

Instructional Development Centre

IDC

1992-1998



Queen's
UNIVERSITY AT KINGSTON

September 1, 1999

Dear Colleague:

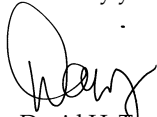
In 1989 I chaired a Principal's Advisory Committee on Instructional Development to examine the various approaches to educational development in use across North America and to advise whether Queen's would benefit by the establishment of a teaching and learning centre. After an extensive review of initiatives elsewhere we recommended the establishment of an Instructional Development Centre with the goals of enhancing teaching effectiveness and quality through both curriculum and teaching skills development. The Senate endorsed that recommendation, and the IDC came into existence in 1992, with Dr. Christopher Knapper as first Director. Shortly afterwards an endowment was established to provide financial support for the centre, to which Queen's students contributed \$750,000 – the largest student donation ever made to a centre of this sort.

The original terms of reference for the IDC called for a comprehensive review of its accomplishments after the first five years, and this review took place in 1998-99. It involved a major self-study by the Centre staff and an appraisal by two outside experts: Dr. Alan Wright of Dalhousie and Dr. Cynthia Weston of McGill. They visited Queen's in early 1999 and met with a broad cross-section of the university community, including faculty, staff, administrators, and students. The present report comprises the original self-study document along with extracts from the external consultants' report. Although these documents were originally written for internal use, they merit wider circulation as evidence of the IDC's accomplishments and its impact on the quality of teaching and learning at Queen's.

With a permanent full-time staff of just three, the IDC has achieved a great deal. It offers a wide range of programs, which are well attended and highly rated. A majority of faculty at Queen's have had contact with the IDC in some form or other, and there is tangible evidence, documented in the pages that follow, that teaching and learning has been enhanced since the IDC began its work. The report of the external appraisers is a tribute not only to the favourable impact of the IDC within the Queen's community but also of its national and international reputation.

I am delighted at the endorsement of the IDC by the community and I have no doubt that its work in the future will continue to make major contributions to the high quality of teaching and learning which is a hallmark of this university.

Sincerely yours,



David H. Turpin
Vice-Principal (Academic)

THE Instructional Development Centre opened in January 1992 after Senate endorsed the recommendation of a Principal's Task Force to establish a unit that would enhance teaching effectiveness and learning satisfaction at Queen's. This was to be done through a variety of programs and services, including:

- Orientation to teaching for new faculty;
- Seminars and workshops;
- Training in teaching for teaching assistants;
- Consultation on teaching for individual professors; and
- Advice on curriculum planning and review.

Christopher Knapper of the University of Waterloo became the first Director in January 1992 and was joined by Susan Wilcox from Brock University in September of that year.

BUDGET AND STAFFING

INITIAL funding of \$452,000 was provided by the Ontario Government under its program adjustment scheme. And as part of its contribution to the university's capital campaign, Queen's students contributed \$750,000 as an endowment: the largest gift ever made by students to a program of this sort anywhere in the world.

Supplemented by some other smaller donations, the value of the endowment is now over \$1 million, and income from this fund covers the IDC's operating budget with the exception of staff salaries. The balance of the budget comes from Queen's operating funds. In addition the IDC generates some outside income – for example by a contract with RMC to provide consultation services and through sales of its publications. The current annual budget is \$245,000.

There are three permanent staff members: Director, Christopher Knapper, Adviser on Teaching and Learning, Susan Wilcox, and Administrative Secretary, Sandra Meikle. Christopher Knapper is also Professor of Psychology and Susan Wilcox Associate Professor of Education, though their salaries come entirely from the IDC budget. Mark Weisberg, Professor of Law, has acted as Faculty Associate in the IDC since 1993. He is paid a stipend equivalent to

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one full course. An arrangement has recently been made with the Faculty of Applied Science to share the costs of a second faculty associate, Dr. Vicki Remenda, who will work on a number of curriculum development projects within her home Faculty as well as helping with general IDC programs. Since 1995 the Centre has employed two graduate students as Teaching Assistant Associates. They each hold a year-long, part-time teaching assistantship, paid for by the School of Graduate Studies, and have responsibilities relating to training of teaching assistants throughout the university. In addition to these ongoing appointments, the IDC has had a number of visitors who have been attached to the centre to work on specific projects, sometime as unpaid "interns", sometimes colleagues from abroad who wish to spend part of a leave at Queen's. Most of these individuals have contributed to IDC programs through offering workshops or developing publications.

