Our Full EDC Living Plan 2016 with Process

As the EDC (Educational Developers Caucus) we focus on:

5 Areas of Educational Developer Learning and Growth
1. Fundamental faculty & course development
2. Working within and with academic units for Curriculum/Program/ Organizational change
3. Enhancing, Supporting, and Advocating for Teaching and Learning Quality
4. Management of Teaching Centres, and Institutional Teaching & Learning Portfolios
5. Emerging Areas

**2 Ways Members grow through Engagement** – How we individually & collectively to continue to grow
- Reflective practice, including scholarly approach (SoED)
- Community of educational developers

1 Foundation in A Strong EDC Community – How we nurture engagement & advocacy

The EDC Living Plan outlines our goals, what the EDC does and how members contribute, specifically:

1) **Areas of Professional Growth/Learning Outcomes of Educational Developers** – In recognition that the EDC provides the context for educational developers' professional development, the skills/knowledge/values EDs may be expected to acquire.

2) **What the EDC offers** – The activities of the EDC in support of its members

3) **What EDC members contribute** – The activities of members contributing to colleague's professional development, improving the profession and enriching the EDC community.

Most of the ideas in the 2016 Living Plan are directly adapted from the 2015 Living Plan that provided a comprehensive review of our work. Review of the 2015 Living Plan identified that our plan has goals for members as educational developers, commitments for what the EDC will offer and responsibilities for EDC members. For a full copy of the Living Plan and the history of prior Living Plans prior see http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-professional-development-plan/
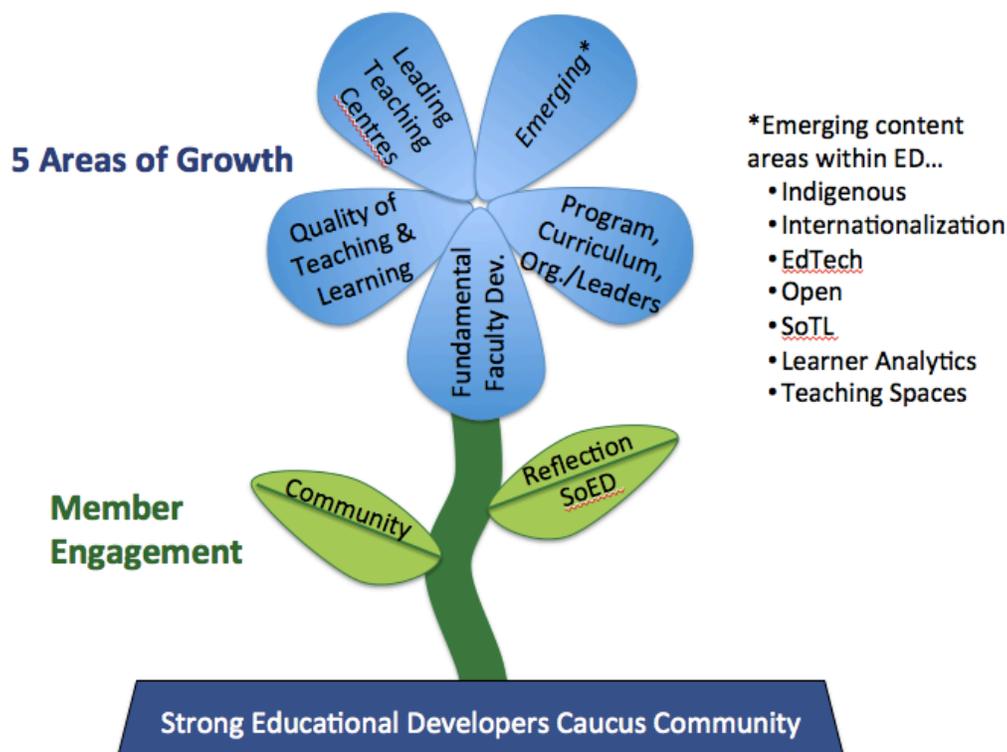
Growth Area 1: Fundamental faculty & course development

Developing and enhancing essential skills, knowledge and values in educational development that can be utilized throughout there work including in workshops, groups, and consultations. *[from Living Plan 2015 1.1, 1.2, 2.2, 8.1.1]*

