# Educational Developer Professional Development Map (EDPDM): A Tool for Educational Developers to Articulate Their Mentoring Network

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*To optimize their success and effectiveness, educational developers benefit from identifying and cultivating a constellation of collaborators, resources, and mentors. This article describes the development of the Educational Developer Professional Development Map (EDPDM), a tool to help educational developers identify, articulate, and visualize their own mentoring networks. The authors discuss strategies educational developers in various career stages and institutional contexts can use to examine and evaluate their mentoring networks. Reflection questions are offered to promote further personal observation and future action to strengthen the mentoring network.*

## Introduction

Seeking mentorship and developing a mentoring network are critically important for educational developers (Beach, Sorcinelli, Austin, & Rivard, 2016; Dawson, Britnell, & Hitchcock, 2010; McDonald et al., 2016). The majority (83%) of educational developers in the Professional and Organizational Development Network in Higher Education (POD Network) report that having a mentor is either essential or important (POD Network, 2016). However, only 55% of survey respondents reported having a mentor, and

survey respondents expressed a need for increased opportunities for mentoring and networking. The importance of mentorship is emphasized by leaders in the field, such as past POD Network President Mary Wright (2017), who has initiated and supported "mentorship initiatives to build pathways within the profession," with suggestions including "mutual mentoring communities and traditional mentor/mentee matchups" (para. 3). Despite the value placed on mentoring and the expressed need for mentoring by educational developers, there is a lack of information and resources about mentoring in the educational development field.

In this article, the authors present the Educational Developer Professional Development Map (EDPDM), a tool we designed to help educational developers consider, develop, articulate, and evaluate their own mentoring networks. We draw on mentoring scholarship and practices in professional fields and higher education to inform possible mentoring approaches for educational developers. First, we discuss why and how mentoring practices are shifting from a dyadic to a network approach. We then discuss the benefits and the challenges of developing mentoring networks as educational developers. Finally, we describe the development of the EDPDM and how this tool can be used by individuals to grow their mentoring networks, increase their own professional development, and lead their respective Centers for Teaching and Learning (CTLs) to be more effective, strategic, and reflective about their strengths and work.

## Mentoring Practices in Higher Education

Research from organizational behavior, management, human development, and psychology indicates that mentoring is a prominent "factor leading to upward mobility in employment, success in education, and personal development" (Crawford & Smith, 2005, p. 52). Faculty with access to mentors report: improved self-confidence; increased availability of advice and relevant information; more opportunity for reflection on their work; improved effectiveness in areas such as teaching and research productivity; heightened awareness of the culture, politics, and philosophy of their organization; increased job satisfaction; better relationships with fellow faculty, department chairs, and senior level administrators; higher salary; and faster promotion (Gray & Birch, 2008; Knippelmeyer & Torraco, 2007; Mack, Watson, & Camacho, 2013; Wright & Wright, 1987; Yun, Baldi, & Sorcinelli., 2016). Mentoring relationships also benefit mentors, for whom the advantages include sharing responsibility for large tasks, accelerated research

productivity, greater networking and peer relationships, enhanced job satisfaction, increased self-reflection, peer recognition, and rejuvenated scholarly thinking (Darwin & Palmer, 2009; Knippelmeyer & Torraco, 2007).

Robust mentoring for individuals also positively impacts the organizations in which they work. Mentoring promotes professional accomplishments and personal well-being of employees and, thus, should be part of strategic and succession planning at any organization (Beach et al., 2016; Knippelmeyer & Torraco, 2007). Higher education institutions that do not invest time, effort, and financial resources to encourage their employees' growth and development toward promotion may face the costly consequence of rehiring due to employee dissatisfaction or poor job performance (Vance, 2016). When institutions experience excessive fluctuation, time and energy that could be spent on institutional priorities are diverted to searches and a perpetual cycle of orienting new members to the campus community. Despite the importance of mentoring for individuals and institutions, many campus leaders consider mentoring to be an extra service or add-on career activity rather than a standard practice or expectation (Vance, 2016).

Mentoring in higher education has traditionally involved a dyadic relationship between a novice and a more experienced professional who transmits knowledge, organizational culture, and experience to increase the novice individual's capacity for success in the institution. Examples of this tradition include academic genealogies (Sugimoto, Chaoqun, Russell, & Bychowski, 2011) and mentoring lineages (Nakamura, Shernoff, & Hooker, 2009), which trace connections and networks within academic fields. However, Yun, Baldi, and Sorcinelli (2016) argue that the traditional, top-down, one-on-one mentoring relationship is not flexible enough to support the increasingly complex roles, responsibilities, and needs of faculty. Further, they assert that "we live in an era of networks, not hierarchies" (p. 450).