GOALS AND MISSION

THE recommendations of the task force provided the initial broad mandate for the IDC, and still guide our work. In the report of its first year's activities the IDC articulated more clearly its approach to instructional development as involving "consultation, collaboration, and partnerships with existing academic units ... The working method of the Centre is to help clients (faculty, departments, committees) define and clarify their own pedagogical issues and problems, and to help offer a range of useful and pragmatic solutions."

In the summer of 1993 the Centre undertook a strategic planning exercise, guided by a small team from the IDC Advisory Council that comprised students, faculty, and IDC staff, and in Spring 1994 the Council approved the following mission statement:

... the IDC will act as an instructional consultant to the university and serve, where necessary, as a change agent.

The mission of the Instructional Development Centre is to enhance the quality of learning at Queen's by encouraging university policies and practices that promote good teaching and by providing services to support the instructional development initiatives of Queen's teachers.

In pursuit of these aims, the IDC will act as an instructional consultant to the university and serve, where necessary, as a change agent. The Centre will:

- Offer a place where teachers can meet to share ideas about teaching and learning;
- Build networks of support for teachers and their development initiatives;
- Make expertise and resources available, especially with respect to alternative instructional approaches;
- Articulate a vision of effective teaching for the entire Queen's community;
- Encourage teachers to take responsibility for their own professional development;
- Ensure that the services of the Centre are available to all teachers at Queen's, and are seen as an integral part of the work of the university.

In addition five "key result areas" (strategic objectives) were identified to guide the work of the IDC. These included **advocacy** (developing awareness of the IDC and of teaching and learning issues, shaping the university's teaching climate); **teaching improvement** (including teaching innovation, curriculum development, and encouragement of reflective practice); **teaching accountability** (e.g. through evaluation and documentation of teaching); **development of a teaching community** (through involvement of the Queen's community and encouraging teacher empowerment for change); and **IDC resource management** (staffing, financing, fundraising, etc.).

PARTNERSHIPS

SINCE the IDC is a very small unit and its potential clientele very large, wherever possible we have tried to work in collaboration with other units at Queen's and elsewhere. From its inception the IDC has collaborated with the **School of Graduate Studies** on issues related to teaching assistants. IDC staff played a key role in developing the policy for training and evaluation of teaching assistants, and the SGS pays for the cost of our two teaching assistant associates and for the graduate course (SGS 901) on teaching and learning in higher education.

Another important partner has been **Information Technology Services**. The IDC played a key role in the committee that recommended establishment of

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1 A group of faculty who are temporarily released from some regular duties to act as consultants on use of educational technology at Queen's.

the Learning Technology Unit, and we have been heavily involved in guiding the work of that unit and the learning technology faculty associates,¹ though the financial costs are entirely the responsibility of ITS. Joint initiatives have included workshops and short courses on educational technology plus the very successful annual Technology and Education Days.

In many other cases the IDC has worked in partnership with Faculties, departments, or committees. Examples include the Teaching 101 initiative for the Faculty of Applied Science, development of the QUEST evaluation system for the SCAD committee on evaluation of teaching, preparation of criteria for effective teaching and evaluation for the SCAD subcommittee on teaching performance, and organisation of the annual orientation for new faculty on behalf of the Principal's Office. We have also undertaken many other joint initiatives with individual departments to provide workshops, training sessions, briefings, and consultation on teaching and learning issues.

One university-wide example of partnership is the **Teacher-Scholar Network (TSN)**, a small interdisciplinary network of faculty members who are interested in teaching and willing to explore some aspects of teaching and learning in an ongoing way. Since it was first formed in 1995, network members have met approximately twenty times (about six times a year), over lunch on Friday afternoons. The TSN has successfully brought together a mix of people, with different backgrounds, perspectives and experiences, to work seriously on teaching matters of deep interest to them. Network members Christine Collier (Pathology) and Susan Wilcox (IDC) presented a paper on their TSN experiences at an international conference on teacher development at Herstmonceux International Study Centre in August 1998.

WORKSHOPS AND COURSES

BETWEEN January 1992 and September 1998 the IDC offered 115 workshops, seminars and short courses, with total registrations of 3,394. Attendance ranged from a low of four people to a high of 165, with a mean of 34. These events varied widely, from short seminars to intensive two-day and week-long

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programs. Nearly all events were presented or facilitated by individuals from the IDC or the wider Queen's community (the main exceptions have been the annual Cross-Faculty Teaching Forums, which are funded from a separate budget and usually led by an educational expert from elsewhere). It is a source of some pride that over 120 Queen's faculty and staff have led IDC-sponsored workshops and seminars. Participants frequently comment that they especially appreciate hearing about teaching and learning issues from colleagues who are also practising teachers at Queen's. They also mention the value of interacting with colleagues from across the university whom they otherwise might not have the opportunity to meet.

