

Introductory Educational Developer Portfolio Workshop - Handouts

Rebecca Taylor & Elliot Storm

The Introductory Educational Developer Portfolio Workshop by Rebecca Taylor & Elliot Storm is based on and informed by McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). *Educational Development Guide Series: No. 1. The Educational Developer's Portfolio*. Ottawa, Canada: Educational Developers Caucus. Educational Development Guide No. 1 is licensed under a Creative Commons Attribution 4.0 International License and is available for free from <http://www.stlhe.ca/constituencies/educational-developers-caucus/guides>.

Educational Development Guide No. 1 was the basis for the 2017 Educational Developers Caucus Institute on Educational Developer Portfolios, from which the Introductory Educational Developer Portfolio Workshop was derived. We thank the authors of the Guide and facilitators of the Institute for their support in the creation of this adapted work.

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Introductory Educational Developer Portfolio Workshop

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This Introductory Educational Developer Portfolio Workshop was developed by Rebecca Taylor (taylor10@mcmaster.ca) and Elliot Storm (storme@mcmaster.ca) of the MacPherson Institute for Leadership, Innovation and Excellence in Teaching at McMaster University. It is based on the 2017 EDC Institute on the Educational Developers Portfolio, designed and facilitated in a blended format by Jeanette McDonald, Deb Dawson, Judy Chan, and Isabeau Iqbal. Elliot and Rebecca took what they learned at the Institute and developed a four-hour version, spread over two days, for educational developers at the MacPherson Institute. This is a modified version of the slides Rebecca and Elliot used.



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Schedule

Time	Part I Content and Activities	Time	Part II Content and Activities
15 min	Background and contextual factors	15 min	Opening discussion of Part I's writing prompts and process
15 min	Critique three ED portfolios	45 min	Individual work time – drafting a philosophy
10 min	Overview of components of ED philosophy		BREAK
20 min	Distribution and overview of career competencies and orientations	5 min	Check-in for questions or comments
	BREAK	15 min	Overview of portfolio components
10 min	Review components of ED philosophy	15 min	Individual work time – create a portfolio table of contents
40 min	Individual work time – responding to prompts	15 min	Closing discussion on challenges, insights, and questions about portfolios
10 min	Closing discussion on challenges, writing insights		

Intended Learning Outcomes

- Explain the context and purpose behind ED portfolios
- Reflect on your role and underlying values that shape your practice
- Prepare a draft statement of your ED philosophy
- Plan other components of your ED portfolio

PART 1

Educational Development Portfolios: The Context

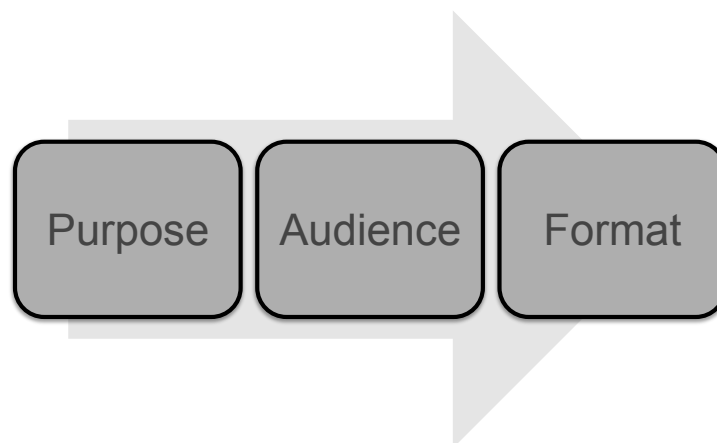
- Formalization and professionalization of field
- Normalization of portfolios as key developmental documents
- Publication of The Educational Developer's Portfolio - McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). *Educational Development Guide Series: No. 1. The Educational Developer's Portfolio*. Ottawa, Canada: Educational Developers Caucus.

What *Is* an ED Portfolio, Anyway?

“A tool used to articulate, reflect upon, and provide evidence of an educational developer’s beliefs, values, ethical principles, practices, approaches, development, and impact.” (McDonald *et. al.*, 2016, p. 12)

1. Evidence: artifacts as evidence of skills
2. Reflection: thoughtful consideration of growth and impact
3. Narrative: authentic, aligned presentation

Key Portfolio Considerations



Explore ED Portfolios

Dr. Daniel Braun: <http://eddev.danielbraun.net/>

Dr. Kathleen Bortolin: <https://www.kathleenbortolin.com/>

Roselynn Verwoord: <http://blogs.ubc.ca/rverwoord/>

Explore ED Portfolios

1. What is the purpose of the portfolio? Is it stated or implied?
2. Who is the intended audience? Is it stated or implied?
3. What kinds of materials did the author include?

