher Ed Network (YAHE)

Collaborator: Modern Language Association (MLA), American Assoc of Italian Studies (AAIS) & Teachers of Italian (AATI), American Council on the Teaching of Foreign Languages (ACTFL), American Assoc for Adult and Continuing Education (AAACE), Association for Theatre in Higher Education (ATHE), UK Staff and Educational Development Association (SEDA, UK), Canada Society for Teaching & Learning in Higher Education (STLHE), Associazione italiana per la promozione e lo sviluppo della Didattica, dell'Apprendimento e dell'Insegnamento in Università (AsdUni)

PROFESSIONAL SERVICE HIGHLIGHTS**Editor**

<i>International Journal for Academic Development (IJAD)</i> , Associate Editor (ICED)	2024-current
<i>POD Perspectives</i> (formerly <i>POD Speaks</i>), Editor-in-Chief (POD Network)	2022-2026
<i>Journal of Teaching and Learning Practice (JUTLP)</i> , Editorial Review Board member	2026-current
<i>Higher Education: Linking Research, Policy and Practice</i> (EAIR Brill Series)	
• EAIR (European Higher Education Society) 2024 Forum Volume: Sustainability, Resilience and Wellbeing	2025
• EAIR (European Higher Education Society) 2025 Forum Volume: Openness: a mission challenged	2026
<i>Transformative Dialogues</i> , Guest Editor for invited special issue:	2024
Dialogically Relational Complexity: Exploring SoTL's Transdisciplinary Potential	

Peer Reviewer

<i>Norton Guide to Equity-Minded Teaching</i> (by Artze Vega, Darby, Dewsbury & Imad)	2022
<i>Jennifer Burke Award for Innovation in Teaching and Learning</i> , ILTA (Irish Learning Technology Association)	2025
<i>Journal of Diversity and Equity in Educational Development</i>	2024-current
<i>International Journal for Students as Partners</i> (McMaster University)	2022-current
<i>Imagining SoTL</i> (Mount Royal University, Mokakiiks Centre for SoTL)	2022-current
<i>International Journal for Academic Development</i> (International Consortium for Educational Development)	2021-current
<i>Teaching and Learning Inquiry</i> (International Society for the Scholarship of Teaching and Learning)	2021-current
<i>To Improve the Academy</i> (POD Network)	2020-current
<i>Scenario</i> (bilingual English/German Journal for Performative Teaching, Learning, Research)	2019-current
<i>SoTL Summit</i> annual conference (Kennesaw State University)	2023-current
ISSOTL annual conference	2022-current
POD annual conference	2020-current
ICED biannual conference	2022-current
COST action – expert panel	2024-current
Mokakiiks SoTL Symposium 2026	2026

Educational Developers in Ireland (EDIN) Network	2022-2025
EDIN Committee Member	
2022 Working Group: Sustainable practice-sharing as an educational development network	
All Ireland Society for Higher Education (AISHE)	
AISHE Vice-President	2024-2025
AISHE Board Member	2022-2025
Contemplative Pedagogy Network	
Steering Group Member	2024-current
International Society for the Scholarship of Teaching & Learning (ISSOTL)	2020-current
2025 International Collaborative Writing Groups co-leader: Co-creating International Hope Circuits	2025
2024 EuroSoTL Temporary Board: founding member of the EuroSoTL Network board	2024-current
2023 International Collaborative Writing Groups co-leader: SoTL as Inclusive Transdisciplinary Practice	2023
2022 International Collaborative Writing Groups member: Public SoTL	2022
Conference buddy volunteer	2023, 2025
Professional and Organizational Development Network in Higher Education (POD Network)	2018-current
2024-26 Spirit of POD Award Committee Member	2024-current
2022-25 Professional Development Committee Chair	2022-25
2022-25 <i>POD Perspectives</i> Editor	2022-25
Immigrant Educational Developers Affinity Group, Founder and co-convenor	2022-current
2024 Faculty of the Institute for New Educational Developers (INED)	2024
2022 Change Advisory Team (CAT) member working with Think Again Training Consultants	2022
Committee member: Professional Development (Institute for New Educational Developers, Ed Dev Competencies, and POD Live subcommittees, DEI Liaison); Scholarship (<i>POD Perspectives</i> Editor, DEI Liaison); Diversity, Equity, & Inclusion. SIG member: Equity & Education; Co-Creation through Partnership (CCP); Mindfulness & Contemplative Pedagogy; Scholarship of Teaching & Learning; Arts & Humanities	
University College Cork (Ireland)	2022-2025
2025 Action Plan for Equality, Diversity and Inclusion consultation; 2025 Inclusive Assessment consultation; 2024 Global Engagement Plan consultation; 2022-25 Academic Council Academic Development & Standards Committee; 2022-25 Academic Council Teaching & Learning Committee; 2023-25 Eu University of Post-Industrial Cities (UNIC): UCC delegate and co-lead for Teaching & Learning; 2024-25 Senior Lecturer Mentorship Panel; 2022-23 Academic Staff Development Committee; 2022 Digital Education Plan contributor; 2023 Teaching & Learning Showcase	
University of Rhode Island (Kingston, RI)	2019-2022
2021-22 Student Success Team; 2021-22 Academic Affairs Diversity Task Force; 2021-22 Academic Enhancement Center Learning Advisory Board; 2020 Academic Summit Planning Committee; 2020 Part-Time Faculty Teaching Excellence Award Committee; 2019-20 Rose Butler Browne Leadership & Mentoring	
Brown University (Providence, RI)	
<i>Chiasmi</i> : Brown-Harvard Italian Graduate Student Conference Organizer & Chair	2013-2018
Italian Department Graduate Student Representative (professional development, advising & mentorship, climate)	
Dickinson College (Carlisle, PA)	
Organizer and facilitator of Italian Club, Italian Table, and Italian House co-curricular events	2016-2017
CERTIFICATIONS, LICENSES, & PROFESSIONAL DEVELOPMENT HIGHLIGHTS (in addition to conferences participation)	
Intercultural Development Inventory (IDI) License - Qualified Administrator	2021-current
<i>Qualifying Seminar Certificate (June 2021)</i>	
Staff and Educational Development Association (SEDA, UK)	
Senior Fellowship	exp 2026
Professional and Organizational Development Network in Higher Education (POD Network)	
POD Connects! Theatre-Based Educational Development - Co-founder & Member	2019-current
POD Scholarly Reads - Scholarship Committee, Participant	2019-current
POD Live Webinars - Professional Development Committee, Participant	2019-current
Doing the Work: Committing to Anti-Racism –DEI Committee, Participant (December 2020 - February 2021)	2020-21
POD Institute for New Faculty Developers	2019
Professional Development Committee; Hosted by UNC-Greensboro, NC - <i>Attendee (July 29-Aug 2)</i>	

