

2010 Educational Developers Caucus (EDC) Grants

June 30, 2011 Report

Program Description

The funded program formerly titled “*Queen’s Academic Leadership Program*” has been renamed “*Emerging Leadership Initiative (ELI)*”. This program is designed to provide a leadership development opportunity for emerging academic leaders. The participants will include faculty, graduate students, post-doctoral fellows, and staff with leadership interest and potential. The seed money from EDC enabled us to undertake the planning for this new initiative. This grant was extremely helpful in meeting some of the key goals in the last seven months.

Program Outcomes

The proposed program will meet the following goals:

- Develop and nurture leadership competencies through a variety of strategies
- Create opportunities to meet with senior leaders inside and outside campus to establish and extend leadership networks
- Enhance academic environment by providing problem-solving opportunities through consultation, peer mentorship, leadership forums, and workshops
- Provide career growth opportunities through on-going coaching and mentorship
- A means for succession planning within academia and a larger leadership pool

Timelines and Outcomes December 2010 – June 2011

- *Proposal development seeking funding from various sources:* We applied for a SSHRC grant in February 2011. In addition, for the last six months, we have leveraged our working-group members’ contribution (in-kind) and we are currently pursuing other funding.
- *Collaborator engagement (ELI working group):* The ELI program has a 12-member working group representing various stakeholders across campus (see Appendix 1).
- *Needs assessment; curriculum design and development:* We conducted a university-wide needs assessment to identify actual needs and priorities to inform the curriculum development process. As a result, we were able to identify desired leadership competencies, appropriate strategies, and key areas of interest that need to be incorporated into the program as well as identifying potential speakers.

- *Knowledge Transfer:* We presented our learning experiences and the initial results of the needs assessment during the 2011 STHLE Conference in Saskatoon.
- *Leadership learning network:* Internally a leadership network has began to emerge, through the ELI working group. This network is involved in monthly Webinars on leadership topics at Queen's. Externally, we have initiated a leadership network with individuals from the STLHE conference across Canada. Resources and learning experiences will be shard through these networks.
- *Application and selection period; notification of participants:* Following the needs assessment, over 50 individuals indicated interest in enrolling in the ELI program. These individuals will be conducted in the coming months during the recruitment process.

Budget

- *Research Assistant (RA):* Liz Parsons was hired as the RA on this project from February to June 30, 2011. Her role was to assist with research, website development, ethics proposal for an on-going study related to the program's activities. ; working for 75 hours (\$22 with benefits). See Appendix 3 for RA tasks and lessons learned.
- *Workshop materials development:* This will be used for workshop resources, team meetings, purchase of leadership self-assessments, binders, writing materials
- *In-kind contributions:* All collaborators' time, staff, and administrative support since November 2010.

Item	Cost (incl. Tax) Budgeted	Actual spent by June 30, 2011
Salaries and benefits (Research Assistant) at \$22 per hour	\$1,650	\$1692 (\$1410 plus benefits)
Materials, resources and supplies	\$500	Will be spent in Fall 2011
Total Costs	\$2,150	
Less matching funding		
Less in-kind contributions		
Total Amount Requested from EDC	\$2,150	\$1692

Appendix 1

ELI Working Group (Collaborators)

Principal Applicant

Denise Stockley, Ph.D.

Acting Director/Associate Professor, Queen's University, Centre for Teaching and Learning

Co-Applicant

Penina Lam, Ph.D.

Educational Developer, Queen's University, Centre for Teaching and Learning

Collaborators

Susan Anderson, MEd.

Assistant Director of the Queen's University International Centre (QUIC)

Jacoba de Vos, B. A.

Organization Development Consultant in the Human Resources Department at Queen's

Arig Girgrah, MPA

Assistant Dean (Student Affairs) for Diversity Programs, Community Development & Residence Life at Queen's

Benjamin Kutsyuruba, Ph.D.

Assistant Professor in Educational Policy, Leadership, and Law and Associate Director of Social Program Evaluation Group in the Faculty of Education at Queen's

Liz Parsons, B.A.

Research Assistant and Graduate student in the Faculty of Education

Shannon Hill, M.Ed.

Training and Development Specialist in the Human Resources Department at Queen's

Susan Marlin, M.A.

Associate Vice Principal: Research

Sheila Pinchin, M.Ed.

Educational Developer: Undergraduate Medical Education - Queen's Office of Health Sciences

Douglas Reid, Ph.D.

Associate Professor of International Business and Strategy in the Queen's School of Business

Nasser Saleh, M.Sc.

Associate Librarian & Integrated Learning Librarian, Queen's Engineering and Science Library

Appendix 2 Research Assistant's Tasks

Below are the tasks the research assistant completed:

1. Assist with research

- Attended weekly meetings with project co-applicant (Penina Lam)
- Attended bi-weekly/monthly meetings with working group
- orientation to EDC Grant and partners, project overview, goals, timeline
- Part of collaborative process of designing the Needs Assessment questionnaire
- Worked with Student Voice online software to design, deliver, and assess the Needs Assessment questionnaire
- Collaborated on title of working group
- Orientation to qualitative analysis software Atlas.ti
- Analyzed open-ended responses to Needs assessment questionnaire
- Designed and delivered summary of qualitative research findings to working group

2. Website development

- Internet research of current similar leadership programs at other Canadian universities (programs and services offered, to what audiences)
 - o Composed a document to present findings to working group
- Designed organizational chart for program website; presented to working group, made changes based on feedback

3. Ethics proposal

- assisted with GREB ethics application: composed and organized required documents

Professional Development

- Doug McNamara – attended presentation
- Student Leadership Practices Inventory (LPI) presentation at Queen's
- Managing Projects MITACs one-day workshop

Lessons learned

- understanding the overview of a large-scale project from working group, visioning and goal-setting exercises to needs assessment to planning and implementation (seeing how a program is created)
- working as part of a team, reporting to all members, recognizing and valuing all members' contributions, creating consensus
- design and deliver summary of research findings to group – thinking about what is relevant to group members, how to communicate findings
- Transferable to research assistant's own thesis
 - o experiencing the ethics application process
 - o learning the basics of Atlas.ti and practicing coding qualitative data, learning from program coordinator about best practices and considerations