Educational Development Philosophy

Communicates “what your fundamental beliefs are about educational development, why you hold these beliefs, and how you translate these into practice,” (McDonald *et al.*, 2016, p. 35)

Technicalities: 1-2 pages in length, written in first person.

Significance: rest of portfolio is aligned to this statement

Educational Development Philosophy Components

- Definitions and Beliefs about Educational Development
- Roles, Methods, and Strategies
- Impact
- Future Goals

Consult Table 5.1, *An Overview of the Key Components of an ED Statement, Including Guiding Questions for Reflection*

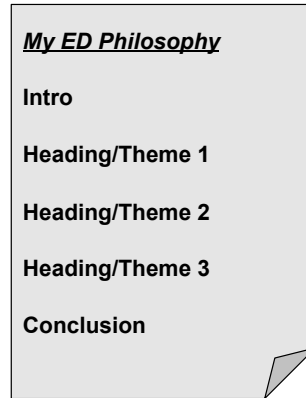
✓ Handout

Organizing your ED Philosophy

Via Components:



By Headings or Themes:



By Common Structure:



(Optional) Tools for Informing your Philosophy

Some resources you may find useful as you think about the structure and content of your philosophy:

Land, R. (2001). Agency, context and change in academic development. *International Journal for Academic Development*, 6(1), 4-20.

Dawson, D., Britnell, J., & Hitchcock, A. (2010). Developing competency models of faculty developers: Using world café to foster dialogue. In L. Nilson & J. Miller (Eds.), *To improve the academy: Resources for faculty, instructional, and organizational development*, 28 (pp. 3-24). San Francisco, CA: Jossey-Bass.

(Optional) Tools for Framing your Philosophy



✓ **Handout**

*Appendices A-C - pages 62-68 of EDC guide - are included in your **handout package***

Related article by [Dawson, Britnell, Hitchcock \(2010\)](#)

*^ article referenced pages 19-22 in **EDC Guide #1***

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5)					
		1	2	3	4	5	NA
Foundational Characteristics							
Team Player	I am a good team player.	1	2	3	4	5	NA
	I contribute towards teams achieving common goals.	1	2	3	4	5	NA
Passion and commitment to professional development	I am aware of areas in which I would benefit from professional development.	1	2	3	4	5	NA
	I have a learning plan to address my own professional development needs.	1	2	3	4	5	NA
Self-awareness	I am able to distinguish my own motivations from those with whom I am working.	1	2	3	4	5	NA

Explore (Optional) Tools

Take a few minutes to explore Table 1 from the Land Article, and EDC Guide Checklists (Appendices A-C), which are provided in your **handout package**.

Consider how you will frame your role and underlying values in your philosophy. Will either or both of these tools be helpful?

Educational Development Philosophy

Beliefs

Actions

Impact

Goals

Consult Table 5.1, *An Overview of the Key Components of an ED Statement, Including Guiding Questions for Reflection*

✓ Handout

Writing it Down

Consider writing using an application and/or in a setting that will allow you to reduce distractions and engage in free-writing sessions.

For example, <http://750words.com> offers a clean and simple space to write in; note that it requires you to sign up for an account so it can keep your writing private.

During your initial documenting of ideas, commit to writing without (your own) judgment. The first step is to simply put your thoughts down, be they brilliant or less so; you can come back to revisiting later.

Educational Development Philosophy Guiding Questions

- Identify one Guiding Question from each of the 4 sections in **handout** Table 5.1 that you will challenge yourself to answer in a free-write session
- Create a private document to save your writing in
- You will have ~10 minutes per prompt - write with abandon!

Wrapping Up Part 1

Writing exercise - how did that go?

- What was the experience like? What went well? What was challenging? Were any components or questions especially tough?

Wrapping Up Part 1

Coming up in Part 2:

- Short small group discussion related to your Philosophy
- Work time for your Philosophy
- Exploring & starting work on other components of a Portfolio

PART 2

Intended Learning Outcomes

- ✓ Explain the context and purpose behind ED portfolios
- ✓ Reflect on your role and underlying values that shape your practice
- Prepare a draft statement of your ED philosophy
- Plan other components of your ED portfolio

Identifying Key Moments for your ED Philosophies

- First: take ~2 minutes to quietly review your writing from the guiding questions activity in Part 1 and reflect on what resonates with you most
- Once directed into groups: with your peers, share an insight *or* a small bit of writing (only if you'd like to) that you imagine will be a key part of your ED Philosophy - ~10min

Philosophy Drafting

For the next 40 minutes, begin to transform your writing from the guiding questions into an educational development philosophy.

