

COMPETENCIES FOR A LEADERSHIP ROLE IN EDUCATIONAL DEVELOPMENT

by

KRISTI J. VERBEKE

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2014

MAJOR: INSTRUCTIONAL TECHNOLOGY

Approved by:

Advisor

Date

UMI Number: 3613212

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3613212

Published by ProQuest LLC (2014). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

© COPYRIGHT BY

KRISTI J. VERBEKE

2013

All Rights Reserved

DEDICATION

This dissertation is dedicated to my family, for their unwavering support during this very long process.

To my husband, Andrew, who has been, and always will be, my rock. I love you more and more every day. It's been a wild and crazy year for us, but we made it! And to my son, Ellis, who motivates me every day to be the very best person I can be.

Also, my mother and father, Jo Ann and Robert Jordan. From a very early age, you instilled in me self-confidence and a belief that I could do anything I wanted if I worked hard enough. I cannot thank you enough for that.

And finally, to my in-laws, Kathy and Gary Verbeke. You're always there when we need you, with never a complaint. You tell me constantly how proud of me you are, which means more than you will ever know.

ACKNOWLEDGEMENTS

There are so many people I need to thank for either helping, or encouraging me through this process. If I forget any of you here, please forgive me – I’m exhausted! Please know that I am so very grateful for everyone who has helped in any way.

- To my advisor, Dr. Monica Tracey who has always been there pushing (sometimes prodding) me along. When I met you so long ago, I never dreamed we’d end up here, but I couldn’t have asked for a better advisor. Knowing that I have you in my corner has made this process much easier. I consider you a friend, colleague, and mentor and hope we can continue to work together. Your energy and enthusiasm inspires me. I have so much to learn from you.
- To Dr. Marcus Dickson, who is technically my outside committee member, but will always be my mentor and advisor, a huge thank you. You have always stood by me and supported me, even after my decision to leave Psychology and pursue a degree in Instructional Technology. I will never forget the horror on your face when I was accosted by a homeless person when you were giving me a tour of Wayne State University so many years ago. I’m sure you thought the girl from Iowa would never return, but I did and you’ve been there every step of the way. I never planned to be a teacher when I started graduate school, but watching and learning from you is a big part of why I ultimately decided to make teaching my life’s work.
- To the rest of my committee, Dr. Timothy Spannaus and Dr. Ingrid Guerra-Lopez, thank you so much for feedback and support throughout. And also thank you to the rest of the faculty, staff, and my colleagues in the IT department. Dr. James Moseley and Michele Norris, for your assistance in navigating this process. Dr. Nandita Mani, a friend and colleague, for the emotional support and cheerleading. It’s been a great pleasure working with all of you.

- A special thank you to Dr. Rita Richey. Many years ago, I sat in your office uncertain as to whether I should make the very difficult decision to switch graduate programs and start all over again with Instructional Technology. Your no-nonsense advice was just what I needed to hear. Several years (and a lot of work) later, I don't regret the decision, and am so very grateful to you.
- Of course I must thank all the experts who participated in my study. It was a huge time commitment at a horrible time of the year for educational developers. Getting to meet and interact with all of you – the best and brightest in my field – throughout the course of this dissertation has been amazing.
- A special round of thanks goes to my dear friend, Dr. Nardina Mein. You have provided me with so many opportunities and such great advice, I truly cannot explain how grateful I am to you. You saw potential in me so long ago and nurtured that in a way nobody ever had. I've grown very fond of our regular coffee dates and deeply value your friendship.
- I also give thanks to my many faculty colleagues, whom I now consider friends, from Wayne State University. Working with all of you continually affirmed my decision to pursue a career in educational development. Thank you for believing in and encouraging me.
- To my new colleagues at Wake Forest University, especially Dr. Catherine Ross, thank you for welcoming me with open arms. It's been refreshing to work with and learn from an experienced educational developer. I look forward to learning more!
- Of course there are many others, who have nothing to do with this degree, but have been constant sources of support. Laurie Miller, for always believing in me and Dawn Dayton, for keeping me sane (though others around us might disagree) and laughing. I love you both.
- And finally, to my husband, Drew. There are no words except I love you.

TABLE OF CONTENTS

Dedication	ii
Acknowledgements	iii
List of Tables	x
List of Figures	xi
Chapter 1: Introduction	1
Statement of the Problem.....	2
Purpose and Research Questions	3
Conceptual Framework.....	3
Activities of educational development units.....	4
Educational development as a field	6
Rationale and Significance of Study.....	7
Definition of Key Terminology Used in the Study.....	8
Summary	10
Chapter 2: Review of the Literature.....	11
Introduction.....	11
Scope and Terminology	11
History.....	12
Establishment and growth of educational development	12
Marginalization of educational development.....	15
Educational development activities and models	17
Educational development scope.....	22
Cultural considerations	24

Growing ED as a Field.....	26
Identifying the theory base for the field.....	28
Contributing to the scholarship of educational development	31
Professionalization of the field.	33
Chapter 3: Methodology	46
Overview.....	46
Research Design.....	46
Description of the Research Setting.....	51
Participants.....	51
Sample size	52
Expert selection.....	52
Sampling technique.....	53
Data Collection and Analysis.....	54
Pilot test.....	55
Expert selection.....	56
Round one	56
Round two.....	58
Round three.....	59
Round four	60
Determining consensus	61
Content analysis of educational development job descriptions	62
Data collection and analysis schedule.....	62
Ensuring Quality Research	63

Reliability and validity.....	63
Trustworthiness.....	64
Ethical Considerations	66
Summary	67
Chapter 4: Results	68
Introduction.....	68
Delphi Study	68
Round one results.....	69
Round two results	76
Round three results	78
Round four results.....	79
Consensus	79
Data on the importance, frequency, and required at hire scales	90
Summary of Delphi data	103
Content Analysis of Educational Development Job Announcements	106
Summary	111
Chapter 5: Discussion	112
Summary of the Study	112
Interpretation of the Results.....	112
Knowledge	113
Skills and abilities.....	117
Values	128
Conclusions.....	130

Discussion and Implications	132
Knowledge	132
Skills and abilities	133
Values	138
Implications for the field of instructional design.....	139
The future of educational development	140
Study Assumptions and Limitations	142
Recommendations.....	145
Summary	147
Appendix A: List of Participating Experts.....	150
Appendix B: Correspondence with Panel	151
Appendix C: Research Information Sheet	155
Appendix D: Round 1 Questionnaire.....	157
Appendix E: Round 2 Questionnaire	160
Appendix F: Round 3 Questionnaire	178
Appendix G: Round 4 Questionnaire.....	193
Appendix H: Researcher Journal	218
Appendix I: Internal Review Board Documentation and Approval	223
Appendix J: Statements Generated from Round 1 Questionnaire	224
Appendix K: Data Analysis – Round 1 Coded	237
Appendix L: Participant Comments from Round 2 Questionnaire.....	254
Appendix M: Participant Justifications from Round 3 Questionnaire.....	270
Appendix N: Statements Extracted from Job Announcements.....	281

Appendix O: Coded Job Announcement Statements.....	298
References.....	332
Abstract.....	351
Autobiographical Statement.....	353

LIST OF TABLES

Table 1: Bergquist & Phillips' (1975) Comprehensive Model of Educational Development	17
Table 2: Top Ranked Attributes for Educational Developer Positions (Dawson, Britnell et al., 2010)	41
Table 3: Research Questions, Data Source and Collection Method	54
Table 4: Five-Point Likert Scales	58
Table 5: Data Collection and Analysis Schedule.....	62
Table 6: Survey Response Rate	68
Table 7: Round One Demographic Data.....	70
Table 8: Coding Sheet for Round 1 Data Analysis.....	72
Table 9: Knowledge, Skills/Abilities, and Values (with Frequencies) Identified by Panel	74
Table 10: Round 2 Non-Consensus Items	77
Table 11: Round 3 Non-Consensus Items	78
Table 12: Round 4 Non-Consensus Items	79
Table 13: Median and IR on the Agreement Scale across Rounds.....	80
Table 14: Agreement Scale Final Results by Mean, SD, IR and Frequencies.....	85
Table 15: Importance Scale Final Results by Mean, SD, IR, and Frequencies	91
Table 16: Frequency Scale Final Results by Mean, SD, IR and Frequencies	95
Table 17: Required at Hire Scale Results	100
Table 18: Comparison Across all Scales	103
Table 19: Overview of Educational Development Job Postings	106
Table 20: Representation of Competencies in Job Descriptions (Ranked by %)	108
Table 21: New Categories Generated from Analysis of Job Postings	110
Table 22: Final list of educational development knowledge, skill/abilities, and values.....	130

LIST OF FIGURES

Figure 1. Conceptual Framework for the Study.....	4
Figure 2. Scatterplots of Means and Standard Deviations for Rounds 2 - 4.....	84
Figure 3. Levels of Educational Development Knowledge.....	115
Figure 4. Skills and Abilities Required for Educational Development Leadership Role	127

CHAPTER 1: INTRODUCTION

This study is an exploration of the competencies (knowledge, skills, abilities and values) required to work in the field of educational development (also known as faculty development, academic development, and staff development). Educational development is a relatively new field, beginning in the early 1960s. It began as a means to support faculty in the use of technology, however many of the offices tasked with this endeavor took the broader latitude of incorporating the use of instructional design principles in the implementation of technology (Lewis, 2010). In 1962, the first teaching and learning center was founded at the University of Michigan (Lewis, 2010; McDonald & Stockley, 2010; Ouellett, 2010) and since then, a number of others have been established at colleges and universities across the world.

Over the years, the scope of educational development activities has increased considerably. Many centers have moved beyond individualized instruction (e.g., workshops and consultations) to more central activities within their institutions (e.g., organizational development, strategic planning) (Candy, 1996; Dawson, Mighty, & Britnell, 2010; DeZure et al., 2012; McDonald & Stockley, 2010). Likewise, developers formed professional organizations such as the Higher Education Research and Development Society of Australasia (HERSDA), the Professional and Organizational Development Network in Higher Education (POD Network), and the Society for Teaching and Learning in Higher Education (STLHE). They also began to publish scholarly work on their activities in many higher education publications.

This growth in the field has led to much discussion around the notion of educational development as its own separate field or discipline (Bath & Smith, 2004). Developers often enter into educational development from a variety of backgrounds and disciplines (Gosling, McDonald, & Stockley, 2007; McDonald, 2010; Sorcinelli & Austin, 2010), but once

assimilated, many of them identify educational development *as their discipline* (Bath & Smith, 2004). As such, they often engage in teaching, research and service, the same as their colleagues in traditional academic departments.

While there does seem to be agreement around the idea of educational development as its own academic discipline (Bath & Smith, 2004; Knapper, 2010), there are still many issues which need to be addressed in order to move the field forward. For example, it has been argued that developers must identify the theoretical underpinnings of their work (Knapper, 2010; Rowland, 2003). It has also been maintained that developers should be engaging in more scholarly work to advance the field (Badley, 2001; Candy, 1996; Havnes & Stensaker, 2006; Knapper, 2010; Sorcinelli & Austin, 2010). And finally, there are considerable gaps in knowledge related to the professionalization of the field (Knapper, 2010; McDonald, 2011). This study examines the issue of professionalization and as such, contributes to the scholarly knowledge of the field.

Statement of the Problem

The field of educational development is growing considerably (McDonald, 2011; Sorcinelli, Austin, Eddy, & Beach, 2006). In addition to this growth, a lack of qualified individuals to fill these positions has been noted (Eddy & Beach, 2005; McDonald & Stockley, 2008). Currently there are no required training or standards for educational developers and no clear pathways into the profession have been identified (Chism, 2011; McDonald, 2010).

Likewise, little is known about the competencies required for success in an educational development career. A few preliminary studies have been conducted (Chism, 2011; Dawson, Britnell, & Hitchcock, 2010), but there is still much to learn. This lack of understanding of success often results in the misperception (particularly among senior administrators/managers) that effective teachers will make effective educational developers, even though effective teaching

is only a part of the educational development skill set (Chism, 2011; Dawson, Britnell, et al., 2010; Debrowski, 2011).

Purpose and Research Questions

The purpose of this study was to explore the entrance into, and ongoing success in, the field of educational development. Experts in the field of educational development were utilized to identify hiring competencies required for an educational development leader, as well as the competencies one needs to develop to ensure ongoing success after entering into the field.

The study was designed to answer the following research questions:

Q1: According to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role?

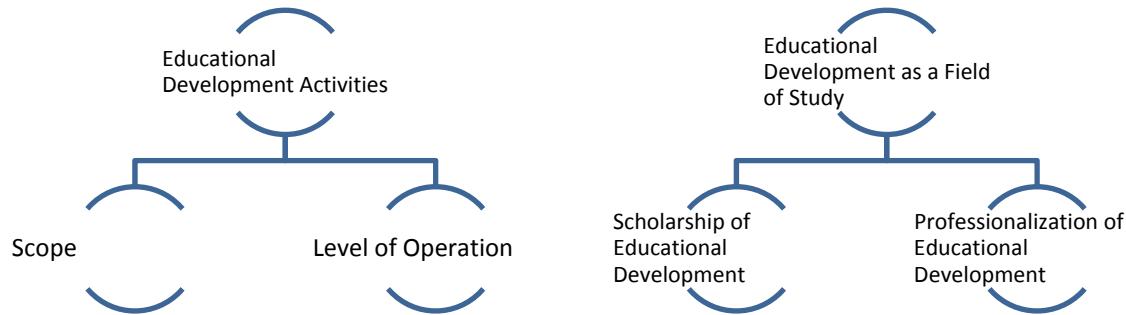
Q2: Are these identified competencies reflected in job advertisements for educational development leadership positions?

Conceptual Framework

There were two conceptual ideas driving this study. The first is that the activities and functions of effective educational development units (and educational developers) involve more than just teaching. The second is the notion of educational development as its own field of study.

Figure 1 represents the conceptual framework for this study.

Figure 1. Conceptual Framework for the Study



Activities of educational development units. Most educational development units operate in some form at the individual level in support of teaching. Their activities typically include offering workshops, extensive web sites, resource libraries, individual consultation, and technical assistance (Knapper, 2010; Lewis, 2010). However, others have been successful in widening the scope of their services to include institutional collaborations, retention of new faculty, preparation of teaching assistants, distance education, assessment, reaccreditation efforts, multicultural sensitivity, and leadership and organizational development training (DeZure et al., 2012; Graf, Albright, & Wheeler, 1992).

There have been many discussions around the types of activities these units should be engaged in (Berquist & Phillips, 1975; Candy, 1996; Debrowski, 2011; Fraser, Gosling, & Sorcinelli, 2010; Gruen, 1988). Varying models and program ideas have been put forward—all with the same underlying idea that educational development should extend beyond working individually with faculty on their teaching skills and strategies. Ideas include targeting other aspects of academic life such as research, career management, personal development, leadership roles and organizational development. (Candy, 1996; Centra, 1977a; Chait & Gueths, 1981; Debrowski, 2011; Fraser, 2001).

In addition to the types of activities addressed by developers, there is also growing consensus that in order to be successful, educational development units must move beyond the individual consultative mode of operation and focus their efforts in a more strategic and organizational manner (Berquist & Phillips, 1975; Candy, 1996; Debrowski, 2011; Fraser et al., 2010; Gruen, 1988). This means that rather than working with faculty individually, these units should be meaningfully involved in high-level conversations at their institutions and working in ways that have a cultural impact (Dawson, Mighty, et al., 2010; Gaige, 1983; Sorcinelli & Austin, 2010). Essentially, there is a call for educational developers to address their constituents more holistically, on a more systemic level.

On the other side of this discussion is the issue of marginalization (Buhl, 1982; Knapper, 2010) and the fact that educational development centers are vulnerable, in terms of support and resources. Many are under staffed, under resourced, and susceptible to reorganization and even closure (Buhl, 1982; Gosling, 2009; Lewis, 2010). Several units report having a staff of only one part-time director/coordinator and possibly one part-time administrative staff member (Lewis, 2010). Often, this part-time director is a faculty member who has been recruited by administration because s/he is perceived as being a good teacher (Chism, 2011; Dawson, Britnell, et al., 2010; Debrowski, 2011). When full-time directors *are* hired, they often aren't eligible for tenure and do not hold faculty status (Buhl, 1982; Knapper, 2010).

This disconnect was an important concept driving this study. There is great potential for educational development units to expand their activities and level of influence in their institutions. However, this narrow view of educational development as an individualized focus on teaching strategies severely limits the ability of developers in these roles to be effective. Likewise, the individuals who are hired to fill these roles simply because they are good teachers

are often not adequately prepared to lead their units in this manner. This study took a broader view of educational development, thinking of its activities as those that enhance the institution in a variety of contexts and at all levels.

Educational development as a field. In addition to looking at the range of educational development activities, this study also worked from the premise that educational development has become its own field of study (Bath & Smith, 2004; Knapper, 2010). It has been argued that the work of educational developers is very similar to their faculty counterparts in traditional academic disciplines, with educational developers also engaging in teaching, research and service (Bath & Smith, 2004). Over time, educational developers don't report feeling disconnected from their original disciplines, rather they identify educational development as their primary discipline. Likewise, the presence of educational development scholarly journals and professional organizations makes another case for educational development as a distinct field of study (Bath & Smith, 2004).

There does appear to be a tension felt by developers regarding whether they should be more practitioner-oriented or academic-oriented. The literature calls for scholarly investigation into the field (Badley, 2001; Candy, 1996; Havnes & Stensaker, 2006; Knapper, 2010; McDonald, 2011; Rowland, 2003; Sorcinelli & Austin, 2010), not only to move the field forward (Sorcinelli & Austin, 2010), but also for developers to maintain credibility in the academy (Badley, 2001; Candy, 1996; Havnes & Stensaker, 2006). However, it doesn't appear as if this emerging scholarship is being used to prepare and inform developers (Chism, 2011).

Contributing to and utilizing the scholarship of educational development is one part of growing the field. A second important aspect is professionalizing the field. Currently there is no required training or standards for educational developers. This is problematic given the

expansion within recent years (McDonald, 2011; Sorcinelli et al., 2006) and the fact that in a recent survey, more than 50% of developers indicated they had 5 or fewer years of experience (Sorcinelli et al., 2006). Likewise, current developers have expressed a desire for formal course work as part of a degree or specialist program as a means for preparation (Chism, 2011).

In addition to this lack of preparation, little is known about the competencies needed for the field of educational development. There have been calls to identify the theory base of the field (Knapper, 2010; Rowland, 2003) and a few studies investigating skills needed to operate as a developer (Chism, 2011; Dawson, Britnell, et al., 2010), but because the field is relatively new and evolving, these issues need to be explored in order to advance the knowledge and effectiveness of educational developers.

Rationale and Significance of Study

These ideas of broadening the conception of educational development and thinking about educational development as its own field of study present a strong line of reasoning for identifying the appropriate competencies one needs to successfully enter and operate in this profession. Currently, there is often a narrow focus when selecting leaders of educational units (e.g., ‘good teachers’) or a lack of qualified applicants (Eddy & Beach, 2005; McDonald & Stockley, 2008), both of which present barriers to successful operation. Creating a better understanding of these issues, not only helps to hire more successful candidates, it also contributes to the scholarly knowledge in the field.

With respect to the field of instructional design, the field of educational development presents an opportunity for new Ph.D. instructional design graduates. Given the decline in availability of tenure-track positions (from 57 percent in 1975 to 31 percent in 2007) (Wilson, 2010), many new graduates will likely find themselves in a position where they have to look

beyond the traditional tenure-track position in the academy. A position in educational development is a reasonable alternative. Many educational development units now employ instructional designers on staff and others often encourage individuals with an instructional design background to apply for leadership positions in job postings. Making instructional design graduate students aware of these opportunities and preparing them with the appropriate skills and knowledge to be successful opens up a potential new career path in the academy for those who are unable (or uninterested) in pursuing a tenure-track position.

There is also an opportunity for instructional design programs to fill a current gap in educational development. Specifically, this study essentially conducted a front-end analysis, (a part of instructional design work), which could be the beginning of the establishment of some type of graduate certificate or specialization in educational development. This likely would need to be an interdisciplinary effort, but could be designed and implemented by an instructional design program.

Definition of Key Terminology Used in the Study

Educational development. The term *educational development* is used in this study to describe the enterprise of professional development in an academic environment. Across different institutions and cultures, it is also referred to as faculty development, academic development, and staff development. It has been argued in the literature that the term educational development is the most appropriate label to describe the wide range of scope and activities engaged in by modern day developers (Fraser et al., 2010). For the purposes of this study, educational development is defined as, “the field of professional and strategic development associated with university and college learning and teaching” (Fraser et al., 2010, p. 49).

Competencies. The goal of this study was to define key competencies for educational development professionals. Competencies are defined as the knowledge, skills, abilities, and values needed to effectively perform as a leader in the profession of educational development.

Delphi method. This study utilized the Delphi method to answer the first research question. This research technique utilizes a panel of experts to generate answers to the research questions through a series of questionnaires distributed in rounds. The panel started with an open-ended question to generate all possible ideas and those ideas were refined and explored in subsequent questionnaires using quantitative analysis.

Expert. The selection of qualified experts to serve on the Delphi panel was critical to the success of this study. To be labeled as an expert, it is recommended that the participant have the appropriate domain knowledge (Rowe & Wright, 2001) and be representative of the expert community on the topic (Snyder-Halpern, 2001). The criteria for selecting experts for this study included:

- 10+ years of experience in the field of educational development (Sorcinelli et al., 2006) (required)
- Experience directing a centrally-located and supported educational development center or unit (required)
- Publications on topics related to educational development, with preference for those who have published theoretical or empirical articles related to the professionalization of the field within the last 10 years (desired)
- Current and past presidents and members of the Core and Executive committees within the POD Network (desired)

Mixed methods research design. The research design employed in this study used a mixed methods design. A mixed methods approach to research design involves a combination of both quantitative and qualitative research. Specifically, the study utilized a sequential mixed methods procedure, allowing the researcher to use follow up quantitative analysis to expand on the qualitative findings (Creswell, 2009).

Summary

This study addressed two questions: 1) what are the key competencies one needs for entry and ongoing development in an educational development leadership role?, and 2) are these competencies reflected in job advertisements for educational development leadership positions? I operated from the perspective that educational development functions as a unique academic discipline, and better understanding this discipline and potential career path will benefit those who come from an instructional design background. Given these questions and assumptions, I utilized the Delphi technique and content analysis to guide the study. Limitations and definitions of key terminology used in this study were discussed. A review of the relevant literature follows.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The review of the literature for this study explores three areas. It begins with a description of educational technology by exploring the differences in scope and terminology used across the field in different contexts. A history is then presented in terms of the establishment and subsequent growth of educational development. And finally, issues still needing resolution in order to clearly establish educational development as academic field are addressed.

Scope and Terminology

There are multiple terms used internationally to describe the enterprise of professional development in an academic environment, including academic development, learning and teaching development, educational development, instructional development and faculty development. These different labels vary primarily by geographic location. For example, in the United States, this work is often referred to as *faculty development* and conducted within a university's teaching and learning center (or a similarly-named entity). In the United Kingdom and Canada, the field is referred to as *educational development*. In Australia and New Zealand, the term used is *academic development* or *academic staff development* (Lewis, 2010).

However, Macdonald (2003) also identifies theoretical differences in the labels, primarily in the constituents served and the focus or scope of activities. Academic development is broader in scope. Specifically, it involves working with all types of academics on both research and teaching issues. Staff development relates to a different audience, with both academic and non-academic staff being the focus. Educational and faculty development are primarily focused on

teaching and learning. The struggle to pin down a title and definition for the profession creates an interesting question about the need for more research into the field.

This project focused on educational development in the United States, where the most commonly used term is faculty development (Fraser et al., 2010). Despite this convention, Fraser et al. (2010) argue that the term educational development is most appropriate because it best describes the wide range of scope and depth of activities that developers engage in, in a variety of contexts and as such, define it as, “the field of professional and strategic development associated with university and college learning and teaching” (Fraser et al., 2010, p. 49). Likewise, Amundsen and Wilson (2012) also prefer the term educational development, defining it as “actions, planned and undertaken by faculty members themselves or by others working with faculty, aimed at enhancing teaching” (p. 90). McDonald and Stockley (2008) broaden this definition beyond teaching and learning by stating that “educational development aims to improve the effectiveness of faculty in all their professional roles” (p. 214). Because these definitions seem to best describe current activities of North American developers, this study used the term ‘educational development’ to refer to both this field and these types of activities.

History

Establishment and growth of educational development. Educational development began in the early 1960s. Formally, Barbara Falk (from Australia) has been identified as the first educational developer (Manathunga, 2011; McDonald & Stockley, 2010). During this time, concerns emerged about the lack of preparation for teachers (Knapper, 2010). Universities were seeing rapid growth as well as a changing student body, which created an impetus for professional development around teaching. More students resulted in a need for more teachers. Heavy recruitment resulted in faculty who hadn’t necessarily planned on pursuing a career in

higher education (Knapper, 2010). Likewise, students became activists for their educations; staging sit-ins and protests over the quality of teaching they were receiving (Lewis, 2010).

Some universities had already established offices to support faculty in the use of technology. However, many of these offices broadened their scope to include utilizing effective instructional design principles in the implementation of technology (Lewis, 2010). The first formal teaching and learning center in Northern America was founded at the University of Michigan in 1962 (Lewis, 2010; McDonald & Stockley, 2010; Ouellett, 2010).

In the 1970s, downward career mobility (Centra, 1977b, 1978; Chait & Gueths, 1981; Gruen, 1988; Lewis, 1996), dissatisfaction with the quality of education being provided in higher education institutions (Centra, 1977b; Gaff, 1977; Lewis, 1996; Nelsen, 1979), and federal and private agency funding (Gaff, 1977; Lewis, 1996; Nelsen, 1979) spurred a growth in educational development initiatives. A survey of 1,800 degree-granting institutions (two-year colleges, four-year colleges, and universities) in the United States indicated that roughly 64% either had a program or person dedicated to educational development, or were planning on instituting some type of program in the near future (Centra, 1977a). Throughout the 1970s and 1980s, institutions continued to establish faculty and instructional development programs (Lewis, 1996).

As educational development initiatives expanded beyond basic workshops, observations, and student evaluations of teaching, the field of educational development also began to expand (Centra, 1978). Gaff and Justice (1978) refer to the 1970s as the ‘decade of faculty development’. Professional organizations around educational development began to form in the 1970s (Lewis, 2010), such as the Higher Education Research and Development Society of Australasia (HERSDA). The United States’ primary educational development organization, the Professional and Organizational Development Network in Higher Education (POD Network)

was born out of the 1975 American Association of Higher Education Conference (AAHE) (Lewis, 2010). In 1981, Canada followed suit by establishing the Society for Teaching and Learning in Higher Education (STLHE) (STLHE, n.d.). These organizations have continued to increase their membership bases. Today in the US, the POD Network consists of over 1,700 members (Winkelmes et al., 2011). In addition to the growth of these existing groups, other similar types of educational development groups have since been created at the regional level and for specific types of institutions (e.g., HBCU). While developers often feel isolated at their individual institutions, these groups provide them opportunities to share best practices and cultivate a scholarship around the work they are doing to improve teaching and learning at their institutions.

These collaborations among developers have also crossed international waters. In 1993, international presidents of educational development organizations met to pursue collaborative opportunities and founded the International Consortium for Educational Development (ICED) (Lewis, 2010). Currently, ICED has 23 member organizations, forming a network of national organizations related to teaching in higher education. The goal of ICED is to connect teaching and learning organizations as a means to share best practices and also to support teaching and learning in less developed countries which may not have their own teaching and learning organization. It also promotes scholarship around educational development and hosts an annual international conference (<http://icedonline.net/>, retrieved November 21, 2012).

Activities of educational development vary widely on an international level. Likewise, the type of institution, as well as the needs of its faculty, influence the programmatic efforts around teaching and learning. However, there is some level of consistency in the activities performed by educational developers based on the sharing of best practices that goes on today

(e.g., conferences, publications) (Knapper, 2010; Lewis, 2010). Knapper (2010) cites commonalities across programming, such as workshop offerings, extensive web sites, resource libraries, individual consultation, teaching assistant development, and small grant programs. Likewise, Lewis (2010) supplements this list with university-wide and department-based orientations, intensive programs, technical assistance, research on the evaluation of teaching, mentoring and support services, and publications.

Marginalization of educational development. Despite the documented growth of educational development, the notion of marginalization is often raised. Some argue that educational development has moved from the periphery to the mainstream since its inception in the 1960s (Candy, 1996; Dawson, Mighty, et al., 2010; DeZure et al., 2012; Lewis, 1996; McDonald & Stockley, 2010). For example, while traditional centers have been assigned with merely providing instructional support, many have seen the scope of their services expand to include curriculum development, institutional collaborations, retention of new faculty, preparation of teaching assistants and part-time faculty, distance education, assessment, reaccreditation efforts, multicultural sensitivity, and leadership and organizational development training (DeZure et al., 2012; Graf et al., 1992; Lewis, 1996).

Others, however, have openly discussed the marginalization of educational development activities at universities, citing anecdotal evidence such as the fact that developers often are not tenured or given faculty status (Buhl, 1982; Knapper, 2010). So, while many educational development units are centrally located and funded within the university, there is still potential for developers to feel as if they are not fully supported in their endeavors or that they are working ‘in the fringes’.

Additionally, in comparing funding sources internationally, educational development is governmentally-mandated in other countries, such as Sweden, Australia and the United Kingdom (Lewis, 2010). After the Dearing Report was published in 1997, a requirement was put in place that all institutions in the UK have some type of professional development in place for new teaching staff (Gosling, 2009). The same is not true in the United States, where funding for educational development centers often comes from university budgets or endowments. This can leave these units vulnerable in times of fiscal crisis (Diamond, 1984; Isaacs, 1997; Kuhlenschmidt, 2011; Lewis, 2010; Moses, 1987). For example, in 2002, the University of Nebraska, Lincoln closed its teaching and learning center. The cut saved the university \$400,000 (Lewis, 2010). Within the field of educational development, this center was fairly prestigious. It was the second oldest center and served as a model for many centers at other institutions. However, this marginalization was evident by the university administration's response to questions about where faculty should go if they wanted support for their teaching ('their own departments') (Lewis, 2010). Schroeder (2010) remarks,

The closing of highly active centers leads one to question how developers and TLCs are perceived and how embedded they are in the core mission and initiatives of their institutions. As I continue to reflect on and observe this field, I casually conclude that centers are more marginalized than they may believe or recognize...The day-to-day demands on center staffing and the never-ending support needed at the course and individual level can leave a center largely outside of the institutional radar screen with a false sense of importance (p. x).

Educational development units are not only vulnerable, financially (Buhl, 1982). They are also often under staffed and under resourced (Gosling, 2009; Lewis, 1996, 2010). Many

institutions report having a staff of one part-time director/coordinator and possibly one part-time administrative staff member (Lewis, 2010). It has been reported that institutions have one or two developers for every 500-800 faculty members. This is in stark contrast to corporations, who often spend billions to train their employees (Lewis, 1996). Some universities have responded by combining services (e.g., technology support, assessment, online instruction), but these configurations do not always emphasize a holistic approach to development (e.g., technology-based units) (<http://trc.wayne.edu/>, retrieved November 21, 2012). Similarly, centers seem especially vulnerable to frequent reorganization, resulting in instability and uncertainty (Gosling, 2009).

Educational development activities and models. The reasons for marginalization are not yet clear, but the answer perhaps lies in further discussion of the level and scope of educational development activities. In addition to the basic functions described above, educational development has also been theorized as operating at three levels: individual, instructional, and institutional (Berquist & Phillips, 1975; Candy, 1996; Fraser et al., 2010; Gruen, 1988). This conceptualization goes back to the 1970s when Berquist and Phillips (1975) presented a model of educational development programming which proposed targeting three levels: attitude (individual), process (instructional) and structure (organizational). They contended that most educational development programs only focus on the process of instruction, which is why they are only minimally effective. They make the case that a comprehensive approach to educational development will operate at all three levels and include activities such as:

Table 1

Bergquist & Phillips' (1975) Comprehensive Model of Educational Development

Individual	Instructional	Organizational
Faculty interviews	Instructional evaluation (self, peer and student)	Departmental decision-making and conflict management
Life planning workshops	Instructional diagnosis (through the use of consulting, data collection and feedback)	Departmental team building
Interpersonal skills training	Microteaching	Management development
Personal growth workshop	Assistance implementing educational methodology and technology	
Supportive and therapeutic counseling	Curriculum development	

This idea has persisted to present day. In trying to develop a model of educational development, Fraser et al. (2010) identified three approaches to educational development taken over the years, similar to the taxonomy presented by Berquist and Phillips (1975): individual institutional, and sector.

Educational development originated with a focus on the individual level (Hruska, 1983; Moses, 1987). The individuals educational developers work with can vary widely, consisting of faculty, academic staff, librarians, and many others. Within this category, several types of models have been put forth over the years (e.g., instructional development, professional development, collegial, internal consultant). Fraser et al. (2010) label these approaches to educational development as *teacher-focused* since they generally consist of a developer working with an individual or small group on teaching or professional development-related issues.

In an attempt to broaden impact of educational development efforts, other models have been presented that focus teaching and learning at the institutional level in an effort to promote change (Fraser et al., 2010). Examples such as teaching and learning centers' involvement in university strategic planning, the elevation of these units' leaders to the high-level administrative roles (e.g., associate vice provost), and collaboration between teaching and learning centers across institutions illustrate this more strategic shift in focus over the years.

Fraser et al. (2010) identify a third level of educational development models which discuss educational development at the sector level. The examples they highlight are primarily from countries and regions outside the United States. These types of models illustrate the prominence of educational development endeavors outside the university setting, with funding coming from a variety of private and government agencies to further knowledge and practice related to teaching and learning.

While these three levels of activity are presented, traditionally many educational development programs have focused on the individual level—with centers primarily engaging in activities such as individual consultations and small workshops—and continuing to do so for a variety of reasons (e.g., resources, lack of administrative support, lack of leadership). However, this narrow focus could very well result in the frustrating feeling of marginalization often expressed by developers. Debrowski (2011) argues that while it no doubt benefits those who utilize the service, “this coaching approach is time-consuming, resource intensive, and largely hidden from university leaders. It may also result in little demonstrable systemic change” (p. 315).

Additionally, this focused, individual approach often implies that the center’s services are somehow remedial and thus, less attractive to faculty. This is demonstrated by many lengthy discussions on the POD Network listserv around the issue of attendance and getting faculty to engage in center activities. Blackburn (1991) sums up this problem best with his comment,

Faculty also believe there should be a faculty development program. Of course they personally do not need it. However, they have many colleagues—in fact, nearly all—who need to improve their performance. They certainly do not want to deny their peers the training they need (p. 665).

Similar to this idea, it has been suggested that the use of the word *development* hinders faculty participation in the services provided by educational developers (Blackburn, 1991; Gerth, 1973). Blackburn (1991) argues that the term *faculty development* inherently implies that faculty are ill and in need of resuscitation. What respectable faculty member would be caught near a psychiatrist's office? Attending a faculty development program or going to the faculty development office is tantamount to confessing that one is a poor teacher (p. 665).

Similarly, Gerth (1973) states that "just as few people wish to be colonized, not many faculty want to be developed. By suggesting they need improvement, the phrase seems to indicate that faculty lack quality or competence" (p. 83). This sentiment is echoed by developers as well. When asked to describe his role in a qualitative interview conducted by Fraser (2001), one developer responded "It sort of sounds a bit patronizing to say that you're going to develop them as academics" (p. 56). In fact, in the UK, many titles for centers have gone away from using the term *development* and instead opting for *enhancement* (Gosling, 2009).

It has been repeatedly argued in the literature that if educational developers wish to have a more strategic impact, they need to begin to focus their efforts at the institutional level where there is potential to create a sense of shared purpose (Kaylor Jr. & Smith, 1984) and experience real cultural change around teaching and learning (Dawson, Mighty, et al., 2010; Gaige, 1983; Sorcinelli & Austin, 2010).

Hence the temptation to devote considerable effort to the organization of public activities (workshops, newsletters) that may influence only a tiny group of loyal enthusiasts within the institution, and fail to affect the wider community. Perhaps even more important, however, is the fact that broader conceptual and philosophical issues relating to

university education are often ignored. For example, to judge by the content of many unit publications, it might be thought that the way to solve the universities' current problems is primarily a matter of tinkering with existing teaching methods, using appropriate visual aids, and experimenting with the occasional modest innovation (Knapper, 1984, p. 17).

In many institutions, centers are often engaged with a variety of university stakeholders at all levels of the organization, ranging from provosts to graduate teaching assistants. When they are working at higher levels of the organization, there is potential for educational developers to act as change agents within their organizations (Dawson, Mighty, et al., 2010). This is consistent with findings by Eddy and Beach (2005), indicating that more experienced developers identified institutional priorities, such as leadership training and interdisciplinary collaboration, as more important issues to be addressed by educational development. Likewise, educational development units must align their goals with the strategic goals of the university (Camblin & Steger, 2000; Candy, 1996; Chism, 1998; Diamond, 1984; Gaige, 1983; Kensington-Miller, Brailsford, & Gossman, 2012). Admittedly though, this can be a challenge due to the nature of many educational development programs and the fact that they are often associated with remediation (Camblin & Steger, 2000) or tend to operate at very low levels of impact (Buhl, 1982).

Others take a more tempered view, insisting that the individual, instructional, and institutional levels can work together to complement one another and educational development units should be operating at all levels to enhance the quality of teaching and learning at their universities (Johnston, 1997; Kaylor Jr. & Smith, 1984; Nelsen, 1979; Schroeder, 2010). ‘Grass roots’ efforts begin at the individual level and work to achieve faculty buy-in, while involvement at the organizational level ensures the administrative impact and support that is essential for the

success of educational development. In her examination of various teaching and learning centers, Schroeder (2010) observed that those who were able to transition to the organizational level also still served as instructional developers. She argues that developers need to *extend*, rather than change, their roles to operate at the organizational level.

Educational development scope. In addition to expanding the level of operation, it has also been argued that educational developers need to rethink the scope of services offered (Candy, 1996; Centra, 1977a; Debrowski, 2011; Fraser, 2001; Johnston, 1997; Lipetz, Bussigel, & Foley, 1986).

Badley (1998) argues that educational development can position itself strategically by offering a link between various aspects of academic life. In particular, he discusses *teaching drift* and *research drift*, an idea that teaching and research activities are often treated as separate endeavors for faculty (and institutions, for that matter). He reasons that educational development can serve to stop this drift and emphasize the connectedness of these activities. Specifically by: 1) emphasizing the importance of both content expertise (usually founded in research) and teaching expertise; 2) working with faculty as partners; 3) encouraging the scholarship of teaching through various educational research methods, such as action research; 4) creating opportunities for important conversations about teaching and learning at the departmental and institutional level; and 5) bringing learning to the forefront as the link between all academic activity, including teaching, research, scholarship, inquiry and dialogue.

Similarly, Lieberman (2005) presents the idea that successful centers have focused on learning more holistically, focusing not just on teaching and learning, but organizational learning. This includes activities such as tying student learning with institutional initiatives; supporting and developing scholarship around student learning; and examining faculty

recruitment, incentives, and organizational structures and processes. She refers to them as the institutions' "laboratories for learning as well as springboards to assist change across campus" (Lieberman, 2005, pp. 88-89).

Others don't simply endorse bridging this gap, but rather folding all of these activities into the work of educational development. They insist that educational development should go beyond addressing teaching and learning and target other aspects of academic life such as research, career management, personal development, leadership roles and organizational development. (Candy, 1996; Centra, 1977a; Chait & Gueths, 1981; Debrowski, 2011; Fraser, 2001; Lipetz et al., 1986). It has been suggested that rather than separate support units for various academic functions (e.g., teaching, research, leadership), universities and centers should be thinking about these issues holistically (Debrowski, 2011). This supports the idea that balancing multiple faculty roles has been identified as a top challenge for faculty and institutions (Eddy & Beach, 2005) and educational developers should be structured based on "professional roles and activities normally associated with faculty status, rather than on individual, program, or organizational needs" (Chait & Gueths, 1981, p. 31).

Some have also stressed the need for tailoring educational development to different faculty sub-groups (e.g., tenure-track, nontenure-track, junior faculty, senior faculty) (Austin & Sorcinelli, 2013; Bland & et al., 1988; Camblin & Steger, 2000; Lipetz et al., 1986). Faculty have different professional development needs based on their years of teaching experience (Mortensen, 1983). Because of this, it is important to have diverse opportunities for development.

Hence, during most programs, faculty are 'other-directed.' That is, both what they learn and how well they are expected to learn it are determined primarily by others. In essence,

faculty are cast in a relatively passive, recipient role as learners, no matter how many activities might have been devised to ‘actively’ involve them (Connell & et al., 1976, p. 110).

These arguments are consistent with the need to think more strategically and operate at the organizational level. Simply, focusing on one aspect of academic life (teaching) at the individual level likely contributes to the marginalization of educational development endeavors at some institutions.

Cultural considerations. One must also not discount the impact of culture and climate of the institution on the success of educational development efforts. A strong and supportive culture within the organization is a prerequisite for effective educational development (Chism, 1998; Kaylor Jr. & Smith, 1984; Lawler & King, 2000; Lewis, 1996; Nelsen, 1979; Osterman, 1984). Effective programs often have visible institutional and leader support; examples of which include permanent institutional funding, an active advisory committee, regular reviews of the program/unit, staff who are conducting research on educational development, public statements by administrators in support of the unit, rewards for educational development efforts, and evidence of good teaching as part of the tenure process (Blackburn, 1991; Chait & Gueths, 1981; Gaff & Simpson, 1994; Johnston, 1997). In fact, positive correlations have been found between faculty variables, such as retention, job satisfaction, and career development and organizational characteristics, such as reward systems and availability of resources (Henley & Magelssen, 1990). Others have defined the institutionalization of educational development within a university based on three criteria: 1) providing personnel, funds, and support services, 2) moral support for the activities of the unit, and 3) giving faculty ownership of the services (Moses, 1987).

The positioning and reporting structure of the center is also an important influence on its ability to have an impact (Havnes & Stensaker, 2006). There's a distinction made between viewing these units as service units as opposed to academic departments. Havnes and Stensaker (2006) present this as an opportunity. Specifically, it positions centers to be a bridge between administration and faculty (creating an opening for the center to engage in organizational development activities). In order for this structure to be effective, however, it is critical that educational developers have direct communication with key decision makers (e.g., governance bodies, relevant task forces and committees) within the university (Chism, 1998).

Likewise, culture impacts an individual's willingness to implement change. Buhl (1982) claims that educational development programs often struggled to survive because they do not impact the attitudes and behaviors of academics. In particular, he addresses the entrenchment and resistance often displayed by academics and argues that educational development must do more to tackle this. "Our challenge as developers is to accept the possibilities of leadership. We must become powerful in a very special sense. And we must begin by acknowledging that we hold a very different cultural paradigm than the prevailing one" (Buhl, 1982, p. 6).

Others contend that faculty motivations to participate in development initiatives must be addressed (Nathan, 1994; Nelsen, 1979; Osterman, 1984). Specifically, faculty need to value these opportunities in order for them to be successful. Likewise, encouraging faculty to work together on development or improvement initiatives serves to cultivate an intellectual community focused on important institutional issues (Nelsen, 1979).

So it appears that level of operation, scope of activities and culture all play a role in the success of educational development at the institutional level. The focus of the next section will address the ongoing establishment of educational development as a field.

Growing ED as a Field

Educational developers often find themselves in the peculiar situation of needing to be credible academics, operating from theoretical knowledge and research; yet when they enter a discipline to work with faculty, they are expected to provide technical service and tailor their ideas to that specific discipline. Likewise, developers are often conflicted between delivering and interpreting educational research for faculty to improve practice, and conducting their own research. Usually, the unit's emphasis on service often comes before the personal academic aspirations of the developer (Havnes & Stensaker, 2006; Johnston, 1997; Kucsera & Svinicki, 2010; Manathunga, 2011; Murphy, 1994). Isaacs (1997) remarks, "It seems apparent nowadays that the agenda for most groups is one of education and training, rather than the generation of new knowledge and scholarship" (p. 9). Kucsera and Svinicki (2010) observe, "faculty development programs are often considered by their institutions to be service centers rather than research centers; their worth is often measured more by amount of activity they generate rather than by the long term impact of those activities on faculty behavior" (p. 8).

It has also been argued that educational development deserves to be recognized as a discipline in and of itself (Bath & Smith, 2004; Kensington-Miller et al., 2012). In an interesting analysis, Bath and Smith (2004) parallel the activities of academics and educational developers and come to the conclusion that the nature of their work is not far apart. They present educational developers not as orphaned from their original discipline, but rather identifying with educational development *as their discipline*. The presence of scholarly journals and various professional organizations indicate there is an academic discipline with which these individual identify. Likewise, similar to other academics, educational developers also engage in teaching, research and service.

Educational developers have also been compared to American immigrants, labeled as “academic migrants who have left their disciplinary homelands for new territory” (Little & Green, 2012, p. 203). This can be a difficult transition for a developer. Research in educational development may not always be held with the same level of regard as research within the discipline. As a result, a reputable center within the international field of educational development does not always translate to a reputable center within the institution (Moses, 1987).

This notion of existing *between* academic cultures or groups has also been conceptualized as another degree of marginalization educational developers find themselves susceptible toward (Little & Green, 2012). Little and Green (2012) refer to educational developers as doubly marginalized, often because they come from a discipline other than the one they find themselves working in and they operate structurally in an area between upper administration and faculty. Their international study consisting of interviews with 15 educational developers working at the institutional level, resulted in the identification of six categories of tensions developers often experience when working with multiple groups of interest (defined as three or more people): 1) technology; 2) their unit’s purview and policies; 3) university policies and priorities; 4) academic programs; 5) university leadership and culture; and 6) external requirements. In general, most participants agreed that the idea of working in the middle margins (between administration and faculty) was appropriate, though some were uncomfortable with the use of the word ‘marginal’.

Using this idea of developers as migrants, Little and Green (2012) also adapted a framework from The Marginal Man, Everett V. Stonequist’s study of migrants to the United States in 1937 to explain roles and behaviors educational developers adopt in order to navigate these tensions and power dynamics in a university setting. They note that at the beginning of any situation, many developers scope the situation or remain silent in order to better understand

whether they should assume a role. The subsequent roles identified by Little and Green (2012) include advocacy (advocating for an underdog or under- or non-represented groups), intermediary (acting as a neutral or bridging party between groups), assimilation (conforming or becoming part of the dominant culture), and passing (fitting in with the group they're interacting with at the moment). One distinction made by participants was that assimilation felt long-term ('selling out'), while passing was perceived as a conscious, short-term choice to fit in.

This tension between adopting a practitioner-oriented or academic-oriented approach surfaces in a few areas of discussion (Manathunga, 2011; Rowland, 2003). Moses (1987) addresses the issue of developers' identities: "Those working in this field constantly have to face the question of loyalty—is it to the institution? to the faculty, departments, school? to the researching institute they work in, their home discipline? Or is it to faculty, to students?" (p. 21). This confusion in identity has stymied the development of educational development as its own profession.

To truly establish the field, developers must 1) identify the theoretical underpinnings from which they operate (Knapper, 2010; Rowland, 2003), 2) engage in scholarly work which advances the knowledge in the field (Badley, 2001; Candy, 1996; Havnes & Stensaker, 2006; Knapper, 2010; Moses, 1987; Sorcinelli & Austin, 2010), and 3) professionalize the field by way of identifying potential career paths and competencies (Knapper, 2010; McDonald, 2011; Moses, 1987). The scope of this project focuses on this last component, but an introduction to the first two is necessary to truly understand the need for the third.

Identifying the theory base for the field. Rowland (2003) presents two approaches to academic development: 1) a practical-based approach (atheoretical) and 2) a theoretical-based approach (educational theory). The first contends that effective teaching is about skill

acquisition. Faculty attend trainings given by educational developers to understand basic practices and skills needed for teaching. The second argues that educational development is driven by educational theory and theorists. These individuals do the research on teaching and learning and then pass the knowledge on to those in other disciplines so they may apply it. He argues that rather than educational developers passing on knowledge about teaching and learning, educational development is most effective when an interdisciplinary approach is used. Specifically, when faculty in a variety of disciplines come together and use their differences to enhance knowledge and practice around teaching and learning (this is consistent with the current popularity of learning communities as an educational development strategy). This sharing of practices also allows traditional assumptions about teaching and learning to be both critiqued and challenged (Rowland, 2003).

These ideas raise an interesting question, however about the place of educational developers. Rowland (2003) argues that it becomes more important for educational developers to figure out what value they contribute in this process. His solution is that educational developers should not just be focusing on mechanics (e.g., teaching strategies or tips), but also pushing academics to think about bigger questions with respect to the purpose of higher education. “A truly *educational*, rather than technical, service, however, is one that *must* raise difficult questions concerning purposes.” (Rowland, 2003, p. 19)

Mann (2003), on the other hand, bristles at the notion that the activities of educational developers must be theory-driven, stating

Whilst I fully support the need to identify and critically examine the theoretical assumptions underlying our practice, some part of me is made nervous by the idea that I as a teacher/academic developer, in order to be deemed professional, need to show that

my particular practice is informed by published theory and research (i.e. is evidence-based)...My practice emerges in the here and now and is inextricably bound up with who I am, what I believe, what I value and what I know (p. 80).

She goes on to argue that a clear distinction should be made between evidence-based approaches to practice and those that are driven by the philosophy and values of the educational developer. Badley (2001) also presents a complex picture of educational development, acknowledging that there is likely no single best model to be identified. Rather he encourages the community to engage in reflective inquiry; sharing results and ideas and potential suggestions for action.

These ideas are reflected in orientations to educational development identified by Land (2003). Interviews conducted with 33 UK educational developers revealed distinct differences in approaches based on their backgrounds and current situations. These orientations explain how developers set priorities and strategic courses based on the context of their particular environment. The categories identified were: managerial, political strategist (investor), entrepreneurial, romantic, vigilant opportunist, researcher, professional competence, reflective practitioner, internal consultant, modeller-broker, interpretive-hermeneutic, and discipline-specific. Land (2003) contends that these orientations are not fixed, but rather a result of ‘sense-making’ on the part of the developer in his or her specific context.

This disagreement regarding the theoretical base for the field likely stems from the fact that educational developers are an ‘eclectic’ group. There are numerous titles both within and across various units. “Some are educational technologists, other humanists, others work on the basis of organizational development or a particulars school of personal development. Others are pragmatists, eclectacists, empiricists” (Moses, 1987, p. 468).

However, there must be some agreement regarding the conceptual basis of the field (Hicks, 1999; Knapper, 2010) and what activities educational development encompasses. Some have begun to do just that. In particular adult learning (Amundsen & Wilson, 2012; Isaacs, 1997; Lawler & King, 2000), instructional design (Amundsen & Wilson, 2012), organizational change and development (Johnston, 1997; Lipetz et al., 1986), phenomenography (Manathunga, 2011), program assessment (Fink, 2013), reflective practice (Amundsen & Wilson, 2012; Isaacs, 1997), social constructivism (Lieberman, 2005), and teaching and learning in a higher education context (Isaacs, 1997) have been identified as the most popular theoretical and conceptual frameworks influencing educational development research.

Contributing to the scholarship of educational development. In addition to the need to explore the theories that drive the field of educational development, there is also discussion regarding whether educational developers should be expected to partake in the same type of scholarly activities as other academics (e.g., researching and publishing on the work that is done) (Knapper, 2010).

Initially, educational developers often engaged in scholarship in the form of addressing problem issues in teaching, researching those issues (with data) within their institution, and then disseminating the information. (Andrews, 1982). Similarly, centers have often assumed the role of promoting or encouraging scholarship around teaching and learning (Gosling, 2009). However, the establishment of professional organizations focused on educational development, began to encourage scholarly exploration into the field. Many of these organizations created their own peer-reviewed journals. For example, in 1982, the POD Network launched *To Improve the Academy* and HERSDA began publishing *Higher Education Research and Development*. The *International Journal of Academic Development* (IJAD) was launched in 1996 with the mission

to “enable staff and educational developers around the world to debate and extend the theory and practice of academic development, in support of the quality of higher education” (ICED, n.d.).

There is a strong sentiment that developers should be conducting their own research to improve credibility and legitimacy in the academy (Badley, 2001; Candy, 1996; Havnes & Stensaker, 2006). “If academic developers wish to be regarded as full members of the academic community, as active participants in that conversation, then they must take themselves seriously as scholars and not operate as relatively unreflective educational practitioners” (Badley, 2001, p. 162). Similarly, educational developers should engage in scholarship as a means to measure the effectiveness of their practices and programs (Fink, 2013; Hoessler, Britnell, & Stockley, 2010; Kucsera & Svinicki, 2010; Lawler & King, 2000). Other simply argue that as academics, it is important for developers to expand on the scholarly knowledge of the field (Isaacs, 1997; Sorcinelli & Austin, 2010). Yet, in her survey of developers, Chism (2011) discovered, that “although more and more developers are pointing to a scholarship of educational development, it is not being systematically accessed by those preparing to enter the field” (p. 268). Likewise, Kucsera and Svinicki (2010) cite a lack of rigorous scholarly literature with respect to faculty development interventions and programming. In an analysis of the educational development literature, Manathunga (2011) concludes that “there has been astonishingly little movement in the key preoccupations, research questions and methodologies used to explore teaching and learning in universities” (p. 359).

This evolution in the scholarship of educational development is similar to that being experienced in the scholarship of teaching and learning. In 1990, Boyer (1990) encouraged the broadening of the term scholarship to apply to four functions of the professoriate: teaching, discovery, integration, and application. Boyer’s work forged the path for the scholarship of

teaching and learning movement. In the initial years there was little distinction between good teaching and the scholarship of teaching. This is similar to the current tension experienced by educational developers who struggle with the tension between their roles as practitioners and researchers.

In 1999, Hutchings and Shulman (1999) made the distinction between being a good teacher and engaging in the scholarship of teaching and learning. Good teaching, they argued, is a fundamental responsibility for all faculty members. Those who consult the literature and gather assessment evidence to improve their practice are engaging in scholarly, or reflective, teaching. But in order for these activities to contribute to the scholarship of teaching, four conditions must be met. The teaching must: 1) be public, 2) be open to critical review and evaluation, 3) be in a form others can build on, and 4) involve question-asking, inquiry, and investigation (particularly around issues of student learning). These four points might serve as guiding principles for moving the scholarship of educational development forward.

Professionalization of the field. With respect to instructional designers and those with a background in education, the professionalization of the educational development is perhaps the most interesting and relevant issue. Currently, there are no required training or standards for educational developers. In terms of support, the Professional and Organizational Development Network offers a biennial conference for new faculty developers as well as an introductory workshop at its annual conference, but that is the extent of formal training for those wishing to be educational developers.

The field of instructional design experienced similar issues in its formative years. In his call to move the field forward, Finn (1953) defined a profession as one that has: 1) an intellectual technique, 2) an application of that technique to practical affairs, 3) a period of long training

required before entering the profession, 4) an association affiliated with the profession with high quality communication among members, 5) enforced standards and statements of ethics, and 6) an organized body of theory constantly expanding by research. He argues that the last point is the most critical. In applying Finn's criteria to the field of educational development, it appears that the field is currently lacking formal training to enter the field. Likewise, the theoretical underpinnings have not been clearly identified and not all developers are utilizing research from the field, let alone contributing to the research base.

In terms of professional development opportunities, some teaching and learning centers have established internships for graduate students interested in the field of educational development (Linder et al., 2011). One example is The Ohio State University's two-year postdoctoral internship position. Candidates for this position are senior graduate students chosen based on their career path plans, level of teaching experience, expression of general interest in educational development, and time to degree (Linder et al., 2011). Interns are trained and mentored in six areas: events, consulting, learning communities, teaching, teaching center administration, and general professionalization activities. In their day-to-day activities, they work twenty hours per week, performing typical graduate student tasks, such as consulting with faculty and leading workshops. They also participate in an independent study and are expected to assume a greater leadership role than a traditional graduate student assistant. As part of their mentoring, interns engage in ongoing meetings with center staff and write monthly reflection papers on their experiences. At the end of the first year, they are encouraged to write an article based on their reflections.

This problem of lack of formal training or preparation within educational development is exacerbated by the fact that the field is also growing (McDonald, 2011; Sorcinelli et al., 2006).

This is reflected by the fact that in a recent survey, more than 50% of developers indicate they have 5 or fewer years of experience (Sorcinelli et al., 2006). And while many centers are either hiring instructional designers as part of their staff or encouraging those with a background in instructional design to apply for other positions (often in a leadership capacity), there is no set career path or specific credential requirements to become an educational developer. This can make it difficult for those wishing to enter the field to know where to start and also to identify the knowledge and skills they should be acquiring throughout their graduate coursework. Therefore, it becomes important to identify how educational developers transition into their roles as well as the knowledge and skills they need to be successful.

It's been speculated that early on, many developers were senior faculty from a variety of disciplines, known to be excellent teachers and for having a passion for teaching, usually working in a part-time role (Knapper, 2010; Lewis, 2010). Mighty, Ouellett, and Stanley (2010) interviewed only 15 educational developers in a qualitative study and found that participants were diverse in terms of their original discipline of study, time in the field of faculty development, level of experience, and other cultural identities. As such, educational developers are often referred to as an 'eclectic' group (Gosling et al., 2007; McDonald, 2010; Sorcinelli & Austin, 2010).

In an international survey of 565 educational developers, Chism (2011) discovered that 67% of respondents held a faculty position before becoming educational developers, 26% came from other academic or staff positions within the university. She also cites that 10% had no previous experience in higher education, coming from outside positions such as schools or corporate training. Similarly, 26% of respondents reported entering into the profession as a director without any prior experience as an educational development staff member (this was

particularly true for North American respondents). Additionally, 35% of respondents held masters degrees and 60% held doctorates, again with a greater percentage of North American respondents holding doctorates (74%). 48% of the respondents also cited an Education degree as their highest level of degree (this is particularly relevant to instructional design graduates who may be interested in entering the field).

In a qualitative study, McDonald (2010) conducted eighteen one-on-one interviews with Canadian educational developers in an attempt to identify specific career paths. She identified educational developers as those who were formally involved with an educational development center/unit and were active participants in development activities. One-third of her respondents started their careers outside higher education, while the remaining transitioned to faculty development from within their institutions. For most coming from inside the institution, contact with the teaching and learning center for various reasons related to their own teaching, ultimately led to their transition into educational development roles.

In examining the career paths of her participants, McDonald (2010) states, “In most cases, serendipity and chance played a role in their pathway” (p. 40). Those with more direct paths to faculty development tended to enter into the profession during, or immediately following graduate school. Those who took less direct paths seemed to struggle with reconciling their choices to be faculty developers with the loss of an academic position within their original discipline. Once in the role, however, most participants interviewed, indicated that it took them 2-4 years to settle in or acclimate to their new roles.

This makes an even stronger argument for the need to better prepare educational developers. Other similar studies have been done in other countries investigating the background of developers (Di Napoli, Fry, Frenay, Verhesschen, & Verburgh, 2010; Gosling, 2009). As in

North America, it seems developers come from a variety of backgrounds in other countries as well.

So, the path to a career in educational development is currently not very clear and there are few opportunities for formal training. Therefore, it becomes even more important to identify the appropriate competencies required of educational developers. Doing so will not only enhance the scholarly knowledge of the field, but might begin a conversation about establishing a more formal route (e.g., a graduate certificate, professional certification) for those wishing to become developers.

With respect to the professionalization of the field, Chism (2011) argues that essential elements of a profession include formal career preparation, as well a body of knowledge specific to that profession. As a result, she studied the knowledge base needed by educational developers as well as how they acquired this knowledge base. She surveyed 565 respondents from over 20 countries. Those surveyed indicated they gained their entry-level knowledge about the field through reading and attending conferences and workshops on teaching and learning. Conferences on educational development and formal course work were also cited, but to a lesser degree. Others also cited other related experiences as preparing them for the profession (e.g., teaching as a graduate student, training in a corporate environment). Overall, the respondents indicated they felt somewhat prepared, giving higher ratings to issues such as learning theory and active learning strategies; and lower ratings to knowledge of theories of organizational change, faculty development, and multicultural teaching.

Chism (2011) also asked developers to reflect on activities that helped them gain the skills they needed in the profession. Respondents cited experiences such as apprenticeships, participating in administrative experiences before moving to educational development, graduate

teaching assistantships, and lower level staff development positions. Overall, they considered educational apprenticeships and formal coursework to be the most important experiences in developing their skills.

Finally, Chism (2011) asked respondents to make recommendations on how best to prepare future educational developers. Apprenticeships were ranked highest, but there were also high ratings for formal course work as part of a degree or specialist program. The highest rated areas of content knowledge included multicultural teaching, evaluation of teaching, student assessment approaches, and instructional design. Highest rated skills included oral presentation skills, consultation techniques, program administration, and conflict resolution skills. Interestingly, most respondents cited informal course work as their primary means for preparation, but expressed a desire for more formal course work for gaining the appropriate skills needed. This presents an argument for thinking about more formal methods of preparing developers.

Kensington-Miller et al. (2012) suggest several ideas for better preparing new developers in the field. Some include: 1) identifying structured training for the first year, 2) developing communities of practice across institutions between new developers, 3) establishing mentor programs, 4) professional development activities (e.g., research training, conferences, shadowing), and 5) creating a certificate program.

Sorcinelli et al. (2006) also examined sources of educational developers inspiration and ideas about their practice. Literature ranked highest for those who responded. Specifically, they consulted literature on college teaching and learning, educational development, and higher education (Sorcinelli & Austin, 2010). Respondents also indicated that faculty development professional organizations, such as the POD Network, also influenced their work.

Identifying educational development competencies is a critical first step for developing training or education for individuals in this profession (or aspiring to enter the profession). It is also important to define competencies from a performance perspective, rather than in academic terms (Ally & Coldeway, 1999; Task Force on ID Certification, 1981). Competency models can be helpful for developing curricula (Dooley et al., 2007; Hagopian et al., 2008; Rothwell & Lindholm, 1999) or identifying career development opportunities (Task Force on ID Certification, 1981; Dooley & Lindner, 2002; Rodolfa et al., 2005).

Competencies are the “individual’s knowledge, skills, and abilities needed to adequately perform various tasks and carry responsibilities within a job” (De Vos, De Hauw, & Van der Heijden, 2011, p. 439). Dooley and Lindner (2002) define knowledge as “a body of information applied directly to the performance of a given activity”, skill as “present, observable competence to perform a learned psychomotor act”, and ability as “present competence to perform an observable behavior that results in an observable product” (p. 25). As a whole, competencies help identify requirements for success in any given job (Dooley et al., 2007). Rodolfa et al. (2005) emphasize that competency does not simply mean the person has the appropriate knowledge, skills and abilities for a job, but that s/he can use them in an “effective and appropriate manner” (p. 348). They also include values in their definition of competencies. “Competency means a professional is capable (i.e., has the knowledge, skills, and values) to practice the profession safely and effectively” (p. 348). For the purpose of this study, competencies were defined as the knowledge, skills, abilities, and values needed to effectively perform in the profession of educational development.

The field of instructional design also went through a similar process of identifying competencies as a means of professionalization. In 1977, the Joint Certification Task Force,

consisting of professionals and academic, was appointed by a sub-group within the Association for Educational Communications and Technology (AECT), to identify core competencies for instructional/training development professionals (Task Force on ID Certification, 1981; ibstipi, 2012). This venture took over three years and in 1981, 16 core competencies were presented (Task Force on ID Certification, 1981). Subsequently, this group went on to form the International Board of Standards for Training, Performance and Instruction (ibstipi) and in 1986, developed a set of internationally validated instructional design competencies, which have since been revised in 2000 and 2012 (ibstipi, 2012).

As the field of instructional design has evolved, subsets of competencies have also been developed. For example, competencies have been established in an effort to help designers transition from more traditional video production roles to distance education roles (Dooley et al., 2007) as well as to assist in the creation of curriculum for a master's-level distance education program (Ally & Coldeway, 1999). Work has also been done to establish competencies instructional design graduates should have in the sub-field of human performance technology (HPT) (Klein & Fox, 2004).

Using structural equation modeling, De Vos et al. (2011) examined the relationship between competency development and self-perceived employability, and career success. Their model indicated that self-perceived employability mediates the relationship between competency development and career success (defined as career satisfaction and perceived marketability). Based on these results, they suggest that competency development enhances employability. This presents a strong argument for identifying competencies for educational developers in order to cultivate qualified professionals in the field.

There have been a few studies examining the competencies needed for educational development. Dawson, Britnell, et al. (2010) identified competencies for three levels of development positions: entry-level, senior-level and director-level using a collaborative, discussion-based technique. Their focus was on positions typical to one type of center (middle to large, research intensive universities). By examining job postings, they narrowed their titles down to director, associate director/senior faculty developer, and entry-level faculty developer. Through an iterative series of discussions, participants identified trait/characteristics, knowledge, abilities and competencies for each job level. The highest ranked are listed in Table 2.

Table 2

Top Ranked Attributes for Educational Developer Positions (Dawson, Britnell et al., 2010)

	Entry-Level	Senior-Level	Director
Traits/Characteristics	<ul style="list-style-type: none"> • Team player • Reflective practice • Effective communication • Strong learning Skills • Knowledge of curriculum development theory • Facilitation 	<ul style="list-style-type: none"> • Passion for faculty development • Strong interpersonal skills • Educational leadership • Formal graduate education in pedagogy • Effective teacher • Program development and implementation 	<ul style="list-style-type: none"> • Time management skills • Facilitation • Advocacy • Change management • Institutional leader

Subsequent iterations of this research identified both foundation characteristics needed for each position as well as those that are developed and acquired on the job. Ultimately, they conclude that entry-level developers should be hired on traits they already possess, such as creativity and being open to new experiences, with less emphasis on skills. Senior-level developers need more sophisticated interpersonal and leadership skills. And finally, those at the

director level should be more institutionally-savvy, with skills in change management, facilitation, relationship management, and policy development.

In New Zealand, Kensington-Miller et al. (2012) interviewed three ‘well-qualified’ directors in an effort to better understand the skills, abilities, and experiences they look for in new developers. The directors identified two primary attributes they look for in new developers: higher education teaching experience and good interpersonal skills. They also placed great value on candidates they felt had the potential to grow into their roles. Kensington-Miller et al. (2012) conclude that better understanding the career path and identity of educational developers may help resolve some of the conflicts and issues new developers encounter when entering the field.

Others have focused on specific areas of skills or knowledge. For example, given the potential for educational developers to serve as change agents and be effective problem solvers, some type of knowledge around organizational development and change is important for educational developers to act as change leaders at their institutions (Austin & Sorcinelli, 2013; Blackmore & Wilson, 2005; Debrowski, 2011; Eddy & Beach, 2005; Johnston, 1997; Lipetz et al., 1986; Schroeder, 2010). It is especially true that directors or leaders of centers be effective at facilitating change management (Buhl, 1982; Chism, 1998; Dawson, Britnell, et al., 2010; Dawson, Mighty, et al., 2010). This is particularly challenging because many developers do not hold senior administrative positions, leaving them often working in the fringes, trying to influence change (Dawson, Mighty, et al., 2010). There is also a need to balance the alignment with administration, so as not to alienate the faculty (Gosling, 2009; Havnes & Stensaker, 2006; Isaacs, 1997; Johnston, 1997; Kensington-Miller et al., 2012).

It has also been suggested that effective educational developers need to have strong coaching and consulting skills in order to establish strong relationships with faculty (Boye &

Tapp, 2012; Brinko, 2012; Chism, 2011; Fraser, 2001; Freedman, 1973; Little & Palmer, 2011). And sometimes in order to be real change agents, educational developers need know how to have difficult conversations with those who resist change (Boye & Tapp, 2012) and ask powerful questions that encourage thought and action (Chism, 1998; Little & Palmer, 2011). Likewise, effective developers do not merely teach strategies or skills, but rather they help faculty develop a mindset of inquiry and reflection (Connell & et al., 1976; Little & Palmer, 2011). This involves allowing faculty and institutions to identify areas of development and engage in experimentation, with assistance from the developer (Chism, 1998; Connell & et al., 1976). The focus is not on content, but rather process.

In turn, others have also articulated the need for developers to be reflective in their own practice (Badley, 2001; Murphy, 1994). Since they often find themselves in situations where they are working towards cultural change, reflecting on the current situation and their level of effectiveness is critical (Chism, 1998; Murphy, 1994).

