

## 2008 EDC GRANT PROGRAM

### Section 1. Applicant Information

#### Principal Applicant's Contact Information:

Dr. Nicola Simmons

Centre for Teaching Excellence (CTE), University of Waterloo  
MC 4053, 200 University Avenue West, Waterloo ON N2L 3G1

nsimmons@uwaterloo.ca

519-888-4567, x36091

#### Co-applicants:

Dr. Erika Kustra

Centre for Leadership in Learning, McMaster University  
T-13 Room 124, 1280 Main St. West Hamilton ON L8S 4K1

kustraed@mcmaster.ca

905-525-9140, x24539

Michael K. Potter

Centre for Teaching and Learning (CTL), University of Windsor  
401 Sunset Avenue, Windsor ON N9B 3P4

pottermk@uwindsor.ca

519-253-3000, x4831

Ruth Rodgers

Centre for Academic Excellence and Innovation Durham College/UOIT  
2000 Simcoe Street North, Oshawa ON L1H 7K4

Ruth.Rodgers@dc-uoit.ca

905-721-2000, x2540

**Co-applicants (cont'd):**

Anne Scrimger

Academic Development Centre/Faculty of Teaching & Learning, Mount Royal College

4825 Mount Royal Gate SW, Calgary AB T3E 6K6

ascrimger@mtroyal.ca

403-440-8940

Janet Z-K Wolstenholme

Teaching Support Services (TSS)

208 Day Hall, University of Guelph, Guelph ON N1G 2W1

jzkwolst@uoguelph.ca

519-824-4120, x58084

## **Section 2. Overview**

### **i. Descriptive Title:**

Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres

### **ii. Intended Outcomes:**

The purpose of this collaborative national study is to describe the demographics and practices of Canadian post-secondary (university and college) Educational Development (ED) centres, with the overall intention of gathering and compiling sharable information.

Data collection questions (for literature cited, see iv: Scholarship) encompass a wide range of centre activities and practices. Initial data collection will focus on centre name, history, staffing, location (both physical and organizational), budget, reporting structure, activities and programs, mission/goals, awards, grants, research, and other initiatives. Where this information is not available by website search, it will be collected via email, subject to ethics review.

Subsequent study phases (subject to additional funding) would use individual interviews to examine areas not apparent from website data collection. These might include institutional relationships, procedures for planning activities, innovations promoted by the unit, assessment of centre activities, and a more detailed focus on exemplary practices.

The collection of website (or email response) information will serve three initial purposes:

- Provide sharable information on activities and exemplary practices to inform the ED community (e.g., such that those launching new programs can contact peer experts for advice).
- Provide information on ED centres' research on their own practices. For example, how do ED centres determine the impact of their activities, and what information do they use to plan their work?

- Within the context of the history of ED in Canada, and by studying ED centres' recent growth, we will attempt to anticipate future directions, including what national initiatives might support those directions.

Ultimately, we intend to map the activities of Canadian college and university ED centres towards creating a searchable database with url links to each centre, but acknowledge that building such a database may rely on the research team securing additional funding. The EDC grant will provide a strong starting point for this work, and even in the early stages, we anticipate being able to share useful results.

### ***Study Timeline***

#### ***Phase 1 – Spring 2008 - completed***

- Initial literature review by research team.
- Set-up Sharepoint site as communication platform for research group.
- Prepare and submit EDC grant application.

#### ***Phase 2 – Fall 2008***

- Hire part-time research assistant to assist research group in conducting a web search to collect information about Canadian ED centres.
- Determine which questions can be answered through website searches, and which will require follow up emails.
- Prepare and submit Ethics proposal re: emails to EC Centres for additional data.
- Conduct additional literature review (research team and research assistant).
- Prepare and submit SSHRC funding proposal; consider and apply to other sources.
- Submit conference proposal to EDC 2009.

**Deliverables:** Initial report of findings to EDC community.

#### ***Phase 3 – Winter 2009***

- Emails to ED Centres for additional information, and to substantiate and update website information (data to be collected by research team).
- Submit conference proposal to STLHE 2009.
- Prepare journal article for submission based on findings to date.

**Deliverables:** Conference presentation, journal article, report survey findings to EDC community, CD or DVD of findings.

### ***Further activities contingent on additional funding***

- Interview centres for further detail on exemplary practices.
- Interviews with key developers re: summarizing the past and anticipating the future.

**Deliverables:** Database (or renovate existing ED database) of Canadian post-secondary Educational Development Centres and their activities; update CD/DVD.

