

working in the borderlands

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What brings you here?

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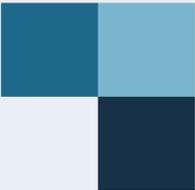
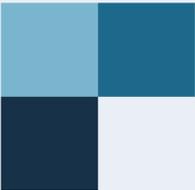


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# habitus

“a defined and socially constituted system of dispositions that orient thoughts, perceptions, expressions, and actions”

Bourdieu, Pierre. *The logic of practice*. Stanford University Press, 1990.



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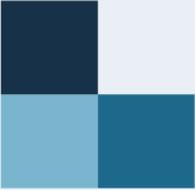
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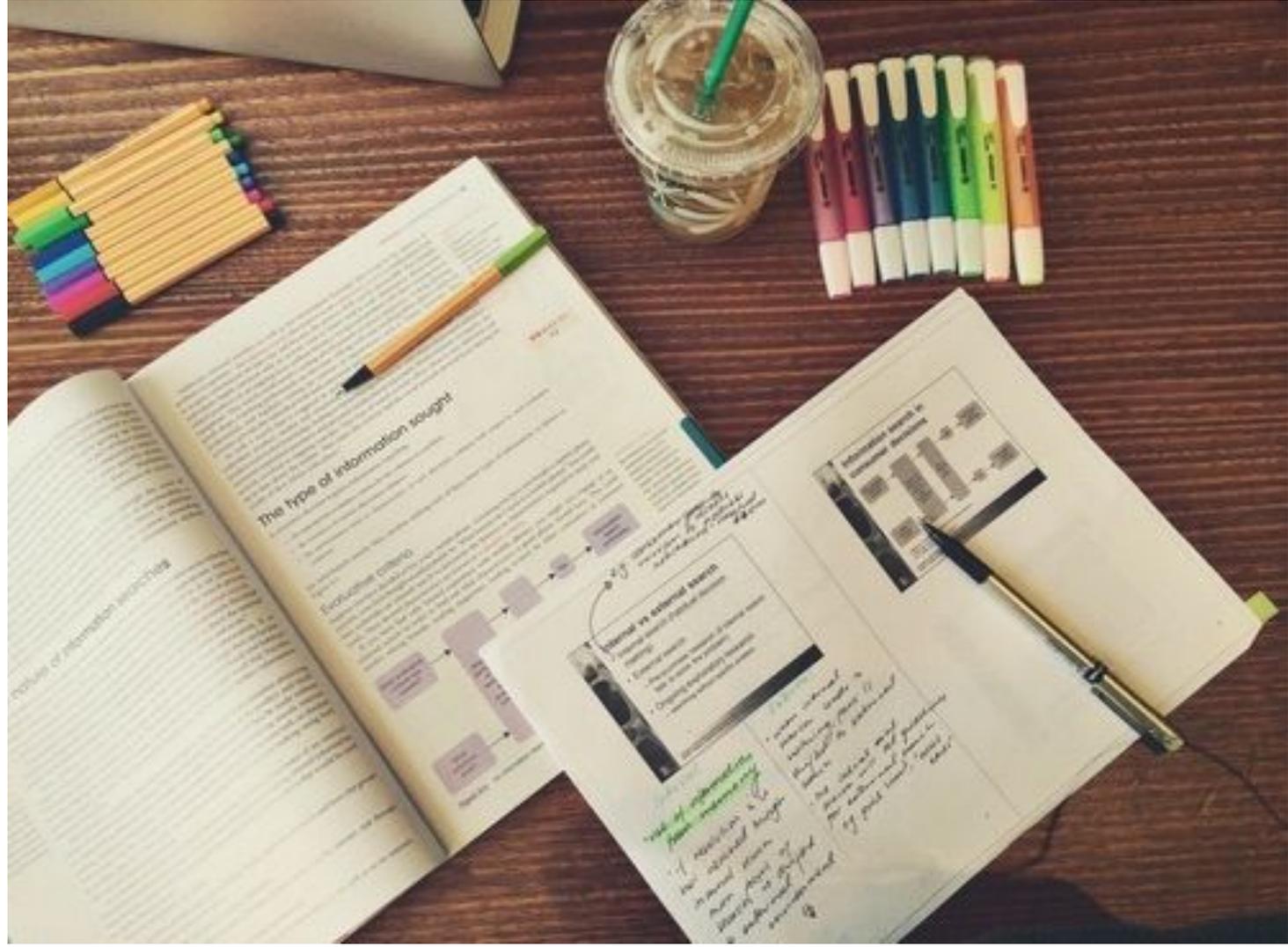
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# contact zones

“social spaces where disparate cultures meet, clash and grapple with each other, often in highly asymmetrical relations of dominance and subordination”

Holmes, Trevor, Catherine Manathunga, Michael K. Potter, and Brad Wuetherick. "The impossibilities of neutrality: other geopolitical metaphors for academic development units." *International Journal for Academic Development* 17, no. 3 (2012): 197-202.

