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

DIMENSIONS	DESCRIPTIVE CATEGORIES			
MANDATE AND/OR TERMS OF REFERENCE	No formal mandate statement: loose goals.	Bargained statements as part of collective process.	Specific TLC goals/and terms of reference, determined through institutional consultation and/or administrative decisions.	Integrative mandate determined with needs assessments, program review and academic strategic plan input.
ACADEMIC STRATEGIC PLANS	No involvement	TLC in advisory role and may be represented on planning committees or Task Force; on margins.	TLC plays central role in development of academic strategic plan.	TLC central to development and implementation of institutional academic strategic plan.
ASSESSMENT OF NEEDS	Not done, usually due to time constraints. Others note that needs assessments have not proven to be very accurate and so were discontinued.	Informal, through observations, 1-1 conversations, meetings with faculty and/or administrators.	Formal process though online annual needs assessments completed every two or three years based on perceived need for input.	Formal process through annual review of faculty PD reports; investigation of findings from studies such as NSSE.
PROGRAM PLANNING APPROACHES	ED Advisory Committee reviews, decides and often organizes ED initiatives.	TLC Director or Coordinator and/or Staff decide on ED program.	Deans' Council or Administrative Committee make decisions or approve recommendations	Senior reporting administrator such as VP Academic and/or Associate and/or Director or Dean make decisions or approve recommendations.
ED INITIATIVES: OUTCOMES/ PROCESS (Amundsen, Wilson, 2012, p.97)	**Skills focus cluster:** Examples include voice projection, presentation skills, discussion facilitation skills, etc. **Methods focus cluster**: Mastery of specific methods such as problem-based learning, cooperative learning, etc.	**Institutional focus cluster**: Coordinated often institution-wide plans to change practices or support teaching improvement, e.g., technology innovations, learning outcomes initiatives.	**Disciplinary focus cluster:** Decanal or discipline-specific investigations of pedagogical content knowledge. (Shulman, 2004)	**Reflection focus cluster:** Change in individual teacher perception and conceptions of teaching and learning. **Action Research or Inquiry focus cluster**: Individuals or groups investigating teaching and learning inquiries through SoTL or action research.
EDUCATIONAL DEVELOPMENT INITIATIVES: Format Focus (Sorcinelli, 2010)	Focus is organization of one or two events per year, such as institutional Professional Development Day.	Monthly presentations or workshops.	Intensive program throughout academic year.	Intensive program throughout academic year, with additional summer institutes and or extended programs such as graduate student or mentoring programs.
ED FOR STAFF AND ADMINISTRATORS	Faculty/Instructors only	Faculty focus; others invited to relevant sessions as space permits	Special programs designed for specific employee populations, i.e., staff, faculty, graduate students.	All inclusive: Programs and events open to all.

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ED NETWORKS: INSTITUTIONAL	Stand-alone unit.	Partnered initiatives with specific departments such as Human Resources, or Educational Technology.	Partnered with curriculum development units such as Internationalizing the Curriculum, Writing Centre, Math Centre and more.	Partnered with Institutional processes and units, such as Program Review, Institutional data office.
NETWORKS	Network with regional learning organizations.	Network with provincial professional learning organizations.	Network with national professional learning organizations.	Network with international professional learning organizations.
PROMOTION OF ED INITIATIVES	Primarily word of mouth. High visibility, physical presence of TLC personnel. Dedicated TLC connections with specific decanal or disciplinary units.	Primarily print and posters.	Primarily online technology with e-mail, websites, and online calendars.	Primarily interactive social media, such as wikis, twitter, blogs, webcasts and online community ED sites.
EVALUATION OF ED INITIATIVES	None due to time, personnel and funding constraints. Planning underway but not yet Implemented.	Informal evaluation of initiatives through smile sheets, requests for feedback, online formats.	Formal evaluation of ED initiatives through systematic collection of data, analysis, debriefing and continuous improvement actions.	Formal program review through institutional review processes which may include self-study, internal and external components.
MENTORING	Early career needs - induction; introductory teaching elements	Mid-career teaching enhancement; mentoring others.	Teaching veterans; legacy Mentoring others.	Specific career development programs such as Leadership development, Teaching Assistant development
SCHOLARSHIP OF TEACHING AND LEARNING	Focus on handbooks that will support effective or successful teaching tips and techniques.	Scholarly teaching: Focus on reflective and philosophical literature on teaching and learning.	Scholarship of Teaching and Learning: Classroom, department or institutional action research with goal to enhance learning environment.	Integrative ED that builds successful teaching, scholarly teaching and the scholarship of teaching and learning and/or action research.
E-LEARNING	No involvement.	Separate institutional unit for Educational Technology; often blurring lines between TLC and ED Tech units.	Educational technology, integrated within TLC initiatives, with dedicated TLC consultants.	Separate Ed Tech unit within TLC, most often with own manager and multiple ED Tech consultants.
LEADERSHIP: INFLUENCE	ED not identified in a leadership role.	Limited recognition; may be requested to participate on institutional initiatives.	Identified, often by faculty members, as leaders for learning. Perceived high institutional value of TLC initiatives.	ED seen as "holders of expert knowledge". Central to leadership for learning through high credibility and sagacity of ED Director/Coordinator with support of high profile champion or mentor.