A communication or relational component has also been identified as a skill for developers (Fraser, 2001; Osterman, 1984; Taylor, 2010; Trigwell, 2003). Specifically, developers often assume a collaborative or facilitative role. Because they need to be able to communicate and collaborate with individuals from a variety of different disciplines, educational developers must consciously recognize the difference in disciplines in terms of substance, language and symbols, modes of inquiry, organization, and values (Taylor, 2010). Being aware of these issues will help educational developers establish more productive relationships with faculty outside their own discipline. Likewise, understanding these influences helps them to recognize how their own discipline influences their ideas and philosophies.

Educational developers should also have strong evaluation and assessment skills (Kucsera & Svinicki, 2010). As mentioned earlier, units should be assessing their own effectiveness, for practical reasons as well as modeling best practices for faculty. Likewise, many developers often find themselves engaged in these efforts on their campuses, ranging from assisting faculty with scholarly teaching projects or helping with institutional assessment initiatives (Chism, 1998; Kucsera & Svinicki, 2010). In particular, developers might benefit from advanced knowledge of qualitative research methods, action research, and design experiments (Ashworth, 2003; Chism, 1998; Kucsera & Svinicki, 2010; Murphy, 1994).

Eddy and Beach (2005) surveyed all members of the POD Network in 2001 and found a significant relationship between the number of years of experience developers had, the type of institution they worked in, and the structure of their programs. Specifically, more senior developers were often located in research or doctoral universities and community colleges. Similarly, more experienced developers often headed up formal, centralized centers. These individuals all had the same primary goal of development (to create and sustain a culture for teaching excellence), but differed in secondary goals based on years of experience. Not surprisingly, more experienced developers' secondary goals tended to be more strategic and focus on institutional-level issues (e.g., advance new initiatives in teaching and learning), while less experienced developers focused more on responding to faculty at the individual level. Experienced developers also tended to draw from a wider range of resources to influence their practice and relied more heavily on organizational development literature than less experienced developers. In terms of preparation for the field, experienced developers advocated for formal degree programs in the field of educational development.

It's important to determine the required knowledge base, skill set, abilities and values for educational development. In particular, because of the current wave of new developers and pending retirements (Eddy & Beach, 2005; Graf et al., 1992; Sorcinelli et al., 2006), as well as the sentiment (particularly among senior administrators/managers) that effective teachers will make effective educational developers (Chism, 2011; Dawson, Britnell, et al., 2010; Debrowski, 2011), when in fact, being an effective teacher is just part of the story. "It is no longer acceptable for centers to appoint directors without substantial knowledge of the field or expect that those with only teaching experience or a faculty title can automatically move into developmental positions without further preparation" (Chism, 2011, p. 269).

All of these issues put together are making it increasingly difficult to fill educational development positions with qualified individuals (Eddy & Beach, 2005; McDonald & Stockley, 2008). One participant from Eddy and Beach (2005) is quoted as saying, "I hope better qualified people will move into faculty development positions. I hope some graduate programs can have an emphasis in this area" (p. 122). Better understanding the competencies needed for educational development can help instructional designers (and others) prepare themselves during graduate study for a career in educational development. Likewise, building on the already-existing scholarly literature on this subject will move the field toward identifying more formal methods of credentialing (e.g., graduate certificates, professional certification). The next section details questions and methodology used in this study.

CHAPTER 3: METHODOLOGY

Overview

The purpose of this mixed methods study was to investigate the field of educational development, specifically the key competencies required to operate as a leader within the field. To accomplish this, the Delphi method and additional qualitative analysis were used. Hasson, Keeney, and McKenna (2000) define the Delphi method as “a group facilitation technique, which is an iterative multistage process, designed to transform opinion in to group consensus” (p. 1008).

Because there is currently limited research on the competencies needed for the field of educational development and there is an increased demand for qualified individuals (many of whom might potentially come from instructional design backgrounds), this study explored the knowledge, skills, abilities, and values a person hoping to enter a leadership role in this field needs to be successful, and whether these competencies are currently being utilized to hire educational development leaders.

Q1: According to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role?

Q2: Are these identified competencies reflected in job advertisements for educational development leadership positions?

This chapter presents the rational for the research design chosen, a description of the research setting, the process used to identify and select participants, methods of data collection and analysis, and a description for ensuring that the research was of high quality and conducted in an ethical manner.

Research Design

A mixed methods approach to research design involves a combination of both quantitative and qualitative research. To understand the rationale for using such an approach, it first becomes important to explore the meanings of qualitative and quantitative designs and how they are typically used. Creswell (2009) defines quantitative research as “a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p. 4). Alternatively, Creswell (2009) describes qualitative research as:

a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (p. 4).

Like the field of instructional design, it has been argued that a traditional scientific approach to investigating the field of educational development is not always appropriate. The problems and activities are complex (Ashworth, 2003; Badley, 2001) and developers’ ideas and viewpoints often influence their actions (Land, 2003). Similarly, as demonstrated in the previous section, there is very little research around the particular topic of educational development competencies. For that reason, beginning with a qualitative approach to unearth and explore these ideas seemed most appropriate.

However, Creswell (2009) argues that mixed methods research designs are more than simply a combination of quantitative and qualitative research methods. Rather, the two are used together to make the study more rigorous. In particular, this the first part of this study utilized a

sequential mixed methods procedure, allowing the researcher to use follow up quantitative analysis to expand on the qualitative findings (Creswell, 2009).

A technique that lends itself to this approach is the Delphi method. In particular, Delphi studies are useful when researchers are looking to discover or summarize information that has not been codified in the current literature base, which is the case with much of the knowledge around professional practice (Willis, 2008). This approach utilizes both qualitative techniques to brainstorm and gather information and then seeks to confirm that information using quantitative analysis. This strategy enables the exploration of educational development through the lens of those who have been actively involved in the field. As eloquently stated by Wilhelm (2001)

When there is insufficient data on the problem under investigation and incomplete theory on both its cause and effects, there are two options. The first is to wait until an adequate theory emerges based on tested scientific knowledge, enabling the problem to be addressed. The second is to make the most out of an unsatisfactory situation and try to obtain the relevant intuitive insights of experts and to use informed judgment as systematically as possible. The Delphi technique of inquiry facilitates the second option (p. 6).

This technique was developed by Dalkey and Helmer of the RAND Corporation in the early 1950s (Dalkey & Helmer, 1963). It was originally used for forecasting technological developments and its object was to “obtain the most reliable consensus of opinion of a group of experts” (Dalkey & Helmer, 1963, p. 458). Its name was derived from the Dephi Oracle, an ancient Greek myth telling of a ‘chosen one’ on the island of Delphi who was able to predict the future (Clayton, 1997). It has been presented as a good method for identifying content or insight based on expert consensus (Clayton, 1997; Haltinner, 2008).

Since then, others have used the technique in a variety of other situations to forecast as well as make sense of expert opinions. Linstone and Turoff (2002) brand this method as a ‘communication process’ and as such, argue that “there are few areas of human endeavor which are not candidates for application of Delphi” (p. 3). For example researchers have engaged in Delphi studies to better understand key skills and knowledge needed for a specific vocation such as food and nutrition education (Wakou, Keim, & Williams, 2003), manual therapy, (Sizer, 2002), Naval leaders (Ferguson, 2008), nurse managers (Harrison, 2005), nursing informatics (Chang, 2007), project management (Brill, Bishop, & Walker, 2006) and rehabilitation counseling (Thielsen & Leahy, 2001). Likewise, Delphi studies have also been used to develop ideas about curriculum for programs such as fashion merchandising (Braguglia, 1994), marketing (Haltinner, 2008), project management (Brill et al., 2006) and to investigate the future of other academic disciplines, such as sport psychology (Graddy, 2007) and security studies (McCool, 2008).

The Delphi technique is helpful for arriving at consensus among experts on a topic, especially when they are separated by distance (Baldwin-Morgan, 1993; McKenna, 1994) and is also especially helpful in giving each person in an interdisciplinary group (as is the case with educational developers) a voice in the process (Brill et al., 2006; McKenna, 1994; Stitt-Gohdes & Crews, 2005). Delphi studies are also helpful in areas where there is little research (Chang, 2007; Hasson et al., 2000; Wilhelm, 2001) or when the issue at hand is complex and doesn’t necessarily lend itself to traditional research techniques (de Meyrick, 2003; Linstone & Turoff, 2002; McKenna, 1994; Stitt-Gohdes & Crews, 2005).

This method is also unique because it attempts to collect opinions from a group of experts, but also overcome group dynamics which might influence responses by allowing experts to remain anonymous (Beretta, 1996; Clayton, 1997; Dalkey & Helmer, 1963; Goodman, 1987).

The Delphi method tries to obtain the most reliable consensus of opinion of a group through a series of intensive questionnaires interspersed with controlled feedback. The technique involves repeated questioning of the individuals and avoids direct confrontation of group members with each other (Clayton, 1997, p. 376).

The Delphi technique is essentially a sequence of questionnaires posed to a group of experts in order to arrive at a consensus through a series of rounds (Beretta, 1996; Hasson et al., 2000; McKenna, 1994). Usually the process starts with more open-ended questions designed to survey experts on a broad subject. During this first round, the researcher compiles the responses, analyzes them for themes, and feeds them back to the experts for usually two to four more rounds until consensus is reached (Brill et al., 2006; Hasson et al., 2000). Each questionnaire builds upon responses from the previous questionnaire (Beretta, 1996; Sumsion, 1998), giving respondents opportunities to revise or justify their answers in light of the rest of the group's responses (Hsu & Sandford, 2007). Stitt-Gohdes and Crews (2005) explain the process in terms of four phases: 1) participants are given the opportunity to contribute information, 2) the researcher seeks to understand how the entire group views the issue being researched, 3) disagreements within the group are explored in an attempt to better understand them, and 4) the group evaluates all the information gathered.

The Delphi method has four key characteristics: 1) expert input, 2) anonymity of responses, 3) an iterative process utilizing controlled feedback, and 4) statistical group responses as a means to measure consensus (Beretta, 1996; Chang, 2007; Goodman, 1987; Keeney,

Hasson, & McKenna, 2001; Rowe & Wright, 2001). The use of experts, rather than a random sample, allows for an informed group judgment about a particular topic (Goodman, 1987). This can be especially helpful in situations where very little is known about the topic, such as with this study. Anonymity is often cited as a strength of this technique in that it allows participants to provide honest responses without being influenced by the group (Clayton, 1997; Goodman, 1987). The iterative process with feedback facilitates an opinion that is representative of the group (Goodman, 1987). The use of statistics allows the researcher to build on subsequent information during each round by providing statistical information to participants to inform them how well their responses match those of the group (Goodman, 1987).

Description of the Research Setting

The first part of this study employed the Delphi technique in a national setting in order to arrive at expert consensus regarding the competencies required for educational development in the United States. I recruited educational development experts across the United States to determine the appropriate competencies required to be an effective educational developer. A benefit of using the Delphi method was that it was a relatively efficient process for gathering data from a variety of individuals in different geographical locations (Baldwin-Morgan, 1993; McKenna, 1994).

The second part of the study utilized the results from Part 1. Specifically, I performed a content analysis on educational development job announcements (for the position of Director or senior administrator) to determine whether the competencies identified by the experts were currently being utilized in the recruitment of educational development leaders.

Participants

Expert selection is a critical aspect of this research design. It's important to select true experts in the field to ensure validity and consensus (Brill et al., 2006; Clayton, 1997; Crisp, Pelletier, Duffield, Nagy, & Adams, 1999; de Meyrick, 2003; Hsu & Sandford, 2007; Keeney et al., 2001). It is also important that the experts chosen have true knowledge of the field and are interested in the research topic (Hasson et al., 2000). Experts might be defined as those with experience in educational development or conference presentations or publications. Likewise, it is appropriate to seek nominations from the initial expert panel targeted, provided those nominated fit the selection criteria (Clayton, 1997).

Sample size. General rules have been set to determine the appropriate sample size for a Delphi study. Recommendations tend to range from a sample size of 5-30 (Clayton, 1997; Rowe & Wright, 2001; Stitt-Gohdes & Crews, 2005). Rowe and Wright (2001) suggest that the sample be heterogeneous in the sense that it represent the “full scope of the problem domain” (p. 128). Therefore, the targeted sample size was 10-20 experts within the field of educational development, with a variety of experiences (e.g., heads of centers, involved in professional organizations, publications, presentations).

Expert selection. Defining criteria for expert selection is a critical aspect of the Delphi study. In general, “Delphi subjects should be highly trained and competent within the specialized area of knowledge related to the target issue” (Hsu & Sandford, 2007, p. 3). Likewise, researchers caution against the misleading title of ‘expert’. “Simply because individuals have knowledge of a particular topic does not necessarily mean that they are experts” (Keeney et al., 2001, p. 196). Experts must have the appropriate domain knowledge (Rowe & Wright, 2001) and be representative of the expert community on the topic (Snyder-Halpern, 2001).

Because of this, it becomes especially important to identify criteria for expert selection.

For this study, experts were selected based on the following required criteria:

- 10+ years of experience in the field of educational development (Sorcinelli et al., 2006)
- Experience directing a centrally-located and supported educational development center or unit. Because of the lack of established standard or norm for center sizes, as well as considerable variation between institutions, criteria was not specified for the size of center the expert has directed or the type of higher education institution (e.g., private, public, research intensive) where the center operates.

In addition to the above required criteria, experts with the following desired criteria were targeted first:

- Publications on topics related to educational development, with preference for those who have published theoretical or empirical articles related to the professionalization of the field within the last 10 years
- Current and past presidents and members of the Core and Executive committees within the POD Network

Sampling technique. Because the study required that participants be experts in the field of educational development, purposeful sampling and the snowball technique were used. To begin with, experts were targeted based on criteria identified above. They were contacted by email, invited to participate, and also asked to recommend any other experts meeting the criteria. Because their engagement was required across multiple rounds, care was taken to clearly inform each participant what they were expected to do, the estimated number of rounds to be conducted,

and how the information obtained would be used (Hasson et al., 2000). Likewise, personal invitations were extended to all identified experts, as a means to further encourage participation (Stitt-Gohdes & Crews, 2005). The complete list of experts who participated in the study can be found in Appendix A. The experts' participation in the study was voluntary and they were not compensated in any way for their time.

Data Collection and Analysis

This study was a mixed methods study. A Delphi study was used to answer the first research question and content analysis was used to answer the second research question. For the Delphi study, Round 1 involved qualitative analysis and subsequent rounds involved quantitative analysis. It is recommended that only two to three rounds be used to help reduce potential fatigue on the part of the participants (Hasson et al., 2000; Sumsion, 1998). Likewise, others have argued that three structured iterations are sufficient (Brooks, 1979; Hsu & Sandford, 2007; Rowe & Wright, 2001; Sumsion, 1998). Therefore, this study conducted the Delphi survey in three iterations or four rounds.

The content analysis consisted of examining job announcements for leadership positions in educational development (Director or higher) and coding for the competencies identified by the experts in Part 1. Twenty-seven (27) job announcements were collected over 9 months from the POD Network listserv and analyzed. Only jobs posted for positions leadership positions (Associate Vice Provost, Assistant Dean, or Director) in educational development in the United States were analyzed.

Table 3 summarizes the data collected.

Table 3

Research Questions, Data Source and Collection Method

Research Questions	Data Source	Collection Method	Analysis Method
Q1: According to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role?	Experts in the field of educational development	Delphi survey, ▪ Round 1: Open-ended questionnaire ▪ Rounds 2-4: Likert-scale questionnaire	Delphi survey, ▪ Round 1: Content analysis ▪ Rounds 2-4: Descriptive analysis (mean, median, mode, interquartile range and standard deviation)
Q2: Are these identified competencies reflected in job advertisements for educational development leadership positions?	Job announcements for educational development leadership positions	Job announcements were collected from the POD Listserv from November 2012 through August 2013	Content analysis

Pilot test. An important factor in ensuring the success of a Delphi study is making sure the right question is asked (Sumsion, 1998). It has also been suggested that questions be framed as concretely as possible in order to avoid abstract or biased responses, such that the questions mirror a real-life decision or problem (Clayton, 1997). Rowe and Wright (2001) suggest using clear and succinct definitions, avoiding emotive terms, framing questions in a balanced manner, and avoiding irrelevant information when writing questions.

Just as with surveys, it is important to pilot test the Delphi questionnaire before implementation (Hasson et al., 2000). An open-ended question was generated to help understand the necessary competencies an educational developer needs to be successful in the field. Because many units seem to function as a one-person unit and there is great potential for an instructional designer with a Ph.D. to be hired directly into a director position, the question focused on the competencies needed to lead an educational development center: ‘You have been tasked with hiring a director for a faculty/educational development center or unit. What critical knowledge,

skills, abilities, and values would you look for in applicants for the position?’ A template questionnaire with the four response scales was also created for the quantitative portion of the survey (rounds 2-4) for expert review.

These qualitative and quantitative questionnaires were field-tested with 2 educational development experts who were asked to provide feedback on clarity, etc. The first expert made no changes to the open-ended question intended for Round 1, but suggested adding clarification to the meaning of the Agreement Likert scale used in the template intended for Rounds 2-4. The second expert also made no changes to the open-ended question, but suggested reversing the order in which Likert-scale responses were presented from more favorable/positive (e.g., strongly agree, extremely important) to least favorable/negative (e.g., strongly disagree, not important).

Expert selection. Based on the specified criteria, 32 potential expert participants were identified and contacted by email with a request to participate in the study. They were given a detailed description of their expected level of involvement and the expected timeline for the study at the initial point of contact (Appendix B). They were also provided with an informed consent form (Appendix C). From this list of 32, another 16 who met the study’s criteria were recommended and contacted, bringing the total number to 48. Of those 48, 22 agreed to participate, bringing the final sample size for Round 1 to 22 experts.

Upon agreement, each participant was assigned a code number using a random number generator (<http://www.random.org/>) to ensure confidentiality. All participants used this number as an identifier for the remainder of the study.

Round one. Delphi studies are often conducted in rounds or phases. The first round entailed gathering demographic data as well as soliciting answers to the initial question posed

(Appendix D). The goal of this round was to give experts the freedom to generate ideas (Hasson et al., 2000; Keeney et al., 2001). Each expert was asked to submit his or her list of knowledge, skills, abilities, and values and provide short descriptions of each in order to assist in the usage of common language (Schmidt, Lyytinen, Keil, & Cule, 2001)

Because Round 1 data was primarily qualitative in nature, content analysis was used to identify categories or themes generated by the experts. The constant-comparative method of data analysis was utilized (Ruona, 2005). During this process, I began working with the data as it arrived (rather than waiting until it was all collected) to create tentative categories. To facilitate this process, a table was created in Microsoft Word with the following columns: Code (category or classification assigned by researcher during data analysis), ID (assigned participant code), Question Part (knowledge, skill, ability or value), Data (comment submitted by participant), and Notes (researcher notes).

As participants submitted their responses, I compiled the raw data into this master document and grouped similar items. Important terms and ideas for each item were highlighted to facilitate categorization. For each subsequent questionnaire received, each new piece of data was compared to each category and either assimilated or grouped with an existing category, or a new category was created (Ruona, 2005). A resulting list of educational development competencies was generated for Round 2.

To avoid any researcher bias, *all* initial ideas generated by participants were retained for the Round 2 questionnaire. Respondents were given the opportunity to agree or disagree with the items on the list and identify each as important or non-important in the next round. Also the words and phrasing of the participants were retained as much as possible in the structured questionnaire administered in Round 2 (Schell, 2006; Wilhelm, 2001).

The demographic data from the Round 1 questionnaire was compiled and analyzed using PSPP, a free statistical analysis software (<http://www.gnu.org/software/pspp/pspp.html>).

Round two. In Round 2, the experts were asked to empirically validate the competencies identified in Round 1 using a questionnaire (Appendix E). Participants were also given an opportunity to review the categories for clarification and correction and add any ideas they felt to be missing from the list (Lopopolo, 1999). Each expert was given a copy of the list and asked to respond to all items identified regarding his/her level of agreement and rating of importance for each item. Specifically, participants rated each item on four scales: an Agreement Scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree), an Importance Scale (1 = not important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = extremely important) (Braguglia, 1994), a Frequency Scale (1 = never, 2 = seldom, 3 = occasionally, 4 = frequently, 5 = not sure) (Harrison, 2005), and a Required at Hire Scale (1 = Yes, 2 = No, can be developed after hire). There was also an option for open-ended comments after each item as well as a question at the end where participants were able to note any items they felt to be missing from the list.

Table 4

Five-Point Likert Scales

Rating	Agreement	Importance	Frequency of Occurrence	Required at Hire
1	Strongly disagree	Not important	Never	Yes
2	Disagree	Somewhat important	Seldom	No, can be developed
3	Undecided	Moderately important	Occasionally	
4	Agree	Very important	Frequently	

5	Strongly agree	Extremely important	Not sure
---	----------------	---------------------	----------

To determine the level of consensus for each item, descriptive statistics (median and interquartile range) and frequencies were run for each item on the questionnaire using PSPP statistical software. Narrative comments were also collected in a Microsoft Word document.

Round three. When providing information to participants in follow up rounds, it has been suggested that the median be given as a comparison score since it is less sensitive to extreme scores (Stitt-Gohdes & Crews, 2005). Therefore participants were provided with the median response and interquartile range for each question, as well as his or her own original responses (for comparison).

Based on participant feedback and the complexity of the first questionnaire, Round 3 focused on refining the competency list by having participants focus solely on their agreement regarding whether the items on the list should be identified as competencies for educational development leaders. Therefore, for this round participants were asked to review and rate the items on the Agreement Scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree) only (Appendix F). Many participants had expressed difficulty in answering the questionnaire without being given some type of context. Therefore, for this round, they were told they should rate the statements with respect to their most recent experience in a faculty/educational development leadership role.

Items were flagged for participants to review in three instances: 1) if their response fell outside the interquartile range (if less than 1), 2) if the interquartile range was greater than 1 and their response was more than 1 point away from the median, or 3) if they failed to respond to an item in the previous round. For these items, they were asked to review their answers and if they did not change their responses, they were asked to provide reasoning for positions that didn't

agree with the majority (Clayton, 1997; Rowe & Wright, 1999, 2001; Wilhelm, 2001). Participants reviewed and confirmed answers to all remaining items.

To determine the level of consensus for each item, descriptive statistics (median and interquartile range) and frequencies were run for each item on the questionnaire using PSPP statistical software. The justification responses were also collected in a Microsoft Word document.

Round four. In the last round, the final list was provided to participants to give them one last opportunity to revise or confirm their positions. As with the previous round, participants were given the median response and interquartile range for each question, as well as his or her own original responses (for comparison). Since this served as a final and confirmation round, this questionnaire (Appendix G) reverted back to the four scales used in Round 2: an Agreement Scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree), an Importance Scale (1 = not important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = extremely important) (Braguglia, 1994), a Frequency Scale (1 = never, 2 = seldom, 3 = occasionally, 4 = frequently, 5 = not sure) (Harrison, 2005), and a Required at Hire Scale (1 = Yes, 2 = No, can be developed after hire). Based on comments from previous rounds, participants were also reminded that the goal of the study was to identify the knowledge, skills, abilities, and values necessary for a leader in faculty/educational development. Not necessarily only those that need to be present at the time of hire, but also those that one needs to be successful as a leader *currently* in the position.

Items were flagged for participants to review in two instances: 1) if the interquartile range for any given item was greater than 1, and 2) if the participant's previous response fell outside the interquartile range. Within the questionnaire, participants were provided with the justification

statements given by the panel participants in Round 3 for items that had been flagged for review. They were also given the justification statements for *all* items in a separate document.

For all items, they were asked to review their answers and the justification, and provide a new rating *only* if they wanted to change their answer for any given item. This was done to make responding to the questionnaire less difficult than in Round 2.

To determine the level of consensus for each item, descriptive statistics (median and interquartile range) were run for each item on the questionnaire using PSPP statistical software. Means, standard deviations, and frequencies were also calculated for further analysis of each individual item in the final round.

Determining consensus. Consensus for Delphi studies is typically assumed when the responses fall within a prescribed range, though there is little agreement as to what this range should be (Dajani, Sincoff, & Talley, 1979). Hasson et al. (2000) cite several studies recommending consensus be declared with 51% agreement, 70% agreement, and as high as 80% agreement. For example, a researcher might determine that consensus had been achieved if 60% or more of the panel gave the same response to an item (Stitt-Gohdes & Crews, 2005).

Another measurement used to determine consensus is an interquartile range of no larger than 20% of the scale (Baldwin-Morgan, 1993; Wilhelm, 2001). The interquartile range is the “absolute value between the 75th and 25th percentiles, with smaller values indicating higher degrees of consensus” (Rayens & Hahn, 2000, p. 311). Likewise examining the variance from round to round also helps to determine consensus, with less variance indicating a move toward consensus (Rowe & Wright, 1999). It has been suggested that a 15% change in mean score between rounds indicates instability and a need for further investigation (Stitt-Gohdes & Crews, 2005).

Regardless of the criteria used, it is strongly recommended that the definition of consensus be determined prior to conducting a Delphi study.

It is apparent that many researchers do not attempt to set a level for consensus prior to the enquiry. Instead, they make a decision after the data has been analyzed. This means that the concept of consensus is arbitrary and, unless a value (or range of values) is stipulated, the notion of a “high” level of consensus could almost be a movable feast which is unilaterally decided upon by the researcher (Williams & Webb, 1994, pp. 183-184).

Based on the above discussion, consensus for this study was defined as least 60% or more agreement on an item (combining the strongly disagree and disagree responses as well as the agree and strongly agree responses), with an interquartile range of 1.00 or less.

Content analysis of educational development job descriptions. After the Delphi study was completed and a list of competencies was generated, educational development job descriptions for leadership positions posted on the POD Network listserv were analyzed to determine the degree that these competencies are currently represented in job postings for educational developers. Specifically, twenty-seven (27) job announcements were collected over 9 months (November 2012 – August 2013) and then coded for the competencies identified by the experts in Part 1. Only jobs posted for positions leadership positions (Associate Vice Provost, Assistant Dean, or Director) in educational development in the United States were analyzed.

Data collection and analysis schedule

Table 5

Data Collection and Analysis Schedule

Task	Date
Tested initial question with 2 experts. Got feedback and revised Researcher generated list of potential experts based on criteria	7/8/13 – 7/14/13 7/17/13
Researcher recruited panel from list of experts	7/17/13 – 7/25/13

Round 1 data collected from panel	7/22/13 – 8/1/13
Collected and coded responses into categories	7/8/13 – 8/9/13
Round 2 data collected from panel	8/10/13 – 8/25/13
Researcher analyzed Round 2 data	8/16/13 – 8/27/13
Round 3 data collected from panel	8/27/13 – 9/4/13
Researcher analyzed Round 3 data	9/4/13 – 9/10/13
Round 4 data collected from panel	9/10/13 – 9/18/13
Content analysis of educational development job descriptions	9/11/13 – 9/18/13
Researcher analyzed Round 4 data	9/18/13 – 9/19/13

Ensuring Quality Research

Reliability and validity. Reliability is defined as “the extent to which a procedure produces similar results under constant conditions on all occasions” (Hasson et al., 2000, p. 1012) or “dependability of measurement across different replications” (Hill & Fowles, 1975, p. 180). In general, there is very little real evidence of the reliability of the Delphi method (Crisp et al., 1999; Hasson et al., 2000; Hill & Fowles, 1975; Williams & Webb, 1994; Woudenberg, 1991). Issues such as the clarity of the questions asked, criteria used to identify experts, and attrition that can happen from round to round can all impact the reliability of the study (Hill & Fowles, 1975; Wilhelm, 2001; Williams & Webb, 1994).

The same types of arguments have been made with respect to the validity of this technique (Crisp et al., 1999). Some argue that the use of experts increases the content validity of this technique (Goodman, 1987), though these experts must be sufficiently motivated to participate in the entire study and the researcher must make every effort to communicate often with them (Beretta, 1996).

To address some of these reliability and validity issues, this study pilot tested the questionnaires for clarity, established clear criteria for selecting expert panelists (with an emphasis on pursuing the higher end of the targeted panel size of 10-20). Similarly, I was vigilant with follow-up communication in an effort to reduce attrition.

Trustworthiness. Because of the level of disagreement and uncertainty around reliability and validity issues, as well as the argument that the Delphi method was never meant to be used as a scientific instrument (Beretta, 1996; McKenna, 1994), it is recommended that criteria for trustworthiness of qualitative research be used to ensure reliability of Delphi studies (Hasson et al., 2000; Keeney et al., 2001).

Lincoln and Guba (1985) define the issue of trustworthiness based on the following questions, “How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?” (p. 290). To answer these questions, they propose that researchers should examine their studies in four ways.

- 1) The ‘truth value’ (are the findings accurate and do they reflect the reality of the situation?). This is similar to the notion of internal validity in quantitative research.
- 2) Applicability (how can we determine if these findings are applicable in other contexts?). This is similar to external validity in quantitative research.
- 3) Consistency (would the researcher get the same findings if the study were repeated in a similar fashion?). This is similar to reliability in quantitative research.
- 4) Neutrality (has the researcher taken care to eliminate or minimize his or her own biases?). This is similar to objectivity in quantitative research.

These four criteria were developed in response to criticisms often levied against qualitative research, however Lincoln and Guba (1985) contend “that criteria defined from one perspective may not be appropriate for judging actions taken from another perspective” (p. 293). In response, they have been adapted for naturalistic or qualitative settings. Specifically, trustworthy research should be credible, transferable, dependent, and confirmable.

Lincoln and Guba (1985) refer to ‘truth value’ as credibility. However, because there is not one ‘right’ answer in qualitative research and results are derived from multiple perspectives, the researcher must do all that s/he can to ensure that the results reported reflect the reality of the situation being studied and are credible to both those involved in the study as well as readers of the study (Lincoln & Guba, 1985; Ruona, 2005). Strategies to establish credibility include member checking (Krefting, 1991; Ruona, 2005) and peer debriefing (Lincoln & Guba, 1985).

With respect to applicability, Lincoln and Guba (1985) argue that the qualitative researcher is not as concerned with generalizability, but rather the ability to transfer the results from one context to another. However, it is argued that the burden of transferability lies with the researcher wishing to apply the findings to a new context. To address transferability, it’s advised that the original researcher provide enough detail regarding the situation for someone to make a decision as to whether transfer might be possible, also known as a ‘thick description’ (Lincoln & Guba, 1985).

Dependability is the qualitative counterpart to consistency or reliability. In empirical research, reliability is usually tested with replication. Because qualitative research studies are context-dependent, it’s unlikely that another researcher would be able to truly replicate this study (Lincoln & Guba, 1985). However, researchers or practitioners in similar situations may wish to utilize and adapt the results to their specific contexts, and in order to do so the study must be viewed as dependable. One way to establish dependability includes creating an audit trail, such that another researcher would be able to conduct an inquiry audit in order to examine both the process and product of the research (Lincoln & Guba, 1985).

Finally, confirmability is designed to address the issue of neutrality. In qualitative research, the goal is for the researcher to distance him or herself from the study enough to ensure

that the focus is on the data, rather than the researcher's opinions or biases (Lincoln & Guba, 1985). Audit trails (Lincoln & Guba, 1985) as well as keeping a reflexive journals (Krefting, 1991; Lincoln & Guba, 1985; Ruona, 2005) help to ensure confirmability.

Specific strategies that were used in this study to ensure trustworthiness included keeping a detailed researcher journal (Appendix H). The journal documented: 1) a daily/weekly schedule (depending on the frequency of activity at any particular point in the study) and logistics of the study, 2) a personal diary detailing my observations, insights and potential biases; and 3) a methodological log detailing decisions made and rationale for any changes (Lincoln & Guba, 1985). An audit trail was also established with the following information: the raw data, all information related to the categorizing and coding of data, any notes made or taken during the research process, reflections made in the researcher journal, and information related to the development of the questionnaires (Lincoln & Guba, 1985). The recursive nature of the Delphi method also lends itself to member checking. Likewise, all data generated in Round 1 was included in the Round 2 questionnaire to avoid researcher bias. As the study progressed, participants with extreme positions were given the opportunity to justify those positions (rather than simply discarding them because they did not conform to the data). This provided for a comprehensive representation of the data.

Ethical Considerations

The study was reviewed and approved by the Wayne State University Institutional Review Board (Appendix I). Participants were introduced to the study with a research information sheet, informing them of the purpose of the study, risks and benefits, the fact that their participation was voluntary (Appendix C)

I retrieved the data through a password-protected email address. All data was numerically coded and only accessible by the researcher. Each expert was assigned a code number, which was used, rather than names, as an identifier. The data collected was also stored in a password-protected computer only accessible by me.

Summary

This chapter provides a detailed description of the study's research methodology. A mixed method, Delphi study was utilized to identify essential competencies required in the field of educational development. The participants and research setting were defined. Additionally, the data collection methods and analyses were outlined for each part of this study. Research quality and ethical considerations were also addressed.

CHAPTER 4: RESULTS

Introduction

This chapter outlines the results of the study. Data were collected and analyzed in an effort to answer the following questions:

Q1: According to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role?

Q2: Are these identified competencies reflected in job advertisements for educational development leadership positions?

Question 1 was answered using the Delphi approach, as outlined in the methodology section. Question 2 was answered with a content analysis of educational development job announcements.

Delphi Study

The Delphi study consisted of four rounds. The first round solicited experts for open-ended responses. The second, third, and fourth rounds asked participants to rate the list generated in Round 1. As mentioned, 48 experts were solicited using purposive sampling and the snowball technique. Of the 48 contacted, 22 completed the Round 1 questionnaire, 17 completed the Round 2 questionnaire, 15 completed the Round 3 questionnaire, and 13 completed the Round 4 questionnaire.

Table 6

Survey Response Rate

	Solicited	Returned	Response Rate %
Round 1	48	22	45.83%
Round 2	28	17	60.71%
Round 3	17	15	88.24%
Round 4	15	13	86.67%

Round one results. Twenty-two (22) experts completed the Round 1 questionnaire. In addition to the open-ended question, participants were also asked to provide basic demographic information (Appendix D). Within the sample, 4 individuals identified their primary role as senior-level administrators, 12 as directors, 3 as instructional consultants/specialists, and 3 as faculty members. The group averaged 20.95 years' experience in educational development. The panel consisted to 14 women and 8 men, all of whom had earned a Ph.D. in their respective disciplines.

Nearly all of the respondents had managed or directed an educational development unit (21), published on the topic of educational development (20), and presented at conferences on topics related to educational development (21). All had held a leadership position in an educational development professional organization (22). It should be noted that one participant had not managed or directed an educational development unit, a required criterion for selection of the expert panel. However, this person met the other three criteria and was recommended by three other experts on the panel, indicating recognition of her expertise by the educational development community. Based on this information, the participant remained on the panel.

With respect to the types of centers and institutions, the panel participants mostly had experience with a centralized educational development unit with dedicated staff (18), though some were operating as an individual charged with supporting educational development (4). Many were at doctoral-granting institutions (18), though some were at master's (1) or baccalaureate (1) colleges and universities. The rest (2) fell into special categories, such as professional or medical schools or operating as consultants in the field of educational development. The majority of participants were at public institutions (17), though a few were at private institutions (4). All were from four-year colleges: 17 from very large schools (10,000 or

more FTEs), 2 from medium schools (at least 3,000, but fewer than 10,000 FTEs), and 2 from small schools (at least 1,000, but fewer than 3,000 FTEs).

Table 7

Round One Demographic Data

Variable	N = 22
Titles	Senior-Level Administrator
	Director
	Assistant/Associate Director
	Program Coordinator
	Technology Coordinator
	Instructional Consultant/Specialist
Primary Title	Faculty Member
	Senior-Level Administrator
	Director
	Instructional Consultant/Specialist
Years in educational development	Faculty Member
	Mean
Years at current institution	20.95
Gender	Mean
	16.14
Highest level of education completed	Female
	Male
	Ph.D.
	22
Educational development experiences	Master's degree
	0
	Bachelor's/undergraduate degree
	0
Institutional faculty development structure	Other
	0
	Managed/directed an educational development unit
	21
	Published on the topic of educational development
	20
	Held a leadership position in an educational development professional organization
	22
	Presented at conferences on topics related to educational development
	21
	Centralized unit with dedicated staff
	18
Institutional Carnegie Classification	"Clearinghouse" for programs and offerings across institutions
	0
	Committee charged with supporting faculty development
	0
	Individual faculty member or administrator charged with supporting faculty development
	4
Doctorate-granting university	18
	Master's college or university
	1

	Baccalaureate college	1
	Associate's college	0
	Special focus institution	0
	Tribal college	0
	Other	2
Institution type	Public	17
	Private	4
Institution size	Large four-year (more than 10,000 FTEs)	17
	Medium four-year (at least 3,000, but fewer than 10,000 FTEs)	2
	Small four-year (at least 1,000, but fewer than 3,000 FTEs)	2
	Very small four-year (fewer than 1,000 FTEs)	0
	Very large two-year (more than 10,000 FTEs)	0
	Large two-year (at least 5,000, but fewer than 10,000 FTEs)	0
	Medium two-year (at least 2,000, but fewer than 5,000 FTEs)	0
	Small two-year (at least 500, but fewer than 2,000 FTEs)	0
	Very small two-year (fewer than 500 FTEs)	0

In response to the open-ended prompt, ‘You have been tasked with hiring a director for an educational development center or unit. What critical knowledge, skills, abilities, and values would you look for in applicants for the position?’, 404 statements were generated by the expert panel (N = 22) (Appendix J). I analyzed and categorized these statements as they were submitted by each individual panel member using a table in Microsoft Word. Key words were highlighted in each of the statements to facilitate the identification of categories and grouping of statements.

During the initial categorization, many participants indicated that they had difficulty differentiating between skills and abilities (and there was great overlap in the statement generated as skills and abilities), so these two categories were collapsed. Likewise, there was also some overlap between all the types of statements (knowledge, skills, abilities, and values), though to a lesser degree. For those with overlap, the majority group opinion determined whether the set of statements was identified as a knowledge, skill/ability, or value. For example,

individual consultation was most often identified as a skill/ability (13 statements). However, one person listed this as a knowledge competency. Based on the numbers, individual consultation was identified as a skill/ability competency.

Once all the statements were received from the panel, the categorized list was reviewed and refined. The following coding scheme was generated from the groups of statements.

Table 8

Coding Sheet for Round 1 Data Analysis

ACD	Knowledge of academic career development (e.g., faculty career stages and roles)
ACUMEN	Political acumen
ADAP	Adaptability (learn quickly, manage uncertainty and change, flexibility)
ADMBUD	Budgeting skills
ADMGRANT	Ability to obtain and manage grants
ADMREPORT	Ability to write an annual report
ADMSP	Strategic planning
ADMSUP	Supervision and development of staff
ADVO	Being able to advocate effectively and appropriately for educational development to all levels of the institution (administrators, faculty and staff)
ASST	Knowledge of learning assessment
AUTO	Ability to work autonomously
COLL	Collaboration and networking across disciplines and levels of the university
COMM	Oral and written communication skills
CONF	Self-confidence
CONFMGT	Conflict management and problem solving
CONSULT	Individual consultation skills
CREDCOM	Ability to chair a committee
CREDFAC	Faculty appointment in an academic department
CREDORG	Participation in a national educational development organization
CREDPHD	Earned Ph.D. or Ed.D.
CREDSCHOL	Scholarly activity (research, publications, presentations)
CREDITCH	Success in university/college teaching
HETREND	Knowledge of current issues and trends in higher education
ID	Instructional diagnosis (assess needs, figure out what is important, observing and giving feedback) and consultation
INIT	Initiative
INSTDVMT	Knowledge of instructional development (curriculum and course development)
INTER	Interpersonal skills

LISTEN	Listening skills
LITCM	Knowledge of classroom management theories
LITED	Knowledge of faculty/educational development literature
ET	Knowledge of educational technology
LEAD	Leadership
LITHE	Knowledge of history of higher education
LITLRNG	Knowledge of learning theory
LITORG	Knowledge of organizational theory (change and development)
LITSOTL	Knowledge of scholarship of teaching and learning
ORG	Organizational skills
PDASST	Ability to assess program impact
PDDVP	Ability to develop and implement educational development programs
PDMKT	Ability to market programs
PRESNT	Presentation skills
RES	Resilience (humor, patience, positive outlook, persistence)
RESMETH	Knowledge of research methods
SYNTH	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching
TCHDISC	Knowledge of varying pedagogical approaches within and across disciplines
TECH	Technology skills relevant to teaching and learning
TIMEMGT	Time and project management
TLINNOV	Knowledge of current issues and innovations in teaching and learning
UNIVCUL	Knowledge of university priorities and competing missions
VCOLL	Collaboration
VCOMM	Community and relationship building
VCUR	Curiosity
VDIV	Diversity and inclusion
VEMP	Empowerment of others
VETH	Commitment to ethical practice
VFUN	Relaxation and fun
VLL	Commitment to lifelong learning
VOPEN	Open to new ideas
VPD	Commitment to ongoing professional development and continuous improvement
VREFL	Reflective practice
VRES	Respect
VSCH	Scholarship
VSJ	Social justice
VSVC	Service
VTL	Passion for teaching and learning
VWE	Strong work ethic
WKSHP	Ability to design and lead workshops

While coding the statements, it was determined that many contained more than one competency. For example, one statement suggested that ‘Strong presentation, course design, and organizational skills’ were important competencies. All three of these had been identified as separate and distinct competencies in the initial grouping and creation of codes. For these instances, the statements were duplicated and coded for each competency represented (this made for easier sorting and tabulating). The resulting list consisted of 446 statements, coded into 66 competencies (Appendix K). Table 9 illustrates the competencies (with frequencies) identified by the expert panel.

Table 9

Knowledge, Skills/Abilities, and Values (with Frequencies) Identified by Panel

1	Knowledge	Knowledge of scholarship of teaching and learning literature	14
2	Knowledge	Knowledge of learning assessment	13
3	Knowledge	Knowledge of faculty/educational development literature	13
4	Knowledge	Knowledge of learning theory and research	11
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	11
6	Knowledge	Knowledge of instructional development (curriculum and course development)	10
7	Knowledge	Knowledge of educational technology and its use in higher education	9
8	Knowledge	Knowledge of organizational theory (change and development)	8
9	Knowledge	Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	8
10	Knowledge	Knowledge of current issues and trends in higher education	6
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	6
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4
13	Knowledge	Knowledge of classroom management theories	1
14	Knowledge	Knowledge of history of higher education	1
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	27
16	Skill/Ability	Supervision and development of staff	19
17	Skill/Ability	Oral and written communication skills	15

18	Skill/Ability	Individual consultation skills	14
19	Skill/Ability	Interpersonal skills	12
20	Skill/Ability	Time and project management skills	11
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	10
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	10
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	10
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	10
25	Skill/Ability	Budgeting skills	9
26	Skill/Ability	Strategic planning skills	9
27	Skill/Ability	Demonstrated success in university/college teaching	9
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	9
29	Skill/Ability	Presentation skills	7
30	Skill/Ability	Ability to design and lead workshops	7
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	7
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	5
33	Skill/Ability	Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)	5
34	Skill/Ability	Technology skills relevant to teaching and learning	5
35	Skill/Ability	Conflict management and problem solving	4
36	Skill/Ability	Ability to take initiative	4
37	Skill/Ability	Listening skills	4
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning and faculty/educational development	4
39	Skill/Ability	Ability to obtain and manage grants	3
40	Skill/Ability	Ability to work autonomously	3
41	Skill/Ability	Participation in a national/international educational development organization	3
42	Skill/Ability	Earned Ph.D. or Ed.D.	3
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	3
44	Skill/Ability	Organizational skills	3
45	Skill/Ability	Ability to assess program impact	3
46	Skill/Ability	Ability to write reports	2
47	Skill/Ability	Self-confidence	2
48	Skill/Ability	Ability to market programs	2
49	Skill/Ability	Ability to chair a committee	1
50	Skill/Ability	Ability to obtain a faculty appointment in an academic	1

		department	
51	Value	Commitment to ethical practice	15
52	Value	Diversity and inclusion	12
53	Value	Commitment to ongoing professional development and continuous improvement	8
54	Value	Community and relationship building	9
55	Value	Passion for teaching and learning	7
56	Value	Commitment to lifelong learning	5
57	Value	Respect	5
58	Value	Service orientation	5
59	Value	Openness to new ideas	3
60	Value	Scholarship	3
61	Value	Curiosity	2
62	Value	Strong work ethic	2
63	Value	Empowerment of others	1
64	Value	Relaxation and fun	1
65	Value	Reflective practice	1
66	Value	Social justice	1

Though some of the competencies could be refined and grouped further (e.g., budgeting skills and supervision of staff speak to administrative duties), it was decided not to collapse into larger categories, but rather to present the competencies to the panel in this ungrouped form to avoid any researcher bias. This allowed the panel to decide which competencies should be retained or removed from the complete list.

Round two results. The competencies identified in Round 1 were used to generate the questionnaire for Round 2 (Appendix E). The questionnaire contained 66 items (generated from Round 1). Participants were informed that each item had been generated by the panel from Round 1 as a knowledge, skill/ability, or value required for a leadership position in educational development. The number of times each item had been identified was also provided. Participants rated each item on four scales: an Agreement Scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree), an Importance Scale (1 = not important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = extremely important) (Braguglia,

1994), a Frequency Scale (1 = never, 2 = seldom, 3 = occasionally, 4 = frequently, 5 = not sure) (Harrison, 2005), and a Required at Hire Scale (1 = Yes, 2 = No, can be developed after hire). Participants were also given the opportunity to comment on each item as well as note any items they felt to be missing from the list.

To facilitate the consensus process, the median and interquartile range (IR) was calculated for each item on the Agreement scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree), with a focus on the IR for each item. Nine (9) items had an $IR > 1$, indicating a lack of census among the panel.

Table 10

Round 2 Non-Consensus Items

		Round 2	
		Median	IR
Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4	2
Knowledge	Knowledge of classroom management theories	4	2
Knowledge	Knowledge of history of higher education	4	1.75
Skill/Ability	Earned Ph.D. or Ed.D.	5	2
Skill/Ability	Ability to market programs	4	1.25
Skill/Ability	Ability to obtain a faculty appointment in an academic department	4	2
Value	Intellectual curiosity	4	2
Value	Relaxation and fun	4	2.25
Value	Social justice	3	3

Comments from Round 2 (Appendix L) were also reviewed to identify items requiring clarification for the panel. Based on participant comments and questions, the following items were refined for the third round questionnaire:

- Item 9: Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units). The word ‘general’ was added at the beginning to indicate a general knowledge of university culture, not necessarily that of a specific institution.

- Item 47: Self-confidence was reworded as an ability ('ability to convey self-confidence').
- Item 57: Respect. I elaborated on this definition using language provided in Round 1 (Respect for each individual and his/her personal challenges related to teaching and learning)
- Item 58: Service Orientation. I provided a more detailed definition based on language provided in Round 1. Specifically, service orientation was defined as 'committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)'.
- Item 60: Scholarship was expanded to 'Perceives scholarship as appropriate to his/her work or center activity'.
- Item 61: Curiosity was changed to 'Intellectual curiosity'.

Round three results. Results from Round 2 were used to generate the questionnaire in Round 3 (Appendix F). Participants were provided with the median response and IR for each question, as well as his or her own original responses (for comparison) to Questionnaire 2. Participants were also asked to provide justification for any extreme answers, which had been flagged that they did not change from Rounds 2 to 3.

For Round 3, three (3) items had an $IR > 1$, indicating a lack of census among the panel on the Agreement scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

Table 11

Round 3 Non-Consensus Items

		Round 3	
		Median	IR
Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4	2

Skill/Ability	Ability to obtain a faculty appointment in an academic department	4	2
Value	Social justice	3	2

Round four results. Results from Round 3 were used to generate the questionnaire in Round 4 (Appendix G). Participants were again provided with the median response and IR for each question, as well as his or her own original responses (for comparison) to Questionnaire 3. Participants were also provided all justifications given by the panel in Round 3 (Appendix M).

For Round 4, seven (7) items had an $IR > 1$, indicating a lack of census among the panel on the Agreement scale (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

Table 12

Round 4 Non-Consensus Items

		Round 4	
		Median	IR
Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4	2
Knowledge	Knowledge of history of higher education	3	1.5
Skill/Ability	Budgeting skills	4	1.5
Skill/Ability	Ability to chair a committee	4	1.5
Skill/Ability	Ability to obtain a faculty appointment in an academic department	4	2
Value	Relaxation and fun	4	1.5
Value	Social justice	3	2

Consensus. Consensus for this study was defined as least 60% or more agreement on an item, with an interquartile range of 1.00 or less. Table 13 illustrates the median, IR, and change in IR from Round 2 to Round 4.

Table 13

Median and IR on the Agreement Scale across Rounds

		Round 2				Round 3				Round 4				Change in IR
		Median	IR	Median	IR	Median	IR	Median	IR	Median	IR	Median	IR	
1	Knowledge	Knowledge of scholarship of teaching and learning literature	4.5	1	4	1	4	1	4	1	1	0	0	
2	Knowledge	Knowledge of learning assessment	4	1	4	0	4	0	4	.50	.50	-.50	-.50	
3	Knowledge	Knowledge of faculty/educational development literature	5	1	5	1	5	1	5	1	1	0	0	
4	Knowledge	Knowledge of learning theory and research	5	1	5	0	5	0	5	0	0	-1	-1	
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	5	1	5	0	5	0	5	0	5	0	-1	
6	Knowledge	Knowledge of instructional development (curriculum and course development)	5	1	5	0	5	1	5	1	1	0	0	
7	Knowledge	Knowledge of educational technology and its use in higher education	4	1	4	1	4	1	4	1	1	0	0	
8	Knowledge	Knowledge of organizational theory (change and development)	4	1	4	1	4	1	4	1	1	0	0	
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	4	1	4	0	4	0	4	0	0	0	0	
10	Knowledge	Knowledge of current issues and trends in higher education	4	1	4	1	4	1	4	.50	.50	-.50	-.50	
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	5	.75	5	0	5	0	5	0	0	-.75	0	
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4	2	4	2	4	2	4	2	2	0	0	
13	Knowledge	Knowledge of classroom management theories	4	2	4	1	4	0	4	0	-2	-2	-2	

14	Knowledge education	Knowledge of history of higher	4	1.75	3	1	3	1.5	- .25
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	5	0	5	0	5	0	0
16	Skill/Ability	Supervision and development of staff	4.5	1	5	1	5	1	0
17	Skill/Ability	Oral and written communication skills	5	0	5	0	5	0	0
18	Skill/Ability	Individual consultation skills	4.5	1	5	1	5	1	0
19	Skill/Ability	Interpersonal skills	5	0	5	0	5	0	0
20	Skill/Ability	Time and project management skills	5	1	5	1	5	.50	-.50
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	5	1	5	0	5	0	-1
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	5	0	5	0	5	0	0
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	5	1	5	1	5	0	-1
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	5	1	5	0	5	0	-1
25	Skill/Ability	Budgeting skills	4	.75	4	1	4	1.5	+.75
26	Skill/Ability	Strategic planning skills	4	1	4	0	4	.50	-.50
27	Skill/Ability	Demonstrated success in university/college teaching	5	1	5	1	5	1	0
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	5	1	5	1	5	.50	-.50
29	Skill/Ability	Presentation skills	4	1	4	1	4	1	0
30	Skill/Ability	Ability to design and lead workshops	4	1	4	0	4	.50	-.50
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural	5	1	5	0	5	0	-1

		contexts)						
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	5	1	5	1	5	1
33	Skill/Ability	Ability to “lead from the middle” (e.g., be persuasive with both faculty and administration)	5	1	5	1	5	1
34	Skill/Ability	Technology skills relevant to teaching and learning	4	1	4	1	4	0
35	Skill/Ability	Conflict management and problem solving	5	1	5	1	5	0
36	Skill/Ability	Ability to take initiative	5	1	5	1	5	1
37	Skill/Ability	Listening skills	5	0	5	0	5	0
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning and faculty/educational development	3	1	4	1	4	1
39	Skill/Ability	Ability to obtain and manage grants	3	0	3	0	3	.50
40	Skill/Ability	Ability to work autonomously	4	1	4	1	5	1
41	Skill/Ability	Participation in a national/international educational development organization	4	1	4	1	4	.50
42	Skill/Ability	Earned Ph.D. or Ed.D.	5	2	5	1	5	0
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	4	1	4	1	4	1
44	Skill/Ability	Organizational skills	4.5	1	4	1	5	1
45	Skill/Ability	Ability to assess program impact	4	1	4	1	4	1
46	Skill/Ability	Ability to write reports	4	1	4	0	4	0
47	Skill/Ability	Ability to convey self-confidence	4	.75	4	0	4	.50
48	Skill/Ability	Ability to market programs	4	1.25	4	0	4	0
49	Skill/Ability	Ability to chair a committee	4	1	4	1	4	1.50
50	Skill/Ability	Ability to obtain a faculty appointment in an academic department	4	2	4	2	4	2

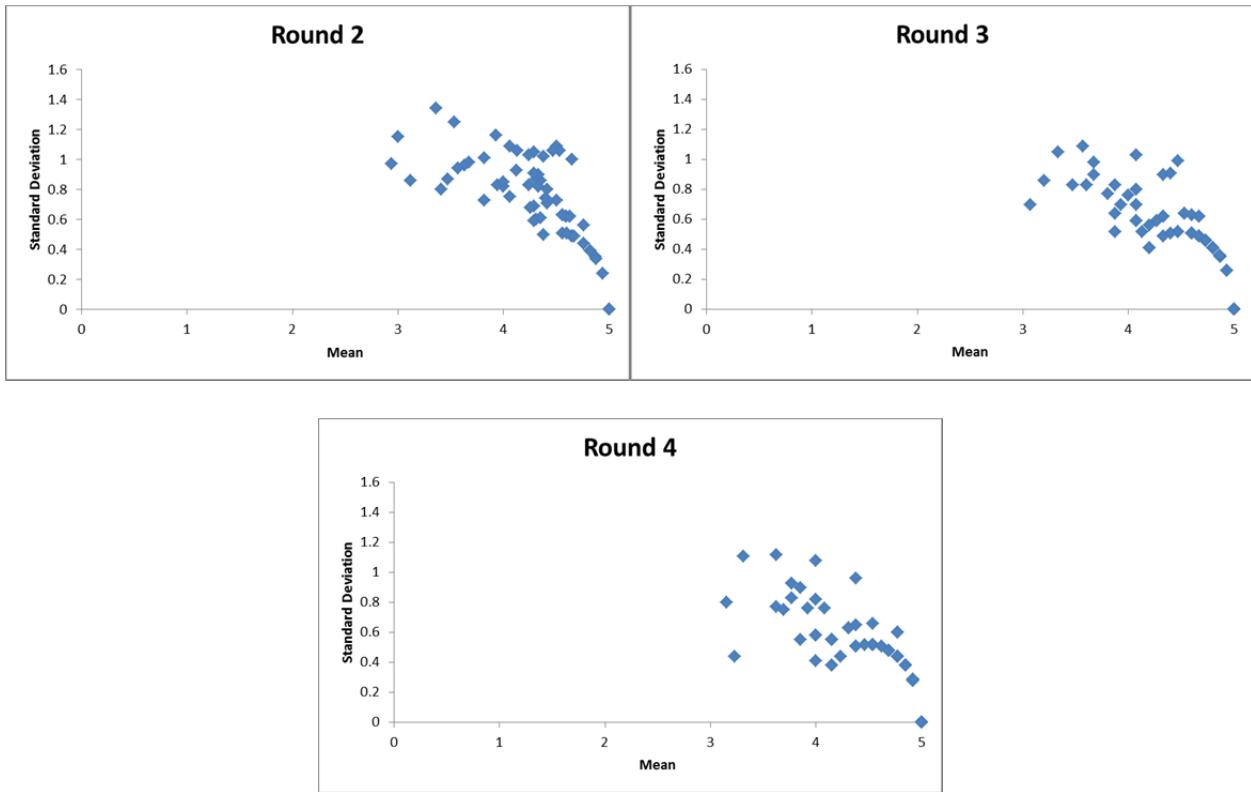
51	Value	Commitment to ethical practice	5	0	5	0	5	0	5	0	0
52	Value	Diversity and inclusion	5	0	5	0	5	0	5	0	0
53	Value	Commitment to ongoing professional development and continuous improvement	5	0	5	0	5	0	5	0	0
54	Value	Community and relationship building	5	1	5	1	5	1	5	1	0
55	Value	Passion for teaching and learning	4.5	1	5	1	5	1	5	1	0
56	Value	Commitment to lifelong learning	4	1	5	1	5	1	5	.50	-.50
57	Value	Respect for each individual and his/her personal challenges related to teaching and learning	5	1	5	0	5	0	5	0	-1
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	4	1	4	1	4	1	4	1	0
59	Value	Openness to new ideas	4	1	5	1	5	0	5	0	-1
60	Value	Perceives scholarship as appropriate to his/her work or center activity	4	1	4	0	4	4	.50	.50	-.50
61	Value	Intellectual curiosity	4	2	4	1	4	1	4	1	-1
62	Value	Strong work ethic	5	1	5	1	5	1	5	.50	-.50
63	Value	Empowerment of others	4.5	1	5	1	5	1	5	1	0
64	Value	Relaxation and fun	4	2.25	4	1	4	1.5	4	1.5	-.75
65	Value	Reflective practice	5	1	5	1	5	1	5	1	0
66	Value	Social justice	3	3	3	2	3	2	3	2	-1

*Shading indicates non-consensus items

For many items, there was a move toward consensus (decrease in IR from Rounds 2 to 4).

However, some items moved toward consensus from Rounds 2 to 3 and then away from consensus from Rounds 3 to 4. Round 2 contained 9 items with an $IR > 1$. Round 3 contained 3 items with an $IR > 1$. Round 4 contained 7 items with an $IR > 1$. Figure 2 also illustrates a stronger move toward consensus from Rounds 2 to 3 than Rounds 3 to 4.

Figure 2. Scatterplots of Means and Standard Deviations for Rounds 2 - 4



To provide more detailed analysis, Table 14 contains a breakdown of each item, including mean, standard deviation, IR, and frequencies (by %). The resulting list is sorted by mean, from highest to lowest.

Table 14

Agreement Scale Final Results by Mean, SD, IR and Frequencies

			Frequencies							
			Mean	SD	IR	SD	D	U	A	SA
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	5.00	.00	.00	0%	0%	0%	0%	100%
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	5.00	.00	.00	0%	0%	0%	0%	100%
17	Skill/Ability	Oral and written communication skills	5.00	.00	.00	0%	0%	0%	0%	100%
19	Skill/Ability	Interpersonal skills	5.00	.00	.00	0%	0%	0%	0%	100%
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	5.00	.00	.00	0%	0%	0%	0%	100%
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	5.00	.00	.00	0%	0%	0%	0%	100%
37	Skill/Ability	Listening skills	5.00	.00	.00	0%	0%	0%	0%	100%
51	Value	Commitment to ethical practice	5.00	.00	.00	0%	0%	0%	0%	100%
53	Value	Commitment to ongoing professional development and continuous improvement	5.00	.00	.00	0%	0%	0%	0%	100%
57	Value	Respect for each individual and his/her personal challenges related to teaching and learning	4.92	.29	.00	0%	0%	0%	8.33%	91.67%
4	Knowledge	Knowledge of learning theory and research	4.92	.28	.00	0%	0%	0%	7.69%	92.31%
5	Knowledge	Knowledge of varying pedagogical approaches within and across	4.92	.28	.00	0%	0%	0%	7.69%	92.31%

		disciplines						
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	4.92	.28	.00	0%	0%	7.69% 92.31%
6	Knowledge	Knowledge of instructional development (curriculum and course development)	4.85	.38	.00	0%	0%	15.38% 84.62%
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	4.85	.38	.00	0%	0%	15.38% 84.62%
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	4.85	.38	.00	0%	0%	15.38% 84.62%
52	Value	Diversity and inclusion	4.85	.38	.00	0%	0%	15.38% 84.62%
59	Value	Openness to new ideas	4.85	.38	.00	0%	0%	15.38% 84.62%
35	Skill/Ability	Conflict management and problem solving	4.77	.60	.00	0%	0%	7.69% 84.62%
42	Skill/Ability	Earned Ph.D. or Ed.D.	4.77	.60	.00	0%	0%	7.69% 84.62%
20	Skill/Ability	Time and project management skills	4.77	.44	.50	0%	0%	0% 23.08% 76.92%
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	4.77	.44	.50	0%	0%	0% 23.08% 76.92%
56	Value	Commitment to lifelong learning	4.77	.44	.50	0%	0%	0% 23.08% 76.92%
62	Value	Strong work ethic	4.77	.44	.50	0%	0%	0% 23.08% 76.92%
16	Skill/Ability	Supervision and development of staff	4.69	.48	1	0%	0%	0% 30.77% 69.23%
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	4.69	.48	1	0%	0%	0% 30.77% 69.23%

33	Skill/Ability	Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)	4.69	.48	1	0%	0%	0%	0%	30.77%	69.23%
36	Skill/Ability	Ability to take initiative	4.69	.48	1	0%	0%	0%	0%	30.77%	69.23%
55	Value	Passion for teaching and learning	4.69	.48	1	0%	0%	0%	0%	30.77%	69.23%
54	Value	Community and relationship building	4.62	.51	1	0%	0%	0%	0%	38.46%	61.54%
63	Value	Empowerment of others	4.54	.66	1	0%	0%	0%	7.69%	30.77%	61.54%
3	Knowledge	Knowledge of faculty/educational development literature	4.54	.52	1	0%	0%	0%	0%	46.15%	53.85%
18	Skill/Ability	Individual consultation skills	4.54	.52	1	0%	0%	0%	0%	46.15%	53.85%
27	Skill/Ability	Demonstrated success in university/college teaching	4.54	.52	1	0%	0%	0%	0%	46.15%	53.85%
40	Skill/Ability	Ability to work autonomously	4.54	.52	1	0%	0%	0%	0%	46.15%	53.85%
44	Skill/Ability	Organizational skills	4.54	.52	1	0%	0%	0%	0%	46.15%	53.85%
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	4.46	.52	1	0%	0%	0%	0%	53.85%	46.15%
65	Value	Reflective practice	4.38	.96	1	0%	7.69%	7.69%	7.69%	23.08%	61.54%
1	Knowledge	Knowledge of scholarship of teaching and learning literature	4.38	.65	1	0%	0%	0%	7.69%	46.15%	46.15%
7	Knowledge	Knowledge of educational technology and its use in higher education	4.38	.51	1	0%	0%	0%	0%	61.54%	38.46%
61	Value	Intellectual curiosity	4.38	.51	1	0%	0%	0%	0%	61.54%	38.46%
29	Skill/Ability	Presentation skills	4.31	.63	1	0%	0%	0%	7.69%	53.85%	38.46%
45	Skill/Ability	Ability to assess program impact	4.31	.63	1	0%	0%	0%	7.69%	53.85%	38.46%
47	Skill/Ability	Ability to convey self-confidence	4.23	.44	.50	0%	0%	0%	0%	76.92%	23.08%
10	Knowledge	Knowledge of current issues and trends in higher education	4.15	.55	.50	0%	0%	0%	7.69%	69.23%	23.08%
26	Skill/Ability	Strategic planning skills	4.15	.55	.50	0%	0%	0%	7.69%	69.23%	23.08%

30	Skill/Ability	Ability to design and lead workshops	4.15	.55	.50	0%	0%	7.69%	69.23%	23.08%
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	4.15	.38	.00	0%	0%	0%	84.62%	15.38%
48	Skill/Ability	Ability to market programs	4.15	.38	.00	0%	0%	0%	84.62%	15.38%
2	Knowledge	Knowledge of learning assessment	4.08	.76	.50	0	7.69%	0%	69.23%	23.08%
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4.00	1.08	2	0%	7.69%	30.77%	15.38%	46.15%
41	Skill/Ability	Participation in a national/international educational development organization	4.00	.82	.50	0%	7.69%	7.69%	61.54%	23.08%
13	Knowledge	Knowledge of classroom management theories	4.00	.58	.00	0%	0%	15.38%	69.23%	15.38%
34	Skill/Ability	Technology skills relevant to teaching and learning	4.00	.58	.00	0%	0%	15.38%	69.23%	15.38%
46	Skill/Ability	Ability to write reports	4.00	.41	.00	0%	0%	7.69%	84.62%	7.69%
25	Skill/Ability	Budgeting skills	3.92	.76	1.5	0%	0%	30.77%	46.15%	23.08%
49	Skill/Ability	Ability to chair a committee	3.85	.90	1.5	0%	7.69%	23.08%	46.15%	23.08%
60	Value	Perceives scholarship as appropriate to his/her work or center activity	3.85	.55	.50	0%	0%	23.08%	69.23%	7.69%
64	Value	Relaxation and fun	3.77	.93	1.5	0%	7.69%	30.77%	38.46%	23.08%
8	Knowledge	Knowledge of organizational theory (change and development)	3.77	.83	1	0%	7.69%	23.08%	53.85%	15.38%
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	3.69	.75	1	0%	7.69%	23.08%	61.54%	7.69%
66	Value	Social justice	3.62	1.12	2	0%	15.38%	38.46%	15.38%	30.77%
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning	3.62	.77	1	0%	7.69%	30.77%	53.85%	7.69%

		and faculty/educational development						
50	Skill/Ability	Ability to obtain a faculty appointment in an academic department	3.31	1.11	2	0%	38.46%	0%
39	Skill/Ability	Ability to obtain and manage grants	3.23	.44	.50	0%	0%	76.92%
14	Knowledge	Knowledge of history of higher education	3.15	.80	1.5	0%	0%	23.08%

Consensus was defined as items with 60% more agreement and in $IR < 1$. Based on data provided in Table 14, 7 items did not meet consensus. Specifically, 7 items contained an $IR > 1$. At least 60% of the experts were either undecided or agreed (agree or strongly agree) that most of the items belonged on the list, with the exception of one (which also had an $IR > 1$).

1. Knowledge of academic career development (e.g., faculty career stages and roles)
($IR=2$)
2. Knowledge of history of higher education ($IR=1.5$)
3. Budgeting skills ($IR=1.5$)
4. Ability to chair a committee ($IR=1.5$)
5. Ability to obtain a faculty appointment in an academic department ($IR=2$)
6. Relaxation and fun ($IR=1.5$)
7. Social justice ($IR=2$ and 46.15% agree or strongly agree).

Data on the importance, frequency, and required at hire scales. Tables 15 – 17 present a summary of the results on the other three scales: the Importance Scale (1 = not important, 2 = somewhat important, 3 = moderately important, 4 = very important, 5 = extremely important) (Braguglia, 1994), the Frequency Scale (1 = never, 2 = seldom, 3 = occasionally, 4 = frequently, 5 = not sure) (Harrison, 2005), and the Required at Hire Scale (1 = Yes, 2 = No, can be developed after hire).

