Revised Living Plan themes (May, 2015)

Developing the Educational Development (ED) Skills
- Supporting professional skill building for 'getting started skills' such as facilitation, program design, teaching and research design (both F2F and online)
- Facilitating curriculum development and enhancement (e.g. curriculum mapping and review processes; signature pedagogies, high impact educational practices, NSSE)
- Implementing strategies for developmental activities for instructors from a variety of disciplines, including faculty, post-doctoral fellows, contractual and sessional instructors
- Supporting graduate student and teaching assistant development
- Supporting the integration of educational technologies to enhance and enrich student learning
- Supporting international faculty and teaching assistants, including cross-cultural communication strategies across the academic community
- Supporting internationalizing and the development of cross-cultural competencies across the curriculum and academic community
- Advocating for, and supporting inclusive teaching and learning practices
- Developing and supporting communities and networks of practice
- Conducting individual and small group consultations
- Developing relationships and building alliances, including developing rapport and relationships throughout the academic community

Supporting a Sustainable Career Path in Educational Development
- Defining and articulating the role, responsibilities and experiences of an educational developers, including articulating competencies, values, beliefs, and approaches
- Supporting career building and professional development
- Providing structured opportunities for critical reflection, including the development and use of ED philosophy statements and portfolios
- Enabling and supporting the development of individuals, units, centres, and the ED profession
- Providing support for educational developers who are private practitioners, consultants, and/or sole practitioners at their institution
- Maintaining personal wellness, balance, buoyancy, and optimism (e.g. self-assessment, self-management, valuing, goal setting and achievement, celebrating accomplishments, developing resilience, strength-based development, and communicating success)
- Articulating, evaluating, and supporting guiding principles and ethical approaches to practice for educational developers

Engaging our Community
- Sharing best practices and engaging in cross-institutional and regional collaboration (e.g. EDs without borders, sharing successful workshops/programs across campuses)
- Leveraging educational technologies to share and build our ED practices (e.g. webinars, synchronous and asynchronous collaborations, social media platforms)

- Developing peer mentorship opportunities and programs (all levels; F2F/online)
- Communicating and developing regional groups and areas of expertise
- Facilitating informal discussions and networking between conferences (F2F/online)
- Developing a forum to communicate, discuss, and share strategies related to important campus issues
- Recruiting new members (e.g. through conference invitations and welcome events)
- Developing connections and partnerships to those in related careers and with shared interests, including ancillary and teaching faculty who may not be centre-based
- Connecting and developing partnerships with other organizations with related passions to build and sustain networks
- Learning from experienced educational developers and academic leadership (e.g. informal and formal opportunities for mentorship, case studies, panels, interviews, and drawing on skills, experience, knowledge, abilities of experienced ED leaders)
- Supporting innovation and multiple modes of engagement in ED practice (e.g. online ED practices/approaches, social media and engagement) to facilitate increased networking and communications outside of organized events
- Recognizing and rewarding our ED successes and exemplars

Building our Educational Development Community Resources
- Developing community resources, such as sharing descriptions of ED centres including philosophy, mandates, resources, activities
- Creating and sustaining a resource repository to share in our expertise and practices
- Developing and sustaining our online presence and digital footprint (e.g. robust website, leveraging social media platforms)
- Leveraging technology to network and share ED resources throughout our community
- Sharing scholarly literature related to ED practices and approaches (e.g. developing a shared reference list, annotated bibliographies)
- Sharing knowledge and create opportunities to introduce and explore the terminology and broader concepts of educational development practice
- Developing and offering programs, courses, resources and initiatives that contribute to development of specific ED competencies across the career span

Supporting Organizational Development and Facilitating Change Processes
- Facilitating systemic and organizational change, including exploring and addressing barriers and levers to change
- Exploring the complexities of being an agent of change
- Supporting others through change, including moderating thoughtful understanding of imposed change
- Providing facilitative leadership in complex situations to support decision-making processes
- Working strategically to facilitate and support change
- Using appreciative inquiry to engage the community in meaningful discussion
- Developing listening, brokering, negotiation, and decision-making skills in an ED context
- Exploring a systems perspective to organizational development and change
- Building value and rapport among senior administrators

