Resources for Mentoring Generated and Shared at EDC 2014 – Calgary

The following resources were shared and generated during several sessions at the Educational Developers Caucus meetings in Calgary AB in February 2014. Three sessions were devoted to the topic of developing academics interested in educational development to take on the work and leadership of our centres in the coming years. The first generation of educational developers have begun to retire and we saw a need to build some infrastructure so that our centres can continue to serve their institutions with visionary leaders in the years and decades to come. The sessions were held as follows:

Pre-Conference session called "Growing Our Own: Developing a Mentoring Framework for the Future of Our Profession." This three hour session generated a set of ideas and priorities that comprise the first two sections of this summary.

Water cooler session called "So What Are You Doing About Mentoring?" Three twenty-minute consultations collected ideas from participants about what they are doing and feel they need to help develop their careers as educational developers.

A ninety minute panel workshop called "Mentoring Our Future Leaders: Defining Next Steps", meant as an action-oriented consultation with members.

Finally, this document concludes with a lightly annotated bibliography of resources useful in planning our next steps as a profession. Additions are welcome!

Eric Kristensen, March 2014

Ideas emerging from the "Growing Our Own" pre-conference session facilitated by Teresa Dawson and Debra Dawson, 19 February 2014, Bow Valley College, Calgary

NEW EDers
- Support online regional networks
- Need a place to capture resources
- Resources on rapport building in consultation (Kim West and Carolyn Hoessler (already under development))
- Writing groups on topic to co-write (e.g. ISSOTL)
- $ funding to come to EDC/STLHE
    (volunteer – waive fee)
    Funding to underwrite membership
- Recruit, then mentor
  (characteristics) vs. (knowledge, experience)
- Hire graduate students
- Connect/online community of practice (e.g. TA ORGS development)
  Webex/online & kick start at STLHE/EDC and present time
- Teaching GS how to teach (TAGSA; good will)
    - Specialized

- Survey ask what need? – EDC pre-conference, e.g. certification in conflict resolution
- Writing circle/publishing conference
- Online institute – new ED

Senior Developers
- CORE NATIONAL WEBSITE and the appropriate support for maintenance of the resources. Notes:
    - should be a two-layered site (public and safe space aspects)
    - should use a creative commons approach
- Social media strategy that supports our efforts
- Job repository
- Story-telling/blog/collection stories from EDs (guidelines for story)

  Who wants in?
  Wenona, Heather, Liesel, Carolyn, U of
  S.
- List of places to publish

Aspiring Directors
- EDC You tube channels
- Link to senior eds.

DIRECTORS
- PAY AS YOU GO COACHING (consulting)

  EDC – guidelines for confidentiality) How do you develop the list?
  Signature Status (Ruth?) Endorsement?
- Webinars; teleconferences (example topics: – budgeting, staffing)
- Guidelines; templates for Writing Circles; retreats and other community building endeavours
- Schedule Skype meetings – Directors
- EDC or STLHE lunch/dinner – Community building for directors
- Formalized schedule of ongoing meeting (regional/Ontario) B.C. East

Institutional case studies; strategies that work/how to be change agents; informal Conversations; facilitated conversations with pre-planned and informal agendas
Advocacy--How might this be extended?

Overarching question: which of these can we do in our centres versus which have to be done by EDC nationally EDC (for example using EDC grants)

Priorities emerging from the "Growing our own" pre-conference session
Feb 19th 2014, Bow Valley College, Calgary

This document represents an attempt to categorise the wide variety of ideas that emerged from the session on the 19th, in order to form the draft basis for a plan of action. Some items require a national level (EDC exec) support whereas others could be built locally and link in. Rich discussion from the water cooler sessions facilitated by Eric and Heather on February 20th expanded on some of these ideas and added others. Finally, by re-presenting these ideas quickly at the "next steps" session on the 21st, hopefully we can incorporate three days of hard work to create an immediate working document (linked to, and analogous to, the living plan) that can grow and evolve based on needs of the membership. Teresa Dawson, tdawson@uvic.ca February 21st 2014.

1. **CORE NATIONAL WEBSITE and the appropriate support for maintenance of the resources for all**

    Would need to be taken on nationally by EDC
    *   Should be a two-layered site (public space and safe space aspects)
    *   Should use a creative commons approach
    *   ***Elements that it could include*** (and that could be prioritised and built over time):
        o   Build on what we have (there is a lot on the website already so let's not lose that part—likely we just need to bring it together in one place e.g. Ruth's work)
        o   Social media strategy that supports our efforts
        o   Job description repository and job postings
        o   Story-telling/blog/collection stories from EDs (guidelines for story); the power of the first person narrative. Who wants in? (Heather as coordinator of the concept?)
        o   List of likely places to publish
        o   EDC You tube channels of senior ed developers in areas of speciality
        o   Webinars; teleconferences (example topics: – budgeting, staffing)
        o   Guidelines; templates for Writing Circles; retreats and other community building endeavours
        o   Institutional case studies; strategies that work/how to be change agents
        o   Resources on rapport building in consultation (Kim West and Carolyn Hoessler (already under development))
        o   Connect/online communities of practice
        o   Notice of institutes and opportunities (e.g. the one run by Ruth and Alice)
        o   Possible on-line institutes
        o   Links to those already doing good things (e.g. HERSA, CHERD, POD)
        o   Links to possible funding sources for conference attendance etc (e.g. funding TAs and grad students to attend or those with no ProD funds); advice on arguing for funding to attend; exemplars of those supporting attendance; rewards for volunteerism
        o   Place for people to express what they need or possibly a quick survey for different groups linked to the site
        o   Sabbatical opportunities; visiting scholars opportunities

