

EDC Executive Retreat 2012

Thursday April 26, 10am – 5pm

144 Northshore Blvd. E.,

Retreat Minutes

Present: Nicola Simmons, Natasha Kenney, Janice MacMillan, Paola Borin, Erika Kustra

Virtually Present: Tim Loblaw, Marla Arbach

Regrets: Deb Dawson

Welcome

1. Welcome to new EDC Executive members (Nicola)

- a. Welcome to Tim Loblaw, incoming Treasurer
- b. Regrets from Debra Dawson, incoming Chair

2. Chair report (Nicola)

- a. STLHE retreat: 2 days last week
 - i. Charitable arm and relationship to STLHE
 - Chris Knapper is inaugural Chair of Teaching and Learning Canada (TLC)
 - ii. Change to STLHE Board structure
 - voted to change regional representation on the STLHE Board
 - regional representatives take on portfolios, and has become very large, plan to return to representation by portfolio and expertise
 - Nicola will send the EDC Nomination document and process for their reference
 - iii. Examining Partnerships – ex. STLHE is being approached by groups that are For Profit
 - Consider values, process, expectation for representation on the STLHE Board
 - Currently STLHE has partnerships with groups such as ISSOTL (where Presidents can attend conferences, and will advertise each other's events)
 - STLHE is a member of ICED, and STLHE pays a fee to be part of ICED – explore if EDC can gain more benefit from this partnership (Erika add to Action Items- identify contact to move this forward in a future meeting)
 - These partnerships are different from Award Sponsorships
- b. Introduction to retreat agenda
 - i. Particular focus on Professionalism and Professional Development recommended by all of Executive
- c. Gaps for future EDC Development
 - i. International connections – eg. Attend and be part of POD and ICED as chair of EDC
 - Consider funding to sponsor the EDC Chair or a representative to attend (Executive to consider during next year) (Erika add to agenda)

EDC Executive: Thank you to Nicola Simmons for her contributions and hard work as EDC Chair and to Janice MacMillan for her hard work as Treasurer

Mapping our way forward

3. The revised living plan (Nicola)

- a. Bring to people's attention, remember to consider this plan as we move forward

4. Some thoughts on professionalizing the ED discipline (Nicola)

What would professionalizing EDC look like as an ideal in the future? (keeping in mind all of the discussions at the EDC conference and other background)

Issues Raised in Open Discussion: Including comments raised by EDC members

Consider population:

- a. Some people are within established centres with experienced developers, but others do not have experienced developers in their own institution
- b. There are people who are educational developers who do not come to the conferences, but who are involved in the work, or those institutions who do not support their employees joining EDC
- c. Those people who become Educational Developers – what do we have in common? What is the mindset? What attracts us to this field? What aspects of faculty development temperaments are required
- d. Mindset – it is difficult to be an Educational Developer if you are not interested in development, including your own personal development
- e. Concern about whether people could dedicate that amount of time? Directors are saying this is important

Clarifying Terms

- a. Important to separate terms: Professionalism, professionalization, development, certification, credentialism
- b. There was a full spectrum of response from members from the conference – from strong support of credentialism to strong disagreement with credentials – but all supported professional development
- c. Consider what is added to Educational Development by credentializing – cost, benefit
- d. Training: intentionally addressing a missing gap in knowledge skill or attitude
- e. Professional Development: Broader than training
- f. Professionalization is common in colleges many models exist for differing professions, there are many ways to professionalization (eg. Continuing medical credits) – training does not have to be part of professionalization
- g. Professionalizing includes an articulated Code of Ethics and Competencies

What is the Need? Raised by EDC members during EDC Conference

- a. To have a formal opportunity for Canadian educational developers to systematically develop
- b. Externally recognized Professional Development – Specific Canadian approach, and identifying Canadian resources
- c. Not necessarily credential, but opportunity for development
- d. Raise the consideration to a national level, beyond the provincial level that education is usually considered in Canada
- e. Want to have opportunities to develop and enhance skills
- f. Desire for ways to raise recognition for what educational developers do, and to shape the form that that recognition takes
- g. Need ways of informing people what the educational development means
- h. Formal recognition that there are critical skills in Educational Development could become more important as roles such as Vice Provost Teaching and Learning become more important– how can we add to what exists, not take away
- i. May not need formal pathway, but more formal recognition of development that is undertaken
- j. Some institutions identified perceived benefit to a recognized and approved development
- k. General agreement from members that people want opportunities for professional development and career progression

What are the concerns?