Aim: Educational Developers (EDC members) are better able to…

1.1. Facilitate workshops, courses and sessions
1.2. Support the development and design of courses
1.3. Support the writing of learning outcomes
1.4. Identify and describe appropriate effective and informed teaching practices
1.5. Conduct individual and small group consultations
1.6. Developing and supporting communities and networks of practice
1.7. Conduct individual and small group consultations
1.8. Develop relationships and building alliances, including developing and maintaining rapport and relationships throughout the academic community
1.9. Work with instructors from a variety of disciplines & contexts, including faculty, post-doctoral fellows, graduate student instructors, teaching assistants contractual and sessional instructors.
1.10. Prioritizing and managing competing demands (e.g. time management)
1.11. Implement & describe constructive alignment

EDC Offers

- (Existing) Resources on the website from past events, including a summary of key competences.
  http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-institute/edc-institute-resources/
- (Ongoing) EDC Institutes often focus on such key skills in at least every odd year. E.g., 2015 EDC Institute

EDC members can contribute to growth of colleagues by

- Mentor new Educational developers in your centres, institutions and region
- Provide and encourage training and development of new educational developers
- Model reflection and ongoing development of fundamental skills

Growth Area 2: Working within and with academic units for Curriculum, Program and Organizational change

Developing and enhancing essential skills, knowledge and values in educational development that build on fundamental skills to support program and organizational change. *[Living Plan 2015 1.1.5; 5.2; 5.2.1 to 5.2.6]*

Aim: Educational Developers (EDC members) are better able to…

2.1. Facilitating key skills and tasks in curriculum development and enhancement (e.g. curriculum mapping and review processes; signature pedagogies, high impact educational practices) May include formal group facilitation or participation in committees and just-in-time support.

2.2. Working strategically to facilitate, advocate for, and support change
- Exploring the complexities of being an agent of change
- Advocating for transformative change
- Exploring a systems perspective to organizational development and change
- Building value and rapport among senior administrators
- Seeing the big picture and navigating the politics of change in an academic setting
- Developing listening, brokering, negotiation, and decision-making skills in an ED context
- Supporting leaders engaged in curriculum development

2.3 Facilitate systemic and organizational change, including exploring and addressing barriers and levers to change [Living Plan 2015 5.1; 5.1.1 to 5.1.4 listed]
- Support others through change, including moderating thoughtful understanding of imposed change.
- Provide facilitative leadership in complex situations to support decision-making processes
- Develop skills with specific techniques, such as appreciative inquiry, to engage the community in meaningful discussion
- Explore, apply, and evaluate organizational development and change literature in an ED and academic context

EDC Offers
- (Existing) Resources on the website from past events, including EDC institute 2015's resources on institutional change. http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-institute/edc-institute-resources/

Growth Area 3: Enhancing, Supporting, & Advocating for Teaching and Learning Quality

Developing and enhancing essential skills, knowledge and values in educational development to contribute to teaching and learning quality support and advocating (nationally, regionally and locally) that is based on meaningful, evidence-based, and collaborative curriculum review and development processes. *[Living Plan 2015 6.3.1, 6.3, 7.2.1]*

3.1. Developing awareness of and evaluating the big picture (e.g. current and upcoming trends in post-secondary education and their potential impact on ED)
3.2. Provide strategic leadership and representation to advocate for enhancing the quality in teaching, learning and educational development in postsecondary education.
3.3. Supporting valid, meaningful, and appropriate assessment of teaching and learning processes, practices and programs for the purpose of continuous quality enhancement.

EDC Offers
• (Proposed) EDC could provide a collaborative space for effective, evidence-based, and complex discussions about quality teaching and learning *[Living Plan 2015 7.2.2]*
• (Proposed) EDC could partner with other organizations (local, provincial, national, international) to develop and communicate shared positions relate to enhancing teaching and learning in post-secondary education (e.g. white papers) *[Living Plan 2015 7.1.1]*
• (Proposed) EDC could Supporting valid, meaningful, and appropriate assessment of teaching and learning processes, practices and programs for the purpose of continuous quality enhancement *[Living Plan 2015 7.2.1]*

EDC members can contribute to growth of colleagues by
• Examining policies, identifying gaps, and informing institutions about policy and processes to improve the quality of teaching and learning. *[Living Plan 2015 6.1.3]*
• Sharing evidence-based strategies, practices, and tools, to develop high quality teaching and learning experiences and programs. [Living Plan 2015 7.2.3] at conferences and institutes

Growth Area 4: Management of Teaching Centres, and Institutional Teaching & Learning Portfolios

