

Dead Ideas in Teaching and Learning Podcast

Season 8, Episode 6: Passing the Baton: A New Chapter for *Dead Ideas*

Center for Teaching and Learning, Columbia University

[00:00:00] **Catherine Ross:** Hello and welcome to Dead Ideas in Teaching and Learning, a higher education podcast from the Center for Teaching and Learning at Columbia. I'm Catherine Ross, the center's executive director. As a quick reminder for our listeners, in this podcast series, we are exploring dead ideas in teaching and learning.

[00:00:25] In other words, ideas that are widely believed. Though not true, and that drive many systems and behaviors in connection to teaching, exercising what Diane Pike called the tyranny of dead ideas. Welcome everyone. Today I'll be chatting with my colleague and podcast successor, Dr. Amanda Irvin. Yes, you heard correctly, this will be my final episode of Dead Ideas as I am retiring from Columbia in June.

[00:00:55] But fear not, dead ideas will live on as I pass the baton to Amanda. This podcast has been a wonderful, surprising, and deeply meaningful part of my 30-year journey through the higher education landscape. So, I thought I would take this opportunity to say goodbye to this fantastic community of colleagues and listeners who have been so supportive and enthusiastic as both guests and listeners.

[00:01:24] Dr. Amanda Irvin is the Senior Director of Faculty Programs and Services here at the Columbia Center for Teaching and Learning, where she oversees a team of Assistant and Assistant Directors and Learning Designers, both at the CUIMC and Morningside campuses. She has been at Columbia for almost eight years and previously worked in educational development at Texas Christian University and the University of Central Florida.

[00:01:52] She has taught writing and American literature for over 20 years and is committed to creating supportive, inclusive learning spaces for all students. Welcome to the Dead Ideas Podcast, Amanda. I am pretty delighted and a little bit sad to be talking with you today.

[00:02:13] **Amanda Irvin:** Thank you, Catherine. I'm happy to be here and I share those sentiments completely.

[00:02:18] **Catherine Ross:** This will not be our typical Dead Ideas Podcast. Since this episode represents the end of one era and the beginning of another, Amanda and I will switch roles partway through. I will be the host for the first couple questions, and then Amanda will become the host and interview me for the remainder.

[00:02:40] Don't worry about all these details, we've got this, just join us for a fun conversation. All right, question number one, Amanda, what's your favorite dead idea? Or maybe, like, your top three, something you could talk about endlessly?

[00:02:57] **Amanda Irvin:** Well, favorite is an interesting way to think about dead ideas, but I do have a few that I think about a lot, especially right now, as we're all coming to terms with generative AI and higher education. I've been reflecting on one of the original dead ideas that technology, depending on your viewpoint, is either the salvation or the ruin of higher education. For my part, the response is that it's neither.

[00:03:27] Technology is neither a hero nor a villain, but when a new technological innovation hits higher education, this dead idea often comes back to haunt us. We all remember headlines from November 2022. Is the college essay dead? Will AI mean the end of faculty? Are humans even going to be relevant in five years?

[00:03:51] **Catherine Ross:** That was actually a question we got in a meeting. It was indeed. If I recall correctly.

[00:03:56] **Amanda Irvin:** That is accurate. And it sort of stopped the room when it was posed.

[00:04:01] **Catherine Ross:** It did. The room went very quiet, as did we.

[00:04:05] **Amanda Irvin:** I did have to admit in that conversation that you know, that sort of pushed against the scope of my understanding of the situation at the moment.

[00:04:14] But the reality is that no, of course, humans are still relevant. Learning is relational and I have, I have a lot to say about that. I could talk about it for days and I, I think it has inspired in large part, or reflective in large part, of one of the things that Pike says, um, Diane Pike, in her discussion of this O.G. dead idea about technology and education, it's that the goals and the means are often confused. There's a temptation to let the urgent overshadow the important and the important when we're talking about technology and higher education and teaching and learning is student learning. And we can always come back to that.

