

Faculty Development at NorQuest College

A Plan to Support Excellence and Innovation in Teaching and Learning



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Respectfully submitted
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Executive Summary

NorQuest College is currently operating without a faculty development plan. A strategic plan for faculty development would strengthen the ability of NorQuest College to realize its mission and vision, uphold its values and business model principles, enhance student learning, and sustain teaching excellence into the future.

Historically, NorQuest has invested in faculty development and a Teaching and Learning Centre. The call for a revised vision for faculty development within the College originated in the Centre for Innovation and Development (CID) in January 2008 partially in response to student Exit Survey results that placed student satisfaction with the quality of teaching at NorQuest below the College's benchmark.

Within the framework of an applied research project, existing policies, procedures, and practices associated with faculty development at NorQuest and fifteen other post-secondary institutions were investigated. This environmental scan, coupled with the results of an in-house faculty needs assessment survey, a series of internal interviews and focus groups, a consultation with the Faculty Association, and a review of relevant literature, contributed to a new vision for faculty development at NorQuest College.

The proposed plan is evidence-based. In addition to considering the environment for teaching at NorQuest and the complexity of faculty work, the 'storm of change' that is currently bombarding post-secondary education also influenced aspects of this vision for faculty development. Best practices at other post-secondary institutions and aspects of research on faculty development have been reviewed and, where applicable, incorporated. This plan is strategic and sustainable and will assist NorQuest College's competitive advantage, and impact the recruitment and retention of faculty and students.

Faculty development is complex and includes professional, instructional, leadership, scholarship, and organizational components. To capture this complexity, a multi-dimensional model that situates faculty as learners at its core was generated (see below). The five areas of educational development that are proposed respect all faculty career stages and foster collaboration and enquiry into effective teaching and learning strategies. Each dimension of the model has an administrative framework, an evaluation strategy, a budget, and a succession plan.



Foundational Programs

The goals of the foundational programs are to:

- develop knowledge, skills, attitudes, and confidence amongst those new to teaching at NorQuest College by providing three programs that promote standards for teaching, learning, and teaching with technology within the College; and
- encourage a learning focus by exploring who our students are, how they learn, and how different teaching approaches impact student learning.

The strategy to achieve these goals is to have newly hired teaching faculty (casual, permanent and term) take one of three programs within their first year of teaching at NorQuest College.

1. Learning-Centred Teaching at NorQuest (LCT) introduces new faculty to NorQuest students and student learning, and promotes teaching values and course design principles.
2. Instructional Skills Workshop (ISW) introduces casual faculty to teaching principles and strategies.
3. Teaching with Technology at NorQuest (TwT) introduces faculty and instructional assistants to strategies and community building practices associated with the online environment.

Academic Growth

The goals of the academic growth dimension of the faculty development plan are to

- enhance teaching practice and student learning by building upon the instructional skills, theory, strategies, and knowledge that faculty members have with respect to teaching and
- foster faculty collaboration and inquiry into effective teaching and learning practices through the dissemination of information.

The strategy for achieving these goals fosters the renewal and engagement of faculty through a variety of workshops, conversations, and print and electronic resources including a web site that houses an annotated catalogue of educational resources.

Community Engagement

The goals of community engagement are to:

- increase communication about teaching and learning within and between departments at NorQuest College and with other post secondary institutions and organizations and
- blend college-wide services with discipline-specific programs for improving teaching.

The strategies to achieve these goals are to create and provide opportunities for NorQuest College faculty to participate and learn from internal and external community groups/committees, and to host meetings/events that draw external agencies and communities to our college for reflection, learning, and knowledge creation.

Strategic Planning

The goals of strategic planning around faculty development are significant and include aspirations to:

- encourage, support, and empower faculty excellence in teaching and learning,
- build capacity and foster pathways for advancement within NorQuest through the acquisition of formal credentials in teaching,
- move NorQuest College's culture toward a learning culture by modelling and rewarding life-long learning, and

- create a learning organization.

The strategies to achieve these critical goals include the formation of an advisory committee with representation from all departments to explore faculty rewards/recognition and the development of a learning index that is connected to faculty evaluation practices.

Scholarship

The goals of scholarship focus on faculty leadership and include the:

- development of academic and professional leaders amongst faculty,
- promotion of scholarship in teaching and learning; and
- development of reflective practitioners.

Strategies to achieve these goals include the:

- development of a peer mentoring program,
- promotion of inquiry into teaching and learning through applied research; and
- development of a leadership program.

This comprehensive plan will require a commitment from senior administration and strong faculty ownership and involvement.

Recommendations

There are ten recommendations made in association with the faculty development plan. The recommendations endorse strategic, organizational, and structural changes; propose administrative processes and funding requirements; and advance the notion of NorQuest College as a learning organization.

Recommendation #1

That NorQuest College locate its faculty development activities within the current structure of the Centre for Innovation and Development (CID) within the Division of Learning Resource Services.

Recommendation #2

That NorQuest College become more strategic and equitable in its faculty development practices by adopting a centralized plan for faculty development and designating a faculty member as the champion/coordinator of that plan.

Recommendation #3

That NorQuest College set aside a certain amount of its budget for the development of faculty. Further, that this amount be a percentage based upon the total amount allocated to faculty salaries.

Recommendation #4

That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to centralized funding of faculty development.

Recommendation #5

That NorQuest College adopt a multi-dimensional plan for faculty development that promotes learning for faculty at all stages of their career, is respectful of the diversity amongst faculty members, and situates every faculty member as a learner with all programs and services as adult learning opportunities.

Recommendation #6

That NorQuest College regularly conduct needs assessment surveys to determine the learning needs of its faculty. Further, that the College continuously evaluate the effectiveness of all faculty development programs and services that it supports.

Recommendation #7

That NorQuest College work to build a learning organization by aligning its policy documents with its evaluation practices. Further, that faculty evaluation policy documents be modified to encourage excellence in teaching.

Recommendation #8

That NorQuest College encourage, recognize, and reward faculty learning through the implementation of a learning index that connects learning to the evaluation system within the College. Further, that this learning index be designed in consideration of the Canadian Council on Learning's Composite Learning Index (CLI) and the University of Sydney's Scholarship Index.

Recommendation #9

That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to an incentive system for life-long learning within NorQuest College.

Recommendation #10

That a multi-disciplinary, multi-levelled advisory committee of faculty be formed to guide future faculty development work within NorQuest College.

The priorities in the achievement of a new vision for faculty development are:

1. Assist the next generation of faculty (permanent, term, and casual) in their transition to teaching and to NorQuest College by requiring their participation at one of three foundational programs in their first year of employment.
2. Support faculty in their use of educational technology to enhance student learning by integrating technology and teaching and by strengthening partnerships with faculty and staff who successfully use technology.
3. Provide relevant information, resources, and programs to assist individual faculty to develop their instructional and leadership skills for the benefit of their students by conducting needs assessments on a regular basis and evaluating faculty development initiatives continually.
4. Facilitate the spread of information about effective teaching practices by collaborating with other teaching and learning centres to exchange information, resources, and ideas; develop interactive web pages containing teaching resources; and stay current with teaching and learning issues nationally and regionally.
5. Establish and recruit multi-disciplinary, multi-levelled advisory committees of faculty (including members of the faculty association) to guide future faculty development work within NorQuest College and to make recommendations with respect to an incentive system for life-long learning.
6. Encourage, recognize, and reward learning at NorQuest College through the implementation of a learning index that acknowledges academic and professional growth.
7. Develop and maintain a peer mentoring system that offers formative and developmental support to faculty.

An Overview of Faculty Development

What is Faculty Development?

For the past thirty years an area of work has existed in higher education in Canada that focuses on **improving the quality and effectiveness of educational programs** within post-secondary institutions (Wilcox, 1997).

The most commonly used terms for these improvement activities and the improvement process are:

- *faculty development* (emphasis on improving teaching skills),
- *instructional development* (focus on student learning by improving courses and curriculum),
- *educational development* (a movement to improve quality through education in many areas, an emerging profession),
- *professional or academic development* (the overlap of instructional and faculty development and scholarly work), and
- *organizational development* (a focus on an institution's structure and the relationship among its units).

