



Reconsidering the levels of ~~impact~~ outcomes of faculty development work

Teaching and Learning Services (TLS)

McGill University

Presentation to EDC

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McGill



Introductions



- Your name?
- Institution?
- Role?



Institutional Context

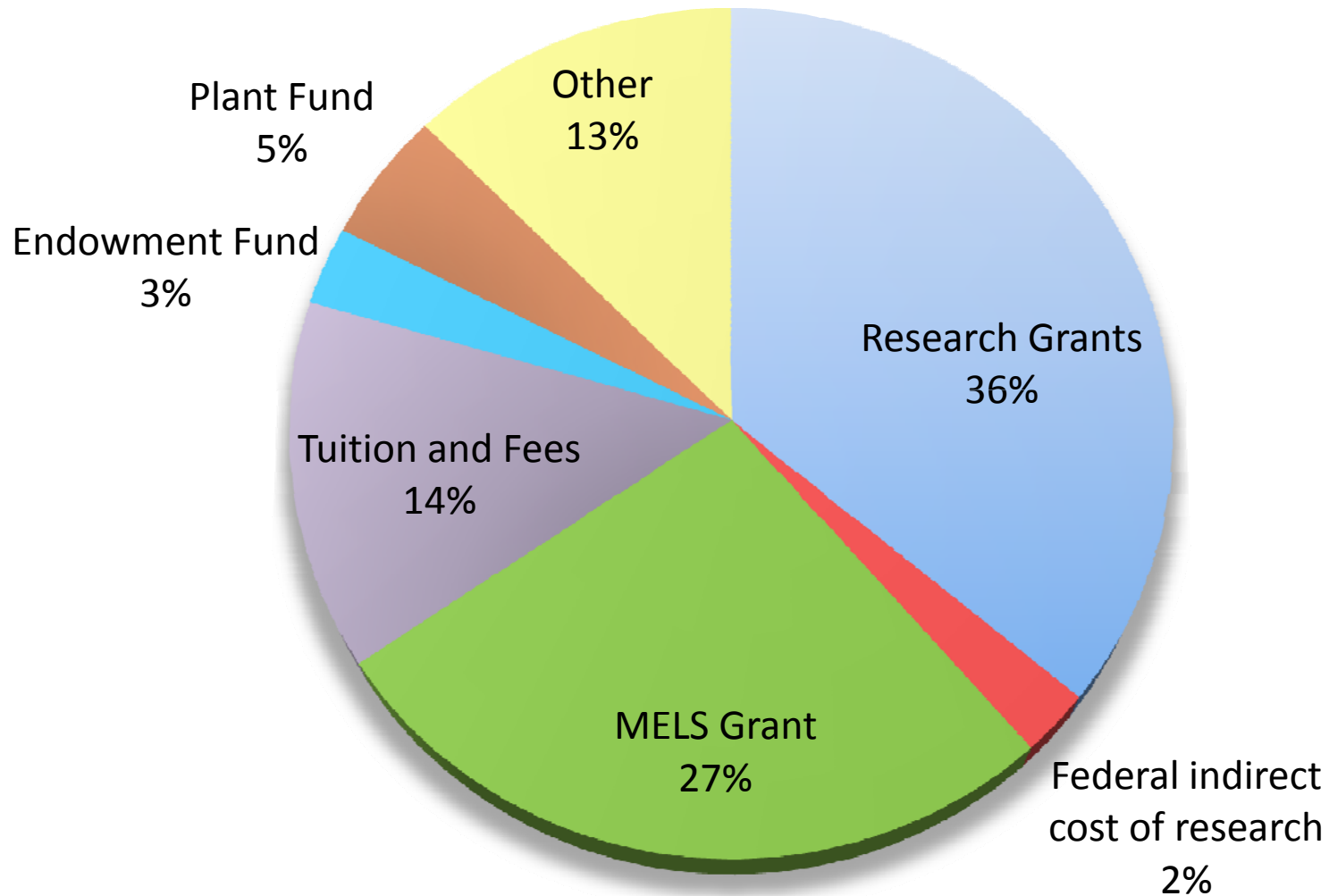
- Publicly funded
- Research intensive
- Student centered





