



The Educational Developer's CV

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"[M]ost of us should probably recast the content and character of whatever form of the vita that we use in order to display with greater clarity and force our primary activities and accomplishments. Then the curriculum vita might more accurately mirror who and what we are." (Bennett, 1992, p. 156)

The curriculum vitae (CV) is a key document for communicating the diverse work and roles of educational developers. Beyond the standard uses for job, grant, and award applications, CVs can also be used to document and share skills, accomplishments, and impact. While most aspiring and current educational developers already have a CV, their CVs may showcase strengths and experiences that are more typically associated with graduate student or faculty roles. As a result, the CV "may not provide the information required for effective judgment about a job candidate's potential" (McDonald et al., 2016, p. 15).

The purpose of this piece is to offer concrete information and examples for tailoring the content and structure of the CV to effectively illuminate your strengths, accomplishments, and experiences related to educational development. If you answer "yes" to either of these questions, the information in this article may be useful for you:

- Are you an aspiring educational developer who needs to revise the structure and content of your CV to apply for an educational development position?
- Are you a current educational developer who needs to update your CV to document the scope and impact of your work, or your multiple professional roles or identities?

What is Unique about the Educational Developer's CV?

Many educational developers are “migrants” from various disciplinary identities and career paths (Green & Little, 2013; Little, 2014). Adding to this academic and professional complexity, educational developers often hold multiple positions within their institutions (e.g., as faculty/instructors and staff) and outside of their institutions (e.g., as self-employed consultants). The diversity of our backgrounds and roles can lead to a lack of clarity about how to best represent our experiences within the traditional format of a CV.

The skills and competencies required of educational developers differ from those of faculty, graduate students, and other careers (POD Network Executive Committee & POD Network Graduate and Professional Student Development Committee [POD], 2016; Zakrajsek, 2010). Similar to faculty, educational developers may be required to teach, conduct research, and write publications and grants. They may also develop skills more commonly associated with administrative roles, such as program evaluation, event planning, project management, strategic planning, and assessment, as well as cultivating and sustaining partnerships within and across institutions. Educational developers also serve various roles as mentors, coaches, facilitators, leaders, consultants, and managers. The traditional CV format may not accommodate or effectively showcase the complexities of our work.

Furthermore, the educational development profession is at a powerful juncture related to increasing requirements for accountability (Beach, Sorcinelli, Austin, & Rivard, 2016). The broad and complex scope of our work makes demonstrating our impact difficult (Little, 2014). Furthermore, educational developers tend to use a feminized language of service and care and may avoid promoting our own accomplishments, individually or as a field (Bernhagen & Gravett, 2017). Recently, there have been vibrant conversations about showcasing our strengths through educational development portfolios (McDonald et al., 2016). With appropriate modifications, the CV is another resource that educational developers can use to document our impact, and may be particularly effective due to the familiarity and ubiquity of this document.

What do we Know about Educational Developers' CVs?

In response to this question, we gathered data from two sources:

1. a survey distributed to the POD listserv in October 2017 ($n = 56$)
2. an interactive session we facilitated at the 2017 POD Conference (25 attendees, Flaming et al., 2017).

We asked survey respondents, **"Do you have more than one version of your CV that you keep updated?"**

Almost half of our respondents said yes (48.2%, $n = 27$), indicating the complex and multiple positions that many educational developers hold. We also asked respondents to indicate the first major heading on their CV after their contact information. Most indicated "education," with additional responses noted in the image to the right.

What is the First Heading on your CV?

66.1%

Education

23.2%

Work or Professional Experience

7.1%

Highlights or Summary of Qualifications

Data collected from POD listserv, Oct. 2017 ($n = 56$)

9.2 pages

average CV length

8 pages

most common CV length

2-41 pages

CV length range

Data collected from POD listserv, Oct. 2017 ($n = 56$)

We asked both the POD listserv and our POD Conference session attendees **how and why educational developers use and share their CVs**. Responses fell into four categories, with the first category being the most frequently mentioned:

1. Applications for jobs, grants, promotion, tenure, editorial boards, or research ethics approval;
2. Annual or external review or evaluation of the center;
3. Networking or promoting one's work (e.g., response, "As an extended business card"); and
4. Personal development or reflection (e.g., response, "To remind myself how much I've accomplished")

We also asked session attendees, **"What work or impact is not currently captured on your CV that you would like to include?"** Responses included documenting the invisible labor of our work (e.g., supporting others, networking, relationship building), collaborations with departments and other institutional offices, and expertise in areas that are not reflected in publications.

How can I Refine my CV to Highlight my Skills as an Educational Developer?

It is important to tailor your CV to emphasize the skills and competencies identified in the job posting or call for proposals (POD, 2016). Thus, an essential question to ask when refining your CV is, **“Who is the audience?”** In particular, consider how familiar the audience is with educational development work and terminology, and what skills, experiences, and accomplishments those readers are likely to value.

What Does My CV Say About Me as an Educational Developer?