- a. Members have indicated they do not want gate-keeping: not a limit to entry, so that any program or professional development does not limit entry – do not want to exclude people, diversity of experience is really valuable
- b. General feeling that mandatory training would prevent important diversity
- c. Concerns about anything that would be overly formulaic, or constrictive would not address diversity of roles
- d. Institutes or formal opportunities for larger groups do not allow for personalized and focused development, so need opportunities that can allow for this (eg. mentoring)
- e. As Vice-Provost Teaching and Learning positions become more common, positions as Centre Directors may be seen as a stepping stool for entering Administrative positions, who may join for other reasons without an intrinsic interest in enhancing teaching and learning – are there ways to avoid this?
- f. Concern about those who not taking part will be de-valued
- g. Concern that the certificate will be seen as valuable in and of itself, irrespective of what is learned – do not call it credential or professionalization
- h. Concern about cost – it could become expensive for participants if there is a formalized path
- i. Caution about creeping credentialism
- j. Would it be a viable and sustainable program? Are there enough people to have a formal system – Adult Education programs have had to expand to new audiences

Important elements for Professional Development

- a. Need to consider multiple frameworks, scaffolding for many various stages of development because we all are at different stages, and play different roles that can change so needs to be adaptable enough to meet needs
- b. Topics involved in Professional Development: Mentorship, peer development, leadership, management, facilitation
- c. Approach for Professional Development (like Institute): outcomes based, experiential, reflective practice, community of practice, coaching, formative feedback, apprenticeship model opportunities
- d. Incorporate your everyday experience as an educational developer into the program
- e. Consider Format carefully ex. Courses and mentoring may appeal to different people
 - a. Mentoring is professional development for the mentors as well as the mentees
 - b. Courses may be most helpful at transition points
- f. International connections that we have and will continue to establish mean what we do will be known quickly

Competencies/Attributes

- a. Competencies in EDC may be difficult to identify for everyone because of the diversity of roles, though there has been work done to identify core issues
- b. Consider how would map existing competencies – ex. portfolios
- c. Heading towards a set of competencies

Questions to Consider in Developing Professional Development

- a. Who would run it?
- b. How do you identify the people who run the EDC Institute? – People invited to express interest?
- c. How would EDC respond to Institutions and Private companies interested in developing Certificate, Degree, Diploma, etc.?
- d. Where would portfolio be useful?
- e. Who will assess (ex. Assess portfolios)?
- f. What are the costs associated with people doing assessments?
- g. How would the project be sustainable?
 - i. (Cost and time – this could be a lot of work depending on model)

- f. How do you track professional development? (CME – is the medical model)
- h. What **guiding principles** would be helpful for any move forward by the EDC? (see below for initial ideas drafted during retreat)

Consider putting out an RFP (Request for Proposals - see below)? – Executive could not run an intensive program, but EDC could put together guiding principles – could have as a requirement that people or running professional development are members of EDC

- a. A number of institutions have informally expressed interest
- b. Is there an added value to degree or diploma beyond what we offer already?
- c. Would an enhanced institute better address the needs?

5. Some Existing Models Identified

- a. Chair Academy
 - i. US Based organization targeting future academic chairs and leaders in Community College
 - ii. Tim has attended (Tim to circulate some information)
 - iii. Year-long program, residency at the beginning and at the end
 - iv. Focus on developing Leadership skills and the affective skills
 - v. Transformative – felt it was a meaningful and significant experience
- b. Aligning and Developing Curriculum (College system)
 - i. follows similar model with in person meeting, following by project-based mentorship
- c. POD Educational Developers Institute
 - i. One week model, offered every other year
 - ii. Now offering one for experienced educational developers as well as new educational developers
- d. SEDA Fellowship
 - i. Peer mentoring and review of dossiers and development (triads)
 - ii. Also have framework and process to review and accredit programs
 - iii. Concern – expensive
- e. Association of Research Libraries (ARL) – ongoing discussions during the year with a mentor
- f. See summary of Leadership Programs (circulated by Natasha Kenny and Mary Wilson)
- g. Canadian Association for Training and Development
 - iv. have their own credentials, audience of trainers and instructional designers in Business and Industry
- h. Project Management Training- recognized and appreciated by others
- i. CME – Medical model of recording units of training

