



**UNIVERSITY OF
CALGARY**

Taylor Institute for Teaching and Learning
Educational Development Unit

STRATEGIC PLAN
2015-2018

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The Educational Development Unit: Who, What, and Why

The Educational Development Unit (EDU) was established at the University of Calgary as part of the vision for the Taylor Institute for Teaching and Learning. The EDU is a relatively small unit consisting of an administrative and communications group, a technology integration group, a learning and instructional design group, and an academic group.

Members of the EDU's academic group—faculty members who serve as educational development and curriculum consultants—engage in a combination of consultation, facilitation, network development, and research for the purposes of capacity building and supporting evidence-based approaches to teaching development. The learning and instructional design group uses evidence-informed practices to provide course design consultation, facilitation, and support to graduate students and instructors, with the ultimate goal of creating intentional and meaningful learning experiences. The technology integration group works toward ensuring that the university community effectively integrates high quality technologies to support and enhance the practices of teaching and learning. The administrative and communications group serves as a first point of contact for the Educational Development Unit, and raises the profile of our unit by delivering consistent messaging, managing social media, and liaising with the University of Calgary community and beyond. **The EDU faculty members and staff work collaboratively across these functional groups to advocate for, support, and build capacity for teaching and learning development at the University of Calgary.**

The vision for the Taylor Institute for Teaching and Learning has influenced the EDU's evolution. The Taylor Institute was established with a goal of optimizing all University of Calgary teaching and learning experiences, for faculty members, students, and staff (see Figure 1 for an illustration of the Taylor Institute's mandate). The Institute will serve as an incubator for sharing, building, and creating knowledge about teaching practice and enhancing student learning. The EDU provides one of the three core functions within the Taylor Institute, and our work will complement that pertaining to the Scholarship of Teaching and Learning as well as the College of Discovery, Creativity and Innovation (see Figure 2 for a schematic of the Taylor Institute's structure and mandate).

The infrastructure that will house the Taylor Institute for Teaching and Learning was designed with these relationships in mind, and in alignment with the principles of **transparency, collaboration, and flexibility**. The EDU has used these principles as a foundation for its ongoing development and planning processes.

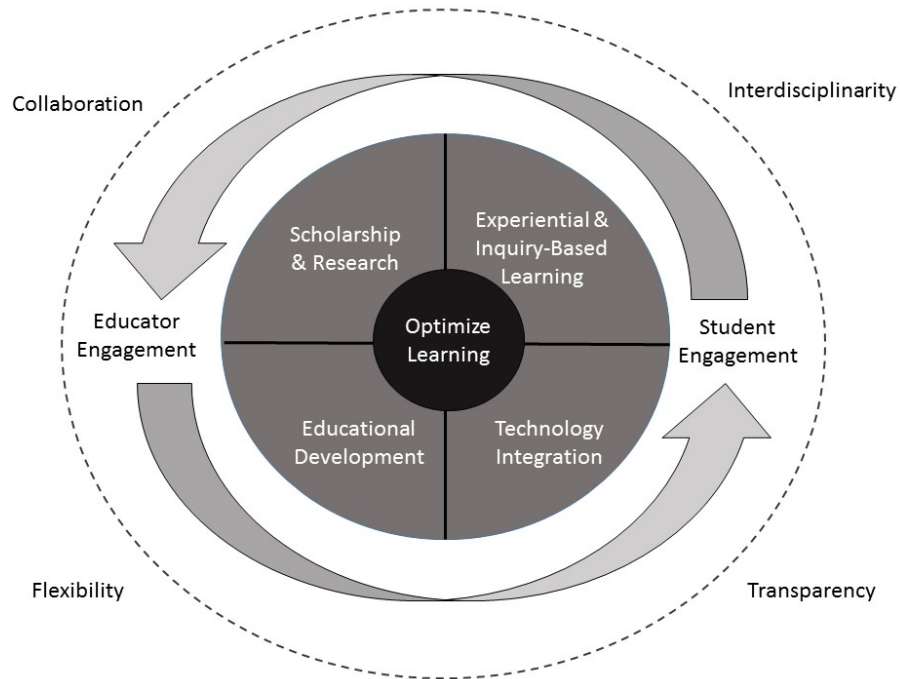


Figure 1: Mandate of the Taylor Institute for Teaching and Learning

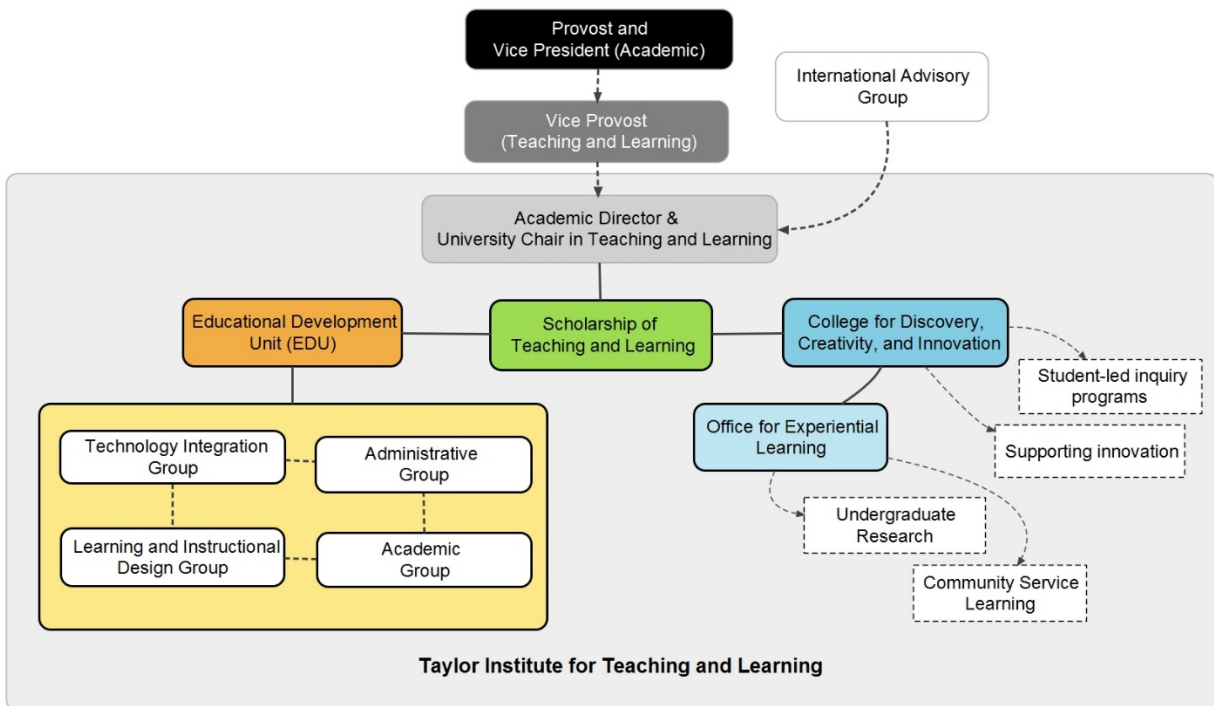


Figure 2: Structure of, and relationships within, the Taylor Institute for Teaching and Learning

What is Educational Development?