Each term indicates an approach or focus and has its own characteristics and potential outcomes (Gillespie et al., 2002, and Wilcox, 1997).

Approaches to faculty development have not remained static over the years. Post-secondary institutions that established faculty development offices over twenty years ago focused primarily on improving teaching effectiveness (e.g. University of British Columbia and the University of Alberta). Technology and its incorporation into the teaching process, the onset of the information age, research on adult learning, and the fragmentation of faculty roles have expanded understanding of teaching and learning resulting in approaches to quality improvements that are combinations of *faculty*, *instructional*, *professional*, and *organizational* development (Wilcox, 1997; Ramsden, 2005; Milne, 2007; Merriam & Cafferella, 1999; and Gappa et al., 2002).

In March 1999, NorQuest College produced a number of documents that addressed *faculty*, *organizational*, and *professional development*. The Faculty Growth and Evaluation Policy (2002) emphasized faculty growth as well as evaluation with its focus on the development of performance indicators for faculty and others (e.g. librarians). About the same time, NorQuest College also demonstrated its concern for individuals and endeavoured to enhance the teaching skills of faculty members by supporting a Teaching and Learning Centre (TLC). A newsletter was developed and some excellent workshops were offered for faculty and staff but declining enrolments and insufficient resources resulted in the eventual cancellation of many of these learning opportunities.

In 2002, NorQuest College, in a progressive move, announced its investment in *instructional development* and a focus on the student (courses and curriculum) with the creation of the Centre for Innovation and Development (CID). "Through the provision of *professional development* opportunities, high-quality education resources, the use of innovative learning technologies, and the development of new programming"

(Learning Resource Services Mission Statement), CID sought to increase faculty and student satisfaction with courses and programs by maximizing resource utilization and incorporating information and educational technologies into designed courses and curricula.

Why is Faculty Development Necessary?

Much has been written on the changing context for faculty work. Gappa et al. (2007) highlighted four of the most significant forces creating challenges for higher education institutions:

- fiscal constraints and increased competition;
- calls for accountability and shifts in control;
- increased diversity of students; and
- the rise of the Information Age along with expanded use of new technologies to facilitate learning (pg. 7).

In their book, Light and Cox (2001) suggest that the key challenge for faculty is riding a 'storm' of change that includes:

- changing academic roles;
- changing knowledge bases;
- changing ways of knowing;
- changing nature of the student body;
- changing student needs;
- changing departmental requirements;
- changing institutional demands;
- changing external agency demands; and
- changing professional accreditation demands (pg. 12).

The Centre for Educational Development and Assessment in the United States, with their meta-professional research project, has been studying the complexity and variety of higher education faculty work (CEDA, 2008). Faculty are expected to be proficient in over twenty different professional skill areas including instructional design, information technology, assessment, learning theory, and more.

The combined effects of changing institutional practices, personal and professional challenges, and greater accountability have the potential to undermine, even fracture the faculty community (Gappa et al., 2007). In order to work creatively, collaboratively, and effectively in a changing environment, faculty must engage in continuous learning. New knowledge, new students, new technology, and new expectations require faculty members to engage in this continuous learning even as they facilitate the learning of their students.

NorQuest College is currently facing two critical issues that underscore the need for a new vision of faculty development: student satisfaction with current teaching and the College's move towards the granting of applied degrees.

The results of the 2007-2008 Exit Survey indicate that student satisfaction with the quality of teaching at NorQuest College has moved below 85 per cent. This trend downwards has been occurring for the past few years but this year NorQuest is below its own benchmark for the first time. This is not a trend that should be ignored.

At the same time, NorQuest College is moving towards the granting of applied degrees. As an institution we must demonstrate, through documentation associated with a self-study, our 'institutional readiness' for offering more to our students. This documentation involves demonstrating faculty capacity, credentials, and growth. The faculty needs assessment administered earlier this year indicated that many current staff have never developed a teaching dossier that might be required as NorQuest prepares for applied degree granting status.

How is Faculty Development Organized?

The origin and placement of faculty development within institutions varies. Some centres were started by the institution's Faculty Association; others with a committee of concerned faculty, while still others originated within Human Resource areas (see Appendix C, Environmental scan).

Regardless of origin, the majority of Canadian post-secondary institutions make some provision for the development and enhancement of teaching and learning (Wilcox, 1997). Within the college system in Alberta, Lakeland College requires faculty to attend a three-week program before they start teaching within the institution. NAIT requires all new hires to complete their *Becoming a Master Instructor* program (two weeks) prior to commencing their employment. Both of these institutions connect contract starting dates to these educational programs.

Institutions undergoing significant transitions have invested in new models of faculty development. Grant MacEwan College has created a Learning Commons that promotes and supports *instructional development* as well as *faculty/professional development*. The scholarship of teaching and learning is also supported within the Learning Commons. Mount Royal College recently situated its faculty development activities within a new Faculty of Teaching and Learning.

Other institutions (Ryerson University, University of Alberta) have taken a critical look at their faculty development practices and are proposing a new direction that addresses the contexts of academic work. The University of Windsor is striving to integrate its well developed technology support area (*instructional development*) with activity around the scholarship of teaching and learning (*academic development*).

Also, some Canadian institutions are moving away from best practice promotion and one-off workshops to develop more comprehensive certificates of study. The University of British Columbia, for example, has developed a Faculty Certificate Program on Teaching and Learning in Higher Education. In the United Kingdom, Norway, and Australia faculty are required to complete a teaching certificate in higher education. NAIT's *Becoming a Master Instructor* program is offered all over the world.

Who Should Lead Faculty Development?

Ultimately, faculty are responsible for their continuing development but with the amount of change occurring within post-secondary educational institutions, it is critical that someone be designated to lead the way and evaluate the *faculty development* process.

In larger institutions, faculty members have been seconded to the position to manage *faculty development* on either a part-time or full-time basis. The amount of work and energy required to lead others usually requires a full time commitment if faculty development is to be successful and sustainable. In smaller institutions, a faculty member on release time for a specified period has also worked well (Sorcinelli in Gillespie et al., 2002, and Wilcox, 1997)

Because of the complexity of *educational development* work, recent recruitment ads for faculty developer positions have asked for knowledge of teaching and learning in higher education as well as an understanding of change and change management (personal observation). These expectations differ from those of just over five years ago when being a dedicated teacher with a passion for teaching were the most important criteria. It is essential to have an individual who has the vision, commitment, time, and energy to take the lead in visioning, developing, maintaining, and evaluating these services.

A Plan for Faculty Development at NorQuest College

The following new vision for faculty development supports the mission, vision, and values of NorQuest College and is guided by the business model principles that the College adopted in April 2007.

The model proposes a centralized office to be responsible for directing activities associated with faculty development and that a faculty member, whose time is dedicated to organizing learning opportunities for faculty, be assigned coordination of these activities.

This model refocuses faculty development to consider it adult education and places faculty at its centre by defining them as learners with choices to make in their learning. Five domains/components of learning are differentiated within the model:

- The three new **foundational programs** are designed to engage those faculty who are new to teaching at NorQuest. The programs could be considered pre-requisites for teaching at NorQuest. These programs promote NorQuest College standards for learning-centred teaching and teaching with technology.
- The **academic growth** aspect of the model promotes learning about pedagogy, learning theory and implications for teaching practice.
- The **community engagement** aspect of the model promotes collaborative, service, and group learning.
- The **strategic planning** aspect of the model includes learning about leadership in teaching. The development of an incentive system for learning that is based upon the University of Sydney's Scholarship Index and linked to the Canadian Council on Learning's Composite Learning Index (CLI) is an example of the kind of learning that will occur for faculty engaged in this aspect of faculty development.
- The **scholarship** aspect of the model includes learning about the scholarship of teaching and learning, and involves the development of a peer mentoring system and involvement with applied research.

