

Kwantlen
UNIVERSITY COLLEGE

DEFINITELY UNDERGRADUATE

CASTL Leadership Program Proposal

March 13, 2006

CASTL Leadership Program Proposal

Contact information (name, title, address, phone, e-mail) for each of five team members, and identification of one as the primary CASTL contact

CASTL individual team members

Alice Macpherson

Primary Contact

Faculty member, Professional Development Support Services and PLA Coordinator
Kwantlen University College
12666 – 72nd Ave., Surrey, BC, Canada V3W 2M8
604 599-3040
alice.macpherson@kwantlen.ca

MA (Education) (SFU) Doctoral Student (Interdisciplinary, SFU)

Balbir Gurm

Faculty member, Instructor Bachelor of Nursing Program
12666 – 72nd Ave., Surrey, BC, Canada V3W 2M8
604 599-2267
balbir.gurm@kwantlen.ca

RN, Ed.D, Education (Policy and Leadership, UBC)

Geoff Dean

Faculty member, Instructor, Academic & Career Preparation
12666 – 72nd Ave., Surrey, BC, Canada V3W 2M8
604 599-2177
geoff.dean@kwantlen.ca

BSc (MIT, social psychology); MEd (Rutgers, science education)

Tally Wade

Faculty member, Coordinator & Instructor, Public Safety Communication Program
12666 – 72nd Ave., Surrey, BC, Canada V3W 2M8
604 599-2979
tally.wade@kwantlen.ca

MEd Educational Leadership (SFU)

Ronnie Skolnick

Faculty member, Instructor, Academic and Career Preparation
12666 – 72nd Ave., Surrey, BC, Canada V3W 2M8
604 599-3022
ronnie.skolnick@kwantlen.ca

MEd (Simon Fraser University)

Letter of commitment from the president of the institution indicating support for the proposal (original may be sent separately but must be received by March 15th)

Attention: Dr. Richard Gale, CASTL Higher Education Director

Dear Dr. Gale:

Re: CASTL Leadership Program Application

I am writing in support of Kwantlen University College's application to the CASTL Leadership Program.

Kwantlen is a provincially-funded university with a mandate to offer undergraduate degrees and graduate degrees as well as certificates and diplomas in arts and sciences, business, design, fine arts, trades and technologies, and health studies. As a primarily undergraduate, teaching-led, research-informed university, our main purpose is teaching and learning.

We are an institution very similar to Malaspina University-College, which participated in the Campus Program Leadership Cluster – Supporting Scholarly Work at Learning-centered Universities.

At Kwantlen, we are committed to the scholarship of teaching and learning and the centrality of the teacher scholar to the future success of our institution.

Recently, Kwantlen developed a plan for a new Centre for Academic Growth. The Centre's mandate is to support excellence and innovation in teaching and learning at Kwantlen. It will lead our initiatives to encourage each faculty member to engage in teaching that is informed by the scholarship of teaching and learning and to support more and more faculty to pursue such scholarship as a key component of their work.

An important goal of the plan for the Centre for Academic Growth is participation in the CASTL Leadership Program. I support this goal and this application fully.

Kwantlen will provide the financial support and the institution resources required. This includes travel expenses, opportunities to disseminate information about CASTL and Kwantlen's participation in it, web pages to inform our internal and external communities about the program, activities and initiatives leading to sustainability and mechanisms for evaluating the impact of program activities.

Thank you for considering Kwantlen's application.

Yours truly,

Leslie (Skip) Triplett

President

List of websites, publications, and other appropriate references of previous work relevant to the CASTL Leadership Program.

Kwantlen University College Office of Research and Scholarship:

<http://plaza.kwantlen.ca/dev/andy/ors.nsf/pages/home.htm>

Some Artifacts of Scholarship at Kwantlen: http://plaza.kwantlen.ca/sites/academic-growth.nsf/pages/Teaching_Scholarship

Kwantlen University College Professional Development Support Services:

<http://plaza.kwantlen.ca/pdss>

Why do you want to participate in the CASTL Leadership Program; what goals will participation accomplish and in what ways will your institution be a leader?

Kwantlen University College is an emerging university with a mandate and mission of teaching excellence, applied research, and student success. Participation in the CASTL Leadership Program will foster increasing commitment to scholarship and scholarly activities in the area of teaching which is directly related to the success of our students.

Our Office of Research and Scholarship is committed to diversity and inclusiveness. This includes all forms of scholarship. In its guiding principles the Office states:

“... scholarship of discovery, scholarship of teaching, scholarship of application, scholarship of integration, and scholarship of creative artistry will be equally respected, encouraged and recognized at Kwantlen. Scholarship at its best encompasses combinations of the distinct forms.”

