

2019 EDC Grants Program Application Form

1. Title

Models for Developing the Developers: Exploring Strategies that Educational Developers Use to Engage in Continuing Professional Development

2. Contact Information

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3. Project Mini-Description (50/50)

This project examines strategies that educational developers use to engage in their own professional development. The goal is to propose different models that would help educational developers respond to their evolving scope of practice and flourish in their roles.

4. Project Description (300-1000 word full description of the project including intended outcomes/deliverables)

The environment in which educational development is taking place is that of rapid and profound changes and at a time where societal, educational, and workplace pressures are real and persistent. Increasing public accountability, threats to accreditation status, demands from grant agencies, a growing and more diverse student body, and dwindling resources are a testament of a higher education landscape that is full of uncertainty and in a state of flux. Educational developers are increasingly functioning as leaders, administrators, educational researchers while building capacity in various areas like: decolonization, indigenization, SoTL and SoED, competency-based education, and online program development, to name a few. Beach et al, (2016) called this emerging new age the "Age of Evidence" where educational developers are being called upon to scale-up evidence-based practices (W.G. Bowen, 2013; Schroeder & Associates, 2010; Seligo, 2013), investigate and document student learning, broaden their audience, reform curricula, create and sustain significant networks, and secure and allocate resources.

As we redefine, reimagine, and repurpose our role (Gibbs 2013), how do we keep up with the changes and ensure that our knowledge remains relevant and up to date. How do we support our own development? In order to meet the new realities that we are facing, it is imperative that we explore ways to identify our own learning gaps and strategies to address those. This project will address the following research questions:

- What does the professional development of educational developers look like?

- What learning models best suit the work of educational developers?
- What role could the Educational Developers' Caucus and the other societies play in professional development of educational developers?

We will develop a survey and administer it through various *listserv* to better understand the nature of professional development of educational developers. This project is not a solitary endeavour. We aim to *Engage our Community* through a roundtable session at the upcoming STLHE conference. Drawing on the population of developers attending STLHE, we will offer a face-to-face session with the goal of gathering participant responses during group conversations in a roundtable format. Outcomes for the roundtable will be to engage participants in discussion of their own professional development, the learning models that could provide that support, and involvement of our professional associations in sustaining that support. Data collection during the roundtable will include polling for shared practices and use of guiding questions where group work will be recorded on flip charts. Prompts will be used to capture diverse experiences and perspectives on how best to keep up with the changes in the higher educational landscape. Ethics approval at the home institution will be sought before the administration of the survey and data collection at the conference. This research connects explicitly to the EDC vision—*Educational Developer Learning and Growth* with its particular manifesto of supporting the professional development of educational developers. The intended outcomes for this research are to:

- Explore strategies that educational developers use to expand their expertise.
- Propose different learning models that would support developers working in different contexts.
- Investigate how national and international professional associations currently facilitate educational developers' knowledge to remain relevant and up to date.

Finding from this inquiry will be disseminated through the following channels:

- Article publication in the International Journal of Academic Developers
- Conference presentations (STLHE2020, EDC 2021)
- Contributing to the EDC webinar
- Report for EDC.

Study Timeline:

December 2019-February 2020

- Recruit an Educational Developer Associate
- Conduct a literature review
- Design the survey
- Submit ethics application
- Submit proposal to STLHE

March-May 2020

- Collect survey data
- Start preliminary analysis of data
- Prepare and submit interim report to EDC

June-August 2020

- Present at STLHE
- Complete data analysis

September 2020

- Submit the EDC report
- Use the findings to facilitate an EDC webinar
- Pursue other means of dissemination

5. Budget

Item (including any applicable taxes)	Cost
Salaries	2750.00
One Educational Development Associate (EDA)	233.00
110 hours at \$25 per hour	
plus	
Benefits	
\$25 per hour x 8.5% = 2.12 x 110 hours	
Travel to collect data	350.00
	3333.00
Total Costs	
Less matching funding obtained from other sources (e.g. Department/Dean)	333.00
	0.00
Less in-kind contributions	
Total amount requested from the EDC Grant Program	3000.00

6. Agreements

[X] I/We agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

[X] I/We acknowledge that I/we will submit an interim report and a final deliverable (as described below).

References

Beach, A. L., Sorcinelly, M. D., Austin, A. E., Rivard, J. K. (2016). *Faculty development in the age of evidence: Current practices, future imperatives*. Sterling, Virginia: Stylus Publishing, LLC.

Bowen, W. G. (2013). Higher education in the digital age. *British Journal of Educational Technology*, 44(6), E220-E221.

Gibbs, G. (2013). Reflections on the changing nature of educational development. *The International Journal for Academic Development*, 18(1), 4-14.

Schroeder, C. M., & Associates (2010). *Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Sterling, VA: Stylus.