Publicly funded & research intensive

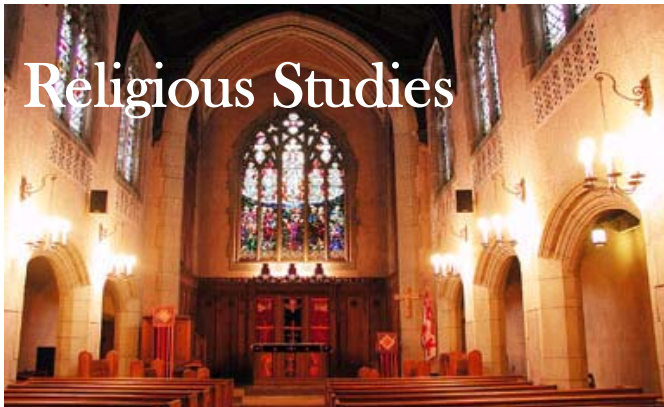
Total Budget Revenues - FY 2008 \$991,224





Student Centered

- Total students: 31,081
 - UG= 23,758; Grad=7,323
- Principal's Task Force on Student Life and Learning
 - 2005-2007
- First Deputy Provost of Student Life and Learning
 - July 2006
- *"...the life and learning that each of our students experiences while at the University is a measure of its success"*



Religious Studies



Dentistry



Law



Management



Arts



Medicine



Science



Engineering



Agricultural & Environmental Sciences



Music

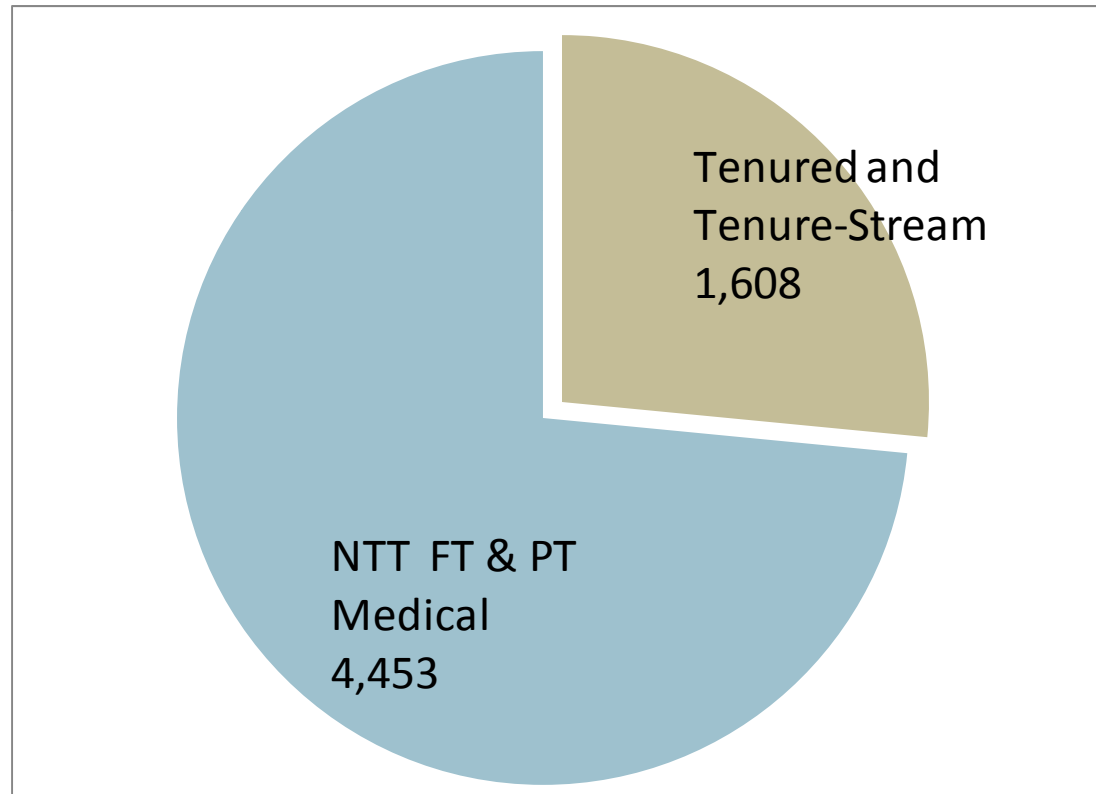


Education



Faculty members: academic renewal

800 new profs hired since 2000





TLS within the institution

- Reporting
 - ——— Deputy Provost SLL
 - - - - - Provost
- Location
 - Humanities and Social Sciences Library
- Service unit – 100%
 - Transition in 2005
- Budget \$800K
 - \$ 680K salaries
 - \$ 120K operating

