



EDUCATIONAL DEVELOPERS CAUCUS ANNUAL CONFERENCE FEBRUARY 16-18, 2016

EDUCATIONAL DEVELOPERS
• WITHOUT BORDERS •

University of Windsor and St. Clair College, Windsor, Ontario

ST. CLAIR
COLLEGE



University
of Windsor

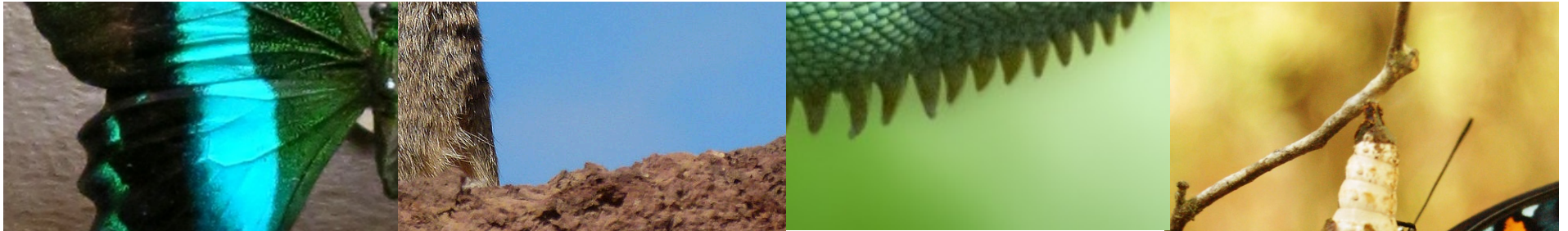


EDC • RFPES

Educational Developers Caucus
le Réseau de formateurs en pédagogie
de l'enseignement supérieur