University College Cork (Ireland)	
Critical Pedagogies Professional Learning Community	2023
<i>Member, UCC Centre for the Integration of Research, Teaching, and Learning</i>	
Irish Management Institute Leadership Training	2023
<i>UCC Leaders Level 2 Certificate (June 2023)</i>	
Praxis Digital Badge: Integrating Development and Global Citizenship Education across UCC	2022
<i>UCC Centre for Global Development (CGD), funded by Irish Aid</i>	
Connected Curriculum Digital Badge	2022
<i>Supporting implementation of UCC's Connected Curriculum framework</i>	
Symposium: Integrating Universal Design across the University	2022
<i>Contributor, Inclusive UCC initiative</i>	
University of Rhode Island (USA)	
Mental Health First Aid USA - National Council for Mental Wellbeing	2021
<i>URI Mental Health First Aid Certificate (December 2021)</i>	
Teaching Symposium on Race, Anti-Racism and Anti-/Blackness	2022
<i>URI Invited Member and Contributor</i>	
Safe Zone Membership	2021
<i>Completed Training offered by URI Gender and Sexuality Center</i>	
Rhode Island Teaching and Learning Network	2019-2022
<i>Member, representing the University of Rhode Island</i>	
University College Cork (Ireland) <i>Scenario Project, Online Conference</i>	
Sore Back, Square Eyes? Going Performative in Digital Teaching and Learning Spaces	2021
Kennesaw State University, Center for Excellence in Teaching and Learning: SoTL Summits	
Scholarship of Teaching and Learning Summit 2021	2021
Lilly Conferences	
ITLC Lilly Online 2020 & 2021: Enhancing Online, Onsite, and Hybrid Teaching & Learning	2020 & 2021
East Side Institute	
Power & Open-Ended Play in Higher Education: Play, Development & Social Justice	2020
Performance and Theatre of the Oppressed Association, Online Workshop	
What does democracy look like? Ideological Representations in Contemporary Culture	2020
University of New Hampshire, CETL Conference	
Empower Students for Academic Success: Teaching Students Study Skills Informed by the Science of Learning	2020
New England Faculty Development Consortium Conferences	
Students As Partners in Learning Design & Relationship Rich Experiences in Person and Online	2020 & 2021
Arizona State University, Online Summit	
REMOTE - The Connected Faculty Summit 2020	2020
Cornell-X, Online Course	
Teaching & Learning in the Diverse Classroom (TLDC101x Certificate, April 2020)	2020
Wellesley College, MA	
Intercultural Awareness, Communication and Competence	2019
Assumption College, D'Amour Center for Teaching Excellence, Worcester, MA	
Invitation to Learning: Emotions, Inclusivity, and Community	2019
Yale University, New Haven, CT	
Ivy+ CTLs Summit "Teaching Transformations" - Brown University's Sheridan Center GTC delegate	2018
Brown University, Providence, RI	
Opening the Curriculum: Educational Innovation in the Liberal Arts	2019
Teaching Consultant Program - Sheridan Center for Teaching and Learning	2014-2018
Course Design Seminar - Sheridan Center for Teaching and Learning	2015-2016
Reflective Teaching Seminar (Certificate I) – Sheridan Center for Teaching and Learning	2013-2014
Workshops Series – Sheridan Center for Teaching and Learning	2012-2018
Digital Humanities - Italian Studies & Center for Digital Humanities, " <i>Garibaldi & the Risorgimento</i> " assistant	2012-2015
Theory and Methods of Foreign Language Teaching	2014
Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition	2014
Harvard University, Boston, MA	
Teaching Italian in Partnership with the Arts	2014

