

1. Applicant Information

Principal Applicant

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Co-applicant

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2. Overview

i. Descriptive Title:

Specialized Service: Faculty Development and Teaching Support for Art and Design Disciplines

ii. Intended Outcomes:

The objective of this study is to solicit best practices from teaching and learning centres serving Canadian art and design disciplines, with the intention of informing the programming of developing units, such as the Faculty & Curriculum Development Centre (FCDC) at OCAD University. This project will begin by identifying and contacting key educational developers who work at art and design universities, such as the Alberta College of Art & Design (ACAD), Nova Scotia College of Art and Design (NASCAD), and Emily Carr University of Art and Design (ECUAD), and inviting them to participate in interviews focusing on strategies and approaches to supporting faculty development and teaching in art and design disciplines. The aim is to generate best practices and approaches to strengthen faculty and teaching support services across participating institutions. Further, the best practices will be made available to inform the work of teaching and learning

centres at comprehensive institutions who may also serve niche art and design programs and faculty.

Key developers working with faculty from art and design disciplines will be invited to participate in an interview using a webinar platform. The webinar platform will facilitate interactivity between the participants and the interviewer, and provide easy access to contents and materials again after the sessions have ended, which would ensure accuracy of their input. In these interviews, participants will be asked to share their experiences implementing programs, including types of programs offered, and any highlights and challenges encountered. They will also be asked to share the key areas of focus for these centres, strategies for implementing innovative programming or resources, approaches for promoting the unit's presence, and techniques for encouraging faculty involvement. Access to and sharing of this focused expertise has the potential to introduce higher quality services, and contribute to building a community between educational developers supporting art and design disciplines. The end result of this project would be a publication to share these findings among other art and design institutions in Canada and the EDC community.

Study Timeline:

July 2013

- Schedule webinar interviews with key developers from art and design institutions.
- Hire a research assistant/project coordinator.

August 2013

- Determine questionnaire for webinar interviews.
- Prepare and submit REB application regarding interview questions with participants.

September 2013

- Interview key developers.

October 2013

- Review and analyze information.

November 2013

- Prepare paper for journal submission to one of the following publications: the *International Journal of Academic Development*, the *Canadian Journal*

of Scholarship of Teaching and Learning, or the Collected Essays on Learning and Teaching.

iii. Rationale:

The establishment of teaching centres at art and design institutions is a fairly new phenomenon. Established in 2012, the Faculty & Curriculum Development Centre (FCDC) at OCAD University is just one of four teaching centres of its kind exclusively serving an art and design educational audience in Canada. This posits teaching centres at Canadian art and design schools in a unique and distressing position as little attention has been paid to the specific audiences these centres serve and how this determines their focus and goals. We need to move beyond the current literature that speaks of teaching centres in broad terms (Wilcox, 1998; Simmons, 2010), outlines the historical context of these establishments (Lueddeke, 2006), and maps the characteristics of most teaching centres (Kanuka, 2010), towards a new examination that informs the development of centres serving art and design schools.

The art and design school community is unique since teachers of art will usually have developed an identity as an artist before embarking on a career in teaching (Thornton, 2005), and many exhibit a contentious relationship between research, professional practice and teaching (Prentice, 2000). Furthermore, many art and design faculty are hired for their professional accomplishments, see themselves as artists and designers first, and often occupy temporary, contractual, or less than full time teaching appointments in order to pursue their artistic practice. With this context in mind, how do these specialized teaching centres cater to the needs of art and design practitioners? In what ways is successful programming measured when serving a practice-based art and design environment? What innovations in educational development planning are unique to the art and design context? How does the teaching centre work to reflect the culture of creativity, inventiveness, and innovation promoted by its faculty members? With limited resources available at present, this study will be useful to teaching centres serving this unique population of faculty, and will be the first body of literature in Canada of its kind.

By learning from the best practices of teaching centres that serve art and design disciplines, emerging centres will be better positioned to address immediate faculty needs, and will, in turn, enhance art and design education to the benefit of students. In this regard, this study supports the ED Living Professional Development Plan tenet of *Educational Development as Developing Leadership Skills: Enhancing quality in teaching, learning and educational development*. Further, this study will help developing centres, such as the Faculty & Curriculum Development Centre at OCAD University, to continue their growth and have this

growth be informed by best practices. A written publication on the best practices in educational development for art and design disciplines may also serve as a guide for art and design institutions who do not yet have a teaching centre. The publication would help these institutions to see the importance of teaching centres, the value that they bring to enhancing art and design education, and a rationale for starting a centre at their institution. Therefore, this project also contributes to the area of *Educational Development as Developing Leadership Skills: Monitoring the big picture; awareness of current and upcoming trends, feeding vision for future* (EDC Living Professional Development Plan, 2012).

iv. Scholarship:

There is little published research on the development of teaching centres in art and design schools. An initial literature review demonstrates that the current research on teaching centres focuses broadly on the programs, initiatives, successes, and mandates of Canadian teaching centres (Wilcox, 1998; Simmons, 2010); on the historical context of teaching centres (Lueddeke, 2006); and on the characteristics of most teaching centres (Kanuka, 2010). While researchers such as Thornton (2005), Prentice (2000), and Danvers (2003) have discussed the context of art and design professionals, their innovative approaches to teaching, and their relationship to practice-led research, these resources are among the only available on this subject. The limited research in this area further supports the importance and innovation potential of this proposed initiative.

v. Dissemination:

It is our hope that the end result of this research initiative may be published in one of the following journals: the *International Journal of Academic Development*, the *Canadian Journal of Scholarship of Teaching and Learning*, or the *Collected Essays on Learning and Teaching*. Moreover, this publication could also be available on the EDC website in order to provide teaching and learning centres, and the EDC community with a greater understanding of the steps involved in establishing and administering a teaching centre serving art and design disciplines.

3. Budget

Item (including any applicable taxes)	Cost
<p>Salaries</p> <ul style="list-style-type: none"> • Research Assistant/Project Coordinator 	<p>\$20.00/hour for 150 hours=\$3000.00</p>
<p>Benefits</p>	<p>10% benefits; \$2.00/hour+4% vacation \$0.80/hour for</p>

	150 hours= \$420.00
Materials , resources and supplies	\$120.00
Total Costs	\$3540.00
Less matching funding obtained from other sources FCDC to provide matching funding	\$520.00
Less in-kind contributions FCDC to provide office space, computer, photocopying, and materials, etc.	\$520.00
Total amount requested from the EDC Grant Program (not to exceed \$2500.00)	\$2500.00

4. References Cited

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