6. Possible EDC Model Adaptations

- a. 1 week institute
- b. 1 year program – combined week, mentoring, week
- c. Program of modules – workshops/mini-courses during EDC conference with outcomes that attend over years to have a certificate (systematic and intentional gathering of skills, knowledge, attitudes)
- d. Certificate Program - courses
- e. Online mentorship partnership
- f. EDC Internship Experience
- g. All models above could be assessed through an Educational Developers Dossier
- h. Setting Criteria for other programs
- i. Reviewing and Accrediting other programs
- j. Combination:
 - i. Start with a week institute – basic skills ex. facilitate a workshop and receive feedback
 - ii. Pair with experience educational developer as a mentor from outside your own institution, could be a peer – work on a project together
 - iii. Return together to present their work, suggestions, ideas, questions

- iv. Leverage conference as a place to disseminate, build reputation and community of conference – third part could be part of it eg. Two days before conference, and maybe two times during EDC conference (variation on Inquiry Experience)
- v. Could consider retreats for those in the cohort, or virtual meetings
- vi. Could have a panel during the conference (would also promote and build the next cohort)
- vii. PLAR – could consider prior learning, maybe to skip initial week
- viii. Distance opportunity to explore basic skills
- k. EDC might work with others to evaluate their programs – against criteria (SEDA model, or setting criteria: Heart and Stroke sets criteria for CPR training, Brock Adult Education, Central Michigan University – Master of Arts in Education with a focus on Ontario Community College Education, Nipissing Adult Education, PEI etc.)
- l. EDC could recommend, could be on advisory committee for content and approach (College model – all programs have a committee) – any university can do it, review program outcomes
- m. Each EDC Conference we continue to have one day workshops on topics that are known to be required. Participants pick up certificate one credit at time (cost is only pre-conference, and encourages people to attend the conference).

Lunch

7. Clarify: What are we doing? Why is this important now?

- a. Need to formulate a response to membership based on issues that were raised during EDC conference and beyond
 - i. Report what we heard and how we are moving forward - Role of Executive is to value diverse perspectives of membership. Draft e-mail from Chair – clarifying response to membership (Nicola draft and confirm with Deb)
 - ii. Articulate where we are going
 - iii. How do we address request of some members to professionalize?
- b. Creating an opportunity for more formal systematic development because we recognize that Educational Development is an evolving field.
 - i. Map plan for continual development of profession and Educational Developers
- c. Clarify competencies/attributes in order to make it possible to intentionally and systematically engage in learning opportunities.
 - i. Along this path the executive will continue with existing plans to enhance the Institute, develop mentorship opportunities
- d. Define terms: Definitions vary for Professionalization and Professionalizing
 - i. Choose appropriate terms and define them - May be professional development, may be professionalism, may be professionalization, may be credentialization, **Career Progression**

Professionalization – professional bodies engage in a credentialized path into a profession

 - ii. Way in which occupations become recognized as professions – services offered, status enjoyed
 - iii. Process of improvement of services
 - iv. Process of social inclusion
 - v. Gate-keeping
 - vi. Mapping Paths – new people looking for professional path
- e. Purpose for EDC according to STLHE
 - i. Note third purpose of EDC on STLHE By-Law is to provide leadership on professionalization
- f. Why important now?
 - i. To help have our profession be recognized
 - ii. Training for new developers by mapping clear path of what need to learn
 - iii. Clear credential – entry ticket to profession of interest to some

- iv. Ways to engage in systematic ongoing professional development
- v. Support for peer mentoring
- vi. Informal beginnings
- vii. Evolving, growing and transforming profession
- viii. Many pathways of entry
- ix. Diverse roles
- x. Diverse progression
- xi. Need for planning for succession, and for learning from those retiring
- xii. Model and show ways for those interested to prepare
- xiii. Increased opportunities for learning – new, and experienced
- xiv. Ways of gaining traction with senior administration
- xv. Performance review – ways to better align performance review
- xvi. Ways to help people self-identify what they would like to develop
- xvii. Formal way to help educational developers learn, get up and running faster
- xviii. Link members in to educational development professional field
- xix. Career progression for ED training
- xx. Want to take implicit, tacit knowledge of what Educational Developers do, and make it explicit