SCHOLARSHIP

INVITED CONTRIBUTIONS

University of Bergen (Norway) <i>Teaching and Learning in Higher Education (TeLEd) Online International Invited Speaker Series</i> Interactive Lecture: <i>Teaching & Learning as Journeys of Possibility</i> <i>Growing Together in Dialogue, Difference, and Emergence</i>	May 2026
University of Virginia (United States) <i>Annual Institute of World Languages Spring Faculty Retreat</i> Workshop: <i>Performing Language & Culture Teaching & Learning as Critical Embodied Encounters</i> <i>Annual Teaching Workshop, School of Education and Human Development (EHD)</i> Workshop: <i>Facilitating Dialogue: We Make the Road by Walking</i>	May 2026 May 2026
Università degli Studi di Palermo (Italy) <i>Meeting Internazionale CRUI: "TLC e Faculty Development: dalla progettazione alla valutazione delle azioni"</i> Expert Panel: <i>Designing and Strengthening TLCs: Strategies, Practices, and Institutional Policies</i>	April 2026
Università degli Studi di Verona (Italy) <i>TLC Series: Formarsi per Formare</i> Workshop Retreat: <i>Dalla supervisione al mentoring</i>	January 2026
University College Cork (Ireland) <i>UNIC European University Alliance, Blended Intensive Program on Artistic Methodologies: Hidden Cities</i> Workshop: <i>Embodied Translations</i> H. Buffery & A. Santucci <i>UNIC European University Alliance, Diversity & Inclusion Training</i> Workshop: <i>Meaning and Mattering Across Difference</i>	December 2025 October 2025
Technische Universität Chemnitz (Germany) <i>HDS (Saxonian University Education) Teaching & Learning Forum</i> Keynote: <i>Teaching & Learning Through Difference: Relationality, Collaboration, and Interculturality</i>	October 2025
Universidade do Minho (Portugal) <i>Office of the Pro-Rector for Student Affairs and Pedagogical Innovation</i> Keynote: <i>Grading for Equity & Belonging</i> Workshop Retreat: <i>Envisioning Higher Education Change with Purpose: Scholarship of Teaching & Learning</i> A. Santucci & P. Felten	October 2025
Corvinus University of Budapest (Hungary) <i>Centre for Teaching and Learning conference</i> Keynote: <i>Belonging in Difference: Center Mattering to Foster Interculturally Equitable Thriving in Higher Education</i> Workshops: <i>Critical Trends in Teaching and Learning & My Higher Education Journey; The VALUES Framework: Values-Aligned Assessment of Learning & my Unique Evaluation Strategies; Daring to Trust: Flourishing Together as Teachers and Learners</i>	September 2025
Università di Genova (Italy) <i>ASDUNI, 6th National Conference on Faculty Development: Analysis and Development Perspectives for a Holistic Approach to University Teaching Professionalism</i> Keynote: <i>Daring to Learn: Flourishing Together in and through Academic Development</i>	June 2025
University of Groningen (The Netherlands) <i>2025 EuroSoTL: Making Connections through the Scholarship of Teaching and Learning</i> Keynote: <i>SoTL Connections Through and Across Difference: Intercultural Dialogue, Relational Journeys, and Emergent Perspectives</i>	June 2025
Institute of Arts, Design & Technology (Ireland) <i>Teaching, Learning + Research Showcase</i> Keynote: <i>Integrating Research, Teaching and Learning? Unlocking transformative journeys of scholarly artistry</i>	June 2025
Malmo University (Sweden) <i>CAKL's research seminar about teaching and learning in higher education</i> Invited Talk: <i>Teaching as artistic co-creation</i>	May 2025

Università degli Studi di Palermo (Italy) <i>Conferenza dei Rettori delle Università Italiane (CRUI): "Per una rete dei TLC: stato dell'arte e prospettive future"</i> Keynote: Making a Difference at the Centre: Values, Identity, and Growth	April 2025
University of Calgary, Taylor Institute for Teaching and Learning & Mount Royal University, Mokakiiks Centre for the Scholarship of Teaching & Learning (Alberta, Canada) <i>2025 Brave Conversations in SoTL: International Speakers series</i> Invited Talk: Dialogically Relational Leadership: Growing Together in, as, with, for, and through SoTL	2025
University College Cork (Ireland) <i>2024 Strategic Alignment of Teaching & Learning Enhancement (Higher Education Authority)</i> Partnerships Towards Co-creating Inclusive and Equitable Teaching & Learning - Grant PI	2024-25
<i>2023 National Plan for Access to Higher Education (Higher Education Authority)</i> Co-Creating Inclusion and Equity in Teaching and Learning (CIETL) – Grant PI	2023-24
Advance HE (UK) <i>EnvisionED project: Belonging, mattering and becoming</i> Mattering & Becoming: Sustaining Academic Ecosystems of Wellbeing - Panelist	2024
Mount Royal University, Mokakiiks Centre for the Scholarship of Teaching & Learning (Alberta, Canada) <i>2023 SoTL Symposium: Expeditions in SoTL</i> Keynote: Growing Together: Liminal Presence, Emergent Dialogue, and Cultural Action Towards Transformative Co-creation in Our Teaching and Learning Journeys	2023
Kennesaw State University (GA, USA), Center for Excellence in Teaching and Learning: SoTL Summits <i>2023 Scholarship of Teaching and Learning Summit</i> Plenary: The People We SoTL With: SoTL as Collaborative Process & Inclusive Trans-disciplinary Practice A. Santucci & S. Nasrollahian Mojarad	2023
Magna Publications Online Seminars Re-Energized: Focusing on Engagement to Promote Faculty Wellbeing – Author Speaker Verbeke, Santucci, & Murcay	2023
Learning Planet International Alliance: Learning Planet Institute and UNESCO Transform Your Teaching with the "Yes And" Higher Ed Network – Panelist	2023
Howard Hughes Medical Institute (Chevy Chase, MD, USA) Education for Freedom MOOC – Contributor Santucci, A. "Setting the Stage: Our Classrooms as Rehearsals for Action" Dewsbury, D. and Murray-Johnson, K. Eds.	2023
Deep Teaching Residency – Curriculum Contributor & Facilitator <i>National Science Foundation, STEM Faculty Development Program on Inclusive Teaching; PI Dr. Bryan Dewsbury</i> My contributions explore discomfort, co-creation, trust, self-awareness, and empathy in teaching. Participants selected via national application; immersive face-to-face institute led by a multi-institutional team; cohorts remain connected via virtual learning communities. Curriculum focus: anti-racist teaching practices and critical self-reflection for practitioners committed to fostering student success by intentionally centering meaningful learning and sense of belonging	2020-2024
University of Rhode Island (Kingston, RI, USA) <i>National Endowment for the Humanities</i> A New Model for Integrated Humanities and Engineering Education – Grant co-PI <i>NEH Humanities Connections implementation project infusing critical intercultural and ethical thinking via experiential learning within URI's International Engineering Program, including faculty development support for sustained dialogue about innovative, inclusive, and boldly interdisciplinary teaching</i> Facilitator of project workshops and retreats on Intercultural Competence and Diversity Across the Curriculum	2023-2025
URI Academic Summit - Workshop Facilitator <i>13th Annual Academic Summit: Antiracism at URI: Academic Curriculum & Pedagogy</i> <i>12th Annual Academic Summit: Who are our students and how do they learn?</i>	2020 & 2021
Inclusive Mentoring - Workshop Facilitator <i>Facilitated session on individual development plans for "Cultivating excellence in student lab researchers"</i>	2020
Graduate School Diversity and Inclusion Badge Program - Workshop Facilitator <i>"All the World's a Classroom: Performing as Teachers and Learners" (offered twice per semester)</i>	2019-current

