

Julie Timmermans 9/22

[00:00:00] GMT20220914-211444_Recording_640x360: Today

[00:00:01] **Lindsay:** we are speaking with Dr. Julie. Timmermans one of the editors of the international journal of academic development. Before we jump into it. Can you tell us a little bit about the editorial structure of the journal?

[00:00:13] **Julie:** Sure. I'd be happy to Lindsay. Thanks. So IJAD has currently four co-editors and seven associate editors and we're intern we're deliberately international in our scope to represent.

[00:00:31] Their readership of IJAD and so the editorial board members are from many different countries. We have members from Asia and a Australasia Europe and north America. And, , one of the things that we're intentionally trying to do too in the journal is to ensure that we're, Broadening the scope too, of who is represented on the editorial board and seeking voices from different countries.

[00:00:58] So I'll be happy to say a little bit more about that later.

[00:01:01] **Lindsay:** Thank you. I'm curious if you could tell us a little bit about the roles you have held in different centers for teaching and learning in different countries. More specifically, what is the most important belief of educational developers that crosses cultural boundaries?

[00:01:18] **Julie:** When I think about my journey as an academic developer, I can't talk about it without talking about a lot of other people. And I think in academic development, our stories are intertwined with the people who influence us.

[00:01:32] I started as an academic developer when I was at McGill university. So I was teaching at McGill. And at that time I decided that I wanted to do a PhD in educational psychology. As I was making the decision to do that, I would walk around the education building. And I saw that there was this, graduate students. Working with professors who were also academic developers at the time. And I just really felt that was something that I wanted to be a part of.

[00:02:00] I began my PhD and I was fortunate to have Dr. Cynthia Weston as my supervisor. And she has really remained a huge influence, not just in my

work, but in my life as well. And at the time at McGill, it was really such a special time. We had Dr. Lynne and Dr. Alan, so Ryan as well and Janet Donald, and it was great time to be a new academic developer, because we were working with people who were so committed to the field of academic development and who were also committed to, mentoring, graduate students.

[00:02:40] So as a graduate student, I had lots of opportunities to be involved in the work of academic development at McGill. And after finishing my PhD at McGill, and during that time I was working in what became the teaching and learning services at McGill. I went to the university of Waterloo, the center for teaching excellence, and I think the director of that center will be very familiar to many podcast members.

[00:03:07] Dr. Donna Ellis and, I had five really wonderful years where my responsibilities were about supporting the scholarship of teaching and learning at Waterloo. And so I was involved, in many initiatives, as we all are, I think as academic developers, we have

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[00:03:23] **Julie:** our fingers in a lot of, in a lot of different initiatives, but two main initiatives were supporting the teaching and learning grants that Waterloo had as well as the annual teaching and learning conference. And so those were really opportunities to work closely with faculty members from across the disciplines, who were United in their I'd say, dedication to their students and to their own teaching.

[00:03:48] And that was a privileged time because I got to forge these relationships and I'm gonna talk about relationships a little bit more and answer to your question with people from various disciplines, but then also among among the disciplines. And then after the university of Waterloo for the last now five years, I've been at the higher education development center at the university

[00:04:15] of Otago in New Zealand and that's yet another kind of role. So we're quite an interesting center because we're both an academic development center and an academic department. And so I have a role as an academic and also an academic developer. So that's been interesting work in identity, I think is: how do we, how do I navigate?

[00:04:39] I think what's been a shift from a role really as an academic developer to now both being an academic and an academic developer. During the last 10 years or so, I've had the opportunity to go do academic development

in different countries. And so I've been to Japan and also to France. And
[00:05:00] I have to say that those opportunities came about, from a really dear friend and someone who may be familiar as well in the academic development community.

[00:05:10] Dr. Dennis Battion who really, sadly passed away, a few weeks ago. So that's I think a huge loss to our community and, personally as well, but I would call him and I still call him my career guardian angel. So these opportunities that came about through Dennis, through the, good relationships that he'd forged with other people, I said, Julie, I think this will be an interesting opportunity for you.

[00:05:34] You should try. And yeah, tho those have been, I'd say over the last sort of 10 to 15 years, my academic development experiences. And you were asking about, what I see as going across. Cultures. And I think this will be familiar to many people and it's the idea of the importance of relationships.

