

Anna Flaming

[00:00:00] **Lindsay D:** Hello, I'm so excited to speak with you today. This is Anna Flaming from University of Iowa, and she is currently serving as the chair of the POD Scholarship Committee.

[00:00:10] **Lindsay:** So I'm gonna ask you as our first question, what exactly is the POD scholarship committee?

[00:00:16] **Anna:** Thank you so much, Lindsay, for the opportunity to chat with you. I'm, I've been listening to the podcast for a while and it's really fun to, to be on the other side of it. So the pod scholarship committee's mission is.

[00:00:28] To support the pod network strategic goal of advancing evidence based practice. And I always like to say that because sometimes I'll tell folks that, I'm part of the scholarship committee. And they'll think that, here's a \$200 scholarship to play for textbooks because, I submitted in my application like, not that scholarship, although those things are great. But the scholarship in terms of scholarly work, research, creative works, that sort of thing. Is what our wheelhouse is in the pod network.

[00:00:54] **Lindsay:** And I'm curious how long has this committee been around? What was the need that gave rise to it?

[00:01:00] **Anna:** I probably cannot tell you the exact history. There are other folks who could, but it came out of, I think the research committee and the publications committee. And so as a legacy, the work of the scholarship committee incorporates both of those things. So we are charged with helping to support folks. In developing their own research, in disseminating their own research.

[00:01:26] We also are liaisons to POD affiliated publications like POD Speaks, for example. And so we do this through three very active subcommittees. The first of the subcommittees is the development subcommittee, and they are in charge of a number of things, but one of the things they are best known for is a long running program called POD scholarly reads, and so this is a thing where maybe three or four times a semester they will pick a couple of articles. Any pod member, anyone who, signs up can read that article and then come to this one hour. Often it's over lunch, although not always meeting to discuss with other educational developers that article and there's some structure to it. And then in recent years, they have been inviting the author or authors of the article

as well. And so they pick a theme. They've done students as partners. They did u ngrading and some other alternative assessment strategies. One time they worked with a DEI committee on a series related to centering underrepresented experiences in higher ed.

[00:02:32] And this semester it's gonna be patterns of disengagement. So pod scholarly reads is one of my very favorite parts about the scholarship committee, and that's a development subcommittee. Puts that together, that chooses the readings, that facilitates the the sessions that are open to just anyone to attend and learn a little bit more about what's happening in the literature and how to read it and have those conversations about about being part of the scholarly community.

[00:02:55] **Lindsay:** And as somebody who had an experience with that, it was so helpful when I was a new educational developer to participate in that program. And there were a couple times where I didn't have time to read the scholarship ahead of the meeting, and it was still valuable to hear the authors speak to, the methodology, the choices they made, what they weren't able to do.

[00:03:17] And it really helped me understand a lot more an area of research that is not at all my background or discipline. So I found it super helpful, inviting, and welcoming, even though I felt completely outta my depth and often unprepared. So it was a wonderful experience.

[00:03:36] **Anna:** That, that's really the idea is to. To remove some of the barriers to digging into the literature. I think we all have these voices and imposter phenomenon in our head that tell us, Oh, maybe you're not really supposed to be here, You're not really trained to do this. And one of the things I love about the scholarship of educational development is that actually it benefits from having many voices and many disciplinary backgrounds in it.

[00:03:59] But part of the idea of pod scholarly reads is to give folks the opportunity to play a little bit with the scholarship and to learn a little bit more about it in, in what we hope is a really low stakes way. And so that's a big part of what the development subcommittee does.

[00:04:14] And oh, the other thing I really love about pod reads is that for me, it gives me sort of a justification to do a bit of reading. It's on my calendar, so that helps me. Take away at some of my big, long, never ending to be red list. So that's a really nice thing about podcast.

[00:04:30] **Lindsay:** I completely agree. Helps you stay up with the conversations, even if you've gotten track with your goals. It's been great for that.

[00:04:39] **Anna:** It's really great to be in community with other educational developers from different kinds of institutions and to have those conversation and have a little bit of that shared vocabulary because of pod scholarly reads that there's a cohort of folks who have read some similar things and analyzed it together.