Table 15

Importance Scale Final Results by Mean, SD, IR, and Frequencies

			Frequencies							
			Mean	SD	IR	NI	SI	MI	VI	EI
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	5.00	.00	.00	0%	0%	0%	0%	100%
19	Skill/Ability	Interpersonal skills	5.00	.00	.00	0%	0%	0%	0%	100%
51	Value	Commitment to ethical practice	5.00	.00	.00	0%	0%	0%	0%	100%
17	Skill/Ability	Oral and written communication skills	4.85	.38	.00	0%	0%	0%	15.38%	84.62%
37	Skill/Ability	Listening skills	4.85	.38	.00	0%	0%	0%	15.38%	84.62%
53	Value	Commitment to ongoing professional development and continuous improvement	4.85	.38	.00	0%	0%	0%	15.38%	84.62%
57	Value	Respect for each individual and his/her personal challenges related to teaching and learning	4.82	.40	.00	0%	0%	0%	18.18%	81.82%
4	Knowledge	Knowledge of learning theory and research	4.77	.44	.50	0%	0%	0%	23.08%	76.92%
62	Value	Strong work ethic	4.75	.45	.75	0%	0%	0%	25%	75%
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	4.69	.63	.50	0%	0%	7.69%	15.38%	76.92%
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	4.69	.48	1	0%	0%	0%	30.77%	69.23%
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	4.69	.48	1	0%	0%	0%	30.77%	69.23%
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to	4.62	.77	.50	0%	0%	15.38%	7.69%	76.92%

		the institution's political and cultural contexts)						
3	Knowledge	Knowledge of faculty/educational development literature	4.62	.51	1.0	0%	0%	38.46% 61.54%
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	4.62	.51	1	0%	0%	38.46% 61.54%
6	Knowledge	Knowledge of instructional development (curriculum and course development)	4.58	.67	1	0%	0%	8.33% 25% 66.67%
54	Value	Community and relationship building	4.58	.67	1	0%	0%	8.33% 25% 66.67%
56	Value	Commitment to lifelong learning	4.58	.51	1	0%	0%	0% 41.67% 58.33%
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	4.46	.78	1	0%	0%	15.38% 23.08% 61.54%
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	4.46	.78	1	0%	0%	15.38% 23.08% 61.54%
33	Skill/Ability	Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)	4.46	.78	1	0%	0%	15.38% 23.08% 61.54%
20	Skill/Ability	Time and project management skills	4.46	.66	1	0%	0%	7.69% 38.46% 53.85%
42	Skill/Ability	Earned Ph.D. or Ed.D.	4.46	.66	1	0%	0%	7.69% 38.46% 53.85%
52	Value	Diversity and inclusion	4.46	.66	1	0%	0%	7.69% 38.46% 53.85%
55	Value	Passion for teaching and learning	4.46	.52	1	0%	0%	0% 53.85% 46.15%
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative	4.42	.79	1	0%	0%	16.67% 25% 58.33%

		duties, hospitality)						
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	4.38	.87	1.5	0%	0%	23.08% 15.38% 61.54%
35	Skill/Ability	Conflict management and problem solving	4.38	.87	1.5	0%	0%	23.08% 15.38% 61.54%
18	Skill/Ability	Individual consultation skills	4.38	.77	1	0%	0%	15.38% 30.77% 53.85%
63	Value	Empowerment of others	4.33	.98	1	0%	8.33%	8.33% 25% 58.33%
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	4.33	.89	1	0%	8.33%	0% 41.67% 50%
59	Value	Openness to new ideas	4.31	1.18	1.5	0%	15.38%	7.69% 7.69% 69.23%
36	Skill/Ability	Ability to take initiative	4.31	.75	1	0%	0%	15.38% 38.46% 46.15%
16	Skill/Ability	Supervision and development of staff	4.25	1.06	1.75	0%	8.33%	16.67% 16.67% 58.33%
40	Skill/Ability	Ability to work autonomously	4.23	1.17	1.5	0%	15.38%	7.69% 15.38% 61.54%
1	Knowledge	Knowledge of scholarship of teaching and learning literature	4.23	1.01	1.5	0%	7.69%	15.38% 23.08% 53.85%
27	Skill/Ability	Demonstrated success in university/college teaching	4.23	.83	1.5	0%	0%	23.08% 30.77% 46.15%
29	Skill/Ability	Presentation skills	4.23	.83	1.5	0%	0%	23.08% 30.77% 46.15%
44	Skill/Ability	Organizational skills	4.23	.83	1.5	0%	0%	23.08% 30.77% 46.15%
48	Skill/Ability	Ability to market programs	4.17	.72	1	0%	0%	16.67% 50% 33.33%
45	Skill/Ability	Ability to assess program impact	4.15	.99	1.5	0%	7.69%	15.38% 30.77% 46.15%
2	Knowledge	Knowledge of learning assessment	4.15	.90	2	0%	0%	30.77% 23.08% 46.15%
41	Skill/Ability	Participation in a national/international educational development organization	4.15	.80	1.5	0%	0%	23.08% 38.46% 38.46%
26	Skill/Ability	Strategic planning skills	4.15	.69	1	0%	0%	15.38% 53.85% 30.77%
30	Skill/Ability	Ability to design and lead workshops	4.08	1.04	2	0%	7.69%	23.08% 23.08% 46.15%
61	Value	Intellectual curiosity	4.08	1.00	2	0%	0%	41.67% 8.33% 50%

10	Knowledge	Knowledge of current issues and trends in higher education	4.08	.95	1.5	0%	7.69%	15.38%	38.46%	38.46%
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	4.08	.90	1	0%	8.33%	8.33%	50%	33.33%
7	Knowledge	Knowledge of educational technology and its use in higher education	4.08	.67	.75	0%	0%	16.67%	58.33%	25%
65	Value	Reflective practice	4.00	1.48	1	16.67%	0%	0%	33.33%	50%
25	Skill/Ability	Budgeting skills	3.92	.76	1.5	0%	0%	30.77%	46.15%	23.08%
47	Skill/Ability	Ability to convey self-confidence	3.77	1.01	1.5	0%	15.38%	15.38%	46.15%	23.08%
34	Skill/Ability	Technology skills relevant to teaching and learning	3.77	.93	1.5	0%	7.69%	30.77%	38.46%	23.08%
64	Value	Relaxation and fun	3.73	1.27	2	9.09%	0%	36.36%	18.18%	36.36%
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	3.62	.87	1	0%	7.69%	38.46%	38.46%	15.38%
46	Skill/Ability	Ability to write reports	3.62	.77	1	0%	0%	53.85%	30.77%	15.38%
66	Value	Social justice	3.58	1.38	2.75	8.33%	16.67%	16.67%	25%	33.33%
49	Skill/Ability	Ability to chair a committee	3.58	1.24	1.75	8.33%	8.33%	25%	33.33%	25%
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	3.54	1.13	2	0%	23.08%	23.08%	30.77%	23.08%
13	Knowledge	Knowledge of classroom management theories	3.54	.97	1	0%	15.38%	30.77%	38.46%	15.38%
60	Value	Perceives scholarship as appropriate to his/her work or center activity	3.42	1.08	1.75	0%	25%	25%	33.33%	16.67%
8	Knowledge	Knowledge of organizational theory (change and development)	3.25	1.22	2	0%	41.67%	8.33%	33.33%	16.67%
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning	3.23	.83	1	0%	0%	53.85%	23.08%	7.69%

		and faculty/educational development						
50	Skill/Ability	Ability to obtain a faculty appointment in an academic department	3.15	1.07	1.5	7.69%	15.38%	38.46% 30.77%
39	Skill/Ability	Ability to obtain and manage grants	2.92	1.08	1.75	8.33%	25%	41.67% 16.67%
14	Knowledge	Knowledge of history of higher education	2.54	.88	1	7.69%	46.15%	30.77% 15.38% 0%

Table 16

Frequency Scale Final Results by Mean, SD, IR and Frequencies

			Frequencies						
			Mean	SD	IR	NS	N	S	
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	5.00	.00	.00	0%	0%	0%	0%
17	Skill/Ability	Oral and written communication skills	5.00	.00	.00	0%	0%	0%	0%
19	Skill/Ability	Interpersonal skills	5.00	.00	.00	0%	0%	0%	0%
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	5.00	.00	.00	0%	0%	0%	0%
37	Skill/Ability	Listening skills	5.00	.00	.00	0%	0%	0%	0%
55	Value	Passion for teaching and learning	5.00	.00	.00	0%	0%	0%	0%
57	Value	Respect for each individual and his/her personal challenges related to teaching and learning	5.00	.00	.00	0%	0%	0%	0%
62	Value	Strong work ethic	5.00	.00	.00	0%	0%	0%	0%
56	Value	Commitment to lifelong learning	4.92	.29	.00	0%	0%	0%	8.33% 91.67%
59	Value	Openness to new ideas	4.92	.29	.00	0%	0%	0%	8.33% 91.67%

23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	4.85	.38	.00	0%	0%	0%	15.38%	84.62%
53	Value	Commitment to ongoing professional development and continuous improvement	4.85	.38	.00	0%	0%	0%	15.38%	84.62%
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	4.83	.58	.00	0%	0%	8.33%	0%	91.67%
51	Value	Commitment to ethical practice	4.83	.39	.00	0%	0%	0%	16.67%	83.33%
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	4.77	.44	.50	0%	0%	0%	23.08%	76.92%
20	Skill/Ability	Time and project management skills	4.77	.44	.50	0%	0%	0%	23.08%	76.92%
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	4.77	.44	.50	0%	0%	0%	23.08%	76.92%
36	Skill/Ability	Ability to take initiative	4.77	.44	.50	0%	0%	0%	23.08%	76.92%
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	4.75	.45	.75	0%	0%	0%	25%	75%
40	Skill/Ability	Ability to work autonomously	4.75	.45	.75	0%	0%	0%	25%	75%
48	Skill/Ability	Ability to market programs	4.75	.45	.75	0%	0%	0%	25%	75%
54	Value	Community and relationship building	4.75	.45	.75	0%	0%	0%	25%	75%
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	4.69	1.11	.00	7.69%	0%	0%	0%	92.31%
4	Knowledge	Knowledge of learning theory and research	4.69	.48	1	0%	0%	0%	30.77%	69.23%
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to	4.69	.48	1	0%	0%	0%	30.77%	69.23%

		all levels of the institution (administrators, faculty and staff)					
3	Knowledge	Knowledge of faculty/educational development literature	4.62	1.12 .00	7.69% 0%	0% 0%	7.69% 84.62%
44	Skill/Ability	Organizational skills	4.62	1.12 .00	7.69% 0%	0% 0%	7.69% 84.62%
1	Knowledge	Knowledge of scholarship of teaching and learning literature	4.62	.51 1	0% 0%	0% 0%	38.46% 61.54%
2	Knowledge	Knowledge of learning assessment Ability to “lead from the middle” (e.g., be persuasive with both faculty and administration)	4.62	.51 1	0% 0%	0% 0%	38.46% 61.54%
33	Skill/Ability	Diversity and inclusion	4.62	.51	1.00 0%	0% 0%	38.46% 61.54%
52	Value	Empowerment of others	4.58	.79	.75 0%	0% 0%	16.67% 8.33%
63	Value	Knowledge of instructional development (curriculum and course development)	4.58	.67	1 0%	0% 0%	8.33% 25%
6	Knowledge						66.67%
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	4.58	.67	1 0%	0% 0%	8.33% 25%
47	Skill/Ability	Ability to convey self-confidence Ability to design and lead workshops	4.54	1.13 .50	7.69% 0%	0% 0%	15.38% 66.67%
30	Skill/Ability	Ability to assess program impact Reflective practice	4.54	.52 1	0% 0%	0% 0%	46.15% 53.85%
45	Skill/Ability	Presentation skills Intellectual curiosity	4.50	1.00 .75	0% 0%	0% 0%	46.15% 53.85%
65	Value						75%
29	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	4.46	1.13 1	7.69% 0%	0% 0%	23.08% 69.23%
61	Value						66.67%
28	Skill/Ability						
7	Knowledge	Knowledge of educational technology and its use in higher	4.33	1.15 1	8.33% 0%	0% 0%	33.33% 58.33%

		education						
18	Skill/Ability	Individual consultation skills	4.31	1.18	1	7.69%	0%	7.69% 23.08% 61.54%
25	Skill/Ability	Budgeting skills	4.31	.75	1	0%	0%	15.38% 38.46% 46.15%
10	Knowledge	Knowledge of current issues and trends in higher education	4.31	.63	1	0%	0%	7.69% 53.85% 38.46%
26	Skill/Ability	Strategic planning skills	4.31	.63	1	0%	0%	7.69% 53.85% 38.46%
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	4.23	1.17	1	7.69%	0%	7.69% 30.77% 53.85%
41	Skill/Ability	Participation in a national/international educational development organization	4.23	.60	1	0%	0%	7.69% 61.54% 30.77%
27	Skill/Ability	Demonstrated success in university/college teaching	4.23	.44	.50	0%	0%	0% 76.92% 23.08%
42	Skill/Ability	Earned Ph.D. or Ed.D.	4.17	1.19	1	8.33%	0%	8.33% 33.33% 50%
8	Knowledge	Knowledge of organizational theory (change and development)	4.17	.83	1.75	0%	0%	25% 33.33% 41.67%
49	Skill/Ability	Ability to chair a committee	4.17	.83	1.75	0%	0%	25% 33.33% 41.67%
35	Skill/Ability	Conflict management and problem solving	4.15	.80	1.5	0%	0%	23.08% 38.46% 38.46%
34	Skill/Ability	Technology skills relevant to teaching and learning	4.15	.55	.50	0%	0%	7.69% 69.23% 23.08%
16	Skill/Ability	Supervision and development of staff	4.08	1.51	1	16.67%	0%	0% 25% 58.33%
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4.08	.64	.50	0%	0%	15.38% 61.54% 23.08%
46	Skill/Ability	Ability to write reports	4.08	.28	.00	0%	0%	0% 92.31% 7.69%
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	4.00	1.00	.50	7.69%	0%	0% 69.23% 23.08%
13	Knowledge	Knowledge of classroom	3.92	.76	1.5	0%	0%	30.77% 46.15% 23.08%

Table 17

Required at Hire Scale Results

			Yes	No
17	Skill/Ability	Oral and written communication skills	100%	0%
19	Skill/Ability	Interpersonal skills	100%	0%
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	100%	0%
37	Skill/Ability	Listening skills	100%	0%
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	92.31%	7.69%
51	Value	Commitment to ethical practice	92.31%	7.69%
55	Value	Passion for teaching and learning	92.31%	7.69%
61	Value	Intellectual curiosity	92.31%	7.69%
62	Value	Strong work ethic	92.31%	7.69%
57	Value	Respect for each individual and his/her personal challenges related to teaching and learning	91.67%	8.33%
27	Skill/Ability	Demonstrated success in university/college teaching	84.62%	15.38%
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	83.33%	16.67%
40	Skill/Ability	Ability to work autonomously	83.33%	16.67%
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	76.92%	23.08%
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	76.92%	23.08%
36	Skill/Ability	Ability to take initiative	76.92%	23.08%
52	Value	Diversity and inclusion	76.92%	23.08%
53	Value	Commitment to ongoing professional development and continuous improvement	76.92%	23.08%
59	Value	Openness to new ideas	76.92%	23.08%
6	Knowledge	Knowledge of instructional development (curriculum and course development)	75%	25%
20	Skill/Ability	Time and project management skills	69.23%	30.77%

44	Skill/Ability	Organizational skills	69.23%	30.77%
47	Skill/Ability	Ability to convey self-confidence	69.23%	30.77%
56	Value	Commitment to lifelong learning	69.23%	30.77%
63	Value	Empowerment of others	69.23%	30.77%
16	Skill/Ability	Supervision and development of staff	66.67%	33.33%
64	Value	Relaxation and fun	66.67%	33.33%
42	Skill/Ability	Earned Ph.D. or Ed.D.	61.54%	38.46%
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	61.54%	38.46%
18	Skill/Ability	Individual consultation skills	58.33%	41.67%
4	Knowledge	Knowledge of learning theory and research	53.85%	46.15%
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	53.85%	46.15%
33	Skill/Ability	Ability to “lead from the middle” (e.g., be persuasive with both faculty and administration)	53.85%	46.15%
35	Skill/Ability	Conflict management and problem solving	53.85%	46.15%
54	Value	Community and relationship building	53.85%	46.15%
66	Value	Social justice	53.85%	46.15%
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	50%	50%
1	Knowledge	Knowledge of scholarship of teaching and learning literature	46.15%	53.85%
2	Knowledge	Knowledge of learning assessment	46.15%	53.85%
10	Knowledge	Knowledge of current issues and trends in higher education	46.15%	53.85%
29	Skill/Ability	Presentation skills	46.15%	53.85%
30	Skill/Ability	Ability to design and lead workshops	46.15%	53.85%
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution’s political and cultural contexts)	46.15%	53.85%
32	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution	46.15%	53.85%

		(administrators, faculty and staff)		
65	Value	Reflective practice	46.15%	53.85%
7	Knowledge	Knowledge of educational technology and its use in higher education	41.67%	58.33%
13	Knowledge	Knowledge of classroom management theories	38.46%	61.54%
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	38.46%	61.54%
46	Skill/Ability	Ability to write reports	38.46%	61.54%
8	Knowledge	Knowledge of organizational theory (change and development)	25%	75%
3	Knowledge	Knowledge of faculty/educational development literature	23.08%	76.92%
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	23.08%	76.92%
49	Skill/Ability	Ability to chair a committee	23.08%	76.92%
50	Skill/Ability	Ability to obtain a faculty appointment in an academic department	23.08%	76.92%
60	Value	Perceives scholarship as appropriate to his/her work or center activity	23.08%	76.92%
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	16.67%	83.33%
12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	15.38%	84.62%
25	Skill/Ability	Budgeting skills	15.38%	84.62%
26	Skill/Ability	Strategic planning skills	15.38%	84.62%
34	Skill/Ability	Technology skills relevant to teaching and learning	15.38%	84.62%
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning and faculty/educational development	15.38%	84.62%
45	Skill/Ability	Ability to assess program impact	15.38%	84.62%
41	Skill/Ability	Participation in a national/international educational development organization	7.69%	92.31%
48	Skill/Ability	Ability to market programs	7.69%	92.31%

14	Knowledge	Knowledge of history of higher education	0%	100%
39	Skill/Ability	Ability to obtain and manage grants	0%	100%

Summary of Delphi data. There was considerably less agreement between the panel regarding the importance, frequency and requirement at hire for the competencies identified. Table 18 presents a summary of the means for the Agreement, Importance, and Frequency scales, as well as the percentage rating ‘yes’ for the Required at Hire scale.

Table 18

Comparison Across all Scales

			Mean Agree	Mean Impt	Mean Freq	% Yes
1	Knowledge	Knowledge of scholarship of teaching and learning literature	4.38	4.23	4.62	46.15%
2	Knowledge	Knowledge of learning assessment	4.08	4.15	4.62	46.15%
3	Knowledge	Knowledge of faculty/educational development literature	4.54	4.62	4.62	23.08%
4	Knowledge	Knowledge of learning theory and research	4.92	4.77	4.69	53.85%
5	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	4.92	4.33	4.75	50%
6	Knowledge	Knowledge of instructional development (curriculum and course development)	4.85	4.58	4.58	75%
7	Knowledge	Knowledge of educational technology and its use in higher education	4.38	4.08	4.33	41.67%
8	Knowledge	Knowledge of organizational theory (change and development)	3.77	3.25	4.17	25%
9	Knowledge	General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	4.15	4.08	4.58	16.67%
10	Knowledge	Knowledge of current issues and trends in higher education	4.15	4.08	4.31	46.15%
11	Knowledge	Knowledge of current issues and innovations in teaching and learning	5.00	4.62	4.77	76.92%

12	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	4.00	3.54	4.08	15.38%
13	Knowledge	Knowledge of classroom management theories	4.00	3.54	3.92	38.46%
14	Knowledge	Knowledge of history of higher education	3.15	2.54	3.38	0%
15	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	5.00	5.00	5.00	76.92%
16	Skill/Ability	Supervision and development of staff	4.69	4.25	4.08	66.67%
17	Skill/Ability	Oral and written communication skills	5.00	4.85	5.00	100%
18	Skill/Ability	Individual consultation skills	4.54	4.38	4.31	58.33%
19	Skill/Ability	Interpersonal skills	5.00	5.00	5.00	100%
20	Skill/Ability	Time and project management skills	4.77	4.46	4.77	69.23%
21	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	5.00	4.69	5.00	100%
22	Skill/Ability	Ability to develop and implement faculty/educational development programs	5.00	4.69	4.69	83.33%
23	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	4.85	4.69	4.85	92.31%
24	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	4.92	4.38	4.23	38.46%
25	Skill/Ability	Budgeting skills	3.92	3.92	4.31	15.38%
26	Skill/Ability	Strategic planning skills	4.15	4.15	4.31	15.38%
27	Skill/Ability	Demonstrated success in university/college teaching	4.54	4.23	4.23	84.62%
28	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	4.77	4.46	4.38	53.85%
29	Skill/Ability	Presentation skills	4.31	4.23	4.46	46.15%
30	Skill/Ability	Ability to design and lead workshops	4.15	4.08	4.54	46.15%
31	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	4.85	4.62	4.77	46.15%
32	Skill/Ability	Ability to advocate effectively for	4.69	4.46	4.69	46.15%

		faculty/educational development to all levels of the institution (administrators, faculty and staff)				
33	Skill/Ability	Ability to “lead from the middle” (e.g., be persuasive with both faculty and administration)	4.69	4.46	4.62	53.85%
34	Skill/Ability	Technology skills relevant to teaching and learning	4.00	3.77	4.15	15.38%
35	Skill/Ability	Conflict management and problem solving	4.77	4.38	4.15	53.85%
36	Skill/Ability	Ability to take initiative	4.69	4.31	4.77	76.92%
37	Skill/Ability	Listening skills	5.00	4.85	5.00	100%
38	Skill/Ability	Ability to conduct and evaluate research on teaching and learning and faculty/educational development	3.62	3.23	3.62	15.38%
39	Skill/Ability	Ability to obtain and manage grants	3.23	2.92	3.46	0%
40	Skill/Ability	Ability to work autonomously	4.54	4.23	4.75	83.33%
41	Skill/Ability	Participation in a national/international educational development organization	4.00	4.15	4.23	7.69%
42	Skill/Ability	Earned Ph.D. or Ed.D.	4.77	4.46	4.17	61.54%
43	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	3.69	3.62	4.00	23.08%
44	Skill/Ability	Organizational skills	4.54	4.23	4.62	69.23%
45	Skill/Ability	Ability to assess program impact	4.31	4.15	4.54	15.38%
46	Skill/Ability	Ability to write reports	4.00	3.62	4.08	38.46%
47	Skill/Ability	Ability to convey self-confidence	4.23	3.77	4.54	69.23%
48	Skill/Ability	Ability to market programs	4.15	4.17	4.75	7.69%
49	Skill/Ability	Ability to chair a committee	3.85	3.58	4.17	23.08%
50	Skill/Ability	Ability to obtain a faculty appointment in an academic department	3.31	3.15	3.90	23.08%
51	Value	Commitment to ethical practice	5.00	5.00	4.83	92.31%
52	Value	Diversity and inclusion	4.85	4.46	4.62	76.92%
53	Value	Commitment to ongoing professional development and continuous improvement	5.00	4.85	4.85	76.92%
54	Value	Community and relationship building	4.62	4.58	4.75	53.85%
55	Value	Passion for teaching and learning	4.69	4.46	5.00	92.31%
56	Value	Commitment to lifelong learning	4.77	4.58	4.92	69.23%
57	Value	Respect for each individual and	4.92	4.82	5.00	91.67%

		his/her personal challenges related to teaching and learning				
58	Value	Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	4.46	4.42	4.83	61.54%
59	Value	Openness to new ideas	4.85	4.31	4.92	76.92%
60	Value	Perceives scholarship as appropriate to his/her work or center activity	3.85	3.42	3.75	23.08%
61	Value	Intellectual curiosity	4.38	4.08	4.42	92.31%
62	Value	Strong work ethic	4.77	4.75	5.00	92.31%
63	Value	Empowerment of others	4.54	4.33	4.58	69.23%
64	Value	Relaxation and fun	3.77	3.73	3.83	66.67%
65	Value	Reflective practice	4.38	4.00	4.50	46.15%
66	Value	Social justice	3.62	3.58	3.77	53.85%

Content Analysis of Educational Development Job Announcements

In order to answer the second research question for this study (are the competencies identified by experts reflected in job advertisements for educational development leadership positions?), twenty-seven (27) job announcements were collected over 9 months (November 2012 – August 2013) and then coded for the competencies identified by the experts in the Delphi study. Only jobs posted for leadership positions (Associate Vice Provost, Assistant Dean, or Director) in educational development in the United States were analyzed. Table 19 provides an overview of the job announcements examined.

Table 19

Overview of Educational Development Job Postings

		N = 27
Titles represented in postings	Senior-Level Administrator	3
	Executive Director	2
	Director	22
	Doctorate-granting university	15
	Master's college or university	6
	Baccalaureate college	3

	Associate's college	1
	Other: Medical School	2
Institution type	Public	16
	Private	11
Institution size	Large four-year (more than 10,000 FTEs)	13
	Medium four-year (at least 3,000, but fewer than 10,000 FTEs)	10
	Small four-year (at least 1,000, but fewer than 3,000 FTEs)	3
	Very small four-year (fewer than 1,000 FTEs)	0
	Very large two-year (more than 10,000 FTEs)	0
	Large two-year (at least 5,000, but fewer than 10,000 FTEs)	1
	Medium two-year (at least 2,000, but fewer than 5,000 FTEs)	0
	Small two-year (at least 500, but fewer than 2,000 FTEs)	0
	Very small two-year (fewer than 500 FTEs)	0
Institution location (by region)	Midwest	7
	Northeast	9
	South	7
	West	4

For the content analysis, statements describing knowledge, skills, abilities, and values were extracted from each job posting and placed in a Microsoft Word table for coding, resulting in a list of 412 statements (Appendix N). Each job posting was then coded using the coding scheme generated in Round 1 (Table 8), with an additional category (Z: not represented in competency list). Key words were highlighted in each statement to facilitate the coding of statements.

As with the coding in Round 1, many of the statements contained more than one competency. These statements were duplicated and coded for each competency represented (this made for easier sorting and tabulating). The final list consisted of 563 statements. These statements were then sorted to tabulate the number of times each identified competency appeared in the job descriptions (Appendix O).

Table 20 illustrates the competencies identified by the expert panel which appeared in the job descriptions. This table represents the total number of times the competency was mentioned in all job descriptions (Freq), the number of jobs containing a statement coded with the competency (Jobs) and the percentage of jobs (N = 27) containing a statement coded with the competency (%). The competencies are sorted from highest percentage to lowest.

Table 20

Representation of Competencies in Job Descriptions (Ranked by %)

		Competency	Freq	Jobs	%
1	Skill/Ability	Ability to develop and implement faculty/educational development programs	50	24	88.9
2	Skill/Ability	Ability to collaborate and network across disciplines and levels of the university	29	20	74.1
3	Knowledge	Knowledge of educational technology and its use in higher education	36	16	59.3
4	Skill/Ability	Oral and written communication skills	16	16	59.3
5	Skill/Ability	Supervision and development of staff	22	15	55.6
6	Skill/Ability	Demonstrated success in university/college teaching	20	15	55.6
7	Skill/Ability	Earned Ph.D. or Ed.D.	15	15	55.6
8	Skill/Ability	Ability to obtain and manage grants	18	14	51.9
9	Knowledge	Knowledge of learning assessment	17	12	44.4
10	Skill/Ability	Strategic planning skills	16	12	44.4
11	Skill/Ability	Ability to “lead from the middle” (e.g., be persuasive with both faculty and administration)	17	11	40.7
12	Skill/Ability	Ability to conduct and evaluate research on teaching and learning and faculty/educational development	15	11	40.7
13	Skill/Ability	Interpersonal skills	11	11	40.7
14	Skill/Ability	Budgeting skills	15	10	37.0
15	Knowledge	Knowledge of scholarship of teaching and learning literature	14	10	37.0
16	Skill/Ability	Ability to assess program impact	13	10	37.0
17	Knowledge	Knowledge of current issues and innovations in teaching and learning	13	10	37.0
18	Knowledge	Knowledge of varying pedagogical approaches within and across disciplines	12	10	37.0
19	Skill/Ability	Ability to design and lead workshops	13	8	29.6
20	Value	Diversity and inclusion	11	8	29.6
21	Skill/Ability	Ability to market programs	8	7	25.9
22	Skill/Ability	Engagement in scholarly activity (e.g., research, publications, presentations)	7	7	25.9

23	Skill/Ability	Individual consultation skills	8	6	22.2
24	Skill/Ability	Ability to obtain a faculty appointment in an academic department	7	6	22.2
25	Skill/Ability	Organizational skills	7	6	22.2
26	Skill/Ability	Technology skills relevant to teaching and learning	8	5	18.5
27	Skill/Ability	Time and project management skills	9	4	14.8
28	Knowledge	Knowledge of instructional development (curriculum and course development)	6	4	14.8
29	Skill/Ability	Participation in a national/international educational development organization	4	4	14.8
30	Skill/Ability	Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	4	3	11.1
31	Value	Community and relationship building	4	3	11.1
32	Value	Commitment to ethical practice	4	3	11.1
33	Skill/Ability	Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	3	3	11.1
34	Skill/Ability	Conflict management and problem solving	3	3	11.1
35	Skill/Ability	Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)	3	3	11.1
36	Knowledge	Knowledge of faculty/educational development literature	3	3	11.1
37	Knowledge	Knowledge of learning theory and research	3	3	11.1
38	Knowledge	Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	3	3	11.1
39	Value	Service orientation	3	3	11.1
40	Skill/Ability	Ability to work autonomously	2	2	7.4
41	Skill/Ability	Ability to chair a committee	2	2	7.4
42	Skill/Ability	Presentation skills	2	2	7.4
43	Value	Empowerment of others	2	2	7.4
44	Knowledge	Knowledge of academic career development (e.g., faculty career stages and roles)	1	1	3.7
45	Skill/Ability	Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	1	1	3.7
46	Knowledge	Knowledge of current issues and trends in higher education	1	1	3.7
47	Skill/Ability	Ability to take initiative	1	1	3.7
48	Skill/Ability	Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching	1	1	3.7
49	Value	Respect	1	1	3.7
50	Skill/Ability	Ability to write reports	0	0	0
51	Skill/Ability	Self-confidence	0	0	0
52	Skill/Ability	Listening skills	0	0	0
53	Knowledge	Knowledge of classroom management theories	0	0	0

54	Knowledge	Knowledge of history of higher education	0	0	0
55	Knowledge	Knowledge of organizational theory (change and development)	0	0	0
56	Skill/Ability	Resilience (humor, patience, positive outlook, persistence)	0	0	0
57	Value	Curiosity	0	0	0
58	Value	Relaxation and fun	0	0	0
59	Value	Commitment to lifelong learning	0	0	0
60	Value	Openness to new ideas	0	0	0
61	Value	Commitment to ongoing professional development and continuous improvement	0	0	0
62	Value	Reflective practice	0	0	0
63	Value	Scholarship	0	0	0
64	Value	Social justice	0	0	0
65	Value	Passion for teaching and learning	0	0	0
66	Value	Strong work ethic	0	0	0

Seventeen (17) of the competencies were not identified in the analysis of job postings.

Another 24 were represented in 5 or less of the job postings.

Of the 563 statements extracted from the job postings, 60 did not fit into the coding scheme generated in Round 1 of the Delphi study. These statements were coded into an ‘other’ (Z) category and examined separately for themes. From this analysis, 8 new categories emerged. Table 21 illustrates these new categories with the total number of times the category was mentioned in all job descriptions (Freq), the number of jobs containing a statement coded with the category (Jobs) and the percentage of jobs ($N = 27$) containing a statement coded with the category (%). The categories are sorted from highest percentage to lowest.

Table 21

New Categories Generated from Analysis of Job Postings

		Freq	Jobs	%
1	Experience in a teaching and learning center or higher education administrative role	23	17	63.0
2	Ability to advance or enhance the culture around teaching and learning	10	7	25.9
3	Experience working in a specific context (e.g., healthcare, STEM)	6	5	18.5
4	Responsibility or input into policies around teaching and learning	7	4	14.8
5	Allocation of resources for teaching and learning initiatives	4	4	14.8
6	Managing the daily operations of the unit	3	3	11.1
7	Ability to grow the center’s repertoire and/or services	4	2	7.4

8	Other, institution-specific duties	3	2	7.4
---	------------------------------------	---	---	-----

Summary

This chapter presented the findings of this study with respect to the two research questions posed: 1) according to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role, and 2) are these identified competencies reflected in job advertisements for educational development leadership positions?

The results from a four-round Delphi study were presented as well as a content analysis of relevant job postings for educational development leaders. The Delphi study identified 66 knowledge, skills, abilities and values required for an educational development leadership position. The expert panel did not agree that 7 of these items belonged on the competency list. An analysis of job postings for educational development leaders revealed an additional 8 competencies not identified in the Delphi study. The next chapter will present an interpretation of these results, conclusions and implications for the fields of educational development and instructional design, limitations of the study, as well as ideas for future research.

CHAPTER 5: DISCUSSION

Summary of the Study

The purpose of this study was to explore the competencies (defined as knowledge, skills, abilities, and values) required for an educational development leadership position in the United States and whether these competencies are represented in current job announcements. To answer these questions, a four-round, Delphi study was conducted utilizing a panel of educational development experts. Job postings for educational development leaders were also collected over a nine month period and content analyzed based on the results of the Delphi study. This chapter examines the results of both of these efforts in order to generate a final list of competencies. Implications for the field of educational development and instructional design are also discussed. Assumptions and limitations of the study and ideas for future research are also presented.

Interpretation of the Results

The study sought to answer two questions:

- Q1: According to experts in the field, what are the key competencies one needs for entry and ongoing development in an educational development leadership role, and
- Q2: Are these identified competencies reflected in job advertisements for educational development leadership positions?

The Delphi study was used to answer Question 1. Four rounds with experts produced agreement on 59 knowledge, skills/abilities, and values needed for an educational leadership position. With respect to knowledge, experts had the highest level of agreement regarding knowledge around current innovations and practices in teaching and learning. They also tended to have a high level of agreement around soft skills, such as communication skills, interpersonal skills, and adaptability. Likewise they had a high level of agreement with respect to the values

required for an educational development leader. While many seemed to feel that a large number of these competencies could be learned while in the job, the highest rated knowledge, skills/abilities, and values were also likely to be rated as being required at hire.

Question 2 was answered by comparing recent job postings for educational development leadership positions to the competencies developed with the Delphi study. All but 17 of these competencies were represented in some form in the job postings. However, 10 of these unrepresented competencies were values, which may be difficult to observe or measure when hiring. The analysis of job postings also resulted in the emergence of 8 new categories not identified by the experts in the Delphi study.

The following analysis presents the integration of the results from the Delphi study and analysis of job postings. A final list of knowledge, skills/abilities, and competencies is presented in Table 22.

Knowledge. It has been argued that educational development should be driven by educational theory (Rowland, 2003). While this issue has not been addressed directly, some have attempted to identify important theories influencing the field of educational development. As mentioned, in particular adult learning (Amundsen & Wilson, 2012; Isaacs, 1997; Lawler & King, 2000), instructional design (Amundsen & Wilson, 2012), organizational change and development (Johnston, 1997; Lipetz et al., 1986), phenomenography (Manathunga, 2011), program assessment (Fink, 2013) , reflective practice (Amundsen & Wilson, 2012; Isaacs, 1997), social constructivism (Lieberman, 2005), and teaching and learning in a higher education context (Isaacs, 1997) have been identified as the most popular theoretical and conceptual frameworks influencing educational development research. As part of the Delphi study, experts were asked to

generate the knowledge required to function as an educational development leader. As a group, they agreed on the following list:

1. Knowledge of scholarship of teaching and learning literature
2. Knowledge of learning assessment
3. Knowledge of faculty/educational development literature
4. Knowledge of learning theory and research
5. Knowledge of varying pedagogical approaches within and across disciplines
6. Knowledge of instructional development (curriculum and course development)
7. Knowledge of educational technology and its use in higher education
8. Knowledge of organizational theory (change and development)
9. General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)
10. Knowledge of current issues and trends in higher education
11. Knowledge of current issues and innovations in teaching and learning
12. Knowledge of classroom management theories

All but two of the items on the list (knowledge of organizational theory and knowledge of classroom management theories) were also identified within the analysis of the job descriptions. However, in examining this list, there appears to be opportunity for refinement. In responding to the questionnaires, participants felt some of these items to be the same as the scholarship of teaching and learning (SoTL) literature (item 1). As such, it becomes important to examine SoTL and its focus. McKinney (2013) argues that SoTL is focused on teaching and learning in higher education and tends to be primarily classroom and disciplinary-based. Because SoTL literature tends to focus on classroom and disciplinary-based teaching, knowledge of varying pedagogical

approaches within and across disciplines (item 5) and knowledge of classroom management theories (item 12) seem to fall into this broader definition.

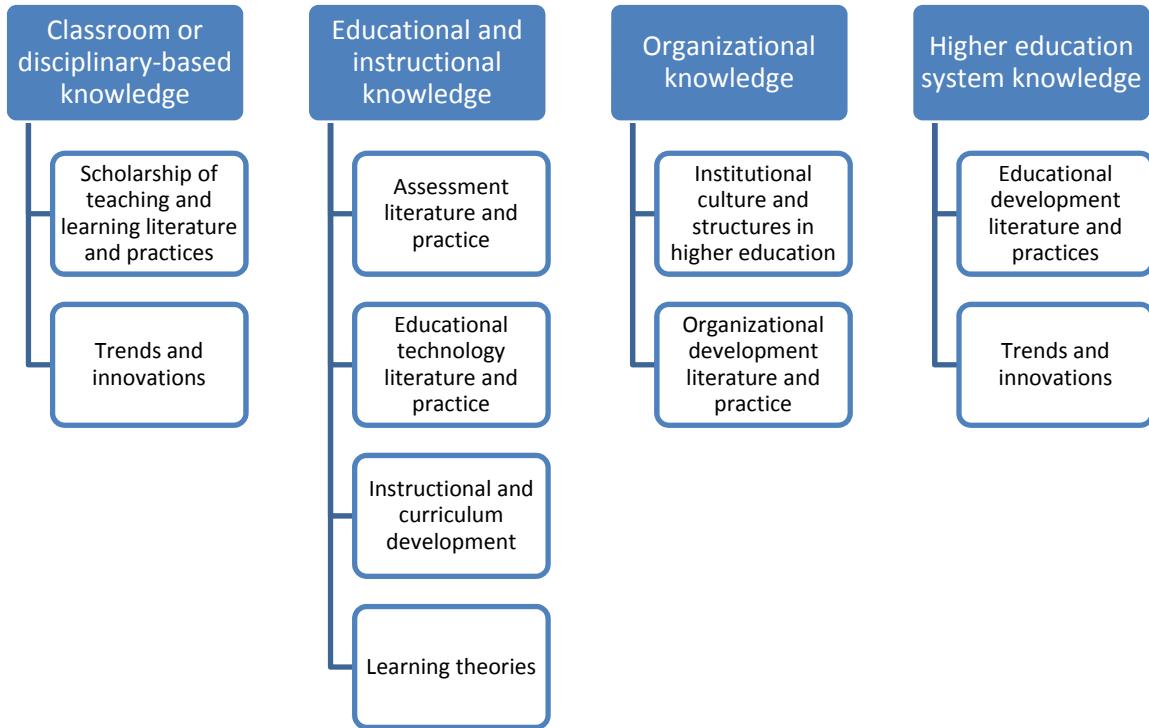
Other items on the list seem to move out of the classroom or discipline and take a broader focus in terms of educational theory or practice. Specifically, knowledge of learning assessment (item 2) focuses on learning assessment, which often extends beyond a specific class or learning experience. Likewise, learning theory and research (item 4), while related to classroom practice, is broader in focus. The same is true of instructional development (item 6) and educational technology (item 7).

Other aspects of knowledge identified by the experts appear to be addressing organizational issues. Specifically, those around structure, culture, and change (items 8 and 9) in higher education institutions. Interestingly, organizational change did not appear in the analysis of the job postings. However, new categories did emerge relating to organizational issues, such as enhancing the culture of, creating policies, and allocating resources for teaching and learning.

Finally, there appears to be a category of knowledge which ascends beyond the institutional-level and looks to the larger educational landscape or context. Specifically, having knowledge around the field of educational development (item 3) and knowing about current trends and innovations in higher education (item 10).

In summary, much like the activities of educational developers, the knowledge required can be conceptualized on distinct levels: 1) classroom or discipline, 2) educational/instructional, 3) organizational, and 4) higher education system.

Figure 3. Levels of Educational Development Knowledge



The expert panel felt that most of this knowledge could be acquired after one had been hired into an educational development role, with the exception of current issues and innovations in teaching (76.92%) and learning and instructional development (75%). However, areas of required knowledge most frequently appearing in the job postings included educational technology (59.3%) and learning assessment (44.4%). In particular, the panel ranked ‘knowledge of educational technology and its use in higher education’ 7 out of the 14 knowledge items generated. With respect to the job posting analysis, this was the third highest ranking item (out of all the competencies identified), appearing in 59.3% of the job postings. Panelist comments, such as “many educational development units don’t include ed tech, but collaborate with tech support groups” (Participant 2, Appendix M, Lines 55-56) and “Instructional Technology Offices may not want faculty development centers encroaching on their responsibilities” (Participant 68, Appendix L, Lines 69-70) indicate some ambivalence around this issue. However, the high representation in job postings as well as other comments such as, “Today, technology is a

motivation for many faculty to re-think their courses and how they teach them. Having this knowledge (or someone who can be called on to help) is quite necessary" (Participant 41, Appendix L, Lines 66-68) reflect the growing importance of educational and instructional technology in the world of educational development.

Skills and abilities. Delphi participants were also asked to identify skills and abilities required of leaders in educational development. As a group, they agreed on the following list:

1. Ability to collaborate and network across disciplines and levels of the university
2. Supervision and development of staff
3. Oral and written communication skills
4. Individual consultation skills
5. Interpersonal skills
6. Time and project management skills
7. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)
8. Ability to develop and implement faculty/educational development programs
9. Resilience (humor, patience, positive outlook, persistence)
10. Ability to gather and synthesize multiple teaching and learning resources and help faculty apply them to their teaching
11. Strategic planning skills
12. Demonstrated success in university/college teaching
13. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)
14. Presentation skills
15. Ability to design and lead workshops

16. Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)
 17. Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)
 18. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)
 19. Technology skills relevant to teaching and learning
 20. Conflict management and problem solving
 21. Ability to take initiative
 22. Listening skills
 23. Ability to conduct and evaluate research on teaching and learning and faculty/educational development
 24. Ability to work autonomously
 25. Participation in a national/international educational development organization
 26. Earned Ph.D. or Ed.D.
 27. Engagement in scholarly activity (e.g., research, publications, presentations)
 28. Organizational skills
 29. Ability to assess program impact
 30. Ability to write reports
 31. Ability to convey self-confidence
 32. Ability to market programs
- The job analysis generated an additional 5 skills and abilities.
33. Ability to advance or enhance the culture around teaching and learning

34. Responsibility or input into policies around teaching and learning
35. Allocation of resources for teaching and learning initiatives
36. Managing the daily operations of the unit
37. Ability to grow the center's repertoire and/or services

This list can also be refined based on redundancy between items here and knowledge identified in the previous section.

Administrative duties. To begin with, a number of skills identified correspond with administrative duties required to run a center:

1. Managing the daily operations of the unit
2. Ability to market programs
3. Ability to assess program impact
4. Ability to develop and implement faculty/educational development programs
5. Ability to grow the center's repertoire and/or services
6. Supervision and development of staff
7. Strategic planning skills

The first item appears to be an overarching category. Items 2-5 address program development, implementation, marketing, and assessment. Supervision of staff and strategic planning (items 6 and 7) are also important aspects of managing a center. All 7 of these items were represented in the job posting analysis. There were two items that did not make the final list due to lack of consensus by the panel or an overall rating of 3 or less on the Agreement scale.

1. Ability to obtain and manage grants
2. Budgeting skills

Interestingly, both of these items were represented in the job postings. The ability to obtain and manage grants appeared in 51.9% of the job postings. However, based on the statements extracted from the job posting, this skill needs to be broadened to include all revenue generating efforts for the center. Many of the job postings spoke to the need for the director to obtain external revenue to fund the center, with grants and fundraising being potential sources. With respect to budgeting skills, the group agreed that this was a relevant skill in Rounds 2 and 3, but not Round 4. This was one of the few items where the IR *increased* from round to round. The comments seemed to indicate that context played an important role in whether this skill was important. Specifically, some experts indicated that at larger centers, directors often had a person who handled budgeting aspects. However, this skill was also represented in the job postings, appearing in 37% of the postings analyzed.

Comments from panel members who rated this item Strongly Agree echo the importance of both of these skills, “FD is very resource poor. Leader must know how to obtain funding and manage expenditures and revenue” (Participant 72, Appendix M, Lines 192-193) and:

I’m guessing that different folks have different budget models, and some might not even be required to keep their budget, but it is vital from my perspective to have these skills—along with the skills to argue for the importance of your budget in the face of constant pressure to cut costs. I spend several hours each week dealing with budget matters, without skills in this area my center would be a complete mess (Participant 88, Appendix M, Lines 194-198).

These ideas are consistent with arguments about the vulnerability and under resourcing of educational development units in the literature (Diamond, 1984; Gosling, 2009; Isaacs, 1997; Kuhlenschmidt, 2011; Lewis, 2010; Moses, 1987; Schroeder, 2010).

Educational development services. Another set of statements seemed to address specific types of instructional services typically offered by educational developers.

1. Ability to design and lead workshops
2. Individual consultation skills
3. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observing and giving feedback)

These skill and abilities were represented both in the Delphi study and analysis of job postings. Items 2 and 3 typically happen as part of the diagnosis process, so they were combined into instructional diagnosis and consulting skills.

Enhancing the organizational culture around teaching and learning. Several statements generated in the Delphi study and job analysis relate to the individual's ability to enhance the overall organizational culture around teaching and learning, beyond the day-to-day programming of the center's activities.

1. Ability to advance or enhance the culture around teaching and learning
2. Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)
3. Ability to collaborate and network across disciplines and levels of the university
4. Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)
5. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)
6. Ability to take initiative
7. Time and project management skills

8. Organizational skills
9. Responsibility or input into policies around teaching and learning
10. Allocation of resources for teaching and learning initiatives

The ability to advance or enhance the culture around teaching and learning (item 1) represents this overall category identified here. Items 2-4 seem to all address the individual's ability to work effectively across all levels and disciplines of the university in some aspect, so they were combined to represent this ability. Incidentally, this ability was consistently ranked as a top priority, receiving a 5.0 mean across all three scales in the Delphi study and appearing in 74.1% of the job postings analyzed. Items 5-8 address the individual's ability to take the lead on university-wide educational initiatives and projects. And finally, items 9 and 10 speak to institutional support for teaching and learning.

Professional and scholarly development. A number of items identified in the Delphi study and job posting analysis spoke to an individual's professional and scholarly development.

1. Earned Ph.D. or Ed.D.
2. Demonstrated success in university/college teaching
3. Engagement in scholarly activity (e.g., research, publications, presentations)
4. Ability to conduct and evaluate research on teaching and learning and faculty/educational development
5. Participation in a national/international educational development organization

While the panel ultimately agreed that a Ph.D or Ed.D. was required for an educational development leadership role, they did not do so immediately and were initially split on this particular item. Some made strong comments in support of this item such as:

Sorry, but I think having a PhD is more important than an EdD, especially for a center leader at a doctoral granting institution (whether R1 or R2). Fair or not, many faculty look upon EdDs with disdain. An EdD can work if the holder has other attributes that make them highly credible. Extensive experience in FD, for example, would reassure faculty that the EdD leader knows what the faculty job is like, i.e. the research part of it. There are many successful EdDs in faculty development, but they are looked at with more scrutiny than are PhDs. Even though that is unfair, it is the world we live in. FDs need to know about this prejudice before setting their sights on a leadership role (Participant 40, Appendix L, Lines 464-471).

Others argued at the other end with comments such as:

While a PhD is important at some institutions and in some settings, I am not sure it is at all; also, honestly, beyond the respect issue when working with other faculty with doctorates, not sure having a PhD contributes to a faculty developer's effectiveness in any way. Important in my job, but, honestly, I ran my center when I was a graduate student and although I (hope) I have improved my work over the years, I am not convinced that finishing my PhD helped in my professional development (Participant 75, Appendix M, Lines 323-328).

Context seemed to be an important factor for this item as well. Several comments indicated that having a Ph.D. might be necessary in larger, research-oriented universities, but not in a community-college environment. Since this sample of experts hailed largely from larger, public, doctoral-granting universities, it's not surprising that this was identified as a requirement. Likewise, further examination of the expert comments reveals that they do not necessarily think a Ph.D. is necessary to enter into an educational development supporting role, but most agree

that *leaders* should have a Ph.D., if nothing else than to have credibility with faculty. In examining the job postings, 55.6% required a Ph.D. or terminal agree, but nearly all of them listed this as a desired qualification.

Teaching experience was also identified by the panel as an important skill for educational developers, though they emphasized that developers did not necessarily need to be superior or expert teachers. “A faculty developer does NOT have to be the best teacher on campus, but they should be ‘good’” (Participant 81, Appendix L, Lines 275-276). “Good coach needn’t always come from the ranks of player, but for giving examples, etc., it helps to have had teaching experience” (Participant 72, Appendix L, Lines 273-274). Teaching experience ranked sixth in the job posting analysis, with 55.6% of all jobs requiring some type of previous teaching experience.

Another area where the panel was split was the notion of whether the developer should be engaging in scholarly research activity. The arguments here strongly resonate with the arguments in the literature regarding whether educational developers view themselves as academics or practitioners. Like the issue surrounding whether one needed a Ph.D., context also seemed to play a role in the rating assigned. Those who strongly agreed made comments such as:

Yeow, must be a scholar of the field. Might not have the time to be able to contribute many studies, but must be able to evaluate current literature. Must contribute to FD/OD literature, less so on teaching and learning studies (Participant 72, Appendix M, Lines 275-277)

and “Leadership requires service to the profession as well as to one’s institution” (Participant 2, Appendix M, Line 278).

Those who disagreed presented arguments such as:

The push for everyone to be engaged in scholarship is as irritating to me as the push for all HS grads to go to college. I cannot see this being relevant to directors across institutional types. In a research university, I would rate it a 5 – in other institutions, a 1 (Participant 13, Appendix M, Lines 335-337).

In consulting the job postings, engaging in scholarship does appear to be important to institutions. In particular, 40.7% of the postings explicitly articulated an expectation for the leader to be involved in encouraging, collaborating on, or helping faculty conduct SoTL projects.

As a whole, the panel also felt that participating in national or international educational development organizations would be beneficial for an educational development leader, particularly in an effort to gain the knowledge base required, share best practices, and advance their centers in a broader context.

Individual and soft skills. The final set of statements seemed to focus on individual and soft skills.

1. Oral and written communication skills
2. Listening skills
3. Presentation skills
4. Ability to convey self-confidence
5. Ability to write reports
6. Interpersonal skills
7. Conflict management and problem solving
8. Resilience (humor, patience, positive outlook, persistence)
9. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)

Items 1-5 all represent some form of communication skills. Communication skills ranked extremely high with the experts in the Delphi study (5.0 on the Agree and Frequency scales and 4.85 on the Importance scale) and were mentioned in 59.3% of the job postings.

Interpersonal skills also ranked extremely high with the Delphi experts (5.0 across all three scales) and were mentioned in 40.7% of the job postings.

There was some ambivalence about conflict management and problem solving being grouped together as indicated by this comment:

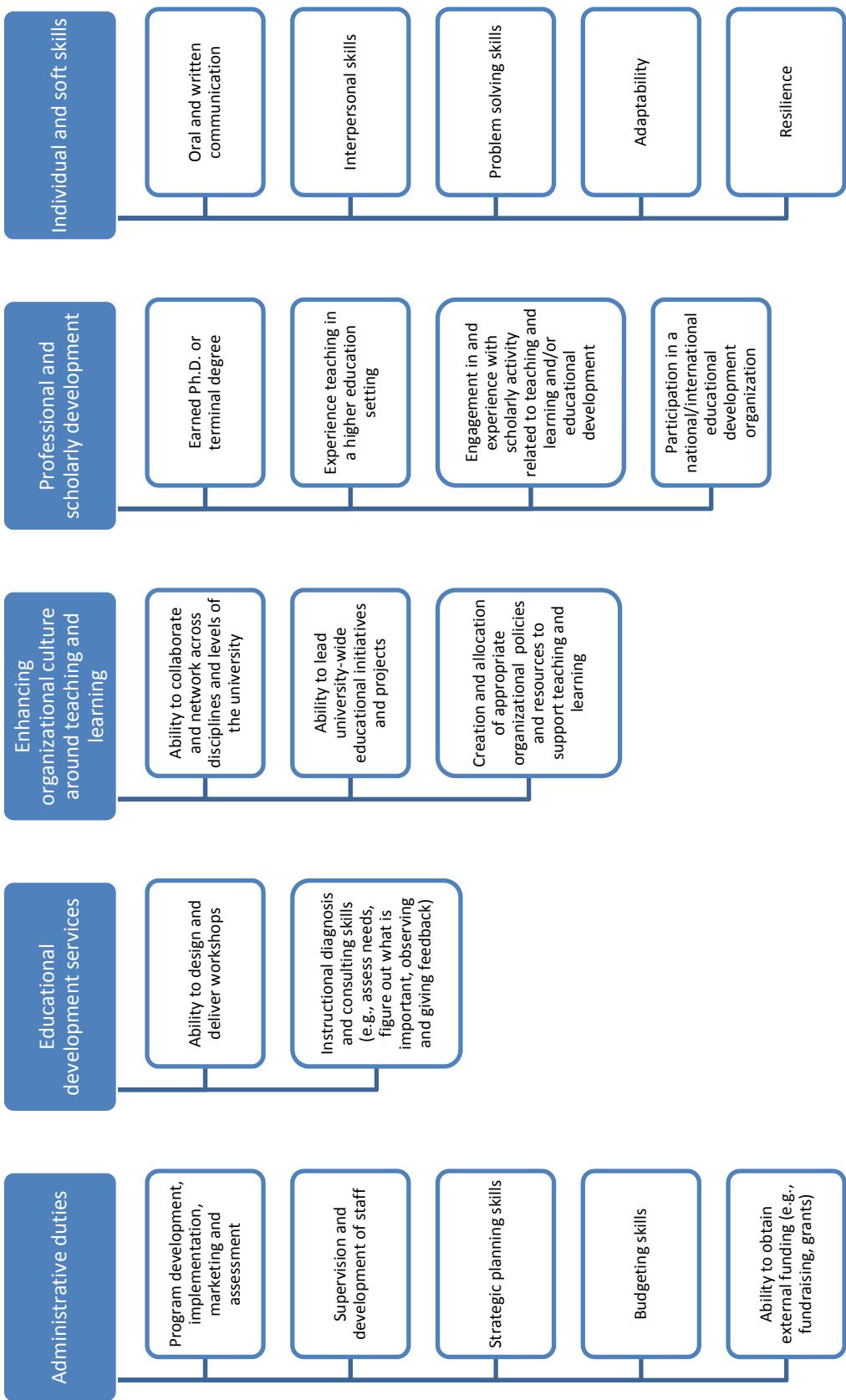
Yes, one needs problem solving skills on an almost daily basis, if by that one means facing a situation that is challenging and one must figure out how to deal with it. But, given the relatively ‘low-power’ situation of most faculty developers, I was seldom in ‘conflict management’ situations (Participant 81, Appendix M, Lines 261-264).

Other seemed to relate conflict management as an important element of interpersonal skills. In looking at the job postings, most postings emphasized problem solving as opposed to conflict management. Therefore, conflict management was folded into interpersonal skills and problem solving skills were emphasized.

Two other soft skills identified were resilience and adaptability. Both ranked extremely high with the expert panel but were less represented in the job postings. This may be due to the difficulty of assessing these skills.

In general, these individual and soft skills received very high rankings from the expert panel and many of them concluded that these are *not* the types of skills that can be developed on the job. They are critical and developers must be able to use and implement them immediately.

Figure 4. Skills and Abilities Required for Educational Development Leadership Role



Values. Delphi participants were also asked to identify values necessary for leaders in educational development. As a group, they agreed on the following list:

1. Commitment to ethical practice
2. Commitment to ongoing professional development and continuous improvement
3. Respect for each individual and his/her personal challenges related to teaching and learning
4. Diversity and inclusion
5. Openness to new ideas
6. Commitment to lifelong learning
7. Strong work ethic
8. Passion for teaching and learning
9. Community and relationship building
10. Empowerment of others
11. Service orientation – committing to helping others be successful in a variety of ways
(e.g., locating resources, taking on administrative duties, hospitality)
12. Intellectual curiosity
13. Reflective practice
14. Perceives scholarship as appropriate to his/her work or center activity

Given the social desirability of many of these terms, it's not surprising that most of the panel agreed with these values and gave them high ratings. However, some of these do appear to overlap with some of the skills and abilities identified in the previous section or each other. For example, experts noted that commitment to ongoing professional development and continuous improvement (item 2) and commitment to lifelong learning (item 6) seem very similar. They also

argued that perhaps passion for teaching and learning (item 8) would be better framed as advocating for continuous improvement around teaching and learning, and therefore also related to commitment to ongoing professional development and continuous improvement (item 2) and commitment to lifelong learning (item 6). As a result, all three of these items were combined into commitment to ongoing professional development and continuous improvement around teaching and learning.

Likewise the discussion of scholarly activity as an important skill in the previous section seems similar to perceives scholarship as appropriate to his/her work or center activity (item 14). As a result, it was removed from the list of values.

Experts also noted that many of these values appeared to be key personality characteristics or traits and therefore, not easily measured or learned. This was reflected by the fact than many of the values were rated as being necessary at the time of hire. Similarly, many of these values were not present in the job postings perhaps for the same reason (e.g., difficult to assess). The one exception was diversity and inclusion, which showed up in 29.6% of the job postings.

The following list represents educational development values:

1. Commitment to ethical practice
2. Commitment to ongoing professional development and continuous improvement around teaching and learning
3. Respect for each individual and his/her personal challenges related to teaching and learning
4. Diversity and inclusion
5. Openness to new ideas

6. Strong work ethic
7. Community and relationship building
8. Empowerment of others
9. Service orientation – committing to helping others be successful in a variety of ways
(e.g., locating resources, taking on administrative duties, hospitality)
10. Intellectual curiosity
11. Reflective practice

Conclusions

Based on the results of the Delphi study and analysis of job postings, Table 22 illustrates the knowledge, skills/abilities, and values required for educational development leaders. The final list contains 10 areas of knowledge, grouped into four categories: classroom or disciplinary-based knowledge, educational and instructional knowledge, organizational knowledge, and higher education system knowledge. Nineteen (19) skills or abilities were also identified and grouped into five categories: administrative duties, educational development services, enhancing organizational culture around teaching and learning, professional and scholarly development, and individual and soft skills. Eleven (11) values also emerged

Table 22

Final list of educational development knowledge, skill/abilities, and values

Knowledge

Classroom or disciplinary-based knowledge

- Scholarship of teaching and learning literature and practices
- Trends and innovations

Educational and instructional knowledge

- Assessment literature and practice
- Educational technology literature and practice
- Instructional and curriculum development
- Learning theories

Organizational knowledge

Institutional culture and structures in higher education

Organizational development literature and practice

Higher education system knowledge

Educational development literature and practices

Trends and innovations

Skills and Abilities

Administrative duties

Program development, implementation, marketing and assessment

Supervision and development of staff

Strategic planning skills

Budgeting skills

Ability to obtain external funding (e.g., fundraising, grants)

Educational development services

Ability to design and deliver workshops

Instructional diagnosis and consulting skills (e.g., assess needs, figure out what is important, observing and giving feedback)

Enhancing organizational culture around teaching and learning

Ability to collaborate and network across disciplines and levels of the university

Ability to lead university-wide educational initiatives and projects

Creation and allocation of appropriate organizational policies and resources to support teaching and learning

Professional and scholarly development

Earned Ph.D. or terminal degree

Experience teaching in a higher education setting

Engagement in and experience with scholarly activity related to teaching and learning and/or educational development

Participation in a national/international educational development organization

Individual and soft skills

Oral and written communication

Interpersonal skills

Problem solving skills

Adaptability

Resilience

Values

Commitment to ethical practice

Commitment to ongoing professional development and continuous improvement around teaching and learning

Respect for each individual and his/her personal challenges related to teaching and learning

Diversity and inclusion

Openness to new ideas

Strong work ethic

Community and relationship building

Empowerment of others

Service orientation – committing to helping others be successful in a variety of ways (e.g.,

locating resources, taking on administrative duties, hospitality)
 Intellectual curiosity
 Reflective practice

Discussion and Implications

The need to professionalize the field of educational development has been discussed frequently in the literature (Austin & Sorcinelli, 2013; Chism, 2008, 2011; Kensington-Miller et al., 2012; Knapper, 2010). Chism (2011) argues that essential elements of a profession include formal career preparation, as well a body of knowledge specific to that profession. However, there is no clear pathway into a career in educational development or any means of formal preparation.

Knowledge. An important aspect of professionalizing any field includes identifying a theoretical base or body of knowledge (Chism, 2011; Finn, 1953; Knapper, 2010). This study identified four key types of knowledge important for developers (classroom or disciplinary-based, educational and instructional, organizational, and higher education system). While the experts were able to agree on sub-sets of knowledge under these four areas, most of the knowledge items ranked lower on the overall list and for many of the knowledge items, over half of the experts didn't feel potential candidates needed to have the knowledge at the time of hire. This likely is a result of the fact that many (if not all) of the experts did not choose a career in educational development, but just happened upon it 'serendipitously' (McDonald, 2010). Many of the experts in this study probably acquired their current level of knowledge on the job.

Nevertheless, if we are to move the field forward, it becomes critical to establish the theories and literature that drive our practice. Academics in other disciplines are hired, in part, for their content knowledge and expertise in their fields. If educational development wishes to advance as a discipline, developers should not be exempted from this practice. Practically

speaking, hiring someone into a leadership position who doesn't have the appropriate knowledge for the job puts this person at an immediate disadvantage. This issue was eloquently addressed by one expert in this study in discussion of her experience with educational development search committees:

I came to realize that the committees were hiring more on potential or personal characteristics, believing that the other could be developed on the job. I guess that's the challenge with a profession that doesn't invest much in its specific knowledge and skill base for future practitioners, but expects to merely pull them from the ranks of faculty seeking a change (Participant 72, personal communication).

The knowledge identified in this study likely is not comprehensive, but it serves as a starting point for thinking how we might better and more formally prepare those wishing to pursue a career in educational development. Perhaps the four-level framework presented can serve as a platform for future discussion around and expansion of the theories and literature influencing our work.

Skills and abilities. The expert panel had a high level agreement on certain subsets of skills. In particular, 'ability to collaborate and network across disciplines and levels of the university' received a unanimous 5 rating on the Agreement, Importance, and Frequency scales. Likewise, most experts rated this ability as needing to be present at the time of hire (77%). In looking at Table 9, this ability was generated the most often in Round 1 by the experts, appearing in at least 27 statements. These results were consistent with the analysis of job postings, where it was the second highest identified ability, appearing in 74% of the job postings.

The prevalence of this ability throughout the Delphi study and analysis of job descriptions is not surprising. Educational development, by its very nature, is an interdisciplinary

enterprise. Developers are expected to work with faculty and academic staff in a variety of disciplines and also with administrators. This is consistent with discussions in the literature about developers working ‘in the fringes’ (Schroeder, 2010) or being ‘academic migrants’ existing between academic cultures (faculty and administration) (Little & Green, 2012). To navigate this terrain successfully, it becomes important for developers to be able to connect with all types of individuals within the institution. This collaboration and relationship-building is crucial for a developer’s success.

Likewise, the ability to collaborate across disciplines and ranks of the organization will become even more important for developers in the future. With the calls for developers to address faculty sub-groups, such as part-time faculty, junior faculty, and senior faculty (Austin & Sorcinelli, 2013; Bland & et al., 1988; Camblin & Steger, 2000; Lipetz et al., 1986); to expand their services to support all of the professional roles of faculty (Candy, 1996; Centra, 1977a; Chait & Gueths, 1981; Debrowski, 2011; Fraser, 2001; Lipetz et al., 1986); and to become more involved at the organization level on teaching and learning initiatives, serving as change agents (Dawson, Mighty, et al., 2010; Gaige, 1983; Kaylor Jr. & Smith, 1984; Sorcinelli & Austin, 2010), developers find themselves increasingly pulled in a variety of directions, sometimes with competing agendas. While some of this ability involves soft skills, having knowledge about higher education instructional culture and structures, as well as organizational development, can help developers managing these multiple missions, and sometimes political landmines.

The expert panel also identified a variety of soft skills, such as communication skills, interpersonal skills, adaptability, and resilience, as critical in this study. All of these received a mean rating of 5 on the Agreement Scale and very high mean ratings on the Importance and Frequency scales. Similarly, 100% of the panel rated these soft skills as being necessary for hire

(see Table 18 for these figures). All but resilience were present in the analysis of job postings. The presence of these types of skills on the list is not surprising given the discussion above regarding the need for developers to collaborate across disciplines and ranks and manage political agendas. Having these types of soft skills better prepares one to do so.

The problem becomes how to equip new or potential developers with the appropriate soft skills that will help them be successful in their positions. While some of these can be developed through education or mentoring, others may not be so easily learned. Clearly, as indicated by the experts, learning them on the job is not ideal. The fact that these types of skills and abilities emerged during the course of the study furthers the argument that educational development encompasses more than just teaching and learning. As stated by Participant 72 above, simply pulling faculty from the ranks who want a change and asking them to direct a center, does not necessarily ensure their success (nor equip them for it). Search committees need to be mindful of these types of attributes and make every effort possible to screen for them during the interview process.

The academic-oriented vs. practitioner-oriented paradigm split was fairly prevalent among the panel ratings and comments, particularly around issues of professional and scholarly development. Initially, the panel disagreed on whether a Ph.D. was truly necessary. Ultimately, they did agree that it was, however the comments reflected that mostly they felt a doctoral degree was not required to actually perform the job of an educational developer, but rather to have face validity or ‘credibility’ with faculty.

The same was true with respect to whether developers should be engaging in research. Some felt that time constraints and institutional expectations did not allow developers to engage in scholarly research. This is consistent with discussions in the literature of educational

development units being viewed as service centers rather than research centers (Kucsera & Svinicki, 2010). At the other end of the spectrum, some of the experts argued that it was critical for developers to engage in scholarly research, particularly in their own field of educational development. While it's hard to understand the reasons for the bipolarization of answers here, it would be interesting to go back and look closer at the context and backgrounds of those on each side of the argument. It could be that those with a more practitioner-oriented view are those who have never had a faculty position in an institution, but rather entered into educational development as a graduate student or from a position outside academia. On the other hand, developers that have been pulled from the faculty ranks likely have a stronger sense of obligation (and desire) to advance the field through scholarly inquiry. Likewise, it is unclear what type of research the experts were thinking about when rating this item. Certainly, conducting research in their 'home' discipline, while serving in a full-time educational development role, would be quite difficult. Educational development research, designed around the center's activities would be a more integrated and feasible endeavor.

Regardless of the reasons, just as with the theoretical and knowledge base, professionalization of the field requires expansion of that knowledge base through research (Finn, 1953). If developers wish to be considered academic colleagues, they should be engaging in research in their chosen field of educational development. Of course, this requires the field to determine whether it is truly an academic discipline or a set of services offered to faculty. The expanding number of journals related to educational development topics along with calls for professionalism (Chism, 2011; Knapper, 2010), in particular, the need for developers to engage in research (Badley, 2001; Candy, 1996; Fink, 2013; Havnes & Stensaker, 2006; Hoessler et al., 2010; Isaacs, 1997; Kucsera & Svinicki, 2010; Lawler & King, 2000; Sorcinelli & Austin, 2010)

appear to be moving toward the idea of educational development as an academic discipline. Unfortunately, while the literature is calling for these steps toward professionalization, it appears that the practitioners entering into the field are not reading this literature (Chism, 2011), furthering the academic-practitioner divide. Formal preparation of some type would begin the process of engaging and familiarizing new developers in the scholarly research of the discipline.

Finally, though they were discarded through the Delphi process, two administrative skills were included in the final list based on the analysis of job postings. The first one, budgeting skills, was discarded because experts failed to reach a consensus on this item. Interestingly, they were in consensus that this skill belonged on the list for rounds 2 and 3, but then fell out of consensus on the last round. The other item that was discarded was the ability to obtain and manage grants. The experts didn't disagree, that this skill wasn't important, but most of them were undecided as to whether it belonged on the list. This was the case throughout the rounds. While experts could not agree or decide on these two administrative skills, the ability to obtain and manage grants (rewritten more broadly as the ability to obtain external funding) appeared in 52% of job postings and budgeting skills appeared in 37%.

Closer examination of these two skills reveals that there is an expectation that a director will have both the ability to procure and manage funds for his or her center. Academics transitioning to this role may have more experience with obtaining grants, but for the most part fundraising and budgeting are decidedly nonacademic activities. However, with decreases in funding for colleges and universities and increasing pressures to cut costs (Austin & Sorcinelli, 2013), it's clear that these skills are becoming more important for educational development leaders, particularly from the administration's perspective. This is a fairly new challenge for

educational developers, but given the vulnerability of centers discussed earlier, it's an important one to acknowledge and prepare for.