Psychologists, education researchers, and human resource developers have proposed concepts that further support the idea of mentoring networks. Examples of such networks include developmental networks (Dobrow, Chandler, Murphy, & Kram, 2012); mentoring communities (Felten, Bauman, Kheriaty, & Taylor, 2013); mentoring circles (Darwin & Palmer, 2009); formation groups (Felten et al., 2013); mutual mentoring (Yun et al., 2016); and peer, group, or team mentoring (Gray & Birch, 2008; Vance, 2016). Mentoring communities, for example, are small, intergenerational groups "where the fundamental orientation of each member would be to support the aspirations of every other member, where we would help each other uncover, strengthen, and manifest our deepest values in all our relationships,

including those with our colleagues as well as with our students" (Felten et al., 2013, p. 4). In formation mentoring, colleagues reflect "on our work and life, remembering our callings, exploring meaning and purpose, clarifying personal values, and realigning our lives with them. The goal of a [formation mentoring community is] to use meaningful conversations to reinvigorate ourselves, our work, and, by extension, the academy" (Felten et al., 2013, p. x). In mutual mentoring, faculty develop a flexible, network-based model of support, working with multiple mentors who provide expertise in their respective areas (Yun et al., 2016). Mutual mentoring is believed to benefit faculty at every career stage and thereby generates benefits to the institution, including improved support for women and faculty of color and broader participation in mentoring activities (Yun et al., 2016). Mentoring networks highlight both the multiplicity of perspectives that an individual can leverage in a network as well as the significance of the development of the individuals involved in each interaction.

## Conceptualizing Mentoring Networks in Educational Development

Mutual support is a rich and generous tradition within the educational development field. For example, professional organizations are often established for the purpose of connecting members and helping them use their collective research and wisdom to solve common problems. However, individuals may find it difficult to establish and maintain genuine mentoring relationships within large organizational communities. To address this challenge, organizations like the POD Network provide intentional and structured networking opportunities for educational developers, such as the Buddy Program and institutes designed specifically for those new to the field. While organizations like the POD Network can provide space, opportunities, and infrastructure for networking within the field, effective mentoring is necessarily intrinsically-driven and unique to individual goals and needs. In other words, individuals must take advantage of the structures provided by organizations and then pursue those connections that will be the most useful and meaningful in their respective work.

Educational developers work in a range of professional environments, come from diverse disciplinary and cultural backgrounds, and enter the profession through a variety of pathways (Beach et al., 2016). In addition, the field of educational development is expanding and changing rapidly. The creation of new CTLs or the merging of CTLs with other faculty support

units (e.g., instructional technologies, online or distance education, librarians) requires that educational developers frequently adapt to new, collaborative work environments (Beach et al., 2016). Those working in small centers, new centers, or "centers of one" must often reach outside of their unit or institution for networking and mentorship. Those working in newly-expanded or merged centers may need to broaden their existing network to build stronger relationships across the institution. Educational developers can leverage connections to "serve as a force of change within their institutions, represent faculty interests and needs, and contribute to institutional effectiveness" (Beach et al., 2016, p. 15). In the same way that faculty mentoring positively impacts institutions, mentoring for educational developers can positively impact CTLs, relationships among faculty, and the institution as a whole (Knippelmeyer & Torraco, 2007; Vance, 2016; Yun et al., 2016).

In addition to the evolving nature of CTLs, the expansion of the field means that educational developers frequently assume new roles and responsibilities, based on the needs and resources of the CTL and the institution. For example, the field of educational development has recently seen an increased "focus on assessment of teaching and student learning, accreditation of academic programs, and need to demonstrate impact" (Beach et al., 2016, p. 15). Educational developers may not have extensive experience or expertise in all the areas in which they are asked to provide leadership; therefore, they must be flexible and proactive in finding support for their own work and development. Educational developers with strong professional networks benefit from a diverse group of colleagues to inform their work, build knowledge and skills, and develop as professionals (Sorcinelli, Austin, Eddy, & Beach, 2006). Because the work of educational developers is generally complex and multifaceted, educational developers demonstrate strength when they engage colleagues who advise, give feedback, brainstorm, share resources, and provide accountability to support their work in advancing teaching and learning (Morgan & Willingham-McLain, 2017). A mentoring network is one way that educational developers adjusting to new roles and responsibilities—whether through promotion or institutional initiatives—can improve their work and leverage the collective expertise of their respective constellations of support.