These questions are designed to prompt observation, reflection, and action to strengthen your CV

- What sections have I used, and in what order? What does that order suggest about my top goals, priorities, and strengths? Does the order of my sections and of the individual elements accentuate my most relevant experiences?
- How is my philosophy of educational development reflected in my CV?
- What aspects of my work and expertise are not currently represented on my CV? How might they fit into existing sections? Are new sections needed?
- What aspects of my work have the most impact on my center and institution? What aspects of my work have an impact beyond my institution? What might I add, delete, rephrase, or restructure on my CV to more effectively document these impacts?
- How do I currently define myself? Does my CV effectively represent my professional identity(ies)?
- How are my previous professional identities/roles represented in my CV structure and content?
- If I have multiple professional roles or identities, does it make sense to have multiple CVs?
- Is the purpose of my CV to document everything I have accomplished, or to emphasize and illuminate patterns in my relevant strengths, accomplishments, and priorities?
- How does my CV communicate my areas of interest and specialization within educational development (e.g., Scholarship of Teaching and Learning, active learning, graduate student development, course design, assessment)?

After reviewing your current CV using the questions above, you may consider revising your CV to highlight your skills as an Educational Developer. Changes to your CV may include:

1. **Adding new sections or revising the language of existing headings:** How can I incorporate educational development language into my CV when describing my skills, experiences, and accomplishments? What sections would best represent my professional identity and strengths?

2. **Changing the order of sections:** What unique skills and experiences should I make most prominent? What key responsibilities or skills are prioritized by the audience, and how can I draw attention to those in my CV? What should be on the first page?
3. **Revising, restructuring, or removing content:** How can I structure information within each section to focus attention on key areas of expertise? Which sections or content on my CV are more representative of my former roles? Would eliminating some less relevant or dated information increase the clarity or impact of my CV?
4. **General formatting:** What stands out when I quickly glance at my CV (e.g., headings, dates, content)? Are my areas of expertise clearly emphasized?

The following section offers suggestions about how to highlight some of the unique characteristics, skills, and experiences related to educational development.

Work and Professional Experiences	<ul style="list-style-type: none"> • Depending on your experiences, you can use a general heading to encompass most or all of your work experience (e.g., “Professional Experience,” “Academic and Professional Positions”), or separate out different types of experiences with specific headings (e.g., “Teaching Experience”). Extensive experience in a particular area may warrant its own heading. • Think bigger about structure. Are your teaching-related experiences scattered throughout your CV (e.g., teaching jobs under a “Work Experiences” section, teaching awards under the “Awards” section, training under a “Certifications” section)? To emphasize the breadth of your teaching experience and skills, you may decide to combine these into one section. • Some experiences, such as research assistant positions in graduate school, may be better suited to a different section if they are not particularly relevant to your current or desired role.
Workshops and Invited Talks	<ul style="list-style-type: none"> • To emphasize different types of experience, it may be useful to separate your “Invited Talks” (for your discipline or for conferences/events) from educational development workshops you have facilitated. • For workshops and institutes facilitated, emphasize the content. This section may be a list of titles, rather than a full reference for each workshop (e.g., with the date, location, co-facilitators). • To further underscore your areas of expertise, consider using sub-headings within your workshops section (e.g., “Assessment,” “Course Design,” “Active Learning”).

Research and Scholarship	<ul style="list-style-type: none"> • Educational developers may engage in various forms of non-peer reviewed scholarship, including writing blogs, creating podcasts or webinars, or designing online workshops for an external audience. Add sub-headings to capture this work (e.g., “Public Engagement” or “Public Scholarship”). • While research on a CV is typically organized with headings such as “Conference Presentations” and “Peer-Reviewed Publications” and content sorted by date, educational developers may decide to separate their SoTL or educational research from their disciplinary research to highlight their diverse experience and expertise. You can use different sections or sub-headings within a section. • On traditional CVs, faculty may use a symbol, such as an asterisk, to indicate which of their publications are collaborations with their graduate or undergraduate students. Educational developers could use a similar technique to indicate which publications are collaborations with faculty or staff.
Service, Leadership, and Professional Development	<ul style="list-style-type: none"> • While faculty may have a “College and Departmental Service” section on their CV, educational developers may not serve on institutional committees. Instead, they may serve as leaders within their institutions related to curriculum work, institutional planning, or assessment. Consider including a section such as “Organizational Leadership” to capture these collaborations. • Consider whether former memberships to disciplinary professional associations are still relevant to include. • Educational developers may engage in professional development (e.g., MOOCs, workshops) to learn additional skills. Showcase these experiences by adding a section, such as “Professional Development” or “Continuing Education.”

Need some CV inspiration? Check out these CVs of other educational developers!

[Isis Artze-Vega](#), Center for the Advancement of Teaching, Florida International University

[Stacy Grooters](#), Center for Teaching Excellence, Boston University

[Natasha Kenny](#), Taylor Institute for Teaching and Learning, University of Calgary

[Katie Linder](#), Ecampus Research Unit, Oregon State University, and Katie Linder Consulting, LLC

[Carl Moore](#), Research Academy for Integrated Learning, University of the District of Columbia

MY CV ACTION PLAN

One way I plan to use or share my CV to network, demonstrate my impact, or develop professionally...

One area of my CV that I would like to “shake up” (restructure / reformat / rephrase/reorganize)...

One area of my CV that I would like to develop further through additional experiences...

References

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