EDC Institute 2017 Workbook

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Abstract

The worksheets in this document align with the PowerPoint slides from the face-to-face portion of the Institute at Saint Mary's University, Halifax Nova Scotia (June 23-25, 2017).

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Contents

Orientations to Educational Development Practice (Day 1)

1. Read Ray Land's article about orientations to practice. Focus attention on Table 1.

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

Instructions

1. Refer to the "Orientations to Practice" table (below) adapted from the Land (2001) article you read in preparation for Day 1 and respond individually to the questions listed below. Use the space following each question to record your responses.

2. When you have finished responding to each question, move to the whiteboard and use your coloured sticky dots as follows:
   a. Place a blue dot beside the orientation(s) that you currently practice. Limit 2 dots.
   b. Place a green dot beside the orientation(s) that your centre currently practices. Limit 2 dots.
   c. Place a red dot beside the orientation(s) that you would like to develop. Limit 2 dots.

3. Once everyone has placed their dots beside the various orientations, note which ones (e.g., top three orientations) received the greatest/least number of coloured dots.

4. As a large group, reflect on and discuss the following questions.
   a. What examples can you share about how these orientations are exhibited in practice (your own, others - e.g., at different career stages, in different ED positions)?
   b. What does your choice of orientation(s) say about your educational developer values and beliefs?
   c. How might we reflect/talk about our various orientations to practice in our philosophy statements? Influence our portfolio?

5. Record your observations and insights from the large group discussion in the space provided below.

Questions

1. Which orientations do I currently practice?

2. Which orientations would I like to further develop?

3. Which orientations do I think my centre practices?

Discussion Notes

Focus	*Might see*	Description (QUOTED FROM ARTICLE)	Orientation
Institution	*"achieving institutional planning"*	Concerned with developing staff towards achievement of institutional goals and mission.	1. Managerial
Educational Development Unit	*"responding to calls by", "trends"*	Principally aware of shifting power relations within organization and wider HE environment. Aligns development with agencies most likely to yield dividends	2. Political strategist (investor)
Employers, Other External Stakeholders	*"innovation", "partnering with"*	Fosters innovative practice related to needs of world of work and employers. Often involved in income-generating, partnership approaches.	3. Entrepreneurial
Individual Practitioner	*"individual faculty", "individual growth"*	An outreach approach concerned with the personal development, growth and well-being of individual practitioners within the organization	4. Romantic (ecological humanist)
Educational Development Unit	*"new initiatives on campus"*	Takes advantage of topical developments and opportunities in strategic way as they arise within the institution or environment	5. Vigilant opportunist
Specific Discipline or Community of Practice	*"evidence-based", "presenting research"*	Sees most effective way of influencing colleagues' practice as being through presentation of compelling educational research evidence	6. Researcher
Service to Student Body	*"survival", "good teaching", "skills"*	Brings staff up to baseline level of skill competence in aspects of teaching and learning	7. Professional competence
Individual Practitioner	*"critical reflection", "reflection on practice", "peer evaluation"*	Seeks to foster culture of self- or peer-evaluative, critical reflection amongst colleagues, to help them cope with uncertain and ambivalent organizational environments	8. Reflective practitioner
Department and Course teams	*"embedded support", "located in departments"*	Works with departments or teams in observational/ evaluative/ advisory capacity, often on longer term basis	9. Internal consultant
Individual Practitioner/ Department	*"working with departments", "working alongside"*	'Trojan horse' approach of working alongside colleagues to demonstrate good practice or innovation. 'Do as I do' rather than 'do as I say'	10. Modeller-broker
Individual Practitioner/	*"discussion", "facilitating",*	Dialectic approach of 'intelligent conversation' with colleagues in which	11. Interpretive-hermeneutic

Department	*"perspective"*	balancing of different views, relation of local to wider perspectives, part to whole, etc. leads to critical synthesis and production of new shared insights and practice	
Department Colleagues Wider Discipline Guild	*List discipline-specific sessions or communities of practice*	Predicated on notion that colleagues are driven by their subject-specific 'guild' culture, hence development only effective when going with grain of disciplinary needs. Development can be seen as 'situated learning' within a disciplinary community of practice.	12. Discipline-specific

Adapted from Table 1: Orientations to Academic Practice (Land, 2001, p. 6) by Debra Dawson and Carolyn Hoessler (2015).