Bernhagen and Gravett (2017) acknowledge that the female majority within the educational development field provides a "counterexample" to male dominance in so many higher education professions. Yet, they also suggest that the "pink collar labor" phenomenon and the devaluing of women and their labor may contribute to the marginal and/or isolated position of

educational developers on college campuses. According to the POD Network (2016), educational developers identify predominantly as white (86%) and female (75%). We recognize that mentoring goals, needs, and networks differ for individuals based on a variety of factors, including gender, race, ethnicity, culture, class, ability, and sexual orientation. For instance, much like underrepresented faculty, underrepresented educational developers may have difficulty accessing mentors with similar backgrounds and experiences. (See, for example, Rockquemore & Laszloffy, 2008 on the challenges Black faculty face in academia). A mentoring network (unlike the more traditional mentor/protégé dyad model of mentoring) allows an individual to fashion a support system that provides a rich tapestry of perspectives. Our goal is to empower educational developers to develop varied mentoring networks through the use of a flexbile tool that can be adapted by a range of individuals.

## The Educational Developer Professional Development Map (EDPDM)

We created the EDPDM as a tool to support educational developers in thinking about, reflecting upon, and cultivating a varied network of mentors. The EDPDM guides educational developers to think broadly and creatively about their professional networks and to identify a thoughtfully-selected set of colleagues, groups, and resources vital for professional learning and development in an ever-changing and complex field. This tool is flexible enough to support educational developers at any stage of their careers and in any type of center or institutional context. In this section, we describe the development of the EDPDM and its components. The map is shown in Figure 1, and users can further examine and develop their networks by using the companion reflection prompts in Figure 2.

### *Designing the EDPDM*

The EDPDM is a result of our own networking and collaboration as educational developers who work in various roles at different universities in the United States and Canada, and come from diverse disciplinary backgrounds, including the humanities, sciences, social sciences, and education. We all met for the first time at the 2015 POD Network Conference in the pre-conference

**Educational Developers Professional Development Map (EDPDM)** © *2017* *Anna M. Donnell, Tracy W. Smith, Sara M. Fulmer, Anna L. Bostwick Flaming, and Ania Kowalik*

*Mentorship*

Sponsors:

Guidance/Direction:

Observers:          Brokers:

Safe Space:

Collaborators:

Community:

Learning Communities
and Professional
Organizations:

*Work/Life Balance*

Inspiration/
Motivation:

Brainstorming/
Feedback:

*Sharing Expertise*

Me and my
profession
_____

Self-care:

Leadership:

Learning Communities
and Professional
Organizations:

Writing:

Role Models:
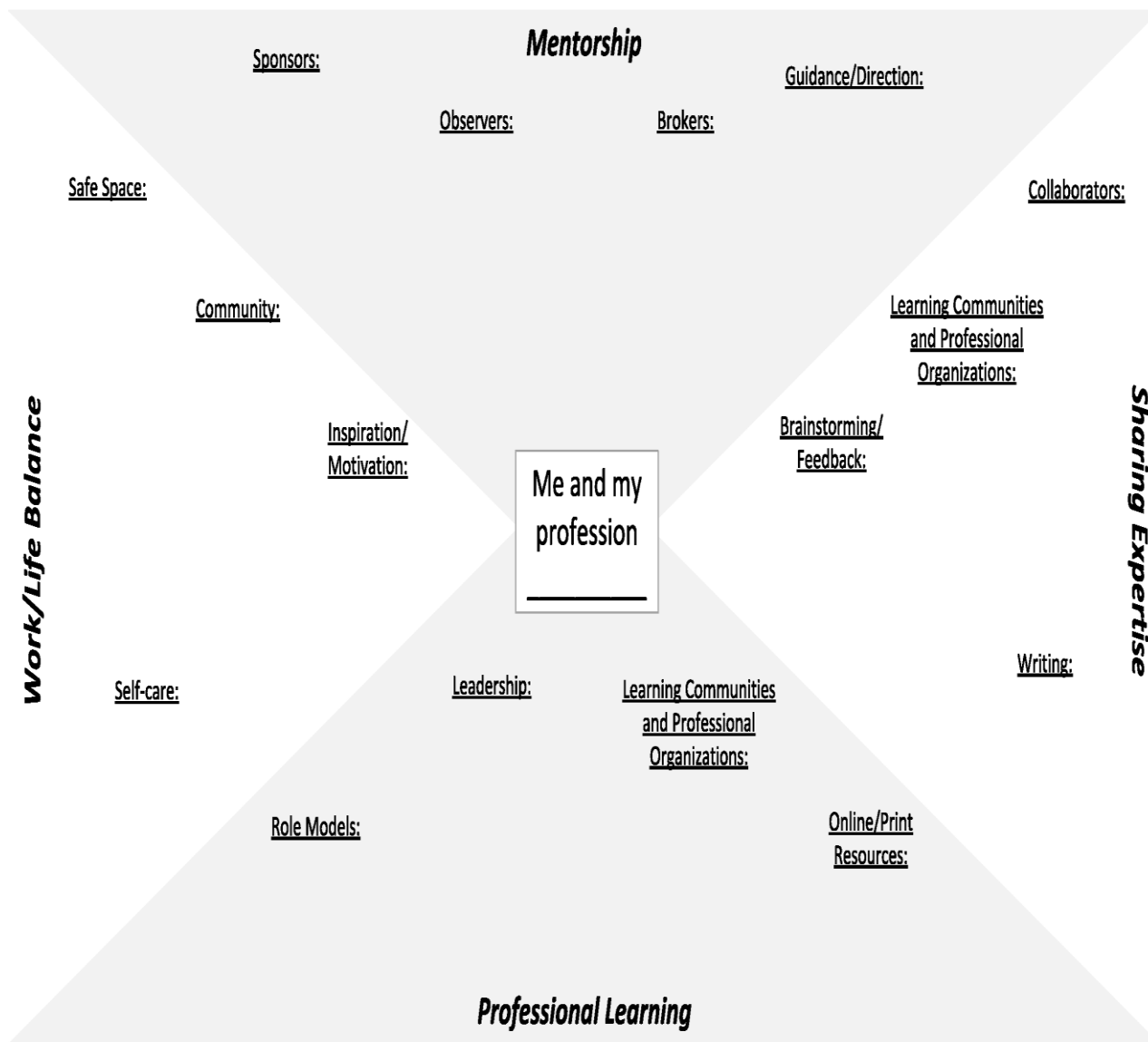
Online/Print
Resources:

*Professional Learning*

Figure 1
Educational Developer Professional Development Map (EDPDM)

# Educational Developers Professional Development Map (EDPDM) Reflection Prompts

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Name:_____ For more information about the EDPDM, feel free to contact Anna Donnell anna.donnell@uc.edu. Share your map on Twitter #EDPDM

| 1) What is my greatest networking challenge as an Educational Developer? |
|---|
|  |

| 2) What areas of my EDPDM are strong? |
|---|
|  |

| 3) Where are the gaps in my EDPDM? |
|---|
|  |

| 4) How will I strengthen my network? |
|---|
|  |

| Support I am able to give: | |
|---|---|
| Mentorship |  |
| Sharing Expertise |  |
| Professional Learning |  |
| Work/Life Balance |  |

| Make a plan. What will I do with my EDPDM by the end of … |
|---|
| this month… |
| this year… |

Figure 2
Educational Developer Professional Development Map (EDPDM) Reflection Prompts

workshop for new educational developers. Soon after the conference, we created a voluntary formation group (Felten et al., 2016)—the Educational Developer Support Initiative (EDSI). Initially, we engaged in discussions about effective strategies for developing our professional skills as novices in educational development. As we began to recognize that our discipline-specific networks were not always helpful in our development as educational developers, we began creating the EDPDM.

In our discussions around mentoring networks, we began by considering The National Center for Faculty Development and Diversity (NCFDD) Mentoring Map (Rockquemore, 2016), a resource used to support professional development for faculty members. While the NCFDD Mentoring Map did not fit all of the needs of an educational developer, it inspired and informed the creation of the EDPDM. The EDPDM reflects the philosophy of mentoring espoused by the NCFDD—that mentoring is a set of relationships with different colleagues across various academic ranks and settings rather than a hierarchical and dyadic relationship with a single, senior colleague. Kerry Ann Rockquemore (2016), the founder of the NCFDD, poses a crucial question that recognizes and reaffirms individual agency in developing mentoring communities: "[I]nstead of being dependent on a mentor (or two) to meet all of your needs, why not get in the driver's seat and create a broad and diverse network of mentors, regularly identify your needs, and ask for what you need when you need it?" (para. 10). To facilitate the creation of such a network, Rockquemore created the NCFDD map based upon the "wide and predictable set of needs" of new faculty members (para. 11). Similar to faculty members, educational developers have a diverse set of roles, responsibilities, and contexts, and we believe that educational developers would also benefit from a networked, relational approach to mentoring.