The following beliefs guide this vision of faculty development:

- Learning about teaching requires practice and reflection.
- Faculty share responsibility for their learning with their students, peers, and administrators.
- Faculty who are learning have greater potential to be innovative and deal with change.
- Learning about leadership and scholarship in teaching and learning involves education, modeling, and guidance.
- Continuous evaluation of programs and services leads to their improvement.
- Collaborative and experiential learning leads to greater job satisfaction.

Positioning Faculty Development

The positioning of faculty development activities within an institution can impact the success of those activities. The options open to NorQuest College administration and faculty who are committed to improving the quality of teaching and enhancing student learning are several, and can range from a number of independent activities to the establishment of an office that is adequately resourced and formally charged with coordinating or directing all major activities that focus on the improvement of teaching.

Learning Resource Services is a division dedicated to the support of teaching and learning for all of NorQuest College. The Centre for Innovation and Development would be a very strategic placement for all aspects of faculty development because of its service orientation. Further, the integration of teaching and technology is achievable when those activities are housed within the same physical space.

- Recommendation: That NorQuest College locate faculty development programs and services within the current structure of the Centre for Innovation and Development (CID) within the Division of Learning Resource Services.
- Recommendation: That NorQuest College becomes more strategic and equitable in its faculty development practices by adopting a centralized plan for faculty development and designating a faculty member as the champion of that plan.

Funding Faculty Development

Investing in people requires time, energy, and adequate resources. Currently, there is increased competition for educational dollars within post-secondary institutions. NorQuest College, like other growing and changing post-secondary institutions, must make choices in the name of efficiency, progress, and innovation.

NorQuest College has a number of independent activities happening that are related to faculty development: there is the yearly allotment of \$300 per faculty member for professional development, there are some monies available for formal credentialling, College Development Day has a budget, and there are discretionary funds that the Deans can distribute. Current funding for faculty development, then, is de-centralized. While a de-centralized method of investing in the people of NorQuest College has some advantages, it can result in inequities and it could be more strategic.

Several Colleges in Alberta (Lethbridge College, Grant MacEwan College, and Red Deer College) have adopted a formula to determine the number of dollars that are invested back into the development and education of faculty and staff. This allows these institutions to be more strategic with their faculty development and is often used as a marker of institutional commitment to its people.

- Recommendation: That NorQuest College set aside a certain amount of its budget for the development of faculty. Further, that this amount be a percentage based upon the total amount allocated to faculty salaries.
- Recommendation: That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to centralized funding of faculty development.

The Scope of Faculty Development

Choosing an approach to faculty development is more complicated now than it was even five years ago. If faculty development focuses only on faculty teaching, then there are fewer resources to address student learning issues around curriculum, or to focus on the institutional structure and the climate for learning, or to grow educational leaders. During a period of rapid growth and change, such as the one that NorQuest College is currently experiencing, there is a need to approach faculty development so that the diversity of our teachers and their wide range of learning needs are respected.

- Recommendation: That NorQuest College adopt a multi-dimensional plan for faculty development that promotes learning for faculty at all stages of their career.

Details of the components of this multi-dimensional plan are found in the next section of this report. The goals, activities, timelines, evaluation strategies, budget considerations, and succession plans are explained for each of five domains/components of faculty learning.

Building a Learning Community within NorQuest College

Changes are occurring in faculty appointments in post-secondary institutions. Some institutions (e.g. Grant MacEwan College) are reporting that the largest growth in their teaching workforce is the part-time or casual instructor. Indeed, some institutions have more part-time than full-time faculty (e.g. Kwantlen University Polytechnic, Mount Royal College, Grant MacEwan College).

NorQuest College currently experiences a 13% turnover rate of faculty. Within the next five years that figure is expected to rise dramatically as more NorQuest faculty reach retirement age (NQ Environmental Scan 2008, Strategic Planning Office). Further, NorQuest is experiencing a 36% attrition rate for people within their first year of employment (Human Resources Strategic Plan, 2008).

To better prepare new faculty for their diverse roles in teaching, several institutions offer substantive orientations for their new teachers (e.g. Lakeland College, NAIT). All other institutions engage their newly hired faculty in some way with events ranging from two to five days and follow-up occurring for as long as three years (Mount Royal College). Some of these institutions require or make such 'teacher-training' a condition of employment.

To attract and retain its greatest resource, NorQuest College needs to engage faculty (permanent, term and casual) when they are first hired and promote teaching ethics and standards for teaching that are consistent with its policy documents and evaluation practices. As well, by having NorQuest faculty more familiar with technology, the College could assume a greater role in eCampus Alberta Consortia.

- Suggestion: That the Foundational Programs aspect of the multi-dimensional plan for faculty development, target all newly hired faculty (permanent, term, and casual) during their first year of employment by financially supporting and requiring their participation in one of three foundational programs on teaching, learning, and teaching with technology.

- Recommendation: That NorQuest College work to build a learning organization by aligning its policy documents with its evaluation practices. Further, that existing evaluation policy documents be modified to encourage excellence in teaching.

While faculty development offices share the common theme of improving the quality of education, the programs and services that they offer vary greatly. Studies have shown that faculty have different needs and responsibilities at different stages of their careers (CEDA, 2008). NorQuest faculty who responded to the needs assessment survey in March 2008 clearly identified the wide range of programs and services they wanted.

- Recommendation: That NorQuest College regularly conduct needs assessment surveys to determine the learning needs of its faculty.
- Recommendation: That NorQuest College continuously evaluate the effectiveness of the faculty development programs and services that it offers.

In November 2007, an email went out on the Society for Teaching and Learning in Higher Education's Educational Developers Listserv with the subject heading of "Are faculty coming to your workshops?" Responses to that query came from across Canada with an emphatic "NO!" NorQuest College has offered faculty development opportunities in the past. Poor attendance prompted the cancellation of many of these workshops. Focus group and interview discussions with NorQuest faculty in April 2008 indicate that NorQuest has a teaching culture but not a learning culture.

- Recommendation: That NorQuest College encourage, recognize, and reward faculty learning through the implementation of a learning index that connects learning to the evaluation system within the College. Further, that this learning index be designed in consideration of the Canadian Council on Learning's Composite Learning Index (CLI) and the University of Sydney's Scholarship Index.
- Recommendation: That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to an incentive system for life-long learning within NorQuest College.
- Recommendation: That a multi-disciplinary, multi-levelled advisory committee of faculty (that includes Faculty Association representation) be formed to guide future faculty development work within NorQuest College. To ensure appropriate disciplinary and functional representation, the Deans will be asked to appoint members to the committee.

The next section details the goals, activities, time lines, evaluation strategies, budgets, and succession planning approaches for each of the five learning components of the faculty development plan.

Components of the Faculty Development Model

Faculty development is complex and includes professional, instructional, curriculum, leadership, scholarship, and organizational components. To capture this complexity, a multi-dimensional model that situates faculty as learners at its core was generated (below). The five areas of educational development that are proposed respect all faculty career stages and foster collaboration and enquiry into effective teaching and learning strategies. Each dimension of the model has an administrative framework, an evaluation strategy, a budget, and a succession plan. The proposed budget for all components of the plan over a three year period is found on page 29.





Foundational Programs

Goals

- Develop baseline knowledge, skills, attitudes, and confidence amongst those new to teaching by providing three programs that promote standards for teaching, learning, and teaching with technology within NorQuest College.
- Encourage a learning focus by exploring who our students are, how they learn, and how different teaching approaches impact their learning.

Strategy

All newly hired teaching faculty, casual and permanent and term, take one of three programs within their first year of teaching at NorQuest College.

Program Framework (Activities and Support)

The foundational programs will be developed, implemented, evaluated and revised by a designated faculty developer and supported by Centre for Innovation and Development staff.