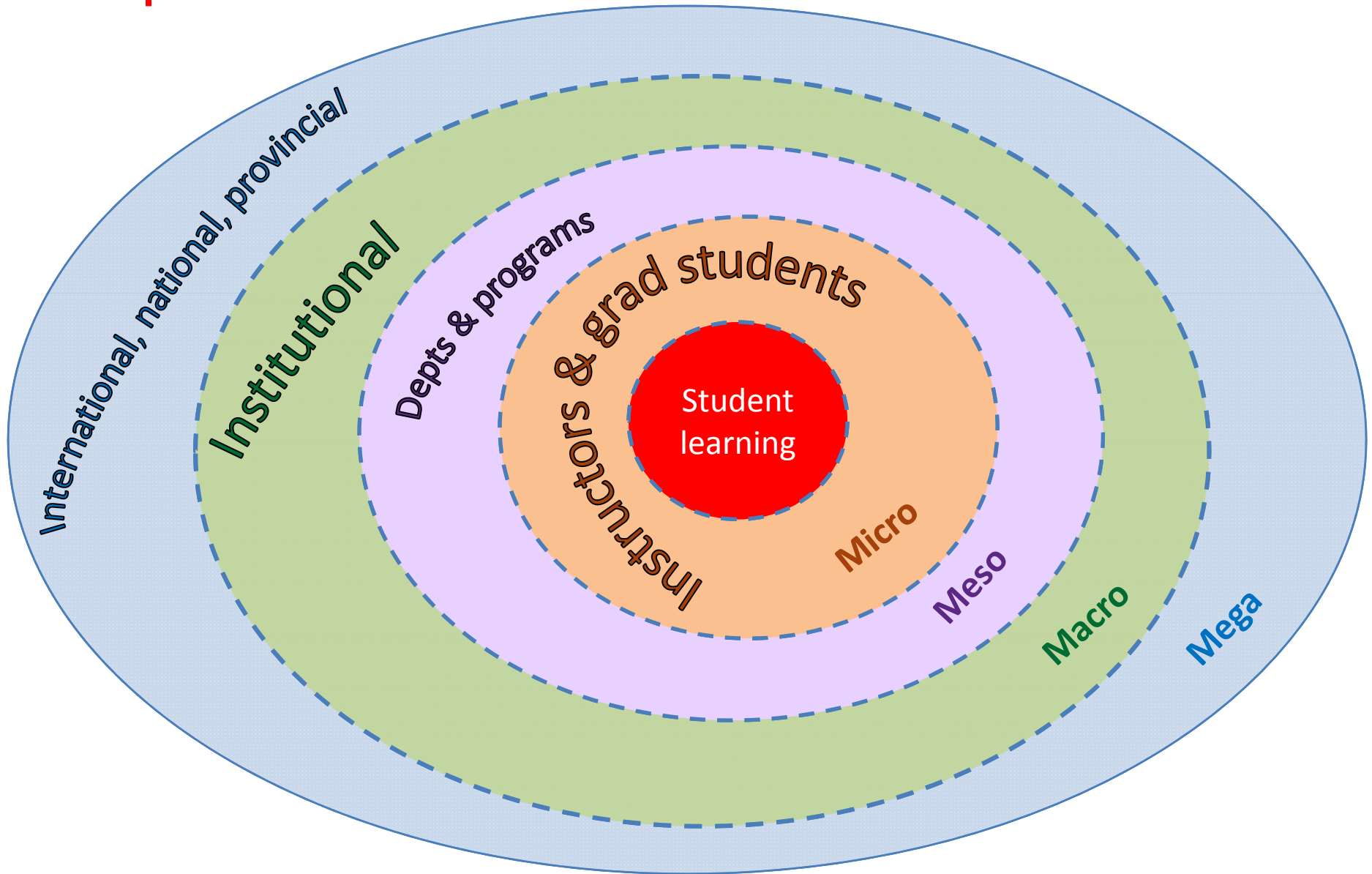


The question has changed

- It used to be,
“What do you do?”
- Now it's,
“What difference do you make?”



Levels of outcomes





Levels of outcomes

- MICRO –individual practice and courses
 - the practice of profs and future profs (grad students)
 - high autonomy : limited spread
- MESO – curricula and programs
 - the practice of programs, teams and chairs
 - medium autonomy : local/contained impact
- MACRO – institutional teaching and learning system
 - the teaching culture (policies, practices and values)
 - low autonomy : institution-wide spread
- MEGA – the field



Levels of outcomes

- MICRO –individual practice and courses
 - the practice of profs and future profs

What are some examples from your institution?



