

Not just talking: building practice through collaborative conversations

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rmit.edu.au/library

School of Property, Construction and Project Management

Built environment

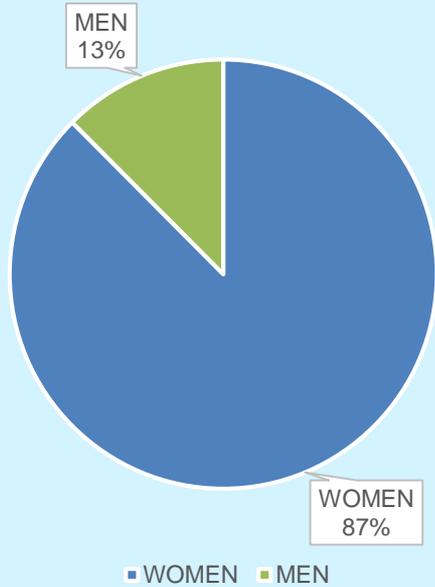
- Construction management
- Project Management
- Property
- Energy efficiency and sustainable buildings
- OH&S

70 EFT teaching staff

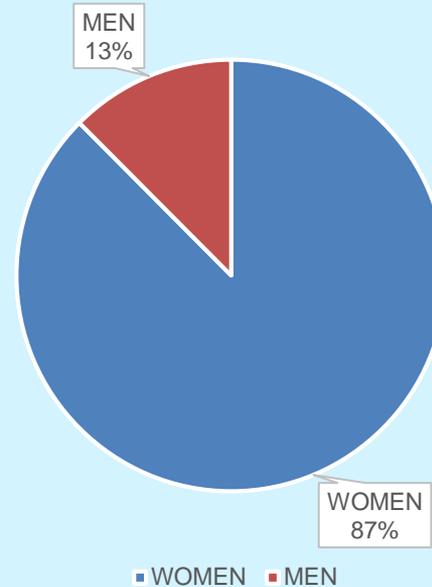


Gender Breakdown

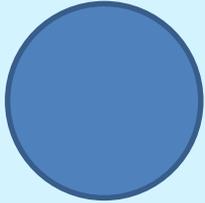
DSC Liaison Librarians



DSC Academic Developers



Environment



What does the landscape look like at your institution?



How might this affect your role?

Intersecting themes

“Unhomeliness” Working as outsiders to the discipline

Manathunga, C. (2007). “Unhomely” Academic Developer Identities: More post-colonial explorations. *International Journal for Academic Development*, 12(1), 25-34.



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Professor of Education Research

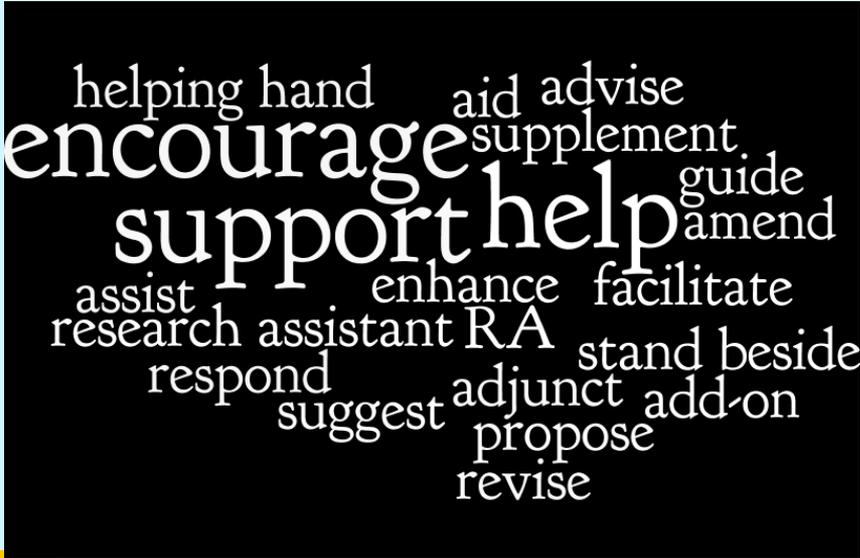
Conversations as context for professional learning and reflection

Haigh, N. (2005). “Everyday conversation as a context for professional learning and development”. *International Journal for Academic Development*, 10(1), 3-16.

Gender and emotional labour

Tunguz, Sharmin. (2016). “In the Eye of the Beholder: Emotional Labor in Academia Varies with Tenure and Gender”. *Studies in Higher Education*, 41(1), 3-20.

What's in a name? Perceptions and practice



Making the implicit explicit

- Partnering with colleagues outside immediate disciplines can have unexpected benefits;
- Collegiate conversations can assist with understanding and even reframing practice; and
- Academic Development and Library partnerships can inform identity formation and reformation.

“Unhomeliness”

“Academic developers are very often disciplinary migrants, performing hybrid, liminal roles at the “fault lines” between teachers and learners, between academics and managers, and between teaching and research. As a result, their identities as scholars can be described as “unhomely.” While this in-between space is uncomfortable and ambiguous, its deconstructive power lends itself to “thinking at or beyond the limit” of current teaching and learning discourses.”

Manathunga, C. (2007). “Unhomely” Academic Developer Identities: More post-colonial explorations. *International Journal for Academic Development*, 12(1), 25-34.



“Everyday conversations”

Our experience highlights the importance of what Neil Haigh describes as, ‘everyday conversation as a context for professional learning and development’. As Haigh identifies, it is our everyday conversations which, ‘can evoke reflections which result in learning’ (Haigh, N. 2005)

Our conversations have helped us to critically reflect on how we experience our roles on the ground within the Faculty and broader institution.

Haigh, N. (2005). “Everyday conversation as a context for professional learning and development”. *International Journal for Academic Development*, 10(1), 3-16.

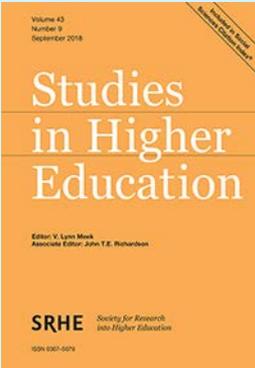
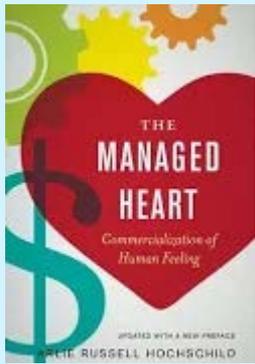


Gender and emotional labour

“Survey results revealed that faculty low in power (untenured faculty) exhibited higher levels of emotional labor when interacting with students, as compared with colleagues high in power (tenured faculty). Additionally, tenure had a mitigating effect on emotional labor amongst male faculty, but heightened stress amongst female faculty. Together, the data suggest that, compared to customer-service settings, emotional performance requirements in academia are both different and dynamic.”

Tunguz, Sharmin. (2016). “In the Eye of the Beholder: Emotional Labor in Academia Varies with Tenure and Gender”. *Studies in Higher Education*, 41(1), 3-20.

Hochschild, A. (2012). *The Managed Heart: Commercialization of Human Feeling* (Updated, with a new preface. ed.). Berkeley: University of California Press.



What about you?

- How does unhomeliness and gender impact you?
- What role do professional conversations play in your context?



Wingrove, D., & Francis, M. (2017). “More than a Feeling: Reflecting on Identity and the Reality of Practice Through a Library and Academic Development Collaboration”. *Journal of the Australian Library and Information Association*, 66(1), 42-49.