intentionally in tension

EDUCATIONAL DEVELOPERS
LEADING FROM THE MIDDLE



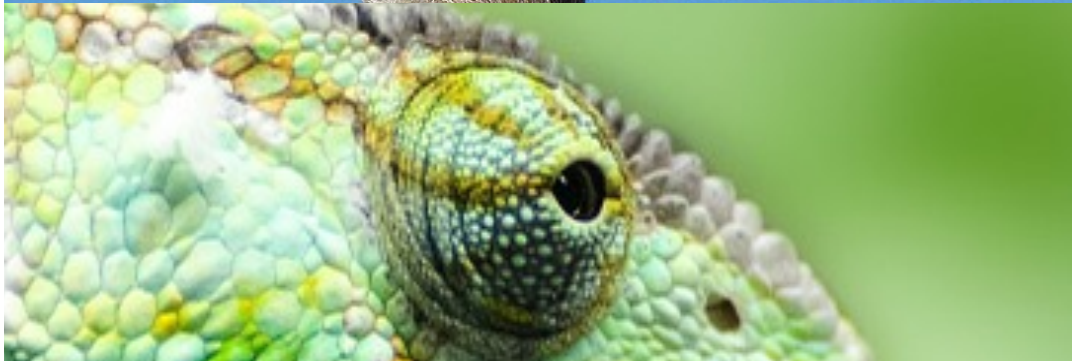
David A Green, PhD
SEATTLE UNIVERSITY



disciplinary



territorial

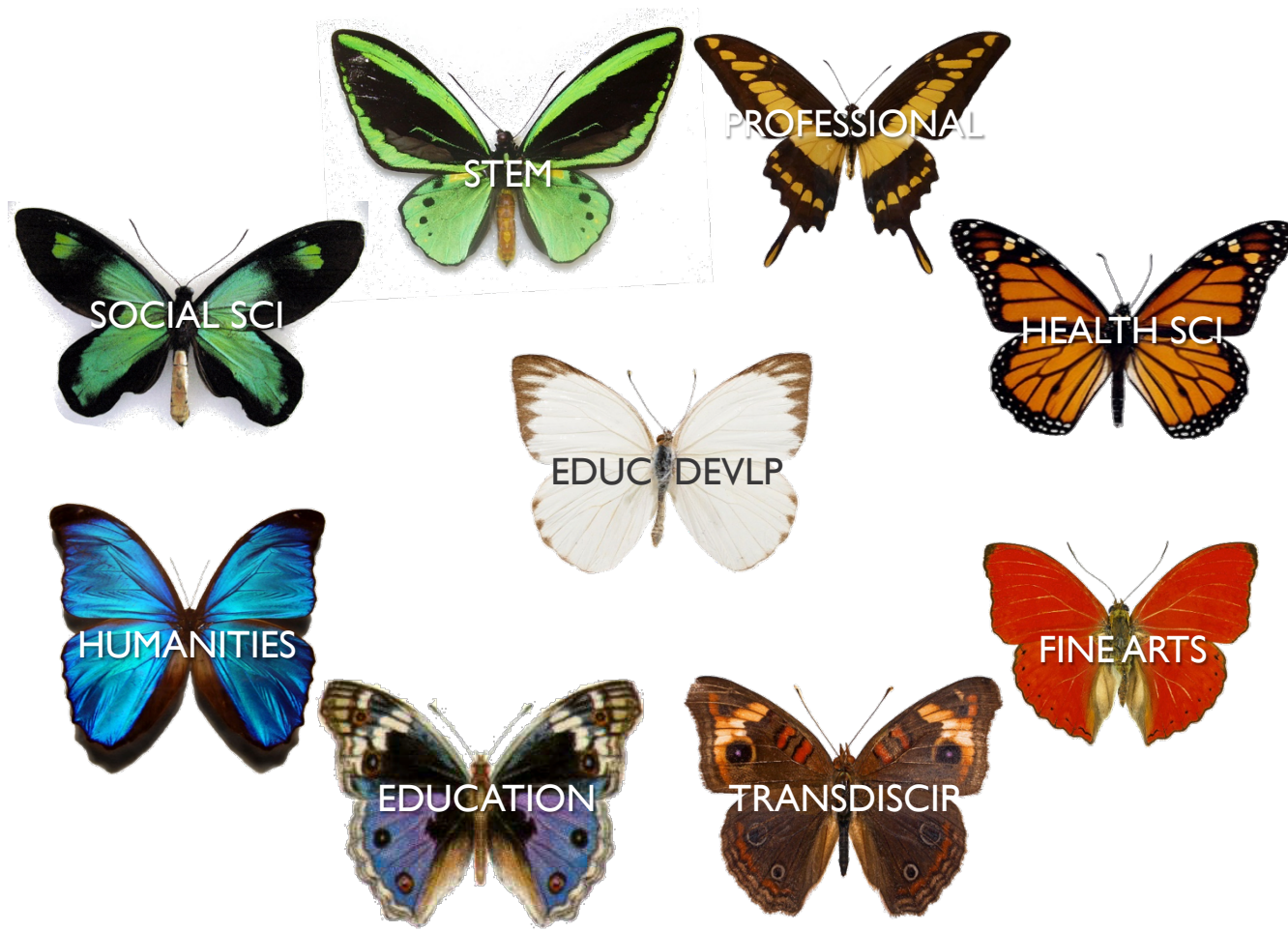


positional



disciplinary
tensions

By michael clarke stuff - Booth museum 01, CC BY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=24330253>



disciplinary migration

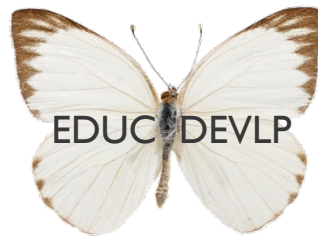
(e.g. McDONALD & STOCKLEY, 2010)