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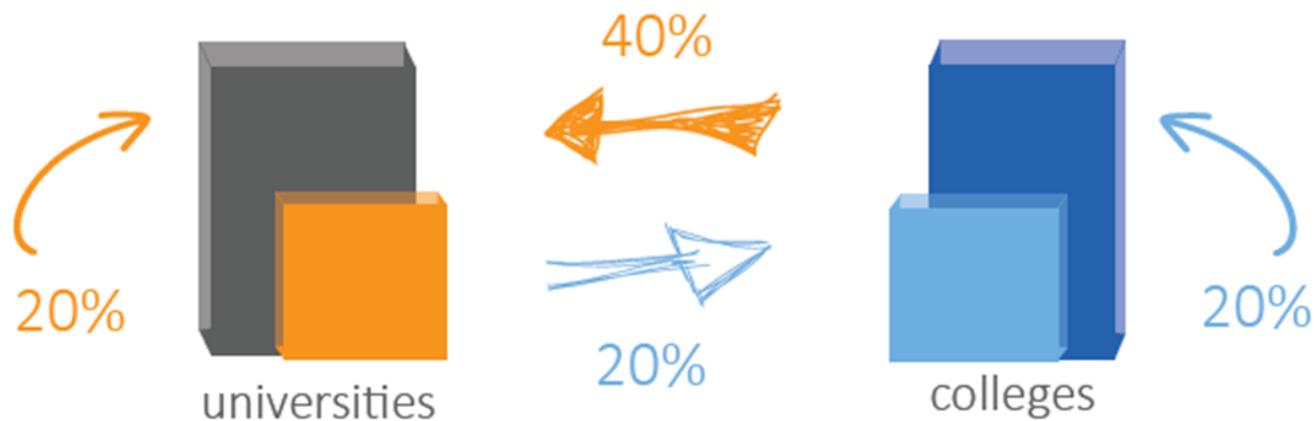
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Direction of Transfer in Ontario



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# types of boundaries

1. vertical boundaries: hierarchical boundaries where people are separated by title, rank, power, and privilege
2. horizontal boundaries: boundaries that exist because of “turf ” or silos in our organizations
3. stakeholder boundaries: boundaries that exist where sources of value are kept distinct and separate between organizations and partners
4. demographic boundaries: boundaries found in the differences of identity in our communities and places of work
5. geographic boundaries: boundaries of space, distance, region, and location

# facilitative boundary leaders...

- align objectives to bring together diverse actors for exploratory dialogue
- curate interactions across boundaries to promote understanding and ease tension
- establish a collaborative structure with ground rules for interactions
- maintain a neutral stance, which builds trust and allows the boundary spanner to move across levels and boundaries

Henry, Erin L. 2015. Facilitative boundary leadership: Enabling collaboration in complex, multi-organizational work. Boston: Doctoral Dissertation, Harvard University.

# boundary spanners...

- Buffer – create intergroup safety by monitoring the passage of information and resources across groups
- Reflect – foster respect between groups by understanding the boundaries and facilitating the exchange of knowledge
- Connect – build trust by suspending boundaries by bridging people
- Mobilize – reframe boundaries by developing intergroup communities through the development of common purpose and shared identity
- Weave – create mutual dependence and collective learning to make a bigger whole
- Transform – reinvention through the sustenance of emergent new directions that cross cut existing boundaries

# third space professionals

“appointed on the basis of experience that enables them to carry out mixed portfolios in a *third space* between professional and academic domains. They are characterized by an ability to build common ground with a range of colleagues, internal and external to the university, and to develop new forms of professional space, knowledge, relationships and legitimacies associated with broadly based institutional projects”

Whitchurch, C. “The Rise of the Blended Professional in Higher Education: A Comparison between the UK, Australia and the United States”. *Higher Education* 58, 3 (2009): 407-418.

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What have been your  
professional experiences with  
encountering borders and  
spanning boundaries?

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How have your encounters with borders limited or opened up possibilities in your work?

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What do you think might be  
the implications for  
Educational Development?

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# Thanks for listening!

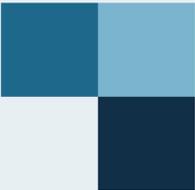
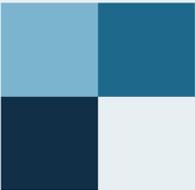
Questions? Comments?

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