Università degli Studi di Padova (Italy) & University of Grenoble (France)

The role of drama in higher and adult language education Summer School – Co-organizer & Facilitator

International collaboration among higher-ed practitioners of applied theatre for intercultural education exploring performing arts integration into teaching practice with a specific focus on language curricula and intercultural development. Participants are selected via an international application and establish continued communities of practice.

Teacher training and the challenges of inclusion (July 2019 Summer School; Grenoble, France) 2019

Sessions led: “Performing Language & Culture: Teaching & Learning Italian through Critical Embodied Encounters”
& “Creative Agility: A theatre-based introduction to teaching for international graduate students”

From theory to practice (August 2017 Summer School; Padova, Italy) 2017

Sessions led: “Community Building and FL Teaching: Augusto Boal’s Participatory Theatre”
& “Drama and the curriculum: a moderated conversation”

Brown University (Providence, RI)

Leadership Alliance Summer Research Early Identification Program – Panelist

2015

Nominated Speaker for “Brown Interdisciplinary Graduate Panel: The Academy and Beyond”; this program encourages students from traditionally underrepresented groups to pursue research careers

Center for Students of Color - Workshop Designer and Facilitator

2014

“Telling Your Story: Finding Your Narrative Thread”

PUBLICATIONS

Dowling, M., Zulfiqar, A., Mullinix, B., Santucci, A., Alwisi, K., Coakley, J., Okorie, C. (in press). Student partners as methodological critics: Evaluating mid-semester feedback through collaborative autoethnography. *International Journal for Students as Partners*.

Santucci, A., Gachago, D., Dowling, M., Carlisle, J.Q., Dansoko, T. O., Reddy, E., Zulfiqar, A. (Under review) “Student-Staff Partnerships: Meaningful Learning as Liberating Practice of Refusal and Critical Hope.” In R. Gray and K. Dikilitaş (Eds), *Teaching for Meaningful Learning in Higher Education: A handbook of global perspectives and practices*. Routledge.

Santucci, A., Dorner, H., Dósa, K., Feixas, M., Fernández, I., Karm, M., Mihai, A., Serbati, A., Simon, A., Wach, A., Zellweger, Z. (in press) “European Intersections: Exploring the Relationship between Academic Development and the Scholarship of Teaching and Learning across European Contexts.” In Y. Mori & B. Daniel, (Eds), *International Perspectives on Academic Development– Understanding Purposes, Structures, and Contexts*.

Cook-Sather, A., Alexander, A., Cox, G., Dos Santos, A., Immenga, C., Matthews, K., Naaman, I., Narkiss, D., Santucci, A., Srikanthan, S., Zhang, M., Zulfiqar, A. (in press) “How Pedagogical Partnership in Academic Development Can Foster Equity, Diversity, Inclusion, and Social Justice: Examples from across Countries and Institutions.” In Y. Mori & B. Daniel, (Eds), *International Perspectives on Academic Development– Understanding Purposes, Structures, and Contexts*.

Dickens, E., Santucci, A., Bach, D., Pittman, C.T., Streifer, A., & Wheeler, L. “Practicing complexity-informed academic development: A conceptual framework”. Article under review by *International Journal for Academic Development*.

Guberman, D. et al “The Partnership Imperative: An Essential Mindset for Navigating the Future of Academic Development”. Article under review by *International Journal for Academic Development*.

Hansen, M., Sheffield, S.L.-M., Santucci, A., & Rijst, R.V.D. (Eds.). (2026). *Mentorship and Academic Development* (1st ed.). Routledge. <https://doi-org.proxy1.library.virginia.edu/10.4324/9781003750185>

Cless, J.D., Branch, K., Kisler, T., & Santucci, A. (accepted). Well-being and Secondary Trauma in Faculty: Advocacy for Multilayered Self-care. *Advances in Social Work*

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Santucci (in press) Leveraging Discipline-Agnostic Critical Pedagogy Courses for Transformational Professional Identity Formation. *New Directions for Teaching and Learning*.