References:

- Dawson, D., & Hoessler, C. (2015). *What underlies our visions? Exploring centres' mission statements through Land's orientation to practice, regional and national contexts, and strategic directions.* Paper presented at the Educational Developers Conference, Winnipeg, Manitoba, Canada.
- Land, R. (2001). Agency, context and change in academic development. *International Journal for Academic development, 6*(1), 4-20*.*

Your ED Philosophy Statement: Providing Feedback (Day 2)

Pre-work

1. Review Chapter 5 (ED philosophy statements) of the ED Portfolio Guide and webinar two PPT slides.
2. Complete webinar one and two philosophy statement building activities (e.g., Google spreadsheet, free writing, draft development, review sample statements)
3. Bring four copies of your completed draft philosophy statement to the face-to-face Institute.

Instructions

1. For the majority of this activity you will work in groups of four (preset), providing feedback on each other's philosophy statement. You will work through one philosophy statement at a time. Each person will offer insights, observations and feedback from a different lens or area of focus thereby providing a broader range of feedback. Anticipate spending 30 minutes on each statement: 15 minutes reading/analyzing and 15 minutes discussing as a small group. Choose one philosophy statement to start with and repeat the following process for each one (statement A, statement B, statement C, statement D).

2. There are three areas of focus (lenses) you are asked to use as a basis for providing feedback, including general observations and impressions. Choose a different area of focus with each statement you read. There are three feedback sheets provided below to record your notes for each statement you review. Write neatly as your feedback sheets will be returned to the statement author at the end of each review process.

3. When your statement is the one being reviewed, use the rubric provided below to rate your own philosophy statement. The criteria and rating scale is taken from Table 7.1 (p. 58) of the Guide. Prepare to discuss with your group peers.

4. To begin, review the areas of focus (lens) listed below and decide who will focus on lens A, B, and C for the different statements. Use the associated feedback sheet to make notes, identify highlights, propose suggestions/ideas, and record your overall impressions. Don't hesitate to ask for clarification before you get started.

   Areas of Focus/Lenses
   a. Lens A: Identify and circle keywords (e.g., action verbs) in the statement that speak to the author's individual practice. From there, note, for example, what their choice of action words or descriptors communicate about the author's various roles, abilities, impact and effectiveness. Also note: Does the author use the best descriptor for what

they are trying to convey? Is the given descriptor or action word overused? Additionally comment on the overall tone of the statement (formal, informal, other) and give an example or two to illustrate your impressions.

b. Lens B: Identify which of Land's (2001) orientation(s) to practice is primarily demonstrated in the statement. Refer to your Day 1 Orientations to Practice worksheet. Explain your choice of orientation and provide some examples from the narrative that supports your choice. Note also where the author appears to do most of their work - at the individual (e.g., one-on-one consultations), group (e.g., departmental advisor/retreat facilitator), institutional (e.g., committees/task forces), or sector level (e.g., EDC action group; board role)?

c. Lens C: Articulate what you learned about the individual/their context and what you would expect to read more about in their portfolio? Note also if there are examples that need further unpacking to better understand your colleague's context?

5. Read the statement in its entirety to get a general feel for the author's beliefs and values. From there, analyze the statement and make notes based on your chosen lens/area of focus.

6. A notes sheet is provided at the end of this document for you to capture ideas and notes-to-self that come from your small and large group discussions.

7. Large Group Discussion:
    a. What is the difference between a teaching and an educational development philosophy statement?
    b. How can the educational development literature help frame and situate your values and beliefs?
    c. What questions remain for you about educational development philosophy statements?

8. Revise your philosophy statement based on the feedback you received and the insights you gained from reviewing the statements of others (don't forget the samples in Chapter 5 of the ED Portfolio Guide) and the small and large group discussion.

Evaluation Rubric for Philosophy Statement Author

Instructions:

While your peers analyze your statement based on their area of focus, evaluate your own philosophy statement using the following criteria and rating scale.

Comments	Rating Scale* (3, 2,1)	Criteria
		Clearly summarizes core beliefs and values related to educational development (ED), and key claims about practice.
		Core beliefs are grounded in scholarship and personal experience.
		Briefly illustrates beliefs with examples of ED strategies and approaches to demonstrate alignment.
		Provides examples of strategies used to evaluate ED practices and effectiveness, including impact and influence on educational practice.
		Demonstrates a commitment to continuous improvement and summarizes future goals.
		Provides a framework for the presentation and organization of the portfolio.