Nearly all workshops were evaluated by those attending, and the overall median rating of satisfaction is 4.3 on a 5-point scale. It is clear that response to the workshops from participants has been extremely positive and we frequently encounter individuals who can point to specific changes in courses and teaching methods as a result of attending a workshop or course. Because of the large numbers involved, we have not attempted to examine the breakdown by faculty or rank of those participating in workshops. However, we did undertake an analysis of people attending the Fall and Winter Teaching Series in 1992/93, and it showed that participants were

broadly representative of the Queen's community as a whole, with 38% from Arts and Science (10% Social Sciences, 14% Natural Sciences, 14% Humanities and Fine Arts), 31% from Health Sciences, 13% from Applied Science, 10% from Business, 5% from Education, and 3% from Law. Over 95% of participants were faculty members, the remainder TAs and staff.

INDIVIDUAL CONSULTATIONS

IDC STAFF are available to provide individual consultation on teaching with faculty members who are encountering problems or who wish to make changes and improvements in their courses. In the past six years approximately 230 individuals from 52 academic departments or schools have sought personal consultations. Of these, 152 were faculty in tenurable ranks: 57 Professors (38%), 49 Associate Professors (32%), and 46 Assistant Professors (30%). A further 44 held other positions, such as Lecturer, Instructor, Adjunct, etc., and the remainder were graduate students teaching a course, and a few non-academic staff. By gender, 98 (43%) of the whole group were

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Table 1
Individual consultations with IDC staff by faculty holding tenure-track appointments

| FACULTY/DIVISION | Gender | | Rank | | |
|--------------------------------|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|
| | Male | Female | Professor | Associate | Assistant |
| Applied Science | 18 (77) | 7 (7) | 8 (48) | 9 (27) | 8 (9) |
| Arts and Science: | | | | | |
| Humanities/Fine Arts/Languages | 16 (87) | 12 (56) | 11 (51) | 9 (53) | 8 (39) |
| Social Sciences | 16 (99) | 3 (31) | 9 (70) | 6 (30) | 4 (30) |
| Physical Sciences | 25 (123) | 9 (20) | 18 (82) | 11 (44) | 5 (17) |
| Business | 5 (34) | - (12) | 3 (23) | - (16) | 2 (7) |
| Education | 2 (23) | 1 (15) | - (6) | 2 (18) | 1 (14) |
| Graduate Studies | 2 (13) | - (3) | - (6) | 1 (5) | 1 (5) |
| Health Sciences | 11 (54 ²) | 19 (32 ²) | 5 (37 ²) | 10 (29 ²) | 15 (20 ²) |
| Law | 2 (17) | 4 (6) | 3 (17) | 1 (4) | 2 (2) |
| TOTAL | 97 (527) | 55 (182) | 57 (340) | 49 (226) | 46 (143) |

2 excludes clinical departments

female and 131 (57%) were male; for those in tenurable ranks 55 (36%) were female and 97 (64%) were male. Overall, 119 individuals were from Arts and Science (42 from Humanities, Languages and Fine Arts, 47 from Physical Sciences, and 30 from Social Sciences), 42 from Health Sciences, 29 from Applied Science, 11 from Business, 9 from Law, 4 from Graduate Studies, 3 from Education, and the remaining 12 were unaffiliated with any Faculty.

Table 1 shows the number of individual consultations (excluding brief telephone consultations) from 1992 to 1998, organized by gender, rank, and Faculty. Data from Arts and Science have been further subdivided into Social Sciences, Natural Sciences, and a group that comprises Humanities, Fine Arts, and Languages. Figures in parenthesis show numbers of academic staff for the university as whole as of September 1998, but excluding faculty with clinical appointments. The data in the table reveal that those seeking consultation came from all Faculties and divisions, that a larger proportion of women faculty (30%) sought consultation than did men (18%), and that, proportionate to their numbers at Queen's, junior faculty were more likely to seek advice than their more senior colleagues.

In many cases these consultations have had a major impact on teaching for both the individual and the department concerned. For example, we have been able to assist many faculty teaching large-enrolment core courses, where teaching quality has important implications for student learning, student satisfaction, and student attrition.

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Other consultations may be quite short and involve a request for information or reading material relating to a very specific teaching need.