Values. As mentioned earlier, the social desirability around the value statements likely resulted in most of them being highly rated by the expert panel. Of course, one should be ethical in practice, committed to professional development, and respect his or her colleagues. There were two exceptions: relaxation and fun and social justice. Neither of these values from Round 1 made it on the final list. It's likely that they were simply too vague and not properly defined, resulting in disagreement among the panel. Unfortunately, both of these terms were presented as is, with no elaboration for clarification, so it was not possible to properly capture the initial intent of the panel members who put them forward. The comments for those who rated 'relaxation and fun' highly seemed to be getting at the ability to find the proper work-life balance. Others simply did not feel that it was related to their ability to perform their jobs. With respect to social justice, this seems to be a 'loaded' term for many. Those who agreed, did so strongly and passionately (as indicated by their comments), while others argued that it could be misconstrued or needed to be further defined in the context of educational development.

Despite these high ratings, many of the values were not represented in the job postings analyzed. In fact, only 6 of the 11 were identified and most of those, with the exception of diversity and inclusion, were only present in a very small number of the postings (1-4). While likely hard to assess during a formal interview process, perhaps one way to get at an educational developer's values would be to have him or her write a philosophy of educational development statement, much like faculty are asked to write a philosophy of teaching statement. Understanding a developer's values can provide a great deal of information. These values will likely influence his or her paradigm toward educational development, approaches, and ability to

be perceived as credible with faculty. Likewise, understanding the individual's underlying values might help determine whether this person will be a good cultural fit with the organization and its structure.

Implications for the field of instructional design. The results of this study are also important to the field of instructional design. In particular, a career in educational development is an alternative for new Ph.D. instructional design graduates who may not wish or be able to obtain a tenure track position, given the decline in the availability of these types of positions over the years (from 57 percent in 1975 to 31 percent in 2007) (Wilson, 2010). Many educational development units now employ instructional designers on staff and others often encourage individuals with an instructional design or technology background to apply for leadership positions in job postings. Making our graduate students aware of these opportunities and preparing them with the appropriate skills and knowledge to be successful opens up a potential new career path in the academy for those who are unable (or uninterested) in pursuing a tenure-track position.

Similarly, the importance of technology and instructional technology in educational development has been discussed in the literature (Austin & Sorcinelli, 2013; McKee, Johnson, Ritchie, & Tew, 2013; McKee & Tew, 2013). In this study, knowledge of educational technology was highlighted as important by the experts as well as the analysis of job postings. This creates opportunities for instructional design/educational technology Ph.D. graduates to enter into the field of educational development. Graduates of these programs have strong theoretical foundations in instructional and educational theory. Additionally, they also learn how to conduct educational research. Some programs also have a Human Performance Technology focus, where students learn organizational theories. By supplementing the knowledge gained in

their degree programs with some type of teaching experience and knowledge of university structures, they become prime candidates to lead educational development centers.

The findings from this study also present an opportunity for instructional design programs to offer a graduate certificate in educational development. Many of them are already offering course work on the required knowledge identified in this study, such as educational technology, instructional and curriculum development, and learning theories. These programs could easily partner with others to present course work in other areas such as organizational development or higher education culture and structure.

The future of educational development. On a more theoretical level, this study is consistent with the future of educational development identified by Austin and Sorcinelli (2013). In their analysis, they identify five important factors which will affect the field in the future. The first is fiscal constraints and calls for accountability. They discuss shrinking resources and the need for departments to increase their efficiency and look for additional sources of revenue. While current experts in the field were unsure of the need for developers to raise funds for their centers, the analysis of job postings clearly confirmed this prediction. It is becoming increasingly important for educational developers (particularly those in leadership positions) to be able to procure and manage outside funds for their centers, at least from an administrative perspective. Developers need to begin to think more proactively with respect to cultivating these skills to ensure the success and survival of their centers.

The second factor is the diversity of students and the need to support the learning of these students. While this was not directly articulated in the study, diversity and inclusion was identified as one of the top values for educational development and was the highest represented value in the job postings. Additionally, knowledge of a variety of teaching strategies across

disciplines was also identified. Austin and Sorcinelli (2013) argue that developers need to be able to develop curricula and implement teaching strategies across a wide range of learning environments given the diversity of today's students. Given this argument, it might be worthwhile to consider the addition of theoretical knowledge around intercultural teaching or diversity in higher education with respect to the types of educational or instructional knowledge educational developers should possess.

The third factor identified is technological innovation. Again, the importance of technology emerged in both the Delphi study and analysis of job descriptions. While educational development leaders don't necessarily need to have superb technological skills, they must be aware of the educational technology landscape and assist with or advise faculty and institutions on the effective integration of educational technology. As mentioned, this creates great opportunity for instructional design graduates, who often also have skills in educational technology and the processes required to assess needs and develop implementation plans for new educational technologies.

The fourth factor identified is the demand for interdisciplinarity. This translates to educational development work as the need to work collaboratively across departments and levels of the institution. This skill also emerged at the top of the Delphi study and job posting analysis. Educational developers engage in this type of activity regularly. This ability can help bring faculty together in interdisciplinary teaching and research efforts. Unfortunately, these types of skills can sometimes be difficult to develop and as mentioned, it's important that developers enter into their positions already equipped and prepared to engage in this type of activity with others.

The final issue identified by Austin and Sorcinelli (2013) involves the changes in faculty characteristics and appointments. In particular, work-life balance is becoming increasing important for faculty and the academy is seeing an increase in part-time faculty. Austin and Sorcinelli (2013) relate this to the need for educational developers to focus on faculty at all career stages, rather than just new faculty. Interestingly, knowledge of academic career development (e.g., faculty career stages and roles) was suggested as a competency, but ultimately, the panel was unable to come to consensus on this item. Those in favor expressed very strong opinions, such as “Understanding of how faculty change and grow is essential to this work. Ignoring this would be like asking an elementary teacher to not study child development” (Participant 72, Appendix M, Lines 91-92). Others simply felt like this wasn’t an issue they were required to deal with at their institutions. While this may be true to-date, the changing landscape of academia indicates that this might, indeed, be important knowledge for developers to acquire.

Study Assumptions and Limitations

The primary assumptions of this study stemmed from the utilization of the Delphi technique as a method to explore the research questions. The first assumption was that the Delphi technique is an acceptable research strategy for determining key competencies required of educational development professionals. Because the Delphi approach has been identified as useful in situations where there is little research (Chang, 2007; Hasson et al., 2000; Wilhelm, 2001) and it utilizes experts to brainstorm around problems, it seemed an appropriate first step to investigate these questions. Likewise, it has been used in similar studies to explore knowledge and skills required for other fields and professions (Brill et al., 2006; Chang, 2007; Ferguson, 2008; Harrison, 2005; Sizer, 2002; Thielsen & Leahy, 2001; Wakou et al., 2003)

The second assumption was that the experts utilized in this study had the level of expertise needed to identify the key competencies required for an educational development professional. As discussed in the methodology section, criteria for identifying true experts in the field were specified in advance and care was taken to adhere to these criteria in the selection of experts. One exception was made, but this expert was clearly recognized by a number of others on the panel as an expert even though she had never led an educational development center. She is well published in the world of educational development and an active member of the POD Network.

Of course the study is not without limitations. To begin with, the sample size in this study started at 22 participants and ended with 13. While a sample of 13 participants is appropriate for a Delphi study, the attrition from Rounds 1 to 4 is certainly a concern. Nine (9) experts dropped out of the study from Round 1 to Round 4. Most indicated that they simply did not have the time to participate, given the timing of the study (at the start of a new semester); however, it does indicate the possibility of a response bias with respect to the end results. Specifically, perhaps participants dropped out for reasons other than the time commitment, such as disagreement with the analyses or implementation methods.

While great care was taken to ensure that the individuals in the study were experts in the field of educational development, the demographic data indicates that their opinions may not be representative of the various structures and contexts in which educational development centers exist (e.g., smaller, private universities, 2-year institutions). Specifically, the majority of participants were from large four-year, public, doctorate-granting universities. This is not surprising and consistent with the findings of Eddy and Beach (2005) that senior developers are usually found in research or doctoral universities. Interestingly, Eddy and Beach (2005) also

found experienced developers in community colleges, but the snowball technique utilized in this study did not identify any experts from two-year colleges. As a result, the findings might be more representative of competencies required for educational development leadership in larger, public, research or doctoral universities.

Additionally, asking the right question is critical when soliciting expert opinion during a Delphi study (Clayton, 1997; Rowe & Wright, 2001; Sumsion, 1998). In an attempt to frame the question concretely, this study began Round 1 by placing experts in the role of hiring manager, asking them to identify important knowledge, skills, abilities, and values they would look for in hiring a director of educational development. While this generated a comprehensive list in Round 1 (66 competencies), it also seemed to limit some members of the panel's perspective in subsequent rounds when they rated some of the competencies as not important because they could be learned on the job. Based on these types of comments in Round 3, this issue was clarified in the Round 4 confirmatory round by reminding panel participants that the goal of the study was to identify the knowledge, skills, abilities and values necessary for a leader in educational development. Not just those needed to be hired, but also those needed to be successful as a leader currently operating in a leadership position.

Related to this, the multiple scales presented in the study also seemed to confuse this issue. The fourth scale, which asked participants whether this skill was required at hire, was intended to discriminate between those competencies needed immediately and those, which could be developed over time. However, because of the initial question, it seemed to confirm focus on those needed at hire for some participants. This seemed to be remedied in the subsequent rounds, based on the fact that some changed their ratings and noted in the comments that they had been focusing previously on whether the competency needed to be present at hire.

Likewise, utilizing the four scales may have attributed to fatigue of participants and subsequent attrition over rounds. Specifically, 5 of the 9 participants who withdrew did so from Round 1 to Round 2 (when the four scales were implemented). One participant commented when returning the Round 2 questionnaire that “with the long list, I found myself tiring near the end”.

These are important limitations to consider, but it also must be noted that this is one of the first studies attempting to define competencies in educational development. So, while there are certainly questions about the reliability and validity of Delphi studies (Hasson et al., 2000), the goal of this study was to serve as a framework or basis for a larger conversation around these issues. As others have indicated, consensus does not necessarily mean that the ‘right’ answer has been identified, but rather, this study further builds on the work around the professionalization of the field by identifying potential directions for future exploration (Hasson et al., 2000; Keeney et al., 2001; McKenna, 1994). Additionally, supplementing the Delphi study with the analysis of job descriptions provided further insight on the competencies identified as important by those actually in charge of hiring educational development leaders. Based on these arguments, the next section will focus on how educational developers might extend this conversation with future research.

Recommendations

Because this is an exploratory study with a small group of experts, future research might focus on other methods to validate these competencies. This could be done with a larger survey of professionals in the field. Likewise, a qualitative study where developers keep journals of their day-to-day activities and thoughts over an extended period of time would also serve to confirm or validate the findings. Similarly, researchers might draw on more traditional techniques job analysis techniques, such as observations or interviews, to refine or confirm the competencies.

Similar to the comparison of competencies generated in the Delphi study to actual job postings, future research might compare the list to how developers are actually evaluated in their current roles. Looking at actual performance evaluations would provide information on whether the competencies match judgments of performance. Identifying discrepancies could have very practical significance for current developers and might also help frame a conversation with administrators regarding expectations for educational development leaders.

As mentioned previously, the issue of context was raised repeatedly throughout the study. Specifically, it's important to consider context with respect this list of competencies. During the Delphi study, many of the experts expressed difficulty rating some of the items out of context and a variety of the comments indicated that in some contexts, items might be rated a 5 and in others a 1. What developers are expected to do and know varies depending on the type of institution they are operating in and their mission relative to the overall institution. More work needs to be done to understand the impact context has on the competencies. Perhaps with a larger scale survey, responses could be examined for differences based on the type and size of institution the developers are working in. Likewise, a more targeted Delphi study using panels of experts or qualitative interviews with experts specifically selected to represent various contexts, could also be ways to explore this issue in more depth.

Additionally, educational development has rarely been looked at from the faculty perspective. More research should focus on the faculty experience with respect to educational development. What skills do they see as necessary? What types of services do they desire? Likewise, many items were noted as being important not necessarily to actually do the job, but to establish credibility with faculty (e.g., having a Ph.D., teaching experience, the ability to obtain a faculty appointment). Similarly, credibility is often discussed in the literature, but it would be

helpful to confirm that these things are truly necessary from a faculty perspective, rather than simply working on assumptions.

On a related note, it would also be insightful to explore educational development from the administration's perspective. Is the notion one merely needs to be a good teacher to be an effective educational developer still pervasive? And if so, how can we broaden administrators' perceptions of educational development? What are administrators' goals for educational development and how can we integrate them into our practices?

Finally, there are much more complex issues to explore, such as how do educational developers and centers move in from the margins? What are the characteristics of effective centers (their leaders, practices, and structure) that enable them to successfully situate themselves in a way that allows them to meaningfully enhance the institutional culture around teaching and learning?

Summary

This study serves as a step towards the professionalization of educational development by identifying the essential knowledge, skills/abilities, and values required to lead an educational development unit. It contributes to the scholarly knowledge of the field and begins to identify opportunities for more formal preparation and pathways into a career in educational development. Specifically, understanding the competencies required is a first step toward establishing a more formal pathway into the profession (e.g., a graduate certificate, training or mentoring through a professional organization). It also creates opportunities for instructional design programs to create the formal curriculum or course work around educational development, which meets the needs of developers, who when asked, indicate that they do not

always feel prepared for their roles and would like more formal preparation opportunities, such as formal course work (Chism, 2011).

Additionally, much like other professional organizations have done, educational development professional organizations might begin to think about the creation of standards based on findings from studies such as this one. The results of this study indicate that the current process for indoctrinating one into the field of educational development amounts to little more than on-the-job training. Unfortunately, this results in unqualified and unprepared candidates. The literature cites the current lack of qualified candidates (Eddy & Beach, 2005; McDonald & Stockley, 2008) and in practice, this plays out frequently on the POD Network listserv with the repeated announcements for open leadership positions at the same university over several months (sometimes even years), and the fact that universities are beginning to rely on executive search firms to fill these positions.

The research from this study indicates that there is indeed, a formal body of knowledge attributable to the field of educational development, as well as a distinct set of skills and abilities required for successful developers. Analysis and further refinement of these competencies generated during the Delphi survey and content analysis of job postings resulted in 10 areas of knowledge, grouped into four categories: classroom or disciplinary-based knowledge, educational and instructional knowledge, organizational knowledge, and higher education system knowledge. Nineteen (19) skills or abilities were also identified and grouped into five categories: administrative duties, educational development services, enhancing organizational culture around teaching and learning, professional and scholarly development, and individual and soft skills. Eleven (11) values also emerged.

It is important to keep investigating and refining this list so that we may better prepare new or potential developers. Allowing individuals to enter the field without the competencies they need, detracts from their ability to be successful. Likewise, it puts them in a position of being so busy learning on the job, that they are unable to draw from (or perhaps even unaware of) the growing body of scholarly knowledge around educational development.

In summary, educational development is a complex discipline with a lot of opportunity for growth and scholarly investigation. This study was an effort to expand the knowledge in the field. This chapter presented an overview of the study and interpretation of the results, with a final list of educational development leadership knowledge, skills/abilities, and values generated by the Delphi study and analysis of relevant job postings. Implications of the findings were discussed along with limitations of the research. Ideas for future research were also presented.

APPENDIX A: LIST OF PARTICIPATING EXPERTS

1. Leslie Ortquist Ahrens, Director, Faculty Development, Berea College
2. Andrea L. Beach, Director, Faculty Development, Western Michigan University
3. Laura L. B. Border, Director, Graduate Teacher Program, University of Colorado at Boulder
4. Eli Collins-Brown, Assistant Professor, Medical Education, Western Michigan University
5. Nancy Van Note Chism, Former Associate Vice Chancellor for Academic Affairs, IUPUI
6. L. Dee Fink, Senior Associate, Dee Fink & Associates Consulting Services
7. De Gallow, Director, Teaching, Learning & Technology Center, University of California, Irvine
8. James Groccia, Director, Biggio Center and Associate Professor, Auburn University
9. Alan Kalish, Director, University Center for the Advancement of Teaching, Ohio State University
10. Bruce Kelley, Director, Center for Teaching and Learning, University of South Dakota
11. Sally Kuhlenschmidt, Professor, Psychology, Western Kentucky University
12. David Langley, Director, Center for Teaching and Learning, University of Minnesota
13. Virginia Lee, Principal & Senior Consultant, Virginia S. Lee & Associates, LLC
14. Karron Lewis, Associate Director, Associate Director, Instructional, Development, University of Texas at Austin
15. Angela Linse, Executive Director and Associate Dean, Schreyer Institute, Pennsylvania State University
16. Deandra Little, Director, Center for the Advancement of Teaching & Learning, Elon University
17. Donna Llewellyn, Associate Vice Provost for Learning Excellence, Georgia Technical University
18. Shaun Longstreet, Director, Center for Teaching & Learning, Marquette University
19. Barbara Millis, Director, Teaching and Learning Center, University of Texas at San Antonio
20. Mathew Oullett, Associate Vice Provost and Director, Office for Teaching and Learning, Wayne State University
21. Michael Reder, Director, Joy Shechtman Mankoff Center for Teaching & Learning, Connecticut College
22. Mary Deane Sorcinelli, Associate Provost for Faculty Development, Director of the Center for Teaching and Learning, University of Massachusetts Amherst
23. Marilla Svinicki, Professor, Educational Psychology, University of Texas at Austin
24. Catherine Wehlburg, Assistant Provost, Institutional Effectiveness, Texas Christian University
25. Todd Zakrajsek, Associate Professor, Department of Family Medicine, University of North Carolina at Chapel Hill

APPENDIX B: CORRESPONDENCE WITH PANEL

Invitation Email

Hello Dr. XXX,

My name is Kristi Verbeke and I am a fellow colleague at Wake Forest University's Teaching and Learning Center and a doctoral student at Wayne State University's Instructional Technology program. I'm working on a dissertation study aimed at identifying core competencies (knowledge, skills, abilities, and values) needed to work in the field of educational/faculty development. I've identified you as an expert in this field based on your experiences, so I'm hoping you'd be willing to contribute your ideas and knowledge.

I'm conducting a Delphi study, which requires multiple iterations of questionnaires. This means, I will ask that you complete a short questionnaire (about 30 minutes) on four different occasions, between now and mid-September.

As a way to recognize your contribution, I will be including a list of experts who participated in my final study and any of its associated publications. However, be assured that your responses will be confidential and anonymous throughout all steps of the process. Only aggregate data will be provided and your individual responses will not be identified in any way.

I hope that you'll be willing to participate. There is very little literature in this area and I think learning from the collective wisdom of educational/faculty development experts will help enhance and grow the field.

If you are willing to participate, please let me know by **Thursday, July 25**.

Attached to this email is also a research information letter. Please take a minute to look it over before agreeing.

Also, I am looking for additional suggestions for experts to serve on the panel. If you know someone who fits the following criteria, please feel free to recommend him or her:

- 10+ years of experience in the field of educational development (required)
- Experience directing a centrally-located and supported educational development center or unit (required)
- Publications on topics related to educational development, with preference for those who have published theoretical or empirical articles related to the professionalization of the field within the last 10 years (desired)
- Current and past presidents and members of the Core and Executive committees within the POD Network (desired)

Thanks and I look forward to working with you. Feel free to contact me or my adviser, Dr. Monica Tracey (MonicaTracey@wayne.edu), at any time regarding this study or your participation in it.

Sincerely,

Kristi Verbeke
Faculty Development Specialist, Wake Forest University

Round 1 Email

Dr. XXX,

Thank you for agreeing to participate in my study! Attached you will find a two-part questionnaire in Microsoft Word format. The first part contains one open-ended question designed to solicit the core competencies required for an educational/faculty development position. The second part contains a few demographic questions.

As a reminder, your responses will only be identified by a code number and all data will be kept confidential.

I look forward to hearing your thoughts on competencies required for educational/faculty development.

Feel free to type directly into the Word document and return it to me as an attachment by Thursday, August 1. I will send a follow up reminder as we get closer to the deadline.

Thanks and take care,
Kristi

Round 2 Email

Hi XXX,

Thank you so much for completing Round 1 of my study. We had 22 faculty development experts respond in Round 1 and the group generated a total of 66 educational development competency statements. Now it's time to start ordering and prioritizing the list.

Attached you will find another questionnaire in Microsoft Word format. A few people had problems with the checkboxes and buttons in the last round, so for this round you will simply fill in your rating by typing it into a box. I've placed a sample question at the beginning of the questionnaire to demonstrate how to fill it out, but if you have any issues, please don't hesitate to contact me.

Feel free to type directly into the Word document and return it to me as an attachment by Sunday, August 18. I will send a follow up reminder as we get closer to the deadline.

Again, thank you so much for taking the time. I realize that this is a busy time of the year for you and appreciate your participation.

Kristi

Round 3 Email

Faculty Development Dissertation Study - Round Three - Please return by Wednesday, September 4

Hi XXX,

Thank you so much for sticking with me on this project. I really do appreciate it. We're entering into Round 3 and the goal of this round is to work on reaching a consensus about the knowledge, skills, abilities, and values required for a leader in faculty/educational development. I think you'll find this round easier to complete.

Based on feedback and to make things a little easier for you, this time you will only rate the competencies on the Agreement scale, which indicates the level to which you agree that this is a knowledge, skill/ability, or value required for a leader in faculty/educational development. Please think about whether each item is required to do the job (not whether it needs to be present before or after hiring – we'll rate those ideas after we've come up with our final list). Also, I clarified some of the statements where I could, but please keep in mind that these statements were generated by this panel, and not me; so I wasn't always able to do so because the person who identified the competency may not have elaborated beyond a word or two.

This round allows you to reconsider your previous ratings and either change them (based on the rest of the group's responses) or provide justification for any positions you might have which don't match the rest of the group. For each question, I've indicated the group median as well as your response from the last round (for comparison). You may change/justify any of your answers, but I've called attention to answers where your responses differ from the rest of the group (based on the interquartile range or missing responses) with gray shading.

Please review your ratings for all items, in comparison with the group, and enter your new rating for this round. Your ratings do not have to change if you still feel the same, but for the shaded questions, if you do not change your rating, please provide justification in the "Justification" box.

Also, many people expressed concern about being unable to rate these items out of context. I understand your concerns, so what I would say is that I'm interested in your specific expertise, so you should rate these statements with respect to your most recent experience in a faculty/educational development leadership role.

Attached you will find another questionnaire in Microsoft Word format. The process is the same as Round 2. You will fill in your rating by typing it into a box. I've placed a sample question at the beginning of the questionnaire to demonstrate how to fill it out, but if you have any issues, please don't hesitate to contact me.

Feel free to type directly into the Word document and return it to me as an attachment by Wednesday, September 4. I will send a follow up reminder as we get closer to the deadline.

Again, thank you so much for taking the time. I realize that this is a busy time of the year for you and appreciate your participation.

Kristi

Round 4 Email

Hi XXX,

We're in the final round of the Delphi study and I want to start by acknowledging your time and telling you how much I appreciate your contributions to my study.

The goal of this last round is to confirm the final list of knowledge, skills, abilities, and values required for a leader in faculty/educational development. As with last time, for each question, I've indicated the group median as well as your response from previous rounds (for comparison). You may change/justify any of your answers, but I've called attention to answers where either the group is not in agreement and/or your response differs from the rest of the group (based on the interquartile range) with gray shading. For these items, I have also provided justifications for answers given by all participants from Round 3. Please note: I've done this only for the group ratings on the "Agreement" scale.

To clarify, my goal is to identify the knowledge, skills, abilities, and values necessary for a leader in faculty/educational development, not necessarily only those that need to be present at the time of hire, but also those that one needs to be successful as a leader currently in the position.

Please review your ratings for all items, in comparison with the group. To make completing the questionnaire easier for you, you only need to enter a new rating if you decide to change an answer.

Attached you will find another questionnaire in Microsoft Word format. I've placed a sample question at the beginning of the questionnaire to demonstrate how to fill it out, but if you have any issues, please don't hesitate to contact me. I've also attached another document with all of the justifications provided by participants for **all** items from Round 3. I did not build all of these into the questionnaire, otherwise, it would have been even more lengthy, but feel free to use it when reconsidering your final answers in this round.

As with previous rounds, please return your document to me by Wednesday, September 18. I will send a follow up reminder early next week.

Again, thank you so much for taking the time. I really do appreciate your participation and am looking forward to compiling the final list!

Kristi

APPENDIX C: RESEARCH INFORMATION SHEET

Title of Study: A Delphi Study to Investigate the Essential Skills and Knowledge of Effective Educational Developers

Principal Investigator (PI): Kristi J. Verbeke
Administrative and Organizational Studies
336.758.2308

Purpose:

You are being asked to be in a research study of study using the Delphi technique to generate the knowledge, skills, attitudes, and values necessary for an effective faculty/educational developer because you have been identified as an expert in the field of faculty/educational development. This study is being conducted online on behalf of Wayne State University.

Study Procedures:

If you take part in the study, you will be asked to actively participate in a four-round Delphi study over the course of approximately 2 months. A Delphi study involves the use of open-ended survey questions followed up by questionnaires, all of which will be distributed electronically. Activities will include:

- An initial brainstorming session where you will generate ideas
- 3 follow up questionnaires comparing your results with the rest of the participants in an effort to achieve consensus.

It is expected that each round will take approximately 30-60 minutes to complete.

Benefits

The possible benefits to you for taking part in this research study include identifying critical knowledge, skills, attitudes, and values that you might, yourself, focus on developing or work to develop in any educational/faculty development professionals that report to you within your institution. Additionally, information from this study may benefit other professionals in the field of educational/faculty development.

Risks

There are no known risks at this time to participation in this study.

Costs

There will be no costs to you for participation in this research study.

Compensation

You will not be paid for taking part in this study.

Confidentiality

Your individual responses will be confidential and anonymous to the rest of the group. Within the researcher's records, you will be identified only by a code number.

Voluntary Participation /Withdrawal:

Taking part in this study is voluntary. You may choose not to take part in this study, or if you decide to take part, you can change your mind later and withdraw from the study. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates.

Questions:

If you have any questions about this study now or in the future, you may contact Kristi Verbeke at the following phone number 336.758.2308. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:

By completing the surveys you are agreeing to participate in this study.

APPENDIX D: ROUND 1 QUESTIONNAIRE

Part 1: Open-ended Question

You have been tasked with hiring a director for an educational development center or unit. What critical knowledge, skills, abilities, and values would you look for in applicants for the position?

Please list your answers below and provide a *short* description for each.

Knowledge

-

Skills

-

Abilities

-

Values

-
-

Please proceed to the next page for Part 2

Part 2: Demographic Information

1. Please select all titles or roles that apply to you:
 - Senior-Level Administrator
 - Director
 - Assistant/Associate Director
 - Program Coordinator
 - Technology Coordinator
 - Instructional Consultant/Specialist
 - Faculty Member (Please specify your discipline/field: [Click here to enter text.](#))

2. From the list above, please identify your *primary* title
[Click here to enter text.](#)

3. How long have you held a position of responsibility in educational/faculty development?
 Years total: [Click here to enter text.](#)
 Years at current institution: [Click here to enter text.](#)

4. Educational/faculty development experiences (select all that apply)
 - Have managed/directed an educational/faculty development unit
 - Have published on the topic of educational development
 - Have held a leadership position in an educational/faculty development professional organization
 - Have presented at national/international conferences on topics related to educational/faculty development

5. Gender
 - Female
 - Male

6. Highest level of education completed:
 - Ph.D.
 - Master's degree
 - Bachelor's/undergraduate degree
 - Other
 (please specify: [Click here to enter text.](#))

7. What best describes your institution's faculty development structure?
 - A centralized unit with dedicated staff that offers a range of faculty development programs
 - A "clearinghouse" for programs and offerings that are sponsored across institutions, but offering few programs itself
 - A committee charged with supporting faculty development
 - An individual faculty member or administrator charged with supporting faculty development
 - Other
 please describe: [Click here to enter text.](#)

8. What is your institution's Carnegie Classification?

- Doctorate-granting University
- Master's College or University
- Baccalaureate College
- Associate's College
- Special Focus Institution
- Tribal College
- Other type of institution

please specify: [Click here to enter text.](#)

9. Is your institution

- Public
- Private

10. What is the size of your institution?

- Large four-year (more than 10,000 FTEs)
- Medium four-year (at least 3,000, but fewer than 10,000 FTEs)
- Small four-year (at least 1,000, but fewer than 3,000 FTEs)
- Very small four-year (fewer than 1,000 FTEs)
- Very large two-year (more than 10,000 FTEs)
- Large two-year (at least 5,000, but fewer than 10,000 FTEs)
- Medium two-year (at least 2,000, but fewer than 5,000 FTEs)
- Small two-year (at least 500, but fewer than 2,000 FTEs)
- Very small two-year (fewer than 500 FTEs)

Thank you for your participation in Round 1

**Please save your answers in this document and return via email to Kristi
(kristi.verbeke@gmail.com)**

APPENDIX E: ROUND 2 QUESTIONNAIRE

The following knowledge, skills/abilities, and values have been identified by participants in this study as those needed to lead an educational development center. Please indicate below your level of agreement, rating of importance, frequency of use, and whether this skill is required at the time of hire for each item by entering a number in the yellow box below each scale. There is also a box for comments, if you'd like to make any, for each item.

This sample question demonstrates how to fill out the questionnaire:

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
	5 Strongly Agree	4 Agree			
1. Knowledge of scholarship of teaching and learning literature (14)	4	3 Undecided	4 Very Important	4 Occasionally	2 No, can be developed after hire
2 Disagree	3	2 Disagree	3 Moderately Important	3 Seldom	
1 Strongly Disagree	2	1 Somewhat Important	2 Never		
	1	1 Not Important	1 Not sure	1	1
Your rating: Comments?	4		5		
	Put your comments here (optional)				

This number indicates the number of statements provided by participants fitting this

An optional comments box is included if you want to make any comments on any particular item

Rate each competency on the four scales by typing in a number here

Please proceed to the next page to begin the questionnaire

Knowledge	Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
1. Knowledge of scholarship of teaching and learning literature (14)	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	5. Extremely Important 4. Very Important 3. Moderately Important 2. Somewhat Important 1. Not Important	5. Frequently 4. Occasionally 3. Seldom 2. Never 1. Not sure	1. Yes 2. No, can be developed after hire	
	Your rating: Comments?				
2. Knowledge of learning assessment (13)	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	5. Extremely Important 4. Very Important 3. Moderately Important 2. Somewhat Important 1. Not Important	5. Frequently 4. Occasionally 3. Seldom 2. Never 1. Not sure	1. Yes 2. No, can be developed after hire	
	Your rating: Comments?				
3. Knowledge of faculty/educational development literature (13)	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	5. Extremely Important 4. Very Important 3. Moderately Important 2. Somewhat Important 1. Not Important	5. Frequently 4. Occasionally 3. Seldom 2. Never 1. Not sure	1. Yes 2. No, can be developed after hire	
	Your rating: Comments?				
4. Knowledge of learning theory and research (11)	5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree	5. Extremely Important 4. Very Important 3. Moderately Important 2. Somewhat Important 1. Not Important	5. Frequently 4. Occasionally 3. Seldom 2. Never 1. Not sure	1. Yes 2. No, can be developed after hire	
	Your rating: Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
5. Knowledge of varying pedagogical approaches within and across disciplines (11)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree		5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	<i>Your rating: Comments?</i>				
6. Knowledge of instructional development (curriculum and course development) (10)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree		5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	<i>Your rating: Comments?</i>				
7. Knowledge of educational technology and its use in higher education (9)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree		5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	<i>Your rating: Comments?</i>				
8. Knowledge of organizational theory (change and development) (8)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree		5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	<i>Your rating: Comments?</i>				
9. Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units) (8)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree		5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	<i>Your rating: Comments?</i>				

Competency	Agreement (this is a critical competency and belongs on the list)					Importance	Frequency of Occurrence	Required at Hire
10. Knowledge of current issues and trends in higher education (6)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire			
	Your rating: Comments?							
11. Knowledge of current issues and innovations in teaching and learning (6)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire			
	Your rating: Comments?							
12. Knowledge of academic career development (e.g., faculty career stages and roles) (4)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire			
	Your rating: Comments?							
13. Knowledge of classroom management theories (1)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire			
	Your rating: Comments?							
14. Knowledge of the history of higher education (1)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire			
	Your rating: Comments?							

Skills and Abilities		Competency		Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
15. Ability to collaborate and network across disciplines and levels of the university (27)		5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes		
		4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire		
		3 Undecided	3 Moderately Important	3 Seldom			
		2 Disagree	2 Somewhat Important	2 Never			
		1 Strongly Disagree	1 Not Important	1 Not sure			
Comments?							
16. Supervision and development of staff (19)		5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes		
		4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire		
		3 Undecided	3 Moderately Important	3 Seldom			
		2 Disagree	2 Somewhat Important	2 Never			
		1 Strongly Disagree	1 Not Important	1 Not sure			
Comments?							
17. Oral and written communication skills (15)		5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes		
		4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire		
		3 Undecided	3 Moderately Important	3 Seldom			
		2 Disagree	2 Somewhat Important	2 Never			
		1 Strongly Disagree	1 Not Important	1 Not sure			
Comments?							

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
18. Individual consultation skills (14)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
19. Interpersonal skills (12)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
20. Time and project management skills (11)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
21. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility) (10)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
22. Ability to develop and implement faculty/educational development programs (10)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	<i>Your rating: Comments?</i>				
23. Resilience (humor, patience, positive outlook, persistence) (10)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	<i>Your rating: Comments?</i>				
24. Ability to gather and synthesize multiple resources and help faculty apply them to their teaching (10)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	<i>Your rating: Comments?</i>				
25. Budgeting skills (9)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	<i>Your rating: Comments?</i>				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
26. Strategic planning skills (9)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
Your rating: Comments?				
27. Demonstrated success in university/college teaching (9)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
Your rating: Comments?				
28. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observe, give feedback) (9)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
Your rating: Comments?				
29. Presentation skills (7)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
Your rating: Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
30. Ability to design and lead workshops (7)	5	Strongly Agree	5	Extremely Important	5 Frequently
	4	Agree	4	Very Important	4 Occasionally
	3	Undecided	3	Moderately Important	3 Seldom
	2	Disagree	2	Somewhat Important	2 Never
	1	Strongly Disagree	1	Not Important	1 Not sure
	Your rating: Comments?				
31. Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts) (7)	5	Strongly Agree	5	Extremely Important	5 Frequently
	4	Agree	4	Very Important	4 Occasionally
	3	Undecided	3	Moderately Important	3 Seldom
	2	Disagree	2	Somewhat Important	2 Never
	1	Strongly Disagree	1	Not Important	1 Not sure
	Your rating: Comments?				
32. Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff) (5)	5	Strongly Agree	5	Extremely Important	5 Frequently
	4	Agree	4	Very Important	4 Occasionally
	3	Undecided	3	Moderately Important	3 Seldom
	2	Disagree	2	Somewhat Important	2 Never
	1	Strongly Disagree	1	Not Important	1 Not sure
	Your rating: Comments?				
33. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration) (5)	5	Strongly Agree	5	Extremely Important	5 Frequently
	4	Agree	4	Very Important	4 Occasionally
	3	Undecided	3	Moderately Important	3 Seldom
	2	Disagree	2	Somewhat Important	2 Never
	1	Strongly Disagree	1	Not Important	1 Not sure
	Your rating: Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)					Importance	Frequency of Occurrence	Required at Hire
34. Technology skills relevant to teaching and learning (5)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire
	4 Agree	4 Very Important	5 Frequently	1 Yes	3 Undecided	3 Moderately Important	3 Seldom	2 No, can be developed after hire
	3 Undecided	3 Moderately Important	4 Occasionally	2 No, can be developed after hire	2 Disagree	2 Somewhat Important	2 Never	
	2 Disagree	2 Somewhat Important	3 Seldom		1 Strongly Disagree	1 Not Important	1 Not sure	
	1 Strongly Disagree	1 Not Important	2 Never		Your rating: Comments?			
35. Conflict management and problem solving skills (4)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire
	4 Agree	4 Very Important	5 Frequently	2 No, can be developed after hire	3 Undecided	3 Moderately Important	3 Seldom	
	3 Undecided	3 Moderately Important	4 Occasionally		2 Disagree	2 Somewhat Important	2 Never	
	2 Disagree	2 Somewhat Important	3 Seldom		1 Strongly Disagree	1 Not Important	1 Not sure	
	1 Strongly Disagree	1 Not Important	2 Never		Your rating: Comments?			
36. Ability to take initiative (4)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire
	4 Agree	4 Very Important	5 Frequently	2 No, can be developed after hire	3 Undecided	3 Moderately Important	3 Seldom	
	3 Undecided	3 Moderately Important	4 Occasionally		2 Disagree	2 Somewhat Important	2 Never	
	2 Disagree	2 Somewhat Important	3 Seldom		1 Strongly Disagree	1 Not Important	1 Not sure	
	1 Strongly Disagree	1 Not Important	2 Never		Your rating: Comments?			
37. Listening skills (4)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire
	4 Agree	4 Very Important	5 Frequently	2 No, can be developed after hire	3 Undecided	3 Moderately Important	3 Seldom	
	3 Undecided	3 Moderately Important	4 Occasionally		2 Disagree	2 Somewhat Important	2 Never	
	2 Disagree	2 Somewhat Important	3 Seldom		1 Strongly Disagree	1 Not Important	1 Not sure	
	1 Strongly Disagree	1 Not Important	2 Never		Your rating: Comments?			

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
38. Ability to conduct and evaluate research on teaching and learning and faculty/educational development (4)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
39. Ability to obtain and manage grants (3)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
40. Ability to work autonomously (3)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
41. Participation in national/international faculty/educational development organization (3)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
50. Ability to obtain a faculty appointment in an academic department (1)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
Your rating: Comments?				

Values	Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
51. Commitment to ethical practice (15)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Your rating: Comments?					
52. Diversity and inclusion (12)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Your rating: Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
	5 Strongly Agree	4 Agree			
53. Commitment to ongoing professional development and continuous improvement (8)	5 Strongly Agree	4 Agree	5 Extremely Important	5 Frequently	1 Yes
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
54. Community and relationship building (9)	5 Strongly Agree	4 Very Important	5 Extremely Important	5 Frequently	1 Yes
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
55. Passion for teaching and learning (7)	5 Strongly Agree	4 Very Important	5 Extremely Important	5 Frequently	1 Yes
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					
56. Commitment to lifelong learning (5)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Your rating: Comments?					

Competency		Agreement (this is a critical competency and belongs on the list)		Importance		Frequency of Occurrence		Required at Hire	
57. Respect (5)		5 Strongly Agree	5 Extremely Important	5 Frequently	5 Frequently	1 Yes	1 Yes	1 Yes	1 Yes
		4 Agree	4 Very Important	4 Occasionally	4 Occasionally	2 No, can be developed after hire			
		3 Undecided	3 Moderately Important	3 Seldom	3 Seldom				
		2 Disagree	2 Somewhat Important	2 Never	2 Never				
		1 Strongly Disagree	1 Not Important	1 Not sure	1 Not sure				
Your rating: Comments?									
58. Service orientation (5)		5 Strongly Agree	5 Extremely Important	5 Frequently	5 Frequently	1 Yes	1 Yes	1 Yes	1 Yes
		4 Agree	4 Very Important	4 Occasionally	4 Occasionally	2 No, can be developed after hire			
		3 Undecided	3 Moderately Important	3 Seldom	3 Seldom				
		2 Disagree	2 Somewhat Important	2 Never	2 Never				
		1 Strongly Disagree	1 Not Important	1 Not sure	1 Not sure				
Your rating: Comments?									
59. Openness to new ideas (3)		5 Strongly Agree	5 Extremely Important	5 Frequently	5 Frequently	1 Yes	1 Yes	1 Yes	1 Yes
		4 Agree	4 Very Important	4 Occasionally	4 Occasionally	2 No, can be developed after hire			
		3 Undecided	3 Moderately Important	3 Seldom	3 Seldom				
		2 Disagree	2 Somewhat Important	2 Never	2 Never				
		1 Strongly Disagree	1 Not Important	1 Not sure	1 Not sure				
Your rating: Comments?									
60. Scholarship (3)		5 Strongly Agree	5 Extremely Important	5 Frequently	5 Frequently	1 Yes	1 Yes	1 Yes	1 Yes
		4 Agree	4 Very Important	4 Occasionally	4 Occasionally	2 No, can be developed after hire			
		3 Undecided	3 Moderately Important	3 Seldom	3 Seldom				
		2 Disagree	2 Somewhat Important	2 Never	2 Never				
		1 Strongly Disagree	1 Not Important	1 Not sure	1 Not sure				
Your rating: Comments?									

Competency	Agreement (this is a critical competency and belongs on the list)		Importance	Frequency of Occurrence	Required at Hire
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
65. Reflective practice (1)	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
<i>Your rating: Comments?</i>					
66. Social justice (1)	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
<i>Your rating: Comments?</i>					

Are there any knowledge, skills/abilities, or values missing from this list? If so, please note them here:

Thank you for your participation in Round 2
Please save your answers in this document and return via email to Kristi (kristi.verbeke@gmail.com)

APPENDIX F: ROUND 3 QUESTIONNAIRE

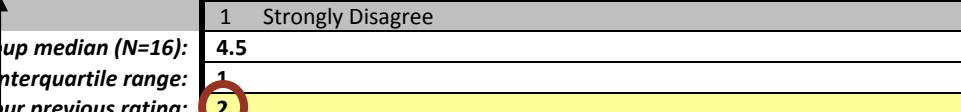
The goal of this round is to work on reaching a consensus about the knowledge, skills, abilities, and values required for a leader in faculty/educational development. Based on feedback and to make things a little easier for you, this time **you will only rate the competencies on the Agreement scale, which indicates the level to which you agree that this is a competency required for a leader in faculty/educational development. Please think about whether each item is required to do the job** (not whether it needs to be present before or after hiring – we'll rate those ideas after we've come up with our final list)

For each question, I've indicated the group median as well as your response from the last round (for comparison). You may change/justify any of your answers, but I've called attention to answers where your responses differ from the rest of the group (based on the interquartile range) with gray shading.

Please review your ratings for *all* items, in comparison with the group, and enter your new rating for this round. Your ratings do not have to change if you still feel the same, but **for the shaded questions, if you do not change your rating, please provide justification in the “Justification” box.**

This sample question demonstrates how to fill out the questionnaire:

Competency	Agreement (this is a critical competency and belongs on the list)
<p>2. Knowledge of scholarship of teaching and learning literature</p> <p>Group median (N=16): 4.5</p> <p>Interquartile range: 1</p> <p>Your previous rating: 2</p> <p>Your new rating:</p> <p>Justification:</p>	<p>5 Strongly Agree</p> <p>4 Agree</p> <p>3 Undecided</p> <p>2 Disagree</p> <p>1 Strongly Disagree</p>



Your new rating goes here. If you did not change your rating for a shareable competency, leave it blank.

This question is shaded, which means your response differs from the group (based on the interquartile range). Please review the group median and reconsider your rating.

Your new rating goes here. If you did not change your rating for a shaded item, please provide your reasoning in the “Justification” section

Please proceed to the next page to begin the questionnaire

Knowledge

Competency	Agreement (this is a critical competency and belongs on the list)
1. Knowledge of scholarship of teaching and learning literature Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4.5 1 Your previous rating: Your new rating: Justification:
2. Knowledge of learning assessment Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4 1 Your previous rating: Your new rating: Justification:
3. Knowledge of faculty/educational development literature Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1 Your previous rating: Your new rating: Justification:
4. Knowledge of learning theory and research Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1 Your previous rating: Your new rating: Justification:
5. Knowledge of varying pedagogical approaches within and across disciplines Group median (N=15): Interquartile range: Your previous rating: Your new rating: Justification:	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1 Your previous rating: Your new rating: Justification:

Competency	Agreement (this is a critical competency and belongs on the list)
6. Knowledge of instructional development (curriculum and course development)	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=15): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>5 1</p>
7. Knowledge of educational technology and its use in higher education	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=15): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4 1</p>
8. Knowledge of organizational theory (change and development)	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=14): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4 1</p>
9. General knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4 1</p>
10. Knowledge of current issues and trends in higher education	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4 1</p>

Competency	Agreement (this is a critical competency and belongs on the list)
11. Knowledge of current issues and innovations in teaching and learning <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 .75</p>
12. Knowledge of academic career development (e.g., faculty career stages and roles) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 2</p>
13. Knowledge of classroom management theories <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 2</p>
14. Knowledge of the history of higher education <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1.75</p>

Skills and Abilities

Competency	Agreement (this is a critical competency and belongs on the list)
15. Ability to collaborate and network across disciplines and levels of the university	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>5 0</p>
16. Supervision and development of staff	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4.5 1</p>
17. Oral and written communication skills	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>5 0</p>
18. Individual consultation skills	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>4.5 1</p>
19. Interpersonal skills	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median (N=16): Interquartile range: Your previous rating: Your new rating: Justification:</p> <p>5 0</p>

Competency	Agreement (this is a critical competency and belongs on the list)
20. Time and project management skills <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
21. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
22. Ability to develop and implement faculty/educational development programs <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 0
23. Resilience (humor, patience, positive outlook, persistence) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
24. Ability to gather and synthesize multiple resources and help faculty apply them to their teaching <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1

Competency	Agreement (this is a critical competency and belongs on the list)
25. Budgeting skills <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4 .75
26. Strategic planning skills <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4 1
27. Demonstrated success in university/college teaching <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
28. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observe, give feedback) <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
29. Presentation skills <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4 1

Competency	Agreement (this is a critical competency and belongs on the list)
30. Ability to design and lead workshops <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
31. Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
32. Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
33. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
34. Technology skills relevant to teaching and learning <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>

Competency	Agreement (this is a critical competency and belongs on the list)
35. Conflict management and problem solving skills <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
36. Ability to take initiative <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
37. Listening skills <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 0</p>
38. Ability to conduct and evaluate research on teaching and learning and faculty/educational development <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>3 1</p>
39. Ability to obtain and manage grants <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>3 0</p>

Competency	Agreement (this is a critical competency and belongs on the list)
40. Ability to work autonomously <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
41. Participation in national/international faculty/educational development organization <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
42. Earned Ph.D. or Ed.D. <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 2</p>
43. Engagement in scholarly activity (e.g., research, publications, presentations) <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
44. Organizational skills <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4.5 1</p>

Competency	Agreement (this is a critical competency and belongs on the list)
45. Ability to assess program impact <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
46. Ability to write reports <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
47. Ability to convey self-confidence <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 .75</p>
48. Ability to market programs <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1.25</p>
49. Ability to chair a committee <i>Group median (N=15):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>

Competency	Agreement (this is a critical competency and belongs on the list)
50. Ability to obtain a faculty appointment in an academic department	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree
<i>Group median (N=15):</i>	4
<i>Interquartile range:</i>	2
<i>Your previous rating:</i>	
<i>Your new rating:</i>	
<i>Justification:</i>	

Values

Competency	Agreement (this is a critical competency and belongs on the list)
51. Commitment to ethical practice	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree
<i>Group median (N=14):</i>	5
<i>Interquartile range:</i>	0
<i>Your previous rating:</i>	
<i>Your new rating:</i>	
<i>Justification:</i>	
52. Diversity and inclusion	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree
<i>Group median (N=15):</i>	5
<i>Interquartile range:</i>	0
<i>Your previous rating:</i>	
<i>Your new rating:</i>	
<i>Justification:</i>	
53. Commitment to ongoing professional development and continuous improvement	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree
<i>Group median (N=16):</i>	5
<i>Interquartile range:</i>	0
<i>Your previous rating:</i>	
<i>Your new rating:</i>	
<i>Justification:</i>	

Competency	Agreement (this is a critical competency and belongs on the list)
54. Community and relationship building <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
55. Passion for teaching and learning <i>Group median (N=16):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4.5 1</p>
56. Commitment to lifelong learning <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>
57. Respect for each individual and his/her personal challenges related to teaching and learning <i>Group median (N=13):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>5 1</p>
58. Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality) <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>4 1</p>

Competency	Agreement (this is a critical competency and belongs on the list)
59. Openness to new ideas <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree <i>4</i> <i>1</i>
60. Perceives scholarship as appropriate to his/her work or center activity <i>Group median (N=13):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree <i>4</i> <i>1</i>
61. Intellectual curiosity <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree <i>4</i> <i>2</i>
62. Strong work ethic <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree <i>5</i> <i>1</i>
63. Empowerment of others <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree <i>4.5</i> <i>1</i>

Competency	Agreement (this is a critical competency and belongs on the list)
64. Relaxation and fun <i>Group median (N=14):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 4 2.25
65. Reflective practice <i>Group median (N=13):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 5 1
66. Social justice <i>Group median (N=13):</i> <i>Interquartile range:</i> <i>Your previous rating:</i> <i>Your new rating:</i> <i>Justification:</i>	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree 3 3

Thank you for your participation in Round 3
Please save your answers in this document and return via email to Kristi
(kristi.verbeke@gmail.com)

APPENDIX G: ROUND 4 QUESTIONNAIRE

The goal of this final round is to confirm the final list of knowledge, skills, abilities, and values required for a leader in faculty/educational development. As with last time, for each question, I've indicated the group median as well as your response from previous rounds (for comparison). You may change/justify any of your answers, but I've called attention to answers where either the group is not in agreement and/or your response differs from the rest of the group (based on the interquartile range) with gray shading.

Remember, the goal is to identify the knowledge, skills, abilities, and values necessary for a leader in faculty/educational development, not necessarily only those that need to be present at the time of hire, but also those that one needs to be successful as a leader currently in the position.

This sample question demonstrates how to fill out the questionnaire:

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence		Required at Hire
			5 Frequently	4 Occasionally	
67. Knowledge of scholarship of teaching and learning literature	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	4	4	4	1 = 50% 2 = 50%	
Comments?					

• Justifications given by others from the last round will appear here for shaded questions

This question is shaded, which means we still don't have consensus as a group or your response differs from the rest of the group (based on the interquartile range for the Agreement scale). Please review the group median and reconsider your rating.

As with previous questionnaires, a comment box is available, if you wish to provide any final comments

If the question is shaded, justifications provided by participants in the last round will be provided. Please review their comments when considering your new rating for this round

If you decide to change your rating on any item, please place your new rating in the appropriate box. For ease of filling out the questionnaire, you only need to fill in this box if you want to change a rating, but please review each item carefully.

Please proceed to the next page to begin the questionnaire

Knowledge	Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
1. Knowledge of scholarship of teaching and learning literature					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	4	5	1 = 46.67%	
	Interquartile range: 1	1	1	2 = 53.33%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
2. Knowledge of learning assessment					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	4	5	1 = 53.33%	
	Interquartile range: 0	2	1	2 = 46.67%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
3. Knowledge of faculty/educational development literature					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 5	5	5	1 = 33.33%	
	Interquartile range: 1	1	0	2 = 66.67%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
4. Knowledge of learning theory and research	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 46.67% 2 = 53.33%	
	<i>Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?</i>				
5. Knowledge of varying pedagogical approaches within and across disciplines	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 50% 2 = 50%	
	<i>Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?</i>				
6. Knowledge of instructional development (curriculum and course development)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 78.57% 2 = 21.43%	
	<i>Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?</i>				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
10. Knowledge of current issues and trends in higher education	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	4	4	4	1 = 46.67%
	<i>Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?</i>				
11. Knowledge of current issues and innovations in teaching and learning	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 0	5 1	5 1	1 = 66.67% 2 = 33.33%
	<i>Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?</i>				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence			Required at Hire
			5 Frequently	4 Occasionally	3 Seldom	
14. Knowledge of the history of higher education	<p>5 Strongly Agree</p> <p>4 Agree</p> <p>3 Undecided</p> <p>2 Disagree</p> <p>1 Strongly Disagree</p>	<p>5 Extremely Important</p> <p>4 Very Important</p> <p>3 Moderately Important</p> <p>2 Somewhat Important</p> <p>1 Not Important</p>	1 Yes	2 No, can be developed after hire		
Group median:	3	3	3	3	3	1 = 6.67%
Interquartile range:	1	1	1	1	1	2 = 93.33%
Your previous ratings:						
Justifications from others in last round:						
Your new rating(s) (only if different)						
Comments?						

Skills and Abilities

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence			Required at Hire
			5 Frequently	4 Occasionally	3 Seldom	
15. Ability to collaborate and network across disciplines and levels of the university	<p>5 Strongly Agree</p> <p>4 Agree</p> <p>3 Undecided</p> <p>2 Disagree</p> <p>1 Strongly Disagree</p>	<p>5 Extremely Important</p> <p>4 Very Important</p> <p>3 Moderately Important</p> <p>2 Somewhat Important</p> <p>1 Not Important</p>	1 Yes	2 No, can be developed after hire		
Group median:	5	5	5	5	5	1 = 86.67%
Interquartile range:	0	0	0	0	0	2 = 13.33%
Your previous ratings:						
Justifications from others in last round:						
Your new rating(s) (only if different)						
Comments?						

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
16. Supervision and development of staff	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 1	5 2	5 1	1 = 64.29% 2 = 35.71%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
17. Oral and written communication skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 0	5 0	5 0	1 = 100% 2 = 0%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
18. Individual consultation skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 1	5 2	5 2	1 = 57.14% 2 = 42.86%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
19. Interpersonal skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 100%	
	Your previous ratings:			2 = 0%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
20. Time and project management skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 66.67%	
	Your previous ratings:			2 = 33.33%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
21. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 100%	
	Your previous ratings:			2 = 0%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
22. Ability to develop and implement faculty/educational development programs	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 0	5 1	5 0	1 = 78.57% 2 = 21.43%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
23. Resilience (humor, patience, positive outlook, persistence)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 1	5 1	5 0	1 = 93.33% 2 = 6.67%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
24. Ability to gather and synthesize multiple resources and help faculty apply them to their teaching	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 0	5 2	5 1	1 = 46.67% 2 = 53.33%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1	Yes
25. Budgeting skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	4	4	1 = 13.33%	
	Your previous ratings:	1	1	2 = 86.67%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
26. Strategic planning skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	4	4	1 = 13.33%	
	Your previous ratings:	0	1	2 = 86.67%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
27. Demonstrated success in university/college teaching	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5	4	1 = 86.67%	
	Your previous ratings:	1	1	2 = 13.33%	
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
28. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observe, give feedback)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?	5 1	5 1.25	5 1	5 1	1 = 57.14% 2 = 42.86%
29. Presentation skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?	4 1	4 1	5 1	5 1	1 = 53.33% 2 = 46.67%
30. Ability to design and lead workshops	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different) Comments?	4 0	4 2	5 1	5 1	1 = 46.67% 2 = 53.33%

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
31. Political acumen (e.g., ability to make good judgments relative to the institution's political and cultural contexts)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 0	5 0	5 1	1 = 53.33% 2 = 46.67%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
32. Ability to advocate effectively for faculty/educational development to all levels of the institution (administrators, faculty and staff)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 1	5 1	5 1	1 = 53.33% 2 = 46.67%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
33. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5 1	5 1	5 1	1 = 53.33% 2 = 46.67%
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1	Yes
34. Technology skills relevant to teaching and learning	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	4	4	1 = 13.33%	
	Your previous ratings:	1	1	0	2 = 86.67%
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
35. Conflict management and problem solving skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5	5	4	1 = 50%
	Your previous ratings:	1	1.25	2	2 = 50%
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
36. Ability to take initiative	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:	5	4	5	1 = 78.57%
	Your previous ratings:	1	1	1	2 = 21.43%
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				5 Frequently	1 Yes
37. Listening skills	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 5	5	5	1 = 100%	
	Interquartile range: 0	0	0	2 = 0%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
38. Ability to conduct and evaluate research on teaching and learning and faculty/educational development	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	3	4	1 = 13.33%	
	Interquartile range: 1	1	1	2 = 86.67%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
39. Ability to obtain and manage grants	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 3	3	3	1 = 0%	
	Interquartile range: 0	1.25	1	2 = 100%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1	Yes
40. Ability to work autonomously	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Group median:		4	5	1 = 85.71%	
Interquartile range:		1	1	.25	2 = 14.29%
<i>Your previous ratings:</i>					
<i>Justifications from others in last round:</i>					
<i>Your new rating(s) (only if different)</i>					
<i>Comments?</i>					
41. Participation in national/international faculty/educational development organization	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Group median:		4	4	1 = 13.33%	
Interquartile range:		1	1	.1	2 = 86.67%
<i>Your previous ratings:</i>					
<i>Justifications from others in last round:</i>					
<i>Your new rating(s) (only if different)</i>					
<i>Comments?</i>					
42. Earned Ph.D. or Ed.D.	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
Group median:		5	4	1 = 53.33%	
Interquartile range:		1	1	.25	2 = 46.67%
<i>Your previous ratings:</i>					
<i>Justifications from others in last round:</i>					
<i>Your new rating(s) (only if different)</i>					
<i>Comments?</i>					

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1	Yes
43. Engagement in scholarly activity (e.g., research, publications, presentations)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 26.67% 2 = 73.33%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
44. Organizational skills	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 71.43% 2 = 28.57%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
45. Ability to assess program impact	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
	Group median: Interquartile range:			1 = 14.29% 2 = 85.71%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				5 Frequently	1 Yes
46. Ability to write reports	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	3.5	4	1 = 35.71%	
	Interquartile range: 0	2	.25	2 = 64.29%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
47. Ability to convey self-confidence	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	4	5	1 = 73.33%	
	Interquartile range: 0	1	1	2 = 26.67%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
48. Ability to market programs	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 4	4	5	1 = 6.67%	
	Interquartile range: 0	2	1	2 = 93.33%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
				1 Yes 2 No, can be developed after hire
49. Ability to chair a committee	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	Group median: 4	3.5	4	1 = 20%
	Interquartile range: 1	1.25	2	2 = 80%
	Your previous ratings:			
	Justifications from others in last round:			
	Your new rating(s) (only if different)			
	Comments?			
50. Ability to obtain a faculty appointment in an academic department	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire
	Group median: 4	3	4	1 = 26.67%
	Interquartile range: 2	2	2	2 = 73.33%
	Your previous ratings:			
	Justifications from others in last round:			
	Your new rating(s) (only if different)			
	Comments?			

- Undecided: Helps to have at least adjunct appointment, but role can pull leader in too many directions, if faculty responsibilities come with it. If not, it's not a true appointment anyway.
- Disagree: While this might be nice for prestige, I have chosen twice, not to negotiate for a tenure-track position the would both distract me from my chosen work and offer only retreat rights to an academic position outside of my chosen field of educational development.
- Disagree: This depends on the institution. A faculty appointment is good to have, but at some institutions is not necessary (for example if you go to a specialized institution that is not your field (fine arts, music, engineering, etc))
- Disagree: I direct a center at a technological university – however, it is possible for a person with an academic background not covered by our academic units (like education for example) to be able to succeed here. Also, at this research university, the ability to obtain a faculty appointment in an academic unit implies incredible research skill and potential in that discipline – these are not necessary for our work.
- Disagree: Many departments allow faculty developers with Ph.Ds to teach, but they don't want to make a full appointment and use up one of their slots.

Your new rating(s) (only if different)
Comments?

Values	Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
51. Commitment to ethical practice					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 5	5	5	1 = 93.33%	
	Interquartile range: 0	0	0	2 = 6.67%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
52. Diversity and inclusion					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 5	5	5	1 = 80%	
	Interquartile range: 0	1	1	2 = 20%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				
53. Commitment to ongoing professional development and continuous improvement					
	5 Strongly Agree	5 Extremely Important	5 Frequently	1 Yes	
	4 Agree	4 Very Important	4 Occasionally	2 No, can be developed after hire	
	3 Undecided	3 Moderately Important	3 Seldom		
	2 Disagree	2 Somewhat Important	2 Never		
	1 Strongly Disagree	1 Not Important	1 Not sure		
	Group median: 5	5	5	1 = 80%	
	Interquartile range: 0	0	0	2 = 20%	
	Your previous ratings:				
	Justifications from others in last round:				
	Your new rating(s) (only if different)				
	Comments?				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
54. Community and relationship building	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = 57.14% 2 = 42.86%	
	Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)				
55. Passion for teaching and learning	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = 93.33% 2 = 6.67%	
	Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)				
56. Commitment to lifelong learning	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = 71.43% 2 = 28.57%	
	Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)				

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
57. Respect for each individual and his/her personal challenges related to teaching and learning	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = Yes 1 = 92.31%	2 = No, can be developed after hire 2 = 7.69%
Group median: Interquartile range:	5 0	5 .75	5 0		
Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)					
Comments?					
58. Service orientation – committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = Yes 1 = 57.14%	2 = No, can be developed after hire 2 = 42.86%
Group median: Interquartile range:	4 1	5 1	5 0		
Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)					
Comments?					
59. Openness to new ideas	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 = Yes 1 = 64.29%	2 = No, can be developed after hire 2 = 35.71%
Group median: Interquartile range:	5 1	5 1.25	5 0		
Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)					
Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
60. Perceives scholarship as appropriate to his/her work or center activity	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	4 0	4 1.75	4 1.75	1 = 23.08% 2 = 76.92%	
Comments?					
61. Intellectual curiosity	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	4 1	4 2	5 1	1 = 92.86% 2 = 7.14%	
Comments?					
62. Strong work ethic	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	5 1	5 1	5 0	1 = 92.86% 2 = 7.14%	
Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire	
				1 Yes	2 No, can be developed after hire
63. Empowerment of others	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	5 1	5 1	5 5	1 = 71.43% 2 = 28.57%	
Comments?					
64. Relaxation and fun	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	4 1	4 2	4 2	1 = 69.23% 2 = 30.77%	
Comments?					
65. Reflective practice	5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree	5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important	5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure	1 Yes 2 No, can be developed after hire	
Group median: Interquartile range: Your previous ratings: Justifications from others in last round: Your new rating(s) (only if different)	5 1	4 1	5 1	1 = 50% 2 = 50%	
Comments?					

Competency	Agreement (this is a critical competency and belongs on the list)	Importance	Frequency of Occurrence	Required at Hire
				1
66. Social justice	<p>5 Strongly Agree 4 Agree 3 Undecided 2 Disagree 1 Strongly Disagree</p> <p>Group median: Interquartile range:</p>	<p>5 Extremely Important 4 Very Important 3 Moderately Important 2 Somewhat Important 1 Not Important</p> <p>Your previous ratings:</p> <p><i>Justifications from others in last round:</i></p> <ul style="list-style-type: none"> Strongly Agree: Personal commitment to social justice is a core value of the profession. Leader must exemplify it. Strongly Agree: I rate this highly because I think education is inherently about social justice, i.e., helping every individual develop his/her potential. But I also recognize that it may be an explicit motivation for some faculty developers, but not so much for others. I'm not surprised that the interquartile range is as broad as it is. Strongly Agree: At this point in American life, we absolutely must pay attention to these issues. Again, I think this gives a director more credibility with underrepresented and majority faculty, staff and students alike and I also understand that this connection is not obvious to everyone. Disagree: can be misinterpreted <p>Your new rating(s) (only if different) Comments?</p>	<p>5 Frequently 4 Occasionally 3 Seldom 2 Never 1 Not sure</p> <p>1 = 53.85% 2 = 46.15%</p>	<p>1 Yes 2 No, can be developed after hire</p>

Thank you for your participation in Round 4 (the FINAL round!)
Please save your answers in this document and return via email to Kristi (kristi.verbeke@gmail.com)

APPENDIX H: RESEARCHER JOURNAL

July 9, 2013

First review of my instruments with Expert #1. She liked the open-ended question and the way I broke out the knowledge, skills, abilities, and values piece as prompts. Her only recommendation was that I clarify on the quantitative scales what I meant by “agree”. We decided that I should be clear that agree means this is a key competency and should be kept on the list. I made the changes to the second questionnaire.

July 12, 2013

Review of my instruments with Expert #2. She also had no issues with the open-ended questionnaire. She suggested that I change the presentation of the scale items for my Likert scales in questionnaire 2. Specifically, she commented that she expected the positive responses to be presented first on my scales (e.g., strongly agree, extremely important). We agreed that I would switch the order of them visually on my instrument.

July 17, 2013

I put together my list of potential experts based on the literature I've gathered as well as by researching the POD network website for past presidents and members of the Core and Executive committees. My initial list had 46 individuals on it. After researching each one for contact information, I ended up with 32 who met my required qualifications. Will contact them tomorrow and ask them to participate.

July 18, 2013

Began emailing potential participants today. I sent out 32 requests about an hour ago and already have 4 who have agreed to participate. I gave a one week deadline to agree and am feeling pretty positive about obtaining a sample of 10-20 participants.

July 22, 2013

Quite a few experts have already agreed to participate in my study (22), so I decided to email the Round 1 questionnaire today to get started. Four returned it right away today, I started entering the data into a Word table per Ruona (2005) recommendations.

July 24, 2013

Two more questionnaires returned today, so I also entered them into my Word table. Right now, it seems as though people are having trouble distinguishing between skills and abilities in their responses, so it might make sense to combine them into one category for the follow up questionnaires (this is consistent with other studies I've read regarding competencies). I'll see how the rest of the data comes back before making any definite decisions, but 3 of the 5 so far have commented that they didn't really see a difference and one person even took it upon himself to combine the categories in his response.

July 26, 2013

I've received a total of nine questionnaires now and am starting to sort/group statements into themes I see emerging. Right now I'm doing a cursory analysis of everything I'm seeing and there are definitely some consistent ideas being presented. Others are not as clear, or statements

sometimes seem confounded. I'm just doing the best I can and making notes to myself about my thoughts in the table. Once I have all the information in there, I'll print it and do a more in-depth analysis.

It's also clear that there is overlap/repeat between what people are putting down as knowledge, skills, abilities and values. I'm keeping the original labels in the table assigned by the participant, but am no longer keeping them separate from one another. What I mean is that I'm now grouping across categories if there is a repeated idea (regardless of whether someone related the statement as a knowledge or skill). The most important thing to me is that the content is accurate, not whether we call something knowledge or skill.

July 31, 2013

Round 1 questionnaires still trickling in. I sent out reminders today. I'm traveling the next few days, so I think I'll extend the deadline for turning Round 1 in, if needed.

August 5, 2015

I've received quite a few questionnaires back now and think it's time to work on the coding and generation of competencies for the second round questionnaire. As questionnaires are coming in, I'm simply placing the statements generated into my Word table and then cutting and pasting each statement into the "clump" of statements that it seems to fit best with (or leaving it by itself if it seems to represent something new). I've also highlighted key words within each statement to help me figure out what fits together. I got everything in the table now. The next step is to print the whole document and start identifying themes and create a coding sheet.

August 6, 2013

After looking over the printed list **several** times, I've created a coding sheet which seems to represent 66 different competencies. At first I wanted to further categorize these 66 because there seem to be themes in the types of things they represent (e.g., types of theoretical knowledge, administrative duties, 'soft skills'), but I think I'm going to hold off and just present the list as it is to the panel and let them decide which should be retained. I'll categorize at the end with the final list. I know I have biases about what I think is important and I don't want that to enter into the process at any point, so I'll just stick with the raw data as is and let the numbers in Rounds 2-4 make the decisions about what gets retained and what does not.

August 9, 2013

I worked on coding the statements today based on the coding sheet I created. Many of the statements represent multiple codes. So, for those, I just copied and pasted a duplicate row in my table for each code represented. I also highlighted the appropriate part in each statement to represent the code attached. This will make it easier to sort and count each code later.

After everything was coded, I sorted by codes and just counted frequencies. I'll report these frequencies to the panel on the second questionnaire when presenting the list.

August 10, 2013

Generated and sent out Round 2 questionnaire today. I had a hard time trying to figure out the best format to represent the 4 scales. Because of the large number of competencies and scales, the resulting questionnaire is a little overwhelming. I'm a little worried about the reaction.

August 14, 2013

Questionnaires are coming in and I'm feeling a little discouraged now. One person withdrew from my study because he didn't agree with my decision to not further categorize the competencies and felt the questionnaire was too long and redundant. I do understand his concerns, but really want the panel to decide on the list and not to interject my own ideas. I'll do that at the end once I have the final list. I am thinking about how to handle the number of scales, though. I do think it's a little overwhelming and am not sure what I'll even do with all that data from round to round. The more I think about it, the more it seems that what I'm really interested in, initially, is the Agree scale. The information from the other scales will be helpful *after* I know what the competencies are.

August 20, 2013

I've got most of the data entered now and the comments are interesting. A lot of people grumbled about the length and complexity of the questionnaire. I think if I'm going to keep them around for another 2 rounds I need to rethink the presentation. In figuring out consensus, I'm only using the first scale (agree vs disagree), so for the third round, I think I'm only going to have them rate on that particular scale and highlight the items they're in disagreement on. That will still allow me to do a check for stability across iterations with this scale, but the other scales are more for classifying information once I come up with a final list.