Note: Taken from the philosophy statement section of Table 7.1 (p. 58) of the ED Portfolio Guide

*Scale:
- 3 = all components included, exceeds expectations
- 2 = most components included, some revisions required
- 1 = many components missing, major revisions required

Reference: 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:

Feedback Sheet #1: Lens A - Key Words

Author of Philosophy Statement: _____

Lens A:

Identify and circle keywords (e.g., action verbs) in the statement that speak to the author's individual practice. From there, note, for example, what their choice of action words or descriptors communicate about the author's various roles, abilities, impact and effectiveness. Also note: Does the author use the best descriptor for what they are trying to convey? Is the given descriptor or action word overused? Additionally comment on the overall tone of the statement (formal, informal, other) and give an example or two to illustrate your impressions.

Instructions:

Use this worksheet to record your notes as you analyze the author's statement from the lens/area of focus you have selected (or write directly on the statement itself). Record also your general impressions and observations of the statement. Return your feedback sheet and the statement to the author when your discussion has concluded.

Notes:

General Impressions and Observations

Feedback Sheet #2: Lens B - Orientations to Practice

Author of Philosophy Statement: _____

Lens B:

Identify which of Land's (2001) orientation(s) to practice is primarily demonstrated in the statement. Refer to your Day 1 Orientations to Practice worksheet. Explain your choice of orientation and provide some examples from the narrative that supports your choice. Note also where the author appears to do most of their work. Is it at the individual (e.g., one-on-one consultations), group (e.g., departmental advisor/retreat facilitator), institutional (e.g., committees/task forces), or sector level (e.g., EDC action group; board role)?

Instructions:

Use this worksheet to record your notes as you analyze the author's statement from the lens/area of focus you have selected (or write directly on the statement itself). Record also your general impressions and observations of the statement. Return your feedback sheet and the statement to the author when your discussion has concluded.

Notes:

General Impressions and Observations

Feedback Sheet #3: Lens C - Context and Portfolio Connection

Author of Philosophy Statement: _____

Lens C:

Articulate what you learned about the individual/their context and what you would expect to read more about in their portfolio? Note also if there are examples that need further unpacking to better understand your colleague's context?

Instructions:

Use this worksheet to record your notes as you analyze the author's statement from the lens/area of focus you have selected (or write directly on the statement itself). Record also your general impressions and observations of the statement. Return your feedback sheet and the statement to the author when your discussion has concluded.

Notes:

General Impressions and Observations

Mapping Your ED Portfolio: Checking for Alignment (Day 2)

Pre-work

1. Homework from Webinar Two: two mapping worksheets

2. Bring two copies of both worksheets to Day 2 of the Institute

Instructions

1. Choose one of the two educational developer mapping worksheets you completed as part of your homework from Webinar 2.

2. Share your selected mapping worksheet with a peer at your table. Explain your map/process with your colleague.

3. Question prompts you might ask your colleague are provided below.
   a. Tell me you more about …..
   b. What was your role vs. that of your peers?
   c. How did you go about preparing for _____?
   d. How did the literature (e.g., model, framework) guide you in the planning and implementation process?
   e. How did you stay true to your beliefs and values?
   f. What were your impressions of how things went?
   g. What materials (artefacts) did you create/contribute to for your project/activity?
   h. How do you know you were effective? Had impact?
   i. Other???

4. Once you and your colleague have exchanged and discussed your respective worksheets, reflect on and answer the following questions on your own.

   a. What did you learn about:

      ● yourself?

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- your project or activity?

- your approach to planning and implementation (project management)?

b. What actions or ideas did this exercise generate for you?

c. What might you do the same or different the next time you plan a project?

d. What, if any, supports will you need to make these changes?

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Role Mapping: Your ED Scope of Practice (Day 2)

Pre-work

1. Bring a copy of your position description.
2. Gather your Day 2 materials together for ease of reference.

Instructions

1. To help you identify content for your portfolio and reflect upon what you do in your practice, you are invited to engage in a concept/mind-mapping exercise. You will need the following materials to draw upon.
    a. Your position description (if you have one).
    b. Your philosophy statement and feedback sheets from this morning.
    c. Your ED portfolio mapping worksheets and feedback from this afternoon.
    d. Appendix D (pp. 69-71) of the ED Portfolio Guide. (NB: while the focus of Appendix D is on identifying items you may wish to write about or collect, it also serves as a prompt for identifying the broad range of roles you practice)

2. Using the documents listed in step one, create a list of descriptors that capture your various roles and responsibilities (e.g., consultant, facilitator, advisor). Previous activities should have already identified select examples.