STEM
15%

PROFESSIONAL
9%

SOCIAL SCI
14%

HEALTH SCI
1%



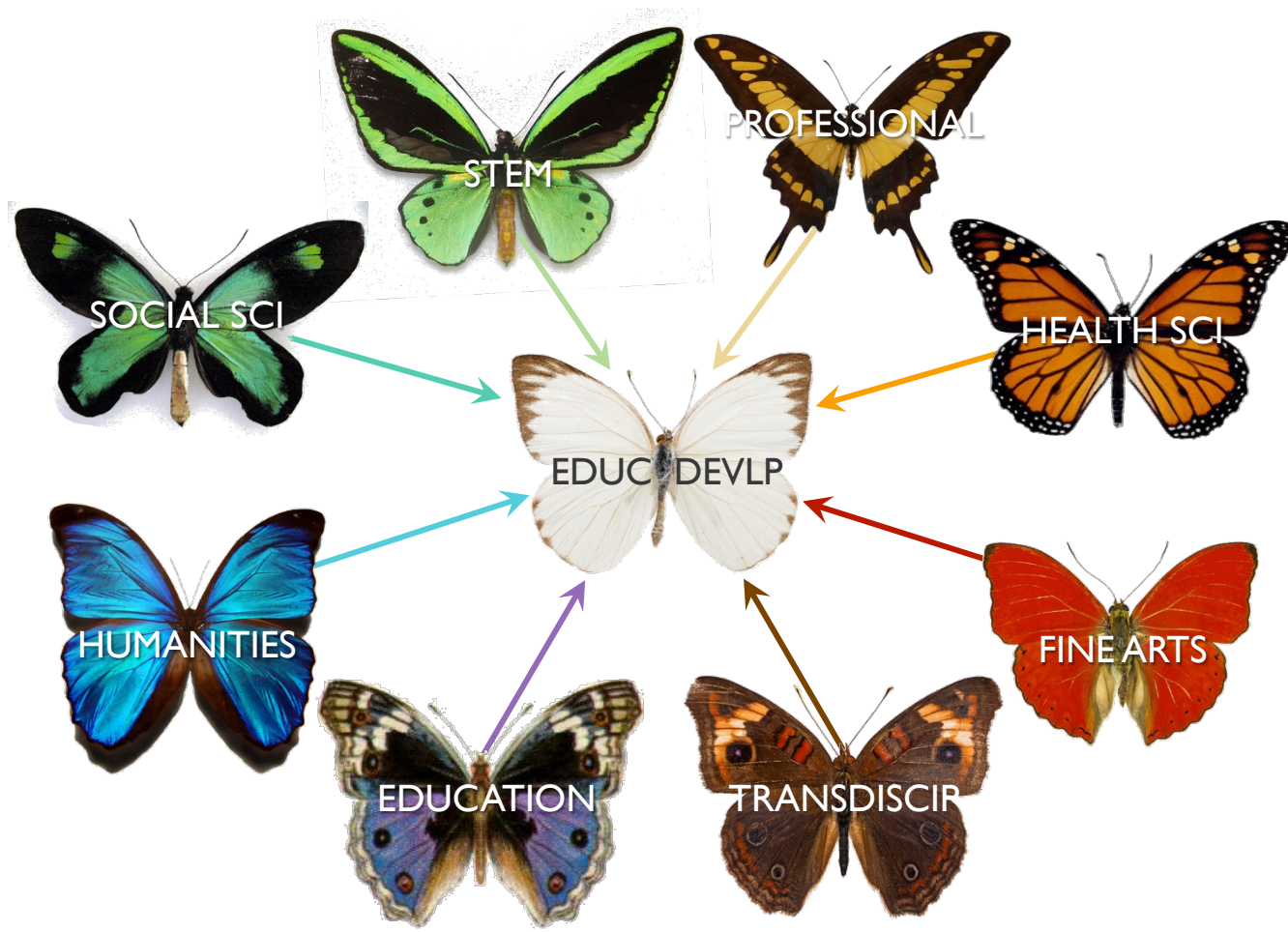
Canadian developers

HUMANITIES
14%

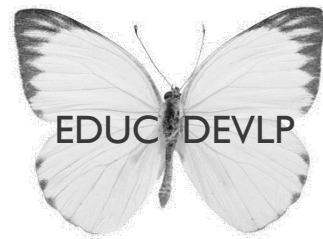
FINE ARTS
4%

EDUCATION
42%

TRANSDISCIP
2%



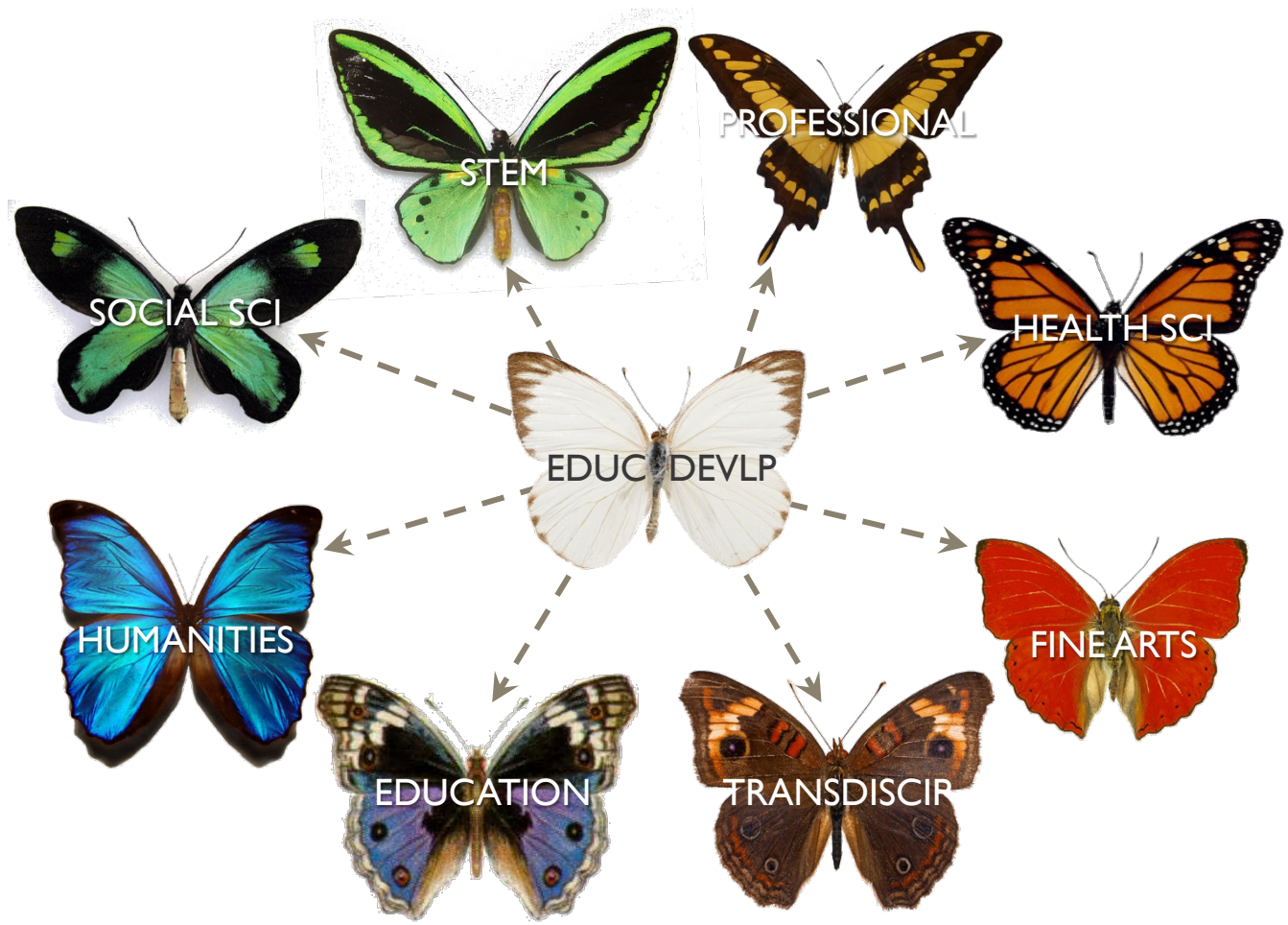
career
imprinting



(1)
applied
research

(2)
conceptual/
theoretical
research

(HIGGINS, 2005)



career
embossing?



how
might these
disciplinary
tensions
help us?

territorial tensions



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your
official
borders?



your
unofficial
borders?