[00:05:56] And I don't say that lightly. I think there it's a really powerful framework for, For our work. And so Peter Felton and Leo Lambert have written a really gorgeous book on relationship rich education, which you have on your show, which hopefully lots of people have on their shelves. But, really bringing this notion of relationships to the core of our work as educators, I think, in, in every realm.

[00:06:24] And I see that in. All the different sort of areas that I've been able to practice academic development, that these relationships are key. And I guess as examples, so at the university of Otago, we have maybe like many universities, strategic frameworks and multiple. Strategic frameworks, and it can be somewhat overwhelming to how does one make sense of these frameworks and integrate them in with a colleague here, Tracy Rogers, we started to look across the framework.

[00:06:55] So we have our Maori strategic framework and our Pacific strategic framework and an equity and diversity framework and a sustainability framework. And what we started to notice that when you look. These frameworks is how important relationships are for all of them in all of these different frameworks.

[00:07:17] And if there's one place to start, when we're wondering where to start, let's say if we're a new academic developer that beginning with re being really intentional about the way we, envisage and develop those relationships, I

think can be really great. And I think. We know from the literature on wellbeing as well.

[00:07:37] How important relationships are just to people's wellbeing generally. And that the university can be a place where we can cultivate that wellbeing I think is really important. And, the other thing that's become. I think clear to me over time is how important the idea of really intentional design is.

[00:07:58] And many of us might have done, course design curriculum design, and I've also been really interested over many years in interior design. And so I started to wonder how do all these pieces of my life fit together and I noticed that the thread is design. And so when I was thinking about what's

[00:08:23] connection between relationships and design. And I think, the space where we build relationships has to be really intentionally designed. And so when we're doing academic development, I think. Many of us are really intentional in the way we approach the design of these spaces, where academic development work happens.

[00:08:50] And so how do we invite people into the space and how do we make the space feel, safe as a place where people can also take risks and, and what will happen in that space? And I've also really noticed. Academic developers tend to be really good hosts. So when I've, gone over to people's houses and people are academic developers, they welcome you in this way.

[00:09:14] That just feels really generous. Yeah, I think the, the intentionality of design has become more to the forefront and, in one of the podcasts. That I was listening to, on design. So it was, Brene Brown interviewing Debbie Millman, a designer, and they had this really great conversation about design being a function of empathy.

[00:09:36] And that one really has to know the people, one is designing for and what's important to them. And I think for me as an academic developer, that's a really nice lesson.

[00:09:47] **Lindsay:** That's so interesting. I'm working on a project right now. My background is playwriting. It's a very specific kind of design and I've written in a lot of creative genres and playwriting is the one that [00:10:00] benefits most, I think from a very specific design, the dramatic formula that Aristotle kinda talks about in Poetics. I'm applying in this project, that frame of designing for a theatrical experience to the designing of a learning experience

because the conventions and rituals of classrooms are similar to those of the theater.

[00:10:22] And I think it's such an interesting, as you're saying, like design is the key unifier and all your experiences. That's a really powerful thought. Maybe a threshold concept. In the work of educational development appreciation for the role that design plays in all of our different interactions.

[00:10:40] **Julie:** I think it's so nice. The way you bring your disciplinary background though, too, in, into the way that you do academic development work. And that I think is what. Academic development so interesting too. That we come from many different backgrounds and we bring that lens to the way that we create, this work.

[00:10:58] **Lindsay:** It's taken several years though, for me to figure out how my background in creative writing actually can-- and does --inform what I do as an educational developer and as more of an academic type person. But maybe that too is with threshold concept.

[00:11:14] **Julie:** Yeah. I think it's about integrity, right? So I think we don't wanna have one part of our lives or interests or personality that sort. In one spot and then have to be, or do something that seems quite different somewhere else.

[00:11:29] So exploring those connections maybe helps us to live our academic lives with the kind of integrity like this integratedness I think that can be really, yeah, make us feel good in the way that we approach our work.

[00:11:48] **Lindsay:** So I want to ask about your scholarship and the work you're doing on the journal and you published speaking of design and creative writing and relationships and careers. You publish this gorgeous article with a co-author called "wise academic development, learning from failure experiences of retired academic developers," and you use in it a poetic form to present the insights that are gleaned from these interviews with retired academic developers.

[00:12:19] And I wanna ask you about that project, first of all, I'm am curious about this idea of failure and the role that it's played in your career and also using the word failure. That can be a contentious term for a lot of folks, they prefer to gloss it over with. Yeah. Here are the challenges I've overcome, but I think it's important to use that word and I'm curious what your thoughts are on it.