One element of the complexity surrounding the EDU's planning is inherent in the unit's very name. "Educational development" is a relatively new practice, emerging on the higher education landscape during the 1970s (Grant et al., 2009; Land, 2004; Lewis, 2010). Starting with the foundational principles that have contributed to the construction of a new Taylor Institute building (transparency, flexibility, and collaboration), the EDU has established itself as a collaborative and cohesive whole, where working groups and individuals make a variety of contributions to an inclusive, and public, educational development effort. We consider educational development to be a field of practice, leadership, and scholarship that supports the development of teaching and learning capacity at post-secondary institutions.

The EDU has worked towards building on the foundations of educational development theory in order to re-define educational development in light of the University of Calgary's organizational culture, and in balance with an emerging discourse and discipline of educational development. Evidence from the fields of educational development, technology integration, learning and instructional design, strategic planning, the scholarship of teaching and learning (SoTL), and the scholarship of educational development (SoED) have informed this effort, as well as the wisdom of practice that guides our day-to-day work.

Taylor and Colet (2010) identified five key domains of educational development activity: "training, evaluating, consulting, supporting e-learning and other forms of innovation, and facilitating the scholarship of teaching and learning" (p. 151). These general categories of activity are made visible by way of specific educational development strategies: workshops, courses, consultations, mentoring, project management, program evaluation, strategic planning, and program administration, among many other things (Dawson, Britnell, & Hitchcock, 2010; Taylor & Colet, 2010). The EDU engages in all of these domains and activities, and also continues to explore and push the boundaries of what educational development practice is and looks like. We place great value in the experience and expertise that faculty, staff, and students across the University of Calgary bring to our teaching and learning community. We strive to create a strong culture for teaching and learning by creating intentional opportunities for individuals and groups to connect and build upon their collective expertise through integrated networks of practice.

The EDU's Portfolio of Practice

As the first functional unit of the Taylor Institute for Teaching and Learning, the EDU has embraced the opportunity to define itself, establish a scope of practice, and implement a wide range of research-informed educational development activities. Inspired by the University of Calgary's *Eyes High* strategic vision, the Integrated Framework for Teaching and Learning, the Academic Plan, and the Strategic Framework for Learning Technologies, we have engaged in a comprehensive year-long strategic planning process. All groups and individuals within the EDU contributed to several collaborative,

iterative processes in order to articulate the purposes, core beliefs, intended outcomes, and activities that will help inform and guide our practices.

While we have worked toward creating a strategic planning document that features a written record of our vision, principles of practice, mandate, and goals, we consider this document to be just the beginning of a long-term creative process. Our process has explicitly merged research evidence and wisdom of practice (Weimer, 2001) for the purpose of establishing a **living strategic plan**. This **portfolio of practice** approach allows us to devise, reflect on, and document educational development in an inclusive and collaborative manner, and provides us the opportunity to create a strategic plan that is well-evidenced and contextually driven, while remaining flexible and continuing to evolve over time.

About the EDU Strategic Plan

This document represents a three-year plan for the Educational Development Unit (2015 – 2018). The goals indicated in the document are situated as part of specific strategies and priorities, but they are not mutually exclusive. Multiple members of the EDU, across units, may contribute to a goal, strategy, or priority at any given time. The working groups and individuals within the EDU have also developed their own goals and accountabilities that operate in alignment with the plan, but we also work collaboratively and cohesively for the purpose of ensuring educational development influence across the University of Calgary. As we work toward developing assessment strategies and generating evidence to illustrate the scope, quality, and impact of our efforts, our portfolio of practice will continue to grow and develop.

It is important to note that the EDU's five priority areas are not rank-ordered within this document; again, they influence one another and may be evidenced by goals or activities that fall under multiple priority areas.

Overview of Process

EDU Strategic Planning Process Summary

The EDU set the goal of having a three-year strategic plan in place by July 2015 to guide our practices and approaches. The plan will be used to strengthen our individual and collective ability to build teaching and learning capacity at the University of Calgary.

The process of creating the strategic plan began with the formation of the EDU Strategic Planning Committee (SPC) in late August 2014. The SPC designed a one-year consultative process that engaged and represented the interests and need of all members and groups of the EDU (see timeline presented in Table 1 below). The committee met biweekly to plan, ensure timelines were met and to collaboratively lead the EDU through the planning process. Through reviewing strategic plans from other education development centres, the committee identified the need for a responsive and flexible living plan that is continuously shaped to meaningfully inform everyday practices, activities and approaches. The EDU was engaged early with a collaborative effort to establish a baseline of existing EDU practices. Next the committee planned and facilitated an initial retreat in September 2014 that informed the writing of the EDU vision, mission and principles of practice. Two more retreats in January and April 2015 brought together the EDU to define goals, actions and strategies and finally to develop an assessment plan. After each of the retreats the committee met to summarize the outcomes and then gather feedback from the entire EDU to ensure the interests and needs of all members and groups were reflected in the plan (see Figure 3). The following section presents the vision, mandate, core beliefs, priorities, strategies, and goals for the EDU.