The content in the programs will promote NorQuest College's

- Curriculum Quality Standards
- Principles for integration of technology into teaching and learning
- Universal Instructional Design practices

The programs will be designed to:

- introduce our students and the academic regulations, services, and physical facilities that support learning,
- explore outcomes-based education and expect alignment among learning outcomes, teaching strategies, and assessment practices,
- promote cross-disciplinary networking and peer collaboration,
- champion learning-centred teaching and the use of technology to enhance student engagement,
- promote self-reflection and continuous improvement, and
- inspire excellence in teaching.

The three foundational programs will be known as Learning-Centred Teaching (LCT) at NorQuest, Instructional Skills Program (ISW), and Teaching with Technology (TwT). The Learning-Centred Teaching (LCT) program is designed to dovetail with the new day-long Orientation to NorQuest being hosted by Human Resources.

A brief description of the programs is found in Appendix D.

Timeline for Implementation

Month	2008-2009	2009-2010	2010-2011
July-Aug	<ul style="list-style-type: none"> - Develop LCT - Run pilot* and evaluation of LCT + revisions made - Promotion/marketing of faculty development 	<ul style="list-style-type: none"> - Offer & evaluate hybrid LCT - Development of online TwT - Recruit faculty for ISW 	<ul style="list-style-type: none"> - Revise LCT, ISW, TwT - Offer & evaluate LCT - Continuing development of LCT facilitator - Monthly LCT seminars
Sept-Dec	<ul style="list-style-type: none"> - Development of online component for LCT - Development of TwT - Monthly LCT seminars 	<ul style="list-style-type: none"> - Monthly offerings of ISW or TwT - Monthly LCT seminars - Revise LCT, ISW, TwT 	<ul style="list-style-type: none"> - Recruitment of TwT faculty facilitator - Monthly offerings & evaluate ISW or TwT - Monthly LCT seminars
Jan-Apr	<ul style="list-style-type: none"> - Implementation of ISW for casual faculty - Offering of LCT - Monthly LCT seminars 	<ul style="list-style-type: none"> - Offer & evaluate LCT - Monthly LCT /ISW/ TwT seminars - Recruitment of LCT faculty facilitator 	<ul style="list-style-type: none"> - Revise LCT, ISW, TwT - Offer & evaluate LCT - Monthly LCT seminars
May-Jun	<ul style="list-style-type: none"> - Pilot run and evaluation of TwT + adjustments 	<ul style="list-style-type: none"> - Offer & evaluate LCT - Offer & evaluate TwT & ISW 	<ul style="list-style-type: none"> - Continuing development of LCT & TwT facilitators

***NOTE:** The LCT program was piloted and evaluated in July 2008. Fifteen faculty, representing 11 disciplines and 129 years of teaching experience, provided feedback on learning, teaching, and program flow. This feedback has been used to revise/modify the LCT program.

Evaluation Strategy

Kirkpatrick's (1999) four-level model of evaluation will be used to evaluate all foundational programs for reactions, learning, information transfer, and impact. After running each program for over two years, level four evaluations will occur in order to connect the learning within the programs to NorQuest College's values and business principles. As well, after two years, the process will be evaluated.

Descriptive statistics including participant demographics will be kept.

Note: A research grant from the Educational Developers' Caucus (STLHE constituency) has been obtained to develop the evaluation tools that will be used to evaluate the foundational programs.

Budget

Program Costs: The budget for the foundational programs is based on per person costs to attend the programs. This would include the costs of meals, refreshments, books, binders, VHS tapes/DVD discs, and educational and technological resources. This adds up to:

Learning-Centred Teaching (LCT)	\$150.00 per person x 16 people x 3 times/yr
Instructional Skills Workshop (ISW)	\$100.00 per person x 12 people x 6 times/yr
Teaching with Technology (TwT)	\$175.00 per person x 10 people x 3 times/yr

A designated camcorder is needed for the microteaching that is built into each foundational program (\$1500.00).

Salaries: The budget to cover the salaries of faculty who attend the programs is based upon the number of days each program runs. Learning-centred Teaching is four days in duration, the Instructional Skills Workshops are designed to take three days, and the Teaching with Technology program is five days long. Based upon an average hourly wage of \$49.90 (this includes vacation of 11.2% and benefits of 8%) this translates to:

LCT Program	\$49.90 per hour x 7.5 hrs x 4 days = \$1497.00 per person
ISW Program	\$49.90 per hour x 7.5 hrs x 3 days = \$1122.75 per person
TwT Program	\$49.90 per hour x 7.5 hrs x 5 days = \$1871.25 per person

The Human Resource Office predicts that 100 new faculty (permanent, term, and casual) will be hired in 2008-2009. This number is based upon anticipated attrition rates and considers the new programs being offered at NorQuest College. If faculty are allowed the time to learn, all new hires could be accommodated within their first year at NorQuest in one of the three foundational programs. To accommodate larger numbers, more offerings of the LCT and ISW would be needed but this budget is based upon the salaries for 150 faculty over the first one and a half years.

Participation in each program will be capped because of the learning-centred design (modelling being learning-centred) and built-in reflective exercises. During the first year, only the LCT and ISW programs will be offered to allow time for development of the TwT.

If each offering of the programs is not filled with new faculty, existing faculty will be encouraged to attend.

CID support for this aspect of faculty development includes instructional designers to assist with course development (one time) and implementation and evaluation (105 days), editorial review of completed educational programs (10 days), graphic designer to create educational resources (5 days), and administrative support (18 days).

Succession Plan

To ensure the continued offering of the foundational programs, selected NorQuest College faculty who have taken the programs will be educated to facilitate the programs in the future. This means that in year two, selected faculty will be invited to facilitate (recruitment) and assist with the delivery of each of the programs. Their education will include:

- being an active participant in the program for one year,
- acting as a co-facilitator with an experienced facilitator, and
- attendance at LCT, ISW, and TwT quality assurance meetings.



Academic Growth

The Goal

To enhance teaching and student learning by building upon the instructional skills, theory, strategies, and knowledge that faculty members have with respect to teaching and fostering faculty collaboration and inquiry into effective teaching and learning practices through the dissemination of information.

Strategy

Collaborating on the planning for College Development Day (CDD) and offering a variety of workshops, activities conversations, and print and electronic resources will be used to renew and engage faculty.

Administrative Framework (Activities and Support)

With the leadership and coordination from a designated faculty developer, and with the assistance of staff within the Centre for Innovation and Development, the following activities will be developed, implemented, managed, and evaluated:

- Distribution of the electronic magazines: *The Teaching Professor* and *Online Classroom* to all teaching faculty and instructional assistants.
- Development of web pages that house faculty teaching resources and links to information on teaching and learning.
- Building resources to support teaching and learning.
- Hosting of forums on teaching and learning where a safe learning environment prevails.
- The distribution and analysis of needs assessment surveys on a regular basis.
- Peer mentor matching.
- Choice, flexibility, and access to current information and the promotion of knowledge transfer and dissemination for faculty members in face-to-face and hybrid interactive presentations.

Timeline for Implementation

Month	2008-2009	2009-2010	2010-2011
May-Aug	<ul style="list-style-type: none"> - Planning for a faculty learning stream within CDD 	<ul style="list-style-type: none"> - Faculty development web pages launched - Distribution of print resources to all who teach 	<ul style="list-style-type: none"> - Develop, implement, & evaluate cycle for all programs & services - Ongoing maintenance of web pages
Sept-Dec	<ul style="list-style-type: none"> - Distribution of 2 e-magazines to new faculty - Development of web pages for faculty 	<ul style="list-style-type: none"> - Needs assessment survey to coordinators - Introduce posters to CDD events - Peer mentor matching 	<ul style="list-style-type: none"> - Introduce recognition for teaching during CDD - Launch 'the thing that you do' seminars - Peer mentor matching
Jan-April	<ul style="list-style-type: none"> - Focus groups with faculty re: needs 	<ul style="list-style-type: none"> - Recruit faculty to share 'best practices' 	<ul style="list-style-type: none"> - Recruit faculty - Needs assessment

Evaluation Strategy

The first three levels of evaluation based upon Kirkpatrick's model (1999) will be used to evaluate the programs and services. This means that learner satisfaction will still be investigated and, as well, attempts to assess the extent that faculty have advanced in their skills, knowledge, and attitudes will be measured. The needs assessment surveys that should be conducted every three or four years will investigate the extent of knowledge transfer that has occurred in learner behavior as a result of participation in the workshops.