[00:12:43] **Julie:** Thank you for the compliments about the article. It's so nice to know that people enjoy reading, what you put out into the world and I have to say it was really a collaborative work with Katherine Sutherland and she's such a gorgeous writer and academic developer.

[00:13:00] And what appears in the article is something that we created together and the poetry was really Katherine's such a huge contribution from Katherine's. I do wanna, I wanna acknowledge that, but I agree that poetry can be a really powerful way to express. Emotion as well. And I think there's a lot of emotion that comes through in stories that the academic developer shared with us.

[00:13:27] And as I was rereading the poems, I think one of the things that I realized is by putting it in. A poem format that the voices that could have been separate if we had put sort of sequential quotations from different participants instead became more of a unified voice. And not to say that everybody had the same experience because that wasn't the case.

[00:13:53] But I think the use of the word I too, when we're reading it as a reader, it's oh, we can start to. Okay. I maybe identify with this piece of what somebody's saying. And one of the really big motivations, I think for writing the article is for people to feel that they're not alone in this experience.

[00:14:14] And however we might frame it or name it and yeah, maybe the poems in a. Give that more of a collective voice and that thing. Oh yeah. I'm not alone. Other people have experienced these things as well. Really, and you asked about the, yeah, sorry, go ahead.

[00:14:33] There's one line from that really resonated with me, which was the failure does not necessarily mean that I have done anything wrong.

[00:14:42] Yeah. And I think the way that these different voices. And, it's like the complexity of what our brains do when we, in a situation where things haven't gone,

[00:14:53] as we had hoped, there's a lot of that's right. Self

[00:14:56] **Lindsay:** blame, but also deflecting. It's a complex moment,

[00:15:00] I think for all of us to really wrestle with our failures.

[00:15:04] **Julie:** But it's the thing, it's where we learn. Yeah, absolutely. And the. There's so many moments I think, involved in what can be a failure. And so

there's the moment maybe when we perceive the event in that way if we do and not everybody does, but then there's the making sense of it. Or maybe not, over.

[00:15:29] Many years possibly. And so it was quite interesting that many of the people that we interviewed named experiences that had happened 10 to 15 years in the past. When you ask about why we use the word failure one of the reasons is because that word we thought comes with such an emotional.

[00:15:51] Connection. And so perhaps more than others right away, I think it conjures up sort of emotional experience more than maybe other synonyms that we could have used and that other people did use, in, in some of our. Interviews as well. And and also it was a, the article was written in response to a call for proposals for a special issue in, in, I J on failure and academic development.

[00:16:18] And so that, that word was being embraced and I think more and more failure is a, an idea that's being explored. More openly in academia. Certainly we talk a lot about success and there's been research on success. So a lot of scholarly work into success. There's not as much scholarly work about failure.

[00:16:42] I think there's, there are more sort of informal discussions and certainly people being extremely brave in talking about it. But the study of failure, I think is. Quite interesting. And maybe relatively and relatively new. And another thing we wanted to do too, is just bring this conversation about failure more into the open, and we realized that.

[00:17:05] It can be really risky in academic settings to talk about these things. And so certainly we were so grateful to the people who participated in the project. And we, for many reasons invited retired academic developers to talk about this because this idea that failure could be put into the perspective of a whole career.

[00:17:29] And that, there's this combination or a culmination of life experiences and looking at one's career experiences in light, of a long and successful, by any stretch of, the imagination career and that these perceived failures would be woven into those stories. I think can be very hopeful for maybe other people who are.

[00:17:53] Quite starting out or along our journeys.

[00:17:56] **Lindsay:** I'm curious in those interviews, was, were there more lapse or

[00:18:00] **Julie:** more tears as people were reflecting

[00:18:05] **Lindsay:** their failures over the course of their career?

[00:18:07] **Julie:** I'd say certainly there was a lot of emotion. I don't know. I'm trying to remember if there, I everyone who spoke was an academic developer and had, and so are really good at being reflective on their experiences and had, it was clear that people had been making sense of these things over time.

[00:18:27] And in some cases the emotion was still there. And in. And in some cases, the emotion had transformed. But it was clear that failure was not a thing in, at a moment in time that there was an ongoing dynamic. Quality to this thing. And we were really clear with participants that we were asking about experiences that they may have proceeded at failures at one point in time, but didn't necessarily still have to see it as such.