Table 1: Timeline for Developing the EDU Strategic Plan

Task	Timeline	People
Review other strategic planning documents to determine what we like and what we would improve upon	End of August	Strategic Planning Committee (SPC)
Prepare for EDU visioning retreat	End of August	SPC
Conduct an inventory and baseline of existing EDU practices	End of August	SPC and all members of EDU
Develop an EDU fall strategic planning retreat plan	September	SPC
Facilitate and participate in EDU strategic planning retreat (e.g. our vision, mission and principles of practice)	October	SPC and all members of EDU
Summarize outcomes of EDU strategic planning retreat	November	SPC
Consult with EDU groups to gather feedback on outcomes of Strategic Planning Retreat #1	November	SPC and all members of EDU
Refine Principles, Vision and Mission	December	SPC
Plan for EDU retreat #2 (Goals, Strategies and Actions)	December	SPC
Facilitate and Participate in EDU Retreat #2 – Priorities, Strategies, Goals	January	SPC

Consult with EDU groups to gather feedback on outcomes of second strategic planning Retreat	February	SPC and all members of the EDU
Refine EDU Goals, Actions and Strategies	March	SPC
Develop an EDU Retreat #3 – Developing an Assessment Plan	March	SPC
EDU retreat #3 (Developing an Assessment Plan)	April	SPC and all members of the EDU
Draft final Strategic Plan	May	SPC
Consult with EDU and others to gather feedback on the almost final product	June	SPC and all members of the EDU (potentially key members of the academic community as well)
Complete and make public the EDU Strategic Plan	July	SPC

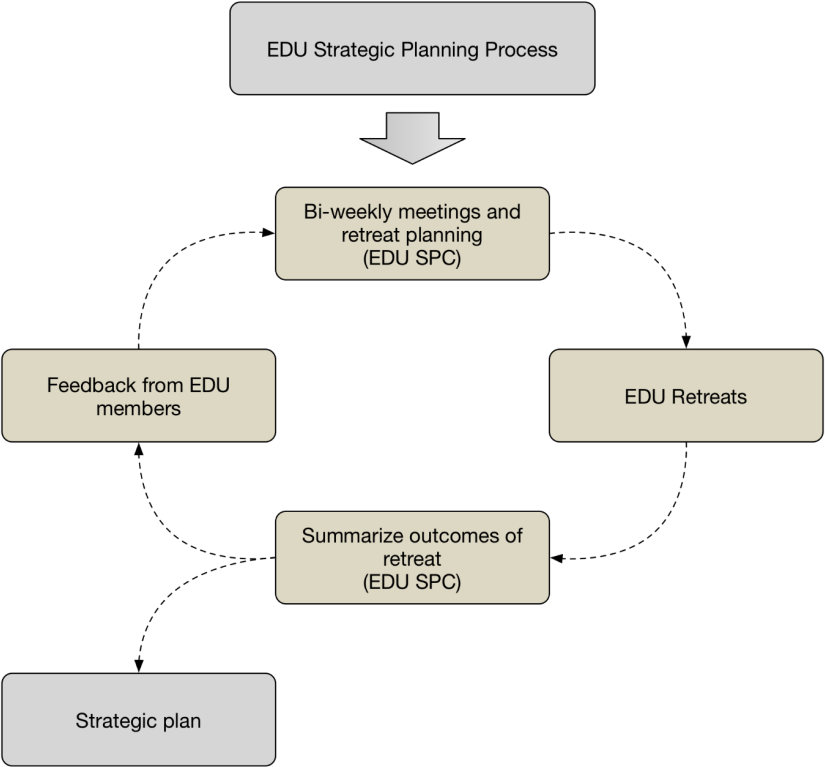


Figure 3: Diagram of EDU strategic planning process.

EDU Vision, mandate and beliefs

VISION

To lead a community of innovation, research and excellence in post-secondary teaching and learning.

MISSION

The EDU builds teaching and learning capacity by creating networks of practice, supporting technology integration, and promoting evidence-based approaches in order to enrich student learning experiences.

HOW WE WORK

The EDU values internal and external collaboration as we actively connect and build communities. We respect and draw upon the talents and perspectives of the diverse roles and backgrounds of our colleagues. The EDU provides a safe, productive, and rewarding work environment, where people feel challenged and supported in their efforts. We promote a balanced workplace that is supportive of our health and well-being. We actively explore innovative and creative solutions, and evaluate the effectiveness and impact of our practices.

OUR CORE BELIEFS

- **Building Capacity**
We believe that teaching and learning expertise is distributed among colleagues and students. We learn from others and create opportunities for meaningful dialogue and action. We foster networks and build connections to strengthen our collective capacity to improve post-secondary teaching and learning.
- **Student-centred approaches**
We believe that a student-centred approach leads to meaningful learning experiences and enhanced outcomes. We believe in creating learning environments that provide opportunities for students to actively construct and take responsibility for their learning.
- **Reflective practice**
We believe that critical reflection is essential in fostering growth and improvement in teaching and learning, as well as professional practice.
- **Evidence-based practice**
We believe in making decisions based on the best available information. We believe in sharing what we have learned to strengthen the practice and scholarship of teaching and learning.
- **Challenge**
We believe it is important to explore complex problems and issues. We support a work culture where exploration and experimentation are valued and encouraged.

Priorities, Strategies and Goals

EDU PRIORITIES

1. Building capacity and creating community
2. Supporting evidence-based practice
3. Strengthening innovation
4. Raising the profile of the Educational Development Unit
5. Evaluating our practice

TIMELINES

Immediate: Complete by the end of 2015

Short term: Complete by the end of 2016

Long term: Complete by the end of 2018

Ongoing: In progress and will continue over the duration of the plan

Priority 1: Building capacity and creating community

Enabling others; building networks and connections across communities; providing resources to strengthen the skills and abilities of individuals and communities; building distributed expertise; fostering connections between individuals and groups; providing leadership and expertise; learning from and with others.

