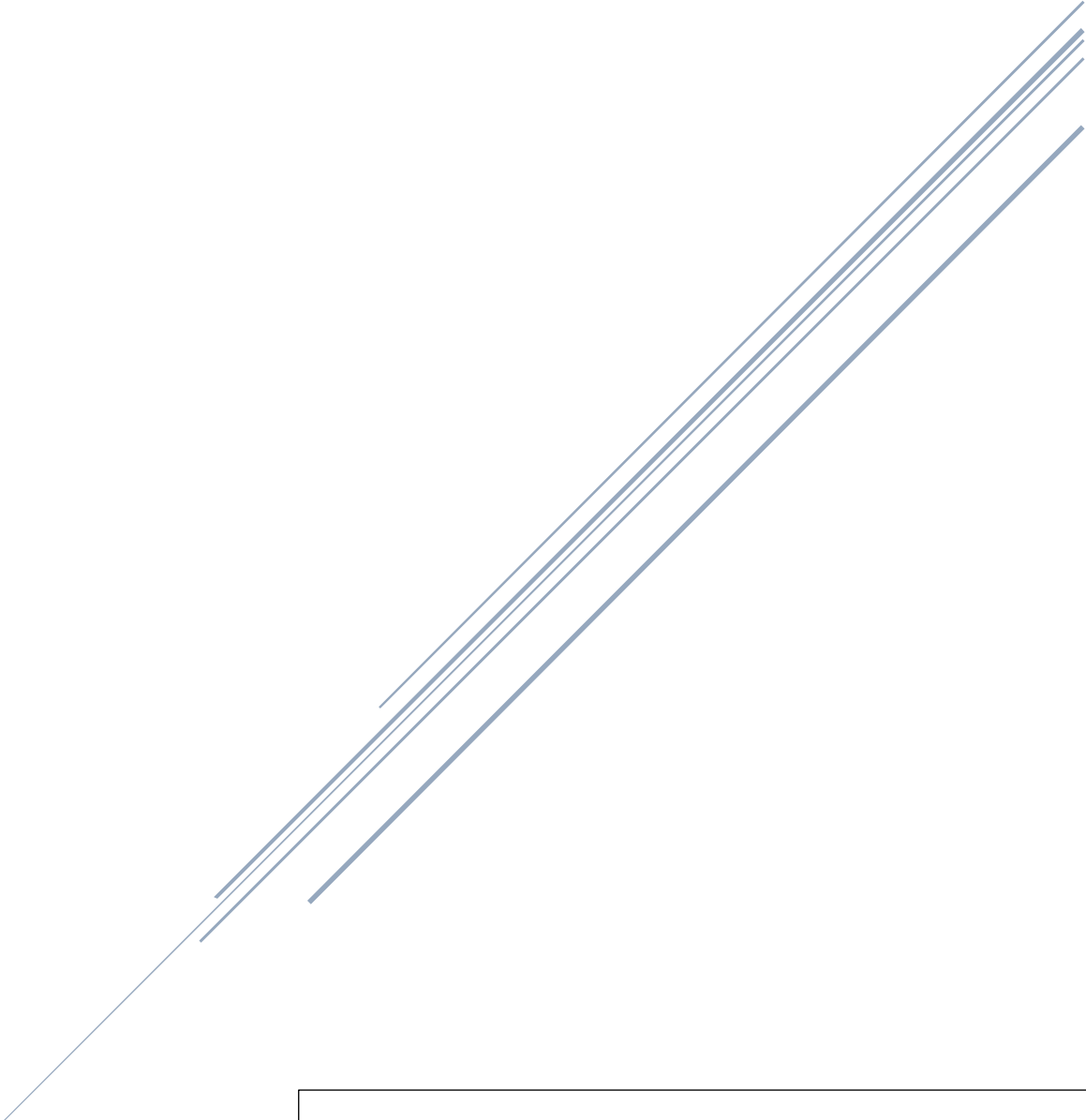


CAMPUS-BASED EDUCATIONAL DEVELOPMENT IN ALBERTA POST- SECONDARY INSTITUTIONS

A Report for the Centre for Teaching and Learning,
University of Alberta 2015



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1.0 Executive Summary

1.1 Purpose and Outcomes

The principle aim of this study was to document and describe educational development in Alberta's post-secondary institutions in 2014.

To accurately profile the structures and practices that enhance teaching, promote excellence in student learning, and encourage professional growth of faculty, staff, and institutional leaders, a survey was mailed to individuals with full or partial responsibility for organizing campus-based educational development within their institutions. This report provides an inventory of 14 of Alberta's publically funded post-secondary institutions (74% response rate) and benchmark data that enables comparisons to be made between four types of publically funded post-secondary institutions in Alberta including Universities, Community Colleges, and Polytechnic Institutes.

While the study was designed to collect information about the educational development or professional learning infrastructures and services currently being provided in Alberta post-secondary institutions, the findings provide evidence of what Institutions are actually doing including a profile of their organizational mandates, reporting lines, and decision making. The findings also reveal some of the issues faced by senior administrators, faculty, and professional staff who manage or facilitate educational development and professional learning initiatives. It is hoped that this information will be of interest to Directors and managers of Teaching and Learning Centres/Units, senior administrators and managers of higher educational institutions, educational developers, and policy makers.

This research indicates that educational development has become a valued feature within Alberta's post-secondary institutions and staffing and funding have been allocated to support the critical work occurring within centralized Teaching and Learning Centres/Units. Indeed, the educational development work of reporting institutions is aligned with institutional missions, values, and their Academic or Strategic plans.

The majority of reporting Centres/Units have strategic importance to their institution and are often required to respond to institutional imperatives and priorities such as those associated with student engagement and success, technological adoptions, quality assurance audits, the management of professional development grants and more.

To document educational development structures within Alberta post-secondary institutions, survey respondents were asked about their mandated areas of responsibility. Of the reporting institutions, 36% described fully integrated teaching and learning Centres/Units with responsibilities that included teaching development, curriculum development, educational technology and the scholarship of teaching and learning; 43% described more collaborative Centres/Units with fewer functional areas of responsibility but always including faculty development and professional learning; and 21% reported no apparent integration of teaching and learning functions.

Exploration of these functional roles and responsibilities indicated two major areas of responsibility: (1) the professional development of faculty and staff relating to teaching and learning, and (2) a shared responsibility for implementing policy, curriculum reform, and technological advancement, enhancing teaching quality, and encouraging innovation and scholarship. Respondents were clear that supporting the development of teaching and learning capacity including the growth and development of individual faculty, courses, and programs, as well as the development of online,

physical and administrative environments for learning and teaching is a shared responsibility within any institution.

This research indicated that educational development structures are changing with 43% of responding institutions indicating that their current structure has been in place for less than 5 years and 79% for 7 years or less. The reasons cited for the changes were: better strategic alignment with the institution, better support of the student learning experience; organizational and leadership changes, and changing teaching development needs.

Priorities for educational development programs, services, and practices are the result of a consultative process and always involved determination of the learning needs of faculty. Educational development program initiatives and services mirror the functional areas of assigned responsibility and include the greatest influencers of teaching and learning, namely technology, program and course design, the scholarship of teaching and learning, evidence-based teaching practice, and learning theory. While the majority of teaching and learning programming involves one-off workshops, 50% of responding institutions offered structured teaching programs involving several hours of study/engagement. The 'curriculum' for these teaching programs varied considerably.

The variety and diversity of educational development programs, activities, and services within Alberta post-secondary institutions and the impressive range of skills, methods, reflective and collegial experiences, and scholarly investigations speaks to the complexity of issues addressed through educational development programs and services. The majority of responding Alberta institutions are engaged in evaluating their educational development practices to determine their currency, responsiveness, and effectiveness. Few gather evidence of the impact of their programs and services.

This study set out to document and describe educational development structures and practices within Alberta post-secondary institutions in 2014. The value of this study lies with the baseline data that is reported as there is no other descriptive data for Alberta that profiles campus-based educational development and professional learning at this time. The findings do not allow any conclusions to be drawn about the success of any particular educational development structure or practice. A recommendation would be to conduct another study within the next three years, one that involves both a survey and interviews with Vice President Academics and then comparisons could be made and trends and movements identified.

2.0 Defining Educational Development and Professional Learning

For the purposes of this study, educational development is defined as:

... a field of practice and scholarship that encompasses all of the ways post-secondary institutions support the development of teaching and learning capacity, including the growth and development of individual faculty, courses, and programs, as well as the development of online, physical, and administrative environments for learning and teaching.

(EDNA Terms of Reference 2014)

This definition was chosen to reflect the scope and complexity of work within the field of educational development thereby allowing the inclusion of all the initiatives occurring within Alberta post-secondary institutions. This definition captures the dual role of educational development in the professional development of all faculty and staff relating to teaching and learning and the strategic responsibility that many centralized units have that is associated with enhancing teaching and learning capacity. Embedding scholarship within the definition also underscores an approach to educational development that is informed by inquiry and evidence.

