

Dimensions of Educational Development: Randall, Heaslip, Morrison. 2012.
EDUCATIONAL DEVELOPMENT *STRUCTURES*

DIMENSIONS	DESCRIPTIVE CATEGORIES			
MODELS	<p>Volunteer Faculty Committee with advisory, decision-making and/or working roles.</p> <p>“Off the side of the desk” Administrator(s). ~5% may work with ED Advisory Committee.</p>	<p>Part-time Coordinator with PT Support Staff. May work with volunteer ED Committee.</p> <p>Full-time Coordinator/ Director with full-time Administrative Assistant; 1 to 3 FTE TLC consultants or seconded Faculty Associates.</p>	<p>Team in the 4 to 8 FTE range with Coordinator/Director and Administrative Assistant with TLC Consultants and/or Faculty Associates. Institutional focus: curriculum design, technology, program review and more.</p>	<p>Amalgamated ED units with one or two Directors/Deans, one or two Managers. Units have specific focus on areas such as Writing Centre, Technology, Curriculum Design, Internationalizing the Curriculum, and many more options.</p>
STAFFING	<p>Volunteer Committee and Committee Chair. May receive honoraria.</p>	<p>Total 1 to 3 FTEs funded staff.</p>	<p>Funded staff 4 to 8 FTEs.</p>	<p>Funded staff of 9 to 65 FTEs (or more).</p>
REPORTING LINES (to Individuals)	<p>Director of Human Resources, Library or Educational Technology, Registrar, Chief Information Officer.</p>	<p>Dean of Education, Dean of Continuing Learning, Dean of Student Success and Enrolment</p>	<p>Vice-President or Associate VP (most often Academic or Teaching and Learning).</p>	<p>President/ Provost.</p>
REPORTING LINES (to Committees)	<p>Labour and Management Committee.</p>	<p>Institutional ED Advisory Committee</p>	<p>Faculty Association Executive or to FA Professional Development Committee.</p>	<p>Sub-committees of Educational Council or Senate (example Curriculum Committee).</p>
FACULTY ASSOCIATE MODELS	<p>Volunteer Faculty Associates provide support and instruction through interest or as part of ‘service’ requirement.</p>	<p>Seconded Faculty Associate for one or two teaching sections per year; one to three year term; may have institutional or disciplinary focus.</p>	<p>Co-funded between TLC and decanal area, usually PT assignments. Work with TLC team and directly within decanal area. Term 1 to 3 years.</p>	<p>Seconded by TLC usually on FT basis to provide leadership or direction with institutional ED initiatives. Term connected to length of ED project (may be months or years).</p>
ADVISORY COMMITTEES	<p>No Advisory Committee. Rely on word of mouth, hallway meetings, e-mail messages.</p>	<p>Working Advisory Committee. Collect, analyze feedback, then recommend, often decide and implement program.</p>	<p>Informal Advisory Committee comprised of TLC Faculty Associates and TLC Consultants.</p>	<p>Formal institutional ED Advisory Committee with membership specified by Administration or contract provisions, often designated decanal representation.</p>
FUNDING: BASE-FUNDED	<p>No institutional funds.</p>	<p>Faculty Association. Usually through Professional Development Committee.</p>	<p>PD funding negotiated through contract process.</p>	<p>Institutional base-funded. Designated budget lines.</p>
FUNDING: OTHER SOURCES	<p>No external funding sources.</p>	<p>Soft funds: project grants, short- term programs, research grants.</p>	<p>Soft funds: BCcampus Advanced Education projects.</p>	<p>Soft funds: Profit from conference or institute organization, fees for TLC programs or courses.</p>
PHYSICAL LOCATION	<p>Conceptual (no physical space).</p>	<p>Faculty or Administrator’s office. Often low visibility, hidden, or campus</p>	<p>Centralized high visibility location and profile. May have multi-campus satellite sites.</p>	<p>Decentralized Disciplinary decanal units (e.g., Science, Medicine, Health).</p>

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		peripheral.	May have suite of teaching/presentation/meeting spaces.	Usually one centralized office with meeting space and/or teaching spaces.
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