STRATEGY 1: Develop, facilitate, and lead educational development initiatives that build teaching and learning expertise and connect networks of practice throughout the U of C

Goals

- Enhance educational development opportunities and resources for new faculty members (Ongoing)
- Provide educational development opportunities and resources for instructors who teach graduate students and courses (Ongoing)
- Support educational development and course design with a focus on enhancing student engagement in large enrolment and capstone courses (Ongoing)
- Connect people and networks of practice to share and disseminate scholarship and effective practices related to teaching and learning (Ongoing)
- Develop a sustainable peer support program through the foundation of the Teaching Academy (Short term)

- Support peer development processes through initiatives such as teaching squares, classroom observations and peer mentorship (Short term)
- Develop a comprehensive graduate student teaching development workshop program, including an interdisciplinary workshop series, TA orientation, a degree-credit course related to university teaching and learning, and a certificate in the theory and practice of university teaching (Long term)
- Facilitate discipline-specific initiatives to support evidence-based course design strategies (Ongoing)
- Enhance resources and training on the effective use of learning technologies and technology-enabled learning spaces (Short term)
- Develop, promote and support the exploration and meaningful adoption of relevant new learning technologies, through initiatives including the Faculty Design Studio and Technology Lending Library (Long term)
- Promote, support, and model effective online learning at the University of Calgary (Ongoing)
- Develop and enhance programs, resources, and initiatives to support the nomination and application process for the University of Calgary Teaching Awards Program and the University of Calgary Teaching and Learning Grants programs (Ongoing)
- Enable instructors to develop, implement and assess the impact of new teaching and learning approaches and technologies by actively promoting the University of Calgary Teaching and Learning Grants program (Ongoing)
- Develop a sustainable framework for the Instructional Skills Workshop Program, including training and development of facilitators, and offering an on-line and blended ISW framework (Long term)
- Develop a peer-reviewed open-access journal to support the sharing and dissemination of conference proceedings from the University of Calgary Conference on Postsecondary Learning and Teaching (Long term)
- Pilot a Teaching Fellowship program to build capacity and networks of practice for teaching and learning within and across faculties and schools at the University of Calgary (Long term)
- Maintain and promote the online Teaching Community by posting resources and engaging in online discussion (Ongoing)

STRATEGY 2: Creating intentional opportunities to connect communities and to share with and learn from others

Goals

- Enhance communication tools and strategies to ensure departmental, faculty, and institutional stakeholders are informed of innovative and evidence-based teaching and learning approaches (Ongoing)
- Promote the development of an active and engaged community of educators within and beyond the University of Calgary, by provide opportunities for networking, professional and social interactions. (Ongoing)
- Share and disseminate teaching and learning scholarship by providing regular opportunities for formal and informal gatherings that connect individuals, communities and networks of practice at the University of Calgary (Ongoing)
- Develop an accessible database of university community members with specific teaching and learning expertise (Long term)

STRATEGY 3: Develop and offer resources that build teaching and learning expertise throughout the University of Calgary

Goals

- Develop programs and resources related to demonstrating teaching quality, including formative teaching assessment practices and teaching dossiers (Short term)
- Strengthen programs and resources related to course design and student engagement (Short term)
- Enhance online and print resources to support curriculum review, mapping, and assessment processes (Short term)
- Develop and support curriculum mapping approaches and tools that meet the specific needs of the University of Calgary's academic programs (Ongoing)
- Develop resources to support evidence-based assessment practices, with a focus on academic integrity, authentic assessment, and student progression of learning (Long term)
- Enhance educational development opportunities and resources for international teaching assistants and instructors (Ongoing)
- Redevelop the elearn.ucalgary.ca website to ensure access to support for learning technologies and to showcase innovative projects and best practices (Immediate)

STRATEGY 4: Enhance our skills and expertise in order to improve our ability to provide educational development support to the University of Calgary community

Goals

- Develop expertise in signature pedagogies and discipline-specific approaches to teaching and learning (Ongoing)
- Develop and implement an EDU strategic plan that aligns with larger institutional goals (Ongoing)
- Ensure that individual goals and accountabilities within the EDU align with the strategic plan and larger institutional goals (Ongoing)
- Support learning plans and continued professional development of EDU faculty and staff (Ongoing)

STRATEGY 5: Enhance partnerships and collaborations with individuals, units and faculties to support teaching and learning

Goals

- Consult with individuals and groups to provide information, support and/or referral regarding teaching and learning development (Ongoing)
- Provide and build capacity for high quality technical and pedagogical support for instructors and students (Ongoing)
- Work with curriculum review teams to enhance, improve, and innovate academic programs across the University of Calgary (Ongoing)

- Facilitate discussions and develop opportunities with units, departments, and the broader academic community to foster teaching expertise and to strengthen academic programs - (Ongoing)
- Provide resources related to enhancing student learning experiences and engagement (e.g. NSSE), curriculum and course design, online learning, and the integration of learning technologies to support strategic initiatives within faculties and units (Short term)
- Provide educational development expertise on institutional, faculty, and departmental committees and working groups with a focus on teaching and learning, and learning technologies (Ongoing)
- Identify and enhance the success of students through the THRIVE program in collaboration with Student Success (Short term)
- Facilitate and promote peer initiatives that develop teaching and learning expertise through the Teaching Academy (Ongoing)
- Evaluate and identify how learning technologies can further enable and enrich student learning experiences and outcomes with individual instructors, and academic programs (Long term)
- Inform decision-making on the integration of new learning technologies (e.g. lecture capture) and maintenance of current learning technologies (Ongoing)
- Showcase the innovative use of learning technologies and spaces in partnership with faculties and units (Ongoing)
- Showcase and promote inclusive teaching and learning approaches in partnerships with Student Accessibility services (Ongoing)
- Document details related to the pedagogical use (e.g. flexible/active learning spaces) of learning spaces throughout the University of Calgary in partnership with Enrolment Services, Campus Planning, and IT (Short term)
- Make recommendations on the continuous improvement of learning environments and spaces with campus partners (Ongoing)
- Enhance access to targeted University of Calgary courses and learning opportunities with campus partners such as eCampusAlberta (Long term)

Priority 2: Supporting Evidence-based Practice

Engaging in systematic and scholarly inquiry; supporting engagement in the scholarship of teaching and learning; supporting evidence-based teaching and learning practices

STRATEGY 1: Support the University of Calgary community in applying evidence-based approaches to teaching and learning

Goals

- Translate and make accessible research related to teaching and learning in post-secondary education (Ongoing)
- Support and facilitate communities and networks of practice that promote evidence-based approaches (Ongoing)
- Ensure that EDU resources and initiatives are evidence-based and linked to scholarly literature where appropriate (Ongoing)

STRATEGY 2: Engage in systematic inquiry and evidence-based EDU practices and approaches

Goals

- Use the best available information and current scholarship to inform our practices (Ongoing)
- Document, collect and disseminate data related to our educational development practices and approaches (Ongoing)
- Develop evidence-based promotion and tenure guidelines for the Educational Development Unit (Immediate)
- Ensure contributions to evidenced-based educational development approaches and scholarly inquiry are recognized in appropriate job profiles (Ongoing)

STRATEGY 3: Support engagement in systematic inquiry related to teaching and learning

Goals

- Enhance resources related to the University of Calgary Teaching and Learning Grants program - (Ongoing)
- Develop resources to support engagement in the scholarship of teaching and learning (Ongoing)
- Collaborate with faculty and staff to support projects related to the scholarship of teaching and learning (Ongoing)

Priority 3: Strengthening innovation

Bringing together novel ideas, processes and approaches; enhancing what we do by doing it differently; applying what we know in unique contexts; discovering better solutions.