[00:04:54] **Lindsay:** It's fun. I love the model where we all start together and there's some guidance and then we break [00:05:00] out and there's that moment of relief like, Okay, somebody explained what's happening to me, where you can really connect with other people and have those conversations. It's great.

[00:05:10] **Anna:** Exactly. So that's the first of our three very active subcommittees. And that's a pretty public facing piece of the work. The second subcommittee is the application subcommittee, and they similarly have a whole portfolio of work that they're in charge of, but one of, I think the. The most important and most meaningful for the pod network is that they are the folks who run the research grants.

[00:05:34] So these opportunities to get a little bit of money to engage in some scholarship of educational development. And that group has done some really careful thinking into how to make sure that their process is really equitable, how to they were able to request some additional funding to allow the research grants program to fund.

[00:05:55] Work that specifically is engaged with issues of diversity, equity, and inclusion. So there's a sort of a new track within the research grants. And so really proud of the work that those leaders in that subcommittee are doing. And then the third subcommittee is a dissemination subcommittee, and their role is to maintain relationships with pod affiliated publications.

[00:06:18] So POD speaks as a good example for a long time that was to improve the Academy, although that structure has changed and to improve the Academy is now external to the Pot Network Scholarship Committee. But we, I will say we do always have editors of, to improve the academy and also actually of IJAD International Journal for Academic Development.

[00:06:38] They come to our meetings, they give us updates on what's going on in those publications just because it's really useful. For us to hear about what's

happening on that side of scholarship work so that we can do more meaningful work in terms of supporting pod network members in reading and engaging in research and publishing research.

[00:06:59] And the Dissemination subcommittee does really important work to maintain those relationships. Members of the subcommittee are part of helping to determine the editorial boards for things like Pod Speaks. They help to recruit external reviewers for things like POD Speaks. And they keep very busy for sure.

[00:07:15] **Lindsay:** Sounds like our Center and Center's podcast is, we're starting to create more structure through the DRI committee. We've started, we're calling it the pod squad. It's not officially a subcommittee yet, but it would be great if we could get some members on that group.

[00:07:31] To be liaisons in the dissemination committee to keep the pulse on what's happening in these other areas as well.

[00:07:37] **Anna:** Yeah, we have a whole org chart for the scholarship committee and there are spaces on it for collaborative kinds of work. So like the application subcommittee for instance has provided some support to the folks doing the pod connects groups particularly the groups that are interested in connecting around doing scholarship of educational development. And so there's a few examples of that and I think those collaborations across committees are really crucial. And so that makes a whole lot of sense to me. And it's also representative of something that I really love about the pod network, which is that model of distributed leadership.

[00:08:12] There are so many opportunities to lead from where you are in pod. I just listed these three subcommittees. They all have co-chairs, They have some, folks who are in charge of some of these projects within those subcommittees. So when I email the scholarship leadership team it's like a dozen people which is really good cuz the committee is doing all this work and and there are all of these great voices and great expertise going into all of that work, which is really important.

[00:08:37] **Lindsay:** What do you wish people knew about this committee that might not be obvious from just reading the description or from the overview that you've given us here?

[00:08:48] **Anna:** I think probably what's most important is to know that you don't have to be someone with a dozen publications. You don't have to be

someone with a single SOED publication. You don't have to be a journal editor to be part of this committee. Even as our mission is really to provide opportunities for others to develop as scholars of educational development, the scholarship committee itself is very much a space to develop yourself.

[00:09:11] So if you end up volunteering to be part of the committee that puts together pod scholarly reads that's an opportunity to learn more about reading. So Ed and to meet authors and to do these other things. And I have felt in my own personal career, very much mentored by other members of the scholarship committee. And I think maybe that's a really important thing to say is that your perspective, even as someone may be relatively new to the scholarship of educational development, isn't only welcome. It's actually really crucial to the work that we're doing.

[00:09:42] **Lindsay:** So you lead the committee, but you're also the director of a center. How has serving on this committee added value to the work that you do in your center? And can you give a specific example, a story or an anecdote? Something that [00:10:00] paints a picture?