Reasons for seeking assistance vary considerably, but a large number of faculty ask for help in using new teaching methods that they have heard about but are unsure how to implement, or seek to improve their teaching performance, often following a student evaluation. Other common requests include assistance with preparing a teaching dossier, help with designing or redesigning a course, and advice on use of educational technology. Consultations involve meeting with the individual (often on an ongoing basis), review of relevant course materials (course outlines and syllabus, assignments and exams,

results from student evaluations), classroom visits (again, often more than once), and sometimes meeting with groups of students from the class to obtain their perceptions of strengths and areas for improvement. In many cases such improvement can be dramatic and there are instances of very negatively rated teachers who, following consultation with the IDC, have won teaching awards.

LIBRARY AND DATABASE

THE IDC has a library of about 3000 books, articles, and videos on teaching and learning in higher education. All bibliographic details, including abstracts in most cases, are maintained on a database that is accessible on the World Wide Web (<http://130.15.161.15/idc/webqbe.htm>). Faculty can seek out material on particular topics or print out tailor-made bibliographies, and each year several hundred items are loaned or copied for teachers at Queen's. A large part of the IDC library is cross-listed in the university's main library catalogue.

PUBLICATIONS

THE IDC issues a wide range of publications, many of them short documents for internal use, such as bibliographies, guidelines, case studies and check-lists on different teaching approaches. There are also more formal publications which are distributed both at Queen's and available for sale externally. These include our very popular *Handbook for Teaching Assistants* and *Teaching Assistant Orientation Training Manual*, and *Preparing a Teaching Dossier*. In 1997, the IDC acquired the rights to the *Teaching More Students* publications and workshops, originally developed by the Oxford Centre for Staff Development, which we adapted for Canadian use and have licensed for use in other Canadian institutions.

In addition to publications issued by the IDC, our staff are frequent contributors to other Queen's publications, for example through our monthly column on teaching issues in the *Gazette*.

CURRICULUM DEVELOPMENT

THE IDC is one of the few such centres in the country to have curriculum development as a central part of its mandate. This was a central recommendation of the original task force, which believed that instructional development should include con-

cern with what is taught as well as teaching methods. A major curriculum initiative was launched in 1995 following the serious budget cuts imposed on the university, and with the aim of helping departments and faculties introduce program changes that would maintain quality in a time of severe resource constraints. The *Report on Principles and Priorities*, published in January 1996, recommended that "all units engage in the fundamental examination of their curriculum, and that resources to support curriculum development be made a priority", citing the IDC as one of principal resources to help with this process.

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Since curriculum decisions lie with the academic units, the role of the IDC is to act as facilitator and adviser. Typically this has involved sitting on curriculum review committees, facilitating curriculum planning retreats, conducting focus groups with key stakeholders about curriculum reform, and working with groups of faculty to plan new programs and courses. In addition the IDC has undertaken a number of university-wide initiatives relating to curriculum change. Examples include the *Teaching More Students* Series of workshops and publications, the annual Summer Institutes (week-long workshops on course planning), and the 1996 Cross-Faculty Teaching Forum on the theme "Putting Learning First". The latter involved a large cross-section of faculty and administrators who were considering appropriate curriculum change in the face of budget cuts and resource constraints. As a result of the forum a number of curriculum development projects were initiated, in many cases with funding from the appropriate dean. The IDC Web site (<http://www.queensu.ca/idc/innov/>) lists over 100 such projects.

TEACHING, PROFESSIONAL AND SCHOLARLY ACTIVITIES

GIVEN the mandate of the IDC, it is appropriate that all three academic staff members are regular teachers. Mark Weisberg is a full-time teacher in Law, and also a winner of the OCUFA teaching award (1994) and a 3M Teaching Fellowship (1995). Susan Wilcox regularly teaches a graduate course on adult education as well as the new graduate studies course on teaching and learning in higher

education (SGS 901). Christopher Knapper has taught the large undergraduate social psychology course and a fourth year course in environmental psychology. All three instructors have received extremely positive student evaluations for their teaching – among the highest in their respective units.

Staff maintain active scholarship in their discipline and publish regularly on instructional development in higher education. Christopher Knapper is co-editor of the *International Journal for Academic Development*, the major international journal in the field. We are in regular demand to give workshops and presentations on teaching and learning issues throughout Canada and abroad, and have served as consultants on a number of major projects outside Queen's. In fact the Queen's IDC is perhaps the best known Centre of its type in Canada through the scholarly and professional activities of its staff.

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Yet another contribution of IDC to research comes through supervision of graduate and undergraduate students, many of whom have undertaken projects that focussed on teaching and learning at Queen's. Topics include classroom interaction as a function of gender, faculty attitudes to student evaluation of teaching, effectiveness of problem-based learning in medical students' study methods, and links between teachers' attitudes, departmental learning climate, and student learning approaches.