The development of the EDPDM began with extensive discussions about our mentoring needs including the transition from academia to educational development and professional transitions to new roles and institutions. We considered how to adapt categories and design characteristics from the NCFDD map and collaboratively developed several prototypes. Because visual tools can be powerful for helping individuals organize and articulate their learning (Novak, 1998), we decided to use a design similar to the NCFDD map when creating the EDPDM. We presented versions of the EDPDM during an interactive workshop at the 2016 POD Network Conference and during a webinar workshop for the POD Network Small Colleges Special Interest Group in January 2017. Facilitators at the 2017 POD Network Institute for New Faculty Developers designed a session focused on the

EDPDM and distributed the tool to participants. We also shared the tool with colleagues, within and outside of our institutions. The tool and supplementary materials have undergone extensive revisions as a result of these opportunities for feedback.

## *Components of the EDPDM*

The EDPDM is a tool to help educational developers examine their own mentoring networks in an intentional and deliberate way. The EDPDM includes a map (Figure 1) and a set of reflection prompts (Figure 2). The map contains four quadrants that represent distinct, yet interconnected, areas of an educational developer's professional work: *Mentorship, Sharing Expertise, Professional Learning,* and *Work-Life Balance*. Each quadrant also contains suggested categories to help the user identify specific individuals, communities, and resources.

The *Mentorship* quadrant focuses on colleagues with more experience or expertise who can provide advice in navigating one's career. Mentors may provide direct feedback, information, and resources, or they may work to support the individual in the presence of others. The *Sharing Expertise* quadrant includes ways to engage with others through interactive sharing of knowledge, skills, strategies, and ideas. This sharing can range from more formal relationships such as research collaborations and professional organizations to people and communities who serve as thought partners. The *Professional Learning* quadrant involves ways to increase one's professional knowledge. Those that contribute to professional learning, such as role models, do not have to be personal acquaintances; they can also be authors, scholars, and colleagues who serve as sources of information and inspiration. Online or print resources related to educational development or leadership can also be included in this section. The final quadrant, *Work-Life Balance*, is designed to identify factors that can help balance professional and individual needs. We developed a Quick Guide to accompany the EDPDM (Figure 3) that provides brief descriptions of each quadrant and the categories within each quadrant.

In delineating four distinct quadrants, the EDPDM encourages users to identify a wide range of resources and colleagues to support their professional needs. Rather than reinforcing the idea of one expert individual who can serve the majority of those needs, the four quadrants of the EDPDM and the suggested categories within each quadrant help create a network that approaches our mentoring needs from a variety of perspectives (Yun et al.,

2016). The combination of these quadrants also encourages the growth of the "whole person" (Felten et al., 2016) and recognizes the complex and different ways in which educational developers thrive and grow as professionals.

## *Reflecting on Your EDPDM*

The EDPDM reflection prompts are a companion to the map (Figure 2) in that they drive personal observation, reflection, and action to strengthen the educational developer's network; they also encourage users to view themselves from the perspective of other people's networks. These prompts are meant to underscore the EDPDM as a tool that not only helps individual educational developers to identify sources of growth and support but also enhances the culture around mentorship within the field by empowering and encouraging individuals both to contribute and to benefit. The purpose of this reflection is to help users explore the individual and collective benefits of mentoring and networking. Users should consider these prompts while completing the map to reflect on both the current status of their network and possible areas for improvement, and to state explicit plans for ongoing development of their mentoring network. We also developed a list of additional reflection questions (Figure 4) to consider before, during, and after completing the map to encourage deeper reflection and ongoing use of the map to support professional development.

For example, it is important for users to establish their goals for using the map before they begin articulating their mentoring network on the map. If a key professional goal is to develop presence or expertise in the field of educational development, then when considering the questions, "What is my greatest networking challenge as an educational developer?" (Figure 2) and "How would I like to develop or evolve as a professional?" (Figure 4), it would be useful to focus on brainstorming individuals or resources in the *Sharing Expertise* quadrant. Conversely, those with a single mentor may want to reflect more intentionally on the *Mentorship* quadrant to identify multiple individuals who could serve various mentoring needs and roles.

Central questions to ask after completing the map are, "What areas of my EDPDM are strong?" and "Where are the gaps in my EDPDM?" (Figure 2).