STRATEGY 1: Explore and support new and innovative teaching and learning practices

Goals

- Identify and evaluate new and innovative learning technologies, practices and teaching approaches (Ongoing)
- Construct prototypes and applications to allow for thoughtful, intentional, and evidence-based evaluation of strategic technologies (Ongoing)
- Proactively identify gaps and new opportunities for extending the capabilities of the EDU and the teaching and learning community across the University of Calgary (Ongoing)
- Keep informed of emerging developments to share and promote the innovative work being done at the University of Calgary, by actively participate in campus, regional, national and international communities of education and technology (Ongoing)

STRATEGY 2: Explore new and novel approaches to our Educational Development Unit practices

Goals

- Support the exploration and evaluation of new and innovative educational development practices and technologies through pilot projects and directed innovation (Ongoing)

- Schedule opportunities to collectively share and learn from the outcomes of pilot projects and new initiatives (Ongoing)
- Review and revise all job profiles to incorporate reflective practice and the exploration of new and novel approaches (Long term)

STRATEGY 3: Promote, document, and showcase innovation in teaching and learning at the University of Calgary

Goals

- Support and showcase the innovative teaching and learning approaches of individuals, programs and faculties (Ongoing)
- Enable access to new and emerging technologies so that instructors are able to experiment and integrate novel learning technologies (Ongoing)
- Support instructors to evaluate innovative teaching and learning practices (Ongoing)
- Create a technology-enabled design studio to support instructors in the development of high quality engaging rich media for their courses (Immediate)
- Develop clear strategies to broadly communicate new teaching and learning innovations and learning technologies that are supported by the University (Short term)

Priority 4: Raising the profile of the Educational Development Unit

Strengthening our identity; building our credibility; communicating our strengths and successes; enhancing the visibility of our programming and initiatives.

STRATEGY 1: Enhance the visibility of EDU initiatives, programs and approaches both internal and external to the University of Calgary

Goals

- Develop a communication plan with specific strategies to inform the internal and external communities of our EDU initiatives, programs and approaches (Short term)
- Leverage the EDU website, newsletter, online Teaching Community, and social media (e.g. Twitter and the EDU blog) to highlight our activities and accomplishments (Ongoing)
- Present initiatives, programs and research at local and national conferences (Ongoing)
- Increase awareness of EDU programming during strategic campus initiatives such as new academic orientation and graduate student orientation (Ongoing)

STRATEGY 2: Celebrate and communicate our initiatives and successes

Goals

- Distribute monthly internal email updates to highlight our individual and collective accomplishments (Ongoing)
- Develop and distribute widely a monthly EDU newsletter to highlight our activities, initiatives and accomplishments to the internal and external community (Ongoing)

- Complete an EDU annual report that communicates our progress, activities and vision for the future (Immediate)
- Share stories about teaching and learning activities in the EDU and across campus through campus news channels such as UToday (Ongoing)

STRATEGY 3: Leverage the move to the new Taylor Institute building to raise the profile of our work

Goals

- Develop, present, and distribute EDU resources and communications that are consistent with a strong EDU visual identity (Ongoing)
- Enhance marketing and promotional material for the EDU, and make resources available at strategic campus events (Ongoing)
- Support the launch of the Taylor Institute for Teaching and Learning, by collaborating with University Relations (Short term)
- Showcase teaching and learning and the Taylor Institute as part of the celebrations for the 50th anniversary of the University of Calgary (Short term)

Priority 5: Evaluating our practice

Assessing and evaluating the scope, quality and impact of our EDU activities with a focus on continuous improvement.

STRATEGY 1: Implement assessment strategies to evaluate the scope, quality and impact of our educational development practices

Goals

- Measure the success and impact of EDU initiatives and programming, by developing a sustainable evaluation and assessment plan (Immediate)
- Consult with the university community, peer institutions, and scholarly networks to ensure that our programs best meet the needs of the University of Calgary (Ongoing)
- Gather qualitative and quantitative data for new and existing EDU programs and activities (e.g. surveys, session evaluations, focus groups, and interviews) (Ongoing)
- Collect and manage assessment data related to EDU programs and activities (Ongoing)

STRATEGY 2: Continuously improve our educational development programs based on assessment data and feedback

Goals

- Interpret, evaluate, and use assessment data to strengthen the quality of our EDU programs and activities (Ongoing)
- Collaboratively discuss and use evaluation data to identify existing gaps and new opportunities in EDU programming (Ongoing)
- Document, reflect and present evidence of our impact using an EDU e-portfolio with a focus on continuous improvement (Ongoing)

- Share evidence of impact of EDU programming through communications with the University of Calgary community and scholarly publications (Ongoing)
- Summarize initiatives that have been refined or added in response to assessment data in the Annual EDU Report (Ongoing)

STRATEGY 3: Evaluate and enhance our EDU workspace, culture, and environment

Goals

- Develop strategies to communicate how we work together, what our expectations, and core beliefs are (Short term)
- Make our vision, mission, core beliefs, and strategic directions public (Immediate)
- Assess how we are meeting our mission, core beliefs, and strategic directions (Ongoing)
- Continually review workplace practices and spaces to maintain a positive, respectful, and balanced work environment and culture (Ongoing)
- Ensure our hiring and onboarding processes are reflective of our mission, core beliefs and strategic directions (Ongoing)
- Ensure our day to day interactions and processes align with our mission, core beliefs and strategic directions (Ongoing)
- Continually include all EDU staff in strategic planning processes and discussion (Ongoing)

THE PORTFOLIO APPROACH

The EDU recognizes the inherent complexity of evaluating educational development programs. The following section presents a summary of the EDU’s plan for assessing the scope, quality and impact of our practices, as it relates to the priorities and goals identified in the previous section.