- Seeing the big picture and navigating the politics of change in an academic setting
- Exploring, applying, and evaluating organizational development and change literature in an ED and academic context

Developing Leadership, Administrative, and Management Skills
- Leadership development at all career stages
- Leadership development for future directors and academic leaders
- Sharing, building, and drawing upon the leadership knowledge, skills, and capacity of experienced educational developers and leaders
- Developing awareness of and evaluating the big picture (e.g. current and upcoming trends in post-secondary education and their potential impact on ED)
- Designing educational development programs and initiatives for academic leaders (e.g. VPs, Deans, Department Chair)
- Negotiating and adapting to cyclical changes in senior administration within postsecondary education
- Developing ED initiatives to build and sustain educational leadership capacity throughout the disciplines (e.g. distributing educational leadership; recruiting, recognizing, and rewarding faculty colleagues for their contributions in ED initiatives)
- Providing strategic leadership and representation to advocate for enhancing the quality in teaching, learning and educational development in postsecondary education
- Developing, facilitating, and implementing visioning and strategic planning processes
- Engaging in ED program assessment and evaluation (e.g. assessing the impact of ED programs; identifying the need for and impact of change)
- Developing sustainable short and long-term budget proposals and plans
- Managing centre/program budgets
- Advocating for and managing grant and donor funding
- Prioritizing and managing competing demands (e.g. time management)
- Marketing, advocating, and branding educational development programs and initiatives
- Supporting, supervising, and leading EDs in staff, faculty, management, and administrative roles
- Creating and sharing descriptions, roles, and responsibilities of educational development positions
- Evaluating and developing sustainable organizational structures, including succession planning

Teaching and Learning Quality
- Advocating for, and facilitating the enhancement of teaching and learning quality
- Partnering with other organizations (local, provincial, national, international) to develop and communicate shared positions relate to enhancing teaching and learning in post-secondary education (e.g. white papers)
- Supporting valid, meaningful, and appropriate assessment of teaching and learning processes, practices and programs for the purpose of continuous quality enhancement
- Providing a collaborative space for effective, evidence-based, and complex discussions about quality teaching and learning

- Sharing evidence-based strategies, practices, and tools, to develop high quality teaching and learning experiences and programs
- Examining policies, identifying gaps, and informing institutions about policy and processes to improve the quality of teaching and learning

Supporting and Engaging in the Scholarship of Teaching and Learning (SoTL)
- Supporting and engaging in systematic inquiry and dissemination related to teaching and learning in post-secondary education
- Interpreting, translating and mobilizing SoTL research
- Exploring, developing, and sharing SoTL approaches and methodologies across disciplines
- Reviewing SoTL proposals, papers and articles
- Facilitating and supporting faculty and instructor engagement in the SoTL
- Advocating and influencing recognition and reward of the SoTL in academic careers
- Exploring and supporting the role of SoTL in institutional analysis
- Providing SoTL leadership
- Provided additional resources (formal and informal) and sharing SoTL practices to support the development of SoTL skills within and across institutions
- Fostering SoTL collaborations between individuals, centres, and institutions

Supporting, engaging, and promoting the scholarship of educational development (SoED), including other forms of scholarship within this field (e.g. the scholarship of curriculum practice)
- Engaging in systematic inquiry and dissemination related to educational development (e.g. developing a wisdom of practice, evaluating and disseminating our impact, exploring theories of educational development)
- Researching and disseminating the breadth, depth, and scope and evolving nature of educational development
- Interpreting, translating, and mobilizing SoED research
- Exploring, developing, and sharing SoED approaches and methodologies
- Reviewing SoED proposals, papers, and articles
- Facilitating and supporting our engagement in the SoED
- Advocating and influencing recognition and reward of the SoED in our roles
- Providing SoED leadership, including developing new avenues for SoED dissemination
- Provided additional resources (formal and informal) and sharing SoED practices to support the development of SoED skills within and across institutions
- Fostering SoED collaborations between individuals, centres, and institutions