TEACHING EVALUATION

TEACHING accountability is one of the five "key results areas" in the IDC's strategic plan, and we have been extensively involved in initiatives to document and evaluate teaching effectiveness at Queen's. For example, the IDC played a major role in the development of the QUEST teaching evaluation system that was introduced in 1995 to provide campus-wide evaluation of all undergraduate courses. Although the IDC is not responsible for the administration of QUEST, we acted as consultants to three committees involved with development and implementation of the system, and continue to play a role in monitoring QUEST's effectiveness and suggesting areas for improvement.

THE IDC'S MISSION: TO ENHANCE TEACHING AND LEARNING QUALITY AT QUEEN'S

Advocacy

Service on university committees (on teaching evaluation, Principal's Development Grants, curriculum planning, etc.)

Involvement of IDC staff in national or provincial instructional development activities (workshops, committee memberships, publications, etc.)

National and international consultancies by IDC staff

Promoting effective use of technology through Learning Technology Faculty Associates

Advice to committees on teaching policies

Executive briefings for department heads

Briefings for Board of Trustees, University Council, Alumni Affairs

Advice on preparing teaching award nominations

Links with other instructional development colleagues

Regular Gazette column on teaching issues

Stories about IDC and Queen's teaching in local, national, international media

IDC Web site

Teaching Improvement

Workshops, seminars, courses

Assistance with curriculum development

Publications

Graduate course on teaching (SGS 901)

Technology and Education Days

Individual consultations on teaching and learning

Resource library and database

Programs for teaching assistants

Summer institutes on curriculum development

Service on Committees to award curriculum and instructional development grants

Teaching Accountability

QUEST

Exit Poll

Development of statement on effective teaching at Queen's

"Preparing at Teaching Dossier" guide

Applied research (including student theses) on teaching and learning at Queen's

Development of a Teaching Community

Teacher-Scholar Network

Reception for teaching award winners

New faculty orientation

Collaborations with other units at Queen's (SGS, ITS, Library, etc.)

Coordinating Cross-Faculty Teaching Forums

Use of Queen's faculty / staff to facilitate workshops, courses

Work of Teaching Assistant Associates to communicate with TAs across the university

Resource Management

Sales of publications and rights to TMS booklets and workshops

RMC contract to provide instructional development services

IDC endowment

Cost-sharing with other units (SGS, ITS, Faculty of Applied Science)

Two staff from IDC were members of the SCAD Subcommittee on Teaching Performance which developed a statement on effective teaching at Queen's, largely based on documentation we provided. This committee also recommended adoption of the teaching dossier as a means of documenting teaching for tenure and promotion, and this was subsequently endorsed in the first collective agreement signed by the university and QUFA.

In 1998 the IDC published an 87-page guide on *Preparing a Teaching Dossier*, which has proved extremely popular with faculty: in its first year over 220 copies were distributed, mainly to individuals involved in preparing dossiers for the annual review process. In addition to helping document teaching for tenure and promotion the teaching dossier is also an important tool for critical reflection about teaching that can be a basis for change and improvement. The IDC strongly encourages the use of ongoing evaluation by faculty for self-improvement purposes and we have developed a variety of instruments for this purpose which are typically made available in the course of individual consultations with faculty.

A third initiative in which the IDC played an important role was the development of the annual exit poll which surveys all graduating students to obtain perceptions of the quality of their learning experience at Queen's. The poll has now been carried out for four years and has provoked considerable interest from students and academic departments. While student perceptions measured by the poll are generally quite positive, there are marked differences between different academic units, and this has led to some self-scrutiny about quality of teaching and learning, often leading to measurable improvements.

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PROGRAMS FOR TEACHING ASSISTANTS

A GREAT deal of undergraduate teaching at Queen's is done by TAs. The university employs 1200 teaching assistants who serve as lab demonstrators, exam and assignment markers, seminar leaders, and in some cases are in charge of whole course sections. In 1992 a committee established by the School of Graduate Studies made rec-

ommendations for the selection, training and evaluation of TAs that would ensure some form of quality control. Responsibility for preparation of TAs rests with the disciplines, and hence the IDC has initiated a number of programs to collaborate with individual departments in TA training. This includes helping departments plan and carry out training programs, advice on evaluation of TAs, and helping individual teaching assistants who request it. For example, each year the IDC offers an orientation for departmental representatives who run training programs, and we have also prepared a handbook for TA trainers that provides resources for a wide range of training exercises and activities.

The IDC employs two *teaching assistant associates*, funded by the School of Graduate Studies. In the past their work has involved carrying out a survey of training needs, organising workshops, and designing a Web site with resources for TAs. We have also published a comprehensive manual for teaching assistants that is available both in hard copy and on the Web. The manual is widely used at Queen's, is well known across Canada, and has been adapted for use in a number of other universities.

The graduate course on teaching and learning in higher education (SGS 901), while not exclusively tailored to the needs of TAs, provides a more intensive introduction to university pedagogy for graduate students who wish to enter teaching careers. This term-long credit course was created at the request of the School of Graduate Studies, and is one of only two such courses sponsored and funded directly by the School. The course is in high demand by graduate students and student evaluations have been extremely positive. Demand for the course is expected to grow as universities increasingly expect applicants for academic positions to have some background and experience in teaching.

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EVIDENCE FOR EFFECTIVENESS

THE RESOURCES of the IDC limit our ability to undertake longitudinal, controlled, empirical studies of the impact of our services on the quality of teaching and learning at Queen's. However,

there is considerable evidence of our effectiveness from a number of sources. Firstly, we can point to our engagement with a broad cross-section of Queen's faculty and teaching assistants through our workshops and seminars, individual consultations, publications, and library resources. The many hundreds of people who have made use of the centre have generally expressed great satisfaction with the services they have received, as documented in systematic evaluations (summarised above) and through more informal feedback.

While we are able to undertake only limited evaluative research of our own, we believe that our programs have a solid research and conceptual basis in the literature on instructional development. For example, Rust (1998)³ has provided empirical evidence for the effects of workshops on teaching innovation and improvement, and Ho (1998)⁴ has shown that instructional development courses do indeed change participants' conceptions of teaching and learning. Evidence from a number of studies⁵ has

Table 2
Quality of teaching at Queen's based on the annual exit poll

| Quality of the learning experience | 1994 | 1995 | 1996 | 1997 |
|--|-------------|-------------|-------------|-------------|
| Instructors took an active interest in my learning | 48.8 | 49.2 | 56.5 | 59.5 |
| Instructors were readily available outside of class | 63.1 | 62.7 | 66.7 | 68.8 |
| Instructors made an effort to check that students were understanding the material taught | 31.3 | 34.3 | 36.0 | 36.2 |
| Instructors provided helpful feedback | 40.9 | 41.8 | 44.8 | 46.8 |
| Instructors showed a positive attitude towards students | 62.8 | 65.0 | 66.1 | 71.9 |
| Instructors encouraged feedback from the class regarding their teaching | 37.2 | 42.2 | 43.7 | 46.4 |
| Teaching assistants were used appropriately | 33.5 | 35.5 | 36.6 | 35.6 |
| Class participation was actively encouraged | 57.2 | 56.8 | 59.4 | 61.8 |
| Assessment methods (exams and marking) were fair | 54.6 | 55.7 | 58.0 | 60.8 |
| Overall my learning experience was intellectually stimulating | 73.0 | 74.3 | 76.8 | 75.9 |
| Overall my learning experience has been enjoyable | 73.4 | 74.6 | 74.6 | 77.3 |
| Contribution of Queen's experience to skills development | 1994 | 1995 | 1996 | 1997 |
| Critical judgement | 71.4 | 72.7 | 73.5 | 73.1 |
| Creative thinking | 47.6 | 47.8 | 49.7 | 50.7 |
| Problem solving skills | 61.0 | 63.1 | 66.2 | 67.9 |
| Leadership skills | 49.4 | 49.0 | 53.8 | 56.4 |
| Ability to work independently | 72.5 | 74.1 | 77.1 | 76.3 |
| Ability to work well with others | 65.5 | 66.3 | 71.5 | 73.1 |
| Self-confidence | 59.5 | 60.5 | 63.1 | 63.9 |
| Desire for further education | 60.5 | 61.6 | 61.4 | 64.7 |

3 Rust, C. (1998). The impact of educational development workshops on teachers' practice. *International Journal for Academic Development*, 3, 72-80.

4 Ho, A. S. P. (1998). A conceptual change academic development programme: Effects as perceived by participants. *International Journal for Academic Development*, 3, 24-38.

5 See Murray, H. G. (1997). Does evaluation of teaching lead to improvement of teaching? *International Journal for Academic Development*, 2, 8-23.

shown that a combination of regular teaching evaluation and feedback from a professional consultant does produce improvement, and data from the University of Ottawa, based on over 200 consultations on teaching, indicate a significant increase in student perceptions of effectiveness following advice from a professional instructional developer⁶. In the case of beginning faculty such consultation can be especially effective. For example, Boice (1991)⁷ showed that new appointees who sought guidance from a professional developer at two major US universities had fewer teaching problems, used their time more effectively, were rated more highly by students, and were more productive with research.