Developing and enhancing essential skills, knowledge and values in the leadership of educational development units and initiatives in teaching and learning. *[Living Plan 2015 4.1; 6.4; 6.5]*

Aim: New and Experienced Directors are better able to…

4.1. Develop, facilitate, and implement visioning and strategic planning processes
4.2. Engage in ED program assessment and evaluation (e.g. assessing the effectiveness and contribution of ED programs; identifying the need for and impact of change)
4.3. Market, advocate, & brand educational development programs and initiatives
4.4. Support, supervise, and lead EDs in staff, faculty, management, and administrative roles
4.5. Evaluate & develop sustainable organizational structures, including succession planning
4.6. Developing and managing budgets and funding
   o Developing sustainable short and long-term budget proposals and plans
   o Managing centre/program budgets
   o Advocating for and managing grant and donor funding
4.7. Negotiate and adapt to cyclical changes in senior administration within postsecondary education
4.8. Identify guiding principles and ethical approaches, provide guidance on implementation and evaluate application of the principles & approaches

Aim: Future directors and leaders are better able to...

4.9. Prepare for future leadership and management roles in teaching centres by identify necessary skillsets, developing your skillset through training and experience

EDC Offers

• (Existing) EDC 2015 Institute – Experienced Stream resources
• (Existing) Webinar – moving on up (December 2015)
• (Ongoing) Directors group meeting during EDC conferences
• (Ongoing) EDC Institute in even years will complement the focus on fundamentals for newer educational developers with a stream for experienced educational developers

EDC members can contribute to growth of colleagues by:

• Creating and sharing descriptions, roles, and responsibilities of educational development positions.
• Sharing descriptions of ED centres including philosophy, mandates, resources, activities.
• As experienced educational developers and leaders, share leadership knowledge and skills through informal and (potentially) future mentorship

Growth Area 5: Emerging Areas

Developing and enhancing essential skills, knowledge and values in emerging content areas within educational development. *Living Plan 2015 sections 1.2; 1.3; 6.1; 6.2;6.4; 8.1; 8.2]*

Aim: Educational Developers (EDC members) are better able to support instructors, leaders and institutions develop in the emerging areas of:

5.1. Indigenous pedagogies: Identify resources, advocate, provide guidance & collaborate to increase inclusion of i*ndigenous pedagogies*, including faculty and curriculum development initiatives

5.2. International/inter-cultural education:

   (a) internationalizing & developing cross-cultural competencies across the curriculum & academic community

   (b) international faculty & teaching assistants, including cross-cultural communication strategies across the academic community

5.3. EdTech: Identify resources, guide & collaborate to integrate *educational technologies* to enhance learning.

5.4. Institutional Leadership: Identify resources, advocate, provide guidance & collaborate to support *leadership development for Chairs, Deans, Associate Dean*s

5.5. Open Educational Resources: Identify resources, advocate, provide guidance & collaborate to support *open initiatives* including textbooks, research, teaching resources.

5.6. Scholarship of Teaching and Learning **(**Called SoTL or action research on teaching).

   (a) **Individual SoTL development:** Facilitate and support faculty and instructor engagement in the SoTLby identify resources, communicate across disciplines, provide guidance & collaborate (or model if an instructor) on ethical systematic inquiry & dissemination

   (b) **Institutional SoTL Leadership:** Support the role of SoTL in institutional analysis and change; and advocate for recognition and reward of the SoTL in academic careers

5.7. Teaching Spaces: Identify resources, advocate & collaborate on (re)designing *teaching & learning spaces*

5.8. Learner Analytics: Identify resources, advocate, & provide guidance to support instructors & programs to use of learner analytics (information about students) to improve students' learning

5.9. Future Areas: Recognize new potential new directions; Be prepared to adapt to future areas as they arise

EDC Offers – EDC supports the development of (collaborative, open, ethical, scholarly) resources through:
• (Ongoing) EDC Grants
• (Ongoing – existing & future) EDC action groups
• (Ongoing) EDC webinars
• (Ongoing) EDC Conferences with sessions, and even streams on these emerging areas.
• (Future) Educational Development Guide series provides focused practical guidance on key topics; may include emerging areas. Follow the values of open, collaborative, ethical, & scholarly.
• (Future) EDC Institute can focus on a key emerging skill area every even year. E.g., 2016 EDC Institute was on internationalization
• (Future) EDC commits to developing a forum to communicate, discuss, and share strategies related to important campus issues")

EDC members can contribute to growth of colleagues by:
• Recognize emerging topics within own context, and engaging in dialogue to raise awareness within EDC community of new topics emerging within local contexts.
• Develop and share skills within a specialization or focus in an emerging area.
• Develop and model cross-cultural competence, scholarship, open resources, technology and information use
• Contribute to action groups, institutes, and grant projects, for the development of resources.

