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# Relationship-rich Career Development

## Crafting your Path and Purpose

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# Priming the Walk Away Message: (WAM)



- No **why**
- No **context**
- You can **pass!**
- **Post POD Example: "This group works hard!"**



# Social Pursuit

Introductions



# Career Development Waypoints



Roles



# Roles



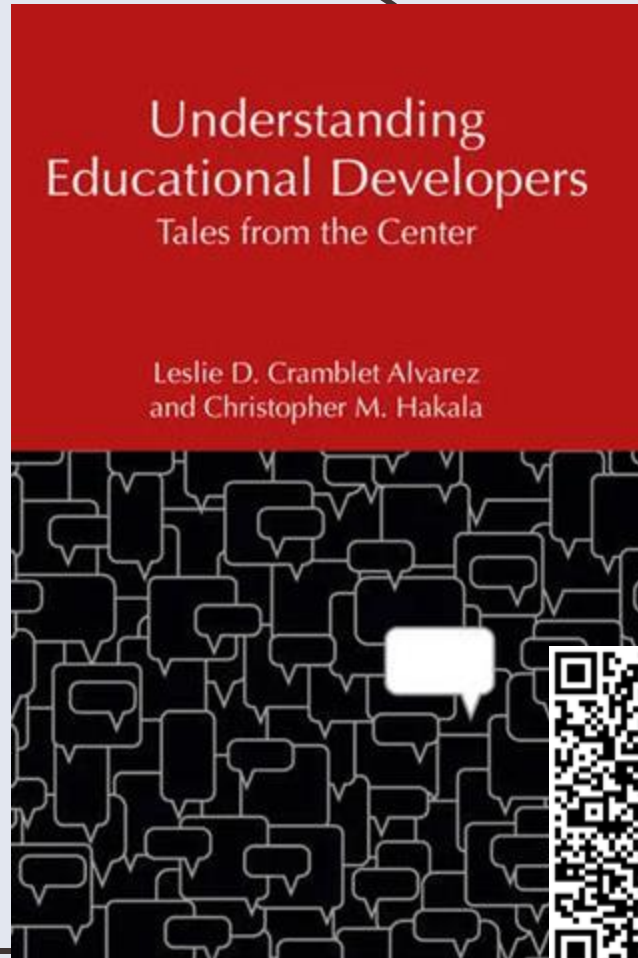
# Preorder Nov. 22

*Who are we?*

*What are our pathways?*

*What do we do?*

*What skills or competencies do  
we need for the work?*



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# Surveys & Interviews

72

## Work Responsibilities

Survey on POD  
listserv

42

## Narratives

Open-ended survey  
+ 5 interviews

119

## Total

Educational  
Developers

Plus, scholarship from the field

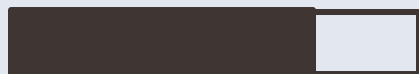
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# Who are we?

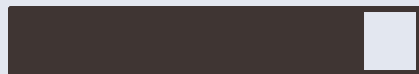
## Gender & Ethnicity

74-82%



Women

89-90%

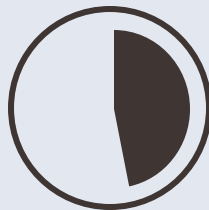


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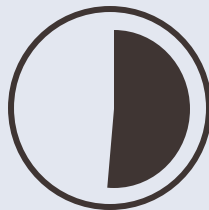
**73% PhDs**

Wright, 2023



**43% Faculty Status**

Narratives participants (scholarship:  
16-60%)



**~50% Teaching**

Narratives participants (work  
responsibilities: 27% adjunct, 26% load)

## Other Demographics

- Mostly “middle age”
- “Young” in field
- Education historically
- Social Sciences on the rise