Our portfolio approach illustrates the breadth, depth and richness of the approaches we take to support teaching and learning in post-secondary education (Wright and Miller, 2001). Foundational to this approach are:

- underlying principles, values, philosophies, and beliefs that guide our everyday practices, activities and approaches
- processes, goals, and activities that we engage in, and that support and align with our core principles and beliefs.
- artefacts that provide tangible evidence of the scope, impact, and quality of our activities and approaches (see Figure 4).

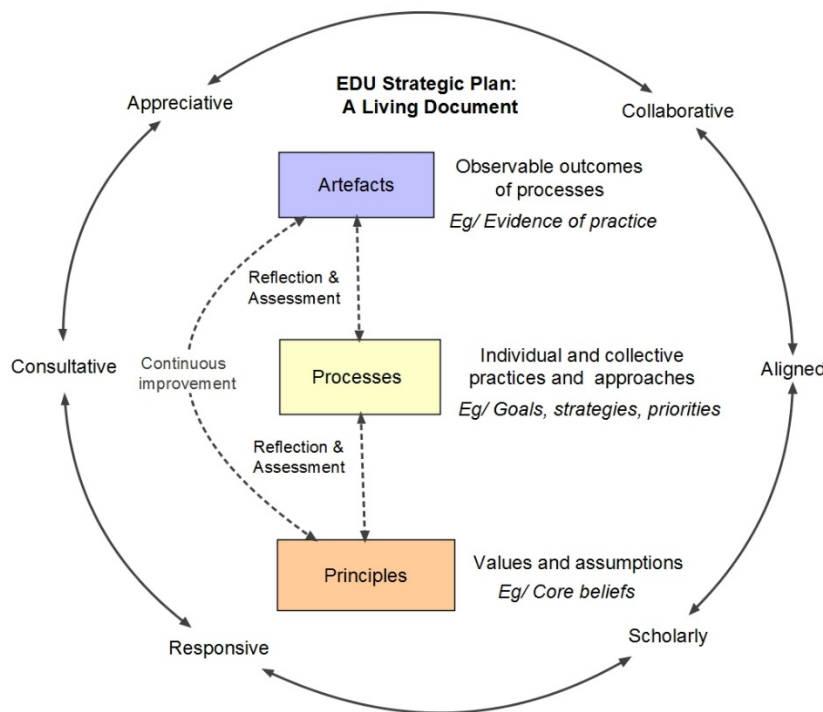


Figure 4: Conceptualization of a living portfolio of practice approach to strategic planning

This approach builds upon past scholarly research related to the core characteristics of educational development initiatives (Amundsen & Wilson, 2012), and recognizes that in order to have sustained impact, strategic planning processes should be flexible and responsive to the evolving and dynamic nature of change. Therefore, it must be informed by ongoing-dialogue, reflection and a plan for

assessment that informs *why, how* and *what* we do in our everyday practice, with a clear focus on continuous improvement.

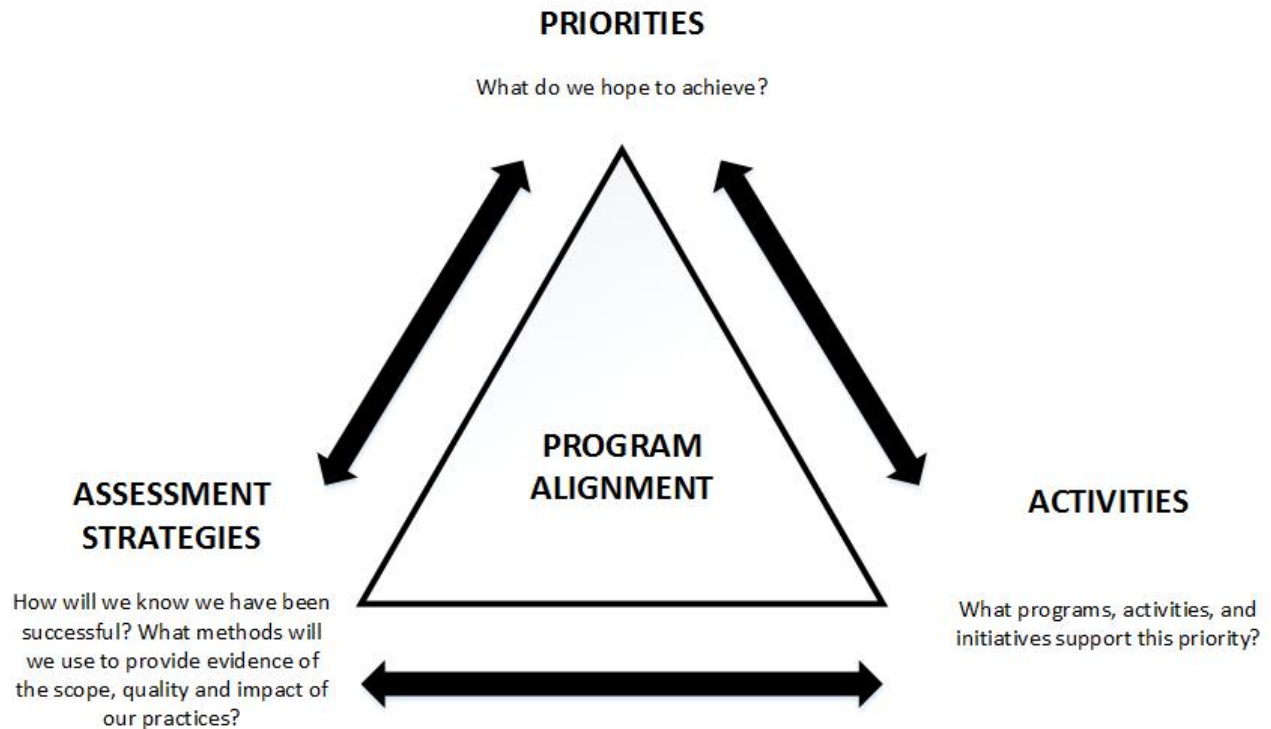


Figure 5: Conceptualization of program alignment (adapted from Biggs 1996; 2014)

A portfolio approach is grounded in a clear plan for assessment which asks: What do we want to achieve? What programs, activities, and initiatives support our priorities? What methods will we use to provide evidence of the scope, quality, and impact of our practices (see Figure 5). The assessment plan should be intentional, systematic, sustainable, goal-oriented, and based on multiple measures and strategies which provide both summative and formative forms of evaluation (Hines, 2009; Kreber et al., 2001). As Kreber et al. (2001) suggest, this approach promotes *meaningful alignment* between the nature of the activity, its intended impact, and the strategies for evaluation (Figure 6).