Growth I: Reflective/Principled Educational Development Practice

We grow through our individual and collective reflection on our roles, abilities and principles, and the creation of scholarship descriptions and study of our work. *[Living Plan 2015 2.1; 2.2; 9]*

Aim: To further growth, Educational Developers (EDC members) are better able to:

i. Identify and describe their roles, responsibilities and experiences as an educational developer, including articulating competencies, values, beliefs, and approaches.

ii. Engage in self-assessment, self-management, valuing, goal setting and achievement, celebrating accomplishments, developing resilience, strength-based development, & communicating success)

iii. Articulate their guiding principles & ethical approaches to educational development individually within their context/centre; then implement and evaluate these approaches.

iv. Engage & contribute to scholarly descriptions & exploration of educational developers' practice (what, why, how, what works etc.) called Scholarship of Educational Development; or other forms of scholarship within this field (e.g. scholarship of curriculum practice)
   o Research & disseminate the breadth, depth, and scope and evolving nature of educational development
   o Interpret, translate, and mobilize SoED research
   o Facilitate and support our engagement in the SoED

EDC Offers

- (Existing) Resources on the website from past events, including summary of key competences that allow for targeted skill and responsibility reflection http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-institute/edc-institute-resources/
- (Existing) Educational Development Guide on Portfolios
- (Ongoing) EDC Conferences to share approaches and scholarship, and to receive feedback & insight from the community
- (Ongoing) EDC Sessions
- (Ongoing) EDC Institutes and Guides that include reflection and goals setting
- EDC grants require building on existing scholarly work, and fund the scholarly exploration of educational development work to produce a resources for the community.
- (Ongoing) Host scholarly resources developed by the EDC community

EDC members can contribute to growth of colleagues by:

- Articulating, evaluating, and supporting guiding principles and ethical approaches to practice for educational developers and the field of educational development
- As a supervisor, define and articulate the roles & responsibilities of an educational developer, and the institution/unit's values, guiding principles & approaches.
- When hiring request and review educational developers portfolios
- As a mentor, model & prompt discussion of roles, responsibilities, competencies, experiences, values, beliefs, approaches.
- As a colleague, encourage and offer opportunities for colleagues identify their values, beliefs, competencies, and approaches
- As a community, create and share descriptions, roles, and responsibilities of educational development positions
- Within centres, identify guiding principles & ethical approaches; provide guidance on implementation; evaluate application of the principles & approaches

SoED specifically:

- Explore & share SoED approaches and methodologies; Mentor individuals new to SoED
- Encourage discussion about existing scholarly resources, and make explicit and share the theories or frameworks that guide your work.
- Review SoED proposals, papers, and articles, including reviewing EDC grants.

Growth II: Community – Learning from Educational Developer Peers

We grow through connecting and sharing as community. Within this community we find peers in similar roles and contexts, and learn from those who have diverse contexts and roles. *[Living Plan 2015 3.1, 4.1]*

Aim: To further growth, Educational Developers (EDC members) are better able to:
i. Draw on perspectives and learn from diverse contexts, specifically:
- Engage in opportunities to further their professional development that draw together individuals and speakers from diverse contexts
- Identify principles and strategies from diverse context
- Recognize the similarities and distinctiveness

ii. Draw on perspectives and learn from similar contexts, specifically:
- Engage in opportunities to further their professional development that draw together individuals and speakers from contexts and roles similar to theirs
- Identify principles and strategies from peers in similar contexts and roles
- Create niche communities within EDC of individuals with similar roles, areas or contexts

EDC Offers
- Directors group
- (Ongoing) EDC webinars
- (Future) Developing peer mentorship opportunities and programs (all levels; F2F/online)
- (Future) Facilitating informal discussions and networking between conferences (F2F/online)
- Communicating and developing regional groups & areas of expertise
- (Ongoing) Action groups operating as a community and drawing on the wider EDC community
- (Ongoing) Recognition and invitation to colleagues across the Canadian context (including across institution types, regions and Anglophone and Francophone communities)

EDC members can contribute to growth of colleagues by:
- Joining or initiating regional groups
- Joining or initiating action group
- Seek out and interact with colleagues from across contexts during conferences and institutes.
- Connect with colleagues working in similar contexts.
- Collaborate to propose and, if selected, engage in EDC grant projects and guides

Foundation: A Strong Educational Developers Caucus Community

Grounding our growth as individuals is a strong EDC that provides the structures and context for reflection, scholarship, and community.