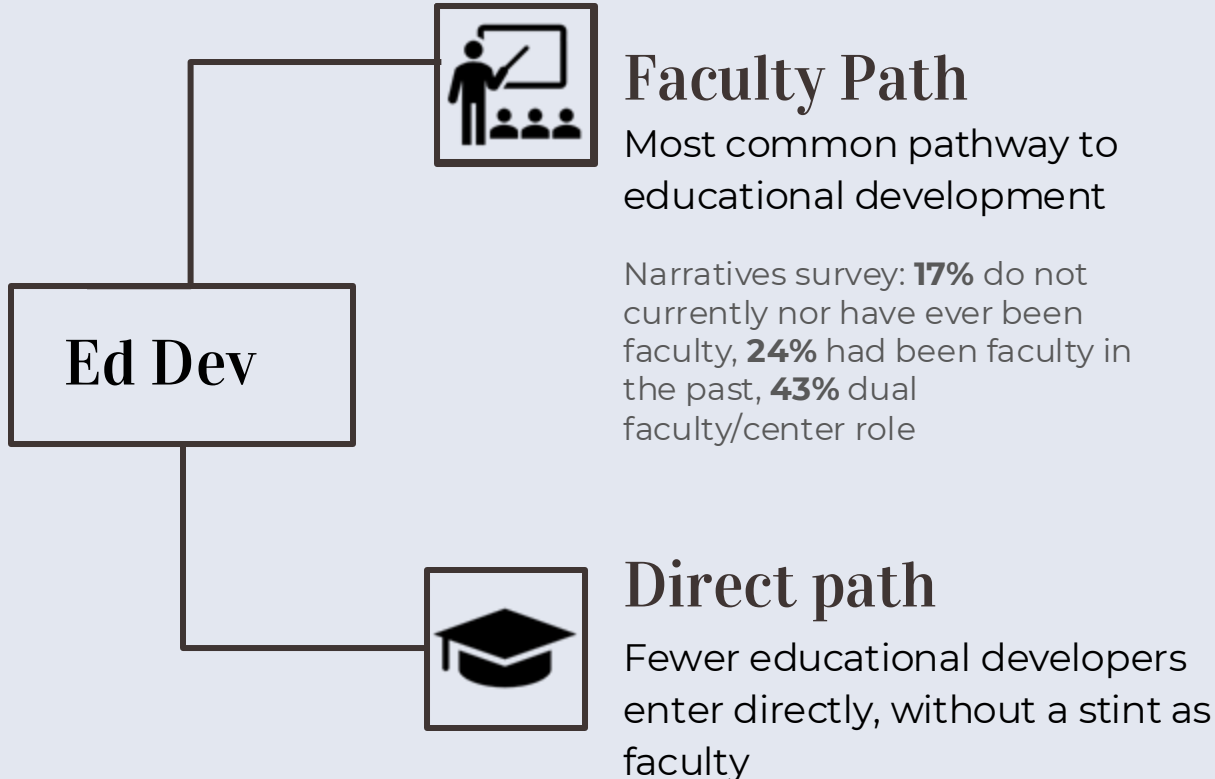
Pathways



# Pathways



# How did we get here?



## Critical Incidents

- Being mentored in/Involvement in center work
- Love of teaching and teaching awards
- Coursework or degree focus
- Direct path (non-faculty) from another space in education
- Involvement in starting a center

Competency  
Development



# Competency Development



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*I was dragged kicking and screaming from the faculty to found a teaching center... I made the usual argument to my dean about how we punish good teachers by making them administrators, and he replied that he needed a strong teacher that other faculty could trust in the role. He also appealed to my desire to learn and grow in my career, and I have absolutely learned new skills in a faculty development role.*

**–Heather Keith**

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# Roles, Titles, Education

	Staff	Director	Admin	Niche
Titles	Coordinators IDs Consultants Assistant Dir Dir	Director Executive Dir	Dean/Assoc Dean AVP VP	Tech-focused Assessment DEI-focused
Education	Master's Maybe PhD	PhD/terminal likely	PhD/terminal def	PhD/terminal likely

# Common KSAs (the basics)

- Background knowledge in teaching and learning research, theory, and practice
- Understanding of higher education
- Design and facilitation
- Assessment and evaluation
- Communication (written, verbal, ability to create products)
- Interpersonal skills
- Organization and time management

*I had been an administrator previously, but did not have specific leadership training. That would have been helpful. Just as when I started teaching, I had no experience in teaching!*

**Janel Steely**

# Work responsibilities by role

**Staff**

**Director**

**Admin**

**Duties**

Meetings  
Designing & delivering programs  
Onboarding new faculty  
Content production  
Navigating politics  
Consultations



Committees  
Collaboration  
Budget  
Strategic planning  
Supervision  
  
Campus-wide initiatives  
Oversight of Instructional technology  
DEI  
Faculty responsibilities



Navigating politics  
Policy  
Writing  
Service



# Competencies/KSAs by role

## Staff/All roles

## Director

## Admin

### KSAs

The basics +  
Understanding of roles and responsibilities of faculty members  
Understanding of CTLs



Understanding of higher education and college/university as an organization  
Budget management  
Supervision  
Leading campus-wide initiatives  
Building relationships and navigating institutional politics  
Ability to communicate the value of the center and its work  
Ability to craft and execute a strategic plan



Deep knowledge of change management  
Ability to work across all levels of the university, including academic leaders  
Understanding of and ability to craft policy  
Grant and/or research involvement



# CV Audit

Staff

Director

Admin

What do I have?

What do I need?