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Levels of outcomes

- MEGA – the field

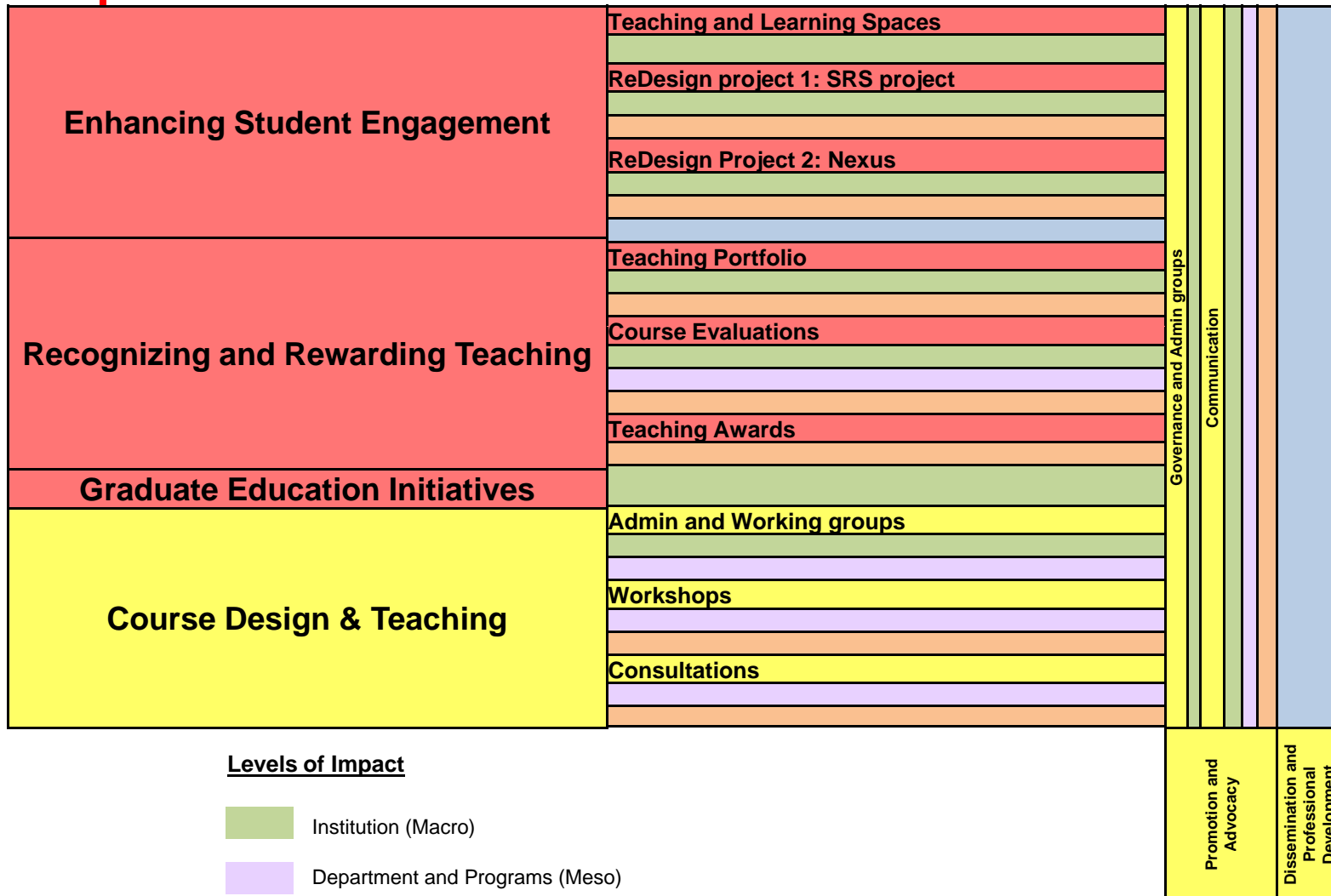
What are some examples from your institution?