2. **Building communities of practice and support networks**

    Could be done regionally by centres and individuals with interest and connected to website of resources above so everyone has access.
    *   Expand pilot models taking place in some regions
    *   Schedule regular "Skype" type meetings for Directors; informal conversations; some pre-planning and some open brainstorming/problem solving within an informal agenda

- Have a scheduled lunch/dinner for regional groups or other groups of mutual interest at EDC or STLHE– Community building (for directors, new EDers and Senior EDers)

3. **Writing support and development**

   Could be done regionally by centres and individuals with interest and connected to website of resources above so everyone has access.
   - Writing groups on topic to co-write (e.g. ISSOTL)
   - Writing circle/publishing conference
   - Story-telling/blog/collection stories from EDs (guidelines for story); supports confidence building, validation of pathways, development of alternative methodologies

4. **Building capacity for subsequent recruitment**

   Both national and individual
   - Recruit and then mentor. Maybe look for (characteristics) vs. (knowledge, experience)
   - Hire graduate students
   - Teaching graduate students how to teach
   - Link to TAGSA initiatives and work closely with TAGSA executive

Teresa Dawson (on behalf of the group), 21/02/2014 tdawson@uvic.ca

Water Cooler Session on Mentoring Our Future Leaders: Defining Next Steps

Here are notes from the water cooler session that Heather Smith and I facilitated today (20 February 2014). The following are needs that participants expressed for mentoring. At the end I've included some potential survey questions that participants in the first group felt would be useful if the EDC were to conduct a survey on professional mentoring needs.

Eric Kristensen

- Research skills
- Applying for research funding
  Research project matching service: best way to learn is to collaborate with a more experienced colleague
- Building relationships with administrators
- Career progress and pathways -- where do I go from here?
- Planning the next 5 - 10 years of my career
- Leadership
- Leadership in Canada; how to get things done at a Canadian university; fewer levers; need to share challenges with someone.
- Community of practice for ed developers; UBC Institute was useful for building connections with colleagues
- Mapping personal interests and values onto institution where I work

- Breaking down silos: between units, disciplines, university and community, formal and informal education
- Terminology translation: from secondary system.
- Need a place or space to ask "off the record" questions
- A mentor that is a creative problem solver that helps overcome barriers, ask challenging questions
- What is the role of an educational developer? Language is different; need translation
- Create a list of essential reading for new entrants into the profession; helps build the big picture
- Need a mentor at institution to provide introductions to key people, positions on campus, explain protocol and help understand institutional structures.
- Sharing stories an important means of mentoring.
- How to create a revolution, become a radical, pioneering social change and break institutional barriers in a positive way.
- How to navigate my institution and learn to be a ninja.
- When volunteering for the centre, could not tell a good idea from a bad one. Building confidence important; a mentor could help.
- Need guidance and praise for good work.
- Perspective of experienced ed developers; profession different now than when they entered.
- Space to reflect out loud, virtually or in real time.
- Someone who could pose questions and help think through responses to difficult situations. ED Therapy!

A few possible survey questions:

- What can you offer as a mentor?
- Can you offer a role in a research project to a less experienced colleague?
- How do you build research into your work?

Panel Workshop on Mentoring Our Future Leaders: Defining Next Steps

Panelists/Facilitators: Eric Kristensen, Heather Smith, Teresa Dawson, Isabeau Iqbal, Liesel Knaack.
Held 21 February 2014 at the EDC Conference, University of Calgary

Session description

This panel will broaden the mentoring discussion from the pre-conference sessions and engage the membership in considering how we are preparing future educational development leaders. Building on the work of Mary Deane Sorcinelli (Director, Center for Teaching and Faculty Development, University of Massachusetts), Connie Cook (ed.) in her Advancing the Culture of Teaching on Campus (Director, Center for Research on Learning and Teaching, University of Michigan) and a thoughtful resource guide edited by Julie Timmermans (University of Waterloo), we propose to address the role our centres and units can take to foster professional development, career advancement and personal growth for our educational development professionals. What roles, structures and programs can help us deepen and broaden the expertise of educational developers in Canada? What does the leadership "ladder" look like today, and what do we envision it could be? Session organizers will set up a Twitter hashtag to capture thoughts on mentoring before, during and after the session. Results will be shared with participants as well as the EDC working group on mentoring.