Blanche

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Stella

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our
clientele's
borders?

A meerkat is standing upright on a mound of reddish-brown earth. The meerkat is facing slightly to the right and looking upwards. The background is a clear, bright blue sky. The meerkat's fur is light brown and greyish.

how might
these
territorial
tensions
help us?

By Norbert Nagel, Mörfelden-Walldorf, Germany (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0/>)], via Wikimedia Commons



positional
tensions

A vibrant chameleon with a mix of blue, red, and yellow spots is perched on a thin, dark branch. The background is a soft, out-of-focus green and yellow. The text "(not) at home?" is overlaid in white on the right side of the image.

(not) at home?

(e.g. FRASER & LING, 2014)

Teza Harinaivo Ramiasobisoa/flickr | CC BY-SA 2.0

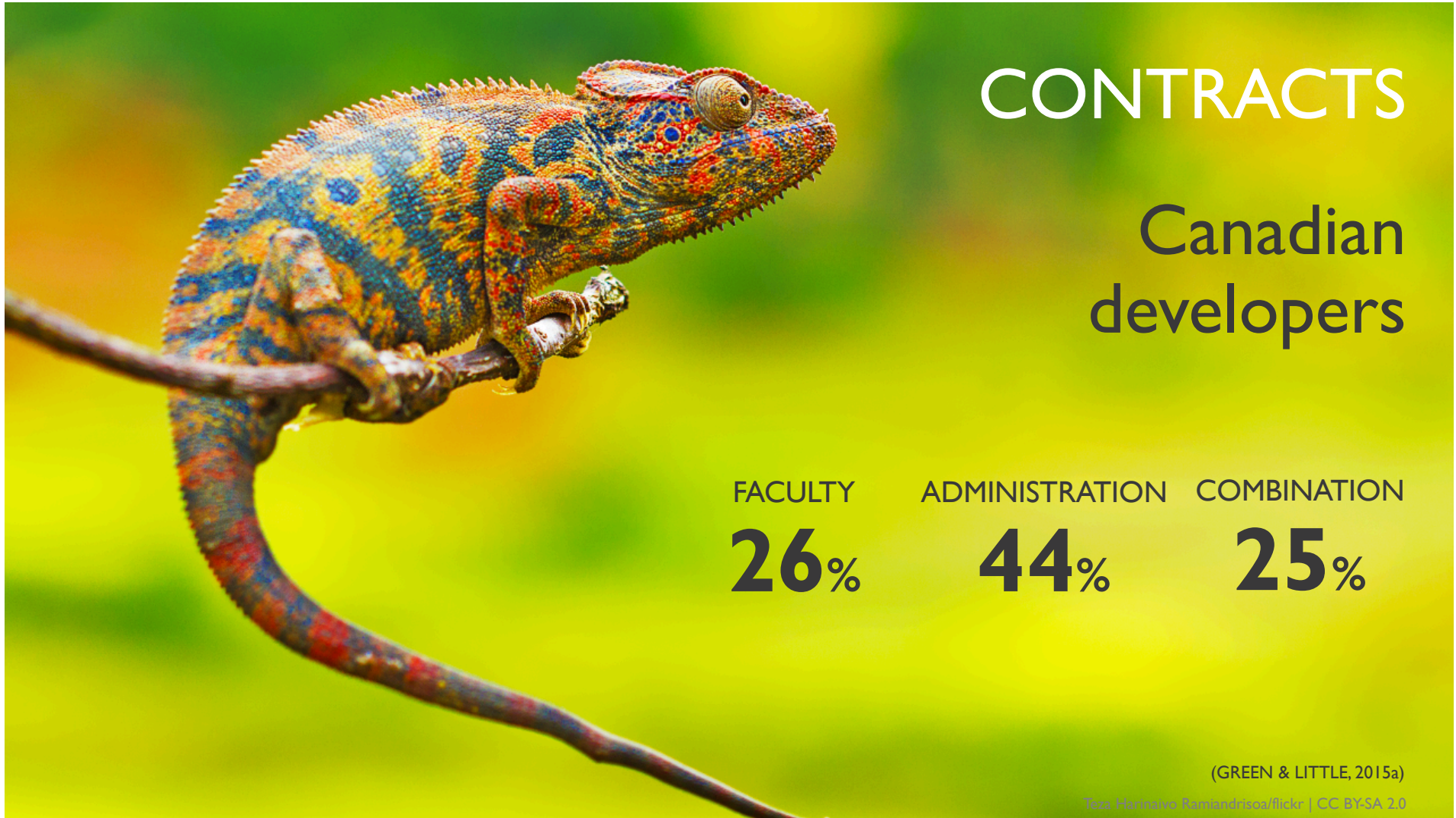
A vibrant chameleon with blue, red, and yellow patterns is perched on a thin brown branch. The background is a soft, out-of-focus green. The word "CONTRACTS" is written in white, bold, sans-serif capital letters in the upper right quadrant.

