**ELNET ~ Educational Leadership Network**

**Annual Professional Development Workshop on EL**

***Making your Educational Leadership Count***

***Jan. 25, 2024, virtual panel presentation and discussions***

***Summary Notes***

The event was held online to include participants from both campuses. We heard from three panelists with excellent tips and suggestions for EL progress, and for demonstrating impact. Questions provided opportunity for informative discussions. It was a wonderful opportunity to network, connect and feel supported in our work.. . . that is a wonderful thing about EL, is our opportunity to connect and network across disciplines and projects.

I hope you find these notes helpful reminders or give you some insight if you were unable to attend. These notes are a compilation!! Please note the list of resources at then end and please feel free to reach out to any of the ELNET Executive Team and Mentor team.

Thank you to the panelists, the ELNET team and participants.

Sally Stewart, ENET Chair (sally.wilis-stewart@ubc.c)

**Panelists:**

**1.** Andrea Webb, Faculty of Education, UBCV

**2.** Jason Lieblang, Dept. of Central, Eastern & Northern European Studies, F. of Arts, UBCV

**3.** Jonathan Verrett, Faculty of Applied Sciences, UBCV

1. **Andrea Webb**

Making your Educational Leadership Visible… Being strategic with your efforts

If you are in the EL Stream and you are applying for Re-appointment or P&T, then you are familiar with the [Collective Agreement](https://hr.ubc.ca/sites/default/files/documents/UBC%20and%20UBCFA%20Collective%20Agreement.pdf) Articles 3 and 4.04 – Titles & Ranks and Educational Leadership.

Associate Professor of Teaching … evidence of excellence in teaching and, *demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives*. It is expected that Associate Professor of Teachings will keep *abreast of current developments in their respective disciplines, and in the field of teaching and learning*.

And

Professor of Teaching … evidence of *outstanding achievement in teaching and educational leadership*, distinction in the field of teaching and learning, and *a growing body of innovative contributions to curriculum development, course design and other initiatives* that advance the University’s ability to excel in its teaching and learning mandate.

Article 4.04 Defines Educational Leadership

*Educational leadership is* activity taken at UBC and elsewhere *to advance innovation in teaching and learning with impact beyond one’s classroom*.

Educational leadership includes but is not limited to such things as:

• application of and/or active engagement in the scholarship of teaching and learning;

• significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member’s classroom and advance the University’s ability to excel in its teaching and learning mandates;

• teaching, mentorship, and inspiration of colleagues;

• formal educational leadership responsibility within Department/Program/Faculty;

• organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally;

• contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals or other resources; and

• other activities that support evidence-based educational excellence, leadership and impact within and beyond the University.

Judgment of educational leadership is based mainly on the **quality** and **significance** of the individual’s contributions.

CTLT has a page that brings together lots of the resources to help support EL faculty on this journey - <https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/>

So, what could that look like?

* quality assurance and quality enhancement activities (e.g., literature informed educational reform, scholarly approach to curriculum or pedagogy innovation) in undergraduate and graduate degree programs, teaching, student learning experiences
* scholarly activity in teaching and learning in your area (DBER) or across (SoTL / SoEL)
* fostering an institutional culture of educational scholarship with professional development for colleagues and beyond UBC – sharing a book review, team implementation of a strategy.

