

FCDC

Faculty & Curriculum Development Centre

OCAD University

Annual Report 2016-2017





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Our Mandate

The Faculty & Curriculum Development Centre (FCDC) has a mandate to enrich art and design education at OCAD University by:

- Leading professional development for faculty and instructional staff.
- Facilitating and providing leadership for curriculum development and renewal.
- Guiding the development and implementation of the technