



Exploring Difference: Making Teaching Count

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Objectives

- **Identify challenges and opportunities in “making teaching count” in research-intensive universities (RIUs) in Canada**
- **Discuss strategies for transforming the culture and making teaching count in RIUs.**

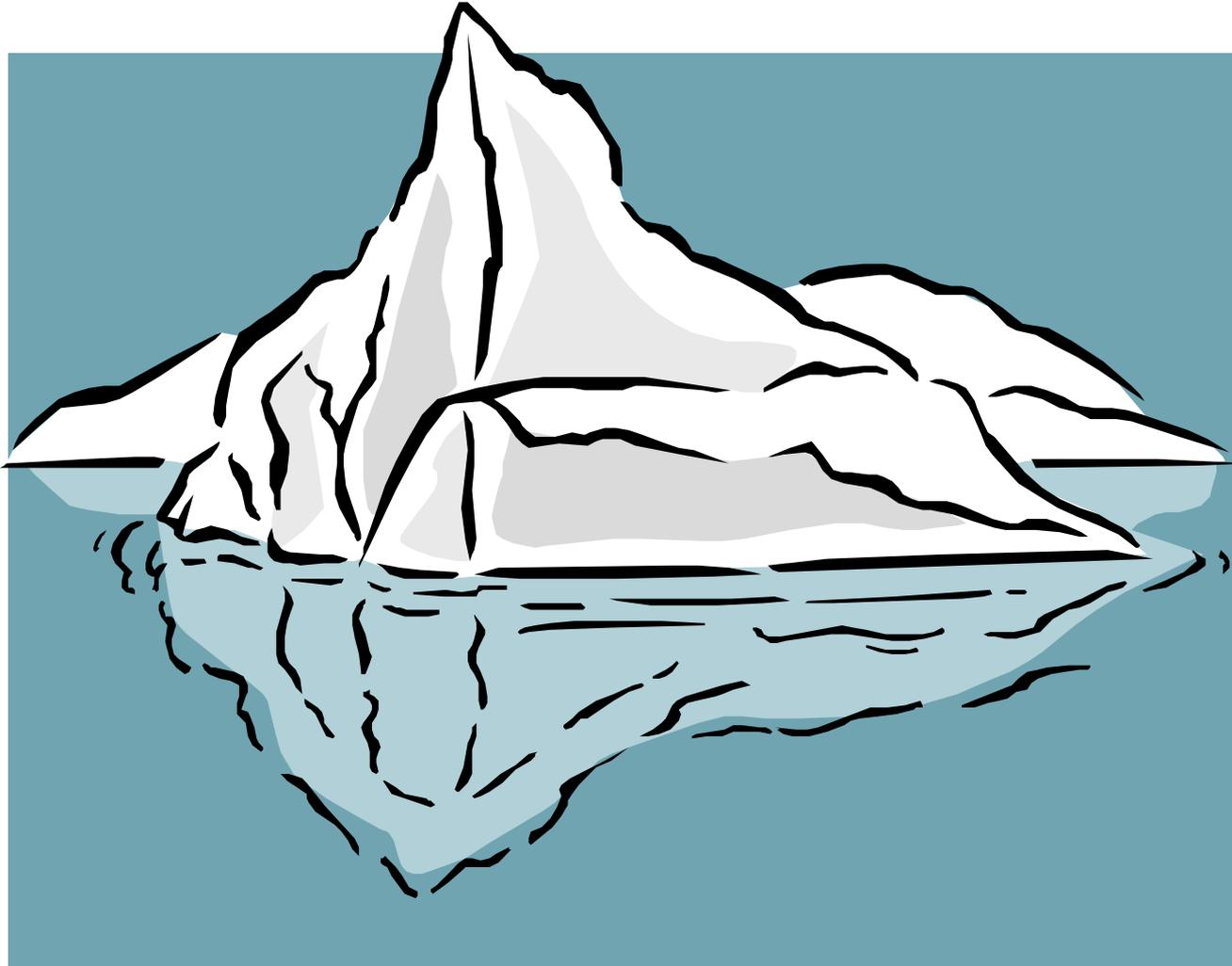


Session Outline

- **Organizational culture: a framework for our discussion**
- **Cultural characteristics of research intensive universities (RIUs) and of Queen's University**
- **Essential characteristics of SoTL**
- **Culture of RIUs that value teaching and SoTL**
- **Transforming the culture of RIUs: Force Field Analysis**
- **Opportunities and strategies for making teaching count: the Canadian and the Queen's Experience**
- **Conclusion: Taking Action**

Organizational Culture

(adapted from Schein, 2004)



- **Artifacts (Above)**
 - Structure
 - Rituals & ceremonies
 - Stories & legends
 - Language

- **Organizational Culture (Below)**
 - Beliefs
 - Values
 - Assumptions



Activity 1: What are some cultural characteristics of ...

- research-intensive universities?
OR
- your university?
 - What are some underlying assumptions, values and beliefs?
 - What are some existing artifacts?

Past Cultural Characteristics of Queen's University (1)

Examples of existing artifacts:

- Reward structures & systems supporting research; annual review process; QRCs until recently
- Research office & supporting infrastructure including availability of \$\$\$\$ (Canadian context)
- Grant-writing rituals
- Stories/legends told to new/junior faculty re what they need to do to succeed in the RTP process
- Language: slogan “think research, think Queen’s”
- Absence of institutional teaching and learning strategy



Past Cultural Characteristics of Queen's University (2)

- Underlying beliefs, values, assumptions:
 - Teaching not as important
 - Those who can't research, teach
 - Teaching is synonymous with classroom delivery
 - Content knowledge = pedagogical knowledge
 - SoTL – individual pursuit of personal interest
 - Few \$\$\$/incentives needed in support of SoTL

Dr Joy Mighty, Queen's University, Canada



In summary, RIUs (like Queen's) had cultures where ...

- **Dominance of scholarship of discovery**
- **Making scholarship public = publications**
- **Prestige/reputation comes from visibility of research: publications and \$\$ available**
- **Disciplinary silos**
- **Teaching perceived as a private act**
- **Reward structures & systems favour research; teaching typically undervalued**
- **SoTL perceived as not “real research”**

Essential Characteristics of SoTL

- Involves inquiry about teaching and learning
 - Takes place in the disciplines, thereby drawing on disciplinary epistemologies and methods, yet the issues explored transcend disciplinary boundaries
 - Demonstrates the 6 characteristics of all 4 types of scholarship
 - Becomes public
 - Becomes an object of critical review and evaluation by members of one's community
 - Members of one's community begin to use, build upon, and develop the scholarship

(Adapted from Hutchings & Shulman, 1999)

Glassick et al's Standards for Evaluating All Scholarship

Clear Goals	Does the scholar clearly state the basic purpose, define realistic and achievable objectives, identify important questions in the field?
Adequate Preparation	Does the scholar show an understanding of existing scholarship in the field, bring the necessary skills to his/her work, and bring necessary resources together to move the project forward?
Appropriate Methods	Does the scholar use appropriate methods, effectively apply them and modify them in response to changing circumstances?
Significant Results	Does the scholar achieve the goals, add to the field, and open areas for future exploration?
Effective Presentation	Does the scholar use a suitable style and effective organization to communicate with clarity and integrity to intended audiences?
Reflective Critique	Does the scholar use appropriate evidence to critically evaluate his/her own work and use evaluation to improve the quality of future work?

Activity 2: What does a culture that values teaching look like?

- What (a) observable artifacts and (b) beliefs, values and assumptions would exist in a RIU where the scholarship of discovery (research) and the scholarship of teaching and learning (teaching) are valued equally?

How can we transform our RIUs to a more balanced culture where teaching also counts?

- Perform a force field analysis: Unfreeze, change and refreeze.
 - Identify goal (to make teaching count)
 - Identify forces in support of change toward goal (opportunities) and estimate their strength (1 = weak; 5 = strong)
 - Identify restraining forces (challenges) and estimate their strength
 - Determine which opportunities to pursue/maximize and which challenges to reduce (i.e. what's viable?)
 - Identify and prioritize specific actions to bring about change in each of the opportunities and challenges
 - Take action
 - Refreeze, i.e. institutionalize the changes



Activity 3: Modified Force Field Analysis

Using some or all of the categories or themes identified below, list on the “Modified Force Field Analysis Worksheet” some of the challenges and opportunities for culture change to make teaching count in an institution of your choice.

Categories/themes:

**Policies; Structures; Programs, activities, or services;
Coalitions and partnerships; Advocates and champions;
Communication and promotion; Incentives, recognition,
and rewards; Other**

Opportunities and Strategies for Making Teaching Count: The Canadian Experience

- **STLHE** - institutional memberships, annual conference
- **Work of EDC & Centres for teaching and learning**
- **Programs to prepare future faculty, develop graduate students**
- **Awards: 3M National Teaching Fellowships, Allan Blizzard Award**
- **Advocacy – links with governments, roundtables, dialogues**
- **Partnerships - 3M; McGraw Hill Ryerson; Magna Publications; Maclean's; University Affairs; IATHE; POD; ICED**
- **Collaborations - with federal granting agencies, CAGS, OCAV, HEQCO**
- **Communication – newsletter, listserv**

Opportunities and Strategies for Making Teaching Count: The Queen's Experience (1)

- Policies: Emphasis on making teaching public/making teaching count; new strategic plan
- Structures: Hybrid teaching development support system (CTL, Health Sciences, Applied Sciences); EDFAs, QEDN; Committees (e.g. TAC (pilot study), Teaching Spaces); NSSE & intervention projects
- Programs, Activities & Services: see structured approach to teaching development (slide 16); CFTF; Inquiry-based learning and I@Q conference; scholarly communities (e.g. ICE); CSL initiative; TA programming (preparing future faculty)

Structured Approach to Teaching Development

New Faculty

Senior Faculty



New Faculty Orientation	Focus on Diversity	Meet the Teacher	Faculty Associates
Enabling Professional Practice (EPP)	Focus on Foundations	Faculty Associate	Queen's University Chairs in Teaching and Learning
Teaching Matters/Course Design Workshop	Teachers' Reading Circle	EPP II	Journal articles on teaching in your discipline
Focus on Foundations	Teachers' Writing Circle	Focus on Graduate Supervision	National Teaching Awards
Teaching Dossier Development	Peer Consultation	Cross Faculty Teaching Forum	Presentations at Conferences



Opportunities and Strategies for Making Teaching Count: The Queen's Experience (2)

- **Coalitions & Partnerships**: Internal - ITS, Library, Learning Commons; SGSR; Student Affairs; QUIPPED; External – CASTL; STLHE; McGill
- **Advocates & Champions**: Students - AMS
- **Communication and Promotion**: Brochure; listserv/weekly bulletin;
- **Incentives, Recognition, Rewards**: Lots of Teaching Awards (also guidelines for developing new awards), Chairs in Teaching and Learning, new Teaching Enhancement Grants



Activity 4: Taking Action

- **Who should act and what should they do to make teaching count (more) in your context?**
- **Use the worksheet titled “Does teaching count in your context?” to record examples of strategies and tactics for transforming your culture.**



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Thanks for Participating!

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