CONTRACTS

FACULTY ADMINISTRATION COMBINATION

(GREEN & LITTLE, 2015a)

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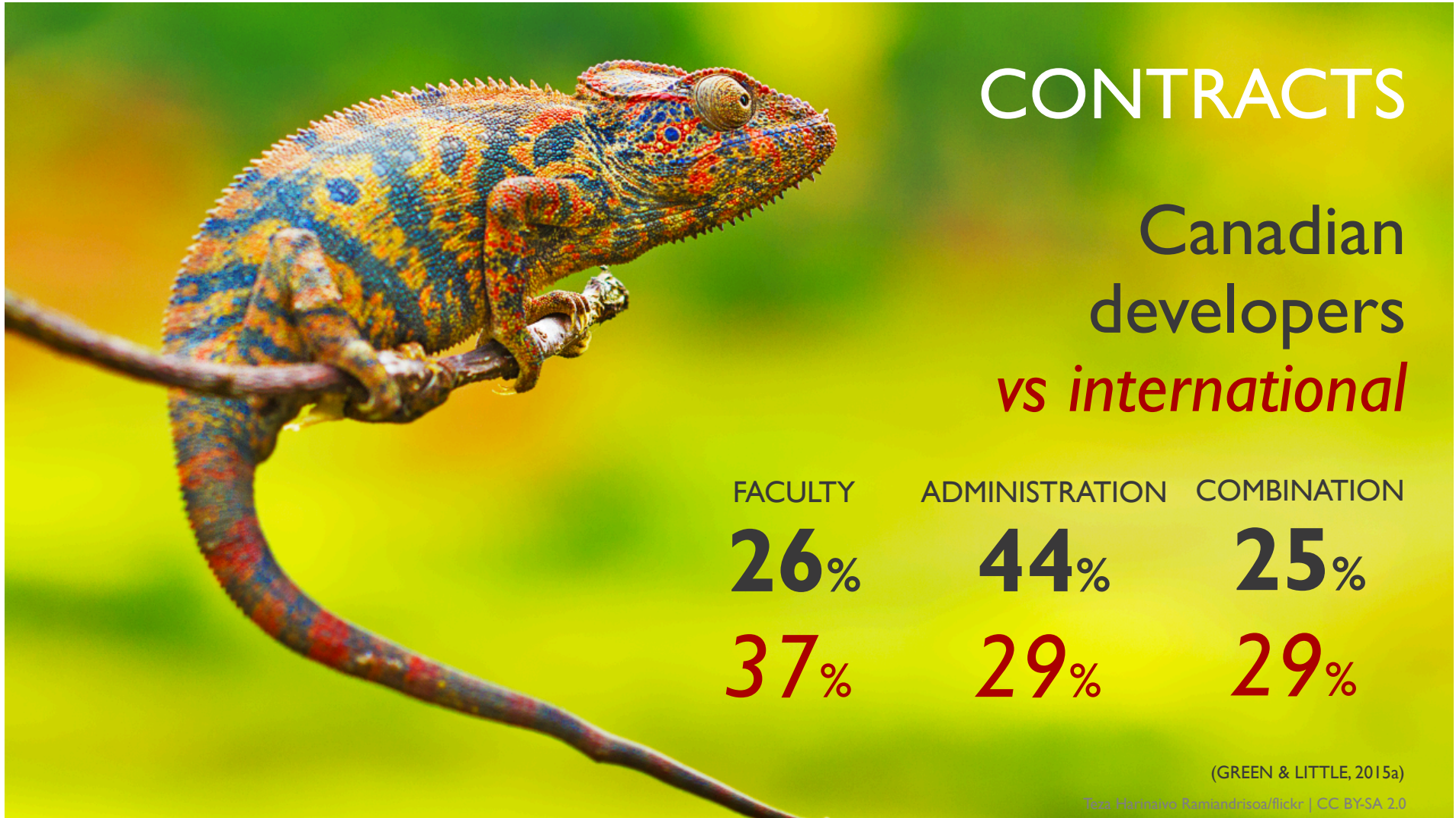
CONTRACTS

Canadian developers

FACULTY	ADMINISTRATION	COMBINATION
26%	44%	25%

(GREEN & LITTLE, 2015a)

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CONTRACTS

Canadian
developers
vs international

FACULTY	ADMINISTRATION	COMBINATION
26%	44%	25%
37%	29%	29%

(GREEN & LITTLE, 2015a)

Teza Hamalwa Ramia@brisoa/flickr | CC BY-SA 2.0

A vibrant chameleon with blue, red, and yellow patterns is perched on a thin brown branch. The background is a soft, out-of-focus green. The word "TEACHING" is written in large white letters in the upper right corner. Below it, three columns of text are arranged: "TEACH FACULTY", "TEACH GRAD STUDENTS", and "TEACH UNDERGRADS". In the bottom right corner, there is a citation: "(GREEN & LITTLE, 2015a)" and "Teza Harinawo Ramianbrisoa/flickr | CC BY-SA 2.0".