How can I show it?

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**Break!**

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Career  
Development



# Career Development & Planning

## Career Theories (General)



### Traditional

- What do you want to do when you grow up?
- Describe your ideal job
- How can you plan for your career?



### Happenstance

- What problems do you want to solve?
- Who do you want to help and in what ways?

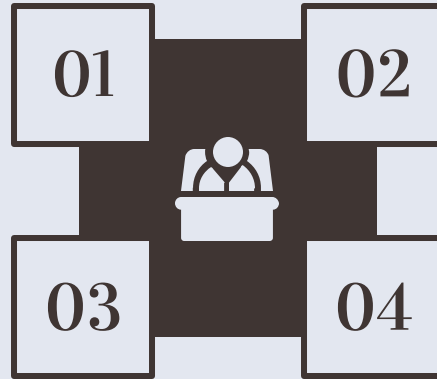
# Career Development Perspectives

## Personality Theory

*What personality strengths do I want to capitalize on when pursuing new opportunities?*

## Constructivism & Critical Theory

*What aspects of my life stories do I want to bring to new opportunities?*



## Developmental Self-Concept Stages

*How should I consider my career development states (Growth, Exploration, Establishment, Maintenance, Disengagement) when I consider new opportunities?*

## Learning Theory

*How will I make meaning of my prior experiences in new and different opportunities?*

*There happened to be an opening right around the time I was starting here. Because of 20 years of teaching and learning, research, my name popped up and I got the ask. I always had the interest, had some background, there was an opportunity that I was asked to take it, and then you run with it.*

*My favorite analogy is somebody can throw you a really cool pass, but [you] drop it. One of my favorite statistics is yards after the catch. Even if you catch it, what do you do with it? How far do you go with it? I'd like to think that often many of us get thrown passes. How many yards can you go after the catch? My goal has always been to go as far as I can.*

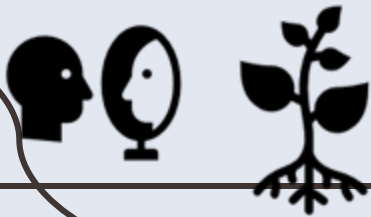
**–Regan Gurung**

# Share & Discussion:

## An unplanned life event



1. When in your career were you "thrown the ball" and by who?
2. How long/far did you carry it? Or, did you toss it, drop it, and why?
3. Who was around you that you could then throw the ball to?





Relationships



# Relationship Network





# Reflective Writing Activity

## Career Development Waypoints



Using the Career Development Waypoints, or other ideas that have emerged from the workshop, complete the prompts. Challenge yourself to use one word answers.

1. In 3 years, I would like my career to include **more** \_\_\_\_, \_\_\_\_, \_\_\_\_, and \_\_\_\_.
2. In 3 years, I would like my career to include **less** \_\_\_\_, \_\_\_\_, \_\_\_\_, and \_\_\_\_.
3. In 3 years, I would like my career to include, **no more** \_\_\_\_, \_\_\_\_, \_\_\_\_, or \_\_\_\_.

Now, circle at least 2 of the words you used above and strategize how you will add, lessen or delete those things from your career.

# Final Pronouncements

“In 3 years, my career will positively influence higher education by \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.”

*Example: “In 3 years, my career will positively influence higher education through my two books, my university policy work and my research on pedagogy in undergraduate courses.”*

# WAM-Walk away message



# Thank you!!



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# Relationship-Rich Career Development: Crafting your Path and Purpose

49<sup>th</sup> Annual Meeting POD Preconference Session  
 November 9, 2024  
 High Level Overview and Ancillaries



Part 1 Topics: Roles, Pathways, Competency Development

Focus: Understanding & Planning

Ancillaries:

- Educational Development Pursuit
- CV Audit



Break ~ 10:15 am






Part 2 Topics: Career Development, Relationships

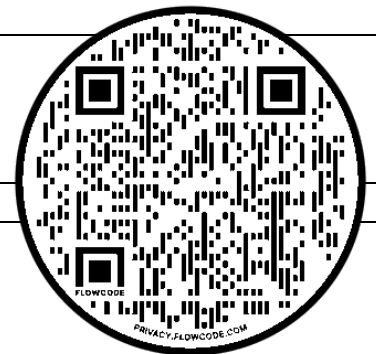
Focus: Connecting & Reflecting

Ancillaries:

- Career Relationship Network

## Presenter Information:

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	Professor of Curriculum & Instruction New Mexico State University rjpc@nmsu.edu
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## Educational Development Pursuit

*Connect with others by finding out about the contexts in which our colleagues work in faculty development.*