Keep in mind:

Beliefs | Actions | Impact | Goals

Organizing your ED Philosophy

Via Components:

My ED Philosophy

Definitions & Beliefs

Roles, Methods, Strategies

Impact

Future Goals

By Headings or Themes:

My ED Philosophy

Intro

Heading/Theme 1

Heading/Theme 2

Heading/Theme 3

Conclusion

By common Structure:

My ED Philosophy

Beginning (Values & Beliefs)

Middle (Strategies & Impact)

End (Summary & Future Goals)

Portfolio Sections

Philosophy statement

Roles and responsibilities

Approaches, methods, and materials

Innovations and leadership

Professional development activities

Contributions to community, SoED, curriculum practice, teaching and learning

Teaching experience

Evidence of effectiveness and impact

Appendices

Aligning Philosophy and Practice

Educational Developer's Portfolio - Artifact Worksheet

My activity:

✓ *Handout*

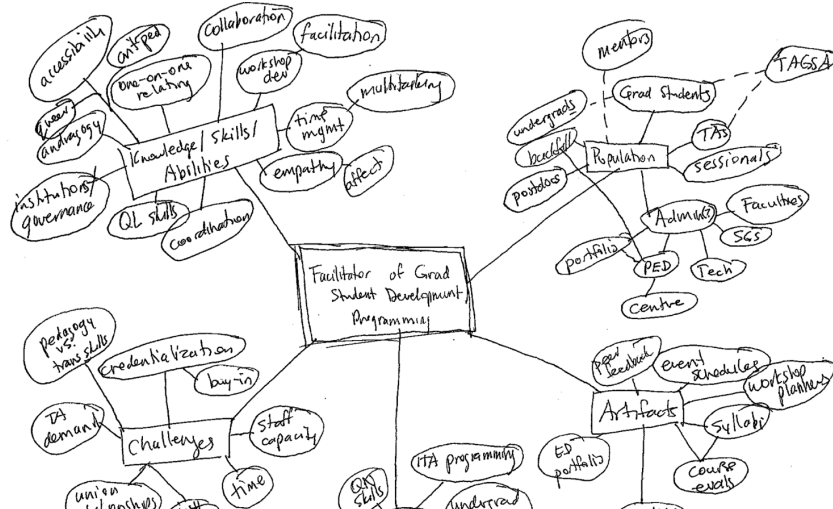
My beliefs and ethical guidelines:

My actions, strategies, and approaches:

Scholarly evidence I draw from as I plan and do my work:

Evidence of impact:

Aligning Philosophy and Practice



Getting Organized

HOME ABOUT REBECCA PHILOSOPHY TEACHING & FACILITATING DEVELOPMENT & GROWTH CURRICULUM VITAE

Rebecca Lynn Taylor's ePortfolio

Welcome

Welcome to my ePortfolio! This webspace has been designed to document my experience and development as an educational developer, instructor, facilitator, and trainer. It includes a statement of my [philosophy](#), examples of [teaching and facilitating](#) work, and features a series of [artifacts and reflections](#), which includes work samples and my thoughts as I delve deeper into educational development. To learn more about me, check out the [About Rebecca](#) page. For a more comprehensive view of my academic, work, and extracurricular experience, please consult my [Curriculum Vitae](#).

About
Rebecca

Philosophy

Teaching &
Facilitating

Development
& Growth

Curriculum
Vitae

Getting Organized



✓ Handout

Instructions. Look over items in the list below to identify materials you might collect, or descriptions of work you might wish to write for your portfolio. The list is lengthy and is meant to prompt your memory for knowledge, skills, and experiences you bring to the role of educational development.

		Collect	Write
1. General			
	introductory information		
	institution		
2. Educational development philosophy			
	reflective statement		
3. Educational development roles and responsibilities			

		Collect	Write
7. Events			
	annual events		
	programs		
	lecture series		
	workshop series		
	communities of practice		
	brown-bag luncheons		
	retreats		

Getting Organized

ToC Template for your Educational Development Portfolio:

✓ Handout

- The headings below are based on section What to Include in Your Portfolio?, pages 29-33 of *The Educational Developer's Portfolio, Educational Development Guide Series No. 1* by J. McDonald et al.
- Please also consult page 46 for a similar list of Common Headings in Portfolios, in *The Educational Developer's Portfolio, Educational Development Guide Series No. 1* by J. McDonald et al., for additional/alternative ideas

Educational Development Philosophy

-

Roles & Responsibilities

-

Approaches, Methods, and Materials

-

Innovations & Leadership

-

Working up a Table of Contents

Locate Table of Contents (ToC) Template and EDC Guide Appendix D, which are provided in your **handout** package.