[00:05:01] One of the things I love about the Columbia CTL is that we have always foregrounded the purposeful use of technology. Technology of all kinds, generative AI included, is a tool. And can it be an exciting, innovative tool? Absolutely. I am personally very excited about the potential that generative AI could have for teaching and learning.

[00:05:27] I think that we have opportunities to ask really thoughtful questions based in the science of learning about the expansive possibilities that generative AI can offer. And those will likely be provocative and innovative discussions. But the goal, of course, is always to help us see the way forward in employing this tool for student learning.

[00:05:54] **Catherine Ross:** Yes. And I think that this technology in particular highlights the importance of instructors knowing how to teach, right? Knowing what constitutes effective pedagogical choices, because this is a little bit higher stakes than some of the other technologies that have come down the road. And I think if anything, it gives CTLs an opportunity to really push the idea that knowing how to teach is really the key to being successful in navigating this new terrain.

[00:06:34] **Amanda Irvin:** I completely agree. A lot of the conversations that we've had with faculty and even departments and schools about how to incorporate generative AI into their teaching has, I would venture, I think really every single conversation has come back to a fundamental conversation about.

[00:06:58] The goals of the assignments, goals of the projects that students are working on. I think sometimes we start with, you know, what are the possibilities for academic misconduct? You know, how can we AI proof our

courses? And to answer those questions, I'll set aside, you know, are those the questions we should be asking, but to answer those questions, we have to go back to the very beginning and ask ourselves, what do we want students to learn? And, are the assessments and the assignments that we've relied on for so long doing what we think they're doing? It's a great opportunity, to your point, for Centers for Teaching and Learning to work with departments and really think fundamentally about the student learning and the goals of that, that should be at the heart of

[00:07:48] **Catherine Ross:** Right.

[00:07:49] **Amanda Irvin:** All of the assignments or projects or assessments that faculty are designing.

[00:07:52] **Catherine Ross:** Right. It reminds me a little bit of the conversation I had last fall in the episode on whether or not AI is going to be a mass extinction event for certain types of assignments.

[00:08:06] **Amanda Irvin:** I mean, my background is in writing and I was particularly fascinated by all of the excitement, for lack of a better word, around AI and the possibility of writing and academic integrity issues around writing and, and how will we know if students have written this and then how will we assess their learning? And, you know, those of us in writing disciplines know that you're teaching a writing process.

[00:08:35] **Catherine Ross:** Right.

[00:08:35] **Amanda Irvin:** And, that perhaps if you are in a discipline that has been relying on one paper or essay at the end of the semester to tell you whether or not students got it, quote unquote, that it might not have been an accurate reflection of that anyway.

[00:08:54] **Catherine Ross:** Right. Exactly. Exactly. Hard news.

[00:08:57] **Amanda Irvin:** Hard. Exactly.

[00:08:58] **Catherine Ross:** All right. My second question for you is just to think out loud a little bit about how this Dead Ideas podcast maybe has impacted our CTL and our work internally. You know, it was originally solely intended, I think, or envisioned as an outward facing resource to connect with our community of instructors at Columbia and beyond in trying to promote

change in teaching, but it also, I think, at least from where I sit, has had some maybe unanticipated impacts on the work we do in this center.

[00:09:45] **Amanda Irvin:** I completely agree. You know, when I was thinking about the way the podcast has impacted our center, it is, I mean, it's an easy yes, like it's had a huge impact, but to your point, some of the ways it has impacted us and the work that we do are somewhat unexpected.

[00:10:06] You know, I think one of the most obvious benefits and ways that the podcast has influenced our CTL is the opportunity for all of our colleagues to learn from the other educational development experts that you've interviewed, the podcast has been a wonderful internal professional development opportunity for us.

[00:10:29] We have often organized listening groups or podcast discussion clubs based on whole seasons about rigor, for example, and how do we reflect that in our work and conversations with faculty right around the time that you interviewed some, some colleagues around alternative assessments, we were also working on building our resources on alternative assessments.