- Perone and Santucci (2025) Performing higher education: Improv is/as radical co-creating. In L. Perone, (Ed.), *Improvising With and In Higher Education: All Together Now*. Palgrave Book Series: Studies In Play, Performance, Learning, and Development.
- Hakala and Santucci (2025) "Compassionate and Considerate Teaching." In Sawyer, Torres and Hudd (Eds.), *How to incorporate equity and justice in your teaching*. Edward Elgar Publishing
- Nooij, J., Broucker, B., Santucci, A., Gannon, A., O'Hara, M., & Preymann, S. (2025). "Introduction: Transcending Boundaries: For a Sustainable Future of Higher Education". In *Transcending Boundaries*. Leiden, The Netherlands: Brill. doi.org/10.1163/9789004740990_001
- Nooij, J., Broucker, B., Gannon, A., O'Hara, M., Preymann, S., & Santucci, A. (Eds.). (2025). *Transcending Boundaries*. Leiden, The Netherlands: Brill. <https://doi.org/10.1163/9789004740990>
- Hansen, M., Sheffield, S. L. M., Santucci, A., & van der Rijst, R. (2025). Transcending hierarchies: mentorship as reciprocal growth. *International Journal for Academic Development*, 30(2), 137–142. <https://doi.org/10.1080/1360144X.2025.2495377>
- Santucci, A., Tan, A., and Teodosiu, A. (2025) Inclusive Education: UNIC Teaching Guide for University Educators. <https://unic.eu/storage/app/media/ctl/TeachingGuides/UNIC%20Teaching%20Guide%20IE.pdf>
- Santucci, A., Zou, T., & van der Rijst, R. (2024). Connecting through contexts: positional awareness and interrelatedness. *International Journal for Academic Development*, 29(4), 439–445. <https://doi.org/10.1080/1360144X.2024.2426735>
- Santucci and Sobral (2024) Artful Teaching: Drama as Extra-Disciplinarity. In Giebert and Goksel (Eds), *2022 Drama in Education Days*
- Mullinix, Santucci, and Ultsch (2024) Pedagogical Partners: Designing Teaching & Learning Experiences that Foster Inclusion and Equity by Elevating Student Perspectives. *AISHE*, 16:2 <https://ojs.aishe.org/index.php/aishe-j/article/view/809>
- Santucci Leoni and Nasrollahian Mojarad, eds. (2024) Dialogically Relational Complexity: Exploring SoTL's Transdisciplinary Potential. *Transformative Dialogues* special issue 17 (1). <https://doi.org/10.26209/td2024vol17iss1> - Includes: Santucci, A., Yeo, M., & Stalheim, O., "What (Is It) About Dialogue? We Make the SoTL Road by Talking"; Bunnell, Chick, Hamilton, Santucci, & Woolmer, "Generations Of Sotl Scholars: Transferable Lessons And New Possibilities"; McGowan, S., Woolmer, C. & Santucci, A. "Relational Hospitality in Transdisciplinary SoTL"; Cruz, L., Nasrollahian, S. & Santucci, A., "Meaning & Manifesto: Embracing Transdisciplinarity in SoTL"
- Santucci and Sobral (2024) "The Art of Play in Language Acquisition." In Baecher and Portnoy (Eds), *Playful Pedagogy in Higher Education: Research and Cases from Across the Disciplines*. Springer Book Series: Knowledge Studies in Higher Education
- Santucci (2024) "The Artistry of Teaching as Culturally Self-Aware, Learning-Centered, Imaginative Co-creation" In H. King (Ed.), *The Artistry of Teaching in Higher Education: Practical Ideas for Developing Creative Academic practice*. Routledge
- Ramnarain and Santucci (2024) "Bringing Radical Assessment into Radical Political Economy: An Ungrading Experience." *Review of Radical Political Economics* Special Issue: Anti-Capitalist Pedagogies and Teaching Radical Economics. <https://doi.org/10.1177/04866134241261145>
- Santucci and Vaccaro (2024) "An Invitation into Authentic Dialogue about Positionality in SoTL" *New Directions for Teaching and Learning* <https://doi.org/10.1002/tl.20575>
- Thelen and Santucci (2024) "Are we There (Yet?): An Analysis of SoTL Institutionalization at University College Cork" *New Directions for Teaching and Learning* <https://doi.org/10.1002/tl.20577>
- Dineen, K., Thelen, S. and Santucci, A. (2024) "Whose Knowledge Is It Anyway? Epistemic Injustice and the Supervisor Supervisee Relationship". *Teaching and Learning Inquiry* 12 (January):1–13. <https://doi.org/10.20343/teachlearningqu.12.3>.
- Santucci, Golas, and Cox (2023) "Grading for Learning at the University of Rhode Island" *The Exchange (NEFDC)*
- Verbeke, Santucci, and Murcay (2023) "Re-Energized: Engagement to Promote Faculty Wellbeing" *Journal of Faculty Development* 37.1
- Santucci (2022) "Belonging as an Academic/Educational Developer: Breathing for Justice, Together" *International Journal for Academic Development* DOI: doi.org/10.1080/1360144X.2022.2140544
- Hos, Argus, Triki, Yalcin, Walshe, Santucci, and Ponticelli (2022) "Performing as Teachers and Learners: The role of Theatre in Becoming Better University Instructors" *Journal of Excellence in College Teaching*
- Santucci, Johnson, and Gamache-Griffiths (2021) "Whose act(ing)? Intercultural educators in critical conversation on ethical practice across disciplines" *Scenario* 15.2 DOI: doi.org/10.33178/scenario.15.2.6
- Dewsbury, Murray-Johnson, and Santucci (2021) "Acknowledgement and Forgiveness: Their Role in The Faculty Development of Inclusive Teaching" *The Journal of Faculty Development* 35.3
- Murray-Johnson, Santucci, and Goldsmith (2021) "Listening to the Sound of Silence in Supporting Instructors' Transitions to Remote Teaching During COVID-19" *eLearn Magazine* 2.2 DOI: doi.org/10.1145/3452316.3451986
- Santucci (2019) "The Performative Foreign Language Classroom as a Site of Creative Disruption" *Research in Drama Education (RiDE)* 24.3 – issue on *Theater and Performance vs the "Crisis in the Humanities": Creative Pedagogies, Neoliberal Realities*
- Santucci (2018) "How the Performing Arts can help us enhance the Italian Curriculum" *Proceedings from ILCC 2017: Innovation in Italian Programs and Pedagogy, TILCA (Teaching Italian Language and Culture Annual)*

Santucci (2017) "Tonight We Adapt: investigating the adaptive nature of the theatrical experience through a case-study of a production of Pirandello's *Tonight We Improvise*" *Romance Studies* 35.3 DOI: doi.org/10.1080/02639904.2017.1384656