For example, among our authors, some individuals were strong in the *Sharing Expertise* quadrant because of their disciplinary background in educational research, their engagement in blogging or social media, or their ongoing collaborations with other researchers. Other authors were strong in

Figure 3
**Educational Developer Professional Development Map (EDPDM) Quick Guide**

**Educational Developer Professional Development Map (EDPDM): Quick Guide**

This guide contains information about the four quadrants in the EDPDM and key categories in each quadrant.

| | MENTORSHIP | SHARING EXPERTISE |
|---|---|---|
| Description | Colleagues who can offer professional advice, help you understand the ins and outs of the profession, help you network, and connect you to resources. | Opportunities to create and build connections and networks through sharing your knowledge, skills, and ideas with others, whether it be other educational developers, faculty, administrators, or the public. |
| Key Categories | • Sponsors: Who speaks on your behalf behind closed doors or in official meetings? Who pushes back against criticisms directed at your work and reframes how it is seen across your institution?<br>• Observers: Who gives you feedback on your consultation skills, facilitation skills, etc.?<br>• Brokers: Who connects you to resources? Who helps you network with colleagues who share your professional interests?<br>• Guidance/Direction: Who provides you with information and resources about the institution, the profession, and career advancement? Who shares their experience with you? | • Collaborators: Who do you collaborate with on research, publications, workshops, conference presentations, etc.?<br>• Learning Communities and Professional Organizations: What communities (online or in-person) or professional organizations are you already involved with, or could you join, where you could share your expertise as a presenter, facilitator, or contributor?<br>• Brainstorming/Feedback: When you have a new idea for a workshop, presentation, research, etc., who do you go to (or where do you go) for idea generation, idea sharing, and feedback?<br>• Writing: Who provides you with feedback on your writing (e.g., website content, grant proposals, research papers, blog posts, reports, workshop handouts, etc.)? |
| | WORK/LIFE BALANCE | PROFESSIONAL LEARNING |
| Description | Practices and resources that benefit you as a whole person with professional and personal interests, obligations, and goals. Remember that work/life balance is different for everyone and changes over time based on your responsibilities and needs. | People, organizations, groups, and events that you can leverage to increase your professional learning. Keep in mind that new roles and responsibilities may elicit new questions and challenges and therefore may require adjustments in the sources of your professional learning. |
| Key Categories | • Safe Space: Where can you fully express yourself without fear of being uncomfortable, unwelcome, or challenged based on who you are, what you do, and what you think?<br>• Community: What communities are you a part of that assist you in balancing work and life?<br>• Inspiration/Motivation: What inspires you or motivates you to achieve work/life balance? This could be books, quotes, people who you admire, etc.<br>• Self-care: What do you do to take care of yourself both personally and professionally? These practices can be mental, physical, spiritual, etc. | • Role Models: Who have you seen or whose work have you read that is the kind of educational developer you aspire to be? What qualities do you admire in these individuals?<br>• Leadership: What kind of leader do you aspire to be? Which people and resources help you learn more about your role as an institutional leader?<br>• Online/Print Resources: Which websites, blogs, social media accounts, podcasts, news outlets, and journals provide information relevant to your role? How can you manage review of these resources as part of your work?<br>• Learning Communities and Professional Organizations: What communities (online or in-person) or professional organizations are you already involved with, or could you join, that would support your development? Which conferences would help you develop your network and provide information and resources that are most helpful to your role? |

the *Mentorship* quadrant due to either being in small centers where it was necessary to reach out beyond their institution, having worked at different institutions, or maintaining their disciplinary mentors and networks as both a faculty member and educational developer. In identifying these strengths, our gaps were also apparent, which led to conversations among the authors about strategies to expand our mentoring networks. This process may be especially empowering for underrepresented members of the profession in that it allows them to take control of their professional development and trajectory. In contexts that systematically marginalize certain groups of people, resources that help underrepresented professionals describe and navigate their professional contexts (such as the EDPDM) can assist in "[developing] a mental framework of independence, a personal definition of success, a clear plan for achieving it, and a real support system to lean on in difficult times" (Rockquemore & Laszloffy, 2008). Seeking out professional development workshops, task forces, working groups, or social events can help broaden experience and expand networks. Professional organizations or conferences related to our work can also serve a similar role. Professional organizations often sponsor a variety of formal and informal publications or information sharing opportunities. Conferences provide opportunities to share information, learn from others, and connect with people with particular expertise or common interests. It may be useful to complete the map with colleagues and have conversations about different strategies to develop each quadrant, sharing your own expertise and experience and drawing on the strengths of others.