[00:10:00] **Anna:** Sure. I actually became director after I had been elected chair of the scholarship committee. So that, that work transition was something that I didn't know was gonna happen when I first decided to run for chair of the committee. And I will say that it's really interesting how often the work is similar in that. Your job as a director or your job as chair of a committee is not to do all the things and know all the things.

[00:10:27] Your job is to connect people who each bring their own expertise and to support them and remove barriers as they do all the things cumulatively, collaboratively, and boy if you're interested in becoming a director, I actually think being a chair of a pod committee is a really great training ground.

[00:10:46] And because we do have this, Distributed leadership model. The scholarship committee is set up so that in your first year as chair elect there's still a chair for that full year. And then you spend two years as a chair, one of which you have the new chair elect involved with, and one in which you have a past chair.

[00:11:04] Involved and then your fourth year is as past chair yourself. So you are never alone as committee chair. There's always someone either being trained or who's outgoing and has finally figured it all out to be there with you. I think definitely the experience of being chair was really helpful to learning how to be a director, learning how to connect people, learning how to support folks in a

collaborative unit, which is really important to how I think about the Center for Teaching in Iowa.

[00:11:34] **Lindsay:** So to throw another kind of lens into this question, you have a disciplinary background in history. Is that right?

[00:11:42] **Anna:** History and gender. Women's and sexuality studies.

[00:11:45] **Lindsay:** So how does that disciplinary lens come into play with your leadership of your center leadership of this committee? How do you integrate all these selves of your kind of professional identity?

[00:11:57] **Anna:** Yeah. I remember the first time that I. Went to the new educational developers session, the pre-conference at pod, and I was new to the field and fully expected to be the odd person out and imposter phenomenon was at a hundred percent on the meter.

[00:12:16] and they had us do some very simple activity where prior to the start of the session, they asked a couple of questions and then did a what's it called with the words. And the words that are more common are bigger?

[00:12:27] **Lindsay:** Word cloud.

[00:12:27] **Anna:** A word Cloud, yes. Thank you. They've had us do a word cloud, and I laugh now because when they did the word cloud historian was actually huge. And then the session was co-led by Peter Felton, who is a very well known historian. And I started to understand that it was a feature, not a flaw, that pod folks often come from all kinds of different disciplines. As a historian, I think about change over time. I think about the importance of context and how my personal experience is probably not representative, cause my context is gonna be different than others.

[00:12:59] That's a really important thing to do in a consultation not to think. A struggle that someone is having in the classroom is solvable in the same way that maybe you solved it in your own classroom. I also think the gender women's and sexuality studies background has been really important for my work.

[00:13:14] It is, disciplinary work. It is work that values theory and action. It is work that is very interested in intersectionality. So going back to the context mattering a whole lot and I think. It has really empowered me to see things and

navigate things as a director and also as an educational developer generally, that have been really important for me.

[00:13:37] Not a strange background to be embarrassed about, but actually something I'm really proud to be bringing to this work.

[00:13:45] **Lindsay:** Do you see that showing up the kind of gendered patterns of engagement with, where you're at with your center? That's something we've been talking about with our faculty fellows. We've got four new fellows this year, and they're all women. We've got, we've had one or two faculty fellows who are men, but it seems like this program where we're, buying out a course release for Auburn faculty, for them to come and do some work in the center. Really to a greater degree is attracting women.

[00:14:14] And I'm curious, is it because I'm a woman and that's, they're coming to, to work in a space, with me? I'm just curious if you're seeing any patterns like that in your work or your perspective.

[00:14:25] **Anna:** Yeah, I think we see that in my institution. I think we also see that in educational development.

[00:14:30] Pod's most recent membership survey, I think was like 2015 or 2016, and educational developers were overwhelmingly women I think especially white women. There's a really great article that came out a few years ago to improve the academy about educational development as pink color, pink collar labor.

[00:14:49] **Lindsay:** Yes. I love that article. Is it Lindsay Bernhagen and Emily Gravett, I think? They authored so many great articles. That one is Their favorite though. Yeah.

[00:14:59] **Anna:** Makes [00:15:00] this point that we often situate ourselves in this support kind of role, and that has gendered meanings. In it. And so one of the things I've been thinking really carefully about in my own center is to be careful about when we use the language of support, especially because my center happens to be all people who identify as women.