Santucci (2016) "Teaching *Questa sera si recita a soggetto*" – online contribution to "Translating Culture for the Stage; the Case of Luigi Pirandello" project at the University of British Columbia (blogs.ubc.ca/questaserasirecitasoggetto/didactics/)

Santucci (2016) "Rehearsing for a Better Future: Revolution on Stage in Bertolt Brecht, Augusto Boal, and Dario Fo" *Proceedings from Performing Revolution: Parole in Movimento, La Fusta* 24

PRESENTATIONS

Walker, K. E., & Santucci, A. "Vulnerability as Disruption: Risk-Taking and Transdisciplinary Growth of and through SoTL" SoTL Commons Conference 2026, (Savannah, Georgia, USA, February 2026)

Santucci, A., Dickens, E., Kilgore, C., & Horii, C. with Cruz, L. "Who "Speaks" Our POD Perspectives? Public Communication as Organizational Leadership" & Metzker, J., Santucci, A., Castonguay, W., Reid, S. "Authoring Your Professional Path: A Toolkit of Competencies for Mid-career Growth" Pre-conference Workshop POD 2025 Conference, *Writing Our Future* (San Diego, USA, November 2025)

Santucci, A. & Riddell, J. "Co-creating International Hope Circuits: (Re)Wiring Futurities" International Collaborative Writing Group & Santucci, A., Cruz, L., Geertsema, J., & Vangangelt, R. "What's in a Name? Towards an Ecological Framework of Scholarly Domains in and for Teaching and Learning" & Abbot, S. & Santucci, A. "Embodying SoTL Citizenship: Generational Reflections" ISSOTL 2025 Conference, *Exploring the Changing Landscapes of SoTL* (Christchurch, New Zealand, November 2025)

Dickens, E. & Santucci, A. "Is Complexity a Value? Exploring Connection, Plurality, and Emergence in Educational Development" *Leading With Our Values: Community as Resistance* (Virtual Gathering, 23-25 June 2025)

Santucci, A. & Fenton, P. *Hope Summit: (Re)Imagining Higher Education* (University College Cork & Munster Technological University, Ireland, 13 June 2025) <https://tlu.cit.ie/hope-summit-re-imagining-higher-education>

Santucci, A. "Teaching as Artistic Co-creation" & Riddell, J. & Santucci, A. "Ecosystems of Love and Hope: Building Capacity for Justice-Centered Scholarship of Teaching and Learning." Philosophy and Theory of Higher Education (PaTHES) 2025 Conference, *The Creative University* (Trinity University, Dublin, Ireland, June 2025)

Santucci, A. "Strategies for Teaching & Learning in Higher Education." *Harnessing the DOORS Training Legacy* (Horizon-2020 DOORS project: Developing Optimal and Open Research Support for the Black Sea, Online Workshop, 23 April 2025)

Santucci, A., Coakley, J.B., & acknowledgment of UCC Coordinators, Teacher & Student Partners "Lighting Talk: Co-creating Inclusion & Equity through Teaching & Learning Partnerships at UCC." Higher Education Authority workshop: *Embracing Pedagogical Partnership: What Kind of Mindset, Courage, and Practices Are Necessary?* (Dublin, Ireland, May 2025)

Santucci, A., Mullinix, B., & Otway, D. "Panel: Co-creating Inclusion & Equity through Teaching & Learning Partnerships at UCC" *Innovations in Education Conference 2024* (Hybrid: MacPherson Institute, McMaster University, Canada, December 2024)

Santucci, A., Mullinix, B., & Ultsch, S. "Valuing Voice, Inclusion and Equity through Co-Creation in Pedagogical Partnerships" & SIGs & Committees sessions: Reexamining what it means to get started in SoED, together; Elevating SoTL Programming by Fostering Relationships POD 2024 Conference, *Relationships at the Core of Educational Development* (Chicago, USA, November 2024)

Santucci, A. "Encounters at the Intersections: Critically Intercultural Teaching for Justice, Equity, Diversity & Inclusion" *Annual Colloquium for International Engineering Education* (University of Rhode Island, USA, November 2024)

Santucci, A., Nasrollahian Mojarad, S. & Cruz, L. "Embracing Transdisciplinarity in SoTL?" & Wuetherick, B., Riddell, J. & Santucci, A. "Ecosystems of Love and Hope: Building Capacity for Justice-Centered SoTL" ISSOTL 2024 Conference, *Recognizing Impact & Reinvigorating Practice* (Indiana University Bloomington, USA, October 2024)

Santucci, A. "Re-Energized Framework: Promoting Academic Wellbeing through Engagement" *EAIR Forum 2024 - The European Higher Education Society* (University College Cork, Ireland, August 2024)

Santucci, A. "Performing Higher Education: Leveraging Embodied Learning to Foster Inclusive Teaching & Learning Across the Disciplines" *Drama in Education Days 2024 Conference* (Università di Padova, Italy, July 2024)

Santucci, A. "Dialoguing at Educational Development Crossroads" *Making Change, Taking Space* (Virtual Gathering, 26-28 June 2024)

Santucci, A. & Flaming, A. "Subverting the Zero-Sum Paradigm: Advancing Generous and Sustaining Higher Education Ecosystems" & Caldwell-O'Keefe, R., Richardson, C., & Santucci, A. "Building Capacity for Affective Connection to Sustain Human-Centered Futures" ICED 2024 Conference, *Advancing Higher Education Ecosystems For Competency Development* (Nairobi, Kenya, June 2024)

Santucci, A., Mullinix, B., & Ultsch, S. "Pedagogical Partnership and Change Agency: Strategies for Co-creating Inclusive and Equitable Teaching and Learning" 2024 Jisc Change Agents' Network Conference (Hybrid: University of Portsmouth, UK, May 2024)