Also, there are quite a few things that showed up on the list that really aren't competencies, but more like traits or personality characteristics. I'm guessing that's where we'll have some disagreement, and I'll have to deal with that in my discussion. I actually expected this to happen because a lot of our language is value-laden (e.g., "passion for teaching and learning"), so I'm not surprised.

August 26, 2013

I ran all the statistics today and so far only a few items are outside the interquartile range of 1.0 specified in the consensus criteria. I'm going to go back through and look at the comments to see which ones had at least 2 or more people comment that they didn't know what the item is supposed to mean and will revisit the original statements from Round 1 to see if I can't clarify a bit more.

I think for Round 3, I'm going to focus each individual participant on the items that the group is in disagreement on and then individually on any particular items where their answers fall outside the IR. I'll ask them to justify their answers if they don't want to change them.

August 27, 2013

I'm working on creating the template and have decided that it makes more sense to focus people on specific questions where *their* answers fall outside an interquartile range of 1.0. I'm also revising competencies based on comments which indicated confusion. Changes made:

- 9. Added the word General at the beginning to indicate a general knowledge of university culture, not necessarily that of a specific institution
- 47. Reworded to reflect this as an ability: Ability to convey self-confidence
- 57. Changed Respect to Respect for each individual and his/her personal challenges related to teaching and learning
- 58. Elaborated on Service Orientation. Added: Committing to helping others be successful in a variety of ways (e.g., locating resources, taking on administrative duties, hospitality)
- 60. Elaborated on Scholarship: Perceives scholarship as appropriate to his/her work or center activity
- 61. Changed curiosity to Intellectual curiosity

For the following, I couldn't make changes because the folks who identified these did not elaborate what they meant

- 44. Organization skills

41. I like the comment about this being about "attending to one's own professional development". Maybe that can be an overarching category.

September 6, 2013

I'm entering all the data from Round 3 today and it looks like we're getting closer to consensus. I'm trying to decide how to feed back the justification comments in the final round. I'm thinking I'll only provide them for items where the IR is greater than 1.0 and also maybe for participants who are more than 1 point away from the median on any given item.

There also seems to be some confusion about competencies for hire or to actually do the job. I think the first round questionnaire created some confusion in that area, so next round I need to be specific about that.

September 10, 2013

Sent out the final round today! We're a lot closer to consensus, but I'm still struggling with the fact that a few of these items seem more like personality or character traits. Also, there are some that are being retained, that frankly I'm surprised by, like knowledge about classroom management theories and relaxation and fun. For Round 4 results, I want to do a frequency breakdown because I'm thinking that will help me look at the results a little more critically.

September 16, 2013

- Reviewing and coding the job descriptions is helping me refine the categories. My thoughts so far:
- The notion of acumen seems to manifest itself in the job descriptions as a combination of knowing and understanding university culture and life and being able to collaborate and communicate across all levels
- A lot of descriptions talk about fundraising in general, not just grant writing as an administrative duty

- The leadership piece is interesting – there are lots of references to setting policies and strategic directions around teaching and learning. I'm wondering if this is the change agent piece often addressed in the literature
- Engagement of scholarly activity – some specify in SoTL, some do not. Do I combine CREDSCOL and RESMETH?

September 17, 2013

I'm done coding the job descriptions and am now thinking about how I want to organize the final list for the discussion section. General thoughts:

Based on the findings from the job descriptions, there are a few items that I want to refine or elaborate on:

- Educational/instructional technology comes up a lot. I think I can do away with the technology skills piece, but there clearly needs to be some sort of understanding/knowledge about technology to do the job
- The grants item needs to be broadened to include general fundraising for the center.
- Leadership: The job description talked more strategically about leadership – enhancing the culture around teaching. I think this makes the organizational change literature important, even though it didn't bear out in either analysis. There's a disconnect there that needs to be highlighted.
- There was more of an emphasis on doing and facilitating SoTL than I expected. This should be talked about. The engagement in scholarly activity can probably be collapsed with this one.
- The time management piece should probably be rethought – there was more of an emphasis on project management in the job descriptions.
- The same is true for the conflict management piece – that can probably be reframed as problem solving
- Community and relationship building and empowering others – is this the same thing as enhancing the culture around teaching and learning? I think it might be.

The values piece can probably just be done away with. I don't know that it was particularly helpful because there are clearly socially acceptable answers (of course we need to be ethical) and POD already has established values as an organization (<http://podnetwork.org/about-us/mission/>). I think most of them are reflected there, but if not, then that might be worth discussion.

APPENDIX I: INTERNAL REVIEW BOARD DOCUMENTATION AND APPROVAL



IRB Administration Office
 87 East Canfield, Second Floor
 Detroit, Michigan 48201
 Phone: (313) 577-1628
 FAX: (313) 993-7122
<http://irb.wayne.edu>

NOTICE OF EXPEDITED APPROVAL

To: Kristi Verbeke
 Administration & Organization Stud
From: Dr. Scott Millis 
 Chairperson, Behavioral Institutional Review Board (B3)
Date: June 28, 2013
RE: IRB #: 064013B3E
Protocol Title: A Delphi Study to Investigate the Competencies Needed for a Career in Educational Development
Funding Source:
 Protocol #: 1306012092
Expiration Date: June 27, 2014
Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review Category (#7)** by the Chairperson/designee for the Wayne State University Institutional Review Board (B3) for the period of 06/28/2013 through 06/27/2014. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form (received in the IRB Office 6/25/2013)
- Protocol (received in the IRB Office 6/10/2013)
- The request for a waiver of the requirement for written documentation of informed consent has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) The only record linking the participant and the research would be the consent document, (ii) the principal risk would be potential harm resulting from a breach of confidentiality, (iii) each participant will be asked whether he or she wants documentation linking the participant with the research, and the participant's wishes will govern, (iv) the consent process is appropriate, (v) when used requested by the participants consent documentation will be appropriate, (vi) the research is not subject to FDA regulations, and (vii) an information sheet disclosing the required and appropriate additional elements of consent disclosure will be provided to participants not requesting documentation of consent.
- Research Information Sheet (dated 6/21/2013)
- Data Collection Tools- Questionnaire 1: Open-Ended Questions and Participant Demographic Sheet, Questionnaires 2-4: Follow Up Quantitative Confirmation of Responses from Questionnaire 1

-
- Federal regulations require that all research be reviewed at least annually. You *may* receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval **before** the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
 - All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
 - Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (<http://www.irb.wayne.edu/policies-human-research.php>).

NOTE:

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at **each** use.

APPENDIX J: STATEMENTS GENERATED FROM ROUND 1 QUESTIONNAIRE

- 1 course and curriculum design
- 2 scholarship of teaching and learning and of educational development
- 3 Theory and practice of university pedagogy
- 4 collaboration
- 5 Teaching
- 6 Effective presentation
- 7 individual and group consultation
- 8 strategic planning, management & administration
- 9 instructional consultation
- 10 negotiation
- 11 problem solving
- 12 leadership
- 13 learning
- 14 community
- 15 service
- 16 scholarship
- 17 Education in college pedagogy
- 18 Assessment of teaching and learning
- 19 Ability to work in the administrative hierarchy and across disciplines/programs
- 20 Doctorate in a discipline
- 21 Ability to lead workshops
- 22 Communication
- 23 Ability to write and speak publicly
- 24 Consultation on teaching
- 25 Ability to work one-on-one with teachers to improve their practice
- 26 Academic management
- 27 Ability to write and obtain grants
- 28 Team leadership
- 29 Commitment to improving instructors' performance in the classroom
- 30 Commitment to improving student learning
- 31 Commitment to sharing information across campus
- 32 Commitment to listening to needs of campus
- 33 Current issues, pedagogical methods, course design and innovations in teaching and learning in higher education within the US and international higher education context
- 34 Current issues of faculty development related to teaching, research and service (outreach) in higher education
- 35 How students learn, the student learning processes, and learning outcomes
- 36 Literature related to teaching and learning
- 37 Familiarity with learning assessment
- 38 Sensitivity to multiple institutional missions and related faculty roles and responsibilities
- 39 Appreciation and understanding of variability in the teaching missions of different kinds of institutions
- 40 Sensitivity to the personal challenges related to the improvement of teaching and learning

- 41 Experience working with faculty from a variety of disciplines to improve teaching and learning
- 42 Record of working successfully with faculty, administrators, and students
- 43 Ability to work collaboratively within a team setting, but also able to work independently
- 44 Ability to work under pressure, independently, or collaboratively with colleagues
- 45 Initiative and flexibility
- 46 Experience and evidence of success in university teaching
- 47 Experience in implementation and development of postsecondary faculty development
- 48 Ability to assess program impact
- 49 Ability to assess needs of target populations and respond accordingly
- 50 Strong presentation, course design, and organizational skills
- 51 Strong oral and written communication skills
- 52 Excellent interpersonal and consultative skills
- 53 Ability to manage fiscal and budget issues and to supervise and mentor personnel and staff
- 54 Commitment to teaching enhancement and faculty development and their advocacy
- 55 Commitment to continuous professional development and improvement for self and others
- 56 Understanding and appreciation of diverse student and faculty populations and issues faced by those from underrepresented groups
- 57 Appreciation of a variety of academic cultures and disciplines
- 58 Knowledge of faculty development field, its standard practices, and literature
- 59 knowledge of processes of student learning – what happens when students learn and how does teaching affect it (This includes cognitive development and motivation)
- 60 knowledge of literature on teaching in higher education and how to find it in response to a question
- 61 Knowledge of how faculty work in their position as teachers – what are the roles and responsibilities they take on; how they develop across their careers, what is expected of them by students, their colleagues and their institutions
- 62 Maintain a positive outlook in the face of criticism or those who dismiss the work we do
- 63 ability to balance work and life demands so that each is well-represented
- 64 Time and priority management (there's never enough time to do everything)
- 65 Ability to work at multiple levels on multiple projects (from working with students of a faculty member being evaluated as well as the chair of the department evaluating him or her and do it across the skills areas that teaching involves)
- 66 Open-minded and open to new ideas
- 67 Ability to recognize potential opportunities for advancing the mission, but also recognize things that are either futile or not worth doing
- 68 Designing and implementing educational experiences for faculty that are engaging as well as informative
- 69 Information gathering and staying abreast of developments in higher education, especially around teaching innovations or difficulties
- 70 Ability to read and critique research on teaching and to do it
- 71 Interpersonal skills, which are useful for every aspect of their work – working with individuals, with higher ups, with groups, with students, with department groups

- 72 Facility with administrative tasks that all directors must do such as creating reports and evaluating staff
- 73 Budgeting and resource management, including supervising staff
- 74 Instructional diagnosis of a situation quickly
- 75 Observing and giving feedback to others on their teaching, including strategies for gathering and translating useful information for faculty
- 76 Learning is the main purpose of education.
- 77 Be accepting of the times when things go well, and tolerant when they don't. Does this belong with flexibility above?
- 78 The job is to help the faculty and students be more effective, not to advance one's own status.
- 79 There are many ways to learn; some better suited to the situation or the learner than others.
- 80 Faculty have much to offer to one another and to learn from one another.
- 81 Course design theory and practice
- 82 Knowledge about the field of faculty development
- 83 Research about learning
- 84 Research about teaching
- 85 Collaboration
- 86 Communication across disciplines and levels (up and down the food chain)
- 87 Ability to learn in a new setting quickly
- 88 Individual initiative
- 89 Strong content knowledge in a discipline represented at the university where the center is located
- 90 Program (workshop/ongoing faculty learning community, TA training program, etc.) design, development, implementation, and assessment
- 91 Presentation skills
- 92 Faculty consultations
- 93 Supervisory/management skills
- 94 Budgeting
- 95 Strategic thinking as well as operational thinking
- 96 Conflict management
- 97 Strong work ethic
- 98 Integrity
- 99 Clarity/transparency
- 100 Passion for education
- 101 Innovation
- 102 On current literature in human learning, pedagogy in higher education, faculty development, higher education trends
- 103 Of the roles and responsibilities of other service units on campus
- 104 Of university priorities
- 105 Project management—capacity to plan, organize, monitor, and complete a project
- 106 Collaboration
- 107 Initiative—self directed behaviors to begin or follow through with a task
- 108 Judgment—capability to make sound decisions that affect job performance
- 109 Communication—ability to express ideas effectively orally and in writing

- 110 Staff management and development—ability to build and supervise a talent base
- 111 Strategic planning—capacity to devise and articulate a clear vision for achieving goals
- 112 Professionalism—skills and attitudes that convey high standards of conduct
- 113 Responsibility
- 114 Integrity
- 115 Service
- 116 teaching and learning theories at the higher education level
- 117 knowledge of and experience developing assessment tools
- 118 knowledge of a variety of discipline-specific cultures and teaching methods
- 119 literature and practice of educational technology
- 120 knowledge and skill in the use of technology as an instructional tool, especially with regard to online/hybrid course creation and implementation
- 121 Knowledge of the various policies that govern the different types of jobs (academic and non-academic)
- 122 Ability to work effectively in a diverse environment with administrators, faculty, lecturers, teaching assistants, administrative staff, and technical staff
- 123 Earned PhD or EdD with substantial teaching and training experience at the University or college level
- 124 Program development
- 125 Marketing
- 126 must be abreast of the literature on a wide range of issues in higher education and be able to make that knowledge accessible to faculty and teaching assistants through the creative design of workshops, classes, and seminars
- 127 skill in translating theory and methods into the “language” of a variety of disciplines
- 128 experience designing and conducting training workshops, seminars, and classes
- 129 Workshops
- 130 excellent public speaking, writing, and interpersonal communication skills
- 131 Consultations
- 132 experience consulting with faculty and teaching assistants, with diplomacy and sensitivity, on ways to enhance their teaching skills
- 133 analyze discipline-specific and individual-specific needs relating to teaching improvement
- 134 Organizational development
- 135 Knowledge of higher education trends (both short and long term) generally and (especially at state supported institutions) at the federal and state level government levels and, especially, the ability to determine what is most important in the context of your institutional setting and mission
- 136 Curriculum development: Instructional development theories and models (face-to-face, hybrid and online environments) and the implications for teaching and learning at individual course, department/program, and college/ institutional levels
- 137 How people learn: Learning theories, instructional psychology, and education development theories and models
- 138 How systems work and change: Multicultural systemic organization change models
- 139 Networking with peers and colleagues to move projects forward
- 140 Modeling an active scholarly life (having an active publication / teaching / research stream appropriate to one’s disciplinary background, administrative responsibilities, etc.)

- 141 Instructional / workshop design, presentation and assessment skills that are successful across disciplines
- 142 Excellent oral and written communication skills (we send a lot of time editing / writing)
- 143 Ability to create and sustain relationships (e.g., individual and group consultation skills)
- 144 Supervision of direct staff
- 145 Ability to be persuasive to peers and colleagues (e.g., in realm of policy development, campus wide initiatives related to teaching and learning, collaborations across units, etc.)
- 146 Service orientation – by this I mean, committed to helping colleagues be successful (versus oneself), willing to take on “staffing” functions (e.g., organizing agendas; confirming room reservations and catering; designing and duplicating materials; locating, editing and compiling resources).
- 147 Intellectual curiosity – ongoing interest in research and best practices related to teaching and learning from disciplinary and interdisciplinary perspectives
- 148 Sees self and center colleagues as having active scholarly lives as appropriate to our work and center responsibilities (e.g., presenting at conferences, contributing to research and practice literature, etc.) is prioritized and supported
- 149 Commitment to networking and collaborating with local, regional, national and global colleagues in education development
- 150 Knowledge of current issues, pedagogical methods, and innovations in teaching and learning in higher education
- 151 Broad knowledge of current issues of faculty development in higher education
- 152 Knowledge and experience of how students learn, the student learning processes, and learning outcomes
- 153 Knowledge of the literature related to teaching and learning
- 154 Understanding of and familiarity with learning assessment
- 155 Commitment to teaching enhancement and its advocacy
- 156 Sensitivity to the multiple missions of any institution and the related faculty roles and responsibilities
- 157 Appreciation and understanding of variability in the teaching missions of different kinds of institutions
- 158 Sensitivity to the personal challenges related to the improvement of teaching
- 159 Able to relate to academic faculty and staff at all levels
- 160 Experience and ability to adapt to and discuss teaching across a variety of academic cultures and disciplines
- 161 Record of working successfully with faculty, administrators, and students
- 162 Experience working with faculty from a variety of disciplines to improve teaching
- 163 Ability to work collaboratively within a team setting, but also able to work independently
- 164 Ability to work under pressure, independently, or collaboratively with colleagues
- 165 Knowledge of diverse student populations and issues faced by students from underrepresented groups
- 166 Initiative and flexibility
- 167 Substantial experience and evidence of success in university teaching (credibility)
- 168 Evidence of scholarly activity
- 169 Ability to teach in and receive a faculty appointment in an academic department
- 170 Participation in at least one national organization focused on post-secondary teaching and learning

- 171 Significant experience in implementation and development of postsecondary faculty development programs
- 172 Ability to assess needs of target populations and respond accordingly
- 173 Strong presentation, course design, and organizational skills
- 174 Strong oral and written communication skills
- 175 Excellent interpersonal and consultative skills
- 176 Management/supervisory experience (e.g. hiring, annual evaluation, staff professional development plans)
- 177 Experience creating and working within a budget
- 178 Experience writing a strategic plan
- 179 Experience creating an annual report
- 180 Some knowledge of the history of Faculty Development to give perspective to the depth of this profession.
- 181 Need to know where to find the Faculty Development literature to keep up with new trends and ideas.
- 182 Be aware of the various organizational structures that have worked and are working for successful Centers.
- 183 Proficiency in using technology for teaching in appropriate ways so this can be explained to the faculty member.
- 184 Knowing where to find disciplinary journals that include educational resources.
- 185 Ability to communicate with Administrators to help them understand what we do and how it helps create a student-oriented campus.
- 186 Being able to deal with multiple projects at the same time and stay unflustered
- 187 Ability to listen closely and carefully to faculty members to gather data about what they want to be able to do as an excellent teacher.
- 188 Gather data from multiple sources- observations, syllabus, exams, readings, non-verbal information, disciplinary educational journals, faculty development journals, student feedback, etc.- and translate this data into verbal and visual forms that are easily understood.
- 189 Clear speaking and dynamic presence for making workshops and other presentations inviting.
- 190 Ability to prepare and conduct workshops for groups of faculty.
- 191 How to do individual consultation-what needs to be the focus, what forms might be used to guide the observations, ability to communicate well and with compassion (if needed).
- 192 Adherence to the POD code of ethics (found in the front of every copy of "To Improve the Academy").
- 193 Love of teaching and helping others teach as effectively as they can.
- 194 Value confidentiality when working with individuals.
- 195 Individual should have a working knowledge of the faculty development literature and specifically know foundational information about face-to-face and online learning.
- 196 The primary skill to me pertains to identifying what any given situation demands. This is very difficult, but in educational development work there are no specific formula to apply to figure out the best way to help a faculty member in any given situation. A solid educational developer has the skill to essentially figure out what is important and tune out the "noise."

- 197 The ability to take theoretical information and make it very applied. Most faculty members have difficulty in applying evidence-based teaching information in her or his own class. The ability to break down the complex concepts and then show applications is critical.
- 198 A strong belief that individuals, when given the opportunity, really do want to do the right thing. Someone who is positive, and looks for the best in people is what I am really after here
- 199 Of effective teaching and learning approaches, innovative pedagogy
- 200 To think critically and creatively, to connect various elements related to teaching and learning
- 201 Interpersonal skills, teaching skills
- 202 Respect for teaching and learning, respect for students
- 203 Understanding (broadly) of issues and concerns facing universities currently & in the future
- 204 Current research & scholarship on effective teaching practices & student learning (this is a broad category)
- 205 A range of assessment techniques or program evaluation and T&L
- 206 Understanding of the pace & concerns of faculty & graduate student life at different times of the year & stages of careers
- 207 Some knowledge of disciplinary differences or pedagogies specific to different disciplines
- 208 Demonstrate an awareness that campus politics and campus cultures will range & vary, even within a campus
- 209 Ability to manage large, complex projects
- 210 Collaboration
- 211 Understanding of both faculty & administrative perspectives
- 212 To learn quickly
- 213 To find relevant ed development & teaching & learning resources & research
- 214 Excellent writing & interpersonal skills
- 215 Collegial, friendly
- 216 Basically, the POD ethical guidelines
- 217 Theories of teacher development and faculty development in particular
- 218 Learning theory
- 219 Assessment and evaluation skills
- 220 Teaching approaches and their strengths and limitations in various contexts
- 221 Technology skills
- 222 Organizational theory and change strategies
- 223 Research strategies
- 224 Persistence
- 225 Political acumen
- 226 Discernment (good judgment)
- 227 Oral, written, and listening skills
- 228 Interpersonal skills
- 229 Empathy
- 230 Leadership and management skills (setting vision, monitoring progress, enlisting staff support, hiring and developing personnel, budgeting, fundraising, documenting progress)

- 231 Conflict resolution
- 232 Self-confidence
- 233 Learning
- 234 Honesty
- 235 Appreciation for human difference
- 236 Altruism
- 237 Scholarship
- 238 Optimism
- 239 Patience
- 240 Instructional development -Focus on developing courses and pedagogies; working at the level of curriculum and instruction for development purposes. Can also include knowledge about learning.
- 241 Faculty development - Focus on the development of the individual as a teacher, professional (including scholarship, service, etc.), and person. Often involves focus on career stages (new faculty; mid-career faculty; senior faculty), professional roles and component skills (scholarship, leadership, grant-writing, etc.), and personal issues that intersect with professional life and are part of the whole person (work-life balance).
- 242 Learning theory/student development/adult learning - Grounding in the body of literature about learning, cognitive science, educational psychology, student development, adult learning, etc.
- 243 Scholarship of teaching and learning - The growing body of literature and set of practices that approach teaching in learning in a scholarly manner and invest in making findings public.
- 244 Assessment - Understanding of assessment practices for formative and summative purposes.
- 245 Educational technology - Knowledge of contemporary educational technologies and their use in higher education practice.
- 246 Organizational development - Focus on systemic and organizational issues of higher education institutions that impact the academic program and the members of the community.
- 247 Ability to collaborate effectively within and beyond the unit - Not only should one know about and value collaboration but one should be good at it.
- 248 Ability to work autonomously - Not all work is collaborative. People need to be able to work independently
- 249 Ability to teach effectively at the college level - For the sake of credibility, if nothing else, having taught at the college level is important.
- 250 Diverse teaching skills - Some facility / knowledge of a range of component teaching skills (speaking; grading; asking questions, etc.) and various pedagogies (lecture/presentation, discussion, collaborative learning, etc.)
- 251 Ability to design and deliver programming, seminars, workshops, etc. - Ability to develop and deliver complex and appropriate development opportunities for various constituencies.
- 252 Ability to engage in program assessment
- 253 Communication skills - Strong ability to write and speak effectively and persuasively with multiple constituencies.

- 254 Interpersonal skills - Strong abilities to effectively interact with many personalities, constituencies, and levels of hierarchy.
- 255 Consultation skills - Good listening, reflecting, guiding, and advising abilities in the context of solid knowledge and good judgment.
- 256 supervisory skills
- 257 budget management
- 258 strategic planning
- 259 Research skills
- 260 Computer / internet skills (word processing, spreadsheets, website, web 2.0, etc.) - Wide range of technology skills—word processing and beyond.
- 261 Human growth and development (both students and faculty/staff) - Primary commitment and value for developers.
- 262 Commitment to ethical practice (as defined by the POD network:
http://www.podnetwork.org/faculty_development/ethicalguidelines.htm)
- 263 Diversity and inclusion - Related to the value of and believe in human growth and development is the commitment to diverse learners and to building and fostering context that include in as many ways as possible.
- 264 Diversity and inclusion - Knowledge about the wide range of human diversities that are present in faculty, staff, and students populations (gender, racial/ethnic, sexual orientation, religion, ability, etc.) and that impact life in an academic community.
- 265 Collaboration - Much development work relies on collaborations of many sorts, and valuing these collaborations seems fundamental to successful work.
- 266 Commit to competence; know and recognize boundaries; respect confidentiality; behave professionally and with integrity, etc.
- 267 General knowledge of higher education, current trends including globalization, diversity, accountability, the role of technology and the major players including accrediting bodies (regional, disciplinary), higher ed organizations such as AAC&U and AAU.
- 268 A grounding in principles of course and curriculum development and assessment
- 269 Grounding in contemporary theories of learning and the research literature on teaching and learning in higher education
- 270 Some grounding in instructional technology, how much depending on the size of the center, its priorities, the skills of other staff members, etc
- 271 Understanding of the dynamics of colleges and universities as organizations including relevant organizational development theory and concepts.
- 272 The ability to advocate effectively for the center and the value of educational development including sensitivity to the politics of colleges and universities in order to position the center effectively within the institution.
- 273 The ability to protect and acquire additional resources (financial, staff, space) for the center.
- 274 Ability to manage time effectively, juggle multiple demands, set limits and provide for the health and well-being of staff and oneself.
- 275 The ability to network both within the institution, nationally and even internationally, if appropriate.
- 276 Ability to strike the balance between going with the flow and intention.
- 277 Ability to chair a committee and run an effective meeting.

- 278 Ability to plan and facilitate common educational development programs and services such as orientations (faculty, TA), workshops, faculty learning communities, individual consultations, classroom observations, small group individual diagnoses.
- 279 The ability to communicate effectively with a broad range of people and constituencies, both orally and in writing, and in formal and informal interactions
- 280 Ability to listen effectively and open heartedly.
- 281 The ability to manage a center including the management and motivation of staff, budgeting, strategic planning, program planning.
- 282 Ability to manage grants of varying sizes
- 283 Some facility with technologies relevant to teaching and learning in higher education such as learning management systems, internet (of course), social media and online and blended platforms.
- 284 Resilience
- 285 Integrity
- 286 Belief in the importance of human development as an important aim of higher education
- 287 Open minded to range and diversity of ideas, people, possibilities.
- 288 Hospitality
- 289 Curiosity
- 290 Confidentiality
- 291 Importance of relaxation and fun
- 292 Knowledge of the major ideas and literature on college teaching.
- 293 Knowledge of (a) resources nationally (individuals and organizations) and b) resources locally (which teachers on your campus know about or are able to do "X" especially well)
- 294 Able to interact positively with staff who report to you, with peer colleagues, and senior administrators to whom you report.
- 295 Ability to teach one's own set of college-level courses well.
- 296 Organizing and publicizing the center's activities
- 297 How to lead group discussions, as in workshops.
- 298 Ability to lead workshops on several topics related to college teaching, e.g., active learning, course design, etc.
- 299 Good one-on-one interaction skills, as needed in consulting with faculty individually.
- 300 Able to exert "upward influence" with administrators
- 301 The importance of continuous improvement
- 302 Passionate about teaching and learning.
- 303 One needs to enjoy both teaching and helping others learn about teaching
- 304 "We are in this together. Can we find a way to work together?"
- 305 Pedagogical theories – knowing the basic theories of teaching and learning, being up to date with the current literature, attending teaching and learning conferences
- 306 Classroom management theories – knowing behavioral theories, motivation theories, etc. that would help them work with faculty on getting students to do what will help them learn
- 307 Sense of humor – a must for this field!
- 308 organizational skills
- 309 time management skills
- 310 Team building abilities – both in working with departments and with staff

- 311 Time actually spent in the classroom – not sure that this is actually “knowledge”, but I think to be a director of an educational development center you should know how to “walk the walk.”
- 312 public speaking/presentation skills
- 313 Listening well
- 314 mentoring skills
- 315 leadership and management skills
- 316 change management
- 317 Confidence-keeping – the person would need to be able to keep confidences and be mature enough to know when to keep quiet
- 318 Mentoring abilities – a director may need to do some mentoring of staff in the center or faculty who are looking for someone outside of their discipline.
- 319 Honesty – knowing when you are wrong and being able to say so. Ensuring that your word is meaningful
- 320 Inclusiveness – applied both to working with faculty and in helping faculty to gain these insights when teaching.
- 321 Openness to new ideas
- 322 Best practices in teaching in higher education. This would include team-based learning, reflective writing, assessment techniques (both formative and summative), active learning strategies, principles of good course design, etc.
- 323 Director must have an extensive knowledge of pedagogical/andragogical theories
- 324 Director must have a strong understanding of current types of instructional technology, such as clickers, learning management systems, conferencing software, etc.
- 325 Director must have a strong understanding of best practices in on-line learning.
- 326 Director must have an understanding of technologies that may prove to be disruptive to traditional education, such as MOOCs.
- 327 Must be able to relate well to the entire university community—staff (from the custodian to the Director of HR, faculty (Tenure track, non-tenure full time, adjunct, online, etc.), students (undergraduate, graduate and professional), and administration.
- 328 Must be able to collaborate with the entire university community to achieve desired goals.
- 329 Must be able to thrive in an environment of uncertainty and change.
- 330 Must be imaginative
- 331 Director must know (and preferably have experience in) the tenure-track academic profession.
- 332 Must have strong verbal communication skills.
- 333 Must be able to write well, both in short, personal communiq s and in long technical reports.
- 334 Must have the ability to put people at ease
- 335 Must be encouraging
- 336 Director must understand the one-on-one faculty consultation process, and be familiar with how to interact with clients in a confidential and supporting manner.
- 337 Must be skilled at managing people.
- 338 Must be able to keep track of a budget.
- 339 Must have a vision for the future of the center and have the ability to think strategically to achieve that vision.

- 340 Director must have knowledge of organizational structure and leadership.
- 341 Must be able to “Lead from the Middle”, in other words, to influence university and departmental policy even when one is not in a direct chain of command.
- 342 Must be able to conduct research (collect data) on both teaching and learning at the university, and to support the effectiveness of the center itself.
- 343 Must have a work ethic that strives for excellence in all that they do
- 344 Must be passionate about playing a central role in the personal and professional growth of every person that uses your services
- 345 Must be passionate about the importance of education and the student-centered learning process, regardless of the location, formality, or modality of that learning process.
- 346 Must have a deep respect for the value of each person that they encounter—relationship building is the single most important thing a director does
- 347 Must value the professoriate and the role of the instructor in the online or face-to-face classroom.
- 348 Must respect diversity in learning and teaching, where diversity means many things, from learning preferences to cultural background
- 349 Must value the appropriate use of technology in education
- 350 Must see the center as a community hub that reaches out to the whole university and beyond with a goal of preparing students that are civically engaged, globally aware, and able to serve the public and common good as citizens of their country of origin and the world.
- 351 Knowledge of emerging technologies and pedagogies (e.g., team-based learning, flipped classroom)
- 352 Undergraduate and graduate student reform (e.g. STEM)
- 353 Course design and course-based assessment
- 354 Teaching and student learning theories, strategies, practice
- 355 Academic career development (e.g., graduate students, early career faculty, posttenure faculty, chairs and deans)
- 356 Organizational development (e.g., understanding of institutional structures and capacity to lead from the middle)
- 357 Competence in collaborating with campus partners
- 358 Dynamic
- 359 College teaching
- 360 Research, publication, external grants in faculty/pedagogical development
- 361 Participation in national organizations on teaching and faculty development
- 362 Designing faculty professional development programs and services
- 363 Interpersonal, oral and written communication skills
- 364 Administrative/leadership experience
- 365 Promoting and managing the efficient operation of staff and office functions
- 366 Strategic
- 367 Enhancing the culture of teaching, learning and faculty professional development
- 368 Diversity and inclusion
- 369 Mentoring at every level
- 370 Reflective practice
- 371 Literature on teaching and learning in higher education.
- 372 Electronic communication tools

- 373 Capacity to learn across a variety of settings.
- 374 Humility—so they listen to others' ideas
- 375 Creativity
- 376 Wisdom and perspective
- 377 Capacity to listen well and then to communicate using any of several channels (email, f2f, print)
- 378 Empathy
- 379 Managerial ability (to direct people).
- 380 Assertiveness (not aggression, not passivity).
- 381 Comfort with data analysis tools. At least Excel, preferably something stronger like a database program.
- 382 Comfort with technology but no romance about it.
- 383 Enjoyment of learning—it will be constant
- 384 Learning
- 385 Teaching
- 386 Best practices in contemporary pedagogy
- 387 Contemporary issues in higher education
- 388 Course design
- 389 Some educational development theory
- 390 History of higher education
- 391 Sense of humor
- 392 Patience
- 393 Time management
- 394 Multitasking
- 395 Teaching experience
- 396 Organize and facilitate educational development sessions
- 397 Excellent oral, written communication
- 398 Listening
- 399 Staff Management
- 400 Budgeting
- 401 Proposal writing
- 402 Diversity, inclusiveness
- 403 Social justice
- 404 Student and faculty empowerment

APPENDIX K: DATA ANALYSIS – ROUND 1 CODED

	Code	ID	Q Part	Data
1	ACD	10	Knowledge	Knowledge of how faculty work in their position as teachers – what are the roles and responsibilities they take on; how they develop across their careers, what is expected of them by students, their colleagues and their institutions
2	ACD	70	Knowledge	Understanding of the pace & concerns of faculty & graduate student life at different times of the year & stages of careers
3	ACD	88	Knowledge	Director must know (and preferably have experience in) the tenure-track academic profession.
4	ACD	95	Knowledge	Academic career development (e.g., graduate students, early career faculty, posttenure faculty, chairs and deans)
5	ACUMEN	10	Abilities	Ability to recognize potential opportunities for advancing the mission, but also recognize things that are either futile or not worth doing
6	ACUMEN	26	Skills/Abilities	Judgment—capability to make sound decisions that affect job performance
7	UNIVCUL	70	Knowledge	Demonstrate an awareness that campus politics and campus cultures will range & vary, even within a campus
8	ACUMEN	72	Skills	Political acumen
9	ACUMEN	72	Skills	Discernment (good judgment)
10	ACUMEN	79	Skills/Abilities	Ability to strike the balance between going with the flow and intention.
11	ACUMEN	96	Abilities	Wisdom and perspective
12	ADAP	08	Skills/Abilities	Initiative and flexibility
13	ADAP	11	Abilities	Ability to learn in a new setting quickly
14	ADAP	40	Skills/Abilities	Initiative and flexibility
15	ADAP	70	Abilities	To learn quickly
16	ADAP	88	Abilities	Must be imaginative
17	ADAP	88	Abilities	Must be able to thrive in an environment of uncertainty and change.
18	ADAP	95	Abilities	Dynamic
19	ADAP	96	Skills	Capacity to learn across a variety of settings.
20	ADAP	96	Abilities	Creativity
21	ADMBUD	08	Skills/Abilities	Ability to manage fiscal and budget issues and to supervise and mentor personnel and staff
22	ADMBUD	10	Skills	Budgeting and resource management, including supervising staff
23	ADMBUD	11	Skills	Budgeting
24	ADMBUD	40	Large/established center	Experience creating and working within a budget
25	ADMBUD	72	Skills	Leadership and management skills (setting vision, monitoring progress, enlisting staff support, hiring and developing personnel, budgeting, fundraising, documenting progress)
26	ADMBUD	78	Skills	budget management
27	ADMBUD	79	Skills/Abilities	The ability to manage a center including the management and motivation of staff, budgeting, strategic planning, program planning.
28	ADMBUD	88	Skills	Must be able to keep track of a budget.
29	ADMBUD	98	Abilities	Budgeting

30	ADMGRANT	04	Abilities	Ability to write and obtain grants
31	ADMGRANT	79	Skills/Abilities	Ability to manage grants of varying sizes
32	ADMGRANT	98	Skills	Proposal writing
33	ADMREPORT	10	Skills	Facility with administrative tasks that all directors must do such as creating reports and evaluating staff
34	ADMREPORT	40	Large/established center	Experience creating an annual report
35	ADMSP	02	Skills	strategic planning, management & administration
36	ADMSP	11	Skills	Strategic thinking as well as operational thinking
37	ADMSP	26	Skills/Abilities	Strategic planning—capacity to devise and articulate a clear vision for achieving goals
38	ADMSP	40	Large/established center	Experience writing a strategic plan
39	ADMSP	72	Skills	Leadership and management skills (setting vision, monitoring progress, enlisting staff support, hiring and developing personnel, budgeting, fundraising, documenting progress)
40	ADMSP	78	Skills	strategic planning
41	ADMSP	79	Skills/Abilities	The ability to manage a center including the management and motivation of staff, budgeting, strategic planning, program planning.
42	ADMSP	88	Abilities	Must have a vision for the future of the center and have the ability to think strategically to achieve that vision.
43	ADMSP	95	Abilities	Strategic
44	ADMSUP	04	Skills	Academic management
45	ADMSUP	08	Skills/Abilities	Ability to manage fiscal and budget issues and to supervise and mentor personnel and staff
46	ADMSUP	10	Skills	Facility with administrative tasks that all directors must do such as creating reports and evaluating staff
47	ADMSUP	10	Skills	Budgeting and resource management, including supervising staff
48	ADMSUP	11	Skills	Supervisory/management skills
49	ADMSUP	26	Skills/Abilities	Staff management and development—ability to build and supervise a talent base
50	ADMSUP	36	Abilities	Supervision of direct staff
51	ADMSUP	40	Large/established center	Management/supervisory experience (e.g. hiring, annual evaluation, staff professional development plans)
52	ADMSUP	72	Skills	Leadership and management skills (setting vision, monitoring progress, enlisting staff support, hiring and developing personnel, budgeting, fundraising, documenting progress)
53	ADMSUP	78	Skills	supervisory skills
54	ADMSUP	79	Skills/Abilities	The ability to manage a center including the management and motivation of staff, budgeting, strategic planning, program planning.
55	ADMSUP	87	Skills	mentoring skills
56	ADMSUP	87	Skills	leadership and management skills
57	ADMSUP	87	Abilities	Mentoring abilities – a director may need to do some mentoring of staff in the center or faculty who are looking for someone outside of their discipline.
58	ADMSUP	88	Skills	Must be skilled at managing people.
59	ADMSUP	95	Skills	Promoting and managing the efficient operation of staff and office functions

60	ADMSUP	95	Skills	Administrative/leadership experience
61	ADMSUP	96	Skills	Managerial ability (to direct people).
62	ADMSUP	98	Abilities	Staff Management
63	ADVO	40	Context	Commitment to teaching enhancement and its advocacy
64	ADVO	41	Skills	Ability to communicate with Administrators to help them understand what we do and how it helps create a student-oriented campus.
65	ADVO	79	Skills/Abilities	The ability to advocate effectively for the center and the value of educational development including sensitivity to the politics of colleges and universities in order to position the center effectively within the institution.
66	ADVO	79	Skills/Abilities	The ability to protect and acquire additional resources (financial, staff, space) for the center.
67	ADVO	95	Abilities	Enhancing the culture of teaching, learning and faculty professional development
68	ASST	04	Skills	Assessment of teaching and learning
69	ASST	08	Knowledge	Familiarity with learning assessment
70	ASST	27	Knowledge	knowledge of and experience developing assessment tools
71	ASST	36	Skills	Instructional / workshop design, presentation and assessment skills that are successful across disciplines
72	ASST	40	Knowledge	Understanding of and familiarity with learning assessment
73	ASST	70	Knowledge	A range of assessment techniques or program evaluation and T&L
74	ASST	72	Skills	Assessment and evaluation skills
75	ASST	78	Knowledge	Assessment - Understanding of assessment practices for formative and summative purposes.
76	ASST	79	Knowledge	A grounding in principles of course and curriculum development and assessment
77	ASST	95	Knowledge	Course design and course-based assessment
78	AUTO	08	Skills/Abilities	Ability to work under pressure, independently, or collaboratively with colleagues
79	AUTO	40	Experience/Skills	Ability to work under pressure, independently, or collaboratively with colleagues
80	AUTO	78	Abilities	Ability to work autonomously - Not all work is collaborative. People need to be able to work independently
81	COLL	02	Abilities	collaboration
82	COLL	04	Abilities	Ability to work in the administrative hierarchy and across disciplines/programs
83	COLL	08	Skills/Abilities	Experience working with faculty from a variety of disciplines to improve teaching and learning
84	COLL	08	Skills/Abilities	Record of working successfully with faculty, administrators, and students
85	COLL	08	Skills/Abilities	Ability to work collaboratively within a team setting, but also able to work independently
86	COLL	08	Skills/Abilities	Ability to work under pressure, independently, or collaboratively with colleagues
87	COLL	10	Abilities	Ability to work at multiple levels on multiple projects (from working with students of a faculty member being evaluated as well as the chair of the department evaluating him or her and do it across the skills areas that teaching involves)
88	COLL	11	Abilities	Collaboration

89	COLL	11	Skills	Communication across disciplines and levels (up and down the food chain)
90	COLL	26	Values	Collaboration
91	COLL	27	Skills	Ability to work effectively in a diverse environment with administrators, faculty, lecturers, teaching assistants, administrative staff, and technical staff
92	COLL	36	Abilities	Networking with peers and colleagues to move projects forward
93	COLL	40	Context	Able to relate to academic faculty and staff at all levels
94	COLL	40	Context	Experience and ability to adapt to and discuss teaching across a variety of academic cultures and disciplines
95	COLL	40	Experience/Skills	Record of working successfully with faculty, administrators, and students
96	COLL	40	Experience/Skills	Experience working with faculty from a variety of disciplines to improve teaching
97	COLL	40	Experience/Skills	Ability to work collaboratively within a team setting, but also able to work independently
98	COLL	40	Experience/Skills	Ability to work under pressure, independently, or collaboratively with colleagues
99	COLL	70	Values	Collaboration
100	COLL	70	Knowledge	Understanding of both faculty & administrative perspectives
101	COLL	78	Abilities	Ability to collaborate effectively within and beyond the unit - Not only should one know about and value collaboration but one should be good at it.
102	COLL	79	Skills/Abilities	The ability to network both within the institution, nationally and even internationally, if appropriate.
103	COLL	81	Abilities	Able to interact positively with staff who report to you, with peer colleagues, and senior administrators to whom you report.
104	COLL	87	Abilities	Team building abilities – both in working with departments and with staff
105	COLL	88	Abilities	Must be able to relate well to the entire university community—staff (from the custodian to the Director of HR, faculty (Tenure track, non-tenure full time, adjunct, online, etc.), students (undergraduate, graduate and professional), and administration.
106	COLL	88	Abilities	Must be able to collaborate with the entire university community to achieve desired goals.
107	COLL	95	Skills	Competence in collaborating with campus partners
108	COMM	04	Skills	Communication
109	COMM	04	Abilities	Ability to write and speak publicly
110	COMM	08	Skills/Abilities	Strong oral and written communication skills
111	COMM	26	Skills/Abilities	Communication—ability to express ideas effectively orally and in writing
112	COMM	27	Skills	Excellent public speaking, writing, and interpersonal communication skills
113	COMM	36	Skills	Excellent oral and written communication skills (we send a lot of time editing / writing)
114	COMM	40	Experience/Skills	Strong oral and written communication skills
115	COMM	70	Skills	Excellent writing & interpersonal skills

116	COMM	72	Skills	Oral, written, and listening skills
117	COMM	78	Skills	Communication skills - Strong ability to write and speak effectively and persuasively with multiple constituencies.
118	COMM	79	Skills/Abilities	The ability to communicate effectively with a broad range of people and constituencies, both orally and in writing, and in formal and informal interactions
119	COMM	88	Skills	Must have strong verbal communication skills.
120	COMM	88	Skills	Must be able to write well, both in short, personal communiqüs and in long technical reports.
121	COMM	95	Skills	Interpersonal, oral and written communication skills
122	COMM	98	Skills	Excellent oral, written communication
123	CONF	72	Skills	Self-confidence
124	CONF	96	Skills	Assertiveness (not aggression, not passivity).
125	CONFMGT	02	Skills	negotiation
126	CONFMGT	02	Abilities	problem solving
127	CONFMGT	11	Skills	Conflict management
128	CONFMGT	72	Skills	Conflict resolution
129	CONSULT	02	Skills	individual and group consultation
130	CONSULT	04	Skills	Consultation on teaching
131	CONSULT	04	Abilities	Ability to work one-on-one with teachers to improve their practice
132	CONSULT	08	Skills/Abilities	Excellent interpersonal and consultative skills
133	CONSULT	11	Skills	Faculty consultations
134	CONSULT	27	Skills	Consultations
135	CONSULT	27	Skills	experience consulting with faculty and teaching assistants, with diplomacy and sensitivity, on ways to enhance their teaching skills
136	CONSULT	36	Skills	Ability to create and sustain relationships (e.g., individual and group consultation skills)
137	CONSULT	40	Experience/Skills	Excellent interpersonal and consultative skills
138	CONSULT	41	Skills	How to do individual consultation-what needs to be the focus, what forms might be used to guide the observations, ability to communicate well and with compassion (if needed).
139	CONSULT	78	Skills	Consultation skills - Good listening, reflecting, guiding, and advising abilities in the context of solid knowledge and good judgment.
140	CONSULT	81	Skills	Good one-on-one interaction skills, as needed in consulting with faculty individually.
141	CONSULT	87	Abilities	Mentoring abilities – a director may need to do some mentoring of staff in the center or faculty who are looking for someone outside of their discipline.
142	CONSULT	88	Knowledge	Director must understand the one-on-one faculty consultation process, and be familiar with how to interact with clients in a confidential and supporting manner.
143	CREDCOM	79	Skills/Abilities	Ability to chair a committee and run an effective meeting.
144	CREDFAC	40	Scholarly	Ability to teach in and receive a faculty appointment in an academic department
145	CREDORG	40	Scholarly	Participation in at least one national organization focused on post-secondary teaching and learning
146	CREDORG	87	Knowledge	Pedagogical theories – knowing the basic theories of teaching

				and learning, being up to date with the current literature, attending teaching and learning conferences
147	CREDORG	95	Abilities	Participation in national organizations on teaching and faculty development
148	CREDPHD	04	Knowledge	Doctorate in a discipline
149	CREDPHD	11	Knowledge	Strong content knowledge in a discipline represented at the university where the center is located
150	CREDPHD	27	Knowledge/Experience	Earned PhD or EdD with substantial teaching and training experience at the University or college level
151	CREDSCHOL	36	Skills	Modeling an active scholarly life (having an active publication / teaching / research stream appropriate to one's disciplinary background, administrative responsibilities, etc.)
152	CREDSCHOL	40	Scholarly	Evidence of scholarly activity
153	CREDSCHOL	95	Abilities	Research, publication, external grants in faculty/pedagogical development
154	CREDTCH	02	Skills	Teaching
155	CREDTCH	08	Skills/Abilities	Experience and evidence of success in university teaching
156	CREDTCH	27	Knowledge/Experience	Earned PhD or EdD with substantial teaching and training experience at the University or college level
157	CREDTCH	40	Experience/Skills	Substantial experience and evidence of success in university teaching (credibility)
158	CREDTCH	78	Abilities	Ability to teach effectively at the college level - For the sake of credibility, if nothing else, having taught at the college level is important.
159	CREDTCH	81	Abilities	Ability to teach one's own set of college-level courses well.
160	CREDTCH	87	Knowledge	Time actually spent in the classroom – not sure that this is actually “knowledge”, but I think to be a director of an educational development center you should know how to “walk the walk.”
161	CREDTCH	95	Skills	College teaching
162	CREDTCH	98	Skills	Teaching experience
163	ET	27	Knowledge	literature and practice of educational technology
164	ET	27	Knowledge	knowledge and skill in the use of technology as an instructional tool, especially with regard to online/hybrid course creation and implementation
165	ET	78	Knowledge	Educational technology - Knowledge of contemporary educational technologies and their use in higher education practice.
166	ET	79	Knowledge	Some grounding in instructional technology, how much depending on the size of the center, its priorities, the skills of other staff members, etc
167	ET	88	Values	Must value the appropriate use of technology in education
168	ET	88	Knowledge	Director must have a strong understanding of current types of instructional technology, such as clickers, learning management systems, conferencing software, etc.
169	ET	88	Knowledge	Director must have a strong understanding of best practices in on-line learning.
170	ET	88	Knowledge	Director must have an understanding of technologies that may prove to be disruptive to traditional education, such as MOOCs.
171	ET	96	Knowledge	Electronic communication tools

172	HETREND	36	Knowledge	Knowledge of higher education trends (both short and long term) generally and (especially at state supported institutions) at the federal and state level government levels and, especially, the ability to determine what is most important in the context of your institutional setting and mission
173	HETREND	70	Knowledge	Understanding (broadly) of issues and concerns facing universities currently & in the future
174	HETREND	79	Knowledge	General knowledge of higher education, current trends including globalization, diversity, accountability, the role of technology and the major players including accrediting bodies (regional, disciplinary), higher ed organizations such as AAC&U and AAU.
175	HETREND	95	Knowledge	Undergraduate and graduate student reform (e.g. STEM)
176	HETREND	98	Knowledge	Contemporary issues in higher education
177	HETRENDS	26	Knowledge	On current literature in human learning, pedagogy in higher education, faculty development, higher education trends
178	ID	02	Knowledge	Instructional consultation
179	ID	04	Values	Commitment to listening to needs of campus
180	ID	08	Skills/Abilities	Ability to assess needs of target populations and respond accordingly
181	ID	10	Skills	Instructional diagnosis of a situation quickly
182	ID	10	Skills	Observing and giving feedback to others on their teaching, including strategies for gathering and translating useful information for faculty
183	ID	27	Skills	Analyze discipline-specific and individual-specific needs relating to teaching improvement
184	ID	40	Experience/Skills	Ability to assess needs of target populations and respond accordingly
185	ID	41	Abilities	Ability to listen closely and carefully to faculty members to gather data about what they want to be able to do as an excellent teacher.
186	ID	45	Skills	The primary skill to me pertains to identifying what any given situation demands. This is very difficult, but in educational development work there are no specific formula to apply to figure out the best way to help a faculty member in any given situation. A solid educational developer has the skill to essentially figure out what is important and tune out the "noise."
187	INIT	11	Abilities	Individual initiative
188	INIT	26	Skills/Abilities	Initiative—self directed behaviors to begin or follow through with a task
189	INIT	40	Experience/Skills	Initiative and flexibility
190	INIT	40	Experience/Skills	Initiative and flexibility
191	INSTDVMT	02	Knowledge	course and curriculum design
192	INSTDVMT	08	Knowledge	Current issues, pedagogical methods, course design and innovations in teaching and learning in higher education within the US and international higher education context
193	INSTDVMT	08	Experience/Skills	Strong presentation, course design, and organizational skills

194	INSTDVMT	11	Knowledge	Course design theory and practice
195	INSTDVMT	36	Knowledge	Curriculum development: Instructional development theories and models (face-to-face, hybrid and online environments) and the implications for teaching and learning at individual course, department/program, and college/ institutional levels
196	INSTDVMT	40	Experience/Skills	Strong presentation, course design, and organizational skills
197	INSTDVMT	78	Knowledge	Instructional development -Focus on developing courses and pedagogies; working at the level of curriculum and instruction for development purposes. Can also include knowledge about learning.
198	INSTDVMT	79	Knowledge	A grounding in principles of course and curriculum development and assessment
199	INSTDVMT	95	Knowledge	Course design and course-based assessment
200	INSTDVMT	98	Knowledge	Course design
201	INTER	08	Skills/Abilities	Excellent interpersonal and consultative skills
202	INTER	10	Skills	Interpersonal skills, which are useful for every aspect of their work – working with individuals, with higher ups, with groups, with students, with department groups
203	INTER	40	Experience/Skills	Excellent interpersonal and consultative skills
204	INTER	68	Skills	Interpersonal skills, teaching skills
205	INTER	70	Abilities	Collegial, friendly
206	INTER	72	Skills	Interpersonal skills
207	INTER	72	Skills	Empathy
208	INTER	78	Skills	Interpersonal skills - Strong abilities to effectively interact with many personalities, constituencies, and levels of hierarchy.
209	INTER	88	Abilities	Must have the ability to put people at ease
210	INTER	88	Abilities	Must be encouraging
211	INTER	95	Skills	Interpersonal, oral and written communication skills
212	INTER	96	Abilities	Empathy
213	LEAD	02	Abilities	leadership
214	LEAD	04	Skills	Team leadership
215	LEAD	36	Abilities	Ability to be persuasive to peers and colleagues (e.g., in realm of policy development, campus wide initiatives related to teaching and learning, collaborations across units, etc.)
216	LEAD	81	Abilities	Able to exert “upward influence” with administrators
217	LEAD	88	Abilities	Must be able to “Lead from the Middle”, in other words, to influence university and departmental policy even when one is not in a direct chain of command.
218	LISTEN	79	Skills/Abilities	Ability to listen effectively and open heartedly.
219	LISTEN	87	Skills	Listening well
220	LISTEN	96	Abilities	Capacity to listen well and then to communicate using any of several channels (email, f2f, print)
221	LISTEN	98	Abilities	Listening
222	LITCM	87	Knowledge	Classroom management theories – knowing behavioral theories, motivation theories, etc. that would help them work with faculty on getting students to do what will help them learn
223	LITED	02	Knowledge	scholarship of teaching and learning and of educational

				development
224	LITED	08	Knowledge	Current issues of faculty development related to teaching, research and service (outreach) in higher education
225	LITED	10	Knowledge	Knowledge of faculty development field, its standard practices, and literature
226	LITED	11	Knowledge	Knowledge about the field of faculty development
227	LITED	26	Knowledge	On current literature in human learning, pedagogy in higher education, faculty development, higher education trends
228	LITED	40	Knowledge	Broad knowledge of current issues of faculty development in higher education
229	LITED	41	Knowledge	Some knowledge of the history of Faculty Development to give perspective to the depth of this profession.
230	LITED	41	Knowledge	Need to know where to find the Faculty Development literature to keep up with new trends and ideas.
231	LITED	41	Knowledge	Be aware of the various organizational structures that have worked and are working for successful Centers.
232	LITED	45	Knowledge	Individual should have a working knowledge of the faculty development literature and specifically know foundational information about face-to-face and online learning.
233	LITED	72	Knowledge	Theories of teacher development and faculty development in particular
234	LITED	78	Knowledge	Faculty development - Focus on the development of the individual as a teacher, professional (including scholarship, service, etc.), and person. Often involves focus on career stages (new faculty; mid-career faculty; senior faculty), professional roles and component skills (scholarship, leadership, grant-writing, etc.), and personal issues that intersect with professional life and are part of the whole person (work-life balance).
235	LITED	98	Knowledge	Some educational development theory
236	LITHE	98	Knowledge	History of higher education
237	LITLRNG	08	Knowledge	How students learn, the student learning processes, and learning outcomes
238	LITLRNG	10	Knowledge	knowledge of processes of student learning – what happens when students learn and how does teaching affect it (This includes cognitive development and motivation)
239	LITLRNG	11	Knowledge	Research about learning
240	LITLRNG	26	Knowledge	On current literature in human learning, pedagogy in higher education, faculty development, higher education trends
241	LITLRNG	36	Knowledge	How people learn: Learning theories, instructional psychology, and education development theories and models
242	LITLRNG	40	Knowledge	Knowledge and experience of how students learn, the student learning processes, and learning outcomes
243	LITLRNG	70	Knowledge	Current research & scholarship on effective teaching practices & student learning (this is a broad category)
244	LITLRNG	72	Knowledge	Learning theory
245	LITLRNG	78	Knowledge	Learning theory/student development/adult learning - Grounding in the body of literature about learning, cognitive science, educational psychology, student development, adult learning, etc.
246	LITLRNG	79	Knowledge	Grounding in contemporary theories of learning and the research literature on teaching and learning in higher

				education
247	LITLRNG	95	Knowledge	Teaching and student learning theories, strategies, practice
248	LITORG	27	Skills	Organizational development
249	LITORG	36	Knowledge	How systems work and change: Multicultural systemic organization change models
250	LITORG	72	Knowledge	Organizational theory and change strategies
251	LITORG	78	Knowledge	Organizational development - Focus on systemic and organizational issues of higher education institutions that impact the academic program and the members of the community.
252	LITORG	79	Knowledge	Understanding of the dynamics of colleges and universities as organizations including relevant organizational development theory and concepts.
253	LITORG	87	Skills	change management
254	LITORG	88	Knowledge	Director must have knowledge of organizational structure and leadership.
255	LITORG	95	Knowledge	Organizational development (e.g., understanding of institutional structures and capacity to lead from the middle)
256	LITSOTL	02	Knowledge	Theory and practice of university pedagogy
257	LITSOTL	04	Knowledge	Education in college pedagogy
258	LITSOTL	08	Knowledge	Literature related to teaching and learning
259	LITSOTL	10	Knowledge	knowledge of literature on teaching in higher education and how to find it in response to a question
260	LITSOTL	11	Knowledge	Research about teaching
261	LITSOTL	27	Knowledge	teaching and learning theories at the higher education level
262	LITSOTL	40	Knowledge	Knowledge of the literature related to teaching and learning
263	LITSOTL	78	Knowledge	Scholarship of teaching and learning - The growing body of literature and set of practices that approach teaching in learning in a scholarly manner and invest in making findings public.
264	LITSOTL	79	Knowledge	Grounding in contemporary theories of learning and the research literature on teaching and learning in higher education
265	LITSOTL	81	Knowledge	Knowledge of the major ideas and literature on college teaching.
266	LITSOTL	87	Knowledge	Pedagogical theories – knowing the basic theories of teaching and learning, being up to date with the current literature, attending teaching and learning conferences
267	LITSOTL	88	Knowledge	Director must have an extensive knowledge of pedagogical/andragogical theories
268	LITSOTL	95	Knowledge	Teaching and student learning theories, strategies, practice
269	LITSOTL	96	Knowledge	Literature on teaching and learning in higher education.
270	ORG	08	Experience/Skills	Strong presentation, course design, and organizational skills
271	ORG	40	Experience/Skills	Strong presentation, course design, and organizational skills
272	ORG	87	Skills	organizational skills
273	PDASST	08	Skills/Abilities	Ability to assess program impact
274	PDASST	11	Skills	Program (workshop/ongoing faculty learning community, TA training program, etc.) design, development, implementation, and assessment

275	PDASST	78	Abilities	Ability to engage in program assessment
276	PDDVP	08	Skills/Abilities	Experience in implementation and development of postsecondary faculty development
277	PDDVP	10	Skills	Designing and implementing educational experiences for faculty that are engaging as well as informative
278	PDDVP	11	Skills	Program (workshop/ongoing faculty learning community, TA training program, etc.) design, development, implementation, and assessment
279	PDDVP	27	Skills	Program development
280	PDDVP	40	Experience/Skills	Significant experience in implementation and development of postsecondary faculty development programs
281	PDDVP	78	Abilities	Ability to design and deliver programming, seminars, workshops, etc. - Ability to develop and deliver complex and appropriate development opportunities for various constituencies.
282	PDDVP	79	Skills/Abilities	Ability to plan and facilitate common educational development programs and services such as orientations (faculty, TA), workshops, faculty learning communities, individual consultations, classroom observations, small group individual diagnoses.
283	PDDVP	95	Skills	Designing faculty professional development programs and services
284	PDDVP	98	Skills	Organize and facilitate educational development sessions
285	PDDVP	79	Skills/Abilities	The ability to manage a center including the management and motivation of staff, budgeting, strategic planning, program planning.
286	PDMKT	27	Skills	Marketing
287	PDMKT	81	Skills	Organizing and publicizing the center's activities
288	PRESNT	02	Abilities	Effective presentation
289	PRESNT	08	Experience/Skills	Strong presentation, course design, and organizational skills
290	PRESNT	11	Skills	Presentation skills
291	PRESNT	36	Skills	Instructional / workshop design, presentation and assessment skills that are successful across disciplines
292	PRESNT	40	Experience/Skills	Strong presentation, course design, and organizational skills
293	PRESNT	41	Abilities	Clear speaking and dynamic presence for making workshops and other presentations inviting.
294	PRESNT	87	Skills	public speaking/presentation skills
295	RES	10	Abilities	Maintain a positive outlook in the face of criticism or those who dismiss the work we do
296	RES	10	Values	Be accepting of the times when things go well, and tolerant when they don't.
297	RES	45	Values	A strong belief that individuals, when given the opportunity, really do want to do the right thing. Someone who is positive, and looks for the best in people is what I am really after here
298	RES	72	Skills	Persistence
299	RES	72	Values	Optimism
300	RES	72	Values	Patience
301	RES	79	Values	Resilience

302	RES	87	Abilities	Sense of humor – a must for this field!
303	RES	98	Abilities	Sense of humor
304	RES	98	Abilities	Patience
305	RESMETH	72	Knowledge	Research strategies
306	RESMETH	78	Skills	Research skills
307	RESMETH	88	Skills	Must be able to conduct research (collect data) on both teaching and learning at the university, and to support the effectiveness of the center itself.
308	RESMETH	96	Skills	Comfort with data analysis tools. At least Excel, preferably something stronger like a database program.
309	SYNTH	10	Skills	Ability to read and critique research on teaching and to do it
310	SYNTH	10	Knowledge	knowledge of literature on teaching in higher education and how to find it in response to a question
311	SYNTH	27	Skills	must be abreast of the literature on a wide range of issues in higher education and be able to make that knowledge accessible to faculty and teaching assistants through the creative design of workshops, classes, and seminars
312	SYNTH	27	Skills	skill in translating theory and methods into the “language” of a variety of disciplines
313	SYNTH	41	Skills	Gather data from multiple sources- observations, syllabus, exams, readings, non-verbal information, disciplinary educational journals, faculty development journals, student feedback, etc.- and translate this data into verbal and visual forms that are easily understood.
314	SYNTH	41	Knowledge	Knowing where to find disciplinary journals that include educational resources.
315	SYNTH	45	Abilities	The ability to take theoretical information and make it very applied. Most faculty members have difficulty in applying evidence-based teaching information in her or his own class. The ability to break down the complex concepts and then show applications is critical.
316	SYNTH	68	Abilities	To think critically and creatively, to connect various elements related to teaching and learning,
317	SYNTH	70	Abilities	To find relevant ed development & teaching & learning resources & research
318	SYNTH	81	Knowledge	Knowledge of (a) resources nationally (individuals and organizations) and b) resources locally (which teachers on your campus know about or are able to do “X” especially well)
319	TCHDISC	08	Knowledge	Current issues, pedagogical methods, course design and innovations in teaching and learning in higher education within the US and international higher education context
320	TCHDISC	26	Knowledge	On current literature in human learning, pedagogy in higher education, faculty development, higher education trends
321	TCHDISC	27	Knowledge	knowledge of a variety of discipline-specific cultures and teaching methods
322	TCHDISC	40	Knowledge	Knowledge of current issues, pedagogical methods, and innovations in teaching and learning in higher education
323	TCHDISC	68	Knowledge	Of effective teaching and learning approaches, innovative pedagogy
324	TCHDISC	70	Knowledge	Current research & scholarship on effective teaching practices & student learning (this is a broad category)

325	TCHDISC	70	Knowledge	Some knowledge of disciplinary differences or pedagogies specific to different disciplines
326	TCHDISC	72	Knowledge	Teaching approaches and their strengths and limitations in various contexts
327	TCHDISC	78	Skills	Diverse teaching skills - Some facility / knowledge of a range of component teaching skills (speaking; grading; asking questions, etc.) and various pedagogies (lecture/presentation, discussion, collaborative learning, etc.)
328	TCHDISC	88	Knowledge	Best practices in teaching in higher education. This would include team-based learning, reflective writing, assessment techniques (both formative and summative), active learning strategies, principles of good course design, etc.
329	TCHDISC	98	Knowledge	Best practices in contemporary pedagogy
330	TECH	41	Skills	Proficiency in using technology for teaching in appropriate ways so this can be explained to the faculty member.
331	TECH	72	Skills	Technology skills
332	TECH	78	Skills	Computer / internet skills (word processing, spreadsheets, website, web 2.0, etc.) - Wide range of technology skills—word processing and beyond.
333	TECH	79	Skills/Abilities	Some facility with technologies relevant to teaching and learning in higher education such as learning management systems, internet (of course), social media and online and blended platforms.
334	TECH	96	Abilities	Comfort with technology but no romance about it.
335	TIMEMGT	08	Skills/Abilities	Ability to work under pressure, independently, or collaboratively with colleagues
336	TIMEMGT	10	Abilities	ability to balance work and life demands so that each is well-represented
337	TIMEMGT	10	Skills	Time and priority management (there's never enough time to do everything)
338	TIMEMGT	26	Skills/Abilities	Project management—capacity to plan, organize, monitor, and complete a project
339	TIMEMGT	40	Experience/Skills	Ability to work under pressure, independently, or collaboratively with colleagues
340	TIMEMGT	41	Abilities	Being able to deal with multiple projects at the same time and stay unflustered
341	TIMEMGT	70	Skills	Ability to manage large, complex projects
342	TIMEMGT	79	Skills/Abilities	Ability to manage time effectively, juggle multiple demands, set limits and provide for the health and well-being of staff and oneself.
343	TIMEMGT	87	Skills	time management skills
344	TIMEMGT	98	Abilities	Time management
345	TIMEMGT	98	Abilities	Multitasking
346	TLINNOV	08	Knowledge	Current issues, pedagogical methods, course design and innovations in teaching and learning in higher education within the US and international higher education context
347	TLINNOV	10	Skills	Information gathering and staying abreast of developments in higher education, especially around teaching innovations or difficulties
348	TLINNOV	26	Values	Innovation
349	TLINNOV	40	Knowledge	Knowledge of current issues, pedagogical methods, and innovations in teaching and learning in higher education

350	TLINNOV	68	Knowledge	Of effective teaching and learning approaches, innovative pedagogy
351	TLINNOV	95	Knowledge	Knowledge of emerging technologies and pedagogies (e.g., team-based learning, flipped classroom)
352	UNIVCUL	08	Values	Sensitivity to multiple institutional missions and related faculty roles and responsibilities
353	UNIVCUL	08	Values	Appreciation and understanding of variability in the teaching missions of different kinds of institutions
354	UNIVCUL	26	Knowledge	Of the roles and responsibilities of other service units on campus
355	UNIVCUL	26	Knowledge	Of university priorities
356	UNIVCUL	27	Skills	Knowledge of the various policies that govern the different types of jobs (academic and non-academic)
357	UNIVCUL	40	Context	Sensitivity to the multiple missions of any institution and the related faculty roles and responsibilities
358	UNIVCUL	40	Context	Appreciation and understanding of variability in the teaching missions of different kinds of institutions
359	UNIVCUL	70	Knowledge	Demonstrate an awareness that campus politics and campus cultures will range & vary, even within a campus
360	VCOMM	36	Values	Commitment to networking and collaborating with local, regional, national and global colleagues in education development
361	VCOMM	78	Values	Collaboration - Much development work relies on collaborations of many sorts, and valuing these collaborations seems fundamental to successful work.
362	VCOMM	02	Values	community
363	VCOMM	04	Values	Commitment to sharing information across campus
364	VCOMM	10	Values	Faculty have much to offer to one another and to learn from one another.
365	VCOMM	81	Perspective	"We are in this together. Can we find a way to work together?"
366	VCOMM	88	Values	Must have a deep respect for the value of each person that they encounter—relationship building is the single most important thing a director does
367	VCOMM	88	Values	Must see the center as a community hub that reaches out to the whole university and beyond with a goal of preparing students that are civically engaged, globally aware, and able to serve the public and common good as citizens of their country of origin and the world.
368	VCOMM	95	Values	Mentoring at every level
369	VCUR	36	Values	Intellectual curiosity – ongoing interest in research and best practices related to teaching and learning from disciplinary and interdisciplinary perspectives
370	VCUR	79	Values	Curiosity
371	VDIV	08	Values	Understanding and appreciation of diverse student and faculty populations and issues faced by those from underrepresented groups
372	VDIV	08	Values	Appreciation of a variety of academic cultures and disciplines
373	VDIV	10	Values	There are many ways to learn; some better suited to the situation or the learner than others.
374	VDIV	40	Context	Knowledge of diverse student populations and issues faced by students from underrepresented groups

375	VDIV	72	Values	Appreciation for human difference
376	VDIV	78	Values	Diversity and inclusion - Related to the value of and believe in human growth and development is the commitment to diverse learners and to building and fostering context that include in as many ways as possible.
377	VDIV	78	Knowledge	Diversity and inclusion - Knowledge about the wide range of human diversities that are present in faculty, staff, and students populations (gender, racial/ethnic, sexual orientation, religion, ability, etc.) and that impact life in an academic community.
378	VDIV	79	Values	Open minded to range and diversity of ideas, people, possibilities.
379	VDIV	87	Values	Inclusiveness – applied both to working with faculty and in helping faculty to gain these insights when teaching.
380	VDIV	88	Values	Must respect diversity in learning and teaching, where diversity means many things, from learning preferences to cultural background
381	VDIV	95	Values	Diversity and inclusion
382	VDIV	98	Values	Diversity, inclusiveness
383	VEMP	98	Values	Student and faculty empowerment
384	VETH	11	Values	Integrity
385	VETH	11	Values	Clarity/transparency
386	VETH	26	Skills/Abilities	Professionalism—skills and attitudes that convey high standards of conduct
387	VETH	26	Values	Responsibility
388	VETH	26	Values	Integrity
389	VETH	41	Values	Adherence to the POD code of ethics (found in the front of every copy of "To Improve the Academy".
390	VETH	41	Values	Value confidentiality when working with individuals.
391	VETH	70	Values	Basically, the POD ethical guidelines
392	VETH	72	Values	Honesty
393	VETH	78	Values	Commitment to ethical practice (as defined by the POD network: http://www.podnetwork.org/faculty_development/ethicalguidelines.htm)
394	VETH	78	Values	Commit to competence; know and recognize boundaries; respect confidentiality; behave professionally and with integrity, etc.
395	VETH	79	Values	Integrity
396	VETH	79	Values	Confidentiality
397	VETH	87	Abilities	Confidence-keeping – the person would need to be able to keep confidences and be mature enough to know when to keep quiet
398	VETH	87	Values	Honesty – knowing when you are wrong and being able to say so. Ensuring that your word is meaningful
399	VFUN	79	Values	Importance of relaxation and fun
400	VLL	02	Values	learning
401	VLL	10	Values	Learning is the main purpose of education.
402	VLL	72	Values	Learning
403	VLL	96	Abilities	Enjoyment of learning—it will be constant
404	VLL	96	Values	Learning

405	VOPEN	10	Abilities	Open-minded and open to new ideas
406	VOPEN	87	Values	Openness to new ideas
407	VOPEN	96	Abilities	Humility—so they listen to others' ideas
408	VPD	04	Values	Commitment to improving instructors' performance in the classroom
409	VPD	08	Values	Commitment to teaching enhancement and faculty development and their advocacy
410	VPD	08	Values	Commitment to continuous professional development and improvement for self and others
411	VPD	10	Values	The job is to help the faculty and students be more effective, not to advance one's own status.
412	VPD	78	Values	Human growth and development (both students and faculty/staff) - Primary commitment and value for developers.
413	VPD	79	Values	Belief in the importance of human development as an important aim of higher education
414	VPD	81	Values	The importance of continuous improvement
415	VPD	88	Values	Must be passionate about playing a central role in the personal and professional growth of every person that uses your services
416	VREFL	95	Values	Reflective practice
417	VRES	08	Values	Sensitivity to the personal challenges related to the improvement of teaching and learning
418	VRES	40	Context	Sensitivity to the personal challenges related to the improvement of teaching
419	VRES	68	Values	Respect for teaching and learning, respect for students
420	VRES	88	Values	Must have a deep respect for the value of each person that they encounter—relationship building is the single most important thing a director does
421	VRES	88	Values	Must value the professoriate and the role of the instructor in the online or face-to-face classroom.
422	VSCH	02	Values	scholarship
423	VSCH	36	Values	Sees self and center colleagues as having active scholarly lives as appropriate to our work and center responsibilities (e.g., presenting at conferences, contributing to research and practice literature, etc.) is prioritized and supported
424	VSCH	72	Values	Scholarship
425	VSJ	98	Values	Social justice
426	VSVC	02	Values	service
427	VSVC	26	Values	Service
428	VSVC	36	Values	Service orientation – by this I mean, committed to helping colleagues be successful (versus oneself), willing to take on “staffing” functions (e.g., organizing agendas; confirming room reservations and catering; designing and duplicating materials; locating, editing and compiling resources).
429	VSVC	72	Values	Altruism
430	VSVC	79	Values	Hospitality
431	VTL	04	Values	Commitment to improving student learning
432	VTL	11	Values	Passion for education
433	VTL	41	Values	Love of teaching and helping others teach as effectively as they can.