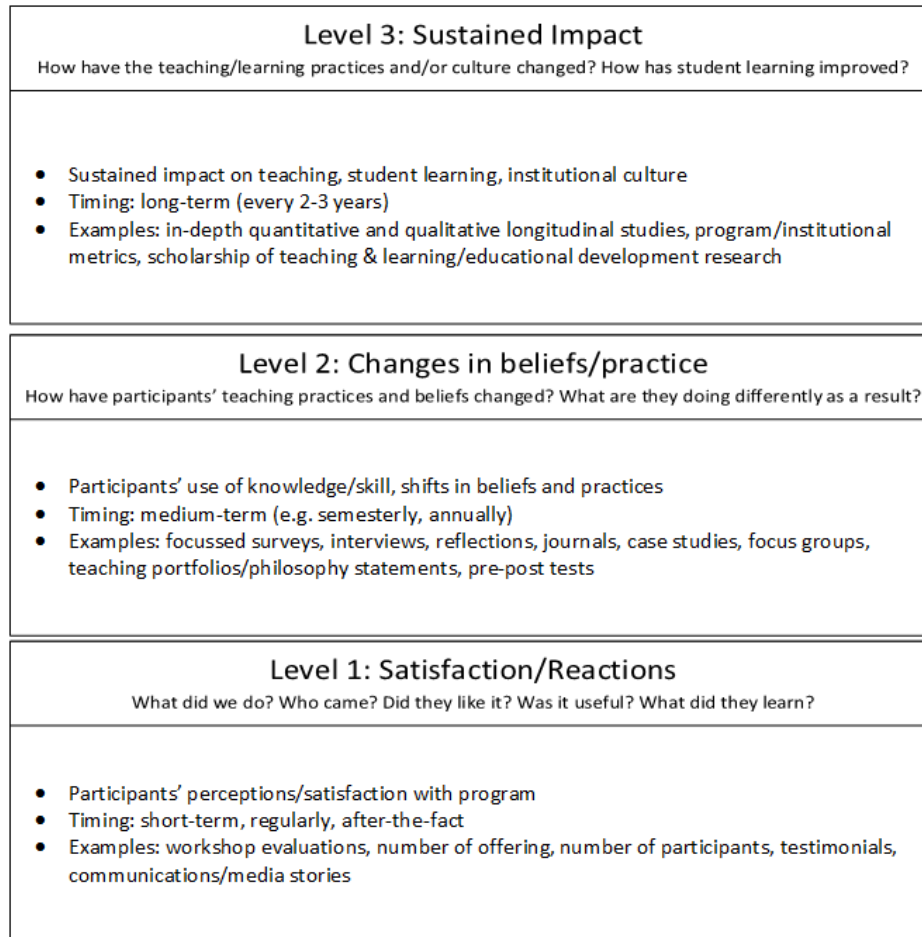


Figure 6: Conceptualization of levels assessment impact from level 1 (satisfaction/reaction) to level 3 (sustained impact) (adapted from Grabrove et al., 2012; Kreber et al., 2001; Kirkpatrick and Kirkpatrick, 2006)

Chalmers and Di Gardiner (2015) argue we must think beyond participant outcomes and satisfaction, focusing rather on the intended outcomes of our programs. They call for a systematic approach to gathering relevant and varied quantitative and qualitative data over the short and long term in order to provide a comprehensive approach to provide evidence of the impact of our programs. A portfolio approach encourages alignment of individual programs and activities to the larger whole by asking questions such as:

- What program or activity would we most like to assess?
- What larger unit priority or goal does this activity best align with?
- What specific outcomes do we hope to achieve through this activity? What questions do we currently have about this program that we would like to answer?
- What artefacts (e.g. documentation or materials) best provide evidence of the scope of this activity?
- What assessment methods would help us answer the questions we have and/or would provide evidence of the quality and impact of this program?
- How often will we use this assessment method to evaluate this program or activity?

As highlighted in Table 2, each individual and group in the EDU has used these questions as a guide to develop strategies for assessing the scope, quality, and impact of our core programs and activities. This approach directly builds upon the framework for *meaningful alignment* between the nature of the activity, its intended impact, and the strategies for evaluation presented in Figure 6. Drawing upon our portfolio approach, and the program alignment framework shown in Figure 5, Table 3 presents a comprehensive summary of example assessment strategies that will be used to assess each of the five priorities identified in the EDU's 3-year living plan.

Table 2: Sample assessment framework for program evaluation

Activity	EDU Priority	Outcomes and Questions	Evidence	Assessment Method	Timing
<p>What program/activity would I most like to assess?</p>	<p>What priority does this program/activity best align with?</p>	<p>What specific outcomes do I hope to achieve through this activity?</p> <p>What questions do I currently have about this program that I would like to answer?</p>	<p>What artifacts (i.e. documentation or materials) best provide evidence of the scope of this activity? (e.g. on-line or print materials, conference program, presentation, new app, new website, UToday story, badge description)</p>	<p>What assessment method would best help me answer the questions I have and/or provide evidence of the quality and impact of this program? (e.g. workshop evaluation, interviews with participants, number of users, online survey)</p>	<p>How often will I use this assessment method?</p> <p>-regularly (e.g. after-the fact) -semesterly -annually -every 2-3 years</p>
<p><i>Teaching fellowship program</i></p>	<p><i>Building capacity/creating community</i></p>	<p><i>Build educational leadership, implement new discipline-specific teaching and learning initiatives, build integrated networks of practice</i></p> <ul style="list-style-type: none"> • <i>How does the teaching fellowship program contribute to building educational leadership?</i> • <i>What new teaching and learning initiatives have been developed by participants in the teaching fellowship program?</i> • <i>How do they vary across disciplines?</i> • <i>How does the teaching fellowship program promote the development of integrated networks of practice?</i> 	<ul style="list-style-type: none"> • <i>Program materials (e.g. website and program descriptions)</i> • <i>UToday stories on the program</i> • <i>Conference presentations on the program</i> • <i>Name & description of new teaching and learning initiatives implemented</i> 	<p><i>Annual survey of participants</i></p> <p><i>Interviews/focus groups with participants of Teaching fellowship program</i></p>	<p><i>Annually</i></p> <p><i>After 3 years</i></p>

Overview of assessment alignment

Table 3: High impact activities and example assessment strategies supporting each of the EDU's strategic priorities.