[00:15:20] And so we talk a lot about partnerships. Which I think is really important for making sure that, that the expertise we're bringing to the table is respected and appreciated in the same way that we have to have a whole lot of respect for the expertise that the faculty with whom we work or the

administrators with whom we work, that they're bringing a whole lot of expertise.

[00:15:40] So that's a big part of how we conceive of the work at the center is really this idea of thought partnering and mutual respect, and we're bringing Scholarship from the literature, and we're bringing just the knowledge of other things that have happened at the University of Iowa, but that faculty member is bringing the lived experience of teaching in that course.

[00:15:58] And there are expertise in, biology or whatever the course is. And also that they often are bringing Information about the scholarship of teaching and learning as well. I it's really fun to see how often I'm finding that cropping up that folks have already done a lot of thinking about teaching and learning in a scholarly way.

[00:16:14] And positioning ourselves as partners is one way of moving it out of that maybe not so useful, supportive framework every single time and into, again, how do we have multiple perspectives? Those multiple perspectives are really, important.

[00:16:29] **Lindsay:** So drilling down into it, you say you're careful about the Lang using the language of support. Does that mean on your website you have rephrased things in your mission or the scope of your work to instead of we support faculty, we partner with faculty, or are other... what does that actually look like?

[00:16:48] **Anna:** So there's some elements of the website where this has been updated. There are probably some elements of the website where that has not been up to date. But I will say that when we're presenting about the center or when we're introducing people, To the kinds of things that we do in the center and the opportunities at the Center for Teaching can provide, We use a phrase "Thought Partner" a whole lot because I think that gets at the positionality that we're interested in, which is that we're collaborative, that we know some things, but also, some things.

[00:17:17] And this isn't also gonna be a finger wagging situation where we're going to tell someone exactly what they should be doing, but instead where we're gonna be making meaning together, we're gonna be having ideas together. Again, with our two different kinds of expertise, our two different kinds of experiences, and so that, that language has shown up a lot of places.

[00:17:36] **Lindsay:** That's so powerful. I was reading this book recently called Leadership is Language. Yeah. But it's by this military guy who changed the way people report to him. Instead of asking him permission, they have to say, I intend to. X, Y, Z. And so the people with the information are pushing the decisions up.

[00:17:57] They're not, looking for permission. They're moving forward and they went from being, the worst submarine in the fleet to the best one or something that's really inspiring. Turn the ship around, I think was his first book, about that story. But his next one is leadership is Language, and they're looking at the, it starts with a recording of a naval commander and a ship that crashed or had a disastrous end and they, made a recording of the percentage of the amount of time the captain of the ship was speaking versus the two second in command, first mate navigator guy and they found it was like 80% of the time this leader was speaking and whenever the leader would leave the room. The other two would go back and forth. And I think, the words that we choose, especially in these leadership positions, that it, it's not just, marketing or being exact, It creates the reality in a lot of ways. And I'm curious if there's other words that you've, I love that idea of thought partnership. Can I steal that first of all? And are there other things I can steal?

[00:19:02] **Anna:** There there's been some really lovely scholarship about conversations with and among faculty that have inspired me a whole lot. There was an IJAD special issue maybe last year that really explores that, lots of great articles in there.

[00:19:16] And also other terms that might be useful for maybe backstage conversation. Those kinds of things. They really inform, I think, the ethic of doing this work in a way that priorities equity, which is something that's important to me, both because of the g background, but also because I think that's just a big value within POD and among educational developers general.

[00:19:39] Even I love that story of the how off, how much time is the leader talking? And one of the things we've done in the last year or two of the scholarship committee that I'm really proud of is we have moved our meetings to be less talking head. Each person provides an update from their subcommittee, and we've [00:20:00] made most of those announcements say synchronous.

[00:20:02] So folks will fill in the notes about the updates from the subcommittee so that we can spend the time that we have together actually being together in community and wrestling with some kind of issue or thinking

through. Some kind of thing. So it's not just this series of talking heads giving five minute updates.