[00:19:06] **Lindsay:** I say, tragedy is life close up. Comedy is life at a distance. Oh, interesting. Comedy is tragedy plus time. There's a lot of ways to, but I think that distance helps us not associate it, but yeah, I feel like wherever failure is tied into shame or feelings of, lingering humiliation, things that, our uncomfortable that's, it takes a lot of courage.

[00:19:32] To share that kind of

[00:19:33] **Julie:** stuff. Yeah, absolutely. And I think one of the, one of the lessons learned too is that is that the vulnerability is really powerful and really humbling as well. And how do we create spaces? I think as academic developers where We don't just say, oh, it's safe to, to talk about these things, but it really is.

[00:19:56] And that, how do we [00:20:00] use lessons that we've learned from other people who have experienced these, they might call them challenges or missed opportunities or or failures and use those to design here. Something that can be a really useful.

[00:20:15] **Lindsay:** Tool.

[00:20:22] So we've had a few different conversations on centering centers about the journal international journal of academic development, or I J.

[00:20:31] **Julie:** One of them was with Tracy,

[00:20:33] **Lindsay:** Zoe, where she was talking about the wonderful conversations that the editors that you all engage in. And another one we had Laura Cruz was talking about her article that was published in there that lays out the landscape of sewed scholarship of

[00:20:46] **Julie:** educational development.

[00:20:48] And in

[00:20:48] **Lindsay:** both of these conversations, the subject of boundaries. And identity of the field or discipline of academic development came up as central topics. So this is something that you and your research have clearly thought a lot about both in your role as editor, but also in your personal work especially on liminality and threshold concepts.

[00:21:07] . So I'm curious to know what is the value to you of charting and naming boundaries?

[00:21:12] **Julie:** I love that you used the word charting. It's a very geographical kind of metaphor, isn't it? Yeah. So boundaries are interesting because they delineate limits, in a sense they can be about identity and belonging and access to resources and all these kinds of things.

[00:21:31] And, boundaries can be permeable and impermeable and I guess, how do we think about the boundaries in our work as academic development So boundaries, I think also can indicate for us maybe what the limits of our comfort zones are in terms of our individuality and our work.

[00:21:49] And yeah, boundaries is an interesting thing. So the. The editorship, the co-editors and associate editors are, we're deliberately an international group. And one of the things that we've been exploring lately is how to have. More of the voices of academic development from other countries really honored and heard in our work.

[00:22:17] And recently there was a call for. Contributions to a special issue on called our academic development stories, where we were quite intentional about inviting stories about what does academic development mean in your context. And so that will be coming out later this year, that issue.

[00:22:35] And I think that helps us to. Maybe question and challenge some of the boundaries that we've put on academic development, because it's quite easy

when I think the voices are from certain countries or certain geographies to think that's representative of the boundaries of a field.

[00:22:57] But, Tracy was talking about these excellent conversations that, that we have as editors and. It's really one of the most exciting parts I think of doing the work of academic development is those conversations and that happen in response to contributions that we see coming in, where people are in a way deliberate, we're disturbing in a good way, our understanding of what academic development is. And so we've also been developing a dynamic definition of academic development. That's got quite a broad scope and in a way that might be quite new for some. Perspectives on academic development.

[00:23:35] So it's not necessarily only about the teaching aspect of our work. Many of us are involved in research development work or the researcher development work or supervision. Development and those, and how do those pieces then fit into our concept and scope of what academic development is?

[00:23:56] So it's been fun to play with the boundaries as well in a scholarly way.

[00:24:01] **Lindsay:** I'm curious if you're noticing any kind of patterns in terms of the centers who are doing more development work around scholarship. With faculty, that was something that Tracy Zoe said was one of the hotly contested topics with the editorial board, whether centers should define their work as faculty development, teaching and learning, or also include scholarly support development.

[00:24:24] Right.

[00:24:25] **Julie:** And I'm curious if

[00:24:25] **Lindsay:** you're seeing, is it just new centers popping up with this extra sort of identity layered into their mission and scope? Is it more established centers that. Charted out the teach you learning territory, and now they're moving into new ways to support faculty or are there patterns that you're noticing?

[00:24:44] **Julie:** Oh, that's a great question. I don't know if I can really comment on that. In terms of the sort of identities of the different. Of the different centers. But it's a great question. I think somebody should do a study on that. I'd be really curious. We've talked [00:25:00] through Dr.

[00:25:01] **Lindsay:** Omo from Pakistan.