It also states that there will a benefit to all in this scholarship, such that,

“Every plan, decision or action, relating to research and scholarship at Kwantlen, shall have at least one of, and ideally a combination of, the following objectives:

Enhancement in the quality of the education of our students, preparing them for lifelong creative and productive contributions to society;

Enrichment in the professional lives and reputation of the faculty;

A valued and valuable contribution to the economic and social well-being of the communities we serve;

Enhancement in the reputation of Kwantlen as an academic institution of the highest quality dedicated to community service and well being.

One recent project that showcased the scholarship of teaching and learning involved 26 faculty in an action research process that was used to understand scholarship and to develop ways to communicate this process and the artifacts of this scholarship.

Members reflected on their personal scholarship and collated artifacts of scholarship that emerged to share with the larger community. Some samples include (but are not limited to):

Applying New Science Leadership Theory as a Framework for Teaching Students (Nursing)

Vietnam – a land of horticultural adventures (Horticulture)

Canada's Journey (Institutional Analysis)

Re-purposing Presentation Techniques (Drafting)

Reflecting on Critical Thinking Skills through Narrative (Professional Development)

Bridging The Gap Between Graduation and Registered Professional Practice (Interior Design)

These and other examples can be found through the links at:

http://plaza.kwantlen.ca/sites/academic-growth.nsf/pages/Teaching_Scholarship

We are using a critical approach to examine current practices with the focus on highlighting the good and fostering improvements to increase student learning. This will allow us to connect with the collective Kwantlen community to increase scholarship in a supportive collegial environment.

In addition, Kwantlen is on the verge of announcing our new Centre for Academic Growth, which will build on the work of the current Professional Development Support Services unit and the work begun by this unit in the area of Faculty Learning Communities and Peer Mentoring and is ongoing. “The proposed Centre for Academic Growth will support excellence and innovation in teaching and learning. It is not just about improving teaching at Kwantlen. Ultimately, it is about **enhancing student learning.**” (from Kwantlen University College Centre for Academic Growth Proposal, 2005)

We also connect to the POD Network and STLHE through individual memberships, committee participation, and attendance at yearly conferences. The support that we have received from other institutions has allowed us to grow and expand our scholarship. We will continue to reflect and apply our learning over time.

To which scholarship of teaching and learning institutional theme (see descriptions below) will you contribute, and what will you bring to this aspect of the work and the movement?

We see our current and future work, as a member of CASTL, as a combination of the following two themes:

Developing Scholars of Teaching and Learning – to provide those new to the scholarship of teaching and learning with a framework for engaging in scholarly activity; continuing the work of the Mentoring Newer Scholars Leadership Cluster.

Scholarly Communities of Teaching and Learning Practice – to organize and sustain institutional and disciplinary communities committed to scholarly practices and issues in common, building on the work of the communities of practice leadership cluster.

The President of the Society for Teaching and Learning in Higher Education (STLHE), Julia Christensen Hughes, has stated that we need “a national strategy (to) be

developed to support evidence-based improvement of teaching and learning in higher education.” (December 2005) and we agree that this is a key element of our individual and institutional approaches.

It is our belief that we must start by knowing our own research paradigms more deeply and uncover our own views of what research is and is not in the area of teaching and learning. Then, we can expand to a better understanding of other research processes, including and validating the many scholarly possibilities. We are working on scholarly and creative cultural change processes as Kwantlen moves from a University College to a University. We support faculty (and, therefore, student learning) with Mentorship for Scholarship through interdisciplinary faculty groups. Overall, our intent is to develop reflective practice in research – parallel to reflective practitioners in teaching – and to practice effective dissemination of our scholarship across varying contexts and at all stages of the process.

What do individual team members bring to the work; why these people?

The following lead members of our team bring passion, energy, and a focus on good research to our work on the scholarship of teaching and learning.

Alice Macpherson

Faculty member, Professional Development Support Services and PLA Coordinator

My passion is in fostering the connections and interconnections that encourage and build the Scholarship of Teaching and Learning. I am involved in this as an ongoing action research process that informs my work in the area of professional development for employees at Kwantlen. My most important facilitations are focused on interactions with faculty to uncover their scholarly work and encourage the sharing of good practices.

MA (Education) (SFU) Doctoral Student (Interdisciplinary, SFU)

Balbir Gurm

Faculty member, Instructor Bachelor of Nursing Program

I would be valuable to the team because I bring the academic credential of a doctorate in education (policy and leadership) and experience in scholarship and change. My interest is equity and policies in education, and how culture impacts understandings. I bring a phenomenological perspective that believes curriculum is the interaction between the student and the resources. In my framework, faculty members are one resource. I believe that education is about understandings and understandings are interpreted within ones self concept which is related to ones position and place in the world. Within this framework I am interested in the scholarship of teaching.