This definition has evolved from, and embraces, several initiatives including professional development (Chism & Whitney, 2005), faculty development (Schroeder, 2011; Ouellett, 2010; Gillespie & Robertson, 2010), instructional and curriculum development (Wilson, 2012; Fraser, Gosling, & Sorcinelli, 2010), academic development (Blackmore & Blackwell, 2006), organizational development (Diamond, 2002), professional learning (Webster-Wright, 2009) and the scholarship of teaching and learning (Hutchings, Huber, & Ciccone, 2011).

Within this report, the term Educational Development (ED) is broadly applied to all of the ways that institutions support the development of teaching and learning capacity. Other terms are used with a more narrow focus including Faculty Development (FD) / Professional Learning (PL) with emphasis on the development of faculty members as teachers and professionals; Instructional Development (ID) with its emphasis on the improvement of academic effectiveness and efficiency with a focus on student learning. Professional Development (PD) is applied to personal and career development and involves all members of the educational community and Organizational Development (OD) focuses on the institution's structure and the relationship among its units with a view to improving the institutional climate.

To describe the "online, physical, and administrative" spaces/places where educational development is situated, the term Centre is applied for consistency and to respect the confidentiality of study participants.

3.0 The Research Study

3.1 Background and Purpose

In 2013 a study out of the Province of British Columbia: *Campus-based Educational Development and Professional Learning: Dimensions and Directions* (Randall, N., Heaslip, P., and Morrison, D. 2013) was conducted, licensed, and published under the Creative Commons Attribution 3.0 unPorted license. The BC study gathered information about educational development and professional learning opportunities available within and across BC post-secondary institutions. The study report has since informed institutional and inter-institutional discussions within that Province and internationally (personal communication Randall, N., 2015).

In March 2014, the Educational Developers Network of Alberta (EDNA) lobbied to duplicate the B.C. study in order to profile educational development activity within the Province of Alberta. The Centre for Teaching and Learning at the University of Alberta agreed to undertake the research and an ethics proposal was submitted and approved.

The research reported here was undertaken between July 2014 and October 2014. This report seeks to provide an account of the state of campus-based educational development and professional learning in Alberta post-secondary institutions at that time. Information on educational development structures and practices within post-secondary institutions in Alberta has not previously been reported.

Data from the survey was analyzed in 2015. The data was based upon a survey of 26 Alberta institutions that included all 6 types of post-secondary institutions in the Province: 4 Comprehensive Academic and Research Institutions, 2 Baccalaureate and Applied Studies Institutional Structures, 11 Comprehensive Community Colleges, 2 Polytechnic Institutions, 2 Specialized Arts and Culture institutions and 5 Independent Academic Institutions ([Alberta Roles and Mandate Framework, 2007](#)).

3.2 Methodology and Sample

The central research question for this study is: **What are current institutional models for campus-based educational development across the post-secondary system in Alberta?**

The survey tool that was used to ask questions about the structures and functions of campus-based educational development replicated, with permission, questions used in the British Columbia study (Randall, N., Heaslip, P., and Morrison, D. 2013, pp. 116-118). The survey contained sections of questions that investigated organizational structure, mandates, resources, and activities. Faculty and professional development initiatives, services, and programming were explored. Specific questions relating to mentoring, the scholarship of teaching and learning, e-learning, and curriculum development were asked to determine their relationship to educational development. Appendix 1 contains the information letter that accompanied the invitation to participate in the study and lists all survey questions.

The survey was mailed to individuals with full or partial responsibility for organizing campus-based educational development within their institutions including the leaders of centralized Teaching and Learning Centres and/or Directors/Managers/Deans/Vice President Academics as determined by institutional websites. For those institutions with no Teaching and Learning Centre, where senior level staffing changes or institutional reorganization had made the identification of responsible individuals unclear, a senior academic administrator was contacted.

The survey was sent by Evaluation and Research Services at the University of Alberta to all six types of post-secondary institutions in Alberta (N=26) with a response rate of 74% from publically funded institutions including 100% of Alberta Universities (6/6), 64% of Alberta Community Colleges (7/11) and 50% of Alberta Polytechnic Institutions (1/2). With no Independent Academic Institutions (0/5) or Specialized Arts and Culture Institutions (0/2) responding to the survey, the overall response rate was 54%.

3.3 Study Limitations

Context for this study was the Alberta post-secondary educational system. Data are specific to the Alberta system in the year 2014. The research ethics application stipulated that institutional names and identifiers would be removed. The size of institutions, including student and faculty numbers, is therefore missing from this report and responses concerning budget and resources are aggregated.

The use of any survey instrument carries some risks and has some limitations, even those surveys that have been successfully administered previously (Cohen and Manion, 1994). In particular, understanding of the questions asked may vary and answers will differ accordingly. The aggregation of data would disguise these differences in interpretation of a question. As well, when data is classified and aggregated, there is a risk that the researcher imposes an understanding of the data that deviates from the meaning intended by the respondent. This study was originally designed to be followed with interviews to clarify the information that was shared and minimize these risks.

Feedback from study participants, incorporated into submitted responses, indicated that the length of the survey proved to be a barrier: Another survey comment spoke to the difficulty in reporting all ED activities: "The breadth and depth of all program and initiatives that support educational development is difficult to capture and quantify within the context of this survey. It may be helpful to follow up with additional interviews and focus groups"

4.0 Educational Development Structures

Educational development is a global phenomenon that has been studied and commented on for decades. In his reflective article on the changing nature of educational development, Gibbs (2013) spoke to its growth in scope and complexity, not just in the United Kingdom but also in a number of countries. Fraser, Gosling, and Sorcinelli (2010), scholars from Australasia, Europe, and North America, discussed evolving models of educational development to represent the diversity of the field.

To capture the scope, diversity, and complexity of educational development in the Alberta post-secondary context, this study investigated the organizational positioning of ED including mandated roles and responsibilities, structures, and resources.

4.1 Institutional Strategic Alignment and Mandates

[Alberta's Post-secondary Learning Act](#) (2003) governs all publically funded post-secondary institutions in the Province. This Act advances the concept of Campus Alberta, establishes the [Campus Alberta Quality Council](#) and has a number of supporting regulations. Alberta's post-secondary educational institutions, when developing their internal plans are required by this legislation to align themselves with these government documents.

Each Alberta post-secondary institution has its own [mandate statement](#). Individual institutional strategic priorities and planning are aligned with Provincial legislation and regulations including access to education; mobility for learners; affordable education; quality education; and lifelong learning ([Campus Alberta Interim Strategic Plan](#), March 2014).

While there are bound to be differences in the way institutions structure themselves in response to Provincial mandates, individual institutions plan and prioritize to ensure the greatest impact on the quality of teaching and learning at their institution.

In order to assure institutional quality and capacity in teaching and learning, and support institutional change, Sorcinelli and Austin (2010) spoke of educational development as a “key strategic lever”. Gosling (2008) in his report on educational development in the United Kingdom, stressed that to be successful, and in recognition of the increased scope of work and limited resources, educational development needed to be “linked to institutional leadership, and directed and informed by defined and negotiated goals” (p.55).

To determine what educational development looked like in the different post-secondary contexts in Alberta, study participants were asked to identify the formal mandate or terms of reference that guided their work. In sharing this information, the vast majority of respondents (93%), were strategically linked to/guided by one of their institution's planning documents including Academic Plans, Strategic Plans, and/or Comprehensive Institute Plans (i.e. Business Plan). Only one respondent reported that, in their institution, the work they were doing in the name of educational development was not part of their institution's strategic development plan.

The majority of respondents shared their formal mandates or terms of reference thereby allowing insight into their assigned responsibilities and role within their institutional context. Two respondents said that the mandates for their Centers were in development. Learners were mentioned in 83% of the mandate statements.

Some examples include:

- Details of responsibilities: “...offer professional development services, initiatives, and programs to support classroom and online teaching, the use of learning technologies for faculty and students, curriculum development and principles of assessment, scholarly teaching and scholarship of teaching and learning, web-based instructional design, media production...”
- Goals associated with the larger institutional culture or environment: “Provide effective learning materials and environments for students”
- Processes used for Educational Development: “...through continuous improvement, research-informed practice, and technology integration”

Because of their unique context, the mandates of three institutions were closely aligned with Professional Development. One was under the mandate of the Faculty Professional Development Committee and included the development of policies. Another institution’s reported mandate focused exclusively on Faculty Development.

The majority of ED mandate statements were strategically linked to/guided by institutional planning or policy documents and identified the values, scope of responsibility, and processes for Educational Development.

4.2 Institutional Structures

All responding institutions indicated that there was a physical location at their institution where educational development was situated. These places/spaces have a variety of titles such as Centre for Teaching, Learning and Innovation, or Learning and Teaching Commons, or Academic Development Centre, or Educational Development Centre or Learning Innovation and Library Services to name a few. Some institutions indicated more than one area where educational development was occurring and one institution indicated that the faculty development function was shared among Faculty Development Facilitators with offices on different campuses.

Within Alberta’s post-secondary context, each responding institution shared the unique ways that Educational Development is organized on their campuses. By examining these reported structures, distinctive patterns emerged related to the amount of responsibility each Centre had been mandated to accept.