[00:25:02] Yes. And he was, he's just redefined the role of what it means to be faculty. You can get tenure in research or in teaching. There's not two tracks. There's one track. You've gotta be excellent in one or the other,

[00:25:16] **Julie:** right.

[00:25:17] **Lindsay:** but it can be one or the other, which was such a mind blowing way to think about

[00:25:21] **Julie:** organizing it.

[00:25:23] That's so interesting. Yeah. And I think, centers go through different iterations and evolutions and identities. If I just think about our center here, for example, the higher education development center we are quite deliberate and about. That academic development involves supporting the development of academics as supervisors.

[00:25:46] So there's a colleague here, for example, and his area of research. Is doctoral supervision. And so there's an academic development program around supporting supervision. Another colleague's area is research and research methods. And so it's supporting the researcher development. So not in, yeah. And so I, Catherine Sutherland has this beautiful article on holistic academic development where she or.

[00:26:16] Invites us to think about the academic development project in a broader and more holistic way and sort of academic development, as in, as the whole involving the whole person, so all the dimensions of a person's role and. As well, the whole, so the whole person, the whole of the academic development role and the whole of the institution.

[00:26:37] So these, when we talk about boundaries again, and where are the boundaries of our academic development work, we can think about we're going from, if you think about micro to more macro, but. In, at all these spaces are humans, right? And how can we create more of that integrated approach to the way that we do our work every day and the way we feel every day doing our work?

[00:27:03] I think that's sort the boundaries and the holistic fit together. That sounds fascinating.

[00:27:12] **Lindsay:** Can you speaking. Boundaries and limits and defining this discipline. If we're gonna call it a discipline can you give us an example of a threshold concept? Tell us first what a threshold concept is in your.

[00:27:28] Your estimation but a searchable concept in academic development for educational developers, what are some of the bottlenecks to learning? Yeah. That, that we encounter when we're first entering this work that you

[00:27:40] **Julie:** have noticed. Yeah. So threshold concepts is a really interesting field of research and study and practice that some people may know of.

[00:27:51] There was a seminal article in 2003 by Meyer in land. And. What threshold concepts get at. And the word concept is a bit maybe misleading, but it's meant to be ideas, skills, values that are transformative in a way of looking at a discipline. And once we see these. Ideas then we are that we no longer go back to thinking the way we used to think about something.

[00:28:21] So I'll give an example. I find examples in particular disciplines are sometimes really hard to understand because I with a background in educational psychology might understand why something in ed psych is a threshold concept, but it might not be meaningful to someone else. So there's an example that I've heard about pain and medicine, where a teacher at a London medical school talks about.

[00:28:42] The idea that, when students begin their journeys as medical students, they cease pain as something to be avoided and to be gotten rid of inpatients. But. Later transformed to seeing pain as being able to offer really important information about diagnosis and healing and begin then to see themselves too, maybe less as students and more as physicians in training.

[00:29:10] So there's. A shift in identity that goes along with grasping a threshold concept. So the really key idea, is that a threshold concept is somehow transformative, right? So that it shifts our perspective and also can shift our identity. So there's so much beautiful work over the last. Now almost 20 years in many different disciplines.

[00:29:33] Threshold concepts. And I think the exciting thing about that is that it provides an entryway into doing scholarship of teaching and learning for people from across disciplines. So you can go to a threshold concepts conference and meet people who are sociologists and computer scientists and all

standing in the same room and talking about teaching and learning, which I think is quite exciting.

[00:29:56] In academic development I did some research a number of years ago with leaders in Canadian academic development centers and asked them about what thresholds have been in their careers as academic developers. And one of the ones that I'll mention is something that I think relates to our questions about boundaries.

[00:30:18] And this is yeah. It's about. Working at understanding and working at multiple levels of the system to improve some kind of POS or to have to influence a positive culture change. And so this kind was quite transformative for some people that, we have to be involved at different levels.

[00:30:38] Of the institution in order to have this change and that working maybe in one particular pocket can be very powerful, but how can we also coordinate our efforts? And I think. Within the realm of this particular threshold people would talk about. And these aren't my words, but it's like the boundary spanning and bridging function that we can have as academic developers, where we can talk to people across disciplines and engage people in conversations, across disciplines and across maybe levels of the university as well.

[00:31:17] And so once we get. That can be a part of our role. It's hard to maybe go back to seeing that as an academic developer, we maybe only fit in one particular spot.