Using these resources, draft your Educational Development Portfolio Table of Contents - brainstorm with abandon!

Portfolio Formats

Paper

- + Often expected
- + Not susceptible to tech glitches
- + Easy to print and flip through
- Bulky and costly to print
- Limited multimedia function

Online

- + Immediately accessible
- + Selective visibility
- + Multimedia integration
- + Just-in-time revision
- Requires tech knowledge and skill
- Time consuming

General Portfolio Tips

- Upkeep is important!
- Create a master file for images, artifacts, and evidence of impact
- Collect a variety of materials from a diversity of sources
- Invite feedback from peers
- Create a master, customizable portfolio

Intended Learning Outcomes

- ✓ Explain the context and purpose behind ED portfolios
- ✓ Reflect on your role and underlying values that shape your practice
- ✓ Prepare a draft statement of your ED philosophy
- ✓ Plan other components of your ED portfolio

Table 5.1

An Overview of the Key Components of an Educational Development Statement, Including Guiding Questions for Reflection

Educational Development Philosophy Statement Components	Guiding Questions for Reflection
<p>Definitions and beliefs about educational development: beliefs, values, assumptions, and ethics about educational development and how they align with your educational development roles and contexts across various levels (e.g., individual, institutional and sector)</p>	<ul style="list-style-type: none"> • What are my beliefs about educational development? • What do I believe about the role of educational development in post-secondary education? • What does ‘good’ educational development practice look like? • Why do I hold these beliefs? • Who or what has most informed my educational development approaches? • How have my beliefs and approaches been informed by my various roles, experiences, and responsibilities within an individual, institutional and/or sector context?*
<p>Educational development roles, methods and strategies: personal strengths, skills, goals and expectations related to the diverse roles and contexts of educational developers in post-secondary education, and overview of views of effective educational development strategies, practices, and methods</p>	<ul style="list-style-type: none"> • What are my key strengths and skills as an educational developer? • What are some of my accomplishments? • What educational development strategies do I use? • How and why have my educational development approaches evolved over time? • How do my actions and strategies align with the beliefs, values, and claims I make about educational development?
<p>Impact: strategies used to evaluate educational development practices and effectiveness, including impact/influence on educational practice</p>	<ul style="list-style-type: none"> • What difference have I made, and how do I know? • What has been the impact and influence of my educational development practice, research and leadership (on myself, educators, other educational developers, the larger institutional and academic community)? • What methods do I use to evaluate the impact and influence of my educational development practice?
<p>Future Goals: future goals related to your educational development practice that demonstrate a commitment to continuous improvement</p>	<ul style="list-style-type: none"> • How will I continue to develop and improve as an educational developer? • How are my future goals and aspirations related to my educational development practices and roles?

*see Fraser et al. (2010)

Note: Builds upon examples and frameworks presented by Kearns and Sullivan (2011), Seldin et al. (2010), and Schönwetter et al. (2002).

Appendix A

Inventory 3.1: Assessing Your Development
Entry Level Educational Developer

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5)					
		1	2	3	4	5	NA
Foundational Characteristics							
Team Player	I am a good team player.	1	2	3	4	5	NA
	I contribute towards teams achieving common goals.	1	2	3	4	5	NA
Passion and commitment to professional development	I am aware of areas in which I would benefit from professional development.	1	2	3	4	5	NA
	I have a learning plan to address my own professional development needs.	1	2	3	4	5	NA
Self-awareness	I am able to distinguish my own motivations from those with whom I am working.	1	2	3	4	5	NA
Collaboration	I promote collaboration within my work environment.	1	2	3	4	5	NA
	I model ethical behaviours in my work.	1	2	3	4	5	NA
Openness to new experiences	I thrive in new ideas and approaches.	1	2	3	4	5	NA
Creativity	I employ novel solutions in my workplace.	1	2	3	4	5	NA
Patience	I am patient with individuals and groups.	1	2	3	4	5	NA
Persistence	I persevere in helping clients meet their developmental goals	1	2	3	4	5	NA
Institutional fit	I work effectively within my current organizational culture.	1	2	3	4	5	NA
Skills and Abilities Developed in the Learning Process							
Reflective practice	I routinely think about how I could improve my work.	1	2	3	4	5	NA
	I solicit feedback on my educational development practice.	1	2	3	4	5	NA
Learning skills	I apply knowledge of student learning to my educational development activities.	1	2	3	4	5	NA
Teaching skills	I have the skills to enhance workshop/course participants' learning and developmental needs	1	2	3	4	5	NA
	I regularly update my knowledge about teaching skills and trends	1	2	3	4	5	NA