[00:20:18] It's a lot faster to just read that thing in advance and then it creates notes that are actually really thorough for the person who maybe for whatever reason, couldn't attend that particular meeting. So for instance, because we had this space to do that. Something cool that happened last year in the scholarship committee was we started to realize that the publications who were present had difficulty recruiting enough peer reviewers for all of the publications that they were looking to do. And many of the members, including some folks who were new to the scholarship of education development, were saying, but we don't know how to review for journals. This is a really, when, when I review for a journal, it's an incredibly private act.

[00:20:58] No one ever really sees that beyond the editor and maybe the authors. And so what does it look like to do that well? And that actually led to a POD sponsored session last year on reviewing for SOED journals, where we looked at some sample reviews and talked about what made them useful or effective or maybe not so effective, where we actually heard from journal editors about some of the things that they have seen happen where folks could ask questions about if.

[00:21:23] When am I just, dealing with some imposter phenomenon and when am I actually maybe not the appropriate person to be providing reviews for these articles? And that really came up because we had held that space in our meeting for the sharing of ideas, not just for updates about what each subcommittee was doing.

[00:21:41] And so I really love that example about the summary . Cause I don't know that there are a lot of places. I can say the scholarship committee is like a submarine, but Maybe that's what

[00:21:50] **Lindsay:** moving under the surface...

[00:21:52] **Anna:** Yeah.

[00:21:52] **Lindsay:** Is there a place where those of us who might be interested in that session, are there materials that you shared or places where you've made that public how to be a better reviewer for SOED

[00:22:03] **Anna:** Yeah it's certainly, I think, built on and I hope informed some of the work that individual journals are doing in terms of creating resources for

potential reviewers. And then we did whatever it is you're supposed to do at the end of the conference, where we, provided the materials that we had handed out so I would have to go in back and find that link , but that's a piece of it. And, I think that's a session that I would love for us to maybe, according to what the journals and what the pod members are needing these days, but maybe bring back to a POD Live something like that could be a really cool thing to do.

[00:22:36] **Lindsay:** Turning a little bit, we've been talking a little bit about your center and the wording. Can you share a little bit about your center, how it's organized, and if you have a special sauce, what's the thing that your center prides itself on or is known for? ..

[00:22:49] **Anna:** So our center is actually part of a larger office called the Office of Teaching Learning and Technology. And it provides an integrated, comprehensive. Group of partners for folks in their teaching roles, so that, that group includes learning space as people, and it includes research and analytics unit. It includes the folks who are involved in educational technology and I really. Have appreciated the opportunity to collaborate so closely with those sort of sister units because it has let us ask questions and be in conversations that that otherwise might not have included us.

[00:23:26] So one of the things that Iowa is is somewhat well known for is our Tile Active Learning Classrooms program. And because I have a colleague in learning spaces who calls me up whenever he's about to order some furniture we have had really great conversations about, how would the placement of this particular table affect the way teaching happens and about, Students can see or not see, or, the, in this really cool classroom design this chair's higher than that chair and how might that reinforce or subvert certain kinds of power dynamics.

[00:23:58] Those were really fun conversations to have. And I, I feel very lucky to be in on the ground floor, literally in some of those conversations. Tile it stands for Transform, Interact, Learn, Engage.

[00:24:10] And it launched about 12, 13 years ago. We built a couple of active learning classrooms, and one of the things that made Iowa distinctive was that faculty development was always part of the plan and was necessary for faculty who wanted to teach in those spaces. And so as part of that, partnering with faculty, again, not to finger wag and tell them they don't know how to teach, cuz that's not at all what we're saying.

[00:24:37] We just wanted to provide space for them to think through how they would use this classroom that maybe would suggest some different things about

how power dynamics will work or about how we will use the time that we have together. And that was done for most of its history in cohorts because we found that faculty learned it so much from talking to each [00:25:00] other in ways that we had planned and prepared for.

[00:25:02] So we would ask a provocative question and then listen to how, a person in engineering and a person in, Spanish and a person in poetry would maybe find out they have a whole lot more in common than they thought they did. But also where some of those different considerations because of the content that they're teaching did diverge and unpacking that in a community was really powerful. And so the Center for Teaching at Iowa has really leaned into this idea of community is not just the thought partnering, between maybe a single in individual educational developer and a faculty member.

[00:25:39] That collaboration and that community and that partnership in all kinds of different networks. We have invested a lot of energy in launching more faculty learning communities and finding ways to empower them to be talking about how the impact of their work maybe. Affects what's happening at even the policy level At the university.

[00:26:01] We have a really long running program for new tenure track assistant professors that is run on a cohort model. And that has allowed. In most cases, there would be no more than maybe two brand new folks in that HR category from a department. So they were making this, We were, we're a pretty large R one, got about 30,000 students making this pretty big institution feel small and navigable right from the get go.

[00:26:27] And inspired by people like Mary Wright. We've been working harder at our assessment of our own work, and one of my very favorite things that we have done of late is we've started to ask the participants of these different cohorts and communities about. Not only what have they learned, but where are they talking about what they have learned

[00:26:47] and it's amazing how much the spread of what's happening in the things that the center has organized is going to folks that maybe I've never even met because they're telling their neighbor down the hall or they're mentioning in a departmental meeting. And so that's I think, an exciting way to think about doing the work just because it feels meaningful, but also, a center five people can only connect with so many faculty . And so how can we be thinking about it at the level of ecosystem instead of at the level of each individual faculty member? Which is also valuable, but we wanna do both.

[00:27:20] **Lindsay:** I love that. That assessment question. Where are you having these conversations?

[00:27:25] I think, tying our practice, what could be sort of, oh, you know, I use it. I don't, but to say, where are you having that? Centers your mind into, you know,

[00:27:35] our brains are better at holding on the landscape information than anything else. And it's a great way to get a more specific qualitative, piece of data out of these folks.

[00:27:46] But it also helps them to really reflect and think about where it's coming up for them. And it doesn't it, it's an equitable way of phrasing the question. Not who are you talking to? Because that who can bring in some. Biases and things like that, I talked to my spouse, but that's not important enough to mention that kind of thing.

[00:28:05] I think that's great and that kind of leads me to my next. Loosely transitions to the next question, which is about an article that you were co-author on recently in IJAD, International Journal of Academic Development, which sort of looks at the landscape of, So ED to embrace the complexity is the name of the title, that piece.

[00:28:24] And we talked to Laura Cruz a few weeks ago about her perspective on that, but I'd love to have you tell us about, That article and why it's important, what we should take from it in terms of your perspective.

[00:28:35] **Anna:** I got to listen to that episode and I would highly recommend it as I would pretty much anything Laura Cruz does she lays it out really nicely. So maybe the thing that I will add to what you and she already discussed so well, Is that I really also like the subtitle of that article, which is about an inclusive framework for this scholarship of educational development, and that's really about encouraging folks to embrace disciplinary dexterity.

[00:29:03] So this is saying that, sometimes we have this perception that. Educational research and all its different kinds of forms is really a, it has to look a very specific kind of way. It has to have a very specific kind of methodology and sometimes there's a little bit of gate keeping around that and, One of the things that we were trying to say in that piece was that we need lots of perspectives.

[00:29:29] We need lots of methodologies. It's not that one is better than the other, or that one goal of, So Ed is more important than the other, but that. We need to be thinking critically about what the work we do says about power. But we also need to be thinking about just sharing, how do you even do a workshop?

[00:29:47] How do you even set up a program? We need to be thinking about the impact on individual instructors. We also need to be thinking about the impact on higher ed as a whole. And sometimes that's gonna look like a survey [00:30:00] and sometimes that's gonna look like Researcher participant reflection was an article that Lindsey Wheeler and several other folks can't remember all of the people who were involved.

[00:30:10] I think Deandra Little and some other people that came out in Tia recently that makes that argument that's a methodology that's gonna be really important for scholarship of educational development and that wouldn't necessarily. That wouldn't capture everything that could be captured in a survey, but that would capture things that would be missed if all we did were surveys and, looking at numbers.

[00:30:33] And because pod, because educational developers as a whole are coming from places like women's studies or anthropology or biology or all of these different things, shouldn't we again see that as a feature and not a flaw? Shouldn't we be leveraging the. The ways we think about learning and the ways we ask questions to create a richer understanding of what's really going on here. I think Laura says a lot of that but that's the part I most wanna underscore.

[00:31:05] **Lindsay:** And even down to the words that we choose.

[00:31:07] **Anna:** Yes. Yes.

[00:31:09] **Lindsay:** Yeah, it is really fun to think about those. How those choices and the way that we express and direct and influences what happens there.

[00:31:18] In terms of looking at this broader, landscape of scholarship, of educational development, what do you personally find most interesting in terms of conversations that are happening right now? I know you've talked a lot about inclusion and diversity and of course this big picture inclusive framework, but is there something else that you've been thinking about that is, is happening in the those conversations?

[00:31:44] **Anna:** I think I, all of those are really important to me. So I probably stick with those that how are we making sure we're hearing from all of the different perspectives we need to hear from and that's tricky because, as someone at an R one institution with a staff of four people, I can find spaces to carve out time to do a little bit of my own research.

[00:32:03] I have the opportunity to. To be a chair of a pod network committee. And I understand that is an indication of some of the privilege that I'm working with here and that privilege is gonna play out differently for different folks. And trying to think a lot about what are ways that being part of the scholarly community can be something.

[00:32:26] How can we be. How can we be opening those doors instead of closing those gates? And pod scholarly reads is maybe one way There was a really interesting pre-conference session at, ICED the International Consortium for Educational Development. That was about how can you build scholarship on the work that you're doing into your everyday practice.

[00:32:48] Cause we're doing a lot of work. We're doing all the consultations, we're launching the programs, we're maintaining the programs, we're assessing the programs. How can the research on all of. Be just built into the workflow so that it's not a kind of situation where you have to be someone whose appointment means that, 30% of your performance review is about your research output.

[00:33:07] That's not even my situation, but I know folks have that. So how can this be something. We create more opportunities for folks to engage in so that we can hear those voices about what does this look like in a community college context instead of at a private liberal arts school?

[00:33:22] Or, what does this look like for all of the different intersectional identities of educational developers how are we making sure that we're providing space for folks who want to be part of that conversation to be part of it without also making it another thing to do with no resources, . Cause that's a tension we have to be really mindful about.

[00:33:42] **Lindsay:** So it's a final freebie question. Are there any recommendations you would make to folks in terms of books or articles or, you've mentioned quite a few, but is there anything, It doesn't have to be on educational development, just anything that you're valuing in your work or your life.

[00:33:58] **Anna:** I will I will say that this was just a Chronicle of higher ed piece that. Really caught the attention of my colleagues here and that I've occasionally sent out to other folks give them a window into the, into why educational development isn't just read an article about best practices and group work and then dispense, how to because it is so much more nuanced.

[00:34:22] And this was a piece maybe two years ago now by Shavella Pitman. And oh, Thomas Tobin.

[00:34:30] That was about, Academe has a lot to learn about diversity. That some, the title is something like that. And they make this point that some of the sort evidence based practices that we are seeing recommended can play out differently.

[00:34:45] For folks who hold different kinds of identities. So the idea of creating a more equitable classroom climate by allowing students to refer to you by a first name, maybe it's gonna have a different impact for the tenured white male professor [00:35:00] than it is for someone where that power dynamic is already different even before the first day of classes.

[00:35:06] And one of the authors talks about how they no longer invite students to refer to them by first name because they understood that to be a privileged thing to be able to do, to invite students to refer to them by first name without there being consequences to how that relationship evolved.

[00:35:21] And so for us just to be really careful in our analysis of all of these different ways of connecting with students and we wanna connect with students in deep and relational way. Peter Felton's whole book on that is actually another great recommendation, but we also need to be really careful that we're not ignoring what it means to actually implement these practices for the individual faculty member who are doing it and how it might play out differently and to recognize the additional work that it might carry as work.

[00:35:53] So that one's been on my mind a whole lot.

[00:35:55] **Lindsay:** Thank you so much. I can't wait to read that. It's it's been wonderful talking to you today, Anna. Anna Fleming, spelled like flaming pronounced Fleming.

[00:36:04] **Anna:** That's right

[00:36:05] **Lindsay:** A little tidbit for of you who made it to the end of the episode.

[00:36:11] **Anna:** Aw, thank you so much for having me. This was a really fun conversation.