Aim to further a strong EDC community that:
- Engages & Celebrates Membership
- Creates and sustains opportunities to communicate, discuss, and share strategies
- Grows networks and connections regionally, nationally and internationally

The EDC Executive is committed to contributing to the strength of the EDC by:
- Developing priorities and updating the Living Plan with the EDC community
- Fostering the creation of action groups
- Engaging & Celebrating including through awards
- Provide online forums to communicate, discuss, & grow through the website, social media, listserv, webinars
- Coordinate the hosting of EDC conferences and institutes
- Coordinate the call and selection of EDC grants
- Provide a space for resources to share in our expertise and practices
- Engaging in cross-institutional, regional, national, and international collaboration
- Connect with regional and international groups and build partnerships (CoED, ICED, SHED, POD)

EDC members contribute to the strength of the EDC through:
- Participating in action groups that develop policies and directions including the accreditation group that developed an accreditation process and approach, and the recent reward and recognition group that developed the recognition wall and the EDC awards.
- Engaging in cross-institutional, regional, national, and international collaborations including building connections at events, co-developing EDC grant proposals or guide author proposals.
- Peer-reviewing for the EDC conference (open), EDC grants (open), or ED guide (invited)

EDC Living Plan feedback

Stakeholder Engagement Process:
- June 2016 – Initial model and priorities shared at EDC General Meeting at STLHE 2016
- Sept 26 – EDC members were invited to provide feedback, and announced on listserv.
- October 11th – Reminder sent to EDC members.
- After October 15th – Survey closed and was analyzed -
- October 28th – Presented to EDC Exec members
- Model (flower) revised to move away from flower metaphor (see fate of the flower)

Feedback (Total 14 respondents)	Carolyn's resulting Recommendations
Strong community includes member engagement so seemed to be overlap across top two categories. Also the top left one seemed to focus outward (2 respondents).	Distinguish & rename between outward focus (advocacy), member engagement
SoTL (2 respondents)	Clarify role of scholarship within EDC community and in the document refer to the area of SoTL as well as the scholarship of educational development
Flower image received wide range of feedback (3 liked the analogy, 2 said was okay, 3 said be more specific about pieces like the leaves, 4 disliked it and wanted more abstract & flowing)	Made 2 versions - more specific (in _minor.docx) - more abstract (in _major.docx)
Liking many of the indicators, actions and initiatives. Like that there were specific actions (3 respondents).	Keep them.
"Length is appropriate & "terms are short yet concise" (2 respondents).	Kept length and brevity. *Did add a 4th category – so*
Some caution offered about keeping the indicators and actions sufficiently specific, and given the number of actions potentially prioritizing them (2 respondents).	Shifted some indicators into specific actions & tried to keep actions specific. *Suggest the EDC exec review the actions/five year goals to consider feasibility and if necessary priorities.
Following up on indicators and having specific plans for actions (1 respondent)	*Consider showing the completed tasks as checked or shaded boxes at the AGM. Indicator progress or focus.
Awards were very well received (2 respondents including "LOOOOVE the awards!")	Celebrate with a happy dance followed by continuing the work to launch the awards.
Suggestion for web-based professional development (1 respondent)	Added.

Carolyn took the liberty to:
  o Add mention of educational developer portfolios
  o Split celebrating from learning & growth (could be merged back together).
Challenge for Further thought: Indigenization noted in EDC exec conversations but not listed in the main sections of this document

Fate of the Flower graphic

After much discussion and feedback, we chose not to keep the literal metaphor was beceause to be more specific and accurate required much more complexity than a graphic could do when intended to be an easy quick reference.

*Specific Areas…
- ❖ Indigenous
- ❖ Internationalization
- ❖ EdTech
- ❖ Open
- ❖ SoTL
- ❖ Learner Analytics
- ❖ Teaching Spaces

Advocacy

Leading Teaching Centres

*

Quality of Teaching & Learning

Program, Curriculum, Org./Leaders

Fundamental Faculty Dev.

Member Engagement

Bees

Celebrating

Learning

Strong Educational Developers Caucus
Opportunities, resources & community