(Continued)

Skills and Abilities Developed in the Learning Process **continued**

	I take an evidence-based approach to my teaching.	1	2	3	4	5	NA
Outreach and Marketing Administration	I know how to market my programs/services to diverse groups.	1	2	3	4	5	NA
	I am skilled at planning programming.	1	2	3	4	5	NA
	I am skilled at delivering a wide range of offerings such as teaching-related workshops, seminars, or courses.	1	2	3	4	5	NA
	To support programming, I am able to organize a variety of complex resources (e.g., schedules, venues, formats, people, and communications).	1	2	3	4	5	NA
Research	I conduct productive meetings.	1	2	3	4	5	NA
	I stay current on research on teaching and learning.	1	2	3	4	5	NA
	I stay current on research on educational development.	1	2	3	4	5	NA
	I conduct research on teaching and learning.	1	2	3	4	5	NA
	I conduct research on educational development.	1	2	3	4	5	NA
Effective listening	I listen actively to identify the needs of others.	1	2	3	4	5	NA
	I am able to put people at ease when discussing teaching and learning issues.	1	2	3	4	5	NA

Knowledge

Curriculum development theory	I can describe several curriculum theories.	1	2	3	4	5	NA
	I apply curriculum development theory to my work.	1	2	3	4	5	NA
Teaching and learning theory	I can describe the major theories on teaching and learning.	1	2	3	4	5	NA
Adult learning theory	I can describe aspects of learning unique to adults.	1	2	3	4	5	NA
Group dynamics	I can describe the theories on group dynamics.	1	2	3	4	5	NA
Outcome-based learning	I can explain how outcome-based learning theories apply to curriculum development.	1	2	3	4	5	NA
Philosophies of education	I can assist people in developing their own philosophy of teaching and learning.	1	2	3	4	5	NA
Understanding organizational cultures using multiple frameworks	My understanding of my institution's culture informs my work.	1	2	3	4	5	NA
	I apply my knowledge of disciplinary differences effectively in my work.	1	2	3	4	5	NA
Communicate effectively	I am effective when speaking with individuals and groups.	1	2	3	4	5	NA
	I am able to write effectively to specific target audiences.	1	2	3	4	5	NA
Planning and implementation	I can plan, prepare, and deliver educational development programming.	1	2	3	4	5	NA
	I can evaluate educational development programming.	1	2	3	4	5	NA
Facilitating change and development	I can apply principles and practices of change development at my institution.	1	2	3	4	5	NA
	I am able to support change in individuals.	1	2	3	4	5	NA

(Continued)

Knowledge		continued					
Project management	I can plan projects.	1	2	3	4	5	NA
	I can manage projects effectively.	1	2	3	4	5	NA
	I can assess the outcomes of a project.	1	2	3	4	5	NA
Team building	I can facilitate activities to develop a sense of common purpose among group members.	1	2	3	4	5	NA
Effective consulting	I can communicate with stakeholders to identify their needs.	1	2	3	4	5	NA
	I can communicate with stakeholders to identify common goals.	1	2	3	4	5	NA
	I can work effectively with faculty to address their teaching issues.	1	2	3	4	5	NA
Ability to select appropriate teaching/ learning strategies	I can conduct a needs assessment	1	2	3	4	5	NA
		1	2	3	4	5	NA
		1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA

Note: Empty rows are provided at the end of the table so that individuals may add up to two items to reflect role-specific needs.