8. Articulating Guiding Principles for Professional Development in EDC

- a. Guiding Principles and Values for the Growth and Development of the Profession (in EDC)
 - i. We recognize Educational Development is an evolving field (Nicola will review and refine)
- b. We recognize there are multiple pathways to the field of educational development
- c. We acknowledge and celebrate the rich diversity of backgrounds in our field
- d. We recognize and celebrate a diversity of learning preferences and modes
- e. We recognize and celebrate there are myriad ways of demonstrating learning
- f. We are vested in contributing to and continuing to develop the educational development profession
- g. We celebrate that there are many ways of being an educational developer
- h. We recognize that inherent to the profession is a commitment to continually developing
- i. We value meaningful and authentic assessment of our educational work and growth, including such forms as self-assessment, reflective practice as captured in an Educational Developers Dossier

9. Examine Practical Starting Places

- a. Enhance existing steps
 - i. Mentoring
 - ii. Institute
 - iii. Half-Day PD workshops during conference build
 - iv. ED Projects – Apprenticeship model
 - v. Setting Standards

10. Attributes for EDC: Develop a process to review competencies, maybe a Working Group?

- a. Action: Working group (see below for more detail)
 - i. Call for members for group interested in being involved
- b. Needs Assessment
- c. Process, rationale
- d. Clarify and define terms
 - i. Some issues about definition of terms – need to choose and define terms for ourselves
 - ii. Competency – integrated skills, knowledge, traits, outcomes
- e. Condense and merge existing resources
 - i. Could hire student to help
 - ii. Review existing materials

- clarify (D Woolf, etc. listed elsewhere)
 - review job description for EDC – may be done already (Marla, find POD article)
 - Examine Living Plan – this identifies some desired attributes, mesh with other sources of information such as
 - review document Ruth Rodgers summarized from EDC Senior Developers Institute
 - articles by Deb Dawson and Judy Britnel colleagues
 - SEDA, POD, ICED resources
- f. What is the benchmark – absolute core aspects needed, and additional elements that may vary

11. Financials – spending surplus (Janice)

- a. now \$7812.94 surplus at least
- b. May meeting, will talk about Budget update and plan for June's AGM
- c. Anticipate excess from EDC conference, could be \$6500 for EDC
- d. Confirm that Professional Development is a priority for spending the surplus
- e. Funding for EDC Executive Travel – feel that this is important to keep executive positions open to all members, anyone on the Executive could apply for funding support as long as there are funds
 - i. Treasurer would chair conversation to review proposals
 - ii. All interested submit a proposal
- f. Consider expanding grant funding to include non-students (Marla will draft proposal, after June)
 - i. executive agrees to support funding for grants
 - ii. grants for person who demonstrates financial need
 - iii. criteria – priority for those who submit a proposal to support an aspect of the Living Plan
 - iv. Have we seen an increase in student participation – what is goal of travel grant
- g. EDC Institute – Costs
 - i. Funded through the surplus to start, and operational costs charged so event is sustainable
 - ii. Formal Call for proposals to run the institute (Paola, Marla, Erika draft and circulate to Executive)
 - 5 day Institute a) new b) experienced
 - Option to join mentorship for one year project related to Living Plan
 - Option to present during Feb conference
 - Any developed resources and framework are to be shared with EDC
 - Include budget – reasonable fee to membership
 - Cost of facilitators
 - Venue
 - Food
 - iii. Align with Living Plan and EDC Mission Values
 - iv. Based on meeting Competencies (clarified by working group)
 - v. Materials be posted publically, housed on EDC
 - vi. Give advance e-mail that are a call will be coming
- h. Mentor Project – can be held separately from Institute
- i. EDC Exchange Funding
 - i. Travel to visit each other's centres – for a set period while money available
 - ii. Grant application
 - iii. Submit report tied to Living Plan
- j. Conference workshops might become professional development workshops around target items
- k. Reduced conference fee for members
- l. Executive Support – student support
 - i. Blog, social media communicator
 - ii. Student examine impact of social media
 - iii. Find and merge data for competencies

12. EDC Resource – Janice Allen of Dalhousie University is willing to take over position (Marla will circulate e-mail, Nicola will send formal congratulations)