    Descriptors:

3. Choose one descriptor to map in detail. Place that role in a centre bubble. From there, link out to new nodes or bubbles as you answer the questions below. Draw lines (e.g., dotted, solid, thick) between and from the nodes to make connections and illustrate relationships. For example, you might link to a node (named skills and abilities) that identifies the skills and abilities you have or need to successfully engage in the role you identified (e.g., facilitator). Use

the blank pages at the end of this document to create and refine your map. Note that you will be sharing your map with the group as part of a poster parade. Don't worry if you don't get to answering all the questions and/or reflecting them on your map.

4. Reflect upon and respond to at least four of the following list of questions and layer onto your map. The facilitators will provide time cues to let you know how much time you have to complete your map. When you are finished (as much as you can), post your map on the whiteboard.

Questions

- Who do you engage with for the role you selected (e.g., students, faculty, administrators, other educational developers)?
- What is the focus/context of that engagement (e.g., curriculum development, consultations, workshops, policy development)?
- At what level are you operating?
  - o individual (e.g., consultation)
  - o group (e.g., workshop, retreat facilitation)
  - o institutional (e.g., committee, task force)
  - o sector (e.g., action group, board position)
- What knowledge, skills, abilities, and experiences do you draw upon in that role/context?
- What artefacts might you collect to document your work (see Appendix D)?
- What strategies or approach to practice do you use to assess your effectiveness? Impact?
- What models, theories, etc. do you draw upon to inform how you do your work?
- What challenges and opportunities present themselves in association with the role you are fulfilling?

5. Once all maps are posted, parade up and down the whiteboard to review everyone's creation. Use sticky notes to post comments, questions, suggestions, etc. From there we will share reflections and observations with the group as a whole.

Large Group Discussion Notes

Mapping Sheet #1

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Mapping Sheet #2

Sharing Your Portfolio Narrative – Feedback (Day 3)

Pre-work

1. Your prepared portfolio narrative (Day 2 Homework).

2. Your (revised) ED portfolio philosophy statement.

Instructions

1. Working in pairs, exchange your narratives and philosophy statements.

2. Read through both documents and examine for linkages between the two. Use the space provided below to record your comments and observations and/or make notes on the narrative and philosophy statement documents directly.
   a. Look for alignment between the author's philosophy statement and their narrative. Identify and comment on the linkages (or lack of) you identified. Do they need to be strengthened? Made more transparent?
   b. Assess the narrative for clarity and authenticity. Identify one or two examples to draw to the attention to the author (e.g., done well, could be enhanced further - how?).
   c. Indicate which section(s) of the author's portfolio you think the narrative could potentially fit under. Prepare to discuss and why?

3. Once you have completed your assessment of your peer's narrative, take it in turn to discuss your comments and observations. Return your feedback sheet and their prepared documents (philosophy statement/narrative) with your notes to your colleagues.

4. Revise your narrative post Institute, incorporating your peer's feedback and insights gained from the large group discussion. A space is provided on the back of this worksheet to record notes from the large group discussion.

Peer Feedback

Notes from Group Discussion

ED Career Competencies - Assessing Yourself (Day 3)

Pre-work

1. None. Just ready access to your ED Portfolio Guide.

Instructions:

1. Identify your career stage: entry-level, senior-level/associate director, or director-level.

2. Complete the inventory that corresponds with your career stage. Rate yourself for each item, using the five-point Likert scale.

3. Based on how you rate yourself for each item, determine:
   - your individual strengths (e.g., a rating of 3[1], 4 or 5) and areas of growth (e.g., a rating of 1 or 2)
   - what insights you gained about yourself as an educational developer.
   - questions the inventory raised?

   Use the space labeled "Individual Reflections" on the next page to record your notes and observations.

4. Once you have completed steps 1 to 3, and the facilitators have indicated that it is time to reform groups, move to the table that corresponds with your career stage.
   - Table A – Entry-Level
   - Table A - Entry-Level
   - Table C –Senior and Associate Director/Director Level

5. At your table, share what you learned about yourself and any questions you have as a result of completing the inventory and reflecting on your responses. Use the space labeled "Small Group Discussion" on the next page to record your notes generated by your group's discussion.