Statistics will be kept on the demographics of faculty accessing learning opportunities within this instructional stream, and attendance and use of resources will be monitored.

Budget

Two budget categories, one for supplies, including the e-magazines and other educational resources, and the other for people to assist with the development of the faculty learning web pages, constitute the budget for this stream.

Teaching Professor Restricted distribution (\$366) to Institutional distribution (\$1400)
Online Classroom Restricted distribution (\$366) to Institutional distribution (\$1500)
CHANGE Magazine 1 subscription per year (\$64)
 Advertising \$500

Development of the web pages and their maintenance would involve a CID graphic designer, an instructional developer, and a multi-media developer. CID support would include: administration + data entry (30 days), instructional design (20 days), editing (3 days), and graphic design (5 days).

Succession Planning

In order to realize the goal of enhancing teaching and learning at NorQuest College, faculty will need to be active participants in the workshops and services offered within this component of faculty development. To promote inquiry and dialogue around teaching, faculty will need to share more with one another, particularly across disciplines.

It will take a little time to build momentum and enthusiasm in this area, and leadership is needed to manage this aspect of faculty learning. As with any leadership position, after three years there should be a position review and succession planning should start at that three year point.



Community Engagement

Goals

- Increase communication about teaching and learning within and between departments at NorQuest College and other post-secondary institutions and organizations.
- Blend College-wide services with discipline-specific programs for improving teaching by sharing inventory.

Strategy

Create and provide opportunities to participate and learn from internal and external community groups and committees.

Administrative Framework (Activities and Support)

With the leadership and management from a designated faculty developer and with the assistance of staff within the Centre for Innovation and Development, steps will be taken to:

- Participate on NorQuest College and Departmental committees where teaching and learning activities/policies are developed or reviewed.
- Work with Departments to identify opportunities to engage with community partners.
- Obtain memberships in provincial, national, and international organizations and institutions including: Alberta Network of Professional and Organizational Development (ANPOD), Educational Developers Caucus within STLHE (EDC), Society for Teaching and Learning in Higher Education (STLHE), Professional and Organizational Development (POD-USA), and the International Society for the Scholarship of Teaching and Learning (ISSOTL).
- Seek leadership opportunities within outside organizations.
- Host an Educational Developers Caucus mid-winter meeting at NorQuest College within the next five years.
- Facilitate the dissemination of information within the College.

Implementation Timeline

Month	2008-2009	2009-2010	2010-2011
May-Aug	<ul style="list-style-type: none"> - Renew individual memberships in ANPOD, EDC, STLHE, POD, and ISSOTL - Participate in CDD planning 	<ul style="list-style-type: none"> - Present at STLHE 2009 - Encourage faculty to presentation at conf - Recruit faculty to attend POD, EDC, STLHE - Upgrade memberships to institutional category 	<ul style="list-style-type: none"> - Present at STLHE - Recruit faculty to attend HE conferences - Renew institutional memberships
Sept-Dec	<ul style="list-style-type: none"> - Interview Deans to establish discipline-specific opportunities - Present at ISSOTL - Promote fac dev opportunities within NorQuest 	<ul style="list-style-type: none"> - Apply for leadership role within ANPOD - Host ANPOD meeting at NorQuest College - Present at POD 	<ul style="list-style-type: none"> - Renew appropriate memberships - Present at POD - Participate in discipline-specific orientations
Jan-April	<ul style="list-style-type: none"> - Recruit faculty - Build capacity - Present at EDC 	<ul style="list-style-type: none"> - Recruit and support faculty - Present at EDC 	<ul style="list-style-type: none"> - Facilitate discipline-specific requests - Present at EDC

Evaluation Strategy

It will be difficult to measure the impact of memberships in provincial, national, and international associations on NorQuest faculty, but by collecting information on the numbers of proposals submitted, and the acceptance rate of those proposals, there would be an indication of success.

Each of the events that is planned for and implemented will have its own evaluation practices. Statistics such as number of faculty involved in planning and numbers of faculty attending College Development Day workshops will contribute to understanding the effectiveness of the day, as will the evaluations from the events.

Budget

The budget for this aspect of faculty development would include the membership fees in the different organizations, conference registrations and travel, and the costs associated with developing posters or other educational resources associated with presenting at conferences.

ANPOD	travel and accommodation (\$500) hosting (\$1000)
ISSOTL	individual membership (\$40) 2008 Conference (\$500)
STLHE	institutional membership (\$1000) 2008 Conference x 2 (\$4000)
EDC	individual membership (\$50) 2009 conference + travel x 2 (\$3200)
POD	institutional membership (\$225) 2009 conference + travel (\$2500)

CID support would include administration (2 days), graphic design (6 days), and instructional design (10 days).

Succession Plan

Ensuring that NorQuest College is an active member of provincial, national, and international associations by having memberships funded into the future allows time for the College to develop its capacity and leadership with outside agencies and institutions. Recruiting faculty members to participate with the planning of significant learning events such as College Development Day ensures that the faculty voice is heard and inspires innovation.



Strategic Planning

Goals

- To encourage, support, and empower faculty excellence in teaching and learning.
- To build capacity and foster pathways for advancement within NorQuest through the acquisition of formal credentials in teaching.
- To move NorQuest College's culture toward a learning culture by modelling and rewarding life-long learning.
- To create a learning organization.

Strategy

The strategies to achieve these important goals include the formation of advisory committees and a task force with representation from all departments to explore faculty rewards/recognition, and the development of a learning index that is connected to faculty evaluation practices and the Canadian Council on Learning's Composite Learning Index.

Administrative Framework (Activities and Support)

With the leadership from a designated faculty developer and with administrative assistance from staff within the Centre for Innovation and Development, the following activities will be initiated:

- Formation of a task force with faculty representation from all departments to explore faculty awards and recognition and make recommendations to the VP Academic.
- Formation of an advisory committee to develop a learning index that is connected to faculty evaluation practices, modelled after the University of Sydney's Scholarship Index and the Canadian Council on Learning's Composite Learning Index. This same committee would also establish appropriate processes to build capacity and foster pathways for educational advancement.
- Implementation of the Learning Index system of reward and recognition within NorQuest College.

Implementation Timeline

Month	2008-2009	2009-2010	2010-2011
May-Aug	- Develop a plan for fac dev at NorQuest	- Recruitment of faculty	- Presentation of recommendations of task force
Sept-Dec	- Faculty Association presentation	- Establishment of terms of reference for task force & advisory committee	- Presentation of plan assoc with learning index
Jan-April	- Recruitment of faculty for task force & advisory committee	- Ongoing work of task force & advisory committee	- Educational forums on 'if you learn you earn at NorQuest'

Evaluation Strategy

The acceptance of task force recommendations by senior administration will be an indication of movement towards NorQuest College becoming a learning organization. The adoption of a plan to reward learning through the Learning Index system will model life-long learning and move the College towards a learning culture.

Budget

The budget for this aspect of the faculty development plan reflects material and hosting costs for the committees. Administrative support for the task force and the advisory committee would come from existing CID staff.

Supplies and Services: Meeting materials (\$600) + Tea/Coffee (\$300)

CID support to include administrative support (5 days).

Succession Plan

Recruitment for the task force and the advisory committee will involve engaging faculty, coordinators, managers, and administrators. Indeed, faculty buy-in will be a significant challenge as will the release time for faculty.

When the terms of reference for each of the task force and advisory committee are established, a timeline and a plan for future activity will be established. The task force will disband following the presentation of its recommendations around faculty rewards and recognition.

The Advisory Committee will continue indefinitely with its mandate to provide strategic direction to NorQuest College in the area of faculty development.