RN, Ed.D, Education (Policy and Leadership, UBC)

Geoff Dean

Faculty member, Instructor, Academic & Career Preparation

Does one teach a subject or does one teach a student? Both, of course, are necessary, and the dynamic interplay between them is challenging and interesting. Since beginning work in the college system, I've been teaching college prep math and physics – my goal is to ensure that our students have competence and confidence in these areas. As they become more competent, and realize that they can do it, they also become more confident and their self-image becomes more positive; more doors open up to them. But this journey isn't easy for all; they often need to learn study skills, and small-group and peer-tutoring work needs to be integrated into their learning. Also, separately, attention needs to be paid to their cognitive development level, so that bridges can be built from their usual concrete level of understanding to a broader, more abstract and possibility-driven operational level. Working with other faculty to discover new ways to build such bridges continues to be exciting to me, and I look forward to doing more of that in the future.

BSc (MIT, social psychology); MEd (Rutgers, science education)

Tally Wade

Faculty member, Coordinator & Instructor, Public Safety Communication Program

My studies at SFU and my particular focus of interest are around leadership in education. Given the new direction that Kwantlen is looking to take in the future, I believe that this is in alignment with my ideas and direction. I hope to connect with and support other faculty who want to explore and build their skills in this area. I see this as a process that will increase student learning and the benefit that they receive from their time at Kwantlen

MEd Educational Leadership (SFU)

Ronnie Skolnick

Faculty member, Instructor, Academic and Career Preparation

I have a Master's degree in Adult Education, a Teaching English as a Second Language Certificate and a certificate in Professional Grant Writing. My passion for teaching literacy to adults includes new innovations and teaching methods. Additionally, I value learning new theory and putting it to practice with my students. For professional development, I embrace exploring others' ideas and techniques and finding new methods to apply these to the adult literacy classroom. My upcoming research project involves creating a daily West African community drum circle in the classroom and measuring for changes in attendance, retention, progress, and students' views of their experience in the classroom.

M.Ed. (Simon Fraser University)

What impact will result from participation; how will it be documented, evaluated?

We are intent on documenting the transition in our changing culture as we develop and increase the number of employees and students engaged in scholarship. We will develop new and innovative ways of assessing scholarship, student learning, and community benefits will be ends-in-view of our participation. We want to increase the number of scholars and scholarly activities around Teaching and Learning at Kwantlen in ways that connect us to a larger community of scholars interested in the scholarship of teaching and learning.

Our intent is to collaborate with other universities, university colleges, colleges, technical institutes, the private sector as well as public and volunteer agencies. This will allow us to draw on the strengths of diverse partners to develop a series of research projects. Both quantitative and qualitative methodology will allow us to develop an in-depth understanding of our projects and their potential impact on future student scholars and our greater community.

We believe that teaching is the heart of everything we do as educators. We have chosen to identify our evolving definition and public display of scholarly works as they are manifested within our collegiate environment. From the artifacts collected, we theorize that one definition of the Scholarship of Teaching might be: The public display of the individual understandings and truths that educators have around their roles and what they do with that knowledge. This includes what we know about our diverse disciplines, subject matter, and how students learn coupled with our reflections on how we utilize this knowledge within the educational process. A vital part of this scholarship of teaching is our reflections on our practice as we further our understanding of the interplay of both process and content.

Kwantlen is developing a Centre for Academic Growth. University-based centres often have a significant mandate that explicitly includes the scholarship of teaching and learning. Unlike research undertaken by education faculties, this scholarship is practitioner-initiated and often grounded in issues specific to a discipline or faculty. Such scholarship focuses on improving the practice of teaching and learning rather than on publication in peer-reviewed journals and the amount of grant money received.

All of this leads us to the desire and intention to broaden and deepen our contacts with others who are also involved in this work. It is only through the engagement in discussion and reflection on scholarship that we will be able to enhance and improve our ability to be a positive catalyst for student learning, and the advancement of higher education and our community.

We will document our processes and products of scholarship through our sharing of our actions among peers and through the publishing of our thoughts and conceptualizations in a number of ways and products. We will also develop ways of evaluating both the processes and products of our scholarship keeping in mind that these complex elements occur widely in multiple spaces and intersections across our institution and the larger community.

What products will result from participation; how will they be disseminated?

While products are important we believe that the process of scholarship and reflection on scholarship are equally important. We will collaboratively identify ways to document this process to support scholarly practice. Some of the intended products will include:

Web Journal, with publication three times a year.

Events and Conferences to be held to share information both formally and informally. We currently hold, and will continue to hold a conference showcasing the research of undergraduate students and faculty.

A website for students to begin web-publishing of projects and their research, to increase confidence with publishing.

A centralized website of information dedicated to scholarship and research at Kwantlen.

Kwantlen course websites that celebrate and publicize student projects.

We are open to others will become apparent over time and will encourage Kwantlen members to contribute their ideas and products within a supportive framework that will see us sharing these resources will like minded colleagues in other institutions.