13. Professional development (Paola)

- a. Moving forward based on Institute and AGM feedback
 - i. Discussed as part of earlier discussion
 - ii. Strong emotions raised during the EDC conference
 - iii. Thoughtful and respectful, heard from everyone, plan came from diverse perspectives
- b. Identify themes that have come out
 - i. Need to respond to membership, will do so during STLHE GM

14. EDC Institute – future version (Nicola)

15. Working Groups Update – topics, membership invitation process (connect also to EDC/3M joint projects ideas) (Nicola)

- a. Link to core values – sharing, scholarship etc.
- b. Find ways to involve more people from EDC (everyone)
- c. Find ways to recognize people who join committees, ex. on our website (Natasha and everyone send)
- d. Possible New Working Group
 - i. Code of Ethics for the Profession – copyright, intellectual practice (Nicola, Eileen, Ruth, others?)
 - Code of Ethics for Educational Developers (Consider moving forward, Nicola and other colleagues have begun initial examination)
 - a. Intellectual property rights – becoming an issue in some cases as work as a professional staff may belong to an institution, or may be used to generate revenue by others
 - i. Have responsibility to behave professionally with intellectual property, recognizing and citing
 - ii. Consider IP policy when pursuing partnerships with other partners, refer to national statements that already exist
 - b. Copyright – issues of circulating articles
 - c. Overall - Consider best practices in the field as proceed with professional development opportunities (including intellectual property and copyright practices as well)
 - i. Clarify practices, institutional variation
 - ii. Explore as possible Sub-committee
 - ii. Clarifying core EDC Competencies/Attributes – What are the core professional attributes/skills/competencies (Deb or others that have expressed interest)
 - iii. Institute Development - Drafting Call for Proposals for Institute (Paola, others?)
 - iv. Mentoring
 - Simple mentoring (with one cohort that would allow participants of Institute to facilitate joining)
 - Project based mentoring to present at EDC
 - a. For example identify a challenge, and carry that on as a project
 - b. Way to consolidate learning in institute if choose

- c. Do not need to have taken institute to join
- d. Encourage to submit to present at the EDC or STLHE conference
- Need to develop:
 - a. Resources and supports for mentors and mentees (Tim will find resources that he has access to)
 - b. System to solicit mentors and mentees
 - c. Training for mentors? Could offer during EDC conference
- v. Internships/Travel
- vi. Invite people to be part of working groups
 - Consider if one member of Executive could be part of the group because valuable to have communication link and vision
 - Call for expression of interest in joining a Working Group – we are looking for representative diversity of members, invite people to provide top two or three choices – two year commitment, hope to have pilots ready in one year, draft in June from executive
 - Back track timeline from Institute – will not be part of conference
 - Earmark funds to support these

16. Overall Next steps

- a. Present rationale, guiding principles, framework in June at STLHE GM – clear and thoughtful
- b. After June STLHE ask for committees
 - i. Invite comment during Professional Development section about the framework and plan
- c. Summary of Model – explore overall model (concept map from Natasha)
 - i. Flexible, can choose to be systematically connected to all components, or just choose to be part of one part
 - Institute: New and Experienced
 - Formalized Mentoring
 - Project-based Mentoring (present at EDC or STLHE)
 - Travel for Cross-Pollination
- d. Finding ways to recognize and communicate work
 - i. Find ways to recognize people who join committees, ex. on our website (Natasha and everyone send)
 - ii. Send regular updates to EDC about Professional Development work (maybe newsletter)
 - iii. Annual report for STLHE
 - iv. Bookmarks or short milestones to create and fill in timeline from 2001 – Historical Timeline (Nicola send to Natasha)

17. Review expressions of interest to host EDC 2014 (Marla)

- a. Initial bids from two universities, but these have been withdrawn
- b. Another possibility will be examined
- c. Consider extending deadline – maybe until October

18. How do we manage when groups or people come forward requesting to offer Professional Development? (Erika and others)

- a. Increasing requests from For Profit groups for, likely to continue and increase
- b. When does EDC formally support or co-sponsor and event?
- c. How does EDC decide if and how much financial or other support will be given?
- d. Concern when conflicts with EDC values of collegiality – For Profit charging for what we have always collegially shared (some past history with these issues), or work created is sold by another