Reflecting on how often particular people or resources appear on the map can also indicate the degree of diversity or reach of one's network. It is important to consider whether a single individual or resource dominates multiple categories or quadrants on the map, and whether expanding the network would be beneficial. For example, at first, some of the authors placed a supervisor or coworker in several categories. Early career educational developers, in particular, may seek information and guidance from those with whom they work most closely. But in addition to limiting perspectives, educational developers with a single mentor are vulnerable to significant loss in their support networks in the event that these mentors suddenly become less available. As educational developers gain knowledge of the field over time, they will develop connections that expand their networks to include other sources of information and areas to share expertise. Knowing which areas of the map could benefit from additional people or resources provides guidance on how to strategically expand the network. Regularly revisiting the

map and adding to these areas ensures a more balanced support network with a variety of perspectives and experiences. We suggest regularly scheduling informal professional planning and review sessions and periodically including a review of the EDPDM in those sessions. The end of the academic terms might be a good time to schedule this reflection exercise.

Educational developers can use the map to consider how they could help others build their mentoring networks by asking themselves questions such as "Where do I see myself on other educational developers' maps?" This exercise (see *Support I am able to give* section of the EDPDM Reflection Prompts in Figure 2) can empower users to articulate their own strengths and areas of expertise and may ultimately inform the *Sharing Expertise* and other quadrants of the user's own map. Because the map encourages users to identify opportunities to support others, building networks can be a mutually beneficial exchange. For example, the authors consistently mentor each other through sharing ideas, expertise, and resources in our individual areas of strength, and by working on publications and presentations to share our collective expertise with the field. Mutual mentoring strengthens and sustains these relationships.

After users complete the EDPDM, we suggest they further reflect on how the map aligns with the goals and values that were noted before completing the map as well as one's current position. When users consider the question, "Does my EDPDM reflect the knowledge and skills I need to develop to be successful in my current or desired role?" (Figure 4), we suggest they think about Role Models (*Mentoring* quadrant) that represent the user's goals in both their current and, if relevant, desired future position. For example, if an individual is hoping to move into a center leadership role in the next 5-10 years, it is valuable to identify role models who currently hold this position.

## How CTLs Can Use the EDPDM

Our discussion of the EDPDM and its uses has focused mostly on benefits to the individual. However, the benefits of mentoring for individual educational developers, including skill diversification, knowledge development, and professional connections, also have a direct impact on the success and growth of CTLs and academic institutions.

The new knowledge and skills that educational developers gain through their mentoring networks add to the capacity of their respective CTLs. As a result, the CTL can grow in new areas, such as assessment or research, and offer new programs and events. An educational developer can also share this

| Figure 4 |
| --- |
| **EDPDM Additional Reflection Questions** |

| **Before Completing the EDPDM** |
| --- |

1. What are my professional values?
2. What questions do I hope the EDPDM will help me to answer?
3. How do I feel about the process of identifying mentors and developing those relationships?
4. How would I like to develop or evolve as a professional?

| **While Completing the EDPDM** |
| --- |

1. What parts of the EDPDM do I naturally gravitate toward first? Are there reasons for that?
2. Where might I appear on someone else's EDPDM?
3. How is this process useful for my professional development?

| **After Completing the EDPM** |
| --- |

1. What do I notice about my EDPDM?
2. How did completing the EDPDM help me to answer the questions and professional values I articulated at the beginning of this process?
3. Does my EDPDM reflect the knowledge and skills I need to develop to be successful in my current or desired roles?
4. How could I strengthen my relationships with the people and resources on my EDPDM? What do I offer to those people and resources on my EDPDM?
5. What parts of my EDPDM should I develop further? How can I develop my network in these areas? What is the first step I can take to make progress on these areas?
6. When will I next revisit my EDPDM? How can I integrate my EDPDM into other work processes (e.g., tracking of hours/tasks, using the bullet journal)?
7. What does my CTL or institution want to prioritize in terms of professional development of its staff? What resources and connections would help to support those priorities?
8. How can my CTL or institution benefit from the connections and networks that I've developed?
9. What are the assumptions or stereotypes about educational developers within my institution? How can my mentoring network help to enhance or change them?
10. How might my network reflect a more diverse range of experiences and perspectives in educational development?

| **When Revising Your EDPDM** |
| --- |

1. What has changed since the last time I filled out my EDPDM, both in terms of my map and in terms of my context and my needs?
2. How am I evolving as a professional? What new areas am I interested in exploring or developing?
3. Is there anyone I should share my EDPDM with?
4. When will I next revisit my EDPDM?

knowledge with colleagues in the center as well as other faculty at their institution, contributing to institutional knowledge regarding educational development practices. Educational developers with strong mentorship networks may also be more likely to advance to leadership positions within their centers and be less likely to leave their position or institution, increasing the productivity and stability of the center.