Scholarship

Goals

- To develop academic and professional leaders amongst faculty
- To promote scholarship in teaching and learning
- To develop reflective practitioners

Strategies

- The development of a cross-disciplinary peer mentoring program.
- Workshops and clinics to build capacity around the scholarship of teaching and learning.

Administrative Framework

With the leadership from a designated faculty developer, administrative assistance from staff within the Centre for Innovation and Development, and a University of Alberta consultant, the following activities will be initiated:

- Recruitment and training of a cross-disciplinary group of faculty in the intricacies of peer mentoring
- Formation of a standing committee for active peer mentors
- Development of workshops and clinics that promote the scholarship of teaching and learning including applied research, self-reflection, and leadership

Implementation Timeline

Month	2008-2009	2009-2010	2010-2011
May-Aug		<ul style="list-style-type: none"> - Formation of peer mentoring committee and establishment of terms of reference - Peer mentorship activated 	<ul style="list-style-type: none"> - Evaluation of peer mentor program
Sept-Dec	<ul style="list-style-type: none"> - Recruitment of peer mentors 	<ul style="list-style-type: none"> - Development of applied research clinics 	<ul style="list-style-type: none"> - Ongoing education for peer mentor committee
Jan-April	<ul style="list-style-type: none"> - Recruitment and training of 10 peer mentors 	<ul style="list-style-type: none"> - Implementation of applied research clinic - Training of 5 new peer mentors 	<ul style="list-style-type: none"> - Ongoing dialogue on applied research - Training of 3 new peer mentors

Evaluation Strategy

The peer mentoring training and activities are heavily evaluated on process and product because of evaluation strategies built into the training. The peer mentoring process is itself a form of assessment that is formative and developmental. The process is also highly confidential in that feedback goes directly to the faculty member and is not shared even within the peer mentoring standing committee.

Budget

The budget for peer mentor training includes the educational resources distributed to the trainees. There is no budget line for the University of Alberta consultant who will be providing the training gratis but an honorarium has been indicated. There is a budget line for hosting as the training is done over a dinner hour one evening. The committee meetings have a small budget for tea and coffee.

The peer mentoring program itself has a number of materials/paper costs associated with the process. There are other materials costs associated with workshops and clinics.

Peer mentor training	Hosting (\$350)	Materials (\$200)	Honorarium (\$250)
Educational resources	Supplies for workshops (\$200)		
Marketing	Posters (\$500)		

CID support to include administrative support (5 days) for the development and graphic design (4 days) associated with the peer mentor program.

Succession Plan

After the first group of peer mentors has been recruited and trained, each year more will be trained. In this way the group will keep refreshed with new trainees. The educational developer will do the first year of chairing the peer mentoring committee. After that, the chair will be elected from within the peer mentoring group. Each year a new chair will be elected for the group.

Faculty who have been involved with the workshops and have conducted applied research will be recruited to deliver future workshops.

Proposed Budget

Faculty development offices/units have tremendous variations in their budgets depending upon their responsibilities and the staff and faculty needed to carry out the activities that correlate to those responsibilities.

The budget projections that follow are separated into two categories: manpower and supplies and services. These two categories reflect the labour-intensive nature of faculty development work.

Manpower

Salaries have been calculated for development and administrative work as well as faculty participation in the proposed programs based upon projected days of work. In this way CID can see the impact upon their existing team and Departments can see the impact on faculty time.

Faculty attendance in the foundational programs has considered the average wage of \$49.90 per hour (includes vacation and benefits) for hiring a substitute instructor. The subtotals for salaries, then, reflect the highest possible costs.

Supplies and Services

We are well into the 2008-2009 budget year and development of the foundational programs has already begun, which is why the first-year budget is lower than projected figures for the following two years. CID monies have already been expended to develop two programs, purchase the textbooks and materials for the pilot of the Learning-Centred Teaching program and to pay the educational stipend that was given to participants in that pilot.

The largest budgeted expenditures are associated with the Foundational Programs and Community Engagement aspects of the faculty development plan. While the development, implementation, and evaluation costs associated with new programs are weighty, they are perhaps not as costly as having new faculty leave NorQuest because of frustration with teaching or the organization.

BUDGET for FACULTY DEVELOPMENT			
Acct	2008-2009	2009-2010	2010-2011
MANPOWER (DAYS)			
Educational Developer	240	240	240
Faculty permanent and term	111	269	315
Casual Faculty	216	216	216
CID Team (includes inst designer)	237	240	355
Allowance and Benefits	17%	17%	17%
TOTAL MANPOWER DAYS	804	965	1103
TOTAL FACULTY SALARIES	\$ 122,379.75	\$ 181,511.25	\$ 198,727.00
SUPPLIES and SERVICES			
Conference Registrations	\$ 1,200.00	\$ 1,500.00	\$ 1,800.00
Hosting	\$ 5,450.00	\$ 7,250.00	\$ 8,300.00
Memberships	\$ 1,200.00	\$ 1,425.00	\$ 1,425.00
Printing Ed Resources	\$ 4,800.00	\$ 4,850.00	\$ 4,900.00
Promotional Materials	\$ 980.00	\$ 400.00	\$ 200.00
Teaching Supplies	\$ 1,700.00	\$ 1,500.00	\$ 1,200.00
Textbooks & Subscriptions	\$ 3,246.00	\$ 5,646.00	\$ 5,280.00
Travel & Accommodation	\$ 8,050.00	\$ 9,000.00	\$ 7,000.00
EQUIPMENT			
AV Equipment	\$ 1,473.00		
Office Equipment	\$ 1,300.00		
SUB TOTAL SUPPLIES & SERV	\$ 29,399.00	\$ 31,571.00	\$ 30,105.00
TOTAL SALARIES & SS	\$ 151,778.75	\$ 213,082.25	\$ 228,832.00
MANPOWER DAYS			
Wilson = FT educational developer			
Perm faculty in programs = 111 to 315			
Casual faculty in programs = 216			
CID Team Support:			
Ens FT (CID) = 120 to 180 to 240			
Erickson = 50 days			
Levesque = 30 days			
Kram = 10 days			
Jenkins = 20 days			
McIntosh = 5 days			
Stroeder = 2 days			
TRAVEL for CONFERENCES			
Related to Applied Research presentations + Conf locations			
MARKETING			
Includes advertising, raising awareness			
HOSTING			
Creating a pleasant learning environment for dedicated faculty			
NOTE: Salaries based upon 7.5 hr day @ \$49.90 per hour			

Recommendations

The following recommendations are made in consideration of NorQuest College's size, existing structure, and future opportunities. These recommendations are also made with high regard for the faculty who work here now and those who will be attracted to NorQuest in the future. The recommendations consider the administrative processes and the funding that needs to be in place in order for this plan for the development of faculty to proceed.

Recommendation #1

That NorQuest College locate its faculty development activities within the current structure of the Centre for Innovation and Development (CID) within the Division of Learning Resource Services.

Recommendation #2

That NorQuest College become more strategic and equitable in its faculty development practices by adopting a centralized plan for faculty development and designating a faculty member as the champion/coordinator of that plan.

Recommendation #3

That NorQuest College set aside a certain amount of its budget for the development of faculty. Further, that this amount be a percentage based upon the total amount allocated to faculty salaries.

Recommendation #4

That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to centralized funding of faculty development.

Recommendation #5

That NorQuest College adopt a multi-dimensional plan for faculty development that promotes learning for faculty at all stages of their career, is respectful of the diversity amongst faculty members, and situates every faculty member as a learner with all programs and services as adult learning opportunities.

Recommendation #6

That NorQuest College regularly conduct needs assessment surveys to determine the learning needs of its faculty. Further, that the College continuously evaluate the effectiveness of all faculty development programs and services that it supports.

Recommendation #7

That NorQuest College work to build a learning organization by aligning its policy documents with its evaluation practices. Further, that faculty evaluation policy documents be modified to encourage excellence in teaching.

Recommendation #8

That NorQuest College encourage, recognize, and reward faculty learning through the implementation of a learning index that connects learning to the evaluation system within the College. Further, that this learning index be designed in consideration of the Canadian Council on Learning's Composite Learning Index (CLI) and the University of Sydney's Scholarship Index.