19. College Sector Educator Awards (Janice, Tim)

- a. Selections have been made
- b. Press release will be out – circulated to STLHE Listserve (Natasha will put on EDC, Facebook and Twitter)
- c. Awards will be part of an evening award presentation before the banquet

Deferred

Communication (Natasha) (Deferred to next meeting)

- a. Blog initiatives (e.g., related to professional development themes)
- b. Place on EDC site to link conferences and other things that help towards the Living Plan – then it would be archived, so people can find it
- c. Linked In
- d. RRS feeds, fillable forms for positions

20. Agenda for next meeting (May 11, 1-3 pm)

- a. Confirm agenda items for GM
- b. For discussion if time (delay for future meeting - no decisions until Deb is in place as Chair)
 - i. EDC specific publication – peer reviewed journal or book (may come out of working groups)
 - ii. EDC/3M joint projects. Possible areas to be brainstormed, but may also include:
 - iii. Communication issues – promoting advertising events
 - iv. Social Media –consider focused meeting between groups

Action Items:

1. Increase International Connections for EDC

- a. Be part of POD and ICED as chair of EDC or choose a delegate
- b. Consider funding to sponsor the EDC Chair or a representative to attend (Executive to consider during next year) (Erika add to agenda)
- c. STLHE is a member of ICED, and STLHE pays a fee to be part of ICED – explore if EDC can gain more benefit from this partnership (?? Who could do this?)
- d. **Future Projects** (delay for future meeting - no decisions until Deb is in place as Chair)
- e. EDC specific publication – peer reviewed journal or book (may come out of working groups)
- f. EDC/3M joint projects. Possible areas to be brainstormed, but may also include:
- g. Communication issues – promoting advertising events
- h. Social Media –consider focused meeting between groups

2. Professional Development Follow up

- a. Chair Academy (Tim to circulate some information)
- b. Draft e-mail from Chair – clarifying response to membership (Nicola draft and confirm with Deb)
- c. Guiding Principles and Values for the Growth and Development of the Profession (in EDC)
 - i. We recognize Educational Development is an evolving field (Nicola will review and refine)
- d. Formal Call for proposals to run the institute (Paola, Marla, Erika draft and circulate to Executive)
- e. Summary of Model – explore overall model (concept map from Natasha)

3. EDC Conference

- a. Consider funding scheme to include non-students (Marla will draft proposal)
- b. Clarify criteria for EDC presentation proposals – ex. references (Paola will forward feedback)

4. **Working groups** – topics, membership invitation process (connect also to EDC/3M joint projects ideas)
 - a. Find ways to involve more people from EDC (**everyone**)
 - b. Gather Resources – review of ED jobs may be done already (**Marla**, find POD article)
 - c. Code of Ethics for Educational Developers (Consider moving forward, **Nicola** and other colleagues have begun initial examination)
 - d. Clarifying core EDC Competencies/Attributes – What are the core professional attributes/skills/competencies (**Deb** or others that have expressed interest)
 - e. Resources and supports for mentors and mentees (**Tim** will find resources that he has access to)

5. **Finding ways to recognize and communicate work**
 - a. Find ways to recognize people who join committees, ex. on our website (**Natasha** and everyone send)
 - b. Bookmarks or short milestones to create and fill in timeline from 2001 – Historical Timeline (**Nicola** send to Natasha)

6. **EDC Logistics**
 - a. Resend Minutes from March for final review and posting online (**Erika**)
 - b. Ask Sylvia to add Tim and Deb to executive list (**Erika**)
 - c. Try to find evening for dinner – maybe following opening reception Tuesday night
 - d. **Erika** set Webex meeting
 - e. Send Sylvia message for forms for travel expenses – circulate to everyone, make sure copy Janice on any submissions (**Erika**)
 - f. Press release will be out – circulated to STLHE Listserve (**Natasha** will put on EDC, Facebook and Twitter)

7. **Agenda Items for May 11, 2012**
 - a. Review Budget Update (for what will need for June) (Janice)
 - b. Review Agenda for June AGM (Erika and Nicola)
 - c. Executive meeting will be during June 12-1:30 June 19 (preconference)
 - d. GM followed by PD
 - e. Review Professional Development aspect for June meeting (Paola)