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Appendix B

Inventory 3.2: Assessing Your Development Senior Level Educational Developer

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5)					
		1 – Not true of me 2 – Slightly true of me 3 – Moderately true of me 4 – Quite true of me 5 - Very true of me n/a – Not applicable					
Foundational Characteristics							
Passion for education development	I am committed to my work as an educational developer.	1	2	3	4	5	NA
	I am enthusiastic about my work.	1	2	3	4	5	NA
Initiative	I take the initiative to introduce new ideas into my work.	1	2	3	4	5	NA
	I have a learning plan to address my own professional development needs.	1	2	3	4	5	NA
Lifelong learner	I stay current on emerging trends and theories within the educational development field.	1	2	3	4	5	NA
	I stay current on the scholarly literature related to teaching and learning.	1	2	3	4	5	NA
Open to feedback	I actively seek out feedback from others.	1	2	3	4	5	NA
	I am able to reflect on successes in my work.	1	2	3	4	5	NA
	I recognize areas where I need to improve in my work.	1	2	3	4	5	NA
Persistence	I persevere in the face of difficulties.	1	2	3	4	5	NA
Creativity	I have innovative ways of thinking about programs or activities.	1	2	3	4	5	NA
Adaptability	I am able to adapt when confronted with new priorities.	1	2	3	4	5	NA
Skills and Abilities Developed in the Learning Process							
Interpersonal skills:	I am able to resolve conflicts effectively.	1	2	3	4	5	NA
Conflict resolution, diplomacy, trust, listening	I actively build rapport with colleagues.	1	2	3	4	5	NA
Interpersonal skills:	I am able to understand competing interests.	1	2	3	4	5	NA
Negotiation and mediation	I can facilitate the resolution of problems people are having.	1	2	3	4	5	NA
	I know how to behave in different disciplinary groups.	1	2	3	4	5	NA
Interpersonal skills:	I listen actively to different points of view.	1	2	3	4	5	NA
Empathy	I can respond appropriately to diverse points of view.	1	2	3	4	5	NA
Educational leadership	I provide leadership on campus to committees or other groups related to teaching and learning.	1	2	3	4	5	NA
	I am an effective team leader.	1	2	3	4	5	NA

(Continued)

Skills and Abilities Developed in the Learning Process							continued
	I inspire others to contribute positively to enhancing teaching and learning at my institution.	1	2	3	4	5	NA
Self-reflection	After completing courses, projects, and tasks, I reflect on my work and consider areas for improvement.	1	2	3	4	5	NA
Peer mentoring/coaching	I work collegially with others to facilitate their development as teachers and/or educational developers.	1	2	3	4	5	NA
Role modeling	I model facilitation skills in my work with others.	1	2	3	4	5	NA
	I model effective teaching and learning practices.	1	2	3	4	5	NA
	I model collaborative group processes in my interactions with colleagues.	1	2	3	4	5	NA
Consultation	I work with individuals and groups on issues related to teaching and learning.	1	2	3	4	5	NA
Knowledge							
Formal credential in field of pedagogy (Masters or Doctoral level preferred)	I possess or am pursuing Master or Doctoral level qualifications related to the field of educational development.	1	2	3	4	5	NA
Credentials in the field of ED	I have additional educational developer credentials such as Instructional Skills Workshop (ISW), Facilitator Development Workshop (FDW), Certified Training and Development Professional (CTDP) or SEDA fellowship.	1	2	3	4	5	NA
Organizational behaviour: Knowledge	I am knowledgeable about theories and methods of organizational behaviour.	1	2	3	4	5	NA
Organizational behaviour: Application	I have the ability to apply organizational behaviour theories in my workplace.	1	2	3	4	5	NA
Competencies							
Educator: Adult learning	I am able to apply my knowledge of adult learning to my work.	1	2	3	4	5	NA
Curriculum development skills: Course design	I have the ability to assist others with effective course and curriculum development.	1	2	3	4	5	NA
Curriculum development skills: Assessment and evaluation	I apply varied assessment strategies in my curriculum work.	1	2	3	4	5	NA
Curriculum development skills: Instructional strategies	I am capable of helping others evaluate the appropriateness of a variety of instructional strategies.	1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA

Note. Empty rows are provided at the end of the table so that individuals may add up to two items to reflect role specific needs. Adapted from “Developing competency models of faculty developers: Using world café to foster dialogue” by D. Dawson, J. Britnell, and A. Hitchcock, 2010, *To Improve the Academy*, 28, p.17. Copyright 2010 by John Wiley & Sons, Inc. Adapted with permission.