<p>I won a <b>teaching award</b>.</p> 	<p>I am an <b>instructional developer</b>.</p> 	<p>I have a <b>faculty appointment</b>.</p> 	<p>I started a <b>center</b>.</p> 
<p>I currently <b>work at a center</b>.</p> 	<p>I got into educational development by <b>happenstance</b>.</p> 	<p>I've taken graduate level <b>courses related to learning</b>. (e.g. educational development, educational technology, curriculum &amp; instruction, cognitive science)</p> 	<p>A <b>mentor</b> got me into Center work.</p> 
<p>My discipline is <b>social sciences</b>.</p> 	<p>My discipline is <b>education</b>.</p> 	<p>My discipline is <b>STEM</b>.</p> 	<p>My discipline is <b>humanities</b>.</p> 
<p>I have been in educational development <b>more than 5 years</b></p> 	<p>I am currently <b>teaching</b>.</p> 	<p>I have been in educational development <b>fewer than 5 years</b>.</p> 	<p>I would like to pursue in educational development <b>in the future</b>.</p> 



# CAREER PATHS

## IN EDUCATIONAL DEVELOPMENT

STAFF

DIRECTOR

ADMIN

Basics

- Background knowledge in teaching and learning research, theory, and practice
- Understanding of higher education
- Design and facilitation
- Assessment and evaluation
- Communication (written, verbal, ability to create products)
- Interpersonal skills
- Organization and time management
- Flexibility
- Willingness to continue to learn and stay current
- Classroom experience (and maintaining this connection)
- Commitment to DEI work and continued self-reflection

The basics +  
Understanding of roles and responsibilities of faculty members  
Understanding of CTLs

Understanding of higher education and college/university as an organization, Budget management  
Supervision, Leading campus-wide initiatives, Building relationships and navigating institutional politics, Ability to communicate the value of the center and its work, Ability to craft and execute a strategic plan, Deep knowledge of change management, Ability to work across all levels of the university, including academic leaders, Understanding of and ability to craft policy, Grant and/or research involvement

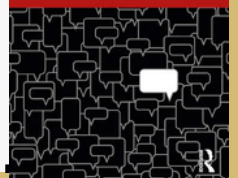
WHAT DO I HAVE?

WHAT DO I NEED?

HOW DO I SHOW IT?

Understanding  
Educational Developers  
Tales from the Center

Leslie D. Cramblet Alvarez  
and Christopher M. Hakala





# Career Relationship Network



**Instructions:** For each category, list up to six people that are in your current network. You may list the same person in more than once (or even thrice!). You might need to leave some areas blank. There is no assumption that “more is better” in identifying your network.

**Feedback Partners:** *These network partners give you substantive feedback on your draft emails, manuscripts, strategic plan, LinkedIn profile, job application cover letter, and other key communications.*

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**Emotional Supports:** *These network partners always take your call and listen without judgment.*

**Mentors:** *These network partners gives you great advice on your career and work challenges.*

**Intellectual Partners:** *These network partners are willing to go deep on a topic and like to talk theory, practice and/or logistics.*

**Sponsors/Champions/Cheerleaders:** *These network partners sings your praise, even when you are not in the room.*

**Accountability Partners:** *These network partners know your goals and make sure you get them achieved (potentially even on time!).*

**Role Models:** *These network partners are individuals you deliberately chose to watch and learn from them.*



**Supportive Peers:** *These network partners serve in roles similar to yours and they genuinely care about your success and well-being.*



### Professional Development and Opportunity

**Brokers:** *These network partners they don't serve as a full-blown mentors, but they do pass things your way that can help your career growth and job performance.*

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**Strategic Digital Consultants:** *These network partners don't have a heartbeat (but they might have a heart!). These are your "go to" AI and LLM's for ethical issues, personnel challenges, planning, drafting applications and manuscripts and more! (e.g. ChatGPT, Gemini, Claude, Copilot)*

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**Supportive Friends:** *These network partners listen without judgment, celebrate your wins, and stand by you no matter what!*

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**Leadership/Executive Coaches:** *These network partners bring out your strengths; help you set goals; and bring clarity to your situation and next steps.*

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**Supportive Family:** *These network partners are your foundation of love, understanding, and encouragement, always ready to lend a hand or heart when you need them most.*

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**Spiritual Guidance:** *These partners help you gain perspective, find meaning, and experience "awe."*

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**Safe spaces:** *These network partners are individuals you completely trust with anything you might share with them.*

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**Consultants:** *You pay these network partners to tell you what to do about specific things.*

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**Others:** *These Network partners are nontraditional helpers and might include hair stylists/barber, yoga instructor, quilting partner, tennis pro, counselor, financial advisor, etc.*

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