Recommendation #9

That a multi-disciplinary, multi-levelled task force be formed to make recommendations with respect to an incentive system for life-long learning within NorQuest College.

Recommendation #10

That a multi-disciplinary, multi-levelled advisory committee of faculty be formed to guide future faculty development work within NorQuest College.

The Development Process – A Phased Approach to Implementation

A phased approach to the implementation of this multi-dimensional plan for faculty development would allow time to engage faculty and earn credibility for the programs and services being promoted.

Phase I – Building Capacity (September 2008-August 2009)

In Phase I, the key objectives will be to:

1. market and promote faculty development throughout the College,
2. implement the foundational programs for newly hired faculty; and
3. build the peer mentoring program.

Specific initiatives at this Phase are detailed in the previous section under the timeline for each of the aspects of faculty development.

Phase 2 – Implementation and Evaluation (September 2009 to August 2010)

In Phase 2, the key objectives will be to:

1. promote faculty development,
2. continue recruitment of faculty based on succession planning needs; and
3. proceed with strategic planning in the area.

The details of initiatives at this Phase are found in the timeline for each component of the faculty development plan.

Phase 3 – Building a Learning Organization (September 2010 to August 2011)

In Phase 3 the key objectives will be to launch and evaluate a Learning Index system for NorQuest College.

All initiatives in this Phase will support the cultural shift within the College toward a learning organization. Details of this initiative will be influenced by the work done by the task force and faculty development steering committees.

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Web Resources

[Kwantlen University Polytech](#), Centre for Academic Growth

[Lakeland College](#), Professional Development

[MacEwan College](#), Faculty Development

[Monash University, Australia](#), Learning and Teaching Plan 2003-2005

[Mount Royal College](#), Academic Development Centre

[Simon Fraser University](#), Learning and Instructional Development Centre

[University of Alberta](#), University Teaching Services

[University of Arizona](#), Center for Learning & Teaching Excellence

[University of British Columbia](#), Centre for Teaching & Academic Growth (TAG)

[University of Guelph](#), Teaching Support Services

[University of North Carolina Chapel Hill](#), Center for Teaching and Learning

[University of Regina](#), *Tips for New Faculty*

[University of Southern Australia](#), Flexible Learning Centre

[University of Toronto](#), Office of Teaching Advancement

[University of Victoria](#), Learning & Teaching Centre

[University of Winnipeg](#), Centre for Innovation in Teaching & Learning

[Online Newsletter](#), *Online Classrooms*, Magna Publishing (PDF, March 2004)

[Online Newsletter](#), *The Teaching Professor*, Magna Publishing (PDF, March 2004)

[Carnegie Foundation for Education](#)

[Educational Developers Caucus \(EDC\)](#)

[Society for Teaching and Learning in Higher Education \(STLHE\)](#)

[Canadian Council on Learning, Composite Learning Index \(CLI\)](#)

Needs Assessment Survey

Purpose:

To derive information and perceptions of teaching values, as a guide to make policy and program decisions, a needs assessment survey was sent online to 296 NorQuest faculty and 35 others who teach including instructional assistants, librarians, and counsellors (N = 331). The survey ran from March 10 to 20, 2008. A total of 161 surveys were returned for a 46% response rate (95% confidence interval).

Respondents:	%	N
Permanent faculty	52%	83
Term faculty	23%	37
Casual faculty	11%	18
Instructional assistants	9%	15
Other	6%	9

[Other includes: coordinator/manager/consultant/contract worker/substitute instructor]

Key Findings	Implications
Respondents clearly defined effective teaching.	<ul style="list-style-type: none"> NorQuest College has a strong culture for teaching. Faculty understanding of teaching excellence could be used as a foundation for Code of Ethics for Teaching at NorQuest and criteria for a NorQuest teaching award.
One third of respondents indicated that their understanding of teaching and learners and learning was not strong.	<ul style="list-style-type: none"> There is not a strong culture for learning at NorQuest. There is a great deal of work to do with faculty in building their understanding and confidence around teaching and learning. The curriculum for faculty educational activities could be derived from suggestions within this needs assessment survey.
<ul style="list-style-type: none"> 70% of respondents identified a need for workshops and seminars around teaching and learning. 62% identified a need for technology training. 	There is significant interest and an identified need to learn.
Respondents endorsed multiple methods for measuring the quality of teaching which supports research on faculty evaluation.	More than one indicator is needed to judge teaching effectiveness.
Student success motivates faculty and lies at the heart of their satisfaction with their teaching role.	<ul style="list-style-type: none"> The stories of rewarding teaching experiences could be celebrated within the College. Respect and value for teaching needs to be promoted.

Interviews and Focus Groups

Purpose:

To derive information and perceptions on teaching and learning at NorQuest, and to provide insight into the needs assessment survey data, focus groups and interviews were conducted from March through May, 2008. A random sample of faculty and others who teach were invited to share in this way while some interviews were directed at key administrators (President, Deans, Strategic Planner, etc). In total, 27 interviews and 11 focus groups have been conducted to date.

Respondents:	Interviews	Focus Groups
Academic Enrolment Planning	1	2
Academics for Careers & Employment	3	2
Business & Industry Careers	4	1
Health & Human Service Careers	6	1
Language Training & Adult Literacy	4	1
Learning Resource Services	3	3
Administrators	5	0
Student Groups	1	1

Key Findings	Implications
<ul style="list-style-type: none"> The teaching responsibilities of faculty (and others who teach) at NorQuest are diverse. Those who teach keep refreshed/current in diverse ways and most self-identify as experiential learners who are intrinsically motivated. 	Any educational interventions planned for faculty must be strategic, embrace the diversity of learning needs, and must be designed with the busy experiential learner in mind.
TIME and SPACE were identified as the biggest challenges faculty face when working with students and one another.	<ul style="list-style-type: none"> The timing and location of educational interventions must be given careful consideration. Faculty need flexibility within their work day to accommodate their learning needs.
Excellent faculty development activities, including ISW workshops, newsletter publications, and technology training, have been offered in the past but discontinued due to lack of faculty participation (release time issue).	To successfully change the current culture at NorQuest, incentives for faculty to participate in faculty development activities need to be developed and linked to annual performance reviews.
The allotment of \$300 per faculty member for professional development is insufficient to support learning in a meaningful or strategic way.	Professional development allotments should be reconsidered in light of evidence of their failing effectiveness.

Appendix B: Needs Assessment

Key Findings	Implications
<ul style="list-style-type: none"> • Few instructors share information about teaching and learning across disciplines. • In some areas within the College there is fear and little to no trust among faculty. 	<ul style="list-style-type: none"> • Learning communities need to be encouraged. • A peer mentoring program for instructors must be formative, cross-disciplinary, confidential, and should involve formal training.
The Faculty Association requires time to develop its leadership capacity before becoming involved with faculty development.	Advocacy for faculty development resides with College administration.
Classroom observations of teaching are summative and not practised regularly.	Classroom observations should be undertaken by faculty who are trained in pedagogy and appreciative inquiry, and must be formative.
Students have expectations for good teaching that are mirror images of faculty definitions of good teaching with confidence a reoccurring theme.	Educational interventions planned for faculty should reinforce college-wide learning outcomes as alignment has been shown to enhance learning.

Policy Document Review

Purpose:

A review of existing and developing policy documents for NorQuest College was undertaken to determine how best to situate a model for faculty development that is in harmony with current policy and practice.