At Queen's the annual exit polls have monitored student perceptions of teaching effectiveness and learning climate since 1994. Table 2 shows the percentage of students who endorsed a number of key statements about their experience with teaching. We have selected items that reflect aspects of teaching that are frequently stressed in IDC workshops and consultations, for example provision of helpful feedback to students, getting input from students as the class progresses, and using appropriate assessment

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methods. It can be seen that there is a steady improvement over the past four years for all questions. A similar improvement is shown for a variety of learning outcomes, summarised in the second part of the table.

While the overall trend is persuasive, there could of course be many explanations for the improvement. At the same time it seems to us significant that these changes in perceived quality of teaching and learning outcomes have continued since the establishment of the Instructional Development Centre.

NEXT STEPS

THE first six years for the Instructional Development Centre have been productive, successful, and enjoyable. Right from the beginning the reception for the IDC from the Queen's community was warm and encouraging. Our early events were

well attended and positively evaluated, and since then we have encountered virtually no public criticism of our activities and a good deal of praise and encouragement for our services and programs.

Although the IDC is proud of its accomplishments to date, circumstances have changed since we began our work. With the notable exception of the annual Cross-Faculty Teaching Forums, prior to 1992 there had been relatively few events devoted to instructional development. Many of the issues and ideas introduced at IDC workshops, seminars, and courses were quite new and attracted an audience of enthusiasts willing to listen, to learn, to reflect on their teaching, and try out new approaches.

... there is now a sizable group of teachers who have a sophisticated understanding of pedagogical issues and instructional development.

In 1999 that situation is substantially different. Although there are many faculty who still teach in quite traditional ways and some who may be uninterested in change, there is now a sizable group of teachers who have a sophisticated understanding of pedagogical issues and instructional development. They have successfully introduced new methods into their own courses (for example, teamwork, problem-based learning, technology-mediated teaching, case methods, and so on) and they have also worked on a broader scale to introduce curriculum innovation across whole programs. Furthermore, evidence from the exit poll and other sources, mentioned above, suggests that students see an improvement in the quality of teaching and learning at Queen's.

Future IDC services and programs must cater to a broad range of faculty: the knowledgeable teachers mentioned above, those who are just entering the profession with little or no background preparation in teaching methods, faculty who are beginning to re-think their teaching and would like to make changes, and skeptics who see no immediate reason to do things differently. This may involve abandoning some strategies that served us well in the past and targeting different constituencies more carefully. A major challenge will involve making use of the pedagogical expertise that is now available across the university without adding to the already heavy workload of these committed individuals.

6 Piccinin, S. How individual consultation affects teaching. In C. Knapper and S. Piccinin (Eds.). *Using consultants to improve teaching*. San Francisco. Jossey-Bass, 1999.

7 Boice, R. (1991). New faculty as teachers. *Journal of Higher Education*, 62, 151-173.

A number of other changing circumstances will inevitably affect our planning for the future. These include:

- diminishing financial resources and increasing class sizes;
- the creation of a faculty union which has changed procedures and jurisdiction relating to faculty teaching duties, particularly in the case of the documentation and evaluation of teaching effectiveness;
- increasing workloads and added pressure on faculty time to devote to teaching and instructional development;
- greater scrutiny by students of teaching quality and demands for greater accountability, partly as a result of a poorer job market and increasing costs of higher education;
- rapid advances in technology that affect teaching and learning, coupled with inadequate resources for provision of technological equipment and infrastructure.

In summary, teaching and learning at Queen's have changed since 1992, in part because of the influence

of the Instructional Development Centre, but also because of changing circumstances within the university and beyond. One advantage of a small unit like the IDC is that we have the flexibility to respond to new needs as they evolve, and this is demonstrated by numerous examples described in the preceding pages. We regard the present review process as an important means of assessing past achievements, checking present realities, and planning for future change based upon thoughtful input from the external reviewers and the broader Queen's community.

Following the review, we intend to undertake our second strategic planning exercise as a means of guiding the work of the IDC over the next five years, retaining and building on successful programs, while entertaining new directions that best match Queen's institutional priorities as we enter the third millennium. We take pride in the fact that the Instructional Development Centre is now an accepted part of the Queen's community. But we must take care not to become complacent or allow our work to be taken for granted.