Through articulating their mentoring network, individual educational developers become more aware of their individual strengths and weaknesses. Larger CTLs, in particular, benefit from knowing the attributes of their individual educational developers, because they can more effectively leverage current employees' skills and strategically work to fill the gaps with professional development opportunities for existing employees and new hires. Encouraging the members of a CTL to articulate their mentoring networks can be part of the reflective work of centers, particularly during strategic planning and hiring to reaffirm the priorities of the CTL and identify areas for growth (Tassoni, 2011).

Building a network of colleagues within and beyond the CTL organizational chart helps educational developers and their centers "recognize the borders of our institutional function," and think about "what we might do to extend the edges, create territories not yet charted for us" (Tassoni, 2011, p. 2). The EDPDM provides a tangible tool that can help CTLs organize reflection among their staff, potentially becoming a component of both CTL-wide and individual educational development portfolios (Kenny, et al., 2017). The cumulative and iterative process of individuals reflecting on their mentoring networks has the potential to expand the reflective work of centers.

Mentoring networks can strengthen the position of the CTL within the institution by identifying connections between the CTL and other campus units and departments. Forging relationships with faculty and staff across the institution, especially reciprocally-beneficial relationships, may help CTLs to persist and flourish amidst budget cuts or institutional leadership fluctuations. Beyond the CTL and institution, mentoring networks that encompass multiple institutions can enhance the educational development community through increased opportunities for interdisciplinary and inter-campus scholarship, and retention of individuals in the field.

## Assessing the Impact of the EDPDM

Each of us has found the map to be useful for understanding and expanding our own mentoring networks, and for initiating conversations within and beyond our group about the mentoring needs of educational developers. We have shared the map and supplementary materials with colleagues in our own centers and professional networks, as well as during conference workshops and webinars. The feedback we have received has been positive, with educational developers from various institutional contexts commenting on the usefulness of the map for thinking about mentoring and networking and what types of support they need to be effective and successful. We have also received feedback from educational developers at small institutions and small centers that the map has been useful to think about how their mentoring needs and networks extend beyond their institutions. As researchers interested in evidence-based practice, we also recognize the limited nature of our current sample and the need for further investigation of the EDPDM's impact.

To assess the effectiveness of the map, we first need to acknowledge that the use of this map is very personal. Individuals engage with the map in different ways depending on their intentions for using it, their personal mentoring needs, career stage and goals. Therefore, determining whether the map is effective will depend on whether it helps individuals achieve their personal goals for using the map. Furthermore, individuals will find different components of the map to be effective for their needs. Some individuals will find the act of completing the map to be most useful, while others will learn more about their mentoring needs and goals through the reflection prompts. Thus, the assessment of the map's effectiveness needs to take into account the flexible design and diverse uses of the map itself. Although the NCFDD mentoring map was developed in 2011, we are unable to locate any formal assessment studies of the impact or effectiveness of this map. The absence of this research may also be due to the similar individualized nature and uses of the NCFDD map.

At this stage of the EDPDM's development, it is important to continue sharing the map widely and collecting information from users to learn how the map can be adapted for different individuals and across contexts. Sharing the map could be accomplished through larger scale distribution networks, such as through educational developer listservs, conferences, or institutes. To collect data, the map could be distributed with a survey asking users questions about their goals for using the map, how well the map

helped them to achieve these goals, how they used the map, how it impacted their work and mentoring networks, and what changes could be made to the map to increase its effectiveness or usefulness. The survey could also include an option for users to upload an image of their completed maps. The survey data and images could be analyzed to determine what changes should be made to the map and supplementary materials to increase the map's flexibility, effectiveness, and usefulness.

Educational developers have chosen a complex and constantly evolving career, which continually presents new challenges, directions, and responsibilities. We developed the EDPDM to support educational developers with articulating and developing their mentoring networks in a strategic and reflective way. We see the EDPDM as both a personal tool to develop oneself and as a conversation starter for educational developers with each other and within their centers to better express their goals and needs regarding mentoring. Educational developers have much to gain professionally from cultivating their mentoring networks, and so, too, do the centers in which they work.

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