Respondents noted that supporting the development of teaching and learning capacity is a shared responsibility within any institution.

When discussing their roles and responsibilities, several respondents alluded to the shared nature of educational development. For example, professional development is shared with Human Resource Departments, technology integration is shared with IT Departments, curriculum development is shared with Academic Faculties, and the scholarship of teaching and learning is shared with Research Units. As one study respondent noted:

“Educational development occurs throughout the institution at many organizational levels- through institutional governance and policy, faculty and departmental and unit initiatives and communities of practice: informal and formal networks of practice, and individual reflection and action”

Roles and Responsibilities

When asked to describe the organizational structure of educational development within their institutions, the majority of respondents answered by describing the number of functional areas that

were being managed by their Centre, areas for which they were accountable for performance (as aligned with Academic Plans).

Four important areas of accountability and responsibility were reported:

1. 100% reported **faculty and professional development** relating to teaching and learning as central to their role within their institutions
2. 79% reported **educational technology** within their mandate with a full range of responsibilities from technical support for Learning Management Systems to online course development
3. 71% reported responsibility for the **design and development of curriculum** with some involved in the evaluation of courses and others in the evaluation of teaching
4. 50% reported varying degrees of responsibility for promoting the **scholarship of teaching and learning** from the administration of funds/grants to co-authoring research into teaching and learning

Other areas of accountability and responsibility were reported by respondents and are identified in Appendix 2. These functional areas reflect institutional priorities and/or organizational structures and vary from institution to institution. Within each functional area, the actual descriptors used by respondents have been listed.

Examining these functional role profiles suggest two major areas of responsibility: (1) faculty and professional development relating to teaching and learning, and (2) a shared strategic responsibility for implementing policy and facilitating curriculum renewal, technological advancement, innovation and scholarship, and enhancing teaching quality.

How Educational Development is Organized

When describing the structures that housed the institutionally mandated functional areas of responsibility, distinctive patterns of organization became evident. Any pattern or model may be the right choice for organizing Educational Development at a certain point in time as influenced by institutional context, mandate, leadership, and funding. The study findings indicate a full range of structures across the participating Alberta Colleges, Institutes and Universities.

Several models have been proposed for educational development. In their paper on the evolving models of educational development, Fraser, Gosling, and Sorcinelli (2010) proposed three broad approaches: 1. focusing on the individual faculty member (including the process of education involving the design and evaluation of courses), 2. Focusing on the institution (including strategic leadership and achieving higher efficacy and effectiveness), and 3. Focusing on the sector (including accountability to the public).

In their study, Randall, Heaslip, and Morrison (2013) proposed a seven-model framework for Teaching and Learning Centres in British Columbia. This framework was based upon institutional support for educational development initiatives, personnel, and leadership and included (in order of increasing support):

1. Volunteer Advisory Committee,
2. Administrator with 5% 'off the side of desk' assignment,
3. Part-time coordinator,
4. Full-time coordinator or Director,
5. Integrated team,
6. Amalgamated unit, and

7. Disciplinary or specialized centres

The BC researchers reported evidence of multiple models in several institutions and had the benefit of previous study to support their framework (Morrison and Randall, 2000). Alberta data appeared to cluster around integrated teams and amalgamated units with insufficient information to apply the full framework.

To be inclusive of Alberta data, the organization of educational development activity has been placed along a continuum that maps functional areas of responsibility. Gosling's (2008) discussion of educational development in the United Kingdom was organized around the roles and responsibilities of Educational Development Units (EDU).

Functional Areas of Responsibility

Given that all respondents in the Alberta study indicated responsibility for faculty development, it is the integration of functions that support growth and development of programs, courses, and teaching and learning environments that is evident in this 2014 profile of educational development in Alberta. This may also reflect the shift from a teaching to a learning paradigm that Barr and Tagg proposed in 1995. Gibbs (2013) also identified a shift from a focus on the classroom where teacher behavior was emphasized to a wider focus on the learning environment where the whole course including assignments, assessment, learning resources, and the nature of students as one of the trends in educational development.

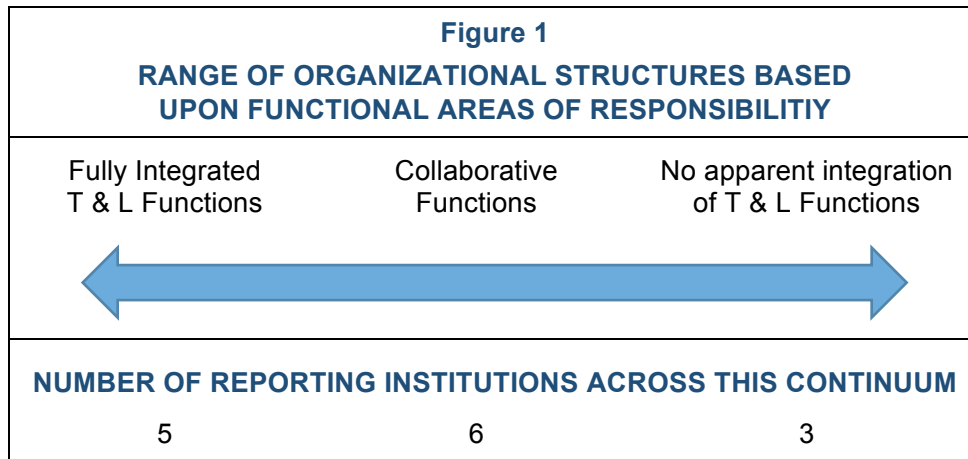
Thirty-six percent (36%) of reporting institutions described fully integrated central units that were structured to include four or more functional areas of responsibility including faculty development, curriculum development, educational technology, and the scholarship of teaching and learning. The majority of these integrated educational development units were 'stand-alone', reported directly to the Vice President Academic, and managed their own budgets.

Forty-three percent (43%) of institutions described collaborative central units with fewer functional areas of responsibility but always included Faculty Development and Professional Learning. Some examples include:

- Centre with responsibility for faculty and professional development but curriculum development was the responsibility of Faculty Deans and LMS/e-class support the responsibility of Information Technology.
- Centre with responsibility for faculty development, curriculum development, and the learning environment collaborating with a Faculty Committee that is responsible for providing learning opportunities for faculty as well as administering PD funds for faculty.
- Centre with responsibility for faculty and professional development collaborating with Centres of Excellence in the academic divisions, de-centralized communities of practice, and a Professional Affairs Committee managed by the Faculty Association

The remaining 21% of institutions reported highly decentralized structures with no apparent integration of teaching and learning functions. They described the functions of Faculty Development as being quite separate from Instructional Development and/or academic technologies. One institution described this as "silos between faculty PD and institutional initiatives". Reporting lines were complicated for this group with one claiming, "no official reporting lines... all academic units report to the Vice President Academic, however" and another reporting to the Director of Human Resources who in turn reported to the President.

Figure 1 plots this variance in the integration of functional areas of responsibility on a continuum.



The range of organizational structures, based upon functional areas of responsibility, indicated a spectrum from fully integrated teaching and learning functions to no apparent integration of teaching and learning functions. Without comparative data it is not possible to state if Alberta is moving towards or away from fully integrated teaching and learning structures or if fully integrated structures are even the best structure for any particular institution.

Current Structures and Change

The pace of change within Educational Development Centres in Alberta is captured in the following table where 43% of responding institutions indicated that their current structure has been in place for less than 5 years and 79% for 7 years or less. Change is not restricted to a certain type of post-secondary institution in that Universities, Colleges, and Polytechnic institutions all responded to this question. This profile is reflective of a continuously changing environment for educational development within institutions.

Table 1
LENGTH OF TIME EDUCATIONAL DEVELOPMENT UNITS HAVE EXISTED IN 2014 FORM
N = 14 Institutions

Years in Existence	Number of Institutions	Institutional Type	Percentage
< 2 years	5	3 Universities 1 College 1 Technical	36%
2 to < 5 years	1	1 College	7%
5 to 7 years	5	3 Universities 2 Colleges	36%
More than 7 years	3	3 Colleges	21%

What is changing and why?

Three themes seemed to permeate the responses to the question on *what* had changed within Institutions that influenced organizational structures:

1. **Leadership changes** including leadership for the unit and/or institutional senior academic leadership e.g. “new leadership that brought together Ad hoc committees, special initiatives and working groups”.

2. **Organizational changes** with examples of both amalgamation and disaggregation:
 - Amalgamation: “To better support the student learning experience we needed to come together to be more holistic in our approach to support.”
“The Teaching Centre was created. It combined 2 existing Centres into one”
 - Disaggregation: “Faculty development was moved to the WDHR”
“No longer house the LMS or e-class support
3. **Changing nature of work** and the need to be flexible to deal with new initiatives

Study participants were asked to consider *why* the changes had and were occurring and their responses were:

- **Better strategic alignment:**
“to better align to the Strategic and Academic Plans”
- **Better support of the student learning experience:**
“Student learning is our end game but all three units came about supporting learning differently- through teaching – through library – through online delivery. We needed to come together to be more holistic in our approach to support.”
- **Organizational and Leadership Changes:**
“to align functions across portfolios for the purpose of integration”
“changes at the institution level” with leaders that “thought this new Faculty would be an ideal home”
- **Changing Teaching Development needs:**
“teaching that involves more than knowledge of pedagogy and now includes course and curriculum design, knowledge of technology and eLearning, and scholarship”

Advisory Committees and Councils

There is a history of Centre leaders providing information on, supporting the interpretation of, and advising senior academic administrators on emerging teaching and learning trends and issues in the higher education. The Council of Australian Directors of Academic Development (CADAD, 2011), for example, identified ‘strategic advice’ as one of their benchmarks for judging the performance of Academic Development Units in that country.