[00:31:28] **Lindsay:** I think that's so interesting. And for me, hearing you talk, one of the things that really is helping me better understand.

[00:31:37] What a threshold, the concept of a threshold concept is the idea that it is identity shifting. So I imagine when somebody has gone through. I could, as you're talking, I'm like what are my threshold? Oh yeah. Thresholds I've gone through. Yeah. And I keep, in the past year I've noticed myself repeatedly saying I'm an oversharer type person.

[00:32:00] boundaries, not great with me, disclosure and things like that. I keep telling people like, I used to think my job was supporting faculty to improve teaching and learning. And now I know my job is getting people to show up for. Because if they're not in the room, no change can happen.

[00:32:16] And it, I say it jokingly as. But as you're saying this, I'm like, perhaps this is a threshold I have crossed, which is why I feel the need to

continually disclose this new aspect of my understanding of my work. Yeah. And it's something that I take a lot of pride in that I can get a lot of faculty nice to show up for events.

[00:32:38] And it's something that I feel like I bring, unique value in terms of my role in that place.

[00:32:42] **Julie:** Yeah. So that's helpful

[00:32:43] **Lindsay:** to tie that to identity.

[00:32:45] **Julie:** think that's really lovely and it shows, I think your example shows how a shift in perspective has, can have a real impact on our practice on the way that we do things.

[00:32:57] And when, and we talk about alignment between what we believe and what we do in our approaches, this way that you have of being able to invite people in. And we talked about the relationship and host function right. Of, of bringing people in that's perhaps part of your core system of beliefs, of what it means to be an academic developer.

[00:33:21] And I think we don't all have to have the same. Set of beliefs or do we, and I think that's where those interesting conversations are about what does it mean to be an academic developer? And when we talk about identity, are there maybe core sets of beliefs that we have or.

[00:33:37] Certain thresholds that we've all been through. And one of the things I noticed in my research is because especially at the time, people coming into academic development came through many different avenues and different disciplinary backgrounds and that those backgrounds really shaped what.

[00:33:55] Was, or was not perceived as a threshold concept in academic development. So for someone with maybe a biological science background where, context is really important, you need to be very aware of context and environment that's who you maybe are as a scientist. That is. Understanding the importance of context in an academic development setting maybe is not a threshold, but for somebody who has a different background, some people in the study identified this idea of understanding and adapting to context as being trans, that transformative way of seeing one's.

[00:34:35] Yeah. These specials can be different for different people and maybe some of them are shared and some of them are not. Yeah. I think

[00:34:42] **Lindsay:** that's such an interesting way to think about our work and our roles. Do you have, when you're thinking about threshold concepts and your own experience and, journey as an educational developer, are there any that you have been able to.

[00:34:59] **Julie:** Oh, that's a [00:35:00] good question.

[00:35:00] **Lindsay:** In some ways what you were saying at the beginning, the importance of relationships and design

[00:35:05] **Julie:** seemed yeah, they probably were. I think they are. And I'm realizing that maybe we realize some of these things in retrospect. So it's not, we can't always name things when we're going through them, but then real, we realize when.

[00:35:25] Were at a particular stage that those ideas have been really transformative for me and I feel like I cheated in a certain way because I, the beginning of my career as an academic developer, I got to interview these. Leaders in academic development. And and to find out what for them had been threshold concepts for them in their work.

[00:35:48] And so I, I've always really enjoyed having friends who are older than I am, because it's you can. You can see what lies ahead and it doesn't prevent you from having to experience it for yourself, but there's some kind of comfort in learning from the wisdom of other people. And I think, and knowing that it will be okay and I feel.

[00:36:16] A bit, the same about these threshold concepts is I have, I have this collection of things that I know have been thresholds for other people. And so I can see them or navigate them maybe in, in a different way, probably more of my growing edges. I, In the literature and adult development, they would call them are, have to do with integrating, like how do I integrate this role as an academic and an academic developer?

[00:36:41] So that's been quite interesting. And I think Tracy talked a little bit about too Tracy, Zoe and her interview about making that shift. Yeah. And

[00:36:50] **Lindsay:** I think, in a meta moment pulling now, that's really what, one of the important goals of this podcast and the pod network itself offers are.

[00:37:00] Models role models. Yeah. Pathways through the thresholds. You might not have realized existed. Yeah. Unless you're working with folks who are more advanced in

[00:37:11] **Julie:** their experience. And I think the really nice work that you're doing is sharing stories and there's there's a lot of power in sharing stories.