TEACHING

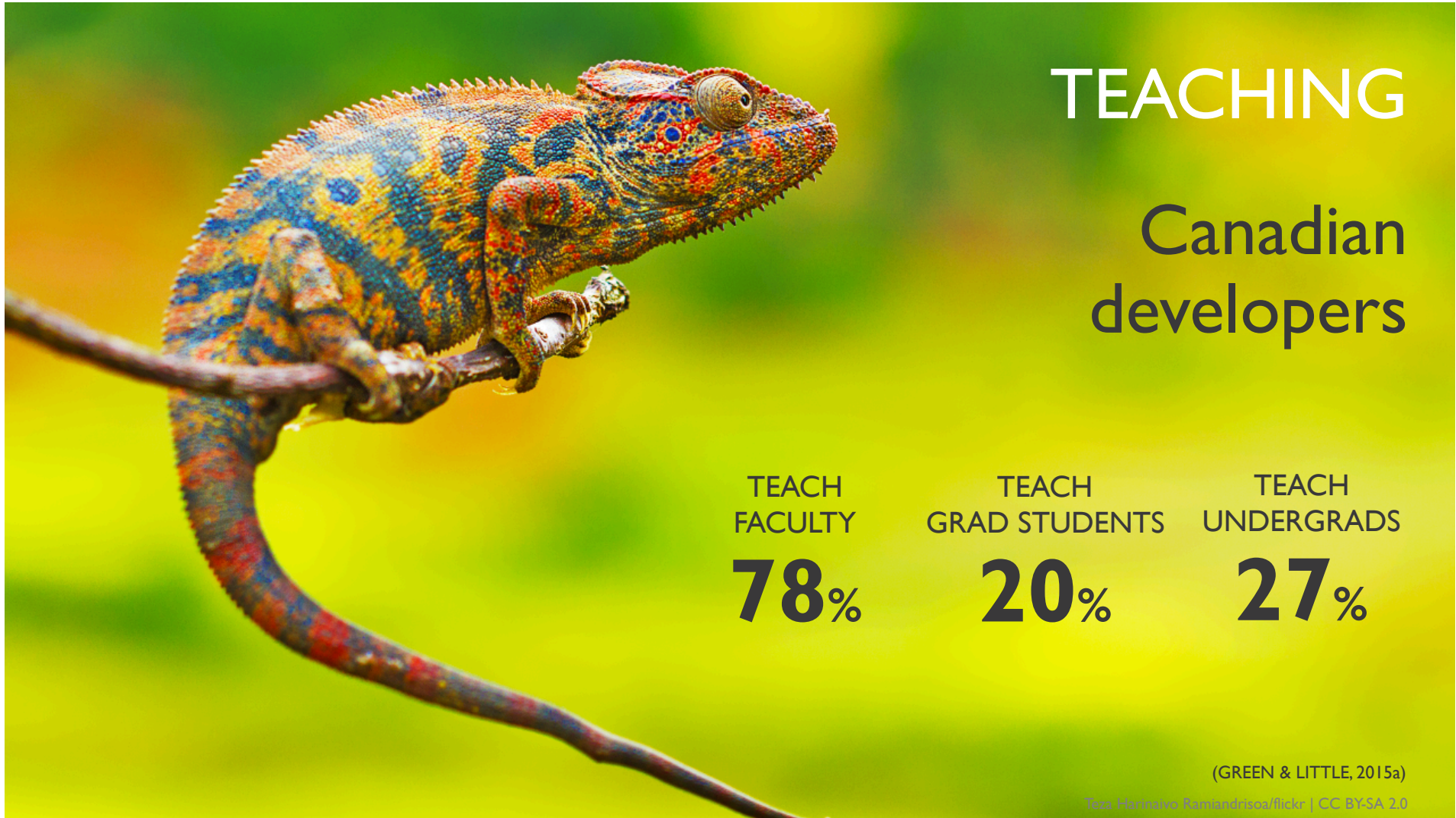
TEACH
FACULTY

TEACH
GRAD STUDENTS

TEACH
UNDERGRADS

(GREEN & LITTLE, 2015a)

