Principal Applicant's Contact Information:

Name Ellen Sims

Department/Unit and Institution/Organization

Teaching Commons, York University, 1046 TEL Bldg

4700 Keele Street, Toronto ON   M3J 1P3

Email address: esims@yorku.ca

Phone number: 416.736.2100 ext 22138

Name Yelin Su

Department/Unit and Institution/Organization

Teaching Commons, York University,1046 TEL Bldg

4700 Keele Street, Toronto ON   M3J 1P3

Email address: ysu@yorku.ca

Phone number: 416.736.2100 ext 22117

Name Celia Popovic

Department/Unit and Institution/Organization

Teaching Commons, York University,1046 TEL Bldg

4700 Keele Street, Toronto ON   M3J 1P3

Email address: cpopovic@yorku.ca

Phone number: 416.736.2100 ext 55922

Name Nancy Turner

Department/Unit and Institution/Organization

The Gwenna Moss Centre for Teaching Effectiveness

Room 50 Murray Building

University of Saskatchewan

Saskatoon, Saskatchewan S7N 5A4

Email address: nancy.turner@usask.ca

Phone number: (306) 966-2231

Developing the Developer: a one year development plan and resource for new educational developers

Intended Outcomes

The project will produce a one year professional development plan and supporting materials for centres of teaching support to induct and develop new educational developers. While it may be of use for any new hire, the focus will be on relatively new entrants to the profession. The work will be informed by and align with the goals of the EDC action group on Mentoring.

The project will involve resource identification and gathering to add to the initial list of resources created by the EDC action group on mentoring. The resources are likely to include a list of development opportunities available within Canada, such as ISW facilitation, access to online courses, links to a suggested reading list (eg the EDC list on Zotero), recommended conferences and networking opportunities and resources intended to prompt critical reflection on Educational Development practice. Users, both new developers and EDC mentors, will be encouraged to co-create the resource with the facilitators and will include the facility to annotate items according to which were useful or not and why or why not. The resource will be a living document continuously updated and improved over time.

In collaboration with and building upon research being proposed by Queens University to identify where gaps may exist or be anticipated in materials to support professional development, our project proposes to build resources and a framework/platform for sharing and co-creating resources and information to support the areas and working together, building this collection on the findings, will enhance the relevance of the collection created.

By connecting with the EDC mentoring group we hope to have the resources connected or housed on the EDC website thus providing access to the resources and drawing new developers into the broader community and the additional development support provided by this community in doing so. If successful in our bid, this funding will provide a small percentage of seed money for identifying content, resources and development opportunities.

Rationale

New entrants to the Educational Development field of work have travelled varied career paths en route. Most often, these individuals have not had opportunities to develop or gain experience in development work prior to starting their first Educational Development role. As such their orientation and introduction to the field of work, the scholarship available to inform what we do and the development opportunities and communities of practice open to them are essential. This project aims to bring together best practice in terms of supporting a new developer in their first year in post. By collating this practice and providing access to resources, and connecting with the EDC Action Groups on Mentoring and Accreditation, and the aforementioned work by Queens, we will assist all centres who subsequently hire developers by saving them time in putting together an induction package. Through discussion with colleagues across the country we aim to raise the professionalism of our practice by agreeing a basic canon of literature and development activities.

As mentioned above, we would keep it relevant, housing the resources on a EDC connected (or housed) website that the project partners and perhaps an EDC sub-group could commit to keeping up to date. In this way we would provide a Canada-wide means to maintain currency and keeping ourselves informed of trends, new research and opportunities.

We anticipate this project will contribute to the Living Plan in the following ways:
Building Professional Capacity: Developing Job Skills The resource will assist in the orientation and professional skills building for new developers and those in related roles where ED or an understanding of what educational developers do, is a significant part of their responsibilities. The details will be finessed as part of the project but are highly likely to include skills referenced in the Living Plan.

Building Professional Capacity: A Sustainable Career Path The resource will assist new developers to develop and build their careers, it will include structured opportunities for critical reflection and the development of person in terms of their relationship with their centre and the profession. It will be aimed at maintaining wellness, balance,

buoyancy and optimism, self-assessment, valuing, celebrating and communicating success. In line with the EDC Action Group recommendations it will provide guiding principles for those involved in developer orientation.

