Queen's University
Vice-Provost Teaching and Learning Review

Final Report and Recommendations
March 28, 2022

External Review Team

Simon Bates, Associate Provost, Teaching and Learning, University of British Columbia
John Doerksen, Acting Provost and Vice-President (Academic), Western University
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Purpose of the Review

Principal Patrick Deane and Provost and Vice-Principal (Academic) Mark Green have initiated an external review of the centralized teaching and learning portfolio at Queen's.

Dr. Klodiana Kolomitro has been appointed Associate Vice-Principal (Teaching and Learning) (AVPTL) for a one-year term, beginning July 1, 2021, to lead the teaching and learning portfolio while this review and the search for a new Vice-Provost (Teaching and Learning) (VPTL) are underway.

Scope of the Review

The external reviewers will consider a self-study report written by the Interim Associate Vice-Principal, Teaching and Learning (AVPTL), relevant background documents, and input from members of the community; meet with key stakeholders; and submit a report assessing the strengths of and opportunities in the teaching and learning portfolio.

The reviewers will consider the following areas:

1. What is and should be the breadth and scope of practice of the centralized teaching and learning portfolio, including the functions led in the Provost's Office and the Centre for Teaching and Learning?
2. What resources and structures do and should support the Vice-Provost Teaching and Learning (VPTL) portfolio and hold it accountable?
3. What is and should be the relationship of teaching and learning to other units and portfolios in the university, including the Faculties and Schools, the Human Rights &

Equity Office, Student Affairs, Information Technology Services, and Queen's University Faculty Association (QUFA)?

4. How does and should the teaching and learning portfolio reflect and enhance the university's [Strategic Framework](#); its commitment to equity, diversity, inclusion, and indigeneity; and the administration's [Declaration of Commitment to Address Systemic Racism](#)?
5. What are the challenges and opportunities facing teaching and learning at Queen's, and what are the reviewers' recommendations concerning possible directions for future growth and development?
6. What should be the scope of the VPTL's portfolio, and what should be its focus and priorities? What are the skills and experience of the ideal VPTL?

Reviewers' Report

The Review Team met virtually with a wide range of stakeholders over a three-week period and we first wish to thank them for their time to participate in these conversations as well as their invaluable insights and experiences. (See Appendix 1 for a list). We also wish to recognize the efforts of past teaching and learning leaders and communities of practice who have supported excellence in teaching and learning through Queen's history, leading to this moment of thoughtful review.

We also wish to particularly acknowledge the work of the Office of the VPTL and partners during the COVID-19 pandemic. While stakeholders reflected on teaching and learning responses to the pandemic with great appreciation, we heard a desire for the University to look beyond the immediate day-to-day challenges and moments of crisis such as was presented by the pandemic to be much more proactive and strategic in its teaching and learning vision and direction.

Though we heard a diverse range of opinions, there were common messages across many different groups that we have tried to capture in our recommendations that follow. Where there were weaknesses, which we have identified, these are structural in nature and not attributed to individual post-holders.

Finally, a defining feature of the teaching and learning ecosystem at Queen's is that it has evolved to include a set of central functions serving pan-institutional needs, as well as a range of decentralized functions that are nuanced to serve local and discipline-specific needs. Thus, our recommendations are made in the context of strengthening teaching and learning within this highly decentralized environment.

Our recommendations:

1. Breadth and Scope of Centralized Portfolio

(a) The VPTL should embark on a visioning and strategic planning exercise to bring strategic directions to and clarify the mission, mandate, and values of the teaching and learning portfolio, proposing in that process a realignment of functions within its scope.

(b) The University should consider clarifying those functions that remain out of scope and led by other Vice-Provosts.

(c) The university should review the number and purpose of Committees currently addressing teaching and learning functions, with a view to reduce inefficiency and demand on administrative time where there may be duplication; the University should consider changing the role of the VPTL from Chair to ex-officio member on some or all relevant Senate committees; the VPTL should identify Committees for which they will delegate Chairing and/or representation to an appropriate member within their portfolio.

2. Resources and Structures to Support Accountability

(a) Once the core functions of the Office of the VPTL are reinforced, the Office should be adequately staffed with permanent personnel, including strategic project assistants/ coordinators/ managers, to support the VPTL, the units within the portfolio, and strategic pan-institutional teaching and learning priorities.

(b) The VPTL should assume accountability for the outcomes of all reporting units.

(c) The CTL should report to the VPTL, and activities to support the Scholarship of Teaching and Learning (SoTL) should be reintegrated in the portfolio.

(d) Annual TL budgets for the VPTL and CTL, allocated based on the yearly submissions by the Provost's Office, may require renegotiation to enable both sufficient operating funds and strategic funds for innovation; lines of accountability between the CTL and VPTL should be clarified.

(e) The central purpose of the CTL and its value proposition should be clarified for decentralized units, being mindful to focus on amplifying those central functions (e.g., teaching and learning research and scholarship on best practices, decolonizing the curriculum, antiracist pedagogies, supporting and rewarding innovation in teaching practice, developing expertise in and promoting curriculum design for community engaged and experiential learning, etc.) that can best support rather than replace the distributed academic units.

3. Relationships to Other Units and Portfolios

(a) Ensure the VPTL job description clearly articulates the importance of relationships with each of the Vice-Provosts (Student Affairs, Graduate Studies, International) as well as the Associate Vice-Principal Information Technology Services.

(b) With respect to student accommodation policies, the VPTL should collaborate on and facilitate principles and practices recommended by the Associate Vice-Principal (Human Right, Equity and Inclusion) and the Vice-Provost & Dean of Student Affairs.

(c) The VPTL should establish institutional principles that can drive consistent pan-institutional practices with respect to advancing teaching and learning excellence, while making room for different programs and disciplines to nuance practices to their unique teaching/learning issues and needs.

4. Alignment and Enhancement of Strategic Priorities

(a) The new VPTL to establish Teaching and Learning Strategy and / or renewed Action Plan, aligned with Principal's Strategic Framework as well as other relevant strategies (e.g., digital/IT, campus space, EDI, IR, accessibility, etc.), through a participatory community process.

(b) Subsequently, the new VPTL to establish Mandate and Values Statements for Portfolio components (VPTL Office and Reporting Units) in response / alignment with (a) above.

(c) Consideration should be given to funding call(s) for faculty-led projects aligned with themes from the Principal's Strategic Framework, with central (VPTL) leadership to implement.

(d) In alignment with strategic priorities, a significant consideration should be given to lessons learned from pandemic, and how the contours of teaching and learning at Queen's may be redrawn as a result. This will require reflection, followed by proactively planning and anticipating opportunities to move intentionally beyond a crisis-oriented reactive mode of operating.

5. Future Growth and Development Opportunities

(a) To coordinate educational initiatives, consider establishing a "Council on Teaching and Learning," a group of senior leaders led by the VPTL that meets regularly and that is accountable for implementing the University's strategic priorities in teaching and learning. Its membership would include leaders whose portfolios intersect with some aspect of teaching and learning (e.g., EDI, Indigenous Initiatives, Student Affairs, International, Libraries, Technology).

(b) Consider establishing structures and mechanisms to support more integration and synergy across the CTL and the network of Faculty Teaching Support units, to create a community of practice, better leverage expertise, and optimize the use of human, financial, and material resources.

(c) Raise awareness of provincial Quality Assurance processes and leverage the Ontario Universities Council *Quality Assurance Framework* in support of continuous improvement.

6. The Ideal VPTL

(a) The position title should be "Vice-Provost" rather than "Vice-Principal".

(b) The VPTL should have a holistic view of teaching and learning, balancing the expectations and demands of both faculty and students.

(c) The VPTL should have the credibility to be the authoritative voice for the University's teaching and learning mission.

Appendix 1: Stakeholders Engaged

Principal
Patrick Deane

Provost and Vice-Principal (Academic)
Mark Green

Vice-Provost and University Librarian
Mark Asberg

Vice-Provost International
Sandra den Otter

Vice-Provost and Dean, School of Graduate Studies
Fahim Quadir

Vice-Principal (Finance and Administration)
Donna Janiec

Associate Vice-Principal (Information Technology Services) and Chief Information Officer
Marie-Claude Arguin

Associate Vice-Principal (Reconciliation and Indigenous Initiatives)
Kanonhsyonne Janice Hill

Associate Vice-Principal (Teaching and Learning)
Klodiana Kolomitro

Associate Vice-Principal (Human Rights, Equity and Inclusion)
Stephanie Simpson

Director, Office of Professional Development and Educational Scholarship
Denise Stockley

AMS president
Zaid Kasim

Deans
- Wanda Costen: Smith School of Business
- Barbara Crow: Arts and Science
- Kevin Deluzio: Engineering and Applied Science
- Hugh Horton: Vice-Provost and Executive Director, Bader International Study Centre
- Rebecca Luce-Kapler: Education
- Jane Philpott: Health Sciences
- Mark Walters: Law

Associate Deans (Teaching and Learning)
- Peter Chin: Education
- Chris DeLuca: School of Graduate Studies
- Leslie Flynn: Health Sciences
- Gail Henderson: Law
- Marianna Kontopoulou: Engineering and Applied Science
- Arcan Nalca: Smith School of Business
- Bill Nelson: Arts and Science

Department of Student Affairs
- Ann Tierney: Vice-Provost and Dean of Student Affairs
- Stuart Pinchin: Interim University Registrar
- Corinna Fitzgerald: Assistant Dean (Student Life and Learning)
- Cathy Keates: Director, Career Services
- Rohit Shukla: SGPS president

Centre for Teaching and Learning

     Andy Leger: Acting Director
     Lauren Anstey: Associate Director, Educational Development
     Lindsay Brant: Educational Developer, Indigenous Pedagogies and Ways of Knowing
     Yunyi Chen: Educational Developer, Program and Curriculum Globalization
     Karla Coleman: Educational Technology Advisor
     Kaitlyn McDonald: Departmental Assistant
     Karalyn McRae: Educational Developer
     Louise Moran: Office Administrator
     Sandra Murray: Program Coordinator

AVPTL staff

     Claire O'Brien: Manager, Academic Initiatives
     Kairee Kirkwood: Teaching and Learning Coordinator
     Matt Rahimian: Academic Integrity Coordinator
     Lisa Sinclair: Coordinator, Teaching and Learning
     Sue Blake: Director, Student Services
     Carol O'Connor: Administrative Assistant