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TEACHING

Canadian developers

TEACH
FACULTY

78%

TEACH
GRAD STUDENTS

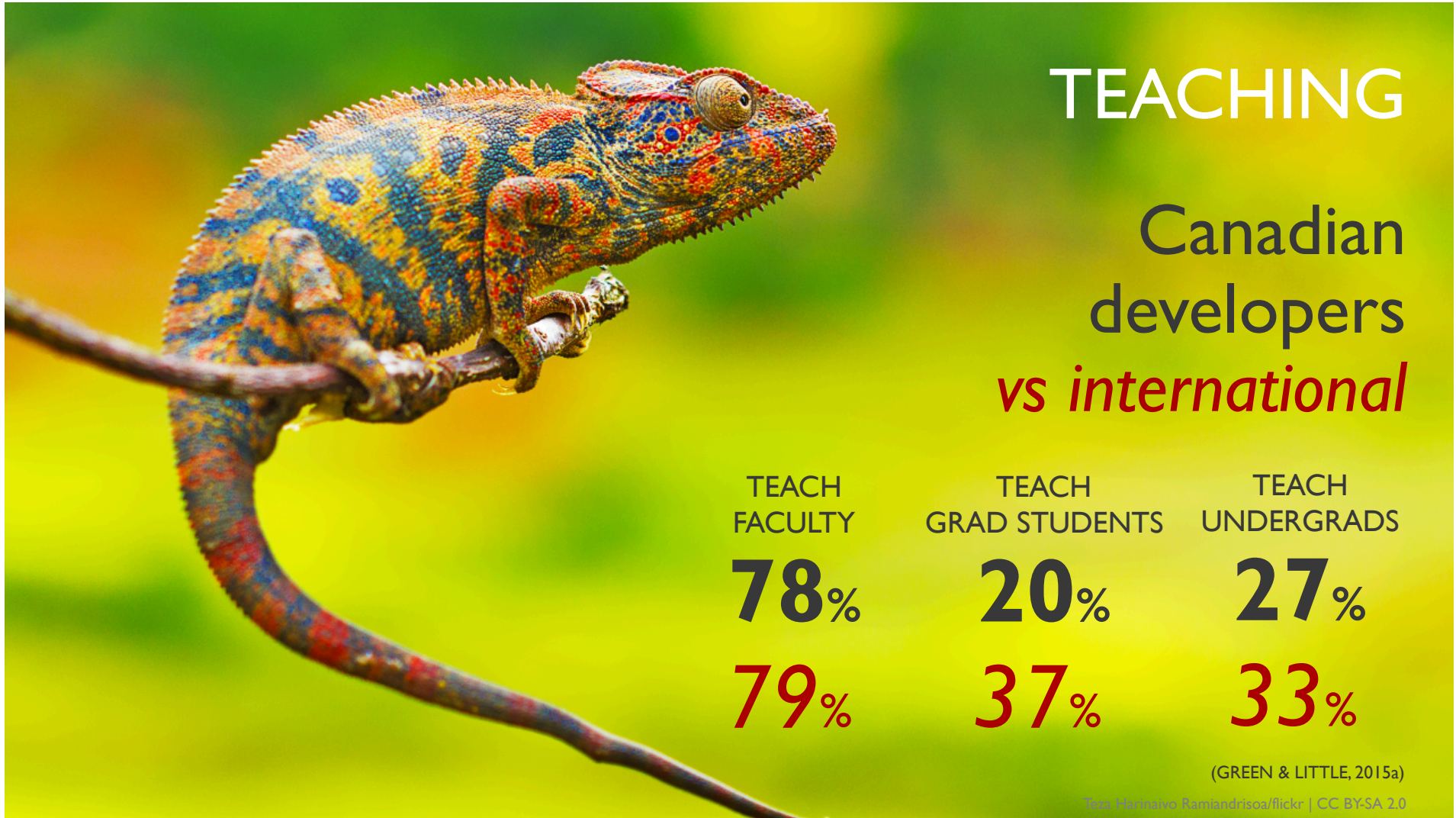
20%

TEACH
UNDERGRADS

27%

(GREEN & LITTLE, 2015a)

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TEACHING

Canadian developers *vs international*

TEACH
FACULTY

78%

79%

TEACH
GRAD STUDENTS

20%

37%

TEACH
UNDERGRADS

27%

33%

(GREEN & LITTLE, 2015a)

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RESEARCH

RESEARCH
WITHIN ROLE

RESEARCH
OUTSIDE ROLE

TOTAL

(GREEN & LITTLE, 2015a)