### **iii. Rationale:**

This study will contribute strongly to the ED community in Canada in several important ways. Currently there is limited information about the type and scope of ED centre practices in Canada. Donald (1986), Wilcox (1998), and Scarfe (2004) each outlined the development of ED units in Canada, and in 2004, Mindorff, Ratkovic, and Babady-Bila mapped the activities of 42 centres across Canada. An updated summary is needed to inform the practices, development, and scholarship of these centres and to address the fact that there is no current comprehensive summary of Canadian ED centres and their activities. In addition, in times of limited resources, when educational developers frequently feel overburdened and stressed (Ouellett, 2007), we anticipate the compiled results will be useful as centres consider how to best allocate their resources.

By collecting historic and current data on ED practices, and sharing this information electronically, this study supports the ED Professional Development Plan area of ***ED as a field of practice and scholarship: Sharing best practices*** and building *on-line knowledge resources*. Further, through this data collection, and by anticipating future directions and needs, the findings will contribute strongly to ***EDs as academic administrators/managers/leaders: Monitoring the big picture: Awareness of current and upcoming trends*** (EDC Professional Development Plan, 2005).

We also anticipate that the findings will help map the degree to which ED centres are engaged in the ***Scholarship of teaching and learning***. A further benefit of this collaborative study is that it has the potential to strengthen ties amongst members of the ED community across Canada. In this way, it may serve as a model of a community of

practice around research into our own ED practices, strengthening our ***Scholarship of teaching and learning*** (EDC Professional Development Plan, 2005).

#### **iv. Scholarship:**

While researchers such as Gosling (2001,2006) in the United Kingdom and Lewis (1996) in the United States have researched and discussed the historical growth of faculty development, there is limited literature available on the Canadian context. Elrick (1990) outlined the precedent conditions that led to Canadian ED initiatives, and Donald (1986), Wilcox (1997), and Scarfe (2004) chronicled the history of Canadian ED centre growth, but there is a need to map the current Canadian landscape of ED centres and their practices (Kreber & Brook, 2001).

Data collection questions for the study (list available upon request) were developed from Carusetta and Cranton, 2005; Cox, 2002; Gosling, 2001, 2006; Konrad, 1983; Kreaden, 2001; Lawlor and King, 2003; Scarfe, 2004; and Wilcox, 1997, 1998. We see this study as not only drawing on existing scholarship about ED practices in Canada and abroad, but also making a strong Canadian contribution to this growing body of literature.

#### **v. Dissemination:**

We anticipate presenting the work at the 2009 EDC conference and at STLHE 2009 and preparing journal submissions (possibly to the *International Journal of Academic Development* as well as the newly launched *Canadian Journal of Scholarship of Teaching and Learning*, and also to *To Improve the Academy*). We intend to create a CD or DVD of the compiled resources, with links to centre sites; this resource would be made available on a cost-recovery basis (estimate approximately \$2.00 each). Should we secure additional funding to allow us to create a searchable database, it would be our intention to make the database freely available to all EDC members.

## vi. References Cited:

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- Scarfe, A. (2004). An historical overview of instructional development in Canadian Higher Education. *Teaching and Learning Bridges*, 2(4), 2-7. University of Saskatchewan.
- Wilcox, S. (1997). Learning from our past: The history of educational development in Canadian universities. *Occasional Papers in Higher Education*, 8. Centre for Higher Education Research and Development, The University of Manitoba and The Society for Teaching and Learning in Higher Education.
- Wilcox, S. (1998). Claiming to understand educational development. In M. L. Hamilton & S. Pinnegar (Eds.), *Reconceptualizing teaching practice: Self-study in higher education* (pp. 67-76). New York: Routledge.



### Section 3. Budget:

<i>Item (including any applicable taxes)</i>	<i>Cost</i>
Salaries (e.g. graduate or undergraduate student research assistants). \$ per hour x # hours (use standard rates at the institution of the PA)	\$18.00/hour for 120 hours = <b>\$2160</b>
Benefits at \$ per hour x # hours (use standard rates at the institution of the PA)	10% benefits \$1.80/hour +
Honoraria (give details)	4% vacation \$.36/hour for 120 hours = <b>\$259.20</b>
Materials, resources and supplies	
Other (please specify) Research team breakfast meeting at EDC conference Feb 2009	<b>\$75.00</b>
<b>Total Costs</b>	<b>\$2494.20</b>
Less matching funding obtained from other sources (e.g. Department/Dean) <ul style="list-style-type: none"> <li>Additional funding sources still to be secured – intend to apply for a SSHRC grant to allow additional study stages to be completed (does not affect current budget)</li> </ul>	
Less in-kind contributions <ul style="list-style-type: none"> <li>Institution of principal investigator hosting Sharepoint site</li> <li>All partner institutions: Research release time for research team members to collect website data</li> <li>All partner institutions: Access to internet</li> <li>All partner institutions: Photocopying of research-related articles</li> </ul>	In kind
<b>Total amount requested from the EDC Grant Program (not to exceed \$2500)</b>	<b>\$2494.20</b>