- Sobral, A. & Santucci, A. "Performative Presence for Transformative Co-creation in the Foreign Language Classroom"
2024 Scenario Conference: *Presence in Performative Teaching, Learning and Research* (Trinity College Dublin, Ireland, May 2024)
- Santucci, A. "Sustaining Academic Ecosystems of Wellbeing for All Teachers & Learners"
Curricular Approaches to Wellbeing in Higher Education Seminar (University College Cork, Ireland, April 2024)
- Santucci, A., Caulkins, J., Imad, M., Wuetherick, B. "Courage to Love & Hope Pathways for Justice-Oriented Action and Change" &
Santucci, A., Mullinix, B., Ulsch, S. "Pedagogical Partnership Pathways to Co-creating Equitable Teaching & Learning"
AAC&U 2024 Conference on General Education, Pedagogy & Assessment (Providence RI, USA, April 2024)
- Santucci, A. & Flaming, A. "Subverting the Zero-Sum Paradigm: Generous and Sustaining Educational Development" &
Guberman, D., Santucci, A., Streifer, A. & McGowan, S. "Values-Aligned Grading: The Necessity and Practice of Discussing Grades" &
Santucci, A. & Ronquillo, T. "Embodiment and Theater-Based Educational Development (Birds of a Feather)" &
SIGs & Committees sessions: Can We Talk? Fostering Trans-disciplinary Discourse in SoTL Programming; Co-Creation as a High-Impact
Practice for Equity; Getting Started: Power and Positionality in SoEd . POD 2023 Conference (Pittsburgh PA, USA, November 2023)
- Hamilton, M., Woolmer, C., & Santucci, A. "Mapping SoTL Journeys: Planning for the Personal Context"
2023 SoTL Symposium: *Expeditions in SoTL - Pre-conference workshop*
Mokakiiks Centre for the Scholarship of Teaching & Learning, Mount Royal University (Canmore, Alberta, Canada, November 2023)
- Santucci, A. & Nasrollahian Mojarad, S. "Exploring Epistemologies of SoTL as Inclusive Transdisciplinary Practice" &
Dobbins, K., Courtenay, C., Frake-Mistak, M., King, H., & Santucci, A. "One size does not fit all: how institutional contexts and cultures
inform SoTL-focused educational development"
ISSOTL 2023 Conference, *Context Matters* (Utrecht, Netherlands, November 2023)
- Baldwin, Barbosa Lopes, Burciaga-Montoya, Carrijo, Liberali, Lowenheim, Modesto-Sarra, Perone, & Santucci. "Let's improvise new
possibilities with/in higher education"
East Side Institute, 2023 *Performing the World Happenings* (Online, 28 September 2023)
- Santucci, A., Streifer, A., Guberman, D., and McGowan, S. "Grading VALUES Decision-Making Framework: Values-aligned Assessment
of Learning and Unique Evaluation Strategies" *Grading Conference 2023* (Online, 9-10 June 2023)
- Santucci, A., O'Mahony, C., Lee, L., Byrne, O., Northridge, J., Byrne, S., and Cooney, A.M. "Partnerships Towards an Inclusive UCC"
& Northridge, J., Lee, L., Santucci, A. "Creating and Inclusive Institution Together" *AHEAD Conference 2023* (Dublin, 22-23 March 2023)
- Santucci, A. "Empowering Partnerships for Change" AAC&U 2023 Conference on General Education, Pedagogy & Assessment
The Innovation Imperative: Empowering, Celebrating, and Rewarding Campus Change Agents (New Orleans LA, February 2023)
- Santucci, A. & Brooks, J. "The Language(s) POD Speaks: Linguistic Justice in Educational Development" &
Santucci, A. and Hamilton, K. "Systems of healing: Envisioning educational development future(s)"
POD 2022 Conference, *Re:Imagine, Re:Connect, Re:Start* (Seattle WA, November 2022)
- Wuetherick, B. & Santucci, A. "Hoping, Resisting, Loving: Imagining SoTL through Beauty" &
McCarthy, M. & Santucci, A. "The Handover: Translation and Transformation of practice as an authentic SoTL experience"
2022 Symposium for Scholarship of Teaching & Learning, *A Decade of Imagining SoTL: Looking Back, Looking Ahead*
Mokakiiks Centre for the Scholarship of Teaching & Learning, Mount Royal University (Banff, Alberta Canada, November 2022)
- Santucci, A. & Nasrollahian Mojarad, S. "SoTL as Inclusive Trans-Disciplinary Inquiry" (Panelists: Sarah L. Bunnell, Huang Hoon Chng,
Laura Cruz, Ina Machura, Marian McCharthy, Susannah McGowan, Brad Wuetherick) & Takayama, K.M. & Santucci, A. "Embodying
Perspectives: Exploring Epistemic Justice Through Critical, Transdisciplinary Co-Creation in Participatory Performing Arts Practice" &
Caulkins, J., Santucci, A., Imad, M., Wuetherick, B. "Love, Hope, and Beauty: Nurturing a Shared Vision for Justice-Oriented Change in
Higher Education" ISSOTL 2022 Conference, *Transfer & Transformation, Diversity & Inclusivity* (Kelowna BC Canada, November 2022)
- Santucci, A. "The Artistry of Inclusive Education: Self-Aware Intercultural Empathy in our Teaching and Learning Professional Identities"
Exploring expertise in teaching in higher education: The artistry of teaching Virtual Symposium (University of Warwick, October 2022)
- Santucci, A. "Dancing with Discomfort: Towards Inclusive Pedagog(ies...)"
IDEA (International Drama Education Association) World Congress, *DRAMA 4ALL* (Reykjavik, 4-8 July 2022)
- Santucci, A. & Sobral, P. "Artful Teaching: Drama as Extra-Disciplinarity"
Drama in Education Days Conference (Hybrid: Kempten University, Germany & Virtual, June 2022)
- Santucci, A. & McGowan, S "Equitable Assessment Strategies for Instructor Motivation" &
Takayama, K.M., Santucci, A. & Caldwell-O'Keefe, R. "Embodied Stories: Human-Centered Sustainable Educational Dev"
ICED 2022 Conference, *Sustainable Educational Development* (Aarhus, Denmark, May 31-June 3 2022)
- Santucci, A., Golas, J., Cox, A. & Amaral, K. "Grading for Learning at the University of Rhode Island" (https://digitalcommons.uri.edu/atl_sotl/1)
New England Faculty Development Consortium: *Learning Assessment, Evaluation & Grading: Are we doing Justice?* (Virtual, May 2022)
- Santucci, A. "Critical pedagogies" *UNIC Superdiversity School* (University College Cork, Cork, 17-19 May 2022)