TLS workplan-analytical tool

Annual Objectives

Core Objectives



Levels of Impact

- Institution (Macro)
- Department and Programs (Meso)
- Individual Instructors and Graduate Students (Micro)
- International, National, Provincial (Mega)



Selected examples of activities at each level

Recognizing and Rewarding Teaching	Teaching Portfolio	Governance and Admin groups	APC, APC Sub Committee on T & L (SCTL)	Academic Planning Group (APG), Student Life and Learning Directors meeting (SLL)	Communication	McGill T & L website and TLS Website	TLS Newsletter	Deans and Chairs	New Faculty Orientation and breakfast for New Faculty	New Fac - Arts, NTT Arts, Medicine	Teaching Tech Fair	CDI Wiki	Conferences: AASHE, EDC, Educause, ELI, ICED, ISSOTL, POD, SC-ITC, STLHE	Visitors
	- Revisit Teaching Portfolio Policy													
	- Teaching Portfolio workshop													
	Course Evaluations													
	course evaluation advisory group													
	- Policy Implementation													
	- guidelines for interpretation (chairs and committees)													
	- guidelines for interpretation (professors)													
	Teaching Awards													
	Principals Prize for Excellence in Teaching													
	3M													
	McGill University Lifetime Achievement for Leadership in Learning													
	National Technology Innovation Award													

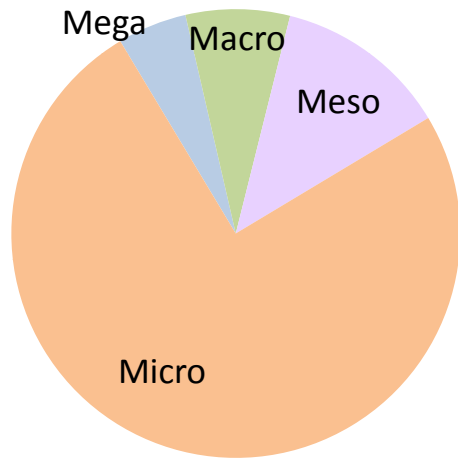
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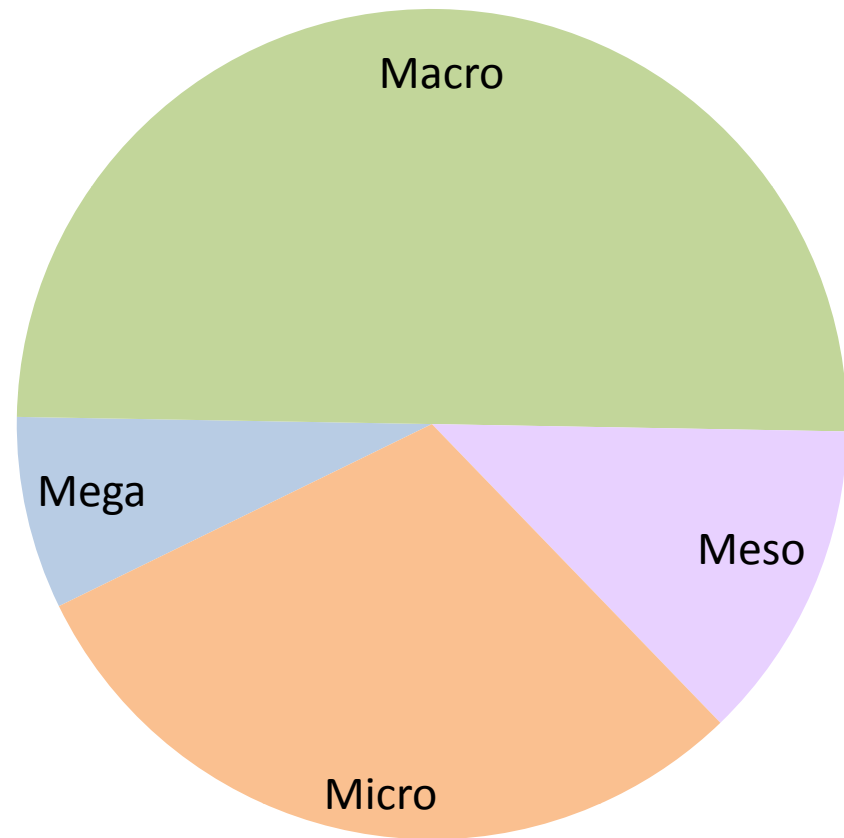


TLS workplan—communication tool

Sept 2005



Sept 2008





Summary

- This is a framework in progress

- Helps us:
 - make contexts and levels explicit
 - recognize that contexts influence the prioritization and design of our work
 - recognize that projects can begin at any level, but ultimately must be diffused across all levels



Our questions for you:

1. Does this resonate? Would it be helpful?
What would need to be modified for your institution?



Our questions for you:

2. How do we answer the question,
“What difference do you make?”

What kind of evidence of effectiveness should--
and can--we be gathering about impact at each
level?