[00:10:56] And so we would get together, listen to the podcast, and then come and ask questions about how does this influence our work and how might it change the way we move forward. There was also a really exciting moment when you started interviewing people from our own Columbia community. Because then we started to learn about all sorts of exciting work that was happening across our own institution that we might have otherwise not known about.

[00:11:28] I mean, it's no secret we're a fairly large and somewhat decentralized place and it can be hard to know what's going on in every pocket of Columbia. So as a result, we've developed wonderful partnerships and relationships based on interviews that you did, you know, years ago at this point.

[00:11:48] **Catherine Ross:** Yeah. Yeah. Yeah, it was really eye opening. I think sometimes in CTLs, we're a little bit walled off sometimes from, you know, really great thinking about teaching that's happening amongst the faculty, but we don't necessarily have a channel to access that. And it maybe doesn't occur to them to say, hey, you know what I'm doing? This is really cool.

[00:12:14] Do you want me to share it with other people? So, bringing them in to talk on the podcast was a real eye opener, I think, uh, for me, certainly. And I think for our staff as well.

[00:12:27] **Amanda Irvin:** Oh, absolutely. Yeah. I mean, there were also moments where faculty would come up to us at different events. This happened to me personally twice that someone came up and said, I was recommended this podcast and I started listening to it.

[00:12:42] And then I realized, it's here. This is at our institution. It's you guys. You're doing that. And I said, yeah, yeah, we are. Do you want to you want to be a guest? I don't think either of those people took me up on it. But it's exciting. And I think that too, is something that has been really meaningful for the CTL staff, because there's something to be said about being part of something bigger than ourselves.

[00:13:10] **Catherine Ross:** Yeah.

[00:13:10] **Amanda Irvin:** You have done such an extraordinary job of cultivating a listenership of colleagues and people nationally, globally. There's a lot of motivation that comes from being part of an organization that's leading a national conversation. And I think it's made all of the people in the CTL very proud.

[00:13:35] **Catherine Ross:** Well, I'm blushing now, which our listeners can't see, but thank you for that. It's, it's been just, I can't even describe how wonderful it's been to be able to, to have those conversations. Really just thrilling. All right, well, now I'm going to turn the hosting over to Amanda. Um, Amanda will now be the host and she will ask me some questions.

[00:14:07] **Amanda Irvin:** All right. Here we go. Welcome, everyone.

[00:14:12] Today, I will be chatting with my colleague, Dr. Catherine Ross, and this will be my first episode of Dead Ideas as I step into my new role after Catherine retires. Dr. Catherine Ross has worked in higher education for over 30 years, initially as an instructor of English in universities in the U. S. and abroad and later as a Russian language instructor and educational developer in teaching centers. Her work has spanned different types of institutions, Tokai University in Japan, the University of Nevada, Reno, the University of Texas at Austin, the University of Connecticut, Wake Forest University, And most recently, Columbia University.

[00:15:00] Much of her research and work has been to promote deeply systemic change in universities, to improve the support for and valuing of teaching as part of a university's mission. And this podcast represents a culmination of those efforts. Catherine, welcome to Dead Ideas. We're so delighted to have you.

[00:15:21] **Catherine Ross:** This is so weird. But thank you. I am very delighted to be here.

[00:15:29] **Amanda Irvin:** I am. I am delighted for you to be here as well. So, question number one: What is your favorite dead ideas podcast episode?

[00:15:42] **Catherine Ross:** I knew you were going to ask me that question. It's a hard question to answer because I love every one of the episodes that we have made every conversation. It was an adventure and a joy, but I think if I'm forced to say, you know, some of my favorites, the category I would say maybe would be the undergraduate episodes where I interviewed some of our students who were at that time working as they were, it was in an initiative called Students as Pedagogical Partners.