- Santucci, A., Izenstark, A. & MacDonald, M.C. "Democratic Belonging as Informed Citizenry: Empowering Faculty to Empower Learners via Information Literacy" (https://digitalcommons.uri.edu/lib_ps_presentations/12) AAC&U 2022 Annual Meeting (Washington DC, 19-22 January 2022)
- Santucci, A. & Nasrollahian Mojarad, S. "JEDI Mind Trick? Not the assessments you are looking for..." & Santucci, A. & Vaccaro, A. "Whose Justice? Faculty Developers in Authentic Dialogue about Our Positionality and Implications for Practice" POD 2021 Annual Conference, *Evolving Beyond Crisis-Connecting to the Future* (Virtual, November 2021)
- Santucci, A. & Walshe, R. "Resisting from Within by Performing as Teachers and Learners: A Higher Education Dilemma" Scenario 2021 Online Colloquium (University College Cork, Ireland, January 2021)
- Dewsbury, B. & Santucci, A. "Transforming gateway STEM instruction around principles of Deep Teaching" AAC&U 2019 Transforming STEM Higher Education (Chicago, November 2019)
- Santucci, A. "Inclusive from Day One: Laying the foundations for a successful and sustainable classroom community" AAACE 2019 Annual Conference (St Louis, October 2019)
- Santucci, A. "Teaching as Artistry: The challenges of integrating the performing arts into FL pedagogy" ACTFL 2018 (New Orleans, 16-18 November 2018)
- Santucci, A. "Collaborative pedagogy and the labor of the graduate student" & panel chair: "Oral Creativity in the Italian Language Classroom" AAIS 2018 (Sorrento, 14-17 June 2018)
- Santucci, A. "Dario Fo in translation - introducing the Italian Jester to the US classroom" & "Raise your whole body – not just your hand!" NEMLA 2018 (Pittsburgh, 12-15 April 2018)
- Santucci, A. & Sobral, P. "Creating Learning Communities Through Arts Integration" Atlantic Center for Learning Communities Retreat: *Bridging Cultural Divides through Integrative Learning* (West Hartford CT, October 2017)
- Santucci, A. "Developing Critical Thinking: Classroom as Site of Adaptation" & "Artful Teaching: A Collaborative Journey of Community Building" NeMLA 2017 (Baltimore, 23-26 March 2017)
- Santucci, A. "Performance and the foreign language and culture curriculum: theory and practice" MLA 2017 (Philadelphia, 5-8 January 2017)
- Santucci, A. & Sobral, P. "Artful Pedagogy" ACLA Conference, *Extra-Disciplinarity* (Penn State, 23-24 Sept 2016)
- Santucci, A. "The challenges of measuring the immeasurable: Learning Italian through Drama Techniques" AATI 2016 International Conference (Naples, Italy, 22-27 June 2016)
- Santucci, A. "Bridging the Gap: Language and Culture through the Performing Body" & "Staging Pirandello: Bridging Language and Literature through Drama." NeMLA 2016 (Hartford CT, 17-20 March 2016)
- Santucci, A. "Rehearsing for a Better Future: Revolution on Stage in Bertolt Brecht, Augusto Boal and Dario Fo" Graduate Conference *Performing Revolution: Parole in Movimento* (Rutgers University, 6-7 November 2015)
- Santucci, A. "Bridging the Gap between Body and Language: negotiating the liminal space of the FL & culture classroom" Italian Language and Culture Conference: *New Directions in Teaching and Research* (Georgetown University, Washington DC, 23 October 2015)

LANGUAGES

Italian (native), English (near native), Spanish (intermediate), German (basic), Latin (basic)

TECHNOLOGY & COMPUTER SKILLS

PC & Mac, Microsoft Office, Google Suite/Workplace

Learning Management Systems (Brightspace, Canvas, Moodle, Sakai)

Qualtrics, Survey Monkey, Canva, WordPress, Zoom, Webex, Skype, Slack, Discord, Padlet, TechSmith, iMovie, social media

THEATRE PRACTICE EXPERIENCE (In addition to curricular work)

Theatre Arts & Performance Studies – Brown University, Providence, RI

Host team member: week-long Theatre of the Oppressed workshops series, Julian Boal Residency (Nov '19) 2019

Center for Public Humanities and Cultural Heritage – Brown University, Providence, RI

Participant: 3-day workshop "Introduction to Theatre of the Oppressed and Forum Theatre" 2014

The New Theatre – The University of Nottingham, UK

En Vogue (based on Doug Lucie's *Fashion*) – assistant director 2011

The English Drama Workshop – Università degli Studi di Padova, Italy

West Side Story (Laurents and Bernstein) – script adaptation, actor 2008

The Duchess of Malfi (John Webster) – script adaptation, stage manager, actor 2009

The Bloody Chamber & Other Stories (Angela Carter) – script adaptation, stage manager, actor 2010