434	VTL	81	Values	<i>Passionate about teaching and learning.</i>
435	VTL	81	Values	One needs to <i>enjoy both teaching and helping others learn about teaching</i>
436	VTL	88	Values	Must be passionate about the importance of <i>education and the student-centered learning process</i> , regardless of the location, formality, or modality of that learning process.
437	VTL	96	Values	<i>Teaching</i>
438	VWE	11	Values	<i>Strong work ethic</i>
439	VWE	88	Values	Must have a <i>work ethic</i> that strives for excellence in all that they do
440	WKSHP	04	Abilities	Ability to <i>lead workshops</i>
441	WKSHP	27	Skills	experience <i>designing and conducting training workshops, seminars, and classes</i>
442	WKSHP	27	Skills	<i>Workshops</i>
443	WKSHP	36	Skills	<i>Instructional / workshop design, presentation and assessment skills</i> that are successful across disciplines
444	WKSHP	41	Skills	Ability to <i>prepare and conduct workshops for groups of faculty.</i>
445	WKSHP	81	Skills	How to lead group discussions, as in <i>workshops</i> .
446	WKSHP	81	Abilities	Ability to <i>lead workshops on several topics related to college teaching, e.g., active learning, course design, etc.</i>

APPENDIX L: PARTICIPANT COMMENTS FROM ROUND 2 QUESTIONNAIRE**1. Knowledge of scholarship of teaching and learning literature**

- For a leadership position, knowledge is necessary at time of hire; for an entry-level position, it can be developed on the job. (Participant 2)
- This can be read up – even people who know other learning lit often are not aware of SoTL. (Participant 13)
- Please note: I'm assuming (based on your description above) that we're talking about attributes of directors. (Participant 36)
- This is an ongoing thing, but will be helpful for anyone who goes into the field of educational development. (Participant 41)
- Not all institutions—specifically research institutions—accept SoTL research as equal to research in the discipline. (Participant 68)
- Must be developed after hire; ideally some knowledge before hire. (Participant 75)

2. Knowledge of learning assessment

- For a leadership position, knowledge is necessary at time of hire; for an entry-level position, it can be developed on the job. (Participant 2)
- Assessment is definitely something that comes up frequently when working with faculty. (Participant 41)
- Sometimes assessment offices or institutional research departments do not want faculty development centers encroaching on their “turf.” (Participant 68)
- See above—anything important must be developed if not already known—that development is key to doing the job effectively. (Participant 75)
- I see this as part of #1 (Participant 81)

3. Knowledge of faculty/educational development literature

- It is necessary for someone who is thinking about educational development to have knowledge of the beginnings and how the field has evolved over time. This will help them determine if they are really interested and have the skills for this profession. (Participant 41)
- I guess I believe that most skills and knowledges can be developed after the hire; I believe this, in part, because I learned most of what I know on the job. (Participant 75)

4. Knowledge of learning theory and research

- For a leadership position, basic knowledge is necessary at time of hire; for an entry-level position, it can be developed on the job. In neither case is a degree in education a requirement. (Participant 2)
- Faculty who work with educational developers are encouraged when they discover that there is actually research and theories behind the strategies that are being recommended. (Participant 41)
- This is part of #1, true? (Participant 81)
- I think they need to start with 1 of these [items #1-4] – else too much to learn (which one is open) (Participant 96)

5. Knowledge of varying pedagogical approaches within and across disciplines

- Nobody will have knowledge across more than a few disciplines at start -- this needs to grow throughout a career (Participant 2)

- 47 • Some of this needs to be in place at time of hire but it is expected to be further developed as the
48 person is on the job. (Participant 11)
- 49 • Since educational developers usually work with people from various disciplines, the more you
50 know about the pedagogical approaches that are considered effective is something that will
51 help you gain respect from faculty members. (Participant 41)
- 52 • I have different feelings about the two different kinds of pedagogical approaches lumped
53 together here. The ones that pertain "across" disciplines are very important. The ones "within"
54 disciplines, or discipline-specific, are helpful to know about but less valuable in general because
55 they only pertain to one discipline. (Participant 81)

56

57 6. Knowledge of instructional development (curriculum and course development)

- 58 • Helping faculty develop their courses is something that educational developers do in almost
59 every consultation. (Participant 41)
- 60 • Depends on college sit – if developing a new initiative 5, if not 2 (Participant 96)

61

62 7. Knowledge of educational technology and its use in higher education

- 63 • Why to use or not far more important the technical "how to". (Participant 2)
- 64 • I don't this every director has to be a tech-head. Really depends on the focus of the center.
65 (Participant 13)
- 66 • Today, technology is a motivation for many faculty to re-think their courses and how they teach
67 them. Having this knowledge (or someone who can be called on to help) is quite necessary.
68 (Participant 41)
- 69 • Instructional Technology Offices may not want faculty development centers encroaching on
70 their responsibilities. (Participant 68)
- 71 • This has a changing level of importance. Currently it is "somewhat important" in terms of
72 frequency of use. But it rapidly becoming very important. (Participant 81)
- 73 • But the person must place pedagogy first and not be seduced by tech – it's just a tool
74 (Participant 96)

75

76 8. Knowledge of organizational theory (change and development)

- 77 • This depends a lot on the mission of the particular center – may or may not be important based
78 on center focus. Nice to know . . . (Participant 13)
- 79 • Change in university organizations is leading to extensive changes to many CTLs. It would be
80 very helpful for a new director to be familiar with organizational theory to help focus some of
81 the changes to make sure faculty and student development are considered. (Participant 41)
- 82 • Useful particularly when serving on institutional committees. (Participant 68)
- 83 • This has big importance in the long-term. But for a new hire, it can be developed over time.
84 (Participant 81)
- 85 • Depends on org situation (Participant 96)

86

87 9. Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)

- 88 • One need to know ABOUT this at hire, but all politics is local and changing. (Participant 2)
- 89 • This is difficult to answer because it's unclear whether you're asking about institutions in
90 general or the specific institution they're working at. (Participant 10)
- 91 • Today, knowing the structure and culture of a university is imperative if the CTL director is going
92 to be able to communicate with the upper administration and help them understand what
93 educational development can do for the good of the entire university/college. (Participant 41)

- 94 • But not necessarily the specific institutional structures and cultures – but the person should
95 have knowledge of this from experience at other institutions (Participant 87)
96 • Must have some. The particular comb's can vary (Participant 96)

97
98 10. Knowledge of current issues and trends in higher education

- 99 • Knowing what is happening in higher education around the world can be very helpful. It seems
100 that once several institutions start making changes, the rest follow their lead. (Participant 41)
101 • Such knowledge makes the FD scholar/practitioner more well-rounded. (Participant 68)
102 • My ratings look contradictory, but learning these gets the person off on the right foot
103 (Participant 96)

104
105 11. Knowledge of current issues and innovations in teaching and learning

- 106 • This is constantly evolving so some knowledge must be in place at time of hire, but also must be
107 willing to continually learn more. (Participant 11)
108 • Could be boned up at hire but I would want to see evidence that the person is capable of
109 seeking out this information (Participant 13)
110 • This is an ever changing field, so I think the skills of being a lifelong learner are more important
111 than "expertise" at any one point. (Participant 36)
112 • In order to help faculty stay on the cutting edge of teaching and learning effectiveness, a
113 director needs to keep up with the teaching and learning literature. (Participant 41)
114 • Educational Developer needs to integrate innovations with common practices. (Participant 68)
115 • They should be up-to-date with what is happening in teaching and learning / faculty
116 development. Current by attending conferences, presenting, reading, writing, etc (Participant
117 87)
118 • As above (Participant 96)

119
120 12. Knowledge of academic career development (e.g., faculty career stages and roles)

- 121 • Though this doesn't really come up very often, it would be helpful to be aware that there are
122 career stages and what they typically look like. (Participant 41)
123 • I rated this a 2 for the "required at hire" but I do think that a person who has gone through this
124 process will make a better FD/mentor for faculty. (Participant 87)

125
126 13. Knowledge of classroom management theories

- 127 • This is a very K-12 oriented construct. Not sure how important this is by itself. (Participant 13)
128 • In large universities this seems to be a problem across disciplines and needs to be addressed
129 more and more often. (Participant 41)
130 • This is often overlooked – but so very important. Many problems in the classroom can be traced
131 back to issues with classroom management problems/issues. (Participant 87)
132 • Likely to be 1st consult and "test", by faculty for competence (Participant 96)

133
134 14. Knowledge of the history of higher education

- 135 • As much as I love the history of HE, this is far less important than other knowledge sets
136 (Participant 13)
137 • Having an historical overview of where we've been and where we are going can be very helpful
138 at times. (Participant 41)
139 • This is "nice to know" knowledge, but not critical for a new hire. (Participant 81)
140 • As part of perspective and one needs perspective (Participant 96)

141

142 15. Ability to collaborate and network across disciplines and levels of the university

- 143 • Again, this is a competency that in its basic form is needed from day one, but also must grow
144 over time. (Participant 2)
- 145 • Number 1 important skill (Participant 13)
- 146 • In today's volatile higher education environment, this is especially important. (Participant 41)

147

148 16. Supervision and development of staff

- 149 • For leadership positions, this is crucial. It is also outside the experience of almost all new
150 directors. (Participant 2)
- 151 • This would depend on the person's career goals. (Participant 10)
- 152 • Some can be learned after hire, but need an indication that the person is capable of this
153 (Participant 13)
- 154 • Knowing strategies for dealing with reward and correction in staff interactions and work is very
155 important. (Participant 41)
- 156 • Assuming you are still talking about director position as last time. (Participant 72)
- 157 • Are we talking about teaching center staff or college/university staff? I am answering the latter,
158 assuming there is staff. (Participant 75)
- 159 • This depends on whether the new hire is responsible for "staff development." Some are; many
160 are not. (Participant 81)
- 161 • Not all centers have a staff, so it depends (Participant 96)

162

163 17. Oral and written communication skills

- 164 • Nothing is worse than faculty development communications that are badly composed and/or
165 have grammatical errors (Participant 13)
- 166 • This is what the director does all day! They must be good at it for the survival of their CTL.
167 (Participant 41)
- 168 • You won't be taken seriously if you don't have excellent skills in communication (Participant 87)
- 169 • Faculty judge (Participant 96)

170

171 18. Individual consultation skills

- 172 • For a leadership position, knowledge is necessary at time of hire; for an entry-level position, it
173 can be developed on the job. (Participant 2)
- 174 • I feel like the emphasis on individual consultation is shifting, and could be taken care of by
175 others (staff, fellows, mentors). The director does not need these skills to be hired unless it is
176 for a 1-person shop that strongly emphasizes 1-1 consults. (Participant 13)
- 177 • Though time-consuming, these skills are essential because faculty often ask for help and
178 research indicates that individual consultation typically produces more effective outcomes than
179 just getting student feedback. (Participant 41)
- 180 • Depends on the campus, the model of your program/center, etc....I rarely do individual consults
181 (several times a year)—not our model. (Participant 75)
- 182 • Depends on mission of unit. May do all consult or barely any. (Participant 96)

183

184 19. Interpersonal skills

- 185 • Hard to teach these after the hire . . . (Participant 13)
- 186 • Interpersonal skills are essential for the director to be respected as well as liked. (Participant 41)
- 187 • Need some basic; will always be developed and improved (hopefully) on the job. (Participant 75)

188

189 20. Time and project management skills

- 190 • Again this depends on the person's career goals (Participant 10)
- 191 • My experience is that the level of time management required in between the leap in needing to understand how to manage your time changes between assistant, associate and director status.
- 192 Adding the additional component of a range of campus wide initiatives at the associate provost level has been exponentially more demanding. (Participant 36)
- 193 • Educational developers have varied schedules and work with a variety of topics/faculty/administrators each day. Being able to manage this variety is difficult but necessary. (Participant 41)

198

199 21. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)

- 200 • Again, hard to teach . . . (Participant 13)
- 201 • My perspective is that this is more a personal disposition/personality attribute. It can be strengthened, but you need to come into the role with at least some predisposition to be this way. (Participant 36)
- 202 • Unfortunately, directors of CTLs are not autonomous. They are subject to the "whims" of the administrators to whom they report. Being able to be flexible is more likely to help them keep their jobs. (Participant 41)
- 203 • Hard to say on this one – can you develop it after you are hired? Probably not... (Participant 87)

208

209 22. Ability to develop and implement faculty/educational development programs

- 210 • If he/she cannot do this, what are they being hired for? (Participant 13)
- 211 • At the director level, you're mostly talking about oversight so it's essential to be able to conceptualize a "big picture". (Participant 36)
- 212 • Creativity and knowledge of the typical programs offered in educational development is helpful. Being able to actually design and implement these programs (with the help of others) is very important. (Participant 41)
- 213 • This one seems to bundle together skills and abilities that are broken out in other items. (Participant 72)
- 214 • Depends on center mission as does #18 (Participant 96)

219

220 23. Resilience (humor, patience, positive outlook, persistence)

- 221 • This is similar to adaptability – these are traits rather than competencies (Participant 13)
- 222 • This is another attribute that can be strengthened in the role, but I think you have to come in with at least some propensity for it. (Participant 36)
- 223 • Educational development should be fun! Managing a group of developers, IT folks, etc. takes a lot of patience, humor, positive outlook and persistence. Without humor, staff will probably not stay very long. (Participant 41)
- 224 • This, and several of the ones that follow, are obviously "good to have" but not necessarily "critical". These are competencies that one can have only in moderation and still be an effective faculty developer. (Participant 81)
- 225 • Often overlooked – but very necessary!!! (Participant 87)

231

232 24. Ability to gather and synthesize multiple resources and help faculty apply them to their teaching

- 233 • Consultants have to know where to find multiple resources in different disciplines to help faculty
234 realize that what is being suggested or tried can be done in their classes, not just in other
235 people's classes. (Participant 41)
236 • One learns of resources on the job with experience but ability to gather and synthesize has to be
237 there already. (Participant 72)
238 • Depends on mission (Participant 96)

239 25. Budgeting skills

- 240 • relates to career goals (Participant 10)
241 • This is something that can be learned on the job. (Participant 13)
242 • As director, knowledge of budgets and how to utilize funds in the most productive and fiscally
243 appropriate ways is VERY important. (Participant 41)
244 • Many developers do not have any budget responsibilities at all. This would only be for someone
245 who is hired for director or other position of responsibility. (Participant 66)
246 • A leader weak in this area can hire staff who can manage budgets and keep Excel spread sheets
247 as needed. (Participant 68)
248 • Again, assuming we are hiring a manager. (Participant 72)
249 • University budgets will never be understood (Participant 96)

250 26. Strategic planning skills

- 251 • Can be learned on the job if the person has other important skills/knowledge (Participant 13)
252 • My expectation is that the difference here is between being responsible for strategic planning
253 versus participating in a strategic planning process. The latter is very helpful, but some things
254 you learn best by doing / leading. I think at the hiring stage one must understand the
255 importance of strategic planning, but I don't think you necessarily have to come in being an
256 expert at it. (Participant 36)
257 • Strategic planning skills can be learned. Attending workshops and working with others can help
258 a director create a strategic plan for the CTL. (Participant 41)
259 • I think that developers must be able to think strategically, which is somewhat different than
260 strategic planning. (Participant 66)
261 • I'd like this better if it were just "planning skills"—"strategic" implies a certain approach
262 (Participant 72)

263 27. Demonstrated success in university/college teaching

- 264 • This is mostly for empathy and credibility in working with faculty. (Participant 10)
265 • While having success in teaching in higher education is a good thing, people with teaching
266 experience in other venues can also develop into effective educational developers. (Participant
267 41)
268 • Prior teaching experience is desirable, but if not present, it is absolutely necessary to arrange for
269 teaching opportunities upon hire. (Participant 66)
270 • Good coach needn't always come from the ranks of player, but for giving examples, etc., it helps
271 to have had teaching experience. (Participant 72)
272 • A faculty developer does NOT have to be the best teacher on campus, but they should be
273 "good". (Participant 81)
274 • To be respected (Participant 96)

275 28. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observe, give feedback)

- 280 • While you may be doing fewer direct one-to-one consultations, it's essential to be able to
281 mentor your staff to be successful. Often, this may mean listening to them describe one of their
282 consults, including their assessment of a situation and their questions about how to process
283 information with an instructor. So, you're really consulting in 2 degrees: closest is with your staff
284 member, but also with the instructor in some ways, too. (Participant 36)
- 285 • These skills can be acquired after hire, but it will take some work to develop methods and to feel
286 comfortable giving advice to a peer. (Participant 41)
- 287 • Wording here is vague—are we talking about diagnosing teaching or learning? I rated as
288 diagnosing teaching. Sometimes I think t wish there were a middle category in the last column,
289 something like “Possessing some aptitude, but growing on the job.” (Participant 72)
- 290 • I see this as subsumed under “consultation skills” above. (Participant 81)
- 291 • Depends on mission (Participant 96)

292 293 29. Presentation skills

- 294 • I think this is essential for anyone in a leadership role. (Participant 36)
- 295 • Most directors need to be able to present effectively to get the value of the programs at the CTL
296 out to the campus. Some of these skills can be acquired after hire. (Participant 41)
- 297 • Not all educational development is accomplished through workshops, but even basic
298 presentation skills are needed when working individually with faculty or others. (Participant 66)
- 299 • Good qualities, but if need be, the instructional developer can hire experts to offer
300 presentations. (Participant 68)
- 301 • Depends on mission/style (Participant 96)

302 303 30. Ability to design and lead workshops

- 304 • This is not the sort of thing one wants to learn on the job at this level! (Participant 36)
- 305 • Sometimes directors don't actually design and lead workshops, but in some cases they do. It
306 depends on the size of the CTL and the skills of the other staff members. (Participant 41)
- 307 • The trend is to move away from individual consultations to workshop series. (Participant 66)
- 308 • Useful skill, but as in above instance, can hire others to lead workshops. (Participant 68)
- 309 • This is about designing instruction, only the context and audience is different. (Participant 72)
- 310 • Mixed feelings on this one. Yes, this was an important part of my skill set. But in the evolving
311 field of faculty development, we do less “workshop facilitation” than formerly, and more
312 networking. (Participant 81)
- 313 • Leaders may come from faculty (Participant 96)

314 315 31. Political acumen (e.g., ability to make good judgment relative to the institution's political and
316 cultural contexts)

- 317 • One needs to know ABOUT this at hire, but all politics is local and changing. (Participant 2)
- 318 • Again, crossing the threshold to being a director often brings you into conversations you might
319 not have been a party to before. I think “good judgment” is essential, and finding some senior
320 academic administrators and senior faculty members to be your mentors around these issues is
321 essential no matter how much innate acumen you possess. (Participant 36)
- 322 • Having political savvy can be a great benefit to the life of the CTL. (Participant 41)
- 323 • Very important in the long run and especially if you become the head of a center. But for a
324 person “within” a program and for a new hire, less important. (Participant 81)
- 325 • Too much and mission may be compromised, but need it more than not (Participant 96)

- 327 32. Ability to advocate effectively for faculty/educational development to all levels of the institution
328 (administrators, faculty and staff)
- 329 • This depends on career goals. (Participant 10)
 - 330 • Again, I would say I'm at a 1.5 on this issue. I think you have to be in the role to really
331 understand how to do this but you need to come in to the role understanding that this is a very
332 important part of it. (Participant 36)
 - 333 • In today's higher education climate, this is essential. (Participant 41)
 - 334 • Although this can be learned after hire, there has to be some evidence of this ability before hire.
335 (Participant 66)
- 336
- 337 33. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)
- 338 • Again, I would hope a director would have been practicing these skills all along. (Participant 36)
 - 339 • I do not feel that this phrase is appropriate—while I definitely agree that center directors need
340 to be persuasive with faculty and administrators, I do not agree that such activities are
341 accurately characterized as "leading from the middle." That phrase undermines and diminishes
342 our leadership. Either you lead or you don't. We lead from the front when it comes to teaching
343 and learning. Defining ourselves a "middle managers" is a legacy of 30 years of working behind
344 the scenes and never taking credit for our expertise. "Leading from the middle" should be
345 immediately abandoned!! (Participant 40)
 - 346 • If the director can't relate to both faculty and administration he/she will have a difficult time
347 maintaining a viable CTL. (Participant 41)
 - 348 • With proper mentoring, this can be learned after hire, although it would be advantageous to
349 have evidence of this ability before hire. (Participant 66)
- 350
- 351 34. Technology skills relevant to teaching and learning
- 352 • Tech changes every day.... (Participant 2)
 - 353 • If others have these skills, the director does not need to have them (Participant 13)
 - 354 • In my own case, I've taught online once and can find my way around our LMS but I would never
355 misrepresent myself as an expert in technology skills. I think it's essential to understand the "big
356 picture" issues related to teaching and technology but you'll likely have staff that will have the
357 real "grit" expertise. Even if you supervise faculty support for the LMS there will be content
358 experts working for you that can do the direct consultation work (Participant 36)
 - 359 • This depends on the size of the center and whether or not there are designated educational
360 technology staff members to help faculty in this area. (Participant 41)
 - 361 • Although this can be learned, it is not just learning software, CMS or technical skills. There has to
362 be an attitude and philosophical approach to technology present upon hire. This is my Number
363 1 priority because instructional technology should not be located in IT or another department, it
364 needs to be smack-dab in the middle of faculty development because technology is ubiquitous
365 and development, course design, classroom teaching must be immersed in technology so that
366 the decision to use technology (or not) can be based on sound pedagogical reasoning.
367 (Participant 66)
 - 368 • Skill as opposed to knowledge? Trying to differentiate from #7. Depends on role—would a
369 manager be consulting with faculty on this? (Participant 72)
- 370
- 371 35. Conflict management and problem solving skills
- 372 • This is a crucial skill in a center with more than one employee (Participant 2)

- 373 • It's all about people, people, people!!! You have to know how to wend your way through
374 personnel issues without getting snagged. (Participant 36)
375 • Hopefully the director won't have to use these skills, but they are very good to have. (Participant
376 41)

377
378 36. Ability to take initiative

- 379 • In order to be a good leader, the director needs to step out and create new things for the CTL to
380 accomplish. (Participant 41)
381 • This seems like a sub-set or component of #22. (Participant 81)

382
383 37. Listening skills

- 384 • ESSENTIAL! (Participant 36)
385 • While I rate this as a skill that can be acquired after hiring, there does need to be a willingness or
386 tendency to listen. Few faculty have this skill, which is not required of professors. It is one
387 reason why some faculty make extremely poor faculty developers—they want to tell rather than
388 listen. Faculty members who do make it as FDs are either natural listeners or are willing to
389 change. (Participant 40)
390 • Active listening is essential in all areas of educational development. (Participant 41)

391
392 38. Ability to conduct and evaluate research on teaching and learning and faculty/educational
393 development

- 394 • Depends on the mission of the center and the kind of institution. (Participant 13)
395 • I have regularly been able to obtain external funding for research projects (currently I am a co-
396 investigator on an NSF WIDER grant) but I feel that if you have some good basic skills post-
397 doctoral work then these are skills you can burnish at this level. Especially because such projects
398 are almost always collaborative ones. (Participant 36)
399 • I don't necessarily think that center directors need to do this themselves. Must they have
400 experience or interest in doing so? No. How does one judge the ability of someone to do FD
401 research if they have not already done it? I'm not sure that is even possible. Success in
402 disciplinary research is no predictor of ability to do FD research. FD center leaders do need to
403 understand the research process, they need to support the process as part of the important
404 work of the center, but do they need experience in this, no. Do they need to have the ability to
405 do this yes. (Participant 40)
406 • Again, this depends on the institution and the culture. At a large research university, it is good
407 to be able to conduct research studies on teaching and learning and share the results with the
408 campus. This helps faculty realize that there is actually data to back up what CTL staff is trying
409 to accomplish. (Participant 41)
410 • Although this is important, the fact that most developers who are hired fulltime in a Center do
411 not have research as an expectation of their job so it is difficult to find time to manage research
412 projects, unless it is built into their daily job. So many times there just isn't enough time to do
413 research because there is not enough time to get all of the education development done, and
414 that's what takes priority. (Participant 66)
415 • Publications are not required for US educational developers as they are in the UK, Australia,
416 New Zealand, etc. (Participant 68)
417 • Unless choose to do more/have time (Participant 96)

418
419 39. Ability to obtain and manage grants

- 420 • Depending on the center mission, may or may not be important (Participant 13)
- 421 • I think it's very persuasive to faculty to see a director that is successful in securing external
- 422 research funding and you can often collaborate with faculty on such projects. (I've done this
- 423 successfully at 2 different institutions with NSF and NIH funded grants). (Participant 36)
- 424 • At a large research university this might be necessary, but not necessarily at other places unless
- 425 the CTL is depending on "soft" money to operate. (Participant 41)
- 426 • Since there are no educational development grants to speak of, this is not a competency. When
- 427 the funding agencies realize the impact good education development has on our institutions,
- 428 then we may see some funding become available. (Participant 66)
- 429 • Useful skill to support faculty initiatives as well as supporting the Teaching and Learning Center.
- 430 (Participant 68)
- 431 • Very much depends on institution, how well the center is funded, institutional culture
- 432 (Participant 79)
- 433 • Can't answer without context– depends on situation (Participant 96)

434
435 40. Ability to work autonomously

- 436 • There are far more important traits that are critical. This can probably be assumed for most
- 437 academics. (Participant 40)
- 438 • This is essential because much educational development consists of analyzing data and
- 439 determining how to best serve faculty members. We need to be self-starters. (Participant 41)
- 440 • Absolutely. I don't want an employee that I have to manage all the time. (Participant 66)
- 441 • This seems similar to #36. (Participant 81)
- 442 • Depends. If the sit requires, then hire it. A person doesn't develop this easily (Participant 96)

443
444 41. Participation in national/international faculty/educational development organization

- 445 • Again, I think you should have at the minimum been "rehearsing" with regional organizational
- 446 membership and leadership but often funding for such travel isn't necessarily available until you
- 447 are a director / more senior. (Participant 36)
- 448 • Attending national and international educational development conferences is essential for
- 449 networking and learning what is happening in other places. POD and ICED have really helped
- 450 me form my own skills and knowledge. (Participant 41)
- 451 • Although it is advantageous to have someone participating in POD, ACET, AREA, etc. before hire,
- 452 this can be developed after hire. (Participant 66)
- 453 • I would re-focus this to: "Attends to own professional development", one activity of which is
- 454 engaging in one or more POD activities, like the national conference but going beyond that as
- 455 well. (Participant 81)

456
457 42. Earned Ph.D. or Ed.D.

- 458 • A terminal professional degree and experience may be enough, depending the on institutional
- 459 culture and prestige hierarchy. (Participant 2)
- 460 • Not sure what frequency of occurrence means here? (Participant 11)
- 461 • At a research university, but at a community college? No. This is very context specific.
- 462 (Participant 13)
- 463 • This is truly the "coin of the realm" anywhere but very small private institutions. (Participant 36)
- 464 • Sorry, but I think having a PhD is more important than an EdD, especially for a center leader at a
- 465 doctoral granting institution (whether R1 or R2). Fair or not, many faculty look upon EdDs with
- 466 disdain. An EdD can work if the holder has other attributes that make them highly credible.

467 Extensive experience in FD, for example, would reassure faculty that the EdD leader knows what
 468 the faculty job is like, i.e. the research part of it. There are many successful EdDs in faculty
 469 development, but they are looked at with more scrutiny than are PhDs. Even though that is
 470 unfair, it is the world we live in. FDs need to know about this prejudice before setting their
 471 sights on a leadership role. (Participant 40)

- 472 • For universities, this is probably very important so faculty will see the director as a colleague. In
 473 smaller colleges the director may not need to have a Ph.D. or Ed.D. (Participant 41)
- 474 • Can be ABD or Master's working on a doctorate, but you have to have the credentials to get the
 475 respect from faculty and administrators. (Participant 66)
- 476 • Needed for credibility (Participant 68)
- 477 • Depends on institutional context. Answered for situations in which most faculty possess the
 478 doctorate. (Participant 72)
- 479 • Frequency—not sure out it relates to this question; in my case a PhD is important, at other
 480 institutions it may not be. (Participant 75)
- 481 • For its own sake, not critical. But for image with faculty, especially if at a research-oriented
 482 university, probably important to have. (Participant 81)
- 483 • This speaks to the credibility of the person and the office/center. (Participant 87)
- 484 • For community college, MA/MS is fine, matches context, so 1. For all others, 5 (Participant 96)

485
 486 43. Engagement in scholarly activity (e.g., research, publications, presentations)

- 487 • May or may not be important depending on center mission (Participant 13)
- 488 • You need a track record and that has to be built over time. You can't wait until you're a director.
 489 (Participant 36)
- 490 • The climate of the institution will probably determine if this is essential or not. (Participant 41)
- 491 • Start with presentations at conferences and work towards other activities. See my comment
 492 above about time and expectation for research. (Participant 66)
- 493 • See comment in Number 38. (Participant 68)
- 494 • We did ability to do this above. Is this an experience item rather than a competency one?
 495 Redundant as competency. (Participant 72)
- 496 • Unclear to me; disciplinary research or SoTL? May be important for credibility with other faculty
 497 (Participant 79)
- 498 • Smart for the individual, not nessess except for Doc instit perhaps (Participant 96)

499
 500 44. Organizational skills

- 501 • How does this differ from some of the earlier project-management and personnel management
 502 competencies? (Participant 13)
- 503 • What exactly does this mean? Organization of what? This is too vague to answer. (Participant
 504 40)
- 505 • Being able to organize and lead the CTL staff and run the programs is important. (Participant 41)
- 506 • It's a wild and wooly world we live in and if you aren't organized, you are going to drop the ball
 507 on something or someone. (Participant 66)
- 508 • Often, visionaries don't have good org skills. That's okay, if they work closely with a second
 509 person who has them. But if not, it can be a disaster. Ideally, the director has both. (Participant
 510 72)

511
 512 45. Ability to assess program impact

- 513 • Seems redundant (Participant 13)

- 514 • Another opportunity to learn “on the job” especially if you can partner with a colleague from
515 institutional assessment. (Participant 36)
516 • In today’s higher education climate, this is essential. We have to show the campus and
517 administration that we are providing a very valuable service to the institution. (Participant 41)
518 • Most centers struggle with how to do this effectively (Participant 79)
519 • We fool ourselves with most program assessmt – it’s really program justification (Participant 96)
520

521 46. Ability to write reports

- 522 • Seems redundant (Participant 13)
523 • The director may not necessarily have to write the reports, but needs to be able to oversee the
524 writing of the reports. (Participant 41)
525 • Typically directors write the reports, not developers. (Participant 66)

527 47. Self-confidence

- 528 • These are highly visible positions in the university – the director needs confidence to talk in
529 front of groups, to all levels of folks (Participant 13)
530 • I believe in the old adage, “fake it till you make it.” I believe that many men are more likely to
531 over estimate their ability to do a job and, conversely, many women will underestimate their
532 abilities. I think you have to leap in and find good mentors and colleagues. It wouldn’t be much
533 of a new challenge if there weren’t things to learn about your self and the job! (Participant 36)
534 • A director needs to convey confidence in what they are doing and how their leadership is
535 facilitating the success of the CTL. (Participant 41)
536 • One must be able to convey self-confidence. Actual confidence is irrelevant other than for
537 personal comfort (Participant 96)

539 48. Ability to market programs

- 540 • The actual director may not need to do this – but should have someone on staff who is good at
541 it. (Participant 13)
542 • Again, most campuses have at least a couple of hugely creative /marketing type folks and you
543 can collaborate on these things. (Participant 36)
544 • Again, this is too general. Experience marketing programs is probably important, having a
545 marketing degree no. (Participant 40)
546 • The director needs to be the voice of the marketing, but others can design the marketing
547 information and decide how to spread the word about the CTL programs. (Participant 41)
548 • Typically the center and/or director are responsible for this, not the typical developer. Although
549 they should always be promoting the programs and services of the center. (Participant 66)
550 • Can hire marketing specialists, but it is useful to have marketing skills. (Participant 68)

552 49. Ability to chair a committee

- 553 • Unfortunately, directors tend to have to lead many committees to make sure the programs are
554 understood by everyone. (Participant 41)
555 • Can get substitutes (Participant 96)

557 50. Ability to obtain a faculty appointment in an academic department

- 558 • Depends on institutional culture and prestige hierarchy (Participant 2)
559 • Not sure what frequency means here. (Participant 11)

- 560 • Depending on the set-up of the institution, this may or may not be that important. (Participant
561 13)
- 562 • Again, you have to have a record that justifies such trust and I think it lends deep credibility to
563 you and your role to be affiliated with an academic department at some level. (Participant 36)
- 564 • I don't think it is necessary for it to be a hiring criteria, but in some institutions it is critical. It
565 depends on the culture of the institution. However, I do not think this is something that can be
566 developed after hiring. That said, sometimes the faculty of an institution think it is critical when
567 in fact it is not. This really depends on the credibility of the candidate. There are no absolutes
568 on this one. (Participant 40)
- 569 • Directors who are not appointed as a faculty member in a department can focus on the needs
570 and development of the CTL. (Participant 41)
- 571 • This is problematic for developers who have masters and are technologists, or for anyone who
572 doesn't come from a traditional academic background. The development world is changing and
573 the discipline needs to change with it. (Participant 66)
- 574 • For self defense (Participant 96)

575
576 51. Commitment to ethical practice

- 577 • I think this is an important criterion for any position, but it is not really a characteristic that
578 anyone can demonstrably assess in any candidate. Candidates who are demonstrably unethical
579 should not be considered, but those are presumably rare birds. (Participant 40)
- 580 • Ethics in educational development is essential. Confidentiality and trust are extremely
581 important. (Participant 41)
- 582 • This cannot be developed. It is a core personality trait. One can be taught what this means in
583 educational development. But you have to be ethical at the core. (Participant 66)

584
585 52. Diversity and inclusion

- 586 • Essential (Participant 36)
- 587 • It would be nice if the candidate could demonstrate an understanding and integration of
588 diversity issues, but is it a requirement, no. (Participant 40)
- 589 • Often CTLs are leaders in inclusion and ability to incorporate diversity in programs, staff, etc.
590 Many CTLs set an example for the rest of the campus. (Participant 41)

591
592 53. Commitment to ongoing professional development and continuous improvement

- 593 • Practice what you preach! (Participant 36)
- 594 • This is a given. So, I don't necessarily agree or disagree. It is not necessary to state it in a
595 position announcement or assess it. (Participant 40)
- 596 • Educational development is an ever-changing field so everyone who is in the profession needs
597 to keep up with the literature and research. (Participant 41)
- 598 • We have to practice what we preach! (Participant 68)
- 599 • No credibility if they don't develop self (Participant 96)

600
601 54. Community and relationship building

- 602 • Seems redundant (Participant 13)
- 603 • Essential (Participant 36)
- 604 • The director of a CTL has to be able to interact with all of the departments and upper
605 administration to keep the Center in everyone's radar. Relationships and communities are the
606 best way to do this. (Participant 41)

- 607 • Relationship building but community involvement may not be necessary. (Participant 68)
608

609 55. Passion for teaching and learning

- 610 • Again, this is a given and is not an assessable. (Participant 40)
611 • This is a given. If you don't have a passion for teaching and learning, you shouldn't go into
612 educational development. (Participant 41)
613 • Too much and they'll leave the job (Participant 96)

614 56. Commitment to lifelong learning

- 615 • Seems redundant to other competencies and a big "duh!" (Participant 13)
616 • This too is a bit odd. Lifelong learning for who? Students, faculty, faculty developers. There are
617 far more important attributes. (Participant 40)
618 • Continuous learning is one of the most enjoyable things about this profession and must be
619 something a director needs to be committed to. (Participant 41)
620 • This is a core personality trait. (Participant 66)
621 • Same as #53? (Participant 81)
622 • Else a hypocrite (Participant 96)

623 57. Respect

- 624 • context is ambiguous. Do you mean they show respect or others respect them or they can earn
625 others' respect. (Participant 10)
626 • What does this mean?? How on earth would one assess it? Respect for who? (Participant 40)
627 • It is important for a Director to have the respect of the CTL staff, the faculty, and administration.
628 Without respect, the programs and services might be seen as trivial. (Participant 41)
629 • This is a core personality trait. (Participant 66)
630 • Difficult to determine – what type of respect? For self? For others? For administration? For
631 faculty? (Participant 87)

632 58. Service orientation

- 633 • Essential (Participant 36)
634 • I don't know what this means and, by default I guess, I disagree. (Participant 40)
635 • Educational Development is all about serving the campus in the best way possible. Not just the
636 faculty, but administrators and students too. (Participant 41)
637 • Not sure what this means? Serving on committees? (Participant 66)
638 • Depends on what current attitude is (Participant 96)

639 59. Openness to new ideas

- 640 • If you aren't open to new ideas, the Center will not survive. (Participant 41)
641 • This is a core personality trait. (Participant 66)
642 • Depends on where they started. It's nonstop for newbies, but occasional for experts. Required
643 at hire, they'll sink or swim. (Participant 96)

644 60. Scholarship

- 645 • Again, this takes time to build a stream of publications and scholarship so it's essential you come
646 to the role with a set of skills and practices in place. (Participant 36)
647 • How is this different from item 44? This is too vague to answer. (Participant 40)

- 653 • Being able to conduct research studies and interpret the research literature is something
654 directors in large institutions must have. Smaller institutions might not require this as much.
655 (Participant 41)
- 656 • See related responses above re: publications and scholarship. (Participant 68)
- 657 • Not sure what this means, particularly given similar items above (Participant 79)
- 658 • Not sure what this means—scholarship of what? By whom? (Participant 95)

659 61. Curiosity

- 660 • Goes hand-in-hand with listening. (Participant 36)
- 661 • There is so much in teaching and learning that we still need to learn and curiosity is a trait that
662 will serve a director well. (Participant 41)
- 663 • This is a core personality trait. (Participant 66)
- 664 • Not sure what this is getting at (Participant 95)

665 62. Strong work ethic

- 666 • Being a roll model of someone with a strong work ethic is necessary for your staff and the rest of
667 the campus to really have respect for your leadership. (Participant 41)
- 668 • This is a core personality trait. (Participant 66)
- 669 • Can be a problem for the person – the work never ends (Participant 96)

670 63. Empowerment of others

- 671 • Aligns with a service orientation (Participant 36)
- 672 • While I would expect any leader to do this, it is not an important criterion for a center director
673 position. (Participant 40)
- 674 • For a Center to function well, the director needs to empower the staff to be creative and come
675 up with new ideas. (Participant 41)
- 676 • This is necessary to be a leader on campus (Participant 87)

677 64. Relaxation and fun

- 678 • Here I almost need another category for required for hire that says “can’t be changed” or “is
679 difficult to develop” (Participant 10)
- 680 • Work life balance is essential. You have to have some fun! (Participant 36)
- 681 • Educational development can be quite stressful at times, so the director needs to be willing to
682 incorporate fun and relaxing activities periodically to help staff “unwind”. (Participant 41)
- 683 • Not sure how this relates to skills of center leaders—fun in the office, outside of work?
684 (Participant 95)

685 65. Reflective practice

- 686 • Learning to reflect back on programs, workshops, etc. to analyze the things that worked well
687 and those that didn’t is an important part of making things be the best they can be as much of
688 the time as possible. (Participant 41)

689 66. Social justice

- 690 • This may apply more to public institutions, but education is at the intersection of race and class
691 and we should never forget the stewardship we are entrusted with as we assume these roles.
692 (Participant 36)

- 699 • Social justice is something that needs to be a definite part of the values for any educational
700 development director and their staff members. In many ways, the CTL staff can be role models
701 for the faculty and administrators they work with. (Participant 41)
702 • Not sure what this means in terms of leadership skills—same as diversity and inclusion?
703 (Participant 95)
704 • Can be an impediment – it's a fine line (Participant 96)

705

706 Overall Comments

- 707 • Some of these items are bizarre and I do not think they are appropriate hiring criteria, so I did
708 not complete the final column (Participant 40)
709 • Strong sense of humor (= perspective) (Participant 96)

APPENDIX M: PARTICIPANT JUSTIFICATIONS FROM ROUND 3

QUESTIONNAIRE

1. Knowledge of scholarship of teaching and learning literature

 - Strongly Agree: Must know state of the art scholarship in field to be able to lead well. (Participant 72)
 - Agree: Although this is important, I don't see it as mission-critical to have prior to hire. (Participant 13)
 - Agree: You can learn this "on the job" (Participant 36)
 - Agree: Agree that knowledge is required but giving some space for "how much" –always learning (Participant 95)
 - Undecided: Many research institutions do not accept SoTL work as viable. In a Research I wannabe, such as my school, the publications must be in the discipline areas. (Participant 68)

2. Knowledge of learning assessment

 - Strongly Agree: Must know how to assess results of interventions on student learning and also teach faculty to assess learning. (Participant 72)
 - Agree: Important but obtainable after hire (Participant 13)
 - Agree: You can learn this “on the job” (Participant 36)

3. Knowledge of faculty/educational development literature

 - Strongly Agree: This likely would encompass SoTL and assessment, but even if not, it is paramount (Participant 13)
 - Strongly Agree: This is a profession. Must know about it. It's misguided to take someone without any background and expect them to lead others in the profession. (But we do it all the time.) (Participant 72)

4. Knowledge of learning theory and research

 - Strongly Agree: Foundational for both teaching and serving faculty (Participant 72)

- #### 5. Knowledge of varying pedagogical approaches within and across disciplines

- Strongly Agree: Unless we can demonstrate broad knowledge of pedagogy, we have no credibility in this position (Participant 13)
 - Strongly Agree: This is essential in establishing relationships with faculty/instructors across disciplines (Participant 36)
 - Strongly Agree: This knowledge is becoming more and more important as we try to get faculty to modify their teaching. If you can show them an article or book indicating there are people in that discipline who use “active” learning, they will be more likely to think they can do it too. (Participant 41)
 - Strongly Agree: Must appreciate differences in context when developing programs for different disciplines. (Participant 72)
 - Agree: I can go with a higher answer, especially since as I re-read it, it seems synonymous with what I considered to be the idea in Item #1. (Participant 81)

- #### 6. Knowledge of instructional development (curriculum and course development)

- 45 • Strongly Agree: Since most faculty do not have training in instructional development, this is a
46 very important skill to have. (Participant 41)
47 • Strongly Agree: An essential part of the work of director is to understand what staff will do.
48 (Participant 72)

49
50 7. Knowledge of educational technology and its use in higher education

- 51 • Strongly Agree: Today's context requires this. (Participant 72)
52 • Agree: Important but obtainable on the job, and perhaps can be addressed by others
53 (Participant 13)
54 • Agree: It seems that there are specialized educational technologists in many Centers, so every
55 faculty development leader does not have to be proficient in this area. (Participant 41)
56 • Undecided: many educational development units don't include ed tech, but collaborate with
57 tech support groups (Participant 2)

58
59 8. Knowledge of organizational theory (change and development)

- 60 • Strongly Agree: Because of my commitment to diversity issues, I understand that it is absolutely
61 essential to think systematically (Participant 36)
62 • Strongly Agree: Most teaching issues are influenced by the overall culture and environment in
63 which the teaching is done. Leader must know about change theory and other approaches to
64 dealing with organizational issues. (Participant 72)
65 • Agree: I am fine making this Agree – I see it as value-added but perhaps obtainable after hire
66 (Participant 13)
67 • Undecided: lower tier person doesn't need to know (Participant 96)
68 • Disagree: can be learned after taking the job (Participant 66)

69
70 9. Knowledge of university structures and cultures (e.g., policies, priorities, missions, other service units)

- 71 • Strongly Agree: The more a Faculty Development Director knows about the university and how
72 it functions, the better chance they have of being able to work with the upper administration to
73 help them understand the need to have an excellent Center on campus. (Participant 41)
74 • Strongly Agree: If you don't, you'll get slammed (Participant 96)
75 • Agree: Very important, but can be developed with experience. (Participant 72)

76
77 10. Knowledge of current issues and trends in higher education

- 78 • Strongly Agree: This seems fundamental to me – a leader should know what is happening in the
79 larger field (Participant 13)
80 • Agree: Overall issues determine the contextual relevance of specific approaches and programs.
81 (Participant 72)
82 • Agree: But you at least need to teach (Participant 96)

83
84 11. Knowledge of current issues and innovations in teaching and learning

- 85 • Strongly Agree: Must know about cutting edge in order to keep programs innovative and timely.
86 (Participant 72)
87 • Agree: One needs some awareness of innovation, but new isn't everything (Participant 2)

88
89 12. Knowledge of academic career development (e.g., faculty career stages and roles)

- 90 • Strongly Agree: My office does not just address t&l, but the whole range of faculty career issues
91 – I expect someone to be knowledgeable about this area (Participant 13)

- 92 • Strongly Agree: Understanding of how faculty change and grow is essential to this work. Ignoring
93 this would be like asking an elementary teacher to not study child development. (Participant 72)
- 94 • Agree: I assume you can learn more about this while acting as a director. In fact, you often won't
95 be pulled into some important conversations without such status. (Participant 36)
- 96 • Disagree: can be learned and is very different at different types of institutions (Participant 66)

97
98 13. Knowledge of classroom management theories

- 99 • Strongly Agree: Today's students are more likely to require assertive classroom management, so
100 the more the faculty developer knows, the better he/she can help faculty who are having
101 difficulty with some of their students. (Participant 41)
- 102 • Agree: Important, but of lesser urgency than some other topics. (Participant 72)
- 103 • Agree: Theories are less important than practical knowledge (Participant 96)
- 104 • Undecided: This seems really k-12 oriented and less university oriented == we just don't talk
105 about classroom management and I would not hire someone based on this knowledge
106 (Participant 13)

107
108 14. Knowledge of the history of higher education

- 109 • Undecided: I still don't think this is the most important area or even an important area of prior
110 knowledge for hiring. Without the elements I marked as 5, this competency is pretty
111 meaningless (Participant 13)
- 112 • Undecided: Somewhat important to know about trends and innovations of the past and how
113 they explain the future. (Participant 72)
- 114 • Disagree: Things have changed so much that lessons from the past about postsecondary
115 education can be misleading (Participant 10)
- 116 • Disagree: While this is a nice to have competency I do not see it as a critical skill to have in order
117 to be able to do this job. I *never* use this knowledge in my work. On the other hand, it is
118 critical that I know the history of the institution where I work. (Participant 11)
- 119 • Disagree: I have some knowledge of this history, but I never felt it was of major importance in
120 my dealings with faculty members. (Participant 81)

121
122 15. Ability to collaborate and network across disciplines and levels of the university

- 123 • Strongly Agree: The leader is the key person to network with other key leaders and faculty.
124 (Participant 72)

125
126 16. Supervision and development of staff

- 127 • Strongly Agree: as a leader, this is more important to do the job than to get it (Participant 2)
- 128 • Strongly Agree: You can learn this "on the job", but it's so much easier not to have to do it that
129 way! (Participant 36)
- 130 • Strongly Agree: This is something every "manager" needs to know how to do to maintain
131 collegiality and teamwork in the Center. (Participant 41)
- 132 • Strongly Agree: Essential to the leadership role is the mentoring and coaching of staff.
133 (Participant 72)
- 134 • Strongly Agree: I'm not sure if staff is your employees or university staff (Participant 96)
- 135 • Agree: I misread this the first time through (Participant 10)
- 136 • Undecided: many positions are one-person offices with no others to supervise or develop
137 (Participant 66)

- 139 17. Oral and written communication skills
140 • Strongly Agree: Must be able to articulate vision, argument for support, describe programs and
141 rationale, etc. (Participant 72)
- 142
- 143 18. Individual consultation skills
144 • Strongly Agree: One is likely to need to train others at this, too (Participant 2)
145 • Strongly Agree: This is still the most effective way to make changes that "stick". This is
146 evidenced in many research articles. (Participant 41)
147 • Strongly Agree: To do the job; one can learn after hire (Participant 96)
148 • Agree: Perhaps it is more important for the leader to know what's necessary than to do
149 individual consultants him or herself. Depends on size of unit and distribution of responsibilities.
150 Also by individual, I assume at the client level rather than peer administrator. (Participant 72)
151 • Undecided: FD is moving away from a focus on individual consultation and I am not convinced
152 (for my office) that this skill is necessary for a strong FD director anymore. I have trained faculty
153 peers to be consultants. (Participant 13)
154 • Disagree: can be learned (Participant 66)
- 155
- 156 19. Interpersonal skills
157 • Strongly Agree: Must be able to work with staff and external people (Participant 72)
158 • Strongly Agree: Not likely to learn (Participant 96)
- 159
- 160 20. Time and project management skills
161 • Strongly Agree: I agree with the others that these skills are essential for every director to have.
162 (Participant 41)
163 • Strongly Agree: This is a prime leadership attribute. Must be able to prioritize and maintain flow
164 of progress. (Participant 72)
165 • Strongly Agree: To do the job (Participant 96)
- 166
- 167 21. Adaptability (ability to learn quickly, manage uncertainty and change, flexibility)
168 • Strongly Agree: Cannot be rigid or slow. (Participant 72)
- 169
- 170 22. Ability to develop and implement faculty/educational development programs
171 • Strongly Agree: The only reason I gave this competency a 4 rating originally was in consideration
172 of larger centers where the director may not be directly involved in developing and
173 implementing programs, although overseeing the staff who do. I'm happy to change the rating
174 though. (Participant 79)
175 • Undecided: Again, depends on size of unit. In a large unit, leader would ask staff to take lead on
176 this and provide general direction and support. (Participant 72)
- 177
- 178 23. Resilience (humor, patience, positive outlook, persistence)
179 • Strongly Agree: Very much key to long-term success. (Participant 72)
- 180
- 181 24. Ability to gather and synthesize multiple resources and help faculty apply them to their teaching
182 • Strongly Agree: To do the job (Participant 96)
183 • Agree: Changed rating in light of size of staff considerations. Could be that staff would do this.
184 (Participant 72)

- 185 • Agree: Again I don't think this is necessarily a competency that a director needs to have. Even
186 for staff I think it's a competency that can be acquired depending on how familiar the individual
187 is with resources, literature when they assume the position. (Participant 79)

188
189 25. Budgeting skills

- 190 • Strongly Agree: The director of a center needs to know how to budget the money for the center
191 to make sure they don't go into the red and that the center has strong support for the
192 necessities. (Participant 41)
- 193 • Strongly Agree: FD is very resource poor. Leader must know how to obtain funding and manage
194 expenditures and revenue. (Participant 72)
- 195 • Strongly Agree: I'm guessing that different folks have different budget models, and some might
196 not even be required to keep their budget, but it is vital from my perspective to have these
197 skills—along with the skills to argue for the importance of your budget in the face of constant
198 pressure to cut costs. I spend several hours each week dealing with budget matters, without
199 skills in this area my center would be a complete mess. (Participant 88)
- 200 • Undecided: This depends on the size and nature of the unit. Larger units often have individuals
201 who do this. I think understanding the budget is sufficient. (Participant 10)
- 202 • Undecided: Helpful, but of major significance only if one is the "Director" of a program.
203 (Participant 81)
- 204 • Undecided: You'll have to get help anyway – most systems are so arcane it requires high
205 expertise – more than you can do if running everything else (Participant 96)
- 206 • Disagree: can be learned (Participant 66)

207
208 26. Strategic planning skills

- 209 • Agree: You can learn this "on the job" (Participant 36)
- 210 • Agree: Part of process of providing direction. (Participant 72)

211
212 27. Demonstrated success in university/college teaching

- 213 • Agree: Though having taught college or university classes is very helpful, many directors who
214 have K-12 experience have also been able to direct centers effectively. Sometimes they actually
215 have more theoretical and practical knowledge than some college teachers. (Participant 41)
- 216 • Agree: You can't do everything (Participant 96)
- 217 • Undecided: As I answered before, the coach doesn't have to have been a past player. It's a
218 different set of skills to develop other faculty than to teach students in a discipline. Experience
219 with teaching in general helps, but experience with faculty development is more important.
220 (Participant 72)

221
222 28. Instructional diagnosis skills (e.g., assess needs, figure out what is important, observe, give feedback)

- 223 • Strongly Agree: Heart of faculty development. Must know about this in order to help staff
224 consultants and evaluate their work. (Participant 72)
- 225 • Strongly Agree: To do the job (Participant 96)
- 226 • Undecided: Depending on the office, my response to this is the same as for consultation – it may
227 not be critical to the director's position (Participant 13)

228
229 29. Presentation skills

- 230 • Strongly Agree: I still think this is essential. You don't have to have any particular style, you just
231 have to be persuasive in presentations. (Participant 36)

- 232 • Strongly Agree: Must convey services to others, give reports, etc. on unit. (Participant 72)
233 • Strongly Agree: To do the job (Participant 96)
- 234
- 235 30. Ability to design and lead workshops
236 • Agree: Lowering this one because staff can do this if unit if large enough. (Participant 72)
237 • Undecided: Some jobs others do this (Participant 96)
- 238
- 239 31. Political acumen (e.g., ability to make good judgment relative to the institution's political and
240 cultural contexts)
241 • Strongly Agree: Raising this one in light of leader's external focus relative to staff. (Participant
242 72)
243 • Agree: different at each institution, can be learned (Participant 66)
- 244
- 245 32. Ability to advocate effectively for faculty/educational development to all levels of the institution
246 (administrators, faculty and staff)
247 • Strongly Agree: Raising this in importance, again, for external focus. (Participant 72)
- 248
- 249 33. Ability to "lead from the middle" (e.g., be persuasive with both faculty and administration)
250 • Agree: Okay, will raise, but see leader as a peer of administration, not lower than. Depends on
251 how position is construed on campus. (Participant 72)
- 252
- 253 34. Technology skills relevant to teaching and learning
254 • Agree: Must know about, in any case, whether has personally used them or not. (Participant 72)
255 • Agree: Could be a more administrative position (Participant 96)
256 • Undecided: I hire people with these skills – I don't have to have them all myself (Participant 13)
- 257
- 258 35. Conflict management and problem solving skills
259 • Strongly Agree: These skills are becoming more necessary as employees (and some managers)
260 have problems dealing effectively with others. (Participant 41)
261 • Strongly Agree: Might be used on a daily basis. Must be top-notch. (Participant 72)
262 • Undecided: Yes, one needs problem solving skills on an almost daily basis, if by that one means
263 facing a situation that is challenging and one must figure out how to deal with it. But, given the
264 relatively "low-power" situation of most faculty developers, I was seldom in "conflict
265 management" situations. (Participant 81)
- 266
- 267 36. Ability to take initiative
268 • Agree: Okay, it's pretty important (Participant 72)
269 • Agree: In some systems, initiative is punished (Participant 96)
- 270
- 271 37. Listening skills
272 • Strongly Agree: Can really go wrong if not hearing resistance or support. (Participant 72)
- 273
- 274 38. Ability to conduct and evaluate research on teaching and learning and faculty/educational
275 development
276 • Strongly Agree: Yeow, must be a scholar of the field. Might not have the time to be able to
277 contribute many studies, but must be able to evaluate current literature. Must contribute to
278 FD/OD literature, less so on teaching and learning studies. (Participant 72)

- 279 • Agree: Leadership requires service to the profession as well as to ones institution (Participant 2)
280 • Agree: In a large Tier 1 university, the center staff need leadership so they can conduct research
281 on teaching and learning on the student and faculty population at their institution. This
282 research is effective because it relates directly to what is happening in their classrooms.
283 (Participant 41)
284 • Agree: To do the job must be critical thinker (Participant 96)
285 • Undecided: I think this gives a director more credibility, but it's not essential. In some positions,
286 it may not even be possible. (Participant 36)

287
288 39. Ability to obtain and manage grants

- 289 • Agree: This is key to good resource management. Cannot expect to rely on internal funds alone.
290 (Participant 72)
291 • Agree: Grants are an important way that we increase our budget, so I think it's important to
292 have some ability to obtain and manage them. I can see why others might rank it lower,
293 however. (Participant 88)
294 • Agree: this skill is absolutely needed for credibility at our university (Participant 95)
295 • Undecided: Again, I think this gives a director more credibility, but it's not essential. In some
296 positions, it may not even be possible. (Participant 36)
297 • Undecided: Although this could be changing (Participant 96)
298 • Strongly Disagree: can be learned (Participant 66)

299
300 40. Ability to work autonomously

- 301 • Agree: Directors of Centers often work alone or with few staff. If they don't work well
302 autonomously, and aren't willing to make tough decisions, the center might not last. (Participant
303 41)
304 • Agree: Okay, important, but this does not negate consultation with others on course of action
305 and team participation in projects. (Participant 72)

306
307 41. Participation in national/international faculty/educational development organization

- 308 • Strongly Agree: Many other countries are researching best practices in developing and
309 maintaining faculty development centers and staff. Often, we haven't read that literature and
310 don't have the breadth of knowledge we might have on specific topics and trends. (Participant
311 41)
312 • Strongly Agree: Highlights own unit in the field, is a source of new ideas, a key leadership
313 responsibility. (Participant 72)
314 • Disagree: Your life will be much easier, but there are many who function without it (Participant
315 96)

316
317 42. Earned Ph.D. or Ed.D.