[00:37:21] And with the failure work, for example, that we've been doing it. Those human stories. I think that allow us to situate ourselves and maybe have in a way, multiple mentors or we take pieces of other people's stories that resonate with us. We know that we're not alone. We can see, I think just by the diversity of stories that academic developers have that.

[00:37:50] There isn't one set way necessarily of living one's life and creating one's career as an academic developer. So there's a lot of creativity that can, I think that can go into designing a career as an academic developer. There's that design word again? I know.

[00:38:06] **Lindsay:** We're thinking about threshold concepts as that moment, when you are developing, moving into the next space, what does it look like when you are blocked or stuck or perhaps what is the term liminality?

[00:38:23] Yeah, you're in a. You need to advance in terms of your development. What are some of those signals or signs that we can look for as educational developers from

[00:38:36] **Julie:** your perspective? I think that's a really great question. And we've been talking a lot about emotion, during this time together, and our emotions can be a really powerful signal into letting us know that there is some kind of, I think boundary were coming up against, or, an opportunity for growth and.

[00:39:02] That the emotion can be a source of information. In addition to cognition, we're so used to thinking I think, and we can overthink so many things and I guess what I'd like to emphasize in the liminal space, if we talk about this liminal space. So it's a term that comes from anthropology. And it's this space where one is the Twix in between Victor Turner would say, so you maybe let go of one way of knowing and being, but haven't yet fully integrated that next way of knowing and being so you're in this, that space in between that can be a really productive space.

[00:39:46] And it's not. Always linear, we can oscillate and go back and forth. And so a lot of the work that looks at liminality talks about the nega. I'm gonna use the word negative, even though I don't really believe in it, but, [00:40:00] diff maybe difficult emotions that people can experience in that space.

[00:40:04] So you're asking what it might feel like if we know we're coming up against something, we may feel frustrated or overwhelmed or anxious or unsettled, but that space can also be really exciting. And I think it's important to focus on those those kinds of emotions as well. So can be a space filled with hope about what might be, I think as academic developers, we we can have.

[00:40:34] A tendency to say, okay what could be, what might be, and work towards that vision. And so it could be a space of hope and excitement and of joy and that all of those things can coexist or the doubt and the fear and the curiosity and the overwhelm can all exist at the same time.

[00:40:51] But I think those emotions are a big signal. That there could be this growing edge that we might be approaching. And there's some really nice work by Jennifer Garvey, Berger who does work on adult development theory. And she talks about, she has an article called dancing on the threshold of meaning and in her article, she has stories of two different people and one who sees her growing edge and embraces it and is quite excited.

[00:41:24] And another person who actually wants to retreat from that, from that edge, because it's too scary at the time. And Part of that depends on our readiness for a particular to take a particular step. Sometimes maybe there are more skills or resources that we need to gather, but yeah, other times it's, I think we can sense too in

[00:41:46] **Lindsay:** our bodies when

[00:41:48] **Julie:** there's excitement and a fearful but exciting opportunity versus something that I'm not ready for yet.

[00:41:56] Say, I think I,

[00:41:57] **Lindsay:** I need to ask you just a couple more final questions about the journal itself. , what are the kinds of topics, the kinds of scholarships, the kinds of conversations that are, current right now, or that you're looking to publish. Are there special issues or important topics that you all are discussing as a editorial board at the

[00:42:18] **Julie:** moment?

[00:42:18] So we just published a special issue on academic development in times of crisis. And so I think that will, that was it's quite a timely topic. And it was meant to be about more than the pandemic S that was, quite a focus, but that's definitely one area.

[00:42:36] There's the, our academic development stories, which is another special issue. That's going to be coming out. In the future where we are trying to, as I said, expand the way that we're looking at the how academic development happens globally. And then we have another special issue, a call for proposals that's going to, that is out at the moment.

[00:43:01] And if I can just get the title for you Yeah, absolutely. We'll cut this part. Don't worry. Yeah. Thanks. So I wanna make, yeah, I just wanna make sure I get it. I just wanted, I forgot to put these

[00:43:13] **Lindsay:** into the list of questions that I was

[00:43:15] **Julie:** asking. That's okay. I make sure I get it right.

[00:43:20] **Lindsay:** oh my goodness.

[00:43:21] **Julie:** I.