PRIORITY	HIGH IMPACT ACTIVITIES	EXAMPLE ASSESSMENT STRATEGIES
<p>Building Capacity and Creating Community <i>Develop, facilitate and lead initiatives that build teaching and learning expertise and connect networks of practice throughout the university.</i> <i>Create intentional opportunities to connect communities and to share with and learn from others.</i> <i>Develop and offer resources that build teaching and learning expertise.</i> <i>Enhance our skills and expertise to improve our ability to provide educational development support.</i></p>	<ul style="list-style-type: none"> • University of Calgary Conference on Post-secondary Learning and Teaching • Communities of Practice • Support for University of Calgary Teaching Award program • Online Teaching Community • NSSE Action Group support • Discipline-specific workshops and programs (e.g., Teaching Controversial Issues) • Teaching Academy, Open Classroom Week, Peer mentorship program, Team discussion • Teaching Fellows • Curriculum Review • TA orientation • Instructional Skills Workshop, Faculty Development Workshop • Teaching Online Program • Participation on internal and external teaching and learning committees 	<ul style="list-style-type: none"> • Numbers of workshops, events, participants • Surveys, focus groups, interviews, case studies • Post-event/workshop evaluations • Numbers of resources created and shared • Number of new partnerships established internally and externally • Critical reflection of our own practices
<p>Supporting Evidence-based Practice <i>Support the University of Calgary community in applying evidence-based approaches to teaching and learning.</i> <i>Engage in systematic inquiry and evidence-based EDU practices and approaches.</i></p>	<ul style="list-style-type: none"> • Documentation of learning spaces and technologies • Course design workshop • Support for University of Calgary Teaching and Learning Grants program 	<ul style="list-style-type: none"> • Numbers of workshops, events, participants, publications, reports, conference presentations • Surveys, focus groups, interviews, case studies

<p><i>Support engagement in systematic inquiry related to teaching and learning.</i></p>	<ul style="list-style-type: none"> • Faculty, graduate student, and curriculum workshop series (presentations to UofC community, developing teaching expertise) • Badging and microcredentials • ePortfolios • Engagement in our own scholarly practice (conference presentations, publications, knowledge translation) 	<ul style="list-style-type: none"> • Post-event/workshop evaluations • Numbers of resources created and shared • Critical reflection of our own practices
<p>Strengthening Innovation <i>Explore and support new and innovative teaching and learning practices. Explore new and novel approaches to our Educational Development Unit practices. Promote, document and showcase innovation in teaching and learning at the University of Calgary.</i></p>	<ul style="list-style-type: none"> • Instructor Design Studio • Showcase courses in D2L • Development of new prototypes and applications • Research on emerging technologies, trends, and innovations • Formal and informal opportunities to showcase innovations (e.g., “lunch and learn” sessions, tours, communities of practice, workshops, demos) • Developing innovative resources to enhance online and face-to-face • Technology lending library • Course design consultations 	<ul style="list-style-type: none"> • Numbers of workshops, events, participants, consultations • Surveys, focus groups, interviews, case studies • Post-event/workshop evaluations • Numbers of resources created and shared • Number of new prototypes and applications developed; Number of uses • Critical reflection of our own practices
<p>Raising the profile of the EDU <i>Enhance the visibility of EDU initiatives, programs and approaches both internal and external to the University of Calgary. Celebrate and communicate our initiatives and successes. Leverage the move to the Taylor Institute building to raise the profile of our work.</i></p>	<ul style="list-style-type: none"> • Conference presentations, proceedings, publications • UToday articles, media coverage, social media • EDU Annual Report • EDU Resources • Engagement in UofC 50th Anniversary Celebration 	<ul style="list-style-type: none"> • Number of publications and presentations • Scope and distribution of media coverage • Scope of social media impact • Number of internal and external visitors to the EDU • Critical reflection of our own

		practices
<p>Evaluating our EDU practice <i>Implement assessment strategies to evaluate the scope, quality, and impact of our educational development practices. Continuously improve our educational development programs, based on assessment data and feedback. Evaluate and enhance our EDU workspace, culture and environment.</i></p>	<ul style="list-style-type: none"> • Creation of EDU Portfolio website • Teaching Connections blog • Development of EDU Annual Report • Ongoing development of EDU Strategic Plan • Provide professional development opportunities to EDU staff, including conferences, workshops, and courses • Conduct regular program planning and evaluation meetings 	<ul style="list-style-type: none"> • Use of EDU portfolio website • Number of blog posts • Distribution of EDU Annual report • Discussion of University of Calgary Engagement Survey Results for EDU, and development of action plan for EDU • Critical reflection of our own practices

The Educational Development Unit was established as part of the vision for the Taylor Institute for Teaching and Learning. EDU staff and faculty members work collaboratively to advocate for, support, and build capacity for teaching and learning at the University of Calgary. From August, 2014 to June, 2015, the Educational Development Unit engaged in a comprehensive strategic planning process inspired by the University of Calgary's *Eyes High* strategic vision, the Integrated Framework for Teaching and Learning, the Academic Plan, and the Strategic Framework for Learning Technologies. This creative process was highly collaborative and consultative, and involved all groups and individuals across the Unit. It recognized the inherent breadth, depth and richness of our educational development programs, and the approaches we take to support teaching and learning. The outcome of this process has ensured that the EDU now has a clear vision to help guide the work that we do. We also identified assessment strategies to evaluate and communicate the scope, quality, and impact of our work. Through our 3-year living plan, we have ensured meaningful alignment of our priorities, activities and assessment strategies. Our portfolio of practice will allow us to take an evidenced-based approach to planning, reflecting on, documenting, and disseminating our educational development activities. Most importantly, it will provide us with an opportunity to respond to the ever-evolving nature of our work, such that we can continue to improve and evolve our practices over time. Our Living Plan will be presented and collaboratively updated through the EDU's ePortfolio at: <http://eduportfolio.ucalgaryblogs.ca/>.

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