[00:16:20] The students were just so deeply honest and thoughtful. And frankly, really inspiring and it, it just really drove home that we have to always be mindful that anything we do in teaching will benefit from input of our students, whether they be grad students or undergraduate students. And in particular, I'll never forget the conversation I had with the four students who were part of our program in May 2020.

[00:16:55] I wanted to interview them about their learning experiences through the pandemic because we went through this huge change, not only from being on campus to being remote, but also from being graded to going to pass/fail. And one of our original three dead ideas that Diane Pike posed was that grades motivate learning.

[00:17:19] So I wanted to ask our students, like, what happened when that change took place around your motivation for learning, your attitude about grades, um, and they were just really, truly wonderful. But right at the end of that conversation, I went off-script. I know everybody's shocked. I went off script and I asked this question.

[00:17:43] If you could reinvent higher education teaching and learning as we return to campus, what would, what changes would you make? What would it look like? And without hesitation, these students offered things like, you know, I think we should maybe make more space to have people who are brilliant researchers, but maybe not that interested or maybe, you know, not really compelling instructors.

[00:18:14] So that we could have people who really, really want to teach and people who are just really amazing at the research that they do. We should be

moving away from just content delivery to more meaningful learning opportunities. We should center equity and accessibility above content delivery so that students are immersed in authentic learning and not just grade-getting.

[00:18:41] You know, we should be encouraging students to have more independence and more choice in their learning paths, maybe through experiential learning. And, lastly, one student said, and I'm quoting here, trust your students. And trust yourselves as students. Be critical of everything you do. It's a partnership at the end of the day.

[00:19:10] We are all here wanting to learn with you, the instructor. I mean, what could be better than that?

[00:19:19] **Amanda Irvin:** I know. I remember that episode and I remember thinking, wow, she really pulled it. Yeah. Everything into focus. Yeah. And students are one of, if not the primary stakeholder of the work we do in Centers for Teaching and Learning, but we don't always get a chance to talk with them.

[00:19:40] **Catherine Ross:** Right.

[00:19:40] **Amanda Irvin:** And I just love that they were so willing to open up and be so transparent with you.

[00:19:47] **Catherine Ross:** They were. And they shared, you know, really interesting insights. Like one student I remember admitted that she felt much freer to self-evaluate her work because she wasn't worried about the potential for harming her grade, and it really helped her see the value in critiquing your own work.

[00:20:08] Being freed of that worry about grades. Um, I think they were just really just so insightful. And other students in some of the subsequent episodes went on to, you know, share their own learning epiphanies. You know, when they realized that their motivation was not well placed when it was on getting grades, or they realized that they really need a sense of being part of a community and a relationship with their instructor to stay motivated and to want to do their best work.

[00:20:42] And I remember one student confessing that initially she just hated when instructors would say, turn and talk to the person sitting next to you until she took an exam. And realized that she knew the answer to a couple of the questions because she had turned and talked to her peer about it, otherwise she would have never known the answer.

[00:21:03] So admitting that they've changed how they view teaching and learning as well. And really poignant, the student who said, I finally have realized that grades do not represent who I am. And I thought it was so touching in a way, but also pointing to the larger issues we face with grading.

[00:21:26] **Amanda Irvin:** I, I completely agree. I have to confess, I remember coming to that realization myself as a student and how pivotal that was for me in my own education and to, to be able to articulate that and to share that.

[00:21:41] **Catherine Ross:** Yeah. And it's hard to do that when you're in an environment where everyone's competing for those grades, because those grades represent open doors to other opportunities. So, it's, it's a tough thing to come to realize.

[00:21:57] **Amanda Irvin:** It's possible we still have some work to do on that.

[00:22:01] **Catherine Ross:** You think? It's possible. Okay.

[00:22:05] **Amanda Irvin:** So, speaking of more work to do, even though you will be retiring, the work will go on. And I'm curious, as you have been uncovering and examining dead ideas for the last eight seasons, if there's a dead idea that you've discussed, but you, you feel like you haven't quite gotten there yet. Maybe there's a dead idea that you wish you could do more to bury the hatchet, so to speak.