Appendix C

Inventory 3.3: Assessing Your Development Director Level Educational Developer

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5)					
		1 – Not true of me 2 – Slightly true of me 3 – Moderately true of me 4 – Quite true of me 5 - Very true of me n/a – Not applicable					
Foundational Characteristics							
Inspiring	I inspire others to excel in their roles.	1	2	3	4	5	NA
Constantly learning	I have a strong commitment to lifelong learning including self-directed study and research.	1	2	3	4	5	NA
Skills and Abilities							
Ability to balance multiple roles (leader, scholar, manager)	I am able to balance the roles of leader, scholar, educational developer, and manager.	1	2	3	4	5	NA
Time management	I excel at ensuring tasks and projects are delivered on time.	1	2	3	4	5	NA
Strategic planning/ prioritizing	I am able to prioritize and align planning initiatives.	1	2	3	4	5	NA
Project management	I guide projects from their conception through to completion.	1	2	3	4	5	NA
Assessment	I am able to evaluate the impact and quality of programs to prioritize future program directions.	1	2	3	4	5	NA
Delegation	I am able to appropriately assign tasks to others.	1	2	3	4	5	NA
Financial / budget management	I have the ability to develop and manage budgets.	1	2	3	4	5	NA
	I can advocate for the funding of teaching and learning initiatives.	1	2	3	4	5	NA
	I am inventive in finding funding for teaching and learning initiatives.	1	2	3	4	5	NA
Knowledge							
Higher education theory	I apply knowledge of higher educational theories in my work.	1	2	3	4	5	NA
	I contribute to the advancement of higher education.	1	2	3	4	5	NA
Professional development	I keep current through participation in professional development activities such as conferences.	1	2	3	4	5	NA
	I contribute to the professional development of others.	1	2	3	4	5	NA
	I engage in research on educational development.	1	2	3	4	5	NA
	I actively participate in professional bodies such as the Educational Developers Caucus.	1	2	3	4	5	NA
Human resources	I have an understanding of institutional policies and processes around human resources including good hiring practices (e.g., job descriptions, training, mentoring).	1	2	3	4	5	NA

Knowledge		continued					
Theoretical knowledge	I am knowledgeable about theories related to teaching and learning in higher education.	1	2	3	4	5	NA
	I know about leadership and change management theories.	1	2	3	4	5	NA
Competencies							
Facilitator	I have the skills required to facilitate diverse groups effectively.	1	2	3	4	5	NA
Change advocacy	I understand different models of change management.	1	2	3	4	5	NA
	I can advocate for change effectively.	1	2	3	4	5	NA
Change management agent	I am able to influence change at the institutional level.	1	2	3	4	5	NA
	I am able to implement change at my centre.	1	2	3	4	5	NA
Relationship management	I foster the development of strong relationships between colleagues across all institutional levels.	1	2	3	4	5	NA
	I cultivate relationships with colleagues at multiple institutions and organizations.	1	2	3	4	5	NA
Teaching	I model effective teaching practices in my workshops and/or presentations.	1	2	3	4	5	NA
Policy development	I contribute to the development of policies related to teaching and learning.	1	2	3	4	5	NA
Community building	I develop community within my institution.	1	2	3	4	5	NA
Communities of practice	I work to champion communities of practice at my institution.	1	2	3	4	5	NA
Mentor: Internal	I mentor colleagues within my centre.	1	2	3	4	5	NA
Mentor: External	I mentor colleagues throughout my institution.	1	2	3	4	5	NA
	I mentor colleagues in the broader higher education community.	1	2	3	4	5	NA
Scholarship of teaching and learning research	I perform research on teaching.	1	2	3	4	5	NA
	I advocate for faculty engaged in research on teaching and learning at my institution.	1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA
_____	_____	1	2	3	4	5	NA

Note. Empty rows are provided at the end of the table so that individuals may add up to two items to reflect role specific needs.

Adapted from “Developing competency models of faculty developers: Using world café to foster dialogue” by D. Dawson, J. Britnell, and A. Hitchcock, 2010, *To Improve the Academy*, 28, p.15. Copyright 2010 by John Wiley & Sons, Inc. Adapted with permission.

Appendix D

Materials to Include in Your Educational Developer's Portfolio

Instructions. Look over items in the list below to identify materials you might collect, or descriptions of work you might wish to write for your portfolio. The list is lengthy and is meant to prompt your memory for knowledge, skills, and experiences you bring to the role of educational development.