[00:43:24] Another special issue that we have at the moment, actually we have a call for proposals is called beyond academic development and institution as institutional practice advancing community led approaches. And so really it's looking it's a, it's very interesting way of looking at our work as academic developers.

[00:43:44] So thinking about community development and. Developing and empowering communities of scholars in academic development. So I really encourage people maybe to go look at the I J homepage and to look at that look at that call. Because I think as academic developers, we do have. Multiple ways of working in community and forging these communities.

[00:44:09] And so to explore that. Yeah. And other topics that we're addressing at the moment, really this definition of what academic development is and how we challenge each other to talk about that. And what is the, scope of what is involved in academic development and you. Know, I think it's quite an ECEC.

[00:44:26] We have quite an eclectic and interesting

[00:44:28] **Lindsay:** no worries. I'm like,

[00:44:35] feel like I'm

[00:44:36] **Julie:** just repeating myself

[00:44:37] **Lindsay:** no, you're good. You're good.

[00:44:38] **Julie:** Okay. Yeah. I don't know. Maybe we can. Where you

[00:44:42] **Lindsay:** say to look at the journal for that call. Okay.

[00:44:45] **Julie:** Yeah. That's good. Sorry, Lindsay. Don't apologize.

[00:44:50] **Lindsay:** Yeah. Good. Is there anything else that I haven't asked you that you would like to share with our listeners?

[00:44:59] **Julie:** Let me [00:45:00] see. I'm just gonna look at my notes. No, I think you've done. You've had such interesting questions and I've been, it's been really helpful to me the way that you integrated the different strands of things that I've explored, which I haven't quite done for myself yet. So thanks for this opportunity to. To reflect and to learn.

[00:45:21] **Lindsay:** That's one of the things about this podcast format for educational development.

[00:45:26] So much of where the work really happens is in backstage conversations,

[00:45:32] **Julie:** absolutely quote another, another special issue.

[00:45:37] **Lindsay:** These moments where we can talk and share stories and ideas, I. It's why I love podcasts. I'm certainly, yeah, no genius at it, but I just get so much from hearing other folks have conversations about topics I'm interested in that it is it's really a privilege and a gift to get to be part of it.

[00:45:56] I feel that way too. I was really fortunate to be able to go to the ICED conference earlier this year. And. Realize how much I had just missed being in community with other people and being in the same space where

serendipitous conversations. It can happen. And where you walk and talk with people about topics that are important to you or you're right to someone at the conference and you say can we meet up for coffee, and talk about this thing.

[00:46:29] So I think those informal spaces some of it's formal, but some of it's informal where the conversations and the relationships happen are a huge part of the joy of academic development. Work. And I got to meet some of my eye Jad colleagues in person for the first time. And we'd been meeting on zoom also because of course we're geographically dispersed, but it was just so nice to see the energy of the person in the room.

[00:46:58] And to realize that, in person two, we had this kind of camaraderie and connection that just makes working on the journal so much fun.

[00:47:09] Yeah, I think there's just so much value in those conference face to face conferences because of that, those BEWI in between moments and spaces.

[00:47:17] Yeah. Where you. Encounter things in company with other people, ideas and topics and

[00:47:24] **Julie:** coffee. And sometimes those are the most memorable ones for all of our planning and our preparation of our carefully crafted presentations. That it's the conversations. Yeah.

[00:47:35] **Lindsay:** And I love thinking about that in terms of the student experience for our own classes and with our faculty.

[00:47:42] Yeah. How much of the learning is actually happening in places and ways that we can't possibly. Predict control design for,

[00:47:51] **Julie:** yeah. And when I was writing my PhD, I did a lot of writing in a coffee shop that I loved. And there were student, it was right near the university. and this, that there were a lot of students who would gather there and have their coffee, and they were talking about their classes and they were talking about their learning.

[00:48:13] And I thought it would, wouldn't it be amazing if we could ethically, listen in, on all of these conversations that are happening and use them to inform our teaching because it's not always the con. Conversations that we would hear as faculty members, that students might not always share those things with us that they do with their friends over our coffee.

[00:48:35] And yeah. I love that idea ethically on students.

[00:48:44] Yeah.

[00:48:45] **Lindsay:** You have one of those voice. Trans

[00:48:51] well, Julie, it has been absolutely wonderful to talk with you today.
Thank you so

[00:48:55] **Julie:** much. Thank you, Lindsey, for this opportunity and for the
invitation and it's been a real privilege. Yeah.