[00:22:39] **Catherine Ross:** Yes. And that one is pretty easy for me to answer, and that would be how teaching is evaluated. It remains at a level that I would label poor, or maybe even how can we at least first do no harm kind of level.

[00:22:59] In general, in higher education, there is much too much emphasis put on student surveys. I wish, I wish, I wish we could get more administrators and faculty to read. The research, there are thousands, literally thousands of studies on student surveys or student evaluations of teaching, which they are sometimes called, though they're not really evaluations of teaching, they're more student perceptions of the teaching.

[00:23:31] There is a ton of research that has also shown. That student using these student perceptions, you know, in a way that they were never intended to be used is a driver of other poor practices. So perpetuating biases about women and faculty of color, the practices around the hiring and firing and rewards for contingent faculty, whether they be adjuncts or lecturers or professors of practice, leads to poor grading practices.

[00:24:05] Because faculty sometimes think that, you know, their grades they give students are going to be tied to the way students evaluate them. There's conflicting research on that piece. You know, it, it just focuses students too much on grades and not enough on the learning and thinking about how they learned in a course.

[00:24:30] If students are only thinking about the grade they're going to get and that's going to determine how they evaluate an instructor, right? They're missing out on an opportunity to think more deeply about their own learning and how that learning happened or could have been improved in some way. And it also, you know, it hinders our work because it does inhibit particularly contingent instructors, but all instructors from wanting to really do anything that's too innovative because of a fear that if the students don't like it, they'll get bad evaluations and that could be catastrophic for them. And I think it just really points to the fact that we don't have robust systems for evaluating teaching in the same ways that we do for research.

[00:25:23] We don't even have really agreement on what effective teaching looks like in a discipline and no ways of measuring that. Peer review is sometimes well done, but often not, based on the fact that there is no agreement or have been no discussions in departments about what effective teaching is and what peer reviewers are looking for when they observe.

[00:25:50] So I, I could just go on and on and on here, but I'll, I'll stop. Enough said. Why don't these systems change? I'll tell you. In the final question.

[00:26:06] **Amanda Irvin:** I feel like we could talk about this all day, but the point that you made about the evaluation of teaching and so much is riding on it for so many faculty, especially contingent or adjunct faculty, blocking the ability to innovate or try something new.

[00:26:25] I feel like we feel that really deeply in the work that we do in CTLs. I, I can remember. reading some research around active learning, I don't know, 10 years back, and that it was a challenge for students because it changed the way they learned. And, you know, when we think about the conversation we just had about grades and how they can dictate someone's, a student's future opportunities, when you change the teaching method, now students are anxious about their ability to succeed because what you're doing looks so different than what they've been doing for the last 18 years.

[00:26:59] And so, to say that it is systemic. is to say the very least, I think.

[00:27:05] **Catherine Ross:** Yes, that's an understatement. Yeah. Because students come in with dead ideas too. Most students don't really know much about learning and how learning happens. They know how they've succeeded. And so, anytime you change that up, you could be subject to poor evaluations from students because they don't.

[00:27:26] Especially if instructors haven't really talked to the students about those changes or why they're making those changes. So, I've seen this play out over and over again when I've met with faculty who came to me about concerns on their evaluations. That students clearly did not understand the intent of the pedagogical methods that were being employed, and they punished the instructor for that.

[00:27:53] And the last thing I want to say about it is that, and I've heard this over and over again over the years, at pretty much every place I've been, that many people believe that you can use student surveys as a way to measure the effectiveness of the teaching vis-a-vis student learning. And I just want to set the record straight that student evaluations of teaching don't measure student learning.

[00:28:23] I'm happy to share many articles with anyone who wants to question that. But that is one fact that we need to keep in mind. Repeating.