- 318 • Strongly Agree: Especially at large institutions, a director needs to be seen as a colleague.
319 Without having a Ph.D., many faculty won't see them as such. (Participant 41)
320 • Strongly Agree: Shows persistence, scholarly qualities, and understanding of the credential value
321 in higher education. (Participant 72)
322 • Undecided: A terminal professional degree (e.g. MSW) and experience can replace the research
323 degree (Participant 2)
324 • Undecided: While a PhD is important at some institutions and in some settings, I am not sure it
325 is at all; also, honestly, beyond the respect issue when working with other faculty with

326 doctorates, not sure having a PhD contributes to a faculty developer's effectiveness in any way.
 327 Important in my job, but, honestly, I ran my center when I was a graduate student and although
 328 I (hope) I have improved my work over the years, I am not convinced that finishing my PhD
 329 helped in my professional development. (Participant 75)

- 330 • Disagree: My associate director has an MBA and rocks – I just don't think the degree is the most
 331 important element in hiring. Perhaps if you had worded this "degree equivalent to the degrees
 332 of the instructional staff of the institution" I would rate it higher (Participant 13)

333
 334 43. Engagement in scholarly activity (e.g., research, publications, presentations)
 335 • Agree: Prior answer was inconsistent with above item 38 on scholarship (Participant 72)
 336 • Disagree: The push for everyone to be engaged in scholarship is as irritating to me as the push
 337 for all HS grads to go to college. I cannot see this being relevant to directors across institutional
 338 types. In a research university, I would rate it a 5 – in other institutions, a 1. (Participant 13)
 339 • Disagree: A strongly admin position doesn't carry the expectation or time, especially at midsize
 340 schools (Participant 96)

341
 342 44. Organizational skills
 343 • Agree: These skills are important to have. (Participant 41)
 344 • Agree: Yes, but often visionaries are less attentive to detail and rely on support people to help.
 345 (Participant 72)
 346 • Agree: Creative people often aren't organized (Participant 96)

347
 348 45. Ability to assess program impact
 349 • Strongly Agree: How else can one plan future direction and argue for resources? (Participant 72)
 350 • Agree: Directors might be able to get help from someone else to help them assess the impact of
 351 the program. They may not need to have the assessment skills for program analysis. (Participant
 352 41)
 353 • Agree: Must know how to do job, but not before hired (Participant 96)

354
 355 46. Ability to write reports
 356 • Agree: Yes, this is something that a director needs to be able to do to keep everyone informed
 357 (including administration). (Participant 41)
 358 • Agree: For justification of progress and future resources, highly important. Will reduce to 4 in
 359 light of perhaps staff support contributing to this task (Participant 72)
 360 • Disagree: may not need to write reports but if so, can be learned (Participant 66)

361
 362 47. Ability to convey self-confidence
 363 • Strongly Agree: If this person is to lead a team, he or she must inspire confidence in the team
 364 members. Being confident helps that. (Participant 10)
 365 • Strongly Agree: I guess the ability to convey self-confidence is important when working with
 366 faculty members—confidence in your knowledge and experiences, confidence to allow them to
 367 have their own ideas. A FD needs confidence to lead workshops and allow colleagues to take
 368 the lead in things, to express their ideas and to question those ideas when need be. Some
 369 faculty members can be arrogant and insecure, used to getting their own way. Learning
 370 requires destabilization, for faculty members too—and self confidence can help give the FD the
 371 ability and willingness to create those opportunities to learn. (Participant 75)
 372 • Strongly Agree: When doing job it is important, but can be learned (Participant 96)

- 373 • Agree: Inner conviction shows and lack of it does as well. (Participant 72)
 374 • Agree: Again, happy to change to a 4 from a 5, although for the leader of a center who is
 375 representing it to the university and to the wider higher ed world, I think conveying a sense of
 376 self-confidence and conviction about what one does it very important. (Participant 79)

377
 378 **48. Ability to market programs**

- 379 • Strongly Agree: Key to gaining participation. (Participant 72)
 380 • Undecided: A leader may have a staff specialist to do PR (Participant 2)
 381 • Undecided: Perhaps the better competency is ability to know how to find marketing help – one
 382 person cannot be good at everything, but to recognize a need and harness resources . . . that
 383 actually is a key skill. (Participant 13)

384
 385 **49. Ability to chair a committee**

- 386 • Strongly Agree: Making meetings flow and result in good decisions and products are a big part of
 387 this leadership. (Participant 72)
 388 • Disagree: I don't see how chairing a committee is critical to directing a center – the skills
 389 involved are overlapping and covered elsewhere in this list of competencies, so if that is what is
 390 meant, then a "4" is fine; but if it is meant literally, then it seems irrelevant. (Participant 11)
 391 • Disagree: can be learned (Participant 66)

392
 393 **50. Ability to obtain a faculty appointment in an academic department**

- 394 • Undecided: Helps to have at least adjunct appointment, but role can pull leader in too many
 395 directions, if faculty responsibilities come with it. If not, it's not a true appointment anyway.
 396 (Participant 72)
 397 • Disagree: While this might be nice for prestige, I have chosen, twice, not to negotiate for a
 398 tenure-track position the would both distract me from my chosen work and offer only retreat
 399 rights to an academic position outside of my chosen field of educational development.
 400 (Participant 2)
 401 • Disagree: This depends on the institution. A faculty appointment is good to have, but at some
 402 institutions is not necessary (for example if you go to a specialized institution that is not your
 403 field (fine arts, music, engineering, etc) (Participant 10)
 404 • Disagree: I direct a center at a technological university – however, it is possible for a person with
 405 an academic background not covered by our academic units (like education for example) to be
 406 able to succeed here. Also, at this research university, the ability to obtain a faculty
 407 appointment in an academic unit implies incredible research skill and potential in that discipline
 408 – these are not necessary for our work. (Participant 11)
 409 • Disagree: Many departments allow faculty developers with Ph.Ds to teach, but they don't want
 410 to make a full appointment and use up one of their slots. (Participant 68)

411
 412 **52. Diversity and inclusion**

- 413 • Strongly Agree: For staff hiring and valuing as well as for content of programming. (Participant
 414 72)
 415 • Agree: Not sure what you mean by diversity and inclusion in this question (Participant 66)
 416 • Agree: Of course, being inclusive should be one of our values. But I didn't often find this to be
 417 problematic at a critical level. (Participant 81)

418
 419 **53. Commitment to ongoing professional development and continuous improvement**

- 420 • Strongly Agree: Must practice what s/he preaches. Must also provide support for staff to grow
421 and change. (Participant 72)
- 422
- 423 54. Community and relationship building
- 424 • Strongly Agree: Internally as well as externally. (Participant 72)
- 425
- 426 55. Passion for teaching and learning
- 427 • Strongly Agree: I should have rated this higher to begin with! (Participant 36)
- 428 • Strongly Agree: It's a catch 22. If you are passionate you will be good leader but always sad
429 because no time to do it. If not passionate, people will see the artificiality (Participant 96)
- 430 • Agree: At heart of values, but passion for FD/OD is a notch higher. (FD isn't only about teaching
431 and learning.) (Participant 72)
- 432
- 433 56. Commitment to lifelong learning
- 434 • Strongly Agree: I've decided that the leader has to be a model for everyone, and loving learning
435 is a strong part of that. (Participant 10)
- 436 • Strongly Agree: Should be consistent with item 53 (Participant 72)
- 437 • Strongly Agree: you'll be doing it (Participant 96)
- 438 • Agree: I'll give this a 4 but this is such a hackneyed term I can barely stand it any longer. What
439 does it mean? (Participant 13)
- 440
- 441 57. Respect for each individual and his/her personal challenges related to teaching and learning
- 442 • Strongly Agree: Respect is one of the central factors in faculty response to a given administrator.
443 (Participant 72)
- 444
- 445 58. Service orientation
- 446 • Strongly Agree: I've decided that this is part of the flexibility that one needs to adapt to any
447 situation. (Participant 10)
- 448 • Agree: This is perhaps personal, I think this gives a director more credibility, but it's not
449 essential. (Participant 36)
- 450 • Agree: However, this is not subservience. Own expertise should be honored and recognized.
451 (Participant 72)
- 452 • Agree: Too much and it kills you (Participant 96)
- 453
- 454 59. Openness to new ideas
- 455 • Strongly Agree: The best leaders are always on the prowl for new and different thinking.
456 (Participant 72)
- 457 • Strongly Agree: Need to be "praise" centric (Participant 96)
- 458
- 459 60. Perceives scholarship as appropriate to his/her work or center activity
- 460 • Strongly Agree: A key value of a leader in our field. (Participant 72)
- 461 • Agree: Hopefully scholarship is important, but its manifestation varies according to the
462 institution. (Participant 10)
- 463 • Agree: Should be a strong consumer of scholarship – does not need to be a scholar (Participant
464 13)
- 465 • Undecided: Depends on resources of unit whether viable (Participant 96)
- 466

- 467 61. Intellectual curiosity
- 468 • Strongly Agree: Goes hand in hand with item 60. (Participant 72)
- 469 • Agree: This feels like “commitment to lifelong learning” – hard to really operationalize in a
- 470 meaningful way (Participant 13)
- 471
- 472 62. Strong work ethic
- 473 • Strongly Agree: Not a field where one can slack off and still be effective. (Participant 72)
- 474 • Agree: Too strong and you’re dead – marathon, not a sprint (Participant 96)
- 475
- 476 63. Empowerment of others
- 477 • Strongly Agree: Success of unit depends on success of all involved. Must create opportunities for
- 478 staff to shine. (Participant 72)
- 479 • Undecided: It depends on the size of the center. If it is a one person center, then this is not
- 480 critical (but nice to have). If the center is larger, then it is more critical. (Participant 11)
- 481
- 482 64. Relaxation and fun
- 483 • Strongly Agree: Unbalanced workaholic is not a good stance for resilience and modeling.
- 484 (Participant 72)
- 485 • Undecided: How do you put this in a posting and judge it on interviews? How culturally myopic
- 486 might this be? (Participant 13)
- 487 • Disagree: I fail to see how this is critical to my success in my work. It might make life more
- 488 pleasant but really it is not relevant to my work. (Participant 11)
- 489
- 490 65. Reflective practice
- 491 • Strongly Agree: Goes along with items on scholarship. (Participant 72)
- 492 • Undecided: Not critical – a positive plus but many folks can do this work without regularly
- 493 partaking in reflective practice. I guess it depends on how this is defined too. (Participant 11)
- 494 • Disagree: Not necessary for the job and hard to measure (Participant 66)
- 495
- 496 66. Social justice
- 497 • Strongly Agree: At this point in American life, we absolutely must pay attention to these issues.
- 498 Again, I think this gives a director more credibility with underrepresented and majority faculty,
- 499 staff and students alike and I also understand that this connection is not obvious to everyone.
- 500 (Participant 36)
- 501 • Strongly Agree: Personal commitment to social justice is a core value of the profession. Leader
- 502 must exemplify it. (Participant 72)
- 503 • Strongly Agree: I rate this highly because I think education is inherently about social justice, i.e.,
- 504 helping every individual develop his/her potential. But I also recognize that it may be an explicit
- 505 motivation for some faculty developers, but not so much for others. I’m not surprised that the
- 506 interquartile range is as broad as it is. (Participant 79)
- 507 • Disagree: can be misinterpreted (Participant 96)

APPENDIX N: STATEMENTS EXTRACTED FROM JOB ANNOUNCEMENTS

- 1 assessing and refining VCU's student academic support services to ensure that the breadth and depth of services meet the needs of a highly diverse student body and are in compliance with accreditation standards
- 2 develop and lead the University's strategic vision for learning innovation
- 3 communicate an understanding of current and emerging issues in higher education
- 4 advocate for the personnel, fiscal, and facilities infrastructure necessary for teaching and learning and student success
- 5 supervision and professional development of the assistant/associate vice provosts and directors within the division and the more than 100 faculty and staff within the Division of Learning Innovation and Student Success
- 6 proven leadership in learning innovation
- 7 development of programs and services
- 8 superior interpersonal communication skills
- 9 analytical, planning and organizational skills
- 10 ability to interpret policies, analyze data, recommend actions, and make decisions.
- 11 experience to work effectively with a diverse array of partners with different and divergent roles in the university community
- 12 a record of exemplary personal and professional integrity
- 13 experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so
- 14 terminal degree in a discipline offered at university is required
- 15 an academic record making one eligible for tenure as an associate or full professor
- 16 Translate the strategic vision of the Executive Director and the Sr. Vice Provost. Partner with Directors to shape the operational culture of the CTL to ensure effectiveness, operational efficiency, and constructive collaboration
- 17 Monitor progress towards the CTL's strategic goals
- 18 Oversee administrative functions including HR, budget, IT, and space allocation
- 19 Help liaise with other key campus groups to foster relationships and leverage resources, helping to coordinate joint project work as needed
- 20 Oversee staff development and provide coaching and mentoring to Directors and direct reports
- 21 Lead the execution of organization-wide strategic plan in partnership with Directors
- 22 Oversee the organization-wide adoption of a consistent, high-quality project management and reporting approach that informs all project work
- 23 Manage a team of project managers, and help to support them in their day-to-day work, engaging closely in their projects
- 24 Oversee CTL's portfolio of projects for prioritization, scoping, resourcing, budgets and timelines
- 25 Oversee the allocation of CTL financial and business operations activities to achieve commitments and budgets
- 26 Oversee human resource functions, working with the Administrative Services Officer
- 27 Direct the development and implementation of equitable personnel policies throughout the organization, in line with University policies

- 28 Oversee facilities-related issues, including methods and procedures to increase overall effectiveness of facilities utilization and management
- 29 When appropriate, develop long-range plans for facilities projects, schedule work projects, monitor work in progress, and inspect finished projects
- 30 10+ years of relevant experience including 5+ years in a senior operating leadership role in a dynamic organization
- 31 Master's degree in management, administration or a related field
- 32 Hands-on, highly professional leader with a successful track record establishing his/her credibility and assuming key responsibilities immediately
- 33 Ability to act as a true, trusted partner to the Executive Director and the rest of the senior leadership team, balancing leading and seeking input in translating vision and strategy into tactical plans and actions
- 34 Success creating a culture of distributed leadership, designing the systems that support positive cultural changes and developing leaders that lead with a strong focus on mentorship. Superior leadership skills: ability to inspire, motivate, influence and engage direct and indirect reports, but able to take decisive action when needed
- 35 Superior project management skills; demonstrated ability to ensure high quality, timely, and cost-effective project delivery
- 36 Flexible and able to multitask
- 37 has a track record of being successful in a complex or federated environment, while driving toward clarity and solutions
- 38 Knowledge of educational technology and learning sciences
- 39 5+ years in a senior operating leadership role in a comparable position in a professional services organization
- 40 Established track record in a postsecondary academic or federated environment.
- 41 MBA or comparable professional degree
- 42 with further enhancing the culture of excellence in teaching, learning, and faculty professional development
- 43 support initiatives in the CTFD and collaborate with the Provost's Office, colleges, departments, and other units on current and emerging teaching and faculty development programs
- 44 work closely with the Vice Provost for Undergraduate and Continuing Education on curricular innovation, pedagogy and institutional technology initiatives
- 45 An earned doctorate
- 46 five years of administrative experience in higher education
- 47 five years of experience in college teaching
- 48 demonstrated excellence in leadership skills
- 49 proven skills in promoting and managing the efficient operation of staff and office functions
- 50 excellent interpersonal, oral and written communication skills, with demonstrated competence in working in partnership with university instructors and academic units
- 51 knowledge of emerging technologies and pedagogies (e.g., blended, flipped, team-based, online learning, including MOOCs)
- 52 capacity to lead campus efforts to make best use of emerging technologies and pedagogies
- 53 Experience in a learning and teaching center, preferably in a leadership role, including designing faculty professional development programs and services

- 54 experience in the advancement of STEM education (science, technology, engineering and mathematics) through research and innovation
- 55 record of participation in national organizations on teaching and faculty development
- 56 research, publications, and external grants in the area of faculty and/or pedagogical development
- 57 experience in the usage of a variety of instructional pedagogical approaches including the use of technology to enhance student learning
- 58 ability to advance campus strategic objectives as defined by our ongoing planning process, "Innovation and Impact: Renewing the Promise of the Public Research University"
- 59 identifying, developing and maintaining the professional development activities and programs necessary to support faculty and staff in improving teaching excellence, learning, and student success
- 60 guiding and implementing the division's technology initiatives including ePortfolio, online/hybrid learning, and technology-based pedagogies
- 61 Identify, through research, promising practices to promote teaching excellence and learning effectiveness and develop mechanisms to promote these practices across campus.
- 62 Identify on-going professional development needs for all faculty and staff as related to teaching, learning, and student success
- 63 Promote the effective integration of educational technology into teaching and learning including ePortfolio and hybrid/online courses
- 64 Create, deliver, & evaluate the effectiveness of a series of professional development activities that address general and specific professional development needs
- 65 Support fundraising and serve as project director for divisional grants in support of these activities/programs
- 66 Engage in regular evaluation of all activities/programs in terms of contributions to student success
- 67 minimum of a Bachelor's degree and eight years' related experience
- 68 A doctorate or terminal degree is strongly preferred
- 69 administer the daily operation, supervise the Center's staff, coordinate programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center
- 70 demonstrate passion and interest in working with faculty, staff, and administrators to improve the teaching and learning experiences for students
- 71 works collaboratively with academic and administrative leaders
- 72 serves effectively on university committees
- 73 aligns faculty development initiatives with the Boyer model of scholarship as well as university goals and initiatives
- 74 Strong communication and interpersonal skills are required
- 75 A master's degree in teaching and learning, assessment, instructional leadership, distance education, or related field is required with a doctorate preferred
- 76 Knowledge of best practices in higher education faculty development, instructional design, and current distance learning trends required
- 77 Three to five years teaching experience in higher education required
- 78 Administer programs in faculty development, academic technology, innovative instructional strategies, and supervision of the programs and staff of CTL. (30%)

- 79 Facilitate development of policies and initiatives that support best practices and excellence in teaching and the scholarship of teaching and learning. (15%)
- 80 Coordinate and communicate policies and procedures related to distance education and the scholarship of teaching and learning. Report distance education data and information as needed. (15%)
- 81 Collaborate with the Office of Institutional Research to ensure timely and accurate course evaluation processes. (10%)
- 82 Administer and monitor resources (both human and fiscal) to support faculty development, student learning, and distance course delivery. (10%)
- 83 Develop and implement a strategic plan for the Center for Teaching and Learning aligned with the NSU strategic plan. (10%)
- 84 Facilitate best practices in development and delivery of distance education. Report distance education information to appropriate agencies. (5%)
- 85 Administer faculty development offerings and internal compensation awards to support faculty innovation and skill development. (5%)
- 86 Collaborate with Information Technology Services (ITS) regarding academic technology needs including the need for new and/or upgraded hardware and software to support teaching and learning
- 87 In concert with Provost and advisory groups and in alignment with priorities that emerge from Dartmouth's strategic plan, set a compelling direction, determine policies, and recommend implementation and operational strategies to enhance approaches to teaching and learning at Dartmouth
- 88 Facilitate dynamic discussions around innovations in teaching and mentoring, and provide guidance for relevant training, research, and communication activities
- 89 Participate in shaping initiatives around technology-enabled teaching methods and on-line education
- 90 Recognize, draw on, and foster faculty strengths in teaching innovation
- 91 Foster communication and collaboration among DCAL, the faculty, post-doctoral scholars, graduate students, and others at Dartmouth and beyond; establish links with other offices on the campus that provide support for teaching
- 92 Facilitate the development and delivery of distributed resources, services, staff and programs to assist faculty in designing, funding, implementing and assessing learning initiatives and their outcomes
- 93 Devote special attention to issues of diversity, focusing on the benefits, challenges, opportunities, and obligations they present in a residential learning community
- 94 Participate in fundraising activities to augment the Center's endowment and current use resources
- 95 Effectively manage personnel, budgets, and planning activities
- 96 Minimum of six years of experience in higher education
- 97 Demonstrated success in scholarship and teaching in his or her academic field
- 98 Ph.D. or other relevant advanced degree
- 99 Excellent interpersonal and public communication skills engaging all levels and disciplines of the academy
- 100 Demonstrated leadership and team-building skills and competence in fiscal and personnel management and long-range planning
- 101 Ability to work with a diverse community

- 102 develop, implement, deliver, monitor, promote and evaluate a comprehensive program of faculty and instructional development workshops and seminars, cohort programs (faculty learning communities and SoTL Fellows), and services for faculty, instructors and academic staff
- 103 coordinating and monitoring services, including individual and small group consultations, midterm student feedback sessions, videotaping of teaching, and coaching for presentational skills
- 104 coordinates the development and dissemination of print and web-based instructional resources, including the F&OD Online Instructional Resources Website
- 105 He/she will take a leadership role in promoting and supporting SoTL initiatives, needs assessments, and program evaluation
- 106 contributing to the organization and execution of special events, grant activities, and strategic planning within the unit
- 107 working collaboratively with colleagues in a team-based environment
- 108 The position requires an advanced degree in education, psychology, instructional design, or related field and deep knowledge of the research on teaching, learning and assessment in higher education
- 109 five or more years of related and progressively more responsible work experience in faculty development, instructional design, and/or in planning and directing educational
- 110 Strong skills in oral and written communication, instructional technology
- 111 a demonstrated commitment to diversity and inclusion are required
- 112 Experience with the Scholarship of Teaching and Learning is preferred
- 113 The Director will work with deans, associate deans, department heads, faculty and other support units on campus to design, implement and support initiatives and programs to reinforce our commitment to excellence in teaching and continually improve the quality of education we provide
- 114 The Director will manage four full-time staff as well as several part-time staff to offer a variety of initiatives and programs to colleges, departments, faculty members and graduate students as they engage in their educational roles and responsibilities
- 115 The Director must be comfortable taking an interdisciplinary approach when thinking about learning and teaching to both adapt to the needs of faculty colleagues from various departments and to promote initiatives that involve faculty from multiple disciplines
- 116 A doctoral degree
- 117 significant teaching experience in higher education
- 118 collaborative experience working with faculty and departments across disciplines and in both undergraduate and graduate education
- 119 extensive workshop and seminar experience
- 120 continual professional activities such as writing grants, publishing in refereed journals, serving in roles such as editor, grant or journal evaluator and reviewer, etc
- 121 administrative and managerial experience
- 122 Developing a long-term strategic plan for the Center, including the program agenda, research and evaluation agenda, and fundraising plan
- 123 Engaging faculty and promoting innovation on campuses
- 124 Analyzing outcomes and impact data for USM's past and current academic transformation initiatives, in order to prioritize and focus Center efforts

- 125 Initiating campus-level academic innovations, promoting effective learning analytics approaches, and integration of new approaches to learning into traditional program offerings
- 126 Developing and leading evidence-based faculty development programs to build capacity at USM institutions to disseminate best practices in increasing student learning and reducing costs of higher education
- 127 Establishing a research and evaluation agenda that will serve to inform all Center activities and institutional innovations and establish USM as a national leader in higher education academic reform
- 128 Developing opportunities for competency based crediting including effective assessment tools
- 129 Initiating multi-institutional collaborations, both intramural and extramural
- 130 significant experience working in a higher education teaching and learning setting, including at least 5 years experience in academic leadership positions
- 131 knowledge of existing and emerging models for academic innovation (e.g., learner analytics, competency-based learning, OLI, MOOCs)
- 132 proven record in designing assessment systems to evaluate innovation success and student learning outcomes
- 133 experience in the design and delivery of faculty development programs
- 134 Excellent leadership skills and a demonstrated ability to communicate with a diversity of stakeholders are essential
- 135 A terminal degree in a relevant discipline
- 136 Candidates must hold a doctoral degree in an academic discipline
- 137 rank of Associate Professor or Professor
- 138 a history of successful advancement through a faculty evaluation or promotion system
- 139 Seven (7) or more years of demonstrated success as a Director of Faculty Development or other appropriate leadership at a University
- 140 provides vision and oversight for all forms of faculty development, including determining appropriate support, resources, programming, and training to facilitate faculty growth in all areas of their professional roles at APU
- 141 Redesign and expand the existing Center into a full service office for faculty support, working collaboratively with faculty and academic deans from across the university to build a community of practice around the scholarship of teaching, learning, assessment, research/creative work, and service
- 142 Provide leadership for the effective integration of learning technologies into teaching, in particular, lead the efforts to expand online teaching across the campus, and oversee the Academic Technologies Unit
- 143 Develop a comprehensive mentoring program for new faculty members and programs for professional renewal and continuing engagement for senior faculty and part time faculty, as appropriate
- 144 Develop the Center into a hub for faculty-led sharing of best practices in a community of faculty scholars
- 145 Work collaboratively with the Director of the Office of Sponsored Research and Programs with the goal of facilitating the evolution of this office into a part of an integrated part of Center
- 146 Provide oversight for a new Student Research Institute focused on developing, supporting, and enhancing research skills and experience among undergraduate and graduate students

- 147 Develop and implement initiatives that generate campus-wide interest and participation in faculty development in the areas of teaching, scholarship/creative work, and service, such as workshops, seminars, summer institutes, and faculty learning communities
- 148 Actively seek external grant support to help fund the Center's activities
- 149 Define and implement assessment programs that measure the effectiveness of the Center's programs in advancing, sharing and fostering excellence in all areas of faculty work, as well as student learning
- 150 Candidates must have an earned doctorate or terminal degree in a discipline represented within the University
- 151 record of success in undergraduate teaching, as well as appropriate scholarship/creative work
- 152 At least three years of leadership experience in faculty development at a university is required
- 153 current knowledge of theories and practices of teaching and learning, good knowledge of assessment paradigms and e-learning, including the role of technology in instructional effectiveness
- 154 candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills
- 155 Supervisory experience highly desirable
- 156 Supporting and building upon existing programs designed to ensure faculty and graduate teaching assistant success
- 157 Overseeing the administration and development of the TEVAL and IDEA Student Ratings Systems
- 158 Collaborating with other units associated with teaching and curriculum: Office of Assessment, K-State 8 College and Faculty Councils, Division of Continuing Education, Information Technology Services (IT'S)
- 159 Teaching one section of the Principles of College Teaching course, EDCI 943, in both the fall and spring semesters, www.k-state.edu/catl/edci943
- 160 Ph.D. or a terminal degree from an accredited institution
- 161 demonstrated record of excellent teaching
- 162 strong communication skills
- 163 are knowledgeable about trends in teaching and learning, including E-learning
- 164 have directed or worked in a successful teaching and learning center
- 165 have a record of research in the scholarship of teaching and learning
- 166 are tenured at their current institution or eligible for tenure at KState
- 167 Seeking a candidate with academic and administrative leadership in academic support services, with an emphasis on writing, learning strategies, motivation, peer instruction in group/individual setting, and disability support services
- 168 Doctorate required (preference in education, counseling, college student personnel, etc)
- 169 Minimum of 7-10 years of experience preferred in managing and providing academic support services in higher education setting
- 170 expertise in teaching and learning strategies applied to a wide range of academic disciplines
- 171 Demonstrated ability to collaborate with faculty, staff, and students in designing and implementing innovative instructional activities to increase student learning and retention
- 172 Knowledge of the research and theoretical perspectives on factors affecting student learning, motivation, and retention

- 173 Excellent written, verbal, presentation and interpersonal skills required
- 174 provides strategic direction for the Center, establishing short- and long-term goals in support of CTE's mission in four focus areas: the functional skills of teaching; career development; resources for international students; and coordination of discipline-specific and department programs
- 175 provides strategic direction for the Center, establishing short- and long-term goals in support of CTE's mission in four focus areas: the functional skills of teaching; career development; resources for international students; and coordination of discipline-specific and department programs
- 176 responsible for defining and implementing regular assessment efforts to measure success of the CTE's efforts
- 177 overall responsibility for the management, staffing, budgeting, and development of programming for CTE
- 178 develop a communication strategy and publicity efforts aimed at increasing CTE's visibility on campus and establishing CTE as a hub for graduate students and junior faculty to identify and share best practices
- 179 will work closely with faculty, students, and staff to foster experimentation in pedagogical design
- 180 will work closely with the development office to lead fundraising efforts for CTE
- 181 develop and oversee the implementation of a sustainable and responsible financial model for ongoing CTE operations
- 182 Ph.D. or equivalent degree
- 183 experience in leadership and teaching at the college level
- 184 plan, deliver and evaluate a comprehensive faculty development program
- 185 The Director will also work closely with the Vice Dean for Faculty to assist in the delivery of a series of workshops focused on the professional development needs of junior faculty
- 186 will hold a full-time faculty appointment in the Department of Medicine, with expectations for teaching and scholarly productivity
- 187 Applicants must have a PhD, EdD, or MD with additional credentials in education
- 188 Prior experience in medical education with demonstrated proficiency in faculty development is desirable
- 189 develop teaching and mentoring resources and programs for faculty, students, post-docs, and staff
- 190 incumbent will work with a Faculty Advisory Committee to develop and maintain robust partnerships with academic and administrative departments and with student associations to identify and support student learning needs
- 191 responsible for researching best practices and advances in the scholarship and technology of teaching and learning
- 192 fundraising for Center for Teaching Excellence programs
- 193 supervising CTE staff
- 194 overseeing the budgets of the CTE and its programs
- 195 PhD or other Doctoral Degree
- 196 5+ years experience
- 197 Broad knowledge of the strategies and methods that enhance teaching and learning at the undergraduate and graduate levels

- 198 Extensive knowledge of research on college-age learners and appropriate, effective teaching strategies as well as approaches to developing effective e-learning opportunities
- 199 Familiarity with a broad variety of disciplinary conventions and practices that may affect teaching and learning
- 200 Excellent written and verbal communication skills. Ability to communicate effectively with faculty and staff across Rice's six academic schools
- 201 Sensitivity to academic disciplinary and departmental cultures. Ability to enhance and encourage communication between and among faculty from diverse backgrounds, perspectives, disciplines, and teaching philosophies
- 202 Ability to assess teaching-related needs of faculty members and departments and design activities and programs to address those needs
- 203 Ability to work with and motivate faculty at all career stages
- 204 Ability to work independently while developing collaborative relationships with academic and co-curricular departments across the institution
- 205 Excellent management and organizational skills as well as attention to detail in execution of programming
- 206 Develop and sustain an effective network between the CTE staff, Faculty Fellows, the larger faculty, the departments and students
- 207 Manage and coordinate communication among all constituents to ensure effective and efficient teaching-related initiatives
- 208 Collaborate with faculty fellows of the CTE to implement the vision of the CTE and to develop and implement strategic priorities and programs of the CTE
- 209 Develop, implement, direct, and evaluate programs to support teaching endeavors of faculty
- 210 Serve as a resource and referral source for faculty seeking teaching assistance
- 211 Lead staff of the CTE in researching best practices and advances in the scholarship and technology of teaching and learning
- 212 Work closely with the Office of Institutional Research and Office of Institutional Effectiveness to assess teaching effectiveness
- 213 Develop, direct, implement and evaluate programs to support teaching endeavors of students, including, but not limited to, graduate teaching workshops and undergraduate student taught courses
- 214 Fundraising for Center for Teaching Excellence programs, which includes close coordination with Development, grant writing, and/or direct contact with potential donors
- 215 Supervise staff of the CTE and administer and oversee the budget of the CTE and all of its programs
- 216 Provide direction and assistance in preparation of budget requests; monitor budgeting expenditures
- 217 Provides vision and leadership for faculty expertise in the teaching and learning enterprise
- 218 Responsible for programming that supports faculty excellence in pedagogy that matches the needs of our students and educational delivery context
- 219 Director also expected to collaborate with other units engaged in faculty development activities and to build a program of support for the scholarship of teaching
- 220 Doctoral Degree (Ph.D.,J.D.,Ed.D.) or ABD
- 221 Four years as a faculty member at a postsecondary institution and two years involved with the design and delivery of faculty teaching development and services
- 222 Ability to assemble, analyze and present data

- 223 Ability to organize and prioritize multiple tasks accurately
- 224 Demonstration of high ethical standards, integrity, professionalism, politeness, and courteousness
- 225 Excellent customer service skills
- 226 Excellent interpersonal, communication, organizational, planning, teambuilding and problem solving skills
- 227 Proficiency with Microsoft Office and other computer applications
- 228 Strong leadership and supervisory skills
- 229 Willingness to travel and work odd hours when needed
- 230 Works effectively with a diverse community
- 231 Attention to Detail
- 232 Ability to manage a budget
- 233 Knowledge of good practices in teaching and learning and innovations appropriate to traditional, hybrid, and distance modalities. Demonstrated appreciation for and understanding of diverse learners and their needs (e.g., first generation students, students of color, low income students, underclassmen vs upperclassmen and graduate students)
- 234 Director will receive principled guidance and support to engage in both independent and collaborative activities. Employee has responsibility for designing and implementing programs within confines of budget
- 235 will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes, inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future
- 236 collaborate closely with appropriate advisory boards comprising faculty and academic support professionals, coordinate a number of College programs providing financial support for faculty development, and cooperate with other committees and offices that support instruction
- 237 Master's degree
- 238 teaching experience
- 239 significant experience with faculty development, including general pedagogical issues and online teaching and instructional technology
- 240 excellent communication skills
- 241 Program development
- 242 supervision of employees
- 243 experience working collaboratively with faculty governance structures
- 244 excellent organization and group facilitation skills
- 245 Doctorate desirable
- 246 will disseminate examples of teaching innovation, organize workshops and presentations for full-time, contract, and adjunct faculty members and other members of the teaching community, mentor and consult on an individual basis, and coordinate with relevant campus constituencies, among other duties
- 247 The Director is responsible for providing: 1) exemplary service to faculty and other members of the teaching community, and 2) superior value through effective and efficient use of resources and staff
- 248 The Director will foster: 1) trust in the Center, and a culture of ongoing innovation

- 249 develop a strategic and operational plan that aligns with the overall college Strategy 2015 initiative, ensure start-up of the Center and implementation of the plan, and provide ongoing Center leadership
- 250 develop, deliver, and maintain a portfolio of successful professional development initiatives, such as workshops, seminars, summer teaching institutes, teaching communities, web-based resources, and mentoring programs that generate campus-wide interest and participation leading to ongoing improvement of student learning at the undergraduate and graduate levels
- 251 may also teach a course during the academic year in her/his area of expertise
- 252 Develop and implement a strategic and operational plan for the Center building on the initiatives begun in the Center's first year under its interim director and its Associate Director
- 253 Support the successful integration of technology into teaching
- 254 Coordinate with the department of Simmons Online to meet teaching needs regardless of modality
- 255 Hire, train, and manage staff and faculty fellows
- 256 Serve as a confidential source of consultation on teaching-related issues
- 257 Envision and develop new faculty orientation programming
- 258 Promote and oversee internal grants and awards that highlight innovation in teaching
- 259 Seek internal and external funds (grants, etc.) to support the growth and development of the Center
- 260 Substantial teaching experience in higher education working with diverse learners including non-traditional learners
- 261 Extensive experience creating faculty development programming
- 262 Ability to create and implement a vision for the Center
- 263 Proven knowledge of educational pedagogy, technologies and strategies for their successful integration into teaching
- 264 Ability to maintain confidentiality
- 265 Commitment to promoting diversity
- 266 Prior experience in directing a center for teaching and learning
- 267 Administrative and supervisory experience
- 268 A proven track record of successful grant writing
- 269 Evidence of scholarly production regarding issues related to teaching in higher education
- 270 An earned doctorate
- 271 Make faculty assignments for all ABE sites
- 272 Hire, observe, and evaluate adjunct faculty teaching in ABE
- 273 Develop programs for faculty development
- 274 Promote best practices in teaching
- 275 Coordinate Prior Learning Assessment
- 276 Identify grant opportunities for scholarship of teaching and learning
- 277 Maintain the ABE Faculty Group on the learning management system
- 278 Network with other institutions offering faculty development and the scholarship of teaching and learning
- 279 Teach an average of 3 credit hours per semester in an area of need in the ABE program
- 280 effective written and oral communication skills
- 281 strong interpersonal and organizational skills
- 282 a demonstrated ability to adapt to changing circumstances and to work as a self-motivated team member

- 283 a demonstrated ability to multi-task and meet deadlines
284 experience with higher education
285 the ability to serve diverse populations, specifically adult returning students
286 build strong working relationships with faculty, staff, and students
287 A Master's degree in one of the following fields is required: Liberal arts (including any of the following or related fields: political science, philosophy, sociology, history, psychology, communications and/or English); Business Management; Health Services Administration; Criminal Justice Studies; or Organizational Leadership
288 The successful candidate should have a demonstrated success in teaching adult learners in accelerated learning formats
289 experience in working with non-traditional student populations and adult learning theory
290 a demonstrated success in conducting instructional design and faculty development workshops
291 experience with learning management systems, preferably Angel.
292 Develop, implement, and periodically renew a strategic plan for the Center aligned with the BGSU strategic plan and direct the deployment of Center resources to achieve the strategic plan
293 Provide entrepreneurial leadership in developing and promoting excellence in teaching and learning at BGSU
294 Continue the realignment of the campus resources into a "one stop shop" for faculty and teaching graduate students
295 Oversee the development of a communication strategy aimed at increasing the Center's visibility on campus and establishing a clear understanding among faculty of the Center's services and their benefits
296 Oversee the management, staffing, budgeting, and development and implementation of programs that facilitate dissemination of current best teaching and learning practices in higher education as they apply to face-to-face, blended, distance, and online learning; activities include workshops, seminars, faculty learning communities, discussions, and individual or unit level consultations
297 Oversee the design and implementation of programs aimed at faculty and teaching graduate students to support their use of classroom technology, learning management and eportfolio systems, and other technology supporting teaching and learning
298 Assist faculty in identifying grants and other funding sources related to teaching and learning
299 Maintain current knowledge of the literature on teaching and learning best practices, the learning sciences and opportunities for faculty and staff to implement scholarship of teaching and learning
300 Contribute and facilitate new faculty orientation programs, as well as orientation of teaching graduate students
301 Consult and collaborate with Information Technology, the Director of Academic Assessment, academic deans, chairs, program faculty as well as other administrators and divisions on campus who have needs for, or contribute to, faculty development
302 Oversee the design implementation of new faculty professional development programs and programming aimed at leadership development
303 Ph.D. or equivalent terminal degree in an academic discipline represented at BGSU from an appropriately accredited university

- 304 5 years of experience in faculty development or instructional design is required, with experience in college teaching highly desirable
- 305 3+ years demonstrated leadership experience in faculty development, including active involvement in the field of teaching and learning
- 306 Knowledge of theory and best practice in course design, teaching methods, and assessment of student learning
- 307 Demonstrated expertise in emerging technologies and their application to teaching and learning in higher education
- 308 Excellent leadership, communication and interpersonal skills
- 309 Previous experience organizing and facilitating faculty development initiatives at the university level as an administrator, faculty or staff member in faculty and/or curriculum development
- 310 Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation, and leadership in organizational change
- 311 provides leadership and vision for the continuous improvement of teaching and learning and for the effective use of instructional technologies to enhance pedagogy
- 312 directly responsible for developing strategies, services and support for faculty, students and staff to support effective teaching practices and student success
- 313 expected to facilitate collaborative initiatives with academic and support units across campus that foster best practices in teaching and learning
- 314 demonstrated experience and knowledge in the areas of teaching, learning, and administration in higher education and a deep understanding of trends and issues in instructional technology
- 315 responsible for day-to-day CETL operations including programs, activities, communication and budget
- 316 oversees the development, implementation and management of programs, services and projects related to teaching and learning
- 317 serve as a leader in promoting and supporting technology across the curriculum
- 318 typical teaching load of eight (8) contact hours per year, either in a specific discipline or in the University's Integrative Core curriculum
- 319 A terminal degree is preferred
- 320 Candidates should have expertise in pedagogy, should be recognized in their field, and must have a commitment to teaching in a liberal arts setting
- 321 Director will be a leader in faculty development who can successfully promote excellence in teaching and learning through interactive workshops, the Engaged Teaching Fellows program, and other RAUL sponsored programs
- 322 provide leadership in developing a community of awareness and practice around teaching
- 323 Director will be in charge of developing and offering faculty development programs to promote interdisciplinary collaborations throughout the University
- 324 will promote research opportunities for faculty that can lead to contributions to the literature on effective pedagogy and the scholarship of teaching and learning
- 325 Establish and maintain University-wide policies and procedures related to the quality and infrastructure of teaching and learning

- 326 Provide the Provost with assistance and counsel on matters related to the quality of teaching and learning, including policies and procedures related to the infrastructures of support for teaching and learning and the evaluation of teaching excellence
- 327 Supervise the Research Academy for University Learning staff and manage the Academy budget
- 328 Direct Pedagogical Workshops for New Faculty
- 329 Direct the Engaged Teaching Fellows Program for all faculty and provide leadership in coordinating faculty seminars and workshops focused on best practices in teaching and learning
- 330 Direct and conduct a research program on University Teaching and Learning that can inform policies and procedures in the University
- 331 Provide leadership in assisting faculty to develop creative and effective uses of technology in the practices of teaching and learning, including development of online and hybrid courses and evaluation of their delivery and impact
- 332 Provide colleges and departments with assistance in building the infrastructure of support for teaching and learning across the University
- 333 Provide leadership in innovation and development of a wide range of teaching support services, including individual consultations, midterm student feedback, and invited classroom observations
- 334 Provide leadership in assisting faculty to develop effective strategies for assessing student learning in applying the results of this assessment to improve teaching and enhance student success. Serve as a source for dissemination to the campus community of best practice ideas, concepts and programs in student learning, classroom practice, pedagogical applications of technology
- 335 Develop external funding sources in support of programs and research focused on issues of learning and pedagogical development of faculty
- 336 Provide leadership in representing the Research Academy for University Learning to faculty, deans, and relevant external constituencies
- 337 Represent the University among the communities of teaching and learning centers and programs nationally and internationally
- 338 PhD in a discipline offered within the University and extensive and superior scholarly and teaching credentials that would normally qualify for a faculty position within the University
- 339 Research and writing skills in the scholarship on university teaching and learning
- 340 Leadership skills and vision of policies which would inspire teaching and learning excellence within the University
- 341 Knowledge of the literature of teaching theory and of current research and practice in faculty development
- 342 Experience in organizing, developing and delivering faculty workshops
- 343 Experience in management of budgets and a staff
- 344 Successful grant-writing experience preferred
- 345 Outstanding communication and interpersonal skills which can articulate and win broad support for the priorities of teaching excellence; the ability to work in a collaborative environment
- 346 Flexibility and creativity in adapting to the needs of a continuously evolving program
- 347 A current understanding of the pedagogical applications of information technology learning management systems and instructional design

- 348 The Director will work with faculty and students to address the pedagogical needs of the campus while rewarding teaching and fostering a sense of community
- 349 The Director will be expected to teach at least one class per year and will supervise student interns within the Center
- 350 Work collaboratively with faculty to promote the scholarship of teaching
- 351 Guide faculty to resources that support innovative teaching and learning strategies that enhance student outcomes
- 352 Assist faculty to become proficient and comfortable in the use of digital teaching and learning tools as related to course objectives
- 353 Provide opportunities for faculty to discuss, individually and/or in seminars, their instructional goals, student needs, and methods of effective course design and delivery
- 354 Create a conducive, comfortable environment within the Center to foster collaboration and use of resources
- 355 Solicit student interest in learning assistance
- 356 Cooperatively work with the campus community to create a strong academic culture of teaching excellence
- 357 Be a qualified, effective teacher
- 358 Masters required; Doctoral degree preferred
- 359 Knowledge of course management systems, software, instructional design, and related pedagogical tools for course creation and delivery
- 360 Excellent presentational skills
- 361 Understanding of higher education academic structures and values
- 362 split teaching and administrative position with required teaching within an assigned academic department on campus
- 363 Design, conduct, and evaluate faculty development programs including faculty learning communities, workshops and seminars that will create cross-campus partnerships and foster faculty communities around topics of common interest in learning goals, teaching and learning
- 364 Facilitate new initiatives and encourage collaborations among the various curricular and co-curricular programs that support effective teaching and learning on campus through a variety of instructional modalities
- 365 Promote a campus culture that values and recognizes the importance of teaching excellence and student learning
- 366 Collaborate with the Director of Assessment and the Director of eLearning to provide curriculum and classroom development in alignment with Fort Lewis College's institutional mission and strategic plan; assist faculty with implementing and assessing instructional methods and technologies that complement teaching needs and individual learning styles
- 367 Facilitate and support campus collaborations in the scholarship of teaching and learning
- 368 Stay abreast of literature on teaching and learning and network with national groups and individuals
- 369 Provide leadership and planning for all instructional and curricular development activities designed to support the Institution's teaching community
- 370 Promote multicultural teaching and the infusion of diversity into the curriculum/classroom
- 371 An earned doctorate or terminal degree within an academic discipline
- 372 An excellent record of teaching experience at the college or university level

- 373 Successful administrative and professional development experience with faculty, preferably in a teaching/learning center
- 374 Proven record of published scholarship with a focus on teaching and learning
- 375 A minimum of two years of progressively responsible and successful academic leadership experience in a higher education institution
- 376 Proven commitment to academic excellence and innovation
- 377 Excellent communication and motivational skills
- 378 Knowledge of outcomes-based curricular design, program development, assessment of learning outcomes, student-centered learning and learning theories, and technology enhanced teaching and learning
- 379 Demonstrated ability to provide collaborative leadership and management skills, and to work collaboratively with other administrative academic units
- 380 Knowledge of course management systems and effective online teaching methodologies
- 381 Knowledge and use of innovative teaching approaches (e.g., collaborative learning, civic learning and engagement, problem-based learning)
- 382 Knowledge of use, implementation, and best practices for instructional technologies
- 383 Demonstrated appreciation and advocacy for diversity
- 384 Create workshops, training sessions and individual counseling sessions for program directors, faculty, and staff to implement accreditation standards (i.e., WASC and program specific professional accreditation standards for curriculum and teaching).
- 385 Assist in faculty development sessions to prepare faculty to engage in inter-professional education (e.g., via Simulation Center activities)
- 386 Seek, write and obtain foundation and other grant support for educational endeavors
- 387 Create a master calendar of faculty and professional development events for the year, month and week. Ensure that the faculty professional website is current
- 388 Remain current with national educational and professional society practices and standards
- 389 Participate in and facilitate the University's Faculty Professional Development Advisory Committee
- 390 Design and update web-enhanced faculty training
- 391 Develop electronic resources for faculty professional development
- 392 Facilitate and deliver educational-technology presentations and workshops
- 393 Develop, implement and evaluate faculty professional development curricula for new and existing faculty to assure that they have the knowledge, attitude and skills necessary to be faculty at Charles R. Drew University.
- 394 Collect, analyze, monitor and report data related to the effectiveness of faculty professional development
- 395 Implement and update administrative policy and procedures guides for faculty and professional development
- 396 Manage faculty development administrative tasks including program development, implementation, and monitor service quality through data collection and participant feedback
- 397 Assist with and facilitate new faculty orientation programs to ensure that faculty understand the professional development requirements
- 398 Interact with continuing education officers to enable credit for faculty professional development activities, where appropriate
- 399 PhD preferred (Master's Degree plus experience required)

- 400 Advanced knowledge of curriculum design, pedagogical and faculty development concepts, instructional technology, and of the literature on teaching and learning
- 401 Three years in a university setting with professional training and development responsibility
- 402 Accreditation, assessment and curriculum development experience
- 403 Familiarity with health sciences education environment
- 404 Initiative to seek alternative approaches and solutions
- 405 Faculty development experience
- 406 Curriculum development experience
- 407 Presentation/publication experience
- 408 Knowledge of governmental agency and accreditation body policies
- 409 Grant writing skills
- 410 Computer skills with the ability to use Microsoft Office Suite, data analysis software competency (e.g., Excel, Survey Monkey), presentation software (e.g., PowerPoint, SMART technology)
- 411 Knowledge with e-learning/learning management systems (e.g., ANGEL, Blackboard), and student response systems
- 412 Excellent communication and other interpersonal skills

APPENDIX O: CODED JOB ANNOUNCEMENT STATEMENTS

	Code	Job #	Statement	Notes
1	ACD	16	Ability to work with and motivate faculty at all career stages	Required Qualifications
2	ACUMEN	1	ability to interpret policies, analyze data, recommend actions, and make decisions.	Required Qualifications
3	ADAP	2	Flexible and able to multitask	Required Qualifications
4	ADAP	20	a demonstrated ability to adapt to changing circumstances and to work as a self-motivated team member	
5	ADAP	24	Flexibility and creativity in adapting to the needs of a continuously evolving program	Required Qualifications
6	ADMBUD	2	Oversee the allocation of CTE financial and business operations activities to achieve commitments and budgets	Functions of job
7	ADMBUD	5	administer the daily operation, supervise the Center's staff, coordinate programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center	Functions of job
8	ADMBUD	6	Effectively manage personnel, budgets, and planning activities	
9	ADMBUD	11	candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills	Required Qualifications
10	ADMBUD	14	overall responsibility for the management, staffing, budgeting, and development of programming for CTE	
11	ADMBUD	14	develop and oversee the implementation of a sustainable and responsible financial model for ongoing CTE operations	
12	ADMBUD	16	overseeing the budgets of the CTE and its programs	
13	ADMBUD	16	Supervise staff of the CTE and administer and oversee the budget of the CTE and all of its programs	
14	ADMBUD	16	Provide direction and assistance in preparation of budget requests; monitor budgeting expenditures	
15	ADMBUD	17	Ability to manage a budget	
16	ADMBUD	21	Oversee the management, staffing, budgeting, and development and implementation of programs that facilitate dissemination of current best teaching and learning practices in higher education as they apply to face-to-face, blended, distance, and online learning	Required Qualifications
17	ADMBUD	21	Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation, and leadership in organizational change	

18	ADMBUG	23	responsible for day-to-day CETL operations including programs, activities, communication and budget
19	ADMBUG	24	Supervise the Research Academy for University Learning staff and manage the Academy budget
20	ADMBUG	24	Experience in management of budgets and a staff research, publications, and external grants in the area of faculty and/or pedagogical development
21	ADMGRANT	3	Support fundraising and serve as project director for divisional grants in support of these activities/programs
22	ADMGRANT	4	Participate in fundraising activities to augment the Center's endowment and current use resources
23	ADMGRANT	6	contributing to the organization and execution of special events, grant activities, and strategic planning within the unit
24	ADMGRANT	7	continual professional activities such as writing grants, publishing in refereed journals, serving in roles such as editor, grant or journal evaluator and reviewer, etc
25	ADMGRANT	8	Developing a long-term strategic plan for the Center, including the program agenda, research and evaluation agenda, and fundraising plan
26	ADMGRANT	9	Actively seek external grant support to help fund the Center's activities
27	ADMGRANT	11	will work closely with the development office to lead fundraising efforts for CTE
28	ADMGRANT	14	fundraising for Center for Teaching Excellence programs
29	ADMGRANT	16	Fundraising for Center for Teaching Excellence programs, which includes close coordination with Development, grant writing, and/or direct contact with potential donors
30	ADMGRANT	16	Seek internal and external funds (grants, etc.) to support the growth and development of the Center
31	ADMGRANT	19	A proven track record of successful grant writing
32	ADMGRANT	19	Identify grant opportunities for scholarship of teaching and learning
33	ADMGRANT	20	Assist faculty in identifying grants and other funding sources related to teaching and learning
34	ADMGRANT	21	Develop external funding sources in support of programs and research focused on issues of learning and pedagogical development of faculty
35	ADMGRANT	24	Successful grant-writing experience preferred
36	ADMGRANT	24	Seek, write and obtain foundation and other grant support for educational endeavors
37	ADMGRANT	27	Grant writing skills
38	ADMGRANT	27	

39	ADMISP	1	develop and lead the University's strategic vision for learning innovation	Functions of job
40	ADMISP	2	Monitor progress towards the CTL's strategic goals	Functions of job
41	ADMISP	2	Lead the execution of organization-wide strategic plan in partnership with Directors	Functions of job
42	ADMISP	3	ability to advance campus strategic objectives as defined by our ongoing planning process, "Innovation and Impact: Renewing the Promise of the Public Research University	Desired Qualifications
43	ADMISP	5	Develop and implement a strategic plan for the Center for Teaching and Learning aligned with the NSU strategic plan. (10%)	
44	ADMISP	6	Effectively manage personnel, budgets, and planning activities	
45	ADMISP	6	In concert with Provost and advisory groups and in alignment with priorities that emerge from Dartmouth's strategic plan, set a compelling direction, determine policies, and recommend implementation and operational strategies to enhance approaches to teaching and learning at Dartmouth	
46	ADMISP	7	contributing to the organization and execution of special events, grant activities, and strategic planning within the unit	
47	ADMISP	9	Developing a long-term strategic plan for the Center, including the program agenda, research and evaluation agenda, and fundraising plan provides strategic direction for the Center, establishing short- and long-term goals in support of CTE's mission in four focus areas: the functional skills of teaching; career development; resources for international students; and coordination of discipline-specific and department programs	
48	ADMISP	14	Collaborate with faculty fellows of the CTE to implement the vision of the CTE and to develop and implement strategic priorities and programs of the CTE	
49	ADMISP	16	will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes, inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future	
50	ADMISP	18	develop a strategic and operational plan that aligns with the overall college Strategy 2015 initiative, ensure start-up of the Center and implementation of the plan, and provide ongoing Center leadership	
51	ADMISP	19	Ability to create and implement a vision for the Center	Required Qualifications
52	ADMISP	19	Develop, implement, and periodically renew a strategic plan for the	
53	ADMISP	21		

			Center aligned with the BGSU strategic plan and direct the deployment of Center resources to achieve the strategic plan	Required Qualifications
54	ADMISP	21	Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation, and leadership in organizational change	Required Qualifications
55	ADMSUP	1	supervision and professional development of the assistant/associate vice provosts and directors within the division and the more than 100 faculty and staff within the Division of Learning Innovation and Student Success	Functions of job
56	ADMSUP	2	Oversee staff development and provide coaching and mentoring to Directors and direct reports	Functions of job
57	ADMSUP	2	Manage a team of project managers, and help to support them in their day-to-day work, engaging closely in their projects	Functions of job
58	ADMSUP	2	Oversee human resource functions, working with the Administrative Services Officer	Functions of job
59	ADMSUP	3	proven skills in promoting and managing the efficient operation of staff and office functions	Required Qualifications
60	ADMSUP	5	administer the daily operation, supervise the Center's staff , coordinate programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center	Functions of job
61	ADMSUP	5	Administer programs in faculty development, academic technology, innovative instructional strategies, and supervision of the programs and staff of CTL . (30%)	
62	ADMSUP	6	Effectively manage personnel, budgets, and planning activities	
63	ADMSUP	8	The Director will manage four full-time staff as well as several part-time staff to offer a variety of initiatives and programs to colleges, departments, faculty members and graduate students as they engage in their educational roles and responsibilities	
64	ADMSUP	11	Supervisory experience highly desirable	Desired Qualifications
65	ADMSUP	14	overall responsibility for the management, staffing , budgeting, and development of programming for CTE	
66	ADMSUP	16	supervising CTE staff	
67	ADMSUP	16	Supervise staff of the CTE and administer and oversee the budget of the CTE and all of its programs	
68	ADMSUP	17	Strong leadership and supervisory skills	Desired Qualifications
69	ADMSUP	18	supervision of employees	
70	ADMSUP	19	Hire, train, and manage staff and faculty fellows	
71	ADMSUP	19	Administrative and supervisory experience	Desired Qualifications

72	ADMSUP	21	Oversee the management, staffing, budgeting, and development and implementation of programs that facilitate dissemination of current best teaching and learning practices in higher education as they apply to face-to-face, blended, distance, and online learning		Required Qualifications			
73	ADMSUP	21	Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation, and leadership in organizational change		Required Qualifications			
74	ADMSUP	24	Supervise the Research Academy for University Learning staff and manage the Academy budget		Required Qualifications			
75	ADMSUP	24	Experience in management of budgets and a staff		Required Qualifications			
76	ADMSUP	25	The Director will be expected to teach at least one class per year and will supervise student interns within the Center		Functions of job			
77	ADVO	1	Advocate for the personnel, fiscal, and facilities infrastructure necessary for teaching and learning and student success		Functions of job			
78	ADVO	2	Translate the strategic vision of the Executive Director and the Sr. Vice Provost. Partner with Directors to shape the operational culture of the CTL to ensure effectiveness, operational efficiency, and constructive collaboration		Functions of job			
79	ADVO	24	Provide leadership in representing the Research Academy for University Learning to faculty, deans, and relevant external constituencies		Required Qualifications			
80	ADVO	24	Outstanding communication and interpersonal skills which can articulate and win broad support for the priorities of teaching excellence		Functions of job			
81	ASST	1	assessing and refining VCU's student academic support services to ensure that the breadth and depth of services meet the needs of a highly diverse student body and are in compliance with accreditation standards		Required Qualifications			
82	ASST	5	Collaborate with the Office of Institutional Research to ensure timely and accurate course evaluation processes. (10%)		Functions of job			
83	ASST	9	Analyzing outcomes and impact data for USM's past and current academic transformation initiatives, in order to prioritize and focus Center efforts		Required Qualifications			
84	ASST	9	Developing opportunities for competency based crediting including effective assessment tools		Required Qualifications			
85	ASST	9	proven record in designing assessment systems to evaluate innovation success and student learning outcomes		Required Qualifications			
86	ASST	11	current knowledge of theories and practices of teaching and learning, good knowledge of assessment paradigms and e-learning, including the role of technology in instructional effectiveness		Required Qualifications			
87	ASST	12	Overseeing the administration and development of the TEVAL and IDEA					

			Student Ratings Systems	
88	ASST	16	Work closely with the Office of Institutional Research and Office of Institutional Effectiveness to assess teaching effectiveness	
89	ASST	18	will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes , inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future	
90	ASST	20	Coordinate Prior Learning Assessment	
91	ASST	21	Knowledge of theory and best practice in course design, teaching methods, and assessment of student learning	Required Qualifications
92	ASST	24	Provide leadership in innovation and development of a wide range of teaching support services, including individual consultations, midterm student feedback , and invited classroom observations	
93	ASST	24	Provide leadership in assisting faculty to develop effective strategies for assessing student learning in applying the results of this assessment to improve teaching and enhance student success.	
94	ASST	26	Collaborate with the Director of Assessment and the Director of eLearning to provide curriculum and classroom development in alignment with Fort Lewis College's institutional mission and strategic plan	
95	ASST	26	Knowledge of outcomes-based curricular design , program development, assessment of learning outcomes , student-centered learning and learning theories, and technology enhanced teaching and learning	
96	ASST	27	Accreditation, assessment and curriculum development experience	
97	ASST	27	Knowledge of governmental agency and accreditation body policies	
98	AUTO	16	Ability to work independently while developing collaborative relationships with academic and co-curricular departments across the institution	
99	AUTO	20	a demonstrated ability to adapt to changing circumstances and to work as a self-motivated team member	
100	COLL	1	experience to work effectively with a diverse array of partners with different and divergent roles in the university community	Required Qualifications
101	COLL	2	Help liaise with other key campus groups to foster relationships and leverage resources, helping to coordinate joint project work as needed	Functions of job
102	COLL	3	support initiatives in the CTFD and collaborate with the Provost's Office, colleges, departments, and other units on current and emerging teaching and faculty development programs	Functions of the job
103	COLL	3	excellent interpersonal, oral and written communication skills, with	Required Qualifications

			demonstrated competence in working in partnership with university instructors and academic units	
104	COLL	5	works collaboratively with academic and administrative leaders	Functions of job
105	COLL	6	Foster communication and collaboration among DCAL, the faculty, post-doctoral scholars, graduate students, and others at Dartmouth and beyond; establish links with other offices on the campus that provide support for teaching	
106	COLL	7	working collaboratively with colleagues in a team-based environment	
107	COLL	8	The Director must be comfortable taking an interdisciplinary approach when thinking about learning and teaching to both adapt to the needs of faculty colleagues from various departments and to promote initiatives that involve faculty from multiple disciplines	
108	COLL	8	collaborative experience working with faculty and departments across disciplines and in both undergraduate and graduate education	Required Qualifications
109	COLL	9	Excellent leadership skills and a demonstrated ability to communicate with a diversity of stakeholders are essential	Required Qualifications
110	COLL	9	Initiating multi-institutional collaborations, both intramural and extramural	
111	COLL	12	Collaborating with other units associated with teaching and curriculum: Office of Assessment, K-State 8 College and Faculty Councils, Division of Continuing Education, Information Technology Services (IT'S)	
112	COLL	13	Demonstrated ability to collaborate with faculty, staff, and students in designing and implementing innovative instructional activities to increase student learning and retention	Required Qualifications
113	COLL	16	incumbent will work with a Faculty Advisory Committee to develop and maintain robust partnerships with academic and administrative departments and with student associations to identify and support student learning needs	
114	COLL	16	Sensitivity to academic disciplinary and departmental cultures. Ability to enhance and encourage communication between and among faculty from diverse backgrounds, perspectives, disciplines, and teaching philosophies	
115	COLL	16	Ability to work independently while developing collaborative relationships with academic and co-curricular departments across the institution	
116	COLL	16	Develop and sustain an effective network between the CTE staff, Faculty Fellows, the larger faculty, the departments and students	
117	COLL	17	Director also expected to collaborate with other units engaged in faculty development activities and to build a program of support for the	

			scholarship of teaching		
118	COLL	17	Works effectively with a diverse community		
119	COLL	18	collaborate closely with appropriate advisory boards comprising faculty and academic support professionals, coordinate a number of College programs providing financial support for faculty development, and cooperate with other committees and offices that support instruction		
120	COLL	19	will disseminate examples of teaching innovation, organize workshops and presentations for full-time, contract, and adjunct faculty members and other members of the teaching community, mentor and consult on an individual basis, and coordinate with relevant campus constituencies , among other duties		
121	COLL	19	Coordinate with the department of Simmons Online to meet teaching needs regardless of modality		
122	COLL	20	build strong working relationships with faculty, staff, and students		
123	COLL	21	Consult and collaborate with Information Technology, the Director of Academic Assessment, academic deans, chairs, program faculty as well as other administrators and divisions on campus who have needs for, or contribute to, faculty development		
124	COLL	22	expected to facilitate collaborative initiatives with academic and support units across campus that foster best practices in teaching and learning		
125	COLL	24	the ability to work in a collaborative environment		
126	COLL	25	Cooperatively work with the campus community to create a strong academic culture of teaching excellence		
127	COLL	26	Facilitate new initiatives and encourage collaborations among the various curricular and co-curricular programs that support effective teaching and learning on campus through a variety of instructional modalities		
128	COLL	26	Demonstrated ability to provide collaborative leadership and management skills, and to work collaboratively with other administrative academic units		
129	COMM	1	superior interpersonal communication skills		
130	COMM	3	excellent interpersonal, oral and written communication skills, with demonstrated competence in working in partnership with university instructors and academic units		
131	COMM	5	Strong communication and interpersonal skills are required		
132	COMM	6	Excellent interpersonal and public communication skills engaging all levels and disciplines of the academy		
133	COMM	7	Strong skills in oral and written communication , instructional technology		

				Required Qualifications
134	COMM	11	candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills	
135	COMM	12	strong communication skills	Required Qualifications
136	COMM	13	Excellent written, verbal, presentation and interpersonal skills required	Required Qualifications
137	COMM	16	Excellent written and verbal communication skills. Ability to communicate effectively with faculty and staff across Rice's six academic schools	
138	COMM	17	Excellent interpersonal, communication, organizational, planning, teambuilding and problem solving skills	
139	COMM	18	excellent communication skills	Required Qualifications
140	COMM	20	effective written and oral communication skills	
141	COMM	21	Excellent leadership, communication and interpersonal skills	Required Qualifications
142	COMM	24	Outstanding communication and interpersonal skills which can articulate and win broad support for the priorities of teaching excellence	Required Qualifications
143	COMM	26	Excellent communication and motivational skills	
144	COMM	27	Excellent communication and other interpersonal skills	
145	CONFMGT	1	analytical, planning and organizational skills	Problem solving
146	CONFMGT	11	candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills	Required Qualifications
147	CONFMGT	17	Excellent interpersonal, communication, organizational, planning, teambuilding and problem solving skills	
148	CONFMGT	27	Initiative to seek alternative approaches and solutions	
149	CONSULT	7	coordinating and monitoring services, including individual and small group consultations, midterm student feedback sessions, videotaping of teaching, and coaching for presentational skills	
150	CONSULT	16	Serve as a resource and referral source for faculty seeking teaching assistance	
151	CONSULT	19	will disseminate examples of teaching innovation, organize workshops and presentations for full-time, contract, and adjunct faculty members and other members of the teaching community, mentor and consult on an individual basis, and coordinate with relevant campus constituencies, among other duties	
152	CONSULT	19	Serve as a confidential source of consultation on teaching-related issues	
153	CONSULT	21	Activities include workshops, seminars, faculty learning communities, discussions, and individual or unit level consultations	
154	CONSULT	24	Provide the Provost with assistance and counsel on matters related to the Change? Culture?	

			quality of teaching and learning, including policies and procedures related to the infrastructures of support for teaching and learning and the evaluation of teaching excellence	
155	CONSULT	24	Provide leadership in innovation and development of a wide range of teaching support services, including individual consultations , midterm student feedback, and invited classroom observations	
156	CONSULT	27	Create workshops, training sessions and individual counseling sessions for program directors, faculty, and staff to implement accreditation standards (i.e., WASC and program specific professional accreditation standards for curriculum and teaching).	
157	CREDCOM	5	serves effectively on university committees	Functions of job
158	CREDCOM	27	Participate in and facilitate the University's Faculty Professional Development Advisory Committee	
159	CREDFAC	1	an academic record making one eligible for tenure as an associate or full professor	Required Qualifications
160	CREDFAC	10	rank of Associate Professor or Professor	Required Qualifications
161	CREDFAC	10	a history of successful advancement through a faculty evaluation or promotion system	Required Qualifications
162	CREDFAC	12	are tenured at their current institution or eligible for tenure at KState	Desired Qualifications
163	CREDFAC	15	will hold a full-time faculty appointment in the Department of Medicine, with expectations for teaching and scholarly productivity	
164	CREDFAC	17	Four years as a faculty member at a postsecondary institution and two years involved with the design and delivery of faculty teaching development and services	Required Qualifications
165	CREDFAC	24	PhD in a discipline offered within the University and extensive and superior scholarly and teaching credentials that would normally qualify for a faculty position within the University	Required Qualifications
166	CREDORG	3	record of participation in national organizations on teaching and faculty development	Desired Qualifications
167	CREDORG	24	Represent the University among the communities of teaching and learning centers and programs nationally and internationally	
168	CREDORG	26	Stay abreast of literature on teaching and learning and network with national groups and individuals	
169	CREDORG	27	Remain current with national educational and professional society practices and standards	
170	CREDDPD	5	A master's degree in teaching and learning, assessment, instructional leadership, distance education, or related field is required with a	

		doctorate preferred		
171	CREDPHD	1	terminal degree in a discipline offered at university is required	Required Qualifications
172	CREDPHD	2	Master's degree in management, administration or a related field	Required Qualifications
173	CREDPHD	2	MBA or comparable professional degree	Desired Qualifications
174	CREDPHD	3	An earned doctorate	Required Qualifications
175	CREDPHD	4	minimum of a Bachelor's degree and eight years' related experience	Required Qualifications
176	CREDPHD	4	A doctorate or terminal degree is strongly preferred	Desired Qualifications
177	CREDPHD	6	Ph.D. or other relevant advanced degree	Required Qualifications
178	CREDPHD	7	The position requires an advanced degree in education, psychology, instructional design, or related field and deep knowledge of the research on teaching, learning and assessment in higher education	Required Qualifications
179	CREDPHD	8	A doctoral degree	Required Qualifications
180	CREDPHD	9	A terminal degree in a relevant discipline	Required Qualifications
181	CREDPHD	10	Candidates must hold a doctoral degree in an academic discipline	Required Qualifications
182	CREDPHD	11	Candidates must have an earned doctorate or terminal degree in a discipline represented within the University	Required Qualifications
183	CREDPHD	12	Ph.D. or a terminal degree from an accredited institution	Required Qualifications
184	CREDPHD	13	Doctorate required (preference in education, counseling, college student personnel, etc)	Required Qualifications
185	CREDPHD	14	Ph.D. or equivalent degree	Required Qualifications
186	CREDPHD	15	Applicants must have a PhD, EdD, or MD with additional credentials in education	Required Qualifications
187	CREDPHD	16	PhD or other Doctoral Degree	Required Qualifications
188	CREDPHD	17	Doctoral Degree (Ph.D.,J.D.,Ed.D.) or ABD	Required Qualifications
189	CREDPHD	18	Master's degree	Required Qualifications
190	CREDPHD	18	Doctorate desirable	Desired Qualifications
191	CREDPHD	19	An earned doctorate	Required Qualifications
192	CREDPHD	20	A Master's degree in one of the following fields is required: Liberal arts (including any of the following or related fields: political science, philosophy, sociology, history, psychology, communications and/or English); Business Management; Health Services Administration; Criminal Justice Studies; or Organizational Leadership	Required Qualifications
193	CREDPHD	21	Ph.D. or equivalent terminal degree in an academic discipline represented at BGSU from an appropriately accredited university	Required Qualifications
194	CREDPHD	23	A terminal degree is preferred	Required Qualifications
195	CREDPHD	24	PhD in a discipline offered within the University and extensive and superior scholarly and teaching credentials that would normally qualify for	Required Qualifications

		a faculty position within the University		
196	CREDPHD	25 Masters required; Doctoral degree preferred	Required Qualifications	
197	CREDPHD	26 An earned doctorate or terminal degree within an academic discipline	Required Qualifications	
198	CREDPHD	27 PhD preferred (Master's Degree plus experience required)	Required Qualifications	
199	CREDSCHOL	3 pedagogical development	Desired Qualifications	
200	CREDSCHOL	8 continual professional activities such as writing grants, publishing in refereed journals, serving in roles such as editor, grant or journal evaluator and reviewer, etc	Required Qualifications	
201	CREDSCHOL	11 record of success in undergraduate teaching, as well as appropriate scholarship/creative work	Required Qualifications	
202	CREDSCHOL	23 Candidates should have expertise in pedagogy, should be recognized in their field , and must have a commitment to teaching in a liberal arts setting	Required Qualifications	
203	CREDSCHOL	24 PhD in a discipline offered within the University and extensive and superior scholarly and teaching credentials that would normally qualify for a faculty position within the University	Required Qualifications	
204	CREDSCHOL	26 Proven record of published scholarship with a focus on teaching and learning	Required Qualifications	
205	CREDSCHOL	27 Presentation/publication experience	Required Qualifications	
206	CREDITCH	3 five years of experience in college teaching	Required Qualifications	
207	CREDITCH	5 Three to five years teaching experience in higher education required	Required Qualifications	
208	CREDITCH	6 Demonstrated success in scholarship and teaching in his or her academic field	Required Qualifications	
209	CREDITCH	8 significant teaching experience in higher education	Required Qualifications	
210	CREDITCH	11 record of success in undergraduate teaching , as well as appropriate scholarship/creative work	Required Qualifications	
211	CREDITCH	12 Teaching one section of the Principles of College Teaching course, EDCI 943 , in both the fall and spring semesters, www.k-state.edu/catl/edci943	Required Qualifications	
212	CREDITCH	12 demonstrated record of excellent teaching	Required Qualifications	
213	CREDITCH	14 experience in leadership and teaching at the college level	Required Qualifications	
214	CREDITCH	18 teaching experience	Required Qualifications	
215	CREDITCH	19 may also teach a course during the academic year in her/his area of expertise	Required Qualifications	
216	CREDITCH	19 Substantial teaching experience in higher education working with diverse learners including non-traditional learners	Required Qualifications	
217	CREDITCH	20 Teach an average of 3 credit hours per semester in an area of need in the		

			ABE program	
218	CREDTCH	20	The successful candidate should have a demonstrated success in teaching adult learners in accelerated learning formats	Required Qualifications
219	CREDTCH	21	5 years of experience in faculty development or instructional design is required, with experience in college teaching highly desirable	Required Qualifications
220	CREDTCH	23	typical teaching load of eight (8) contact hours per year , either in a specific discipline or in the University's Integrative Core curriculum	Required Qualifications
221	CREDTCH	24	PhD in a discipline offered within the University and extensive and superior scholarly and teaching credentials that would normally qualify for a faculty position within the University	Required Qualifications
222	CREDTCH	25	The Director will be expected to teach at least one class per year and will supervise student interns within the Center	
223	CREDTCH	25	Be a qualified, effective teacher	
224	CREDTCH	26	split teaching and administrative position with required teaching within an assigned academic department on campus	
225	CREDTCH	26	An excellent record of teaching experience at the college or university level	
226	CRESCHOL	6	Demonstrated success in scholarship and teaching in his or her academic field	Required Qualifications
227	ET	2	Knowledge of educational technology and learning sciences work closely with the Vice Provost for Undergraduate and Continuing Education on curricular innovation, pedagogy and institutional technology initiatives	Desired Qualifications
228	ET	3	guiding and implementing the division's technology initiatives including ePortfolio online/hybrid learning, and technology-based pedagogies	Functions of the job
229	ET	4	Promote the effective integration of educational technology into teaching and learning including ePortfolio and hybrid/online courses	Functions of job
230	ET	4	Knowledge of best practices in higher education faculty development, instructional design , and current distance learning trends required	Functions of job
231	ET	5	Administer programs in faculty development, academic technology , innovative instructional strategies, and supervision of the programs and staff of CTL (30%)	
232	ET	5	Facilitate best practices in development and delivery of distance education . Report distance education information to appropriate agencies. (5%)	
233	ET	5	Collaborate with Information Technology Services (ITS) regarding academic technology needs including the need for new and/or upgraded	
234	ET	5		

		hardware and software to support teaching and learning	
235	ET	6	Participate in shaping initiatives around technology-enabled teaching methods and on-line education
236	ET	11	Provide leadership for the effective integration of learning technologies into teaching, in particular, lead the efforts to expand online teaching across the campus, and oversee the Academic Technologies Unit
237	ET	11	current knowledge of theories and practices of teaching and learning, good knowledge of assessment paradigms and e-learning, including the role of technology in instructional effectiveness
238	ET	16	responsible for researching best practices and advances in the scholarship and technology of teaching and learning
239	ET	16	Extensive knowledge of research on college-age learners and appropriate, effective teaching strategies as well as approaches to developing effective e-learning opportunities
240	ET	16	Lead staff of the CTE in researching best practices and advances in the scholarship and technology of teaching and learning
241	ET	18	will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes, inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future
242	ET	18	significant experience with faculty development, including general pedagogical issues and online teaching and instructional technology
243	ET	19	Support the successful integration of technology into teaching
244	ET	19	Proven knowledge of educational pedagogy, technologies and strategies for their successful integration into teaching
245	ET	21	Oversee the design and implementation of programs aimed at faculty and teaching graduate students to support their use of classroom technology, learning management and eportfolio systems, and other technology supporting teaching and learning
246	ET	21	Demonstrated expertise in emerging technologies and their application to teaching and learning in higher education
247	ET	22	provides leadership and vision for the continuous improvement of teaching and learning and for the effective use of instructional technologies to enhance pedagogy
248	ET	22	demonstrated experience and knowledge in the areas of teaching, learning, and administration in higher education and a deep

			understanding of trends and issues in instructional technology	
249	ET	23	serve as a leader in promoting and supporting technology across the curriculum	
250	ET	24	Provide leadership in assisting faculty to develop creative and effective uses of technology in the practices of teaching and learning, including development of online and hybrid courses and evaluation of their delivery and impact	
251	ET	24	Serve as a source for dissemination to the campus community of best practice ideas, concepts and programs in student learning, classroom practice, pedagogical applications of technology	Required Qualifications
252	ET	24	A current understanding of the pedagogical applications of information technology learning management systems and instructional design	Required Qualifications
253	ET	25	Assist faculty to become proficient and comfortable in the use of digital teaching and learning tools as related to course objectives	
254	ET	25	Knowledge of course management systems, software, instructional design, and related pedagogical tools for course creation and delivery	Required Qualifications
255	ET	26	Collaborate with the Director of Assessment and the Director of eLearning to provide curriculum and classroom development in alignment with Fort Lewis College's institutional mission and strategic plan	
256	ET	26	assist faculty with implementing and assessing instructional methods and technologies that complement teaching needs and individual learning styles	
257	ET	26	Knowledge of outcomes-based curricular design, program development, assessment of learning outcomes, student-centered learning and learning theories, and technology enhanced teaching and learning	
258	ET	26	Knowledge of course management systems and effective online teaching methodologies	Desired Qualifications
259	ET	26	Knowledge of use, implementation, and best practices for instructional technologies	
260	ET	27	Facilitate and deliver educational-technology presentations and workshops	
261	ET	27	Advanced knowledge of curriculum design, pedagogical and faculty development concepts, instructional technology, and of the literature on teaching and learning	
262	ET	27	Knowledge with e-learning/learning management systems (e.g., ANGEL, Blackboard), and student response systems	
263	HETREND	22	demonstrated experience and knowledge in the areas of teaching,	