Engaging our Community The resource will involve cross- country collaboration as the project partners are located in Ontario and Saskatchewan, and will engage with colleagues across Canada, for example in getting input from Centre Directors, mentors and new developers. We expect to include peer mentorship in transitioning to ED, and will encourage participants to meet people from other institutions. One outcome may be a space in the EDC conference for promotion, review and adding to the resource. Working with Queens, Both groups see this as a collaborative effort, rather than consecutive activities. Project members would form the outset, for example, share literature notes and reviews, development of the surveys and initial processing of data.

Building Resources The intention is to create a resource that will be freely available to the development community. It will result in the production of an online presence including a robust website. It will reference current literature and provide knowledge resources and discussion opportunities which will introduce participants to the current terminology and broader concepts of ED. In the long run, it has the potential to become a new developer space that centers from all around the country use to build and share resources built in partnership with the EDC mentoring group.

Organizational Development/Facilitating Change The resource will provide a means to enhance our collective practice by taking a strategic and national approach to developer orientation. As it will be accessible to those who interface with EDs within an organization it will enable better understanding of what we do, know and research; enhancing our credibility and potentially our reach, within institutions.

Developing Leadership Skills Although this program is aimed at supporting new developers, its existence will assist Centre Directors in ensuring they are providing a comprehensive sector agreed orientation and act as a resource for EDC Mentors. In

addition it will contribute to the EDC aim of enhancing quality in teaching, learning and educational development. It will provide a guide or framework for building and leading teams. The resources will include advice and guidance on working autonomously and innovatively; this can provide an entry level to leadership skills.

Scholarship

The project is informed by literature on the practitioner identity formation of Educational Developers (EDs), and defining and positioning their practice throughout their careers. Handal (2008:55) suggests it is now 'normal' for universities to be engaged in activities to improve the quality of its education, and the number of EDs is growing. Educational Development is constantly evolving as the approaches become more evidence-based and scholarly (see for example Elton 2009; Kahn and Baume 2003; Land 2004). Stefani (2003:9) offers a definition inclusive of scholarship to describe the role:

> ...the term 'staff and educational development' can be considered to mean the systematic and scholarly support for improving both educational processes and the practice of educators.

Embedded in this definition is the complexity of the role EDs undertake, and what it means to act as a professional educational developer. Land (2004:12) identifies 12 orientations towards working relationships in educational development. For example, improving the practice of academics focuses on promoting individual personal development, primarily understanding how teaching practices enable learning. It is through induction to the profession that novices can understand the range of approaches to the role and what may be expected.

Barnett (2001:27) suggests that 'bringing staff to the point where they feel able to embrace new conceptions of academic practice and identity cannot be achieved by managerial fiat.' Therefore, for more senior EDs, the role may encompass mentorship and establishing theoretical and philosophical frameworks for colleagues newer to ED practice to work with and critique as well as helping to develop skills and knowledge.

Barnett, R. (2001). 'Managing universities in a supercomplex age', in M. Cutright, (ed.) *Chaos Theory and Higher Education: Leadership, Planning and Policy,* New York: Peter Lang. p13-32

Elton, L. (2009). 'Continuing professional development in higher education: The role of scholarship of teaching and learning'. *Arts and Humanities in Higher Education,* 8 (3), 247-258.

Handal, G. (2008). 'Identities of academic developers: Critical friends of the academy?', in R. Barnett and R. Di Napoli (eds.) *Changing Identities in Higher Education: Voicing Perspectives,* London: Routledge. p55-68.

Kahn, P. and Baume, D. (2003). (eds.) *A Guide to Staff and Educational Development.* London: SEDA and Kogan Page.

Land, R. (2004). *Educational Development: Discourse, Identity and Practice.* Maidenhead: SRHE and Open University Press.

Stefani, L. (2003). 'What is staff and educational development?', in P. Kahn and D. Baume ((eds.) *A Guide to Staff and Educational Development,* London: SEDA and Kogan Page. p9-23.

Dissemination

We will publish a guide which will be housed on a website which will be continually updated. If it is considered suitable this may also be published as a Green Guide. We will also present our work at EDC in 2016. We intend to pilot the resources with new developers, we will elicit feedback and document the development and pilot process for potential publications.

Item (including any applicable taxes)	Cost
Salaries $25 per hour x 100 hours	2500.00
Total Costs	2500.00
Less matching funding obtained from other sources (e.g. Department/Dean)	0.00
Less in-kind contributions	0.00
Total amount requested from the EDC Grant Program **(not to exceed $2500)**	2500.00