Session notes – recorded by Isabeau Iqbal

Methods, types of programs

- Faculty peer consultant position – Natasha Hannon
- TA mentors - Carleton
- Windsor – SEDA fellowship
- Post-doc
- Multiple routes – retain complexity
- Graduate student fellowship

Miscellaneous Notes

- Price of entry higher now – used to be that you could just be a good teacher and now you'd be an ED—now you need so much more.
- however, as soon as there is a credential, it becomes too easy to say 'this is the only way in'
- SEDA fellowship, allows you to identify your gaps/strengths; very individualized
- "professional learning" – (vs certification) – other professionals have mored from "PD requirements" to a portfolio (what do I need to learn? why do I need to learn it?)
- new people – take some readings that have transformed my understanding, and then share. You share what's been useful to you and intentionally share.
- Don't shut the door: you must have a degree from the learning sciences…to be an ED
- What about the FM who want to doing ED?
- How can people gain the skills they need (and they don't know the skills they need)?
- (article 2012? Developing new academic developers. Doing before being.)
- giving people a structured first year experience
- new folks might not want to do a certificate/module – once they've done their PhD

What motivated you to come to this session?

- Hiring people
- Formal and informal methods for mentoring – keep the profession alive
- Ruth Rodgers – overall recognition
- ("assess" the ED portfolio – ok, you can put ED by your name)

Participant-generated ideas from the session – recorded by Isabeau Iqbal

- FIRST: form a small EDC action/task group to collate and *act* on what has already been done (2012-2014 Conferences).
- Showcase & share our expertise via blogs, videos, etc. Helps us learn from each other and show others what we do.
- Build/support regional Educational Developers networks (ED Network of Alberta – EDNA).
- Grants to allow new people to explore ED as a potential profession.
- Blue (or other color) guides for Educational Developers.
- Develop promo pieces for recruitment to EDC, as well as modules that help new applicants develop ED portfolios.

- Highlight the work of Educational Developers (individuals and programs).
- Website (as a starting point, or jumping off point for many of these ideas).
- Make the ED website richer & more accessible (easier to find resources tied to EDC portfolio).
- Communication, information flow, advertising/education about being an Educational Developer.
- Narratives & Storying
- Build a centralized list of great/key core texts, old and new, for newbies.
- People Exchange/Trades (sabbaticals).
- Narratives of people trying to enter the profession.
- ED Vitamins – recognition of mentoring for advancement.
- Begin a conversation at our local level – considering that context for mentoring…
- How do we organize the informal collaboration of senior developers to support this regionally?
- Increased networking opportunities between & within institutions.
- Mentorship – one on one between Educational Developers at different career stages.
- Teaching faculty secondment as an ED to deepen understanding & links between the two roles.
- How to maintain diversity of pathways?
- Conference streams (panels, workshops, etc.) for next year at EDC. (Take these ideas and put into action, i.e. streams for junior EDs, etc.)
- Who is willing to offer workshops on different aspects of F.D. to Centers?
- Cohort based, blended ED development program for early career developers.
- Specific pathways for Graduate Fellows to move into real employment within a TL Centre.
- Grad student prizes/awards.
- Grad student fellowships.
- Post Doc opportunities for Graduate fellows within TL Centres.
- Collaboration amongst Graduate student fellows at different institutions.
- Pre-conference sessions at EDC, STLHE or regional T&L conferences for grad students that introduce them to ED work and ED portfolio building.
- Can we survey new/ish faculty developers to see what they think they need?
- Use existing analysis of EDC skills, etc. to identify needed modules/online short course/learning communities to address gaps.
- National Credentialing Matrix. Demonstrated competency through diverse methods (PLA). Based on the Canadian Evaluation Society.
- Putting different areas of skills and knowledge together.
- What do people do now in their Centers around mentorship (formal/informal)?

Who Is Doing What? Volunteers for Mentoring Working Groups

After sorting the preceding ideas into groups of similar ideas, we generated a list of volunteers to work on the action areas as follows.

Story/Narrative Group
Heather Smith
Samah Sabra
Rebecca Tallman
Kim West

Mentoring Grad / Undergrad Students
Amelia Horsburgh
Kim West
Natasha Hannon

Web Site – Development
Stephanie Chu
Paul Martin
Danny Braun
Liesel Knaack
Eric Kristensen

Credentialing
Lynn Taylor
Moni Brar
Ewa Wasniewski
Ruth Rodgers
Liesel Knaack

Job Descriptions / Assessment Rubrics
Stephanie Chu
Liesel Knaack

Faculty Engagement in Ed Devpt
Elita Partosoedarso
Moni Brar
Anne Scrimger
Theresa Matus

Recorded by Eric Kristensen

Mentoring Bibliography
EDC 2014   Calgary AB

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Schroeder, Connie et al. (2010). *Coming In from the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Sterling VA: Stylus Publishing. Big picture overview of our work in a larger institutional context.

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Compiled by Eric Kristensen