EXTRACT from the external reviewers' report, March 1999

Cynthia B. Weston, Centre for University Teaching and Learning, McGill University

Alan Wright, Office of Instructional Development and Technology, Dalhousie University

On the IDC's origins

The Queen's University Instructional Development Centre was established in 1992. Since then it has developed a national and international reputation in the field of instructional and faculty development ... our impressions of a vibrant and vital Centre were confirmed during our visit and consultations.

... from the beginning, the IDC devoted energy both to helping individual faculty members enhance their teaching and to influencing the direction of academic programs and policies. The reviewers received ample evidence that the Centre has been active on both fronts and that it has accomplished a great deal in both areas of concern.

On developing a culture of teaching at Queen's

The IDC influences teaching practice at Queen's in many ways [and] goes beyond the traditional activities of the basic centre of its kind by influencing policy at the institutional level as well as perceptions towards university teaching ... legitimizing, in a sense, faculty interest in teaching enhancement, improved teaching practices, and striving for teaching excellence. The IDC can claim to have had a positive impact on faculty perceptions regarding university teaching and its place in the scheme of things. One way this is evident is through the strong recognition, respect, and accolades for the work of the IDC from across the University: from administrators, student government, and professors from a wide range of faculties. They said that the IDC is: "a great asset for Queen's", "invaluable", "an important icon of teaching", has made "profound contributions", and has had "an enormous impact on legitimizing teaching". As well, the IDC staff enjoy what they do, and faculty associates are drawn to the IDC because of the positive working environment.

... We were particularly impressed with the level of discourse about teaching evident in the stakeholders with whom we spoke. That there are so many individuals from so many constituencies knowledgeable and enthusiastic about teaching is positive indication that teaching is becoming a vital part of scholarship at Queen's.

On conceptual foundations for the IDC's work

The work of the IDC is driven by theoretical principles about teaching and learning that are well supported in the current literature ... The IDC operates on the principle that it is the learning experience of students that is of central importance and that teaching is important insofar as it contributes to and enhances learning.

On the IDC's range of services

The IDC offers a remarkable and impressive range of services for a centre of its size and resources, working to impact policy, programs, practice, and perceptions ... these activities, combined with the expertise and thoroughly professional approach of the IDC staff, have converged to have a positive influence on the perceptions about teaching at Queen's.

On the IDC's sphere of influence

Perhaps the most impressive aspect of our visit to Queen's was to witness the broad support enjoyed by the IDC across campus. Faculty and administrators from many different disciplines were unanimous in their recognition of the Centre's accomplishments. Student leaders and representatives were exceptionally knowledgeable and supportive of the Centre's work. Administrative support units as well as the faculty union had nothing but praise for the IDC.

On collaborations and partnerships

The IDC demonstrates excellent use of existing university resources to extend their reach; they have nurtured good relations with many other units and are experts at collaboration. The quality of their collaborations indicates that they have great skill in this area ... As well the IDC staff are a complementary and well balanced team – each bringing particular strengths and expertise to the IDC repertoire ... The benefits of a collaborative partnership approach to teaching development are many ... First, a partnerships model allows a small centre to accomplish more than would be possible from the full time staff alone ... Second, a partnerships model results in a more sustainable outcome, since the responsibility and ownership for teaching development are distributed throughout the university community and not seen as resting with a few people in a central instructional development centre.

On educational technology

Although technology is not central to the IDC's mandate, it has had close and effective collaboration with other units at Queen's that have complementary expertise, such as ITS and the Learning Technology Unit, to increase awareness and undertake initiatives related to the appropriate use of technology in teaching, and has contributed to a positive climate in this potentially contentious domain.

On increasing demands for IDC services

The good work of IDC has also created a snowball effect resulting in increased requests for service and consultation ... We are concerned with the impact of increasing demands on IDC staff ... It is also important to remember that IDC full-time staff have academic appointments ... It seems to us that the IDC staff surpass the expectations for both service (contributions to the university and community), and teaching (IDC activities, workshop, consultations, and courses).

Conclusions

The IDC is now well established nationally and is known internationally. To quote some members of the Queen's community whom we met while conducting this review, the IDC is regarded as "a great resource" ... "an infrastructure that supports what we do". The IDC "has made its presence felt" and has had "a profound and positive impact". Finally, IDC has helped make Queen's University "a place where teaching is valued" and has "given legitimacy to the enterprise of teaching".

... The Centre and its personnel should not be taken for granted. Queen's must ensure that the resources of the IDC are maintained and expanded ... The institution would do well to harness the resources of the IDC in overall efforts to adapt, innovate, and meet future challenges in teaching and learning.

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