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RESEARCH

Canadian developers

RESEARCH
WITHIN ROLE

56%

RESEARCH
OUTSIDE ROLE

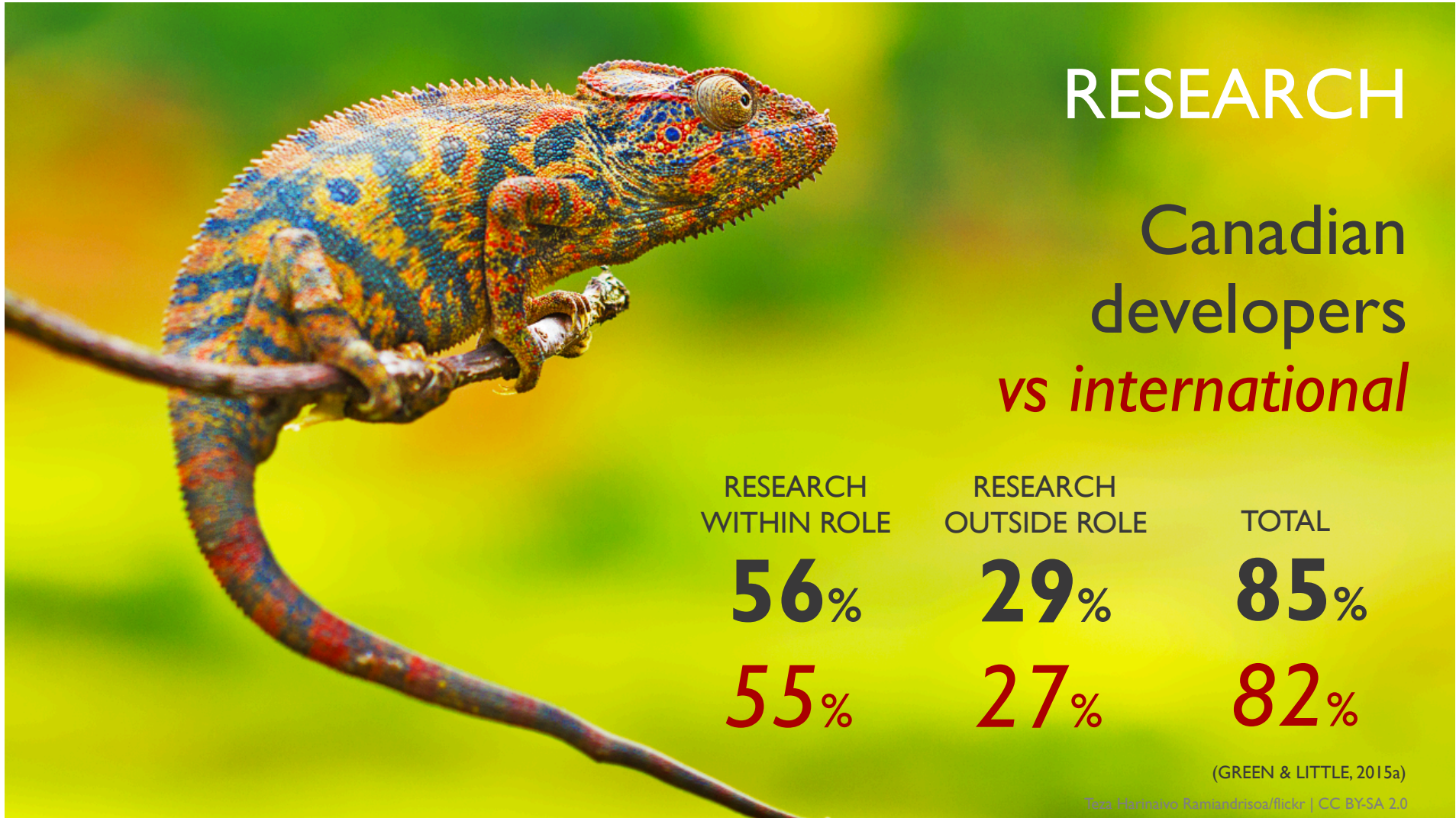
29%

TOTAL

85%

(GREEN & LITTLE, 2015a)

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RESEARCH

Canadian developers *vs international*

RESEARCH
WITHIN ROLE

56%

55%

RESEARCH
OUTSIDE ROLE

29%

27%

TOTAL

85%

82%

(GREEN & LITTLE, 2015a)

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how might
these
positional
tensions
help us?

non-
positional
leaders?



transformational leadership?

pat ronan/flickr | CC BY-NC 2.0

Individualized consideration



Attend to & meet others' needs

Daiju Azuma | CC BY-SA 2.5, via Wikimedia Commons

Idealized influence



Act as role model
Allow others to identify with a shared vision
Provide sense of meaning & achievement

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Intellectual stimulation



Stimulate ideas & creativity in others
Create safe space to challenge the status quo

Dean Morley/Flickr | CC BY-ND 2.0

Inspirational motivation



Have vision that inspires & motivates others to achieve important goals

(e.g. BASS, 2000)

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Individualized consideration



Attend to & meet others' needs

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Idealized influence



Act as role model
Allow others to identify with a shared vision
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Intellectual stimulation



Stimulate ideas & creativity in others
Create safe space to challenge the status quo

Dean Morley/Flickr | CC BY-ND 2.0

Inspirational motivation



Have vision that inspires & motivates others to achieve important goals

(BROWN & MOSHAVI, 2002)

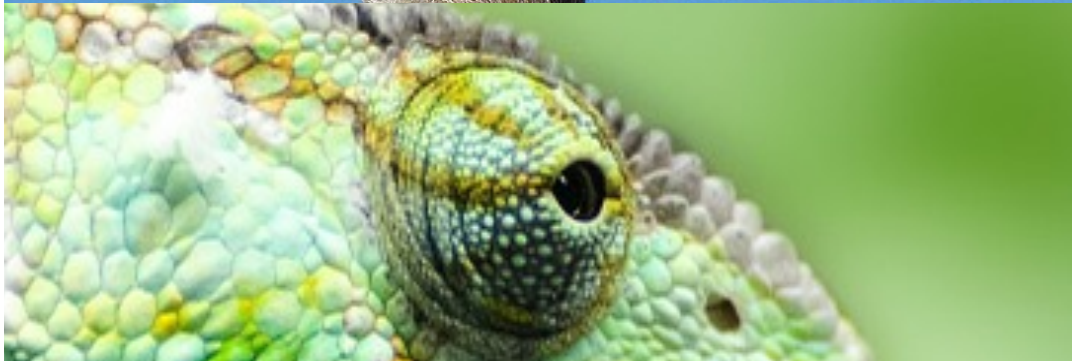
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disciplinary



territorial



positional

leading from the middle?



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Selected references

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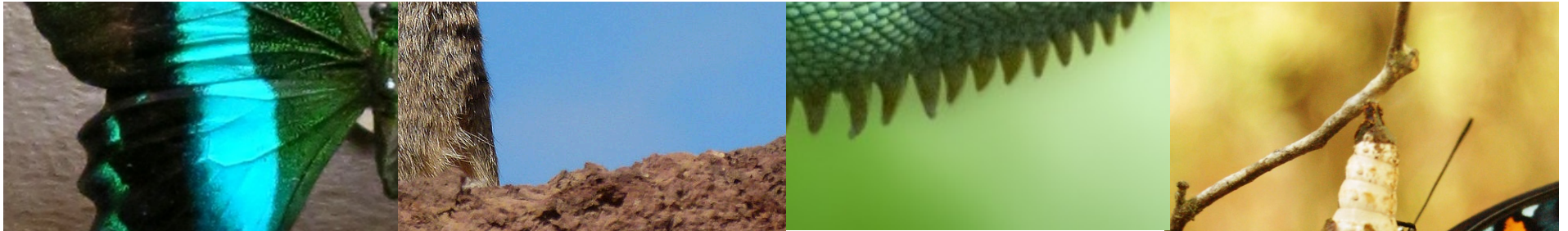
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intentionally in tension

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LEADING FROM THE MIDDLE



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