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[1] Depending on the item, your individual context, career stage, and perception of performance, a rating of 3 may viewed as a strength or a growth area.

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Individual Reflections

Small Group Discussion Notes and Observations

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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 – 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		
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	I know how to market my programs/services to diverse groups.	1	2	3	4	5	NA
Administration	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
	I conduct productive meetings.	1	2	3	4	5	NA
Research	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 gaols.	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.

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.16. Copyright 2010 by John Wiley & Sons, Inc. Adapted with permission.

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: Conflict resolution, diplomacy, trust, listening	I am able to resolve conflicts effectively.	1	2	3	4	5	NA
	I actively build rapport with colleagues.	1	2	3	4	5	NA
Interpersonal skills: Negotiation and mediation	I am able to understand competing interests.	1	2	3	4	5	NA
	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: Empathy	I listen actively to different points of view.	1	2	3	4	5	NA
	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

Skills and Abilities Developed in the Learning Process

	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 developments skills: Instructions 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 Eduational 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
	I assign work to others to enhance their professional development.	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

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. Adpated with permission.
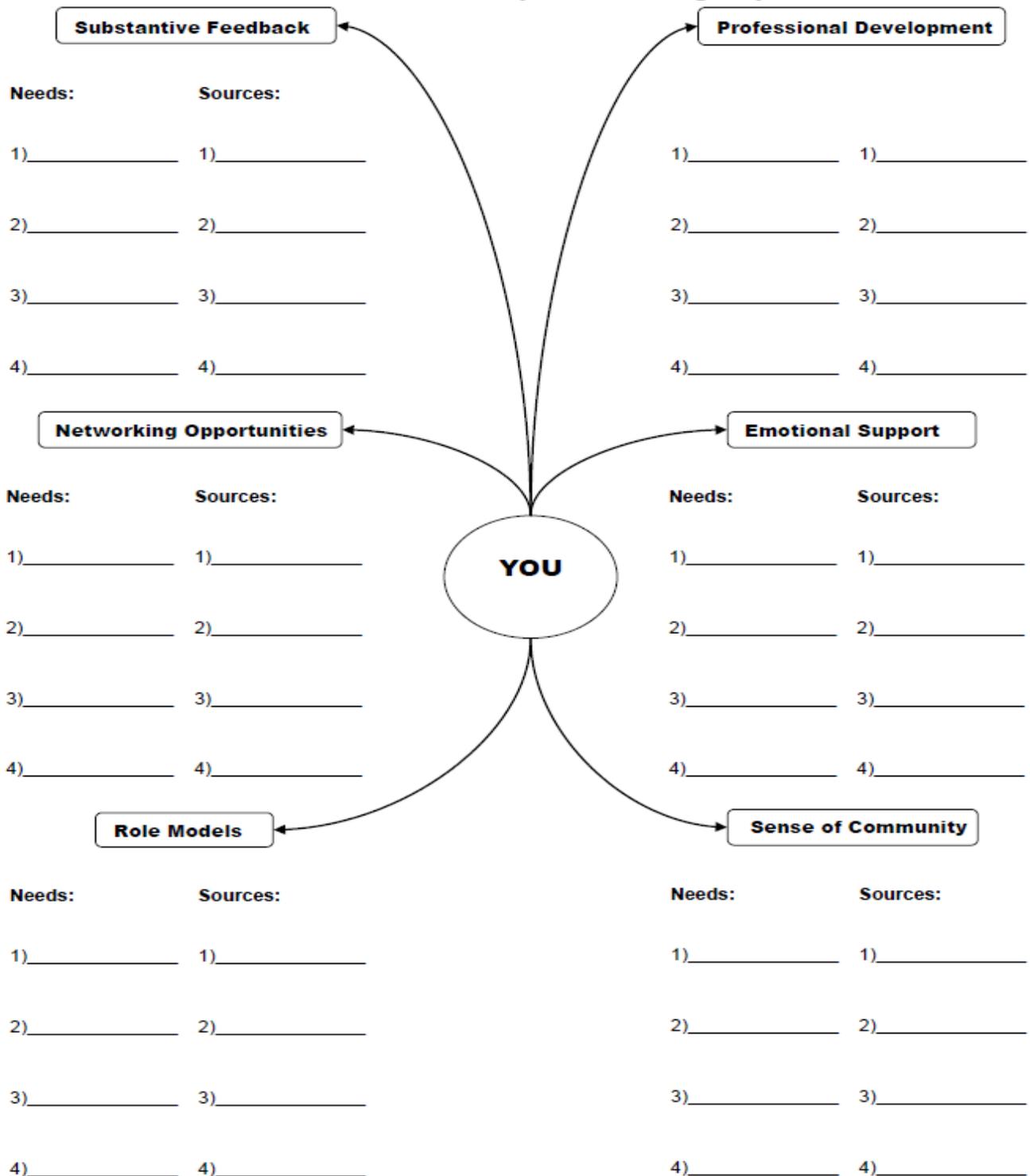
Creating a Development Plan for Career Progression: Mentoring Map (Day 3)