Educational leadership examples and varying ways of showing this

* Revisit my Philosophy of Teaching and Learning AND my Philosophy of Educational Leadership. Check that it still resonates. Update the literature.
* I go through the EL criteria and list all the things from my CV that I do in each area.
* Then from this list I map across the ELM tool. This gives me a chance to see areas of strength and make decisions about future activities.
* ELM Tool – As a resources to look at what you’ve done and where you need to strategically develop. <https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/an-educational-leadership-mapping-elm-tool-for-teaching-and-educational-leadership/>
* THEN … articulate evidence of impact on different areas and level of impact (local, national, international) in my dossier.
	+ Evidence of Impact - <https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/next-steps-evidence-for-impact/>
	+ Teaching and Learning Impact Framework - <https://ctlt2013.sites.olt.ubc.ca/files/2022/11/teaching-and-learning-framework_form1_2022.pdf>
	+ Example - <https://ctlt2013.sites.olt.ubc.ca/files/2017/02/teaching-and-learning-framework_examples1.pdf>
	+ Evidence of impact determined by scale, scope, and specific contribution on People Processes and Products.
	+ People
		- Practice - creation / dissemination of resources / materials / software developed to support teaching and learning
		- Students - impact on student learning, achievement of course/program outcomes, student engagement, well-being and other measures of success.
	+ Processes
		- Approaches and priorities - program / department / Faculty / institutional priorities or approaches for teaching and learning as well as creation / revision of guidelines, procedures and policies.
		- Support - capacity, support provision or on teaching and learning networks can include creating / providing workshops, seminars, communities of practice, training or mentorship programs, celebrations, awards, etc.
	+ Products
		- Curriculum - visible through the creation / renewal of courses, programs, degree pathways and options, accreditation requirements, modality of delivery (online or blended), engagement from community partners
		- Literature - publications, presentations, conference proceedings, workshops, invited keynotes, media or news coverage.
* How do we make it visible and clear; strategic
* You are the “superhero” of your dossier; you have come onboard to tackle the challenges in your department/discipline/institution with an EL/teaching focus
* Make sure your language in your dossier mirrors the wording in SAC
* We have so much latitude in our work!!! and we must keep abreast of the research in our discipline area; be part of that growing body of innovation and curriculum development
* It’s a process; create your own career path
* Provide as many examples as possible of how you meet the list of criteria and link them back to your teaching and EL philosophy
* Separate and make a distinction with how you work with students, and how you work with colleagues
* Use literature to underpin your approaches and how your actions are linked to your philosophy; develop a strategic body of work
* Say “no” sometimes to an activity that does not align with your scholarship
* See CTLT mapping tools
* Evidence of people, process and product helps you create a narrative around the quality and significance of your contributions in the best interest of your students, your field, and university
1. **Jason Lieblang**
* Thanks to ELNET for putting on this event and for their efforts around making the EL expectations more clear
* Narrative in your dossier - build on your teaching philosophy statement (TPS) and EL statement
* Most compelling dossiers develop out of TPS - you can read what the candidate has crafted as a Vision throughout the dossier
* What are you building that is your proof
* Innovation in T&L, beyond the classroom
* Emphasize the IMPACT (qualitatively and quantitatively)
* Embrace opportunities to teach other teachers\*\* ( eg. I organized this event, here is the framework for innovative teaching)
* Get involved in curriculum development and ped. Innovation - speak about them with colleagues and organize forums to pass along knowledge
* Many of us came into EL b/c that's what was available; most of us come through PhD without the explicit focus to do EL. Eg. I've been trained to do research; I got EL position b/c I could communicate how I'd fit into EL
* SoTL research helps you pivot and then get "credit" and not encounter issues like "is this person spending too much time on research"
* Make sure the thread is clear
* Learn what SoTL is and see if there are ways you can take what you're doing and publish it in those areas

Questions:

“I’m brand new to this; where do I start? what is your advice? JL says

* "Sit with your dept head and ask ' what is your understanding of EL and my responsibilities?'".
* DH's responsibility is to support you into promotion and tenure.
* find a mentor.
* think about the way your dossier will develop
* internal see CV and dossier; external reviewers see CV and dossier.

“There seems to be some different views about the emphasis on EL and Teaching?

* How can you make your EL visible and ways to be strategic.
* You are the superhero - you sweep in to make a difference.
* Look at CA and SAC
* CA: see Article 3 and Article 4...
* You're not dropping your discipline; you're contributing to it with a focus on EL and Teaching
* Take the list (of EL activities) and annotate it. Provide lots of examples.
* Eg. I make a distinction between EL and Teaching. We get 2 sections in our CV.
* EL is the work we do with our colleagues - Use literature to underpin. Literature provides an anchor to show how what you do, ties to your philosophy.
* Andrea reminded us: Judgment of educational leadership is based mainly on the quality and significance of the individual’s contributions.
* You need to advocate for yourself\*\*\*\*

( x x x x participant said "hard to advocate when you're by yourself") . .. and ELNET says “yes, hence the reason to reach out and connect and network with you can with ELers. ☺

1. **Jonathan Verrett**
* You prepare your dossier and it gets reviewed.
* Arms length reviewers
* Start to think about who some of those reviewers will be
* Thus important to network
* Provide a context for your work
* Engage in peer evaluations of your teaching
* Make it clear how you're meeting the criteria for promotion. It helps your letter writers see how you meet or exceed the criteria; use same language as in the SAC
* Reviewers see the dossier. SAC sees letters and CV but they don't see the dossier.
* In your dossier, you can speak to workload distribution. This is what it looks like in my dept. Explain workload distribution to help letter writers.

\*\*\*\*\*\*\*\*

**Resources:**

CTLT Institutes - great place to present to your UBC community (3x/year). Welcoming and well-supported. <https://institute.ctlt.ubc.ca/>

Articulating your EL impact: <https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/next-steps-evidence-for-impact/>

Support for SoTL: <https://isotl.ctlt.ubc.ca/>

Teaching Portfolio: <https://ctlt.ubc.ca/resources/teaching/portfolios/>

What is my vision in my discipline for innovative pedagogy. Ground in research

UBC EL Dossier Table of Contents Resource :  https://wiki.ubc.ca/File:Educational\_Leadership\_Dossiers,\_Table\_of\_Contents.pdf

Student Experience of Instruction - an explainer from a CTLT Institute: https://youtu.be/QVg1Df0nejQ?si=YPrr7oMaWuiHpyXY