Alberta study data indicates that Centre leaders have strong relationships with committees within their institutions.

Twenty-nine percent (29%) of institutions reported Advisory Committees influencing their structure. The Faculty Association manages some of these committees; the Vice President Academic chairs others. These Professional Development Committees appeared to have a range of responsibilities related primarily to the PD of faculty.

Some Advisory Committees/Councils have membership that includes students, faculty, and senior administrators; others are top down and consist of Deans; still others are composed of Faculty Association members (as mandated by Board policy).

Seventy-nine percent (79%) of Centre leaders reported involvement with institutional committees. This involvement ranged from leadership roles on internal advisory committees (e.g. Chair of the LTC Council) and Provincial committees (Chair of Advisory Committee on Educational Technology,

ACET) and National committees (STHLE Chair, Standing Committee for College Advocacy) to active participation on several internal, cross-institutional committees, including but not limited to:

Strategic planning committee, advisory groups, policy development committees, task forces, Planning Committee for Teaching Space, Faculty Association Committee, Curriculum Committee, Academic Council, Faculty Performance Committee, Quality Assurance Committee, and/or Academic Development Committee.

One educational development leader sat on (or was Chair of) over a dozen committees within her institution. Other leaders were able to have their staff involved in committee work to offset the demands placed upon their leadership.

4.3 Leadership and Reporting Lines

Reporting lines connect Centre leaders with those who guide, mentor, allocate funding, and often approve ED programs and services. Sorcinelli (2002) suggested that a direct reporting structure is an important principle of good practice in educational development because it provides a direct line to the academic agenda, allows for direct consultation on emerging issues, and enables faculty and administrative connections to advance an institution's teaching and learning mission.

In reporting study data, responses reflected the degree of separation educational development activity/work is from senior academic leadership. Seventy-one percent (71%) of Centre leaders reported directly to the Provost, the Provost's Advisor, or a Vice President with responsibility for Teaching and Learning. One institution had a committee structure with the Vice President Academic chairing the Faculty Professional Development Committee. The remaining 29% of reporting institutions indicated less direct reporting lines that meant that their central educational development mandate was housed within the mandate of a specific Faculty or Department.

In those institutions with integrated teaching and learning functions, this line to authority and decision-making is to the Vice President Academic. The one exception to this is a Centre with fully integrated functions that reported to a Dean. With direct lines of reporting there is an increased potential for impact and success of educational development (Sorcinelli, 2002).

Reporting lines for the group with less centralized and integrated functions were less direct and involved reporting to the Dean of a Faculty (e.g. Faculty of Health and Human Services), the manager of an Academic Service Department (e.g. Learning Innovations and Library Services), the executive Director of Workforce Development and Human Resources, or a team lead.

The group with no apparent integration of teaching and learning functions often reported to more than one area of the Institution and in one case the reporting line was not linked to academic planning and issues within their institution.

The majority of Alberta institutions indicated direct reporting lines to the Provost, the Provost's Advisor or a Vice President with responsibility for Learning and Teaching. Those institutions with less direct reporting lines or split reporting lines cited problems with such structures.

Table 2 indicates reporting lines for educational development leaders. In several institutions, leaders indicated more than one line of reporting.

Table 2 REPORTING LINES of EDUCATIONAL DEVELOPMENT LEADERS N=14 Institutions (multiple reporting lines in several institutions)	
Provost / Associate Vice President / Vice President Academic	10
Dean: Academic Unit / Faculty	3
Manager of Service Area / Division	4
Faculty Association / Faculty Committee	2
Director Human Resources	1

Study respondents experiencing indirect reporting lines cited the following concerns with this structure:

- “lack of understanding of our role(s) and capabilities”
- “decreased ability to influence and/or come to understand institution–wide needs”
- “the ‘tables of influence that we ‘sit at’ are limited” [e.g. Deans’ Council]
- “challenging for Deans to know what the Centre is all about and what it can do for them/their faculty”

4.4 Resources

Funding

The majority of reporting institutions are provided with base budget funding for ED staff, programs and services.

All institutions responding (100%) reported institutional level funding for the operation of educational development initiatives with from 99% to 30% dedicated to salaries and 30% to 1% being directed towards programs and services. The dominant funding pattern appears to be one of base funding with minimal revenue from special initiatives. One Centre was funded through the Human Resources budget and another through a Departmental budget rather than through central administration.

Three institutions indicated they were receiving additional funding for curriculum work in 2014 (e.g. curriculum reviews).

Three institutions (21%) reported generating revenue for their Centre: one by charging external agencies for projects; another by charging an outside educational institution to attend Faculty Development workshops and seminars; and the third by obtaining graduate student support.

Special funds for Professional Development and/or Professional Learning were reported to exist in a majority of the participating Alberta post-secondary institutions. These funds were managed or administrated by a range of entities including Faculties, Human Resource Departments, Faculty Associations, and/or a Centres. PD funds ‘tucked away’ in different areas of institutions underscores the shared responsibility for the development of faculty as teachers and professionals but also obscures actual institutional spending on Professional Learning.

Staffing

In describing the personnel available for the organization and/ or provision of educational development work within their Institutions, respondents described personnel by title. The number of employees and the types of arrangements utilized to obtain their services were also indicated.

From the lists of personnel employed in Centres, four categories became evident: Administrators, Technical, and Professionals. Faculty involvement within Centers varied and is described separately.

Administrators: Educational development leaders in Alberta have many titles: Director, Executive Director, Coordinator, Manager, Academic Director or Dean. Educational development is a multifaceted and complicated endeavor that requires effective leadership (Gosling, 2008) and the majority of Alberta institutions have designated individual(s) to lead and manage ED structures and programs.

Leadership is dependent upon the institutional structures in place at the time of this survey. One respondent reported a Committee providing leadership for Faculty Development within their institution. Another employed four academic associate directors, each with a specific portfolio in support of the functional responsibilities of the Centre and its leadership.

Some institutions reported employing specialized administrative personnel, such as project managers for specialized initiatives, and/or a Communications Coordinator or human resources or finance administrators.

Office managers and assistants are an important point of contact for those seeking information regarding programs and services within Centres but only 50% of respondents mentioned the services of administrative assistants within their Centres.

Technicians: A wide range of technical personnel, those who support teaching, curriculum products, and educational technology, were identified. These are listed in Table 3. This list is indicative of the complex types of expertise associated with educational development initiatives and the collaborations that occur within institutions.

Professionals: This group represented the largest group of personnel within Centres in Alberta and profiles an extensive range of expertise from designing and implementing programs to providing bridging support for technology to acting as mentors or teaching consultants. Many in this group have a descriptor of 'academic' or 'educational' or 'instructional' that implies an expertise that goes beyond the technical and embraces teaching and learning pedagogy. It was unclear from the data how many of these professionals were faculty.

Faculty Relationships within Educational Development Centres

Faculty are frequently seconded to Centres on a term basis and retain their disciplinary or faculty home. Faculty Associates/ Teaching Scholars/ Teaching Fellows provide direct connections to disciplinary contexts while sharing their wisdom of practice and they may even consult on signature pedagogies (Guskey, 2002 and Gillespie, Hilsen, & Wadsworth 2002). These faculty have been identified in different capacities: volunteer, part-time secondment, disciplinary focus, full-time term position (Randall, Heaslip, & Morrison, 2013).

The Alberta data also indicated faculty in educational development positions and identified them as Faculty Associates or Affiliates or Teaching Chairs, or Teaching Fellows. Incorporating faculty into Centres has many advantages including the ability to deliver more products and services or respond

to institutional priorities. For example, one Centre secured the support of 14 faculty associates when the institution adopted a new Learning Management System (LMS). These faculty received a course re-assignment (i.e. course release) as compensation for their teaching and coaching. The Faculty Associates developed and delivered workshops on the new LMS, taught their colleagues course mapping, and provided technical support thereby allowing the institution to make a smooth transition over to the new LMS. In other institutions, Faculty Associates were also reported to have delivered workshops, and have been involved in mentoring and peer consulting programs.

Table 3 lists personal *by title* that were named as employed in Educational Development.