Pre-work

1. "Assessing Your Development" inventory results.

Instructions

1. Review your inventory results and circle/highlight those items you identified as potential growth areas.

2. Categorize these items (listed as "needs" on the Mentoring Map below) into one of the six categories noted on the Mentoring Map. It is possible that one need may fit under more than one category.

   a. Substantive feedback
   b. Professional development
   c. Networking opportunities
   d. Emotional support
   e. Role models
   f. Sense of community

3. For each need listed, identify potential sources of support. A support could be, for example, a person (e.g., mentor, joining a network of educational developers) or a training and development opportunity (e.g., course on pedagogy or project management; workshop or conference attendance).

4. Once you have completed your Mentoring Map (as much as you can in the time provided), identify one or two needs and/or sources of support that you would like to explore with a colleague. For example, perhaps you have identified a need or growth area and would like some additional ideas for developing it further.

5. With a colleague at your table discuss your respective needs and support areas identified in the previous step.

6. Following your discussion, refine your Mentoring Map with any new ideas and insights.

Substantive Feedback

Needs: Sources:

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

Professional Development

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

Networking Opportunities

Needs: Sources:

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

YOU

Emotional Support

Needs: Sources:

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

Role Models

Needs: Sources:

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

Sense of Community

Needs: Sources:

1)_____   1)_____

2)_____   2)_____

3)_____   3)_____

4)_____   4)_____

Day 2 Homework: Creating a Table of Contents

Pre-work

1. None. Have ready access to the ED Portfolio Guide as a resource and reference for this activity.

Instructions

1. In preparation for Day 3, create a draft table of contents for your portfolio. Include main section headings and subsections (as appropriate). For example, under the heading of "Service", you might include the subsections of "service to your institution" and "service to the ED community". Refer to pages 29, 32 and 33 in Chapter 4 of the ED Portfolio Guide for ideas on what sections to include in your portfolio. Depending on your career stage and role, not all may be immediately relevant. Feel free to move beyond the headings listed in Chapter 4 if there are others you would like to include.

2. Once you have identified a list of headings, create a point form list of sample artefacts, entries, examples, etc. you might reference under each section. Refer to Appendix D (pp. 69-71) in the ED Portfolio Guide as a resource. Refer also to the sample portfolios you were asked to review in preparation for Webinar #1 for more ideas.

3. Use the space below to record your table of contents, and bring it with you to Day 3. We will refer back to this activity when we talk about managing portfolio content and identifying artefacts to demonstrate impact and effectiveness.

Table of Contents

Day 2 Homework: Writing a Portfolio Narrative

Pre-work

1. Your completed ED Portfolio Mapping worksheet (Webinar 2 homework).

2. Your completed Role Mapping Concept Map (Day 2 activity).

3. Access to the ED Portfolio Guide (paper or online).

Instructions

1. In preparation for Day 3, we would like you to prepare a short narrative (2-3 paragraphs) based on your ED portfolio mapping worksheet and the concept map you created for the role mapping exercise today. Choose an area of focus from your mapping worksheet (e.g., impact and effectiveness) as the starting basis for this activity and create a narrative that communicates your chosen focus to your intended audience. Refer to page 27 in Chapter 4 of the ED Portfolio Guide for guidelines on creating a portfolio narrative. Three types of narratives are listed: introductions, explanations, and reflections.

2. Use the space below and on the next page to write your narrative (or prepare on your computer. Bring **two** copies of your prepared narrative to Day 3 of the Institute.

Written Narrative

EDC · RFPES

Educational Developers Caucus
le Réseau de formateurs en pédagogie
de l'enseignement supérieur

Written Narrative