Reviewed Documents Included:

Faculty Growth and Evaluation at NorQuest College: Professional Development Action Plan (1999)
 Outcomes Based Education at NorQuest College: Curriculum Developer's Guide (2002)
 Standard Practice 7:21: Code of Ethics (2006)
 Performance Management at NorQuest College: Partners in Performance (P.I.P.) (2007)
 NorQuest Environmental Scan Key Findings (2008)

Key Findings	Implications
<ul style="list-style-type: none"> • The Faculty Growth and Evaluation document: • encourages self-assessment that is list driven • observation reports encourage mediocrity in teaching, not teaching excellence • form design limits growth by not giving responsibility to the learner (in this case the faculty member) 	<ul style="list-style-type: none"> • The teaching dossier is a professional document that provides a framework for self-assessment and there is ample evidence that such documentation improves student learning. • If faculty are encouraged to be satisfactory, they will only strive to be so and not aim for excellence. • Being done 'to' a faculty member rather than being done 'with' a faculty member can impact job satisfaction (retention).
<p>Outcomes Based Education document:</p> <ul style="list-style-type: none"> • Still a leading-edge document 	<p>All new hires to NorQuest, as well as existing faculty, need education to assist them with the transition to outcomes-based education.</p>
<p>Code of Ethics document:</p> <ul style="list-style-type: none"> • There are no ethical guidelines that define faculty responsibility in their role as teachers. 	<p>No guidance or a College standard for:</p> <ul style="list-style-type: none"> • Content competence • Pedagogical competence • Dealing with sensitive issues • Student development • Dual relationships with students (a form of conflict of interest) • Confidentiality of student information • Respect for colleagues • Valid assessment of students • NorQuest students and faculty could be at risk.
<p>Performance Management at NorQuest (P.I.P.) document:</p> <ul style="list-style-type: none"> • Encourages partnership with employer, allows for true growth, and encourages exceptional performance 	<p>If applied uniformly throughout the College, this could positively impact the climate for working and learning (College culture)</p>

Inventory of Post-Secondary Institutions

Purpose:

To determine the administrative structure, funding, programs, services, and evaluation practices, fifteen post-secondary institutions in Alberta, British Columbia, and Ontario were surveyed and data collected on faculty development within their institutions. To position NorQuest strategically and to design a model of faculty development that is sustainable, it is critical to be aware of the best practices of others.

Inventoried Institutions:

Community Colleges: Bow Valley, Alberta
 Fanshawe, Ontario
 Lethbridge, Alberta
 NorQuest, Alberta
 Red Deer, Alberta

University Colleges: Kwantlen, BC (new designation Polytechnic University)
 MacEwan, Alberta
 Malaspina, BC (new designation University of Vancouver Island)
 Mount Royal, Alberta

Technical Institutes: NAIT, Alberta
 SAIT Polytechnic, Alberta

Research University: University of Alberta

Consulted Institutions:

Ryerson University
 University of British Columbia
 University of Windsor

Key Findings	Implications
Four institutions use formulae to determine the amount of money that is reinvested in their faculty for development. By calculating the total amount paid out in faculty salaries, and taking a % of that number, funds are set aside to build capacity and renew and refresh faculty.	If NorQuest restructured its budget according to the 'college formula' it could become more strategic in developing capacity for change and growth within the institution. This would also impact the recruitment and retention of faculty.
All institutions reported mandatory training for new faculty ranging from 4 days (with a 3 year followup) to three weeks. Colleges and Technical Institutes monitored the process through fac dev area.	NorQuest is morally responsible to its students and staff to set standards for teaching and curriculum reform. All new faculty (including casual) should receive support prior to their teaching assignment.
These interviews, plus conversations on the Educational Developers List serve (STLHE constituency), indicate that faculty across Canada are not attending 'one-off' workshops and seminars.	Educational interventions should be strategic and aligned with the evaluation practices of the College.
Centres/units of faculty development are managed by faculty who are active teachers.	While the head of any faculty development unit is a catalyst for change around teaching and learning, the real energy driving the development of faculty must be faculty themselves.
Faculty development centres have not always evolved in harmony with areas of technical expertise, and a tension has developed between teaching and technology.	Faculty development at NorQuest should proceed in a collaborative manner with its educational technology area.

Foundational Programs

The environmental scan undertaken in April 2008 examined the faculty development practices at 15 post-secondary institutions in Alberta, B.C. and Ontario. NorQuest College was the only institution amongst those studied that did not have any programs or workshops in place to orient new faculty to their teaching roles and responsibilities within the College. This fact, coupled with an estimated 50% turnover rate for faculty over the next five years (D. Ganter, personal conversation), leaves the College vulnerable in the areas of faculty recruitment and retention and student learning.

The needs assessment survey undertaken in March 2008 indicated that NorQuest faculty were not confident in their understanding of teaching and learning and they wanted more support for their teaching. Research into faculty roles has found that the modern college instructor must perform at a professional level in a variety of roles that require expertise and skills in areas that often extend beyond the faculty member's specific area of disciplinary expertise (CEDA, 2008). Faculty who are unprepared for their role as a teacher are more likely to lack confidence in their work, which can result in anxiety and impact teaching productivity (Gappa, Austin, and Trice, 2007). McKeachie (1997) links weak teaching skills to student learning: "student learning is heavily influenced by the degree to which students perceive the teacher to be competent, comfortable, and committed to their learning" (p. 69). Ensuring that all newly hired faculty have adequate preparation to teach is also a form of risk management.

The goal of foundational programs within the faculty development plan is to develop capacity/expertise and confidence amongst those new to teaching by providing three programs that establish standards for teaching, learning, and teaching with technology within NorQuest College.

A brief description of the three programs follows:

❖ Learning-Centred Teaching at NorQuest College (LCT)

The Learning-Centered Teaching (LCT) Course is an intensive four-day learning experience that is followed with monthly sessions during the first year of an instructor's relationship with the students at NorQuest College.

The Learning-Centered Teaching Course is designed to provide a framework for teaching that encourages NorQuest students to take a deep approach to their learning. The course will also orient **new faculty** to the programs and services at NorQuest College that support learning. Instructors will receive a pre-course questionnaire prior to their participation in the course.

Over the initial four days of the course, faculty will examine course content and identify and explain the intended outcomes of their courses to their peers. They will learn about and make informed choices regarding instructional methods to increase student engagement and learning. Additionally, faculty will learn to design ways of assessing learning that are congruent with the intended outcomes that they had previously

identified. Instructors will also learn about appropriate strategies to build a sense of community in their courses, and ways to give and receive feedback so that the course stays on track and students feel supported. As a result of this participation, instructors will be able to apply learner-centered principles to other courses.

During the monthly sessions that follow the initial course offering, instructors will have the opportunity to learn more about teaching and learning at NorQuest College.

NOTE: The Learning-Centred Teaching at NorQuest College program is designed to dovetail with the new day-long Orientation to NorQuest being hosted by Human Resources.

Instructional Skills Workshop (ISW)

The Instructional Skills Workshop (ISW), an intensive three-day educational intervention, is a laboratory approach to the improvement of teaching and learning and will target all **casual** instructors at NorQuest College. The ISW is facilitated *by people who teach, for people who teach*. Participants review basic ideas about teaching, check current practices, and are encouraged to try new instructional strategies and techniques within the safe environment of the group. The ISW and its follow-up sessions include information on teaching skills, learner needs, and other teaching and learning themes that arise in learning environments.

The ISW is a developmental educational activity and is a peer process. It is collaboration between facilitators and participants that is grounded in active, experiential learning, and based on principles of learning-centred instruction. The ISW raises awareness of and sensitivity to some of the many dimensions of diversity and explores how to help learners benefit from opportunities presented in diverse classrooms. The ISW engenders competence and confidence as an instructor.

Teaching With Technology (TwT)

The Teaching with Technology (TwT) program is an intensive five-day learning experience that is offered to **all those who teach** at NorQuest College. Follow-up to the five day experience will involve a virtual classroom visit and technology consultation by a peer mentor.

The TwT program is designed to provide a framework for teaching with technology in different learning contexts including face-to-face, hybrid, and distance environments. The course will also orient new instructors to NorQuest College's learning platform and available technological programs that support student learning. Instructors will receive a pre-course questionnaire prior to their participation in the program.

During the TwT program of study, instructors will learn about appropriate strategies to build a sense of community in their courses, and ways to give and receive feedback so that the course stays on track and students feel supported. Asynchronous and synchronous activities will be explored.