Table 3		
Administrators/Managers Who is Leading? Administering?	Technicians Who is collaborating? Supporting?	Professionals Who is delivering programs and services?
Directors Executive Director Managers Coordinators Deans Ed Tech Manager Academic Associate Directors Academic Director Librarian Project Managers Academic Associate Directors Mgr Educational technologies Copyright officer HR, finance, communications Project mgmt. Assistant Administrative Assistants	Digital Arts & Media Designer Educational technologists Web developer/ graphic artist Graphic Artists Media developers Digital media specialists Digital Press Operator Technology integration group Media specialists Multimedia Design Specialists eLearning Support Specialists IT trainers Animation specialists Library technicians Help desk Copier Specialists Production system coordinators Digital press operators Photographers Videographers Consultants	Educational technologists Educational Researcher Academic technologists Academic technology facilitator Teaching development facilitator Teaching and Learning Specialists Educational consultants Educational facilitators Educational developer Outside Consultants Curriculum developers Curriculum consultants Instructional designers Learning designers Faculty development facilitators eLearning support specialists Instructional staff Project Managers Staff developers Faculty developers Faculty members Faculty associates Faculty affiliates Faculty learning designers Faculty educational developers Teaching chairs Teaching fellows

Staffing Arrangements and Numbers

Different arrangements for obtaining services of people within Centres were reported and ranged from full time permanent roles to part time secondments. In order to get the work done or the initiative completed, faculty members often supplemented the work of the full time employees. Table 4 details the range of service arrangements.

Because the type of personnel available for educational development work varied according to the areas of responsibility, the number of integrated functions, or the priorities at each institution, it is difficult to summarize. The largest unit reported 82 staff and the smallest had 2 faculty. The average size of integrated units serving more than four functional areas was 12 staff.

Table 4 STAFFING WITHIN EDUCATIONAL DEVELOPMENT UNITS/CENTRES N=14 (Multiple arrangements in same institution)	
Permanent full time	14
Renewable contract (short term) (sometimes faculty)	2
Internal secondments (2-5 years) (primarily faculty)	5
Volunteer faculty	3

There is an extensive range of expertise associated with the personnel directly engaged in Centres in Alberta’s post-secondary environments. This range of expertise and number of staff varies with the functional areas of responsibility assigned to Centres, with institutional priorities, and with institutional work practices/funding associated with projects and initiatives.

5.0 Educational Development Practices and Activities

Moving from structure to practices, from how educational development is organized to the initiatives, activities, and services occurring within Centres, study questions probed processes and decision making that lead to actual offerings and services.

5.1 Practice Drivers and Influences

When asked to describe educational development priorities and explain how they are established, 87% of respondents were able to clearly articulate the priorities that enhance the development of teaching and learning capacity within their institutions and 100% were able to indicate how these priorities were established. Their responses indicate that setting ED priorities within Alberta institutions is very much a consultative process.

A summary of institutional priorities as reported in 2014 follows in Table 5.

Table 5 EDUCATIONAL DEVELOPMENT PRIORITIES IN ALBERTA POST-SECONDARY INSTITUTIONS IN 2014		
Identified Priorities for Faculty/Professional Development N=14 (some institutions had more than 1 priority)		Who determines these priorities?
Faculty Development Teaching, research–informed practice, PD opportunities for instructors, teaching development, pedagogy, targeting new faculty, getting faculty prepared to teach, online instruction, teaching services, new faculty hires	10	<ul style="list-style-type: none"> • Directions and strategic priorities of institution (planning documents and exercises) • Department and individual requests • Consultations with Academic Chairs • Faculty Professional Development Committee • Needs assessments of faculty • Changes to system-wide infrastructure (e.g. new LMS) • Faculty Association • Advisory Councils of varying composition • Collaboration with Faculties and Departments • Provost’s subcommittee (composed of students, faculty, staff and academic leaders) • Meetings with the Provost
Curriculum Development Curriculum planning, review, approval, program assessment and evaluation	4	
Technology academic technology, technology integration, systems-wide infrastructure changes, online instruction	5	
Scholarship of T & L research, evidence based teaching	3	
Assessment of learning, learning outcomes, assessment of learning and teaching	3	
Academic Integrity	1	
Faculty Evaluation	1	
Copyright	2	
Service/support to faculty	2	
Support for Students: Graduate student teaching development, project factory	2	
Learning Communities, communities of practice	1	
Communication and promotion	1	
Information services: Library	1	
Leadership and staff development	1	

One respondent described a prioritization process that, while top down, was strategic:

“There is a prioritization process that occurs that requires programs to reflect upon the best ways to achieve their goals. Once senior leadership [Deans] have identified their most critical need, they communicate back to the [Centre] what they want.”

To produce relevant programming in support of institutional priorities 100% of responding institutions acknowledged that they engage in some form of needs assessment. Table 6 indicates the variety of ways that the needs of faculty and the broader academic community are assessed with several institutions using a variety of methods. Because Faculty Development was identified as a primary responsibility within the majority of institutions, attention to faculty learning needs is not surprising. Survey respondents made no mention of assessing the learning needs of sessional instructors.

Table 6 DETERMINING LEARNING NEEDS OF FACULTY FOR PLANNING EDUCATIONAL DEVELOPMENT INITIATIVES N = 14 Institutions	# of Institutions
Ask Faculty including formal surveys, informal discussions, post workshop/ event/ orientation feedback forms, focus groups, conversations, embedded t & L specialists	14
Ask Faculty Association	2
Ask Faculties including Deans, Chairs, Program Coordinators, Academic Departments	7
Ask Senior Administrators Consultations, Meetings with Provost/VP Academic	2
Committee Consultations Representation on/consultation with PD Committees, TL Committees, Council/Task Force work	3
Consider when Strategic planning consultations/exercises at unit & institutional level	1
Literature related to higher education d educational development	1
Analysis of online training sessions	1

Decision-making appears to be very much dependent upon the organizational structure of the institution.

- Aligning institutional direction and translating the learning needs of faculty into programs and services falls to the Centre leader 36% of the time.
- Leaders in other areas, for example the Human Resource Director or the manager of a Department, make decisions 21% of the time.
- Advisory Committees and Councils make decisions 35% of the time.

When asked if Professional Development opportunities were offered to those ‘other than faculty’ 57% of respondents indicated that Human Resources is responsible for general staff and leadership training. Two institutions offer workshops/courses for Chairs and Associate Chairs related to teaching and learning that “...address quality instruction and curriculum planning and supports those in supervisory roles to be able to oversee the instructional process better”.

5.2 Inventory of Initiatives and Activities

When asked to indicate the types of Faculty Development activities provided at their institution, survey respondents provided a rich variety of information that detailed processes, content, and services. Participants were also asked indicate how they evaluated these initiatives for effectiveness and impact. To categorize this information, the literature was consulted and different frameworks were considered.

Amundsen and Wilson's conceptual framework (2012) was used and combined with an aspect of the Sorcinelli et al (2006) framework. This resulted in the adoption of seven categories to capture all the Alberta educational development initiatives reported from Colleges, Universities and Polytechnic Institutions:

From Amundsen and Wilson (2012, pp. 98, 99) six process and outcome clusters were used:

1. **Skills cluster** focusing on improving teaching through the enhancement of observable teaching skills and techniques
2. **Methods cluster** focusing on mastery of teaching and learning strategies that support desired learning
3. **Institutional cluster** focusing on coordinated institutional plan to support teaching improvement
4. **Reflective cluster** focusing on change in individual teacher's conceptions of teaching and learning
5. **Disciplinary cluster** focusing on the examination of disciplinary understanding to develop pedagogical knowledge
6. **Action research or inquiry cluster** focusing on individuals or groups of faculty pursuing topics of interest

From Sorcinelli et al, 2006 an additional category was used to allow for the inclusion of administrative responsibilities reported by respondents.

7. **Grants and Awards** administration.

This conceptual framework was used because of its comprehensive and inclusive nature (these categories allowed all reporting institutions to have their data included) and its consideration of the evaluation practices used to assess the effectiveness and impact of educational development initiatives. Appendix 3 contains details of educational development programs and evaluation processes.

Many of the educational development initiatives disclosed by respondents to this study fit within more than one of these seven categories. For example, 100% of the reporting Centres indicated involvement with New Faculty Orientations as part of their programming. Based upon the information and descriptions provided, some of these Orientations were the responsibility of the Institution's Human Resources Department and involved more of an orientation to the institution's organizational development, its culture, and systems (a fit within the Institutional cluster) but do not include information on teaching skills or methods. In other institutions, the focus of New Faculty Orientations is primarily on teaching skills and methods that enhance learning (a fit within the Methods Cluster). Whenever possible, educational development initiatives have been placed in a category that most closely captures the information provided.

Program offerings have been grouped around those topical areas that the research has shown to have the greatest impact on teaching and learning including technology and online learning,

curriculum and course design, the scholarship of teaching and learning, evidence-based teaching practice, and learning theory. (Christensen Hughes and Mighty, 2010).

When discussing practices unique to their Centres, some respondents included detailed descriptions of their programs and services while others talked methods used and topical areas. Often the topics reflected the priorities of the institution, e.g. "priority is quality in online instruction". Within the seven process and outcome categories, topics have been grouped and some examples given using the titles of workshops within that group (See Appendix 3).

In the survey, specific questions were asked about mentoring, e-learning, the scholarship of teaching and learning, and curriculum development with the following results:

- 71% of responding institutions have formal or informal mentoring programs. These programs vary from a focus on new faculty only to mentoring triads or circles that include new and seasoned faculty. Some reported just-in-time advising to faculty out of their area.
- 43% of respondents identified that their programming includes the scholarship of teaching and learning (SOTL). The majority of these promote, support, and consult on SoTL initiatives but do not drive this activity in their institutions. From the responses, SoTL appears to be one of the many educational development initiatives that is a shared responsibility.
- 79% of respondents incorporate e-learning into their programming. A range of activities was identified including consultation around the use of e-learning to training and direct support for e-learning tools/activities/pedagogies.
- 86% of respondents claimed programming that included curriculum development. This programming included information on curriculum renewal, course design, mapping of learning outcomes, and alignment of assessment practices with course and program outcomes.

The research data reveals an impressive range of skills, methods, reflective and collegial experiences, and scholarly investigations and speaks to the complexity of issues addressed through educational development programs and services.

While the majority of teaching and learning programming involves one-off workshops and/or yearly conferences, 50% of the responding institutions offered a structured teaching program that produced a parchment or an institutional certificate and two institutions were developing such a program. One institution has made their formal teaching program mandatory (i.e. a requirement of employment). This appears to support the priorities that Institutions have identified and reflects an institutional value of a minimum level of competency for those involved in teaching or supporting student learning. Bates (2011) argued for pre-service qualifications for post-secondary educators and stated that "teaching in post-secondary education is now about the only profession where pre-service training is not mandatory".

Institutional Influences

When asked if Faculty and Professional development initiatives influenced institutional priorities, 71% of respondents thought that they did. One respondent spoke to the two-way influence mechanism:

"the institutional priorities influence the faculty development initiatives and the activities around faculty development impact the advancement of initiatives that focus on teaching and learning"

Others cited examples:

- “members of [name] are actively involved in the strategic planning processes related to the institutional teaching and learning priorities”
- “in-services and workshops on flipped classroom are influencing departmental decisions on program delivery”
- “growth of the institution involves more students. Classrooms are going from 20 seat capacity to 48 seat capacity. Such physical changes influence pedagogical choices.”
- “a curriculum mapping project was designed and managed by [name]. The project led the institution to a new credit structure and a new credit framework.”
- “through faculty participants to Deans to VPA”

The professional development needs of Centre leaders and staff is important to the health and growth of Centres. When asked how they stay informed and connected, internal cross-institutional committees were identified most frequently. The composition and scope of these committees varied greatly between institutions.

Other leaders cited the following ways they stay informed and connected:

- Coordination of awards, administration and support for teaching grants and awards
- Planning/organizing/administrating institution-wide events: e.g. college learning day, Teaching and Learning Conference
- Representation on strategic planning committees, Task Force work
- Involvement in teaching and learning research

External groups and associations (Provincial, National, and International), conferences, learning communities, ListServes, and attention to the educational development literature also connects and keeps Centre leaders and their staff current and informed.

5.3 Evaluating Educational Development Practices

Providing measures of recognition and rewards (Sorcinelli, 2002) and “being engaged in critical self-evaluation of strategies and practices” (Gosling, 2008, p. 60) are considered critical to the success of educational development. The Council of Australian Directors of Academic Development (CADAC, 2011) have established benchmarks for the performance of Academic Development Units in their country. Kirkpatrick (1999) proposed a four level model of evaluation that has been used to evaluate educational development programs for reactions, learning, information transfer and (less so) impact.

Educational development initiatives are aligned with institutional planning documents and address: “excellence and innovation in teaching, learning and the use of educational technology” or “enhance outstanding and inspirational teaching” or “quality programming”, to name a few. Measuring the effectiveness or impact of educational development initiatives is necessary to demonstrate this institutional quality/excellence and provides assurance to the Alberta public. In their 2005 literature review on faculty development, Amundsen et al. discussed evaluation of faculty development activities and programs designed to improve instruction and these are described in association with the different clusters programs and activities in Appendix 3.

The majority of Alberta institutions do collect data that demonstrates, to varying degrees, the effectiveness of their programs with post-event feedback forms or surveys being the post frequently used data collection method (Table 7).

Table 7 METHODS USED BY ALBERTA INSTIUTIONS TO GATHER EVIDENCE OF EFFECTIVNESS OF EDUCATIONAL DEVELOPMENT INITIATIVES	Number of Institutions > 1 method per institution
Feedback forms, surveys, questionnaires, post event evaluations	8
Anecdotal evidence, testimonials, unsolicited comments	4
Attendance statistics/ user access information	6
Research Projects	2

There is an awareness of the need to move beyond “feel good’ questionnaires and the importance of gathering evidence of impact and this was reflected in the following survey comments:

- “the evidence is mostly qualitative... we need to do a more thorough job of identifying impact”
- “this is the million dollar question... the ED unit is making ‘adopting an evidence-based approach’ a priority for the coming academic year”
- “not enough!”

5.4 Barriers to Effective Educational Development Practice

Study participants were asked to identify any barriers or obstacles that they found to interfere with the successful implementation and uptake of their programs and services. Randall, Heaslip, and Morrison (2013) identified five barriers and limiting factors for educational development in British Columbia post-secondary institutions: time, the nature of institutional culture, budget allocations, the need for dedicated space, and the lack of consultation or clarity.

Table 8 summarizes Alberta responses.

Table 8 IDENTIFIED BARRIERS TO EDUCATIONAL DEVELOPMENT PROGRAMS	% of Institutions
Lack of Time: including faculty workload issues, sessional (part time instructors) availability, competing priorities for new faculty	50%
Lack of Resources including demand exceeding available staff, limited budgets, not being able to afford to hire staff with necessary credentials/skill set	43%
Organizational structure including no direct reporting structure to VP, lack of institutional integration, being situated in a Faculty or HR Department, not being invited to the table where institution-wide T & L needs are discussed	36%
Attitudes/Perceptions including silos between faculty PD and institutional initiatives, lack of understanding of roles and responsibilities of unit, lack of collegiality	43%
Being able to ‘prove’ effectiveness	7%

6.0 The Profile of Educational Development in Alberta

In Alberta Universities, Colleges, and Polytechnic Institutions in 2014, Educational Development is strategically linked to institutional planning and/or policy documents 93% of the time. This alignment with institutional direction positions ED to support and enhance the development of teaching and learning capacity within the institution.

Educational development has become a valued feature within Alberta's post-secondary institutions and staffing and funding have been allocated to support the critical work occurring within centrally mandated Centres and Units.

The roles and responsibilities assigned to ED Centres indicate two major areas of responsibility (1) the professional development of faculty and staff relating to teaching and learning, and (2) a shared responsibility for implementing policy, curriculum reform, technological advancement, enhancing teaching quality, and encouraging innovation and scholarship. Respondents were clear that supporting the development of teaching and learning capacity, including the growth and development of individual faculty, courses, and programs, as well as the development of online, physical and administrative environments for learning and teaching, is a shared responsibility within any institution.

How educational development is organized within Alberta post-secondary institutions is associated with functional areas of responsibility. Of the reporting institutions, 36% described fully integrated teaching and learning functional areas that included faculty development, curriculum development, educational technology and the scholarship of teaching and learning; 43% described collaborative central units with fewer functional areas of responsibility but always included the Professional Development of faculty; and 21% reported no apparent integration of teaching and learning functions.

The landscape featuring educational development appears to be changing. Forty three percent of responding institutions indicated that their current structure has been in place for less than 5 years and 79% reported a structure that has been in place for 7 years or less. The reasons cited for the changes were: better strategic alignment with the institution, better support of the student learning experience; organizational and leadership changes, and changing teaching development needs.

Priorities for educational development programs, services, and practices are the result of a consultative process and always involves determination of the learning needs of faculty. Program initiatives and services mirror the functional areas of assigned responsibility and include the greatest influencers of teaching and learning, namely technology, program and course design, the scholarship of teaching and learning, teaching excellence and learning theory. While the majority of teaching and learning programming involves 'one-off' workshops, 50% of responding institutions offered a structured teaching program involving several hours of study/engagement. The 'curriculum' for these teaching programs varied considerably.

The majority of Alberta institutions are engaged in evaluating educational development strategies and practices to determine their currency, responsiveness, and effectiveness. Few gather evidence of impact of their programs and services.

Educational development practice has many influencers including internal cross-institutional and Advisory committees, the work involved, and research about teaching and learning. The barriers that were identified as influencing ED programs and services were: lack of time, lack of resources, organizational structure, and attitudes and perceptions.

Although survey questions were taken from Randall, Heaslip, and Morrison's 2013 study out of British Columbia, that study built upon a previous BC professional development study completed by Diane Morrison and Nancy Randall in 2000. Not enough detail was obtained through Alberta participant answers to allow a fit within the seven Teaching and Learning Models proposed in the BC study where detailed personnel and leadership information influenced their framework. The Alberta data was reported along a continuum that considered institutional strategic alignment and mandates.

This study set out to document and describe educational development structures and practices within Alberta in 2014. This report has provided details and insights into what is currently happening within our Province. The study does not allow any conclusions to be drawn about the success of any particular educational development structure or practice. Trends are difficult to describe because there is no comparative data for Alberta that profiles educational development. A recommendation would be to conduct another study within the next five years, one that involves both a survey and interviews with Vice President Academics and then comparisons could be made and trends and movements identified.

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Appendix 1: Campus-based Educational Development Survey Questions

Information Letter

With this email, you are invited to participate in a study entitled:

Campus-based Educational Development in Alberta Post-Secondary Institutions.

The study is designed to collect information about the educational development or professional learning infrastructures, services, and leadership currently being provided in Alberta post-secondary institutions. You have been selected as a potential participant in this study for your role as a leader of such educational development at your institution. We made this determination based on your participation in the Educational Developer Network of Alberta (EDNA) and/or through consultation with senior administrators at your institution.

Study Purpose

Our aim is to map the structures, practices, and directions that enhance teaching, provide a quality learning experience for students, and encourage professional growth of faculty, staff, and institutional leaders within Alberta's post-secondary institutions. Your participation in this study consists in answering a survey that asks questions about the current structure and nature of educational and professional development at your own institution.

We are asking you to take approximately one hour (depending upon the complexity of your institutional information) to complete the survey. Because some questions may require you to gather information, the survey tool is designed to save your answers as you complete the questions.

Before you leave a page, make sure to click "next" to save what you have completed. You can return to the survey with your saved answers by clicking on the link above.

Risks/ Benefits

There are no risks involved in this research for you as a participant but there are many benefits from the information gathered. Potential benefits include access to a summary of existing educational development models in the Alberta post-secondary system, a literature review synthesizing Canadian and International effective professional development practices, and the opportunity to see emerging professional learning directions within. We anticipate that the results will inform institutional and inter-institutional discussion to further foster and develop professional learning opportunities available within Alberta post-secondary institutions.

Confidentiality

Your participation is voluntary and confidential. If you do not wish to undertake or complete the survey, you can simply not access the survey or choose not to submit your answers. You may also decide to withdraw from the study at any time and ask that the data you provided be excluded from the research and destroyed at any time, but no later than October 31, 2014, after which point the data will be aggregated to allow for analysis.

We do not ask for your name and all named references to your institution or personnel will be removed prior to publication of the results. We will aggregate the data to describe models of educational development, thus removing the focus from any particular institution. Only the

researchers will have access to the data. The data will be stored on a password-protected computer and shared only between the two researchers for the purpose of the analysis. During the time of the research, all paper copies of the research will be kept in the researchers' offices in locked filing cabinets.

Consent

We are not asking for your signed consent for this study as submitting the survey indicates that you understand the terms of the research as we have outlined here. If you have questions, please contact the principal investigator before submitting your answers.

The first section of the survey includes the following statements and asks you to select either 'yes' or 'no'.

I have read the invitation email and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described in the invitation email, which serves as my copy of the consent form.

If you have any questions about the study, please do not hesitate to contact the principal investigator, Dr. Geneviève Maheux-Pelletier, educational developer for the Centre of Teaching and Learning at the University of Alberta. If you have concerns about this study, you may contact the Research Ethics Office at the University of Alberta at (780) 492-2615. This office has no direct involvement with this project.

Thanking you in advance for including your institutional information in this important study.

Survey Questions

The purpose of this study is to investigate the faculty and professional development structures, practices, services and leadership that are provided in Alberta post-secondary institutions. This study will enable the researchers to describe the models of faculty and professional development that support quality teaching and enhance student learning in our Province's post-secondary institutions.

This survey has 5 sections: A. Organizational Structure; B. Resources; C. Mandate and Activities; D. Professional development for staff and administrators; and E. Linkages. There is also an opportunity for you to add information about other development activities within your institution that fall outside of the survey questions.

When answering the survey questions, please feel free to use direct quotes from institutional documents or website statements in your responses. Use point form whenever possible. If you need to retrieve information from outside your areas, the survey is designed for your data to be saved each time you click the "Next" button.

A. Organizational Structure

We understand that there are a variety of models used to organize faculty professional development programs. In some institutions, a central office has responsibility, in others these programs are highly decentralized or divided amongst faculty and administrative committees. Other institutions have large steering committees that report to Educational Council, Senate, or to administrators.

1. What is the organizational structure of the faculty development program(s) at your institution?
2. What are the reporting lines for this structure?
3. How long has this structure been in place? If this is a recent initiative, what did it replace? Why did the change take place and when?
4. Does the program have a physical location or presence at your institution, and, if so, where is it located?

B. Resources

Funding to support the professional growth and development of faculty at your institution might come from a variety of sources. Please indicate major and minor sources where possible.

1. Does the program receive funding from your institution, and if so, what is the level of support? What percentage of funding is dedicated to salaries? What percentage is directed toward programming in terms of the improvement of teaching? Other areas funded.
2. Other than institutional support, does the program receive funding from any other sources, and if so, what is the level of support? What percentage of funding is dedicated to salaries? What percentage is directed toward programming in terms of the improvement of teaching? Other areas funded?
3. Describe the type of personnel available for the organization and/or provision of faculty development. What types of arrangements are utilized to obtain their services (for example, secondment, time-release arrangements, long-term employment, and voluntary assistance).
4. Does your unit/centre/area generate revenue from the professional learning programs and services that you offer? If yes, please describe.

C. Mandate and Activities

This section investigates faculty development activities and services at your institution. To capture the complexity of this programming, please indicate what guides the planning of activities at your institution, what functional areas are involved with your programming and if the impact of this work is measured by answering the following questions:

1. What is the formal mandate or terms of reference of your faculty development programs? Is the faculty development program part of your institution's strategic development plans?
2. What are your faculty and professional development priorities and how are they established?
3. Does your program include formal or informal assessment of faculty needs, and if so, through what process are these needs assessed?
4. Who or what determines the activities that take place? What types of faculty professional development activities are provided at your institution? For example, consider: new faculty orientations, workshops, leadership forums for Chairs, faculty evaluation, consultations, etc.
5. Does your programming include faculty mentoring? Please describe.
6. Does your programming include the scholarship of teaching and learning? Please describe.
7. Does your programming include e-learning? Please describe.
8. Do you have evidence of the impact of your activities?
9. How are your programs and priorities communicated to faculty?
10. Does the program include any formal or informal evaluation of the professional development activities? If so, through what process does this evaluation take place?

11. In what ways do faculty development and faculty developers influence institutional priorities? In what ways do faculty development and faculty developers provide institutional leadership?
12. What are the obstacles/barriers to faculty developers gaining influence in your institution?

D. Professional Growth and Development for Staff and Administrators

This section probes the professional development provided to those within your institution who administrate and lead in support of quality teaching and learning.

1. Are professional development activities provided for clientele other than faculty, such as staff and administrators? If so, how are these organized?
2. What types of activities are provided?

E. Linkages

Connecting with other professionals, institutions, agencies, groups, or committees is important in any professional practice. This section is asking you to indicate formal and informal linkages.

1. Do you link with other institutional, provincial, national or international initiatives? If so, how? For example, consider: Educational Technology, Internationalizing the Curriculum, Writing Across the Curriculum, Learning Communities, Instructional Skills Workshops, and any others.

F. Other

1. Is there anything else that you think we should know about the development activities of your institution?
2. The Educational Developers Network of Alberta welcomes suggestions for future study projects. Are there any specific research questions that you would like addressed?

Appendix 2: Educational Development Structures – Functional Areas of Responsibility

EDUCATIONAL DEVELOPMENT STRUCTURES FUNCTIONAL AREAS OF RESPONSIBILITY N = 14 Institutions	
Faculty and Professional Development: Faculty Development, Teaching Development, Pedagogy, Instructional Skills, Educational Development, Teaching Services, Teaching Enhancement, Teaching Support, Best Practices in T & L, classroom and online teaching, innovative teaching practices, professional development	14
Academic Technology: E-Learning, Learning Technologies, Technology Integration, Educational Technologies, Instructional Technologies, Teaching online, Digital media	11
Curriculum: Curriculum Development, Instructional Design, Media Design, Learning Design, Course and Instructional Design, Learning Space Design, Web-based instructional design	11
Scholarship: Scholarship of Teaching and Learning, Scholarly Teaching, Applied Research Unit, Innovation, Research	7
Administration of teaching funds, awards, grants, PD Funds	4
Assessment: Faculty Evaluation, Peer evaluation	3
Student Development: Graduate teaching assistants, student projects, writing support, learning technologies for students	3
Copyright / Print Shop	2
Learning Space Design	2
Library	1
Leadership and Staff Development	1
Quality Assurance	1
Academic Integrity	1

Appendix 3: Educational Development Practices – Conceptual Framework Including Assessment