[00:28:35] **Amanda Irvin:** Thank you. Will do. I mean, I noticed that so many of the questions on student evaluations of teaching are around instructor performance. There are virtually no questions about student learning.

[00:28:47] Right. And so that's even a step before we get to correlating the data. Right. Like, there, there's no, there's just no connection. Right. Yeah. Yeah. All right. Well, then perhaps we should go ahead and ask the final question, which promises some insight into why won't these systems change, which is what is a dead idea that you wish you could discuss, but you just haven't gotten the chance to yet?

[00:29:20] **Catherine Ross:** So, I have gotten the chance to mention it in an oblique kind of way, but I think it's a conclusion that I just recently really felt and experienced in an episode that I just released on the systems that impact contingent faculty. I think there are two profound and deeply embedded dead ideas that impact teaching.

[00:29:51] And these two foundational level dead ideas are interlocked in a vicious circle. And the first is that there is this completely accepted and

normalized dead idea in the academy, and this dead idea impacts everything. The ways that teaching is allocated, evaluated, and normalized as something you shouldn't spend time on.

[00:30:20] And that dead idea is that teaching is not a skill. And I'm not the first person to call this out. Carl Wieman has certainly called this out multiple times in his career. And it's just really hard to convince people. Because for hundreds of years, people have taught without actually thinking of teaching as a skill.

[00:30:44] It's always been thought of as, Oh, the personality of the person. And even in the *Chronicle of Higher Ed*. Beth McMurtry has also talked about this recently in the last couple of years in her article, *The Damaging Myth of the Natural Teacher*.

[00:31:00] **Amanda Irvin:** I was just thinking about that article.

[00:31:02] **Catherine Ross:** Yeah. So, I'm not the first to notice this, but what I'm seeing now is that that dead idea that teaching is not a skill is tightly linked, aided and abetted, let's say, by a second foundational dead idea, that the only thing that matters in higher ed is disciplinary research, and that's all that matters in so many different ways, and it drives so many different systems.

[00:31:35] And the idea is so normalized in higher ed that teaching isn't something you should spend time on, right, or, or try to develop in any way. That I recently saw a posting from an organization that was offering advice to new faculty. And the title of the document was, *Don't Fall into the Teaching Trap*. And the advice was for new faculty.

[00:32:06] And the advice said, you know, you have plenty of time after you get tenure to become a great instructor. Don't spend time on that in your first years. Because that could doom your tenure. And I'm not going to say that that's not good advice for new faculty, because in fact, it is good advice for those who are fortunate enough to land a tenure track position. You know, the advice went on to say, like, do everything you can possibly do to not spend time on your teaching. Like, if you have the funds, hire graders. Don't grade your own, you know, your students work. Whatever you can do. And it dawned on me, this dead idea That research is what matters is so entrenched and normal that nobody thinks anything's weird about telling faculty to not waste time with teaching and the students.

[00:33:14] But could you imagine if prospective parents or students saw that advice? Like, don't, you think that would be a little bit jarring?

[00:33:27] **Amanda Irvin:** Yes. I mean, listeners can't see my face right now, but my jaw dropped, but it, you're right, it is deeply entrenched. I can remember being a graduate student and moving into the dissertating phase and being told by an advisor, now is not the time to become a great teacher.

[00:33:45] Right. You have more important things to do, like finishing your dissertation. So, it starts early. Right. And I think it's completely accepted.

[00:33:54] **Catherine Ross:** Right. And that's why I find it very hard to imagine how the kind of change that we're advocating for could happen when that agreement goes unremarked upon and is simply viewed as the normal ways that universities operate.

[00:34:17] And, you know, I mean, I, I'm not saying that research isn't valuable, particularly at the intensive research institutions, but why can't teaching have a place that's on equal footing at least and not be constantly pushed down as this thing that they have to do but that nobody wants to do or wants to spend time doing?

[00:34:45] Not nobody. There are many, I want to say, there are many dedicated faculty who care deeply about teaching. But as a broad statement on the academy, that advice document really set me back.

