

2009 EDC GRANT PROGRAM

Section 1. Applicant Information

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Section 2. Overview

i. Descriptive Title:

PHASE II: 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 continue to map demographics and practices of Canadian post-secondary (university and college) Educational Development (ED) centres to compile sharable information on as many ED centres as possible across Canada. Phase II will move the project forward from analyzing a representative sample of centres from across Canada to incorporate data from most of the ED centres, resulting in the most comprehensive data collection of its kind.

Phase I information has been compiled through questionnaire and web audit. Data collection questions (for literature cited, see iv: Scholarship) encompass a wide range of centre activities and practices. Website data collection includes centre name, history, staffing, location (both physical and organizational), budget, reporting structure, activities and programs, mission/goals, awards, grants, and research and other initiatives. To date, data on 24 university and 4 college centres has been collected. This information is being returned to Centre Directors for verification, and to invite them to add data not typically found on websites, including institutional relationships, procedures for planning activities, innovations promoted by the unit, assessment practices, and exemplary practices. Anecdotally, participating centres have indicated benefits to compiling their data, seeing the summary of their own data, and having information from other centres.

A particularly compelling finding from Phase I of this study (funded by a 2008 EDC grant) has been the difference in the kinds of information conveyed on ED websites and that available upon consultation with ED staff. Some information is unintentionally so deeply buried as to be little help to the uninitiated; other is simply not found on websites. Given that websites are one prominent way in which ED Centres communicate with an

internal institutional audience as well as with peers outside, it is important to critically examine what is conveyed via websites.

The collection of website (or email response) information serves four purposes:

- Provide information on activities and exemplary practices to inform the ED community (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?
- Provide feedback on ED centres' website information dissemination, making recommendations for areas typically under-represented on websites.
- Within the context of the history of ED in Canada, by studying ED centres' recent growth, attempt to anticipate future directions, including what national initiatives might support those directions.

Ultimately, we wish to continue to map the activities of Canadian college and university ED centres towards creating a searchable database with url links to each centre. We acknowledge that building a complete database is beyond the scope of the EDC grants, but given how much has been accomplished in the past year, we anticipate being able to provide a significant body of ED practices for comparison and further exploration. It is our intention to continue to present at conferences and prepare articles for publication, and to provide EDC with a database that can be posted to the EDC website.

Study Timeline

Phase 1 – Completed during the 2008-2009 grant period

- Initial literature review by research team, leading to compilation of 39 questions for data searches.
- Set-up Sharepoint site as communication platform for research group.
- Research assistant conducted web search for information about Canadian ED centres; determined which questions could be answered through website searches.

- Presented at EDC 2009, STLHE 2009; submitted interim report to EDC website.
- Emailed ED Centre Directors for additional information and to update and validate information collected through the website search.
- In progress - prepare journal articles for submission based on findings to date.

Phase 2 - to be completed during 2009-2010 EDC grant period

- Hire part-time research assistant (same one) to continue with web search and data compilation and organization
- Prepare database of Canadian post-secondary Educational Development Centres and their activities for uploading to EDC website
- Survey centres to examine the short-term impact of this project to validate anecdotal comments of usefulness
- Present at EDC 2010, STLHE 2010
- Complete journal articles for submission - one on EDC history in Canada, one on findings of this particular study, and possible others growing from research team members' interest in particular findings
- Interview 2-3 key developers re: summarizing the past and anticipating the future - results to be integrated into articles and presentations

iii. Rationale:

This study will contribute strongly to the ED community in Canada in several important ways. To reiterate from last year's submission regarding the background to our study: 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. Most

particularly, and arising from Phase I of our work, we anticipate centres will value the information about what our websites convey and do not as they undertake website renovations.

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 UK and Lewis (1996) in the US 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). While other researchers are currently interested in this area (see STLHE and EDC listserv recent posts), our work is well advanced and could make a substantial contribution to the literature.

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 drawing on existing scholarship about ED practices in Canada and abroad, and while other researchers are currently interested in this area (see STLHE and EDC listserv recent posts), our work is well advanced and will make a substantial Canadian contribution to the literature.

v. Dissemination:

Thus far, we have presented this work in progress at the 2009 EDC conference, at STLHE 2009. Journal submissions are in the early stages of preparation, and we anticipate submitting 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 have disseminated (and will continue to) the information collected to those centres involved in the initial phase of the project. We also intend to provide EDC with a searchable file that can be uploaded to the EDC website such that the results are freely available to all EDC members.

Section 3. Budget

Item	Cost
Salary (undergraduate student research assistants, \$18.25 per hour x 120 hours)	\$2190.00
Benefits at 10% + 4% vacation pay hour x 120 hours	\$306.60
Total Costs	\$2496.00
In-kind contributions <ul style="list-style-type: none"> • Institution of principal investigator hosting Sharepoint site • All partner institutions: Research release time for research team members to collect website data • All partner institutions: Access to internet • All partner institutions: Photocopying of research-related articles 	In kind
Total amount requested from the EDC Grant Program	\$2496.00

Section 4. References Cited

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