			<p>learning, and administration in higher education and a deep understanding of trends and issues in instructional technology</p>	
264	ID	7	<p>coordinating and monitoring services, including individual and small group consultations, midterm student feedback sessions, videotaping of teaching, and coaching for presentational skills</p>	
265	ID	16	<p>Ability to assess teaching-related needs of faculty members and departments and design activities and programs to address those needs</p>	
266	ID	24	<p>Provide leadership in innovation and development of a wide range of teaching support services, including individual consultations, midterm student feedback, and invited classroom observations</p>	
267	INIT	2	<p>Hands-on, highly professional leader with a successful track record establishing his/her credibility and assuming key responsibilities immediately</p>	Required Qualifications
268	INSTDVMT	6	<p>Facilitate the development and delivery of distributed resources, services, staff and programs to assist faculty in designing, funding, implementing, and assessing learning initiatives and their outcomes</p>	
269	INSTDVMT	13	<p>Demonstrated ability to collaborate with faculty, staff, and students in designing and implementing innovative instructional activities to increase student learning and retention</p>	Required Qualifications
270	INSTDVMT	21	<p>Knowledge of theory and best practice in course design, teaching methods, and assessment of student learning</p>	Required Qualifications
271	INSTDVMT	27	<p>Advanced knowledge of curriculum design, pedagogical and faculty development concepts, instructional technology, and of the literature on teaching and learning</p>	
272	INSTDVMT	27	<p>Accreditation, assessment and curriculum development experience</p>	
273	INSTDVMT	27	<p>Curriculum development experience</p>	
274	INTER	1	<p>superior interpersonal communication skills</p>	Required Qualifications
275	INTER	3	<p>excellent interpersonal, oral and written communication skills, with demonstrated competence in working in partnership with university instructors and academic units</p>	Required Qualifications
276	INTER	5	<p>Strong communication and interpersonal skills are required</p>	
277	INTER	6	<p>Excellent interpersonal and public communication skills engaging all levels and disciplines of the academy</p>	Required Qualifications
278	INTER	11	<p>candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills</p>	Required Qualifications
279	INTER	13	<p>Excellent written, verbal, presentation and interpersonal skills required</p>	Required Qualifications

280	INTER	17	Excellent interpersonal , communication, organizational, planning, teambuilding and problem solving skills	
281	INTER	20	strong interpersonal and organizational skills	Required Qualifications
282	INTER	21	Excellent leadership, communication and interpersonal skills	Required Qualifications
283	INTER	24	Outstanding communication and interpersonal skills which can articulate and win broad support for the priorities of teaching excellence	Required Qualifications
284	INTER	27	Excellent communication and other interpersonal skills	
285	LEAD	1	proven leadership in learning innovation	Required Qualifications
286	LEAD	2	Ability to act as a true, trusted partner to the Executive Director and the rest of the senior leadership team, balancing leading and seeking input in translating vision and strategy into tactical plans and actions	Required Qualifications
287	LEAD	2	Success creating a culture of distributed leadership, designing the systems that support positive cultural changes and developing leaders that lead with a strong focus on mentorship. Superior leadership skills; ability to inspire, motivate, influence and engage direct and indirect reports, but able to take decisive action when needed	Required Qualifications
288	LEAD	3	demonstrated excellence in leadership skills	Required Qualifications
289	LEAD	3	capacity to lead campus efforts to make best use of emerging technologies and pedagogies	Required Qualifications
290	LEAD	6	Demonstrated leadership and team-building skills and competence in fiscal and personnel management and long-range planning	Required Qualifications
291	LEAD	9	Excellent leadership skills and a demonstrated ability to communicate with a diversity of stakeholders are essential	Required Qualifications
292	LEAD	11	candidates must have strong organizational and leadership ability , financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills	Required Qualifications
293	LEAD	14	experience in leadership and teaching at the college level	Required Qualifications
294	LEAD	17	Strong leadership and supervisory skills	
295	LEAD	17	Excellent interpersonal, communication, organizational, planning, teambuilding and problem solving skills	
296	LEAD	18	excellent organization and group facilitation skills	Desired Qualifications
297	LEAD	21	Provide entrepreneurial leadership in developing and promoting excellence in teaching and learning at BGSU	Entrepreneurial? Entrepreneurial?
298	LEAD	21	Excellent leadership , communication and interpersonal skills	Required Qualifications
299	LEAD	21	Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation, and leadership in organizational change	Required Qualifications

300	LEAD	26	Excellent communication and motivational skills	
301	LEAD	26	Demonstrated ability to provide collaborative leadership and management skills, and to work collaboratively with other administrative academic units	
302	LITED	5	Knowledge of best practices in higher education faculty development, instructional design, and current distance learning trends required	Required Qualifications
303	LITED	24	Knowledge of the literature of teaching theory and of current research and practice in faculty development	
304	LITED	27	Advanced knowledge of curriculum design, pedagogical and faculty development concepts, instructional technology, and of the literature on teaching and learning	
305	LITLRNG	20	experience in working with non-traditional student populations and adult learning theory	
306	LITLRNG	24	Serve as a source for dissemination to the campus community of best practice ideas, concepts and programs in student learning, classroom practice, pedagogical applications of technology	
307	LITLRNG	26	Knowledge of outcomes-based curricular design, program development, assessment of learning outcomes, student-centered learning and learning theories, and technology enhanced teaching and learning	
308	LITSOTL	4	Identify, through research, promising practices to promote teaching excellence and learning effectiveness and develop mechanisms to promote these practices across campus.	Functions of job
309	LITSOTL	11	current knowledge of theories and practices of teaching and learning, good knowledge of assessment paradigms and e-learning, including the role of technology in instructional effectiveness	Required Qualifications
310	LITSOTL	13	Knowledge of the research and theoretical perspectives on factors affecting student learning, motivation, and retention	Required Qualifications
311	LITSOTL	16	responsible for researching best practices and advances in the scholarship and technology of teaching and learning	
312	LITSOTL	16	Extensive knowledge of research on college-age learners and appropriate, effective teaching strategies as well as approaches to developing effective e-learning opportunities	
313	LITSOTL	16	Lead staff of the CTE in researching best practices and advances in the scholarship and technology of teaching and learning	
314	LITSOTL	19	Proven knowledge of educational pedagogy, technologies and strategies for their successful integration into teaching	Required Qualifications
315	LITSOTL	20	Promote best practices in teaching	

316	LITSOTL	21	Maintain current knowledge of the literature on teaching and learning best practices, the learning sciences and opportunities for faculty and staff to implement scholarship of teaching and learning	Required Qualifications
317	LITSOTL	21	Knowledge of theory and best practice in course design, teaching methods , and assessment of student learning	Required Qualifications
318	LITSOTL	24	Serve as a source for dissemination to the campus community of best practice ideas , concepts and programs in student learning, classroom practice, pedagogical applications of technology	Required Qualifications
319	LITSOTL	24	Knowledge of the literature of teaching theory and of current research and practice in faculty development	Required Qualifications
320	LITSOTL	26	Stay abreast of literature on teaching and learning and network with national groups and individuals	Required Qualifications
321	LITSOTL	27	Advanced knowledge of curriculum design, pedagogical and faculty development concepts, instructional technology, and of the literature on teaching and learning	Required Qualifications
322	ORG	1	analytical, planning and organizational skills	Required Qualifications
323	ORG	11	candidates must have strong organizational and leadership ability, financial acumen, negotiation and conflict management skills, and excellent communication and interpersonal skills	Required Qualifications
324	ORG	16	Excellent management and organizational skills as well as attention to detail in execution of programming	Required Qualifications
325	ORG	17	Excellent interpersonal, communication, organizational , planning, teambuilding and problem solving skills	Required Qualifications
326	ORG	17	Attention to Detail	Desired Qualifications
327	ORG	18	excellent organization and group facilitation skills	Desired Qualifications
328	ORG	20	strong interpersonal and organizational skills	Functions of job
329	PDASST	4	Create, deliver, & evaluate the effectiveness of a series of professional development activities that address general and specific professional development needs	Functions of job
330	PDASST	4	Engage in regular evaluation of all activities/programs in terms of contributions to student success	Functions of job
331	PDASST	7	develop, implement, deliver, monitor , promote and evaluate a comprehensive program of faculty and instructional development workshops and seminars, cohort programs (faculty learning communities and SoTL Fellows), and services for faculty, instructors and academic staff	Functions of job
332	PDASST	9	Developing a long-term strategic plan for the Center, including the program agenda, research and evaluation agenda , and fundraising plan	Functions of job

333	PDASST	11	Define and implement assessment programs that measure the effectiveness of the Center's programs in advancing, sharing and fostering excellence in all areas of faculty work, as well as and student learning responsible for defining and implementing regular assessment efforts to measure success of the CTE's efforts	
334	PDASST	14		
335	PDASST	15	Develop, implement and evaluate a comprehensive faculty development program plan, deliver and evaluate	
336	PDASST	16	endeavors of faculty	
337	PDASST	16	Develop, direct, implement and evaluate programs to support teaching endeavors of students, including, but not limited to, graduate teaching workshops and undergraduate student taught courses	
338	PDASST	21	Strong administrative experience including demonstrated abilities in personnel management, administration of finances, strategic planning, program evaluation , and leadership in organizational change.	Required Qualifications
339	PDASST	26	Design, conduct, and evaluate faculty development programs including faculty learning communities, workshops and seminars that will create cross-campus partnerships and foster faculty communities around topics of common interest in learning goals, teaching and learning	
340	PDASST	27	Develop, implement and evaluate faculty professional development curricula for new and existing faculty to assure that they have the knowledge, attitude and skills necessary to be faculty at Charles R. Drew University.	
341	PDASST	27	Collect, analyze, monitor and report data related to the effectiveness of faculty professional development	
342	PDDVP	1	development of programs and services	Required Qualifications
343	PDDVP	3	Experience in a learning and teaching center, preferably in a leadership role, including designing faculty professional development programs and services	Desired Qualifications
344	PDDVP	4	identifying, developing and maintaining the professional development activities and programs necessary to support faculty and staff in improving teaching excellence, learning, and student success	Functions of job
345	PDDVP	4	Identify on-going professional development needs for all faculty and staff as related to teaching, learning, and student success	Functions of job
346	PDDVP	4	Create, deliver, & evaluate the effectiveness of a series of professional development activities that address general and specific professional development needs	Functions of job
347	PDDVP	5	administer the daily operation, supervise the Center's staff, coordinate	Functions of job

			programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center	
348	PDDVP	5	Administer programs in faculty development, academic technology, innovative instructional strategies, and supervision of the programs and staff of CTL. (30%)	
349	PDDVP	5	Administer faculty development offerings and internal compensation awards to support faculty innovation and skill development. (5%) Facilitate dynamic discussions around innovations in teaching and mentoring, and provide guidance for relevant training, research, and communication activities	
350	PDDVP	6	develop, implement, deliver, monitor, promote and evaluate a comprehensive program of faculty and instructional development workshops and seminars, cohort programs (faculty learning communities and SoTL Fellows), and services for faculty, instructors and academic staff	
351	PDDVP	7	The Director will work with deans, associate deans, department heads, faculty and other support units on campus to design, implement and support initiatives and programs to reinforce our commitment to excellence in teaching and continually improve the quality of education we provide	
352	PDDVP	8	Developing a long-term strategic plan for the Center, including the program agenda, research and evaluation agenda, and fundraising plan Developing and leading evidence-based faculty development programs to build capacity at USM institutions to disseminate best practices in increasing student learning and reducing costs of higher education experience in the design and delivery of faculty development programs	
353	PDDVP	9	provides vision and oversight for all forms of faculty development, including determining appropriate support, resources, programming, and training to facilitate faculty growth in all areas of their professional roles at APU	Required Qualifications
354	PDDVP	9	Develop a comprehensive mentoring program for new faculty members and programs for professional renewal and continuing engagement for senior faculty and part time faculty, as appropriate	
355	PDDVP	9	Develop and implement initiatives that generate campus-wide interest and participation in faculty development in the areas of teaching, scholarship/creative work, and service, such as workshops, seminars, summer institutes, and faculty learning communities	
356	PDDVP	10	Supporting and building upon existing programs designed to ensure	
357	PDDVP	11		
358	PDDVP	11		
359	PDDVP	12		

		faculty and graduate teaching assistant success		
360	PDDVP	14	overall responsibility for the management, staffing, budgeting, and development of programming for CTE	
361	PDDVP	15	plan, deliver and evaluate a comprehensive faculty development program	
362	PDDVP	16	develop teaching and mentoring resources and programs for faculty, students, post-docs, and staff	
363	PDDVP	16	Ability to assess teaching-related needs of faculty members and departments and design activities and programs to address those needs	
364	PDDVP	16	Excellent management and organizational skills as well as attention to detail in execution of programming	
365	PDDVP	16	Develop, implement, direct, and evaluate programs to support teaching endeavors of faculty	
366	PDDVP	16	Develop, direct, implement and evaluate programs to support teaching endeavors of students, including, but not limited to, graduate teaching workshops and undergraduate student taught courses	
367	PDDVP	17	Responsible for programming that supports faculty excellence in pedagogy that matches the needs of our students and educational delivery context	
368	PDDVP	17	Employee has responsibility for designing and implementing programs within confines of budget	
369	PDDVP	18	collaborate closely with appropriate advisory boards comprising faculty and academic support professionals, coordinate a number of College programs providing financial support for faculty development, and cooperate with other committees and offices that support instruction	
370	PDDVP	18	Program development	Desired Qualifications
371	PDDVP	19	develop, deliver, and maintain a portfolio of successful professional development initiatives, such as workshops, seminars, summer teaching institutes, teaching communities, web-based resources, and mentoring programs that generate campus-wide interest and participation leading to ongoing improvement of student learning at the undergraduate and graduate levels	
372	PDDVP	19	Envision and develop new faculty orientation programming	
373	PDDVP	19	Promote and oversee internal grants and awards that highlight innovation in teaching	Resource allocation
374	PDDVP	20	Develop programs for faculty development	
375	PDDVP	21	Oversee the management, staffing, budgeting, and development and implementation of programs that facilitate dissemination of current best	

			teaching and learning practices in higher education as they apply to face-to-face, blended, distance, and online learning; activities include workshops, seminars, faculty learning communities, discussions, and individual or unit level consultations	
376	PDDVP	21	Oversee the design and implementation of programs aimed at faculty and teaching graduate students to support their use of classroom technology, learning management and eportfolio systems, and other technology supporting teaching and learning	
377	PDDVP	21	Contribute and facilitate new faculty orientation programs , as well as orientation of teaching graduate students	
378	PDDVP	21	Oversee the design implementation of new faculty professional development programs and programming aimed at leadership development	
379	PDDVP	21	Previous experience organizing and facilitating faculty development initiatives at the university level as an administrator, faculty or staff member in faculty and/or curriculum development	Required Qualifications
380	PDDVP	22	directly responsible for developing strategies, services and support for faculty, students and staff to support effective teaching practices and student success	
381	PDDVP	23	responsible for day-to-day CETL operations including programs, activities, communication and budget	
382	PDDVP	23	oversees the development, implementation and management of programs, services and projects related to teaching and learning	
383	PDDVP	24	Director will be in charge of developing and offering faculty development programs to promote interdisciplinary collaborations throughout the University	
384	PDDVP	24	Direct the Engaged Teaching Fellows Program for all faculty and provide leadership in coordinating faculty seminars and workshops focused on best practices in teaching and learning	
385	PDDVP	26	Design, conduct, and evaluate faculty development programs including faculty learning communities, workshops and seminars that will create cross-campus partnerships and foster faculty communities around topics of common interest in learning goals, teaching and learning	
386	PDDVP	26	Facilitate new initiatives and encourage collaborations among the various curricular and co-curricular programs that support effective teaching and learning on campus through a variety of instructional modalities	
387	PDDVP	26	Provide leadership and planning for all instructional and curricular	

			development activities designed to support the Institution's teaching community
388	PDDVP	26	Knowledge of outcomes-based curricular design, program development , assessment of learning outcomes, student-centered learning and learning theories, and technology enhanced teaching and learning
389	PDDVP	27	Create workshops, training sessions and individual counseling sessions for program directors, faculty, and staff to implement accreditation standards (i.e., WASC and program specific professional accreditation standards for curriculum and teaching).
390	PDDVP	27	Develop, implement and evaluate faculty professional development curricula for new and existing faculty to assure that they have the knowledge, attitude and skills necessary to be faculty at Charles R. Drew University.
391	PDDVP	27	Assist with and facilitate new faculty orientation programs to ensure that faculty understand the professional development requirements
392	PDMKT	6	Facilitate dynamic discussions around innovations in teaching and mentoring, and provide guidance for relevant training, research, and communication activities
393	PDMKT	7	develop, implement, deliver, monitor, promote and evaluate a comprehensive program of faculty and instructional development workshops and seminars, cohort programs (faculty learning communities and SoTL Fellows), and services for faculty, instructors and academic staff
394	PDMKT	7	coordinates the development and dissemination of print and web-based instructional resources , including the F&OD Online Instructional Resources Website
395	PDMKT	14	develop a communication strategy and publicity efforts aimed at increasing CTE's visibility on campus and establishing CTE as a hub for graduate students and junior faculty to identify and share best practices
396	PDMKT	16	Manage and coordinate communication among all constituents to ensure effective and efficient teaching-related initiatives
397	PDMKT	21	Oversee the development of a communication strategy aimed at increasing the Center's visibility on campus and establishing a clear understanding among faculty of the Center's services and their benefits
398	PDMKT	23	responsible for day-to-day CETL operations including programs, activities, communication and budget
399	PDMKT	27	Create a master calendar of faculty and professional development events for the year, month and week. Ensure that the faculty professional

400	PRESNT	13	Excellent written, verbal, presentation and interpersonal skills required	Required Qualifications
401	PRESNT	25	Excellent presentational skills	Required Qualifications
402	RESMETH	5	aligns faculty development initiatives with the Boyer model of scholarship as well as university goals and initiatives	Functions of job
403	RESMETH	6	Facilitate dynamic discussions around innovations in teaching and mentoring, and provide guidance for relevant training, research, and communication activities	
404	RESMETH	7	He/she will take a leadership role in promoting and supporting SoTL initiatives, needs assessments, and program evaluation	
405	RESMETH	7	Experience with the Scholarship of Teaching and Learning is preferred Establishing a research and evaluation agenda that will serve to inform all Center activities and institutional innovations and establish USM as a national leader in higher education academic reform	Desired Qualifications
406	RESMETH	9	have a record of research in the scholarship of teaching and learning	Desired Qualifications
407	RESMETH	12	Director also expected to collaborate with other units engaged in faculty development activities and to build a program of support for the scholarship of teaching	Desired Qualifications
408	RESMETH	17		
409	RESMETH	17	Ability to assemble, analyze and present data	
410	RESMETH	19	Evidence of scholarly production regarding issues related to teaching in higher education	Desired Qualifications
411	RESMETH	21	3+ years demonstrated leadership experience in faculty development, including active involvement in the field of teaching and learning	Required Qualifications
412	RESMETH	24	will promote research opportunities for faculty that can lead to contributions to the literature on effective pedagogy and the scholarship of teaching and learning	
413	RESMETH	24	Direct and conduct a research program on University Teaching and Learning that can inform policies and procedures in the University	
414	RESMETH	24	Research and writing skills in the scholarship on university teaching and learning	Required Qualifications
415	RESMETH	25	Work collaboratively with faculty to promote the scholarship of teaching	
416	RESMETH	26	Facilitate and support campus collaborations in the scholarship of teaching and learning	
417	RESMETH	26	Proven record of published scholarship with a focus on teaching and learning	
418	SYNTH	25	Guide faculty to resources that support innovative teaching and learning strategies that enhance student outcomes	

				Functions of the job
419	TCHDISC	3	work closely with the Vice Provost for Undergraduate and Continuing initiatives	
420	TCHDISC	3	Education on curricular innovation, pedagogy and institutional technology experience in the usage of a variety of instructional pedagogical approaches including the use of technology to enhance student learning	Desired Qualifications
421	TCHDISC	13	expertise in teaching and learning strategies applied to a wide range of academic disciplines	Required Qualifications
422	TCHDISC	16	Broad knowledge of the strategies and methods that enhance teaching and learning at the undergraduate and graduate levels	
423	TCHDISC	16	Familiarity with a broad variety of disciplinary conventions and practices that may affect teaching and learning	
424	TCHDISC	17	Knowledge of good practices in teaching and learning and innovations appropriate to traditional, hybrid, and distance modalities.	Required Qualifications
425	TCHDISC	18	significant experience with faculty development, including general pedagogical issues and online teaching and instructional technology	Required Qualifications
426	TCHDISC	19	Proven knowledge of educational pedagogy, technologies and strategies for their successful integration into teaching	Required Qualifications
427	TCHDISC	21	Maintain current knowledge of the literature on teaching and learning best practices, the learning sciences and opportunities for faculty and staff to implement scholarship of teaching and learning	
428	TCHDISC	23	Candidates should have expertise in pedagogy , should be recognized in their field, and must have a commitment to teaching in a liberal arts setting	Required Qualifications
429	TCHDISC	24	Serve as a source for dissemination to the campus community of best practice ideas, concepts and programs in student learning, classroom practice , pedagogical applications of technology	
430	TCHDISC	26	assist faculty with implementing and assessing instructional methods and technologies that complement teaching needs and individual learning styles	
431	TECH	3	experience in the usage of a variety of instructional pedagogical approaches including the use of technology to enhance student learning	Desired Qualifications
432	TECH	7	Strong skills in oral and written communication, instructional technology	Required Qualifications
433	TECH	17	Proficiency with Microsoft Office and other computer applications	
434	TECH	20	Maintain the ABE Faculty Group on the learning management system	
435	TECH	20	experience with learning management systems, preferably Angel.	
436	TECH	27	Design and update web-enhanced faculty training	
437	TECH	27	Develop electronic resources for faculty professional development	

438	TECH	27	Computer skills with the ability to use Microsoft Office Suite, data analysis (e.g., PowerPoint, Survey Monkey), presentation software (e.g., PowerPoint, SMART technology)	Required Qualifications
439	TIMEMGT	1	analytical, planning and organizational skills	Functions of job
440	TIMEMGT	2	Help liaise with other key campus groups to foster relationships and leverage resources, helping to coordinate joint project work as needed	Functions of job
441	TIMEMGT	2	Oversee the organization-wide adoption of a consistent, high-quality project management and reporting approach that informs all project work	Functions of job
442	TIMEMGT	2	Oversee CTL's portfolio of projects for prioritization, scoping, resourcing, budgets and timelines	Functions of job
443	TIMEMGT	2	When appropriate, develop long-range plans for facilities projects, schedule work projects, monitor work in progress, and inspect finished projects	Functions of job
444	TIMEMGT	2	Superior project management skills; demonstrated ability to ensure high quality, timely, and cost-effective project delivery	Required Qualifications
445	TIMEMGT	17	Ability to organize and prioritize multiple tasks accurately	
446	TIMEMGT	17	Excellent interpersonal, communication, organizational, planning, teambuilding and problem solving skills	
447	TIMEMGT	20	a demonstrated ability to multi-task and meet deadlines	
448	TLINNOV	1	communicate an understanding of current and emerging issues in higher education	Functions of job
449	TLINNOV	3	work closely with the Vice Provost for Undergraduate and Continuing Education on curricular innovation , pedagogy and institutional technology initiatives	Functions of the job
450	TLINNOV	3	knowledge of emerging technologies and pedagogies (e.g., blended, flipped, team-based, online learning, including MOOCs)	Required Qualifications
451	TLINNOV	5	Administer programs in faculty development, academic technology, innovative instructional strategies , and supervision of the programs and staff of CTL. (30%)	
452	TLINNOV	6	Facilitate dynamic discussions around innovations in teaching and mentoring , and provide guidance for relevant training, research, and communication activities	
453	TLINNOV	9	Engaging faculty and promoting innovation on campuses	
454	TLINNOV	9	Initiating campus-level academic innovations , promoting effective learning analytics approaches, and integration of new approaches to learning into traditional program offerings	
455	TLINNOV	9	knowledge of existing and emerging models for academic innovation (e.g.,	Required Qualifications

		learner analytics, competency-based learning, OLI, MOOCs)		
456	TLINNOV	12	are knowledgeable about trends in teaching and learning , including E-learning	Desired Qualifications
457	TLINNOV	17	Knowledge of good practices in teaching and learning and innovations appropriate to traditional, hybrid, and distance modalities.	
458	TLINNOV	18	will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes, inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future	
459	TLINNOV	19	will disseminate examples of teaching innovation , organize workshops and presentations for full-time, contract, and adjunct faculty members and other members of the teaching community, mentor and consult on an individual basis, and coordinate with relevant campus constituencies, among other duties	
460	TLINNOV	26	Knowledge and use of innovative teaching approaches (e.g., collaborative learning, civic learning and engagement, problem-based learning)	
461	UNIVCUL	16	Sensitivity to academic disciplinary and departmental cultures. Ability to enhance and encourage communication between and among faculty from diverse backgrounds, perspectives, disciplines, and teaching philosophies	
462	UNIVCUL	18	experience working collaboratively with faculty governance structures	
463	UNIVCUL	25	Understanding of higher education academic structures and values	
464	VCOMM	20	Network with other institutions offering faculty development and the scholarship of teaching and learning	Desired Qualifications
465	VCOMM	25	The Director will work with faculty and students to address the pedagogical needs of the campus while rewarding teaching and fostering a sense of community	Required Qualifications
466	VCOMM	25	Provide opportunities for faculty to discuss , individually and/or in seminars, their instructional goals, student needs, and methods of effective course design and delivery	
467	VCOMM	26	Design, conduct, and evaluate faculty development programs including faculty learning communities, workshops and seminars that will create cross-campus partnerships and foster faculty communities around topics of common interest in learning goals, teaching and learning	
468	VDIV	1	experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so	Required Qualifications
469	VDIV	6	Devote special attention to issues of diversity , focusing on the benefits,	

		challenges, opportunities, and obligations they present in a residential learning community	
470	VDIV	6 Ability to work with a diverse community	Required Qualifications
471	VDIV	7 a demonstrated commitment to diversity and inclusion are required	Required Qualifications
472	VDIV	17 Demonstrated appreciation for and understanding of diverse learners and their needs (e.g., first generation students, students of color, low income students, underclassmen vs upperclassmen and graduate students)	
473	VDIV	18 will develop and implement a long-term vision for a comprehensive faculty development program, pertaining to enhancement of innovative teaching methods, assessment of learning outcomes, inclusion of diversity issues in the curriculum, use of instructional technology, and other professional development needs that emerge in the future	
474	VDIV	19 Commitment to promoting diversity	Required Qualifications
475	VDIV	20 the ability to serve diverse populations, specifically adult returning students	
476	VDIV	20 experience in working with non-traditional student populations and adult learning theory	
477	VDIV	26 Promote multicultural teaching and the infusion of diversity into the curriculum/classroom	
478	VDIV	26 Demonstrated appreciation and advocacy for diversity	
479	VEMP	6 Recognize, draw on, and foster faculty strengths in teaching innovation	
480	VEMP	11 Develop the Center into a hub for faculty-led sharing of best practices in a community of faculty scholars	
481	VETH	1 a record of exemplary personal and professional integrity	Required Qualifications
482	VETH	17 Demonstration of high ethical standards, integrity, professionalism, politeness, and courteousness	
483	VETH	19 The Director will foster: 1) trust in the Center, and a culture of ongoing innovation	
484	VETH	19 Ability to maintain confidentiality	Required Qualifications
485	VPD	5 demonstrate passion and interest in working with faculty, staff, and administrators to improve the teaching and learning experiences for students	Functions of job
486	VPD	26 Proven commitment to academic excellence and innovation	
487	VRES	17 Demonstration of high ethical standards, integrity, professionalism, politeness, and courteousness	
488	VSWC	7 contributing to the organization and execution of special events, grant activities, and strategic planning within the unit	

489	VSV/C	17	Excellent customer service skills	
490	VSV/C	19	The Director is responsible for providing: 1) exemplary service to faculty and other members of the teaching community, and 2) superior value through effective and efficient use of resources and staff	
491	WKSHP	8	extensive workshop and seminar experience	Required Qualifications
492	WKSHP	15	The Director will also work closely with the Vice Dean for Faculty to assist in the delivery of a series of workshops focused on the professional development needs of junior faculty	
493	WKSHP	19	will disseminate examples of teaching innovation, organize workshops and presentations for full-time, contract, and adjunct faculty members and other members of the teaching community, mentor and consult on an individual basis, and coordinate with relevant campus constituencies, among other duties	
494	WKSHP	20	a demonstrated success in conducting instructional design and faculty development workshops	
495	WKSHP	21	Activities include workshops, seminars, faculty learning communities, discussions, and individual or unit level consultations	
496	WKSHP	24	Director will be a leader in faculty development who can successfully promote excellence in teaching and learning through interactive workshops , the Engaged Teaching Fellows program, and other RAUL sponsored programs	
497	WKSHP	24	Direct Pedagogical Workshops for New Faculty	
498	WKSHP	24	Experience in organizing, developing and delivering faculty workshops	Required Qualifications
499	WKSHP	26	Design, conduct, and evaluate faculty development programs including faculty learning communities, workshops and seminars that will create cross-campus partnerships and foster faculty communities around topics of common interest in learning goals, teaching and learning	
500	WKSHP	27	Create workshops , training sessions and individual counseling sessions for program directors, faculty, and staff to implement accreditation standards (i.e., WASC and program specific professional accreditation standards for curriculum and teaching).	
501	WKSHP	27	Assist in faculty development sessions to prepare faculty to engage in inter-professional education (e.g., via Simulation Center activities)	
502	WKSHP	27	Facilitate and deliver educational-technology presentations and workshops	
503	WKSHP	27	Interact with continuing education officers to enable credit for faculty professional development activities, where appropriate	

				Required Qualifications
504	CONTEXT	2	has a track record of being successful in a complex or federated environment, while driving toward clarity and solutions	
505	CONTEXT	2	Established track record in a postsecondary academic or federated environment.	Desired Qualifications
506	CONTEXT	3	experience in the advancement of STEM education (science, technology, engineering and mathematics) through research and innovation	Desired Qualifications
507	CONTEXT	15	Prior experience in medical education with demonstrated proficiency in faculty development is desirable	Desired Qualifications
508	CONTEXT	23	Candidates should have expertise in pedagogy, should be recognized in their field, and must have a commitment to teaching in a liberal arts setting	Required Qualifications
509	CONTEXT	27	Familiarity with health sciences education environment	
510	CULTURE	14	will work closely with faculty, students, and staff to foster experimentation in pedagogical design	
511	CULTURE	19	The Director will foster: 1) trust in the Center, and a culture of ongoing innovation	Org change/change agent?
512	CULTURE	22	provides leadership and vision for the continuous improvement of teaching and learning and for the effective use of instructional technologies to enhance pedagogy	
513	CULTURE	24	provide leadership in developing a community of awareness and practice around teaching	Advocacy, change agent, community building?
514	CULTURE	24	Provide colleges and departments with assistance in building the infrastructure of support for teaching and learning across the University	Resources? Culture change?
515	CULTURE	24	Leadership skills and vision of policies which would inspire teaching and learning excellence within the University	Required Qualifications
516	CULTURE	25	The Director will work with faculty and students to address the pedagogical needs of the campus while rewarding teaching and fostering a sense of community	Culture?
517	CULTURE	25	Create a conducive, comfortable environment within the Center to foster collaboration and use of resources	
518	CULTURE	26	Promote a campus culture that values and recognizes the importance of teaching excellence and student learning	
519	CULTURE	17	Provides vision and leadership for faculty expertise in the teaching and learning enterprise	
520	DAY2DAY	5	administer the daily operation, supervise the Center's staff, coordinate programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center	Functions of job

521	DAY2DAY	14	overall responsibility for the management , staffing, budgeting, and development of programming for CTE	
522	DAY2DAY	21	Oversee the management , staffing, budgeting, and development and implementation of programs that facilitate dissemination of current best teaching and learning practices in higher education as they apply to face-to-face, blended, distance, and online learning	
523	EXPERIENCE	2	10+ years of relevant experience including 5+ years in a senior operating leadership role in a dynamic organization	Required Qualifications
524	EXPERIENCE	2	5+ years in a senior operating leadership role in a comparable position in a professional services organization	Desired Qualifications
525	EXPERIENCE	3	five years of administrative experience in higher education	Required Qualifications
526	EXPERIENCE	6	Minimum of six years of experience in higher education	Required Qualifications
527	EXPERIENCE	7	five or more years of related and progressively more responsible work experience in faculty development, instructional design, and/or in planning and directing educational	Required Qualifications
528	EXPERIENCE	8	administrative and managerial experience	Required Qualifications
529	EXPERIENCE	9	significant experience working in a higher education teaching and learning setting, including at least 5 years experience in academic leadership positions	Required Qualifications
530	EXPERIENCE	10	Seven (7) or more years of demonstrated success as a Director of Faculty Development or other appropriate leadership at a University	Required Qualifications
531	EXPERIENCE	11	At least three years of leadership experience in faculty development at a university is required	Required Qualifications
532	EXPERIENCE	12	have directed or worked in a successful teaching and learning center	Desired Qualifications
533	EXPERIENCE	13	Minimum of 7-10 years of experience preferred in managing and providing academic support services in higher education setting	Required Qualifications
534	EXPERIENCE	16	5+ years experience	Required Qualifications
535	EXPERIENCE	17	Four years as a faculty member at a postsecondary institution and two years involved with the design and delivery of faculty teaching development and services	Required Qualifications
536	EXPERIENCE	19	Extensive experience creating faculty development programming	Required Qualifications
537	EXPERIENCE	19	Prior experience in directing a center for teaching and learning	Desired Qualifications
538	EXPERIENCE	19	Administrative and supervisory experience	Desired Qualifications
539	EXPERIENCE	20	experience with higher education	
540	EXPERIENCE	21	5 years of experience in faculty development or instructional design is required , with experience in college teaching highly desirable	Required Qualifications
541	EXPERIENCE	21	3+ years demonstrated leadership experience in faculty development,	Required Qualifications

			including active involvement in the field of teaching and learning	
542	EXPERIENCE	26	Successful administrative and professional development experience with faculty, preferably in a teaching/learning center	
543	EXPERIENCE	26	A minimum of two years of progressively responsible and successful academic leadership experience in a higher education institution	
544	EXPERIENCE	27	Three years in a university setting with professional training and development responsibility	
545	EXPERIENCE	27	Faculty development experience	
546	GROWTH	11	Redesign and expand the existing Center into a full service office for faculty support, working collaboratively with faculty and academic deans from across the university to build a community of practice around the scholarship of teaching, learning, assessment, research/creative work, and service	
547	GROWTH	21	Continue the realignment of the campus resources into a "one stop shop" for faculty and teaching graduate students	Resource management
548	GROWTH	11	Work collaboratively with the Director of the Office of Sponsored Research and Programs with the goal of facilitating the evolution of this office into a part of an integrated part of Center	
549	GROWTH	11	Provide oversight for a new Student Research Institute focused on developing, supporting, and enhancing research skills and experience among undergraduate and graduate students	
550	POLICY	2	Direct the development and implementation of equitable personnel policies throughout the organization, in line with University policies	Functions of job
551	POLICY	5	administer the daily operation, supervise the Center's staff, coordinate programs, assure compliance with the standards and policies of the University, and manage the operational budget for the Center	Functions of job
552	POLICY	5	Facilitate development of policies and initiatives that support best practices and excellence in teaching and the scholarship of teaching and learning. (15%)	
553	POLICY	5	Coordinate and communicate policies and procedures related to distance education and the scholarship of teaching and learning. Report distance education data and information as needed. (15%)	
554	POLICY	24	Establish and maintain University-wide policies and procedures related to the quality and infrastructure of teaching and learning	Change? Culture?
555	POLICY	24	Direct and conduct a research program on University Teaching and Learning that can inform policies and procedures in the University	
556	POLICY	27	Implement and update administrative policy and procedures guides for	

		faculty and professional development	
557	RESOURCES	2	Oversee facilities-related issues, including methods and procedures to increase overall effectiveness of facilities utilization and management
558	RESOURCES	5	Administer and monitor resources (both human and fiscal) to support faculty development, student learning, and distance course delivery. (10%)
559	RESOURCES	10	provides vision and oversight for all forms of faculty development, including determining appropriate support, resources, programming, and training to facilitate faculty growth in all areas of their professional roles at APU
560	RESOURCES	19	The Director is responsible for providing: 1) exemplary service to faculty and other members of the teaching community, and 2) superior value through effective and efficient use of resources and staff
561	Z	20	Make faculty assignments for all ABE sites
562	Z	20	Hire, observe, and evaluate adjunct faculty teaching in ABE
563	Z	25	Solicit student interest in learning assistance

REFERENCES

- Ally, M., & Coldeway, D. O. (1999). Establishing competencies and curricula for the distance education expert at the master's level. *Journal of Distance Education*, 14(1), 75-88.
- Amundsen, C., & Wilson, M. (2012). Are we asking the right questions?: A conceptual review of the educational development literature in higher education. *Review of Educational Research*, 82(1), 90-126.
- Andrews, J. D. W. (1982). The creativity of being marginal: A style of generating research in education. In S. Cheldelin Inglis & S. Scholl (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 1, pp. 99-111). San Francisco, CA: Jossey-Bass.
- Ashworth, P. D. (2003). Qualitative research methods in higher education development. In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 93-103). London (England): Society for Research into Higher Education, Ltd.
- Austin, A. E., & Sorcinelli, M. D. (2013). The Future of Faculty Development: Where Are We Going? *New Directions for Teaching and Learning*, 2013(133), 85-97. doi: 10.1002/tl.20048
- Badley, G. (1998). Making a case for educational development in times of drift and shift. *Quality Assurance in Education*, 6(2), 64-73.
- Badley, G. (2001). Towards a pragmatic scholarship of academic development. *Quality Assurance in Education*, 9(3), 162-170.
- Baldwin-Morgan, A. A. (1993). The impact of expert system audit tools on auditing firms in the year 2001: A Delphi investigation. *Journal of Information Systems*, 7(1), 16-34.

- Bath, D., & Smith, C. (2004). Academic developers: An academic tribe claiming their territory in higher education. *International Journal for Academic Development*, 9(1), 9-27.
- Beretta, R. (1996). Issues in research: A critical review of the Delphi technique. *Nurse Researcher*, 3(4), 79-89.
- Berquist, W. H., & Phillips, S. R. (1975). Components of an effective faculty development program. *Journal of Higher Education*, 46(2), 177-211.
- Blackburn, R. (1991). Faculty development: policies and practices. *Journal of Dental Education*, 55(10), 665-667.
- Blackmore, P., & Wilson, A. (2005). Problems in staff and educational development leadership: Solving, framing, and avoiding. *International Journal for Academic Development*, 10(2), 107-123.
- Bland, C. J., & et al. (1988). Project to identify essential faculty skills and develop model curricula for faculty development programs. *Journal of Medical Education*, 63(6), 467-469.
- Boye, A. P., & Tapp, S. (2012). Tough-love consulting: Using a provocative consultation style to effect change. In J. E. Groccia & L. Cruz (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 31, pp. 115-128). San Francisco, CA: Jossey-Bass.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Braguglia, K. H. (1994). *A national Delphi study of the fashion industry for curriculum development in collegiate programs of fashion merchandising*. (Ph.D. Dissertation), The George Washington University.

- Brill, J. M., Bishop, M. J., & Walker, A. E. (2006). The competencies and characteristics required of an effective project manager: A web-based Delphi study. *Educational Technology Research and Development*, 54(2), 115-140. doi: 10.2307/30221318
- Brinko, K. T. (2012). *Practically speaking: A sourcebook for instructional consultants in higher education* (2 ed.). Stillwater, OK: New Forums Press.
- Brooks, K. W. (1979). Delphi technique: Expanding applications. *North Central Association Quarterly*, 53(3), 377-385.
- Buhl, L. C. (1982). Empowerment in academic cultures: Whose responsibility is it? In S. Cheldelin Inglis & S. Scholl (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 1, pp. 3-18). San Francisco, CA: Jossey Bass.
- Camblin, L. D., & Steger, J. A. (2000). Rethinking faculty development. *Higher Education*, 39(1), 1-18.
- Candy, P. C. (1996). Promoting lifelong learning: Academic developers and the university as a learning organisation. *The International Journal for Academic Development*, 1(1), 7-18.
- Centra, J. A. (1977a). Faculty development practices. *New Directions for Higher Education*, 17, 49-55.
- Centra, J. A. (1977b). Plusses and minuses for faculty development. *Change: The Magazine of Higher Learning*, 9(12), 47-48, 64.
- Centra, J. A. (1978). Faculty development in higher education. *Teachers College Record*, 80(1), 188-201.
- Certification, T. F. o. I. (1981). Competencies for the instructional/training development professional. *Journal of Instructional Development*, 5(1), 14-15. doi: 10.2307/30220667

- Chait, R. P., & Gueths, J. (1981). Proposing a framework for faculty development. *Change, 13*(4), 30-33.
- Chang, J. (2007). *Nursing informatics competencies required of nurses in Taiwan: A Delphi method.* (Ph.D. Dissertation), The University of Utah. Retrieved from <http://search.proquest.com.proxy.lib.wayne.edu/docview/304794242?accountid=14925> ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Chism, N. V. N. (1998). The role of educational developers in institutional change: From the basement office to the front office. In M. Kaplan (Ed.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 17, pp. 141-154). Stillwater, OK: New Forums Press and the Professional and Organizational Development Network in Higher Education.
- Chism, N. V. N. (2008). *A professional priority: Preparing educational developers.* Paper presented at the annual meeting of the American Educational Research Association, New York.
- Chism, N. V. N. (2011). Ready or not? An international study of the preparation of educational developers. In J. E. Miller & J. E. Groccia (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 29, pp. 260-273). San Francisco, CA: Jossey-Bass.
- Clayton, M. J. (1997). Delphi: A technique to harness expert opinion for critical decision-making tasks in education. *Educational Psychology, 17*(4), 373-386.
- Connell, K. J., & et al. (1976). What does it take for faculty development to make a difference? *Educational Horizons, 55*(2), 108-115.

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Crisp, J., Pelletier, D., Duffield, C., Nagy, S., & Adams, A. (1999). It's all in a name. When is a 'Delphi study' not a Delphi study? *The Australian journal of advanced nursing: a quarterly publication of the Royal Australian Nursing Federation*, 16(3), 32.
- Dajani, J. S., Sincoff, M. Z., & Talley, W. K. (1979). Stability and agreement criteria for the termination of Delphi studies. *Technological Forecasting and Social Change*, 13(1), 83-90. doi: [http://dx.doi.org/10.1016/0040-1625\(79\)90007-6](http://dx.doi.org/10.1016/0040-1625(79)90007-6)
- Dalkey, N., & Helmer, O. (1963). An experimental application of the Delphi method to the use of experts. *Management Science*, 9(3), 458-467.
- Dawson, D., Britnell, J., & Hitchcock, A. (2010). Developing competency models of faculty developers: Using World Cafe to foster dialogue. In L. B. Nilson & J. E. Miller (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 28, pp. 3-24). San Francisco, CA: Jossey-Bass.
- Dawson, D., Mighty, J., & Britnell, J. (2010). Moving from the periphery to the center of the academy: Faculty developers as leaders of change. *New Directions for Teaching and Learning*, 2010(122), 69-78. doi: 10.1002/tl.399
- de Meyrick, J. (2003). The Delphi method and health research. *Health education*, 103(1), 7-16.
- De Vos, A., De Hauw, S., & Van der Heijden, B. I. J. M. (2011). Competency development and career success: The mediating role of employability. *Journal of Vocational Behavior*, 79(2), 438-447. doi: <http://dx.doi.org/10.1016/j.jvb.2011.05.010>
- Debrowski, S. (2011). Emergent shifts in faculty development: A reflective review. In J. E. Miller & J. E. Groccia (Eds.), *To Improve the Academy: Resources for Faculty*,

- Instructional, and Organizational Development* (Vol. 30, pp. 306-322). San Francisco, CA: Jossey-Bass.
- DeZure, D., Chism, N. V. N., Sorcinelli, M. D., Cheong, G., Ellozy, A. R., Holley, M., . . . Atrushi, D. (2012). Building international faculty-development collaborations: The evolving role of American teaching centers. *Change: The Magazine of Higher Learning*, 44(3), 24-33. doi: 10.1080/00091383.2012.672909
- Di Napoli, R., Fry, H., Frenay, M., Verhesschen, P., & Verburgh, A. (2010). Academic development and educational developers: Perspectives from different European higher education contexts. *International Journal for Academic Development*, 15(1), 7-18.
- Diamond, R. M. (1984). Instructional support centers and the art of surviving: Some practical suggestions. In L. C. Buhl & L. Wilson (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 3, pp. 49-57). San Francisco, CA: Jossey Bass.
- Dooley, K. E., & Lindner, J. R. (2002). Competency-based behavioral anchors as authentic tools to document distance education competencies. *Journal of Agricultural Education*, 43(1), 24-35.
- Dooley, K. E., Lindner, J. R., Telg, R. W., Irani, T., Moore, L., & Lundy, L. (2007). Roadmap To Measuring Distance Education Instructional Design Competencies. *Quarterly Review of Distance Education*, 8(2), 151-159.
- Eddy, P. L., & Beach, A. L. (2005). Does experience matter? The influence of years of service on faculty developers' vision and priorities in the field. *Journal of Faculty Development*, 20(2), 111-124.

- Ferguson, S. C.-P. H. (2008). *A Delphi study on the leadership training requirements for Navy medical reserve officers*. (D.M. Dissertation), University of Phoenix. Retrieved from <http://search.proquest.com.proxy.lib.wayne.edu/docview/304333685?accountid=14925> ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Fink, L. D. (2013). Innovative Ways of Assessing Faculty Development. *New Directions for Teaching and Learning*, 2013(133), 47-59. doi: 10.1002/tl.20045
- Finn, J. D. (1953). Professionalizing the audio-visual field. *Audio Visual Communication Review*, 1(1), 6-17. doi: 10.2307/30216626
- Fraser, K. (2001). Australasian academic developers' conceptions of the profession. *International Journal for Academic Development*, 6(1), 54-64.
- Fraser, K., Gosling, D., & Sorcinelli, M. D. (2010). Conceptualizing evolving models of educational development. *New Directions for Teaching and Learning*, 2010(122), 49-58. doi: 10.1002/tl.397
- Freedman, M. (1973). Facilitating faculty development. *New Directions for Higher Education*, 1(Spring), 105-111.
- Gaff, J. G. (1977). Current issues in faculty development. *Liberal Education*, 63(4), 511-519.
- Gaff, J. G., & Justice, D. O. (1978). Faculty development yesterday, today, and tomorrow. *New Directions for Higher Education*, 24, 85-98.
- Gaff, J. G., & Simpson, R. D. (1994). Faculty development in the United States. *Innovative Higher Education*, 18(3), 167-176.
- Gaige, F. H. (1983). Long-range planning and faculty development. In M. Davis, M. Fisher, S. Cheldelin Inglis & S. Scholl (Eds.), *To Improve the Academy: Resources for Faculty*,

- Instructional, and Organizational Development* (Vol. 2, pp. 73-78). San Francisco, CA: Jossey-Bass.
- Gerth, D. R. (1973). Institutional approaches to faculty development. *New Directions for Higher Education*, 1(Spring), 83-92.
- Goodman, C. M. (1987). The Delphi technique: A critique. *Journal of Advanced Nursing*, 12(6), 729-734.
- Gosling, D. (2009). Educational development in the UK: a complex and contradictory reality. *International Journal for Academic Development*, 14(1), 5-18. doi: 10.1080/13601440802659122
- Gosling, D., McDonald, J., & Stockley, D. (2007, November 2007). We did it our way! Narratives of pathways to the profession of educational development. *Educational Developments*, November, 1-6.
- Graddy, J. T. (2007). *The future of sport psychology: A Delphi poll.* (Ph.D. Dissertation), University of Florida. Retrieved from <http://search.proquest.com.proxy.lib.wayne.edu/docview/304869537?accountid=14925> ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Graf, D. L., Albright, M. J., & Wheeler, D. W. (1992). Faculty development's role in improving undergraduate education. *New Directions for Teaching and Learning*, 51, 101-109.
- Gruen, C. A. (1988). Faculty development in higher education. *Journal of Epsilon Pi Tau*, 14(1), 11-15.

- Hagopian, A., Spigner, C., Gorstein, J. L., Mercer, M. A., Pfeiffer, J., Frey, S., . . . Gloyd, S. (2008). Developing Competencies for a Graduate School Curriculum in International Health. *Public Health Reports*, 123(3), 408-414. doi: 10.2307/20723360
- Haltinner, U. R. (2008). *Achieving consensus on secondary marketing education curriculum and instruction: A Delphi study*. (Ph.D. Dissertation), University of Minnesota. Retrieved from
<http://search.proquest.com.proxy.lib.wayne.edu/docview/304512660?accountid=14925>
ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Harrison, J. (2005). *Future personal attributes and job competencies needed by the Texas Department of State Health Services (DSHS), State Hospital Section, registered nurse managers: A Delphi study*. (Ph.D. Dissertation), Texas A&M University. Retrieved from
<http://search.proquest.com.proxy.lib.wayne.edu/docview/305359823?accountid=14925>
ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Hasson, F., Keeney, S., & McKenna, H. (2000). Research guidelines for the Delphi survey technique. *Journal of Advanced Nursing*, 32(4), 1008-1015. doi: 10.1046/j.1365-2648.2000.t01-1-01567.x
- Havnes, A., & Stensaker, B. (2006). Educational development centres: From educational to organisational development? *Quality Assurance in Education: An International Perspective*, 14(1), 7-20.
- Henley, C. E., & Magelssen, D. (1990). Faculty development and organizational systems behavior. *Academic Medicine*, 65(6), 406-409.

- Hicks, O. (1999). Integration of central and departmental development: Reflections from Australian universities. *International Journal for Academic Development*, 4(1), 43.
- Hill, K. Q., & Fowles, J. (1975). The methodological worth of the Delphi forecasting technique. *Technological Forecasting and Social Change*, 7(2), 179-192. doi: [http://dx.doi.org/10.1016/0040-1625\(75\)90057-8](http://dx.doi.org/10.1016/0040-1625(75)90057-8)
- Hoessler, C., Britnell, J., & Stockley, D. (2010). Assessing the impact of educational development through the lens of the scholarship of teaching and learning. *New Directions for Teaching and Learning*, 2010(122), 81-89. doi: 10.1002/tl.400
- Hruska, S. R. (1983). Improving academic departments. In M. Davis, M. Fisher, S. Cheldelin Inglis & S. Scholl (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 2, pp. 103-114). San Francisco, CA: Jossey-Bass.
- Hsu, C.-C., & Sandford, B. A. (2007). The Delphi technique: Making sense of consensus. *Practical Assessment, Research and Evaluation*, 12(10). <http://pareonline.net/pdf/v12n10.pdf>
- Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change*, 31(5), 10-15. doi: 10.2307/40165542
- ibstipi. (2012). Instructional designer competencies. Retrieved May 2, 2013, from <http://www.ibstipi.org/instructional-design-competencies/>
- ICED. (n.d.). International Journal for Academic Development. Retrieved February 28, 2013, from <http://icedonline.net/international-journal-for-academic-development-ijad/>
- Isaacs, G. (1997). Developing the developers: Some ethical dilemmas in changing times. *The International Journal for Academic Development*, 2(2), 6-12.

- Johnston, S. (1997). Educational development units: Aiming for a balanced approach to supporting teaching. *Higher Education Research and Development, 16*(3), 331-342.
- Kaylor Jr., C. E., & Smith, J. W. (1984). Faculty development as an organizational process. In L. C. Buhl & L. Wilson (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 3, pp. 125-136). San Francisco, CA: Jossey-Bass.
- Keeney, S., Hasson, F., & McKenna, H. P. (2001). A critical review of the Delphi technique as a research methodology for nursing. *International Journal of Nursing Studies, 38*, 195-200.
- Kensington-Miller, B., Brailsford, I., & Gossman, P. (2012). Developing new academic developers: Doing before being? *International Journal for Academic Development, 17*(2), 121-133.
- Klein, J., & Fox, E. (2004). Performance improvement competencies for instructional technologists. *TechTrends, 48*(2), 22-25. doi: 10.1007/bf02762539
- Knapper, C. (1984). Staff development in a climate of retrenchment. In L. C. Buhl & L. Wilson (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 3, pp. 15-26). San Francisco, CA: Jossey-Bass.
- Knapper, C. (2010). Plus ça change...educational development past and future. *New Directions for Teaching and Learning, 2010*(122), 1-5. doi: 10.1002/tl.392
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American journal of occupational therapy, 45*(3), 214-222.
- Kucsera, J. V., & Svinicki, M. (2010). Rigorous evaluations of faculty development programs. *Journal of Faculty Development, 24*(2), 5-18.

- Kuhlenschmidt, S. (2011). Distribution and penetration of teaching-learning development units in higher education. In J. E. Miller & J. E. Groccia (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 29, pp. 274-287). San Francisco, CA: Jossey-Bass.
- Land, R. (2003). Orientations to academic development. In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 34-46). London (England): Society for Research into Higher Education, Ltd.
- Lawler, P. A., & King, K. P. (2000). Faculty development: Leadership strategies for success. *Journal of Continuing Higher Education, 48*(2), 12-20.
- Lewis, K. G. (1996). Faculty development in the United States: A brief history. *The International Journal for Academic Development, 1*(2), 26-33.
- Lewis, K. G. (2010). Pathways toward improving teaching and learning in higher education: International context and background. *New Directions for Teaching and Learning, 2010*(122), 13-23. doi: 10.1002/tl.394
- Lieberman, D. (2005). Beyond faculty development: How centers for teaching and learning can be laboratories for learning. *New Directions for Higher Education*(131), 87-98.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications: Beverly Hills, Calif.
- Linder, K. E., Rohdieck, S. V., Kalish, A., Johnson, T. A., Plank, K. M., & Maynell, L. A. (2011). Graduate student internships as a pathway to the profession of educational development. In J. E. Miller & J. E. Groccia (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 30, pp. 3-16). San Francisco, CA: Jossey-Bass.

- Linstone, H. A., & Turoff, M. (2002). *The Delphi method: Techniques and applications*. Retrieved from <http://is.njit.edu/pubs/delphibook/>
- Lipetz, M., Bussigel, M., & Foley, R. (1986). Rethinking faculty development. *Medical Teacher*, 8(2), 137-144.
- Little, D., & Green, D. A. (2012). Betwixt and between: Academic developers in the margins. *International Journal for Academic Development*, 17(3), 203-215.
- Little, D., & Palmer, M. (2011). A coaching-based framework for individual consultations. In J. E. Miller & J. E. Groccia (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 29, pp. 102-115). San Francisco, CA: Jossey-Bass.
- Lopopolo, R. B. (1999). Hospital restructuring and the changing nature of the physical therapist's role. *Physical Therapy*, 79(2), 171-185.
- Macdonald, R. (2003). Developing a scholarship of academic development: Setting the context. In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 1-10). London (England): Society for Research into Higher Education, Ltd.
- Manathunga, C. (2011). The field of educational development: Histories and critical questions. *Studies in Continuing Education*, 33(3), 347-362.
- Mann, S. J. (2003). Alternative perspectives on professional practice in academic development. In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 80-90). London (England): Society for Research into Higher Education, Ltd.
- McCool, B. N. (2008). *The conceptualization and development of specifications for a doctoral program in security studies: A Delphi study*. (Ph.D. Dissertation), University of Nevada, Las Vegas. Retrieved from <http://is.njit.edu/pubs/delphibook/>

<http://search.proquest.com.proxy.lib.wayne.edu/docview/304390916?accountid=14925>

ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.

McDonald, J. (2010). Charting pathways into the field of educational development. *New Directions for Teaching and Learning, 2010*(122), 37-45. doi: 10.1002/tl.396

McDonald, J. (2011). *Becoming an educational developer: A Canadian university perspective.* (Ed.D. Dissertation), University of Toronto, Canada. (9780494783030)

McDonald, J., & Stockley, D. (2008). Pathways to the profession of educational development: an international perspective. *International Journal for Academic Development, 13*(3), 213-218. doi: 10.1080/13601440802242622

McDonald, J., & Stockley, D. (2010). Editors' notes. *New Directions for Teaching and Learning, 2010*(122), 7-9. doi: 10.1002/tl.393

McKee, C. W., Johnson, M., Ritchie, W. F., & Tew, W. M. (2013). Professional Development of the Faculty: Past and Present. *New Directions for Teaching and Learning, 2013*(133), 15-20. doi: 10.1002/tl.20042

McKee, C. W., & Tew, W. M. (2013). Setting the Stage for Teaching and Learning in American Higher Education: Making the Case for Faculty Development. *New Directions for Teaching and Learning, 2013*(133), 3-14. doi: 10.1002/tl.20041

McKenna, H. P. (1994). The Delphi technique: A worthwhile research approach for nursing? *Journal of Advanced Nursing, 19*(6), 1221-1225. doi: <http://dx.doi.org/10.1111/j.1365-2648.1994.tb01207.x>

- McKinney, K. (2013). What is the scholarship of teaching and learning (SoTL) in higher education? Retrieved September 24, 2013, 2013, from <http://sotl.illinoisstate.edu/downloads/pdf/definesotl.pdf>
- Mighty, J., Ouellett, M. L., & Stanley, C. A. (2010). Unheard voices among faculty developers. *New Directions for Teaching and Learning, 2010*(122), 103-112. doi: 10.1002/tl.402
- Mortensen, L. L. (1983). Career stages: Implications for faculty instructional development. In M. Davis, M. Fisher, S. Cheldelin Inglis & S. Scholl (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 2, pp. 41-48). San Francisco, CA: Jossey-Bass.
- Moses, I. (1987). Educational development units: A cross-cultural perspective. *Higher Education, 16*(4), 449-479.
- Murphy, J. (1994). Improving the effectiveness of educational development: Concerns, constraints and recommendations. *Higher Education Research and Development, 13*(2), 213-230.
- Nathan, P. E. (1994). Who should do faculty development and what should it be? *Journal of Counseling & Development, 72*(5), 508-509.
- Nelsen, W. C. (1979). Faculty development: Prospects and potential for the 1980s. *Liberal Education, 65*(2), 141-149.
- Osterman, D. N. (1984). Motivating faculty to pursue excellence in teaching. In L. C. Buhl & L. Wilson (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Vol. 3, pp. 59-69). San Francisco, CA: Jossey-Bass.

- Ouellett, M. L. (2010). Overview of faculty development: History and choices. In K. J. Gillespie, D. L. Robertson & Associates (Eds.), *A Guide to Faculty Development* (2nd ed., pp. 1). San Francisco: Jossey Bass.
- Rayens, M. K., & Hahn, E. J. (2000). Building consensus using the policy Delphi method. *Policy, politics, & nursing practice*, 1(4), 308-315.
- Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Rehm, L., & Ritchie, P. (2005). A Cube Model for Competency Development: Implications for Psychology Educators and Regulators. *Professional Psychology: Research and Practice*, 36(4), 347-354. doi: 10.1037/0735-7028.36.4.347
- Rothwell, W. J., & Lindholm, J. E. (1999). Competency identification, modelling and assessment in the USA. *International Journal of Training and Development*, 3(2), 90-105. doi: 10.1111/1468-2419.00069
- Rowe, G., & Wright, G. (1999). The Delphi technique as a forecasting tool: Issues and analysis. *International journal of forecasting*, 15(4), 353-375.
- Rowe, G., & Wright, G. (2001). Expert opinions in forecasting: The role of the Delphi technique. In J. S. Armstrong (Ed.), *INTERNATIONAL SERIES IN OPERATIONS RESEARCH AND MANAGEMENT SCIENCE* (pp. 125-144). Boston, MA: Kluwer Academic Publishers.
- Rowland, S. (2003). Academic development: A practical or theoretical business? In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 13-22). London (England): Society for Research into Higher Education, Ltd.
- Ruona, W. E. A. (2005). Analyzing qualitative data. In R. A. S. E. F. Holton (Ed.), *Research in organizations: Foundations and methods of inquiry* (Vol. 223-263). San Francisco, CA: Berrett-Koehler.

- Schell, K. A. D. R. N. (2006). A Delphi study of innovative teaching in baccalaureate nursing education. *Journal of Nursing Education*, 45(11), 439-448.
- Schmidt, R., Lyytinen, K., Keil, M., & Cule, P. (2001). Identifying software project risks: An international Delphi study. *Journal of Management Information Systems*, 17(4), 5-36.
- Schroeder, C. M. (Ed.). (2010). *Coming in from the margins: Faculty development's emerging organizational development role in institutional change*. Sterling, VA: Stylus Publishing, LLC.
- Sizer, P. S., Jr. (2002). *Skills and factors influencing the development of competencies in manual therapy: A Delphi investigation*. (Ph.D. Dissertation), Texas Tech University. Retrieved from
<http://search.proquest.com.proxy.lib.wayne.edu/docview/305520342?accountid=14925>
ProQuest Dissertations & Theses (PQDT); ProQuest Dissertations & Theses A&I database.
- Snyder-Halpern, R. (2001). Indicators of organizational readiness for clinical information technology/systems innovation: a Delphi study. *International Journal of Medical Informatics*, 63(3), 179-204. doi: [http://dx.doi.org/10.1016/S1386-5056\(01\)00179-4](http://dx.doi.org/10.1016/S1386-5056(01)00179-4)
- Sorcinelli, M. D., & Austin, A. E. (2010). Educational developers: The multiple structures and influences that support our work. *New Directions for Teaching and Learning*, 2010(122), 25-36. doi: 10.1002/tl.395
- Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). *Creating the future of faculty development: Learning from the past, understanding the present*. Bolton, MA: Anker Publishing, Inc.

- Stitt-Gohdes, W. L., & Crews, T. B. (2005). The Delphi technique: A research strategy for career and technical education. *Journal of Career and Technical Education, 20*(2), 55-67.
- STLHE. (n.d.). History. Retrieved February 27, 2013, from <http://www.stlhe.ca/about/history/>
- Sumsion, T. (1998). The Delphi technique: An adaptive research tool. *The British Journal of Occupational Therapy, 61*(4), 153-156.
- Taylor, K. L. (2010). Understanding the disciplines within the context of educational development. *New Directions for Teaching and Learning, 2010*(122), 59-67. doi: 10.1002/tl.398
- Thielsen, V. A., & Leahy, M. J. (2001). Essential knowledge and skills for effective clinical supervision in rehabilitation counseling. *Rehabilitation Counseling Bulletin, 44*(4), 196.
- Trigwell, K. (2003). A relational approach model for academic development. In H. E. Eggins & R. E. Macdonald (Eds.), *The scholarship of academic development* (pp. 23-33). London (England): Society for Research into Higher Education, Ltd.
- Wakou, B. A., Keim, K. S., & Williams, G. S. (2003). Personal attributes and job competencies needed by EFNEP paraprofessionals as perceived by EFNEP professionals. *Journal of Nutrition Education and Behavior, 35*(1), 16-23. doi: [http://dx.doi.org/10.1016/S1499-4046\(06\)60322-9](http://dx.doi.org/10.1016/S1499-4046(06)60322-9)
- Wilhelm, W. J. (2001). Alchemy of the oracle: The Delphi technique. *Delta Pi Epsilon Journal, 43*(1), 6-26.
- Williams, P. L., & Webb, C. (1994). The Delphi technique: a methodological discussion. *Journal of Advanced Nursing, 19*(1), 180-186. doi: <http://dx.doi.org/10.1111/j.1365-2648.1994.tb01066.x>

- Willis, J. W. (2008). *Qualitative research methods in education and educational technology*. Charlotte, NC: Information Age Publishing, Inc.
- Wilson, R. (2010). Tenure, RIP: What the vanishing status means for the future of education. *Chronicle of Higher Education, July 4, 2010.* <http://chronicle.com/article/Tenure-RIP/66114/>
- Winkelmes, M.-A., Foster, B. F., Levesque-Bristol, C., Theall, M., Therrell, J., & Ziegenfuss, D. (2011). Analysis of several themes emerging from the 2010 POD membership survey data. wiki.podnetwork.org/Home/topics-for-discussion/2010-pod-membership-survey/AnalysisDoc%20for%20POD%20Members.doc
- Woudenberg, F. (1991). An evaluation of Delphi. *Technological Forecasting and Social Change, 40*(2), 131-150. doi: [http://dx.doi.org/10.1016/0040-1625\(91\)90002-W](http://dx.doi.org/10.1016/0040-1625(91)90002-W)

ABSTRACT**COMPETENCIES FOR A LEADERSHIP ROLE IN EDUCATIONAL DEVELOPMENT**

by

KRISTI J. VERBEKE**May 2014****Advisor:** Dr. Monica W. Tracey**Major:** Instructional Technology**Degree:** Doctor of Philosophy

Because the field of educational development (also known as faculty development, academic development, and staff development) is relatively new, very little is known about the competencies required for those who work in the field. Additionally, there are no formal pathways or means of formal preparation for educational developers. This study utilized a mixed-methods research design to explore the competencies required for a leadership role in the field of educational development.

The first part of the study sought to identify these competencies by using the Delphi technique to survey experts in the field. The second part explored whether these competencies were currently represented through content analysis of job postings for educational development leaders. Twenty-two (22) experts from the field of educational development in the United States were selected using purposive sampling and snowball technique. Participants engaged in four rounds of questionnaires during the Delphi survey and generated 66 knowledge, skills, abilities and values required for an educational development leadership position. The expert panel did not agree that 8 of these items belonged on the competency list. An analysis of job postings for

educational development leaders revealed an additional 8 competencies not identified in the Delphi study.

Analysis and further refinement of these competencies generated during the Delphi survey and content analysis of job postings resulted in 10 areas of knowledge, grouped into four categories: classroom or disciplinary-based knowledge, educational and instructional knowledge, organizational knowledge, and higher education system knowledge. Nineteen (19) skills or abilities were also identified and grouped into five categories: administrative duties, educational development services, enhancing organizational culture around teaching and learning, professional and scholarly development, and individual and soft skills. Eleven (11) values also emerged.

The research from this study indicates that there is indeed, a formal body of knowledge attributable to the field of educational development, as well as a distinct set of skills and abilities required for successful developers. Better understanding these will help further professionalize the field of educational development and create a formal pathway or means of preparation for those seeking to enter the field.

AUTOBIOGRAPHICAL STATEMENT

Kristi J. Verbeke

- Doctor of Philosophy, Instructional Technology, Wayne State University
- Master of Education, Instructional Technology, Wayne State University
- Bachelor of Science, Psychology, Drake University

Kristi J. Verbeke has been an educational developer for 11 years. She currently works as a Faculty Development Specialist at Wake Forest University's Teaching and Learning Center. In this role, she engages in a variety of teaching-related endeavors, including leading workshops and consulting with faculty on course innovations and redesign. Prior to Wake Forest, she served in a number of positions at Wayne State University including Acting and Assistant Director of the Office for Teaching and Learning, where she was responsible for setting the strategic direction of the center, as well as managing the day-to-day responsibilities.

Kristi has also taught a range of graduate and undergraduate courses, face-to-face and online, in the areas of Psychology and Education. Her research interests include: evaluation and educational development at the college level, online teaching and learning, effectively engaging students in the classroom, and effectively integrating technology into teaching. She regularly presents at conferences focused on teaching and learning issues and has spoken at other universities on teaching-related topics.

Personally, Kristi has a husband and son who keep her very busy at home. She loves to cook, fancies herself an occasional runner (having completed two half marathons), and is teaching herself to use Photoshop in an effort to digitally scrapbook her family memories.