[00:35:01] **Amanda Irvin:** Yeah. Well, it's surprising to see it written in such detail. Yes. And these sort of twin dead ideas of the way teaching is evaluated and the way teaching is or isn't incentivized across the academy, I think, speaks volumes.

[00:35:22] **Catherine Ross:** Yes. Because it's not worth spending the time to develop effective ways of measuring teaching and evaluating teaching. Or, considering teaching a skill, because then you'd have to do some things, right? So, to me, I guess, maybe I'm slow, but it was that realization how tightly these are wedded, um, and how, how together they pretty much account for most of the systems and systemic changes that we've talked about needing over this last two semesters, this last academic year.

[00:36:02] **Amanda Irvin:** You know, when we have conversations like this, it can be very easy to feel weighed down by the dead ideas. And as you were talking about teaching as a skill, it's something that can be learned. I was reflecting on. A course design institute that I facilitated with a colleague many years ago, and it was three days, so it's a very intensive process.

[00:36:27] And a faculty member, and just by showing up in the room, of course, faculty are indicating their commitment to this work, but a faculty member who had been a little resistant stopped at the end of day two and said, you know, for my entire career, I have been teaching the way that I was taught, and I think a lot of us.

[00:36:50] And she said, but it occurs to me that my instructors likely didn't know anything about the research you have shared with us. And I didn't know anything about the research. And so now I'm, I'm going to try something different. And you could see the wheels turn that like, it was just one person in that moment, but she.

[00:37:15] I latched onto this idea that this is a skill and there's research behind it and I can do something different and change my practice and just one change. We don't need to redesign an entire course, but she's, she committed to making just one change to see if her skillset could grow. And I try to keep moments like that in mind.

[00:37:36] **Catherine Ross:** That reminds me of a similar experience I had at one point in my career where I was working with late career faculty. And running some specialized opportunities for them to engage around thinking about their careers and their teaching. And as part of that, we had everyone read, and I'll give a shout out here to our colleague's book, *How Learning Works*.

[00:38:04] And we were discussing various parts of the book vis-a-vis the challenges that they were experiencing with their teaching. And one of the people in the group who was a highly regarded instructor said, when we first met to talk about the book, she said, I have to admit that I am stunned that I have been teaching for over 20 years and I didn't know any of this.

[00:38:37] **Amanda Irvin:** I have to admit, I had a very similar experience in my career. When I first interacted with a center of teaching and learning on a different campus and had a similar aha moment and thought maybe I want to do educational development work. It was so meaningful for me and so surprising because I had been so dedicated to teaching and yet completely unaware that this body of research or this field existed as an opportunity and it was such a wonderful moment. So, there is more work to do.

[00:39:19] **Catherine Ross:** Yes. And I'm glad that you are going to be here to continue that work.

[00:39:25] **Amanda Irvin:** Well, thank you so much, Catherine. We are very grateful for your participation in all of our seasons of dead ideas and for being with us today. And thank you to our listeners. Dead Ideas will return in the fall, and I look forward to continuing our conversations.

[00:39:46] **Catherine Ross:** Thank you, Amanda. We are very grateful for your participation in our eighth season of Dead Ideas, and thank you again and again to our amazing listeners who've brought us to over 76, 000 downloads. This is a community with passion and a willingness to go the distance to change higher ed teaching. And I'm hopeful that perhaps this podcast leaves a legacy of acknowledging and making visible that work and the obstacles that it entails.

[00:40:19] And maybe, perhaps illuminates a little bit of a path forward.

[00:40:24] If you've enjoyed this podcast, please visit our website where you can find any resources mentioned in the episode, ctl.columbia.edu/podcast. Please like us, rate us, and review us on Apple Podcasts and iTunes. or wherever you get your podcasts. Dead Ideas is produced by Stephanie Ogden, Laura Nicholas, and Michael Brown.

[00:40:54] Our theme music is *In the Lab* by Immersive Music.