		Collect	Write
1. General			
	introductory information		
	institution		
2. Educational development philosophy			
	reflective statement		
3. Educational development roles and responsibilities			
	TA development		
	new faculty development		
	teaching chairs		
	teaching professors		
	adjunct, sessional, contract professors		
4. Services			
	consultations		
	facilitation		
	advising		
	classroom observations		
	teaching (see teaching experience below)		
5. Initiatives			
	led by you		
	team member, role & contributions		
6. Policies and other projects			
	led by you		
	team member contribution		

		Collect	Write
7. Events			
	annual events		
	programs		
	lecture series		
	workshop series		
	communities of practice		
	brown-bag luncheons		
	retreats		
	institutes		
	specialized training		
	other events:		
8. Planning			
	coordination		
	administration		
	organizing		
	strategic plans		
	agendas for retreats		
	agendas for workshops		
9. Educational development approaches, methods, and materials			
	educational development approaches & related materials		
	workshop plans		
	policy documents		
	resource guides		
	proposals		
	peer observation reports		

(Continued)

		Collect	Write
10.	Educational Development innovations and leadership		
	your Educational Development innovations		
	leadership at the individual, institutional, or sector-level		
	narrative about innovations		
	reflections, evaluations of innovations		
	planned next steps		
11.	Curriculum development work		
	new programs		
	program revision		
	program analysis		
	mapping		
	processes you have created or facilitated		
	tools/software you have developed		
	e-learning initiatives		
	online materials		
12.	Networking / collaboration		
	departments with whom you have collaborated		
	joint projects with other services on campus		
	joint initiatives with other academic institutions or higher education organizations		
13.	Contributions to the field		
	member of action group(s) or subcommittees		
	board member, role & title		
	mentor to other educational developers		
	materials prepared		
	manuals and guides		
	books		
	conference volunteer		

		Collect	Write
14.	Scholarship of		
	educational development		
	curriculum practice		
	teaching and learning		
	scholarly inquiry		
	leadership		
15.	Knowledge dissemination		
	conference presentations		
	peer-reviewed publications		
	reports		
	discussion papers		
	reports		
	discussion papers		
	other forms		
16.	Presentations		
	invited talk		
	invited workshop		
	invited panel member		
	round table		
	poster		
	list of peer-reviewed conference presentation		
	peer-reviewed poster presentations, events, other		
17.	Writing and publications		
	list of educational development publications		
	research project involvement		
	successful grant proposals		
	reviewer for journals, conferences, grants, award applications		
	other writing		
	policy document contribution		
	resource guides		
	internal newsletters and communications related to educational development activities and initiatives		

(Continued)

		Collect	Write
	blog post reflections		
	blog posts that highlight scope, quality, and impact of practice		
18.	Other forms of scholarly knowledge mobilization		
	service on committees		
	conferences at own institution		
	conferences outside own institution		
	grants you have contributed to writing and securing		
	service on committees		
	conferences organized		
	mentorship to other educational developers		
19.	Professional development activities		
	descriptions of growth and evolution as an educational developer (past, present, future)		
	conference and workshops attended		
	how learning is being applied		
	other measures you have taken to enhance practice		
	short-term and long-term educational development goals		
	annual review of own goals and performance with plans for the future		
20.	Teaching Experience		
	list of courses taught or teaching		
	teaching experience and how it has shaped your practice		
	link to digital teaching portfolio		
	credit courses		
	non-credit courses		
	modes of delivery		
	guest lectures, workshops, seminars		

		Collect	Write
21.	Evidence of effectiveness and impact		
	measures of impact resulting in change at the individual, institutional, and/or sector level		
	formative and summative feedback and evaluations related to the effectiveness and impact of your practice		
22.	Feedback on programs and courses		
	program review/assessment		
	course feedback		
	course evaluation		
	midcourse evaluations		
	peer feedback		
	comments from employers or industry		
	list of honours, awards, or nominations		
23.	Data summaries		
	quantitative and/or qualitative data related to effectiveness and impact		
	workshop evaluations		
	long-term impact studies		
	case studies		
24.	Appendices		
	evidence to support above claims		
25.	Other		

Table of Contents Template for Your Educational Developer's Portfolio

Use and modify the below list of headings to draft your Portfolio's Table of Contents.

Note: The headings below are based on section What to Include in Your Portfolio?, pages 29-33 of Educational Development Guide Series: No. 1. The Educational Developer's Portfolio, by McDonald et al., 2016.

Please also consult page 46 of McDonald et al. 2016 for a similar list of Common Headings in Portfolios.

Educational Development Philosophy

-
-
-

Roles & Responsibilities

-
-
-

Approaches, Methods, and Materials

-
-
-

Innovations & Leadership

-
-
-

Contributions to Field

-
-
-

Professional Development Activities

-
-
-

Teaching Experience

-
-
-

Evidence of Effectiveness and Impact

-
-
-

Appendices

-
-
-

Educational Developer's Portfolio – Artifact Worksheet

My activity:

My beliefs and ethical guidelines:

My actions, strategies, and approaches:

Scholarly evidence I draw from as I plan and do my work:

Evidence of impact: