

# Qualities, Knowledge, Skills and Abilities of Faculty Engaged in Educational Development

Faculty who take on the role of leading in teaching and learning build their knowledge, skills and abilities as they progressively branch out beyond their own teaching – to supporting, advocating and immersing themselves in broader institutional pedagogic activities and initiatives. Here is a summary of the characteristics a faculty member might move through on this journey.

## Beginning to Lead in Teaching and Learning

Attributes and Qualities	Knowledge, Skills and Abilities	Applications of Learning
<p><b>Commitment to Improving Self</b> Demonstrates Self Awareness, Self-Regulates, Learning and Continuous Growth</p> <p><b>Professional Conduct</b> Respectful, Humble, Inclusive, Team Player, Collaborative, Tolerance for Uncertainty</p> <p><b>Management of Work Duties</b> Takes Initiative, Manages Time to Get Work Done, Creativity and Innovative Practices, Open and Receptive to New Experiences, Independent Worker</p>	<p><b>Teaching and Learning</b> Engaged in Curriculum Development, Reading Teaching, Learning and Technology Literature, Metacognition and Learning, Current Research in Teaching and Learning</p> <p><b>Educational Development</b> Understands Principles and Practices of Educational Development, Aware of Organizational Culture, Good Technology Competencies, Undertakes Reflective Practice</p> <p><b>Facilitation and Change Management</b> Understands Key Principles and Practices of Change Management, Good Listening Skills, Good Questioning Skills, Able to Facilitate Effective Learning Sessions/Workshops, Able to Build Teams</p> <p><b>Planning and Project Management</b> Able to Prioritize Tasks and Duties to Meet Needs, Has Repertoire of Planning and Project Management Skills, Creatively Thinks and Problem Solves, Skills in Outreach and Marketing of Offerings</p>	<p><b>Teaching and Learning</b> Experimenting with Strategies from Literature, Engages in Scholarly Teaching and Learning Activities, Develops a Teaching Portfolio, Engaged in Successful Teaching Experiences</p> <p><b>Educational Development</b> Engages in “Leading from Where you Sit” in terms of Faculty Support, Starts Developing an Educational Development Portfolio, Has A Professional Learning Plan</p> <p><b>Facilitation and Change Management</b> Able to Facilitate, Connect and Consult with Students and Faculty, Communicates Effectively, Designs Accessible Materials, Supports Change, Works within Organizational Culture</p> <p><b>Planning and Project Management</b> Demonstrates Management of Small to Medium Sized Projects, Solves Ill-Defined Problems with Support, etc.</p>

The key characteristic is having a flexible and collaborative disposition: flexible because a you will invariably work with faculty in wide ranging disciplines, each with unique outlooks and pedagogical needs; collaborative because you will be working together with colleagues to design and discover workable pedagogies is at the foundation of the role. Someone new to the role will have a combination of teaching experience at the post-secondary level along with a range of knowledge, skills and experiences in supporting learning and teaching. These will include knowledge of curriculum development, awareness of the scholarship of teaching and learning, insight into the wider organizational culture, and an ability to reflect critically on their own professional practice, amongst other things. They will be able to articulate a philosophy of their own approach to teaching, learning, and educational development, and have skills in facilitating sessions and managing change.

## Advanced Leaderly Activities in Teaching, Learning and Scholarly Learning

Attributes and Qualities	Knowledge, Skills and Abilities	Applications of Learning
<p><b>Commitment to Improving Self</b> Learning and Continuous Growth, Embraces Lifelong Learning Activities, Open to Criticism, Adaptable</p> <p><b>Professional Conduct</b> Passionate about Enhancing Teaching and Learning in Higher Ed, Exhibits Diplomacy, Trust and Empathy</p> <p><b>Management of Work Duties</b> High Quality Work, Independent, Reliable, Self-Sustaining, Leader</p>	<p><b>Teaching and Learning</b> Broad Knowledge of Curriculum Development and Design Theory, Breadth and Depth of Teaching, Learning and Technology Literature, Formal Education/Training in Pedagogy, Strong Qualitative and Quantitative Research Skills, Educational Leadership Abilities</p> <p><b>Educational Development</b> Peer Mentor/Coach and Role Model for Colleagues, Undertakes Frequent Reflective Practice with Critical Reflections</p> <p><b>Facilitation and Change Management</b> Well-Honed Listening Skills Particularly Around Faculty Requests and Needs, Strong Facilitation Skills in Leading Courses/Institutes, Conflict Resolution/Mediation Skills</p> <p><b>Planning and Project Management</b> Independently can Lead Projects, Conferences, Multi-Year Faculty/Program Projects, Able to Independently Prioritize Tasks and Duties to Meet Needs</p>	<p><b>Teaching and Learning</b> Well-Respected Educator, Selects and Uses Appropriate Teaching Strategies for Student Learning, Excellent Pacing and Timing, Leads and Models Scholarly Teaching and learning, Well Developed Teaching Portfolio and Reflections</p> <p><b>Educational Development</b> Able to Successfully Engage in All Types of Requests and Consultations with Faculty, Chairs, Deans and Others, Well Developed Educational Development Portfolio, Strengths in Multiple Ways to Use Technology Effectively</p> <p><b>Facilitation and Change Management</b> Facilitates Change Across Institute, Builds Teams and Manages Them, Models and Trains Others</p> <p><b>Planning and Project Management</b> Applies Program Development and Evaluation Strategies to Projects, Manages Work Performance and Assessment of Projects and Large Scale Activities</p>

After some time in the role, attributes such as diplomacy, trust, and empathy will come through more clearly as they express their passion for helping to deliver high quality education. They will likely have acquired some addition learning in education, if they didn't already have it, and can coach and mentor colleagues coming into the field. They will have sufficient confidence in their practice, and the evidence supporting it, that they can receive criticism openly, and make informed decisions about where and how to adapt approaches for best results.

More experience educational developers might be called upon to mediate discussions with colleagues, or resolve conflict and complex challenges related to teaching and learning. More experienced faculty will have a strong repertoire of approaches to learning and teaching, a broad knowledge of theoretical approaches, and a high understanding of organizational culture, behaviours, and challenges. They will have a depth and breadth of experience working with colleagues at all levels of the institution, and a strategic view of how to effectively develop a team, and support institutional change. Their approach to their practice will remain reflective, as they continue to hone their philosophy and approach. This commitment to continued personal and professional development, which they encourage in others, is fundamental to their success in the profession.