Cluster	Educational Development Examples (titles and topics)	Assessment of Effectiveness
<p>SKILLS FOCUS</p> <p>“Improving teaching through the enhancement of observable teaching skills and techniques” (Amundsen & Wilson, 2012. Pp. 99, 100)</p>	<p>Workshops: Technologies</p> <ul style="list-style-type: none"> • “Exploring Blackboard™ Mobile Apps” • Social Media in the Classroom” • “Teaching with Technology” • “Using Clickers for Assessment and Engagement” • “Online Course Design, The KISS Principle” • “Smart Technologies & other classroom software” • Training in eLearning tools/activities <p>Workshops: Teaching skills</p> <ul style="list-style-type: none"> • “Classroom communication and presence” • “Developing rubrics” • “Flipping your Classroom” • Faculty Teaching Development workshops • “Creating a Scoring Rubric” • “Dealing with Difficult Students” • “Creating Effective Presentation Materials” • Workshops on diversity assessment, active learning, flipped classrooms • “Strategies for Student Engagement” • “Scaffolding Student Learning” • “Developing rubrics” <p>Workshops: Curriculum Development</p> <ul style="list-style-type: none"> • “Curriculum mapping for courses” • “Instructional design using ADDIE” • “Media Development” • Faculty Instructional Development • “Aligning Assessment with Learning Outcomes” <ul style="list-style-type: none"> • New Faculty Orientations • Graduate Student Teaching Development Workshops • Instructional Skills Workshops • TA Orientations • College Wide Learning Day <p>Activities / Services</p> <p>Researching / supporting webinars</p> <p>Disseminating online resources e.g. <i>Faculty Focus</i></p> <p>Bringing in Teaching Scholars</p> <p>Drop in Technology support</p>	<p>Registration and attendance numbers (by Faculty)... if you come you have learned</p> <p>Short surveys, feedback forms immediately following the ‘educational intervention’ to determine a change in specific behavior</p> <p>Self-evaluations using videos</p> <p>Assessment of impact: A change in student perception as determined by course ratings or structured student interviews or classroom observations that examine specific teaching skill or technique</p>

Cluster	Educational Development Examples (titles / topics / activities / services)	Assessment of Effectiveness
<p>METHOD FOCUS</p> <p>Mastery of teaching and learning strategies that support desired learning (Amundsen & Wilson, 2012. Pp. 100,101)</p>	<p>Structured Programs (>20 hours):</p> <ul style="list-style-type: none"> • Instructional Skills Workshop • Instructor Certificate Program • Becoming a Master Instructor • Excellence in Teaching & Learning Certificate • Teaching Excellence Program • Peer Collaboration Program • Student technician and resource tutor program • Peer Consultant Program • Teaching Academy Program <p>Short courses (<10 hours):</p> <ul style="list-style-type: none"> • “First Day of Class Bootcamp” • Course Re-Design • Course on “Supervising Instruction” for Chairs and Associate Chairs • TRIAD Peer Collaborations Program • Facilitator Development Workshops • eLearning: Online and Blended • “Facilitating Online Learning” • “Effective Course Design” • “Intensive Course Design” • Online Learning Pedagogies • “Technology and Teaching” • “Online course for facilitating online instruction” <p>Workshops:</p> <ul style="list-style-type: none"> • Custom on request, Brown Bag Lunch Sessions • Topical areas: teaching strategies, learning theory, curriculum development, technology integration <p>Activities:</p> <ul style="list-style-type: none"> • Conferences: Internal and External Audiences • Institutes • Themed Workshops in Series <p>Services:</p> <ul style="list-style-type: none"> • Peer Observations • Peer Evaluation support • Teaching Mentorship • Teaching Observations • Website resources, tutorials • Classroom Observations • Curriculum development support • Program review support for Faculties/Departments • Confidential instructor support • Peer observation development • Curriculum support related to program reviews 	<p>Participation statistics</p> <p>Web access</p> <p>Surveys*, questionnaires, feedback forms, interviews, focus groups, written reflections.</p> <p>Looking to outputs e.g. the number of courses mapped or redesigned, numbers of facilitators trained/utilized, number of classroom observations, successful completion of program requirements with time limitation</p> <p>*Often administered multiple times after the completion the ‘educational intervention’</p>

Cluster	Educational Development Examples (titles / topics / activities / services)	Assessment of Effectiveness
<p>INSTITUTIONAL Focus</p> <p>“Coordinate with institutional plans to support teaching improvement” (Amundsen & Wilson, 2012. Pp. 101-103)</p>	<p>Institution-wide Technology workshops or webinars developed through/with IT Dept. or Library:</p> <ul style="list-style-type: none"> • “Technology Integration for teaching & learning” • Learning Management System training (Moodle™, Blackboard™, Desire2Learn™) • eLearning sustainability • training students to become resource tutors/ classroom support • communication technologies for online learning facilitators <p>Orientations:</p> <ul style="list-style-type: none"> • New Faculty Orientations • “New Faculty Introduction to Teaching and the University” <p>Leadership Development:</p> <ul style="list-style-type: none"> • Leadership forums for Chairs • “Leading and Managing Through Organizational Change” • Leadership workshops for faculty and staff <p>Awards: Teaching Awards Administration, hosting of Festival of Teaching Event, Teaching Award Workshops</p> <p>Conferences: College Wide Learning Day, Annual Symposium on Teaching and Learning</p> <p>Groups/Committees: Communities of Practice, Advisory Group on Technology Integration, Advisory groups or committees at the Faculty level</p> <p>Support: Copyright support</p> <p>Conversations / special courses: Teacher identity dialogue series, Course on Aboriginal Awareness/ Wellness/ Team work</p>	<p>Assessment of effectiveness: Conferences, Institutes, focused workshops, programs: evidence of successful diffusion or completion of program criteria.</p> <p>“Activity reports, [surveys] from various levels of the institution (faculty, department, program) on numbers participating, degree of uptake, challenges met, overcome” (Amundsen & Wilson, p.102)</p> <p>Reporting on products of the process including re-designed courses, teaching dossiers, numbers of applicants re: awards.</p>

Cluster	Educational Development Examples (titles / topics / activities / services)	Assessment of Effectiveness
<p>REFLECTIVE FOCUS</p> <p>“Change in individual teacher’s conceptions of teaching and learning”</p> <p>(Amundsen & Wilson, 2012. Pp. 103-105)</p>	<ul style="list-style-type: none"> • Faculty learning communities • Confidential instructional support • Peer evaluations • “Writing a teaching philosophy” • “Preparing a teaching dossier” • “Teacher identity dialogues series” • “Talking about Teaching” • One on one consultations • “Heart of Teaching” • Faculty self-reflective reports • Heart of Teaching <p>Annual Great Teacher’s Seminar</p> <p>One on one consultations</p> <p>Faculty self-reflective reports</p>	<p>Success measured by participation numbers, activity within communities of practice, numbers of active groups, etc.</p> <p>Effectiveness measured with questionnaires, surveys, classroom or online observations</p> <p>Impact measured through analysis of some of the activities used to promote reflection including reflective journals, instructor and student reflections, focus groups, teaching philosophy statements, critical classroom incident assessments, teaching dossiers, projects, reflections on classroom performance from videotapes</p>
<p>DISCIPLINARY FOCUS</p> <p>“Examine disciplinary understanding to develop pedagogical knowledge”</p> <p>(Amundsen & Wilson, 2012. Pg. 100,101)</p>	<ul style="list-style-type: none"> • Book studies (T & L in a particular discipline) • Support for Faculties/Departments undergoing academic program review • “Decoding the disciplines” • Mentorships for one year • Panel discussions • Curriculum mapping project • Panel discussions • Discussion groups • decoding the disciplines group <p>Sponsoring Teaching Scholars from different disciplines</p>	<p>Evaluation of mentoring program, analysis of teaching projects undertaken, self-reports of faculty</p>

Cluster	Educational Development Examples	Assessment of Effectiveness
<p>ACTION RESEARCH OR INQUIRY FOCUS</p> <p>“Teaching improvement is fostered by individual or group inquiry/research into questions/topics related to teaching and learning”</p> <p>(Amundsen & Wilson, 2012. P0. 106,107)</p>	<ul style="list-style-type: none"> • Support for scholarly teaching • Administering T & L Inquiry grants • Teaching Grant administration • Small group consultations +2 SoTL • Website resources on SoTL • Mentorship • SoTL Institute yearly Conference • Authoring, supporting, co-authoring research • Publication of peer-reviewed magazine • Administration and support the development of teaching grant proposals • Workshops: “The Data Dump” “The Research Librarian” “Demonstrating the Impact of Your Work” • Learning communities • Bridge ED activities with the mandate of the Applied Research Unit • Research chats, Faculty Book Club • Paid webinars through <i>Faculty Focus</i> • Collaborative design-based research projects with faculty • Research Day • Support for scholarly teaching • Individual and small group consultations 	<p>Effectiveness measuring through questionnaires, focus groups, action plans, redesigned course materials, web usage</p> <p>Impact measured through number of conference presentations and publications, evidence of collaborations, documentation of change in teaching practice</p>
<p>GRANTS & AWARDS TO SUPPORT SCHOLARSHIP INNOVATION IN TEACHING AND LEARNING</p> <p>(Sorcinelli et al., 2006)</p>	<ul style="list-style-type: none"> • Teaching learning inquiry grants • Teaching grants • Teaching awards • PD Fund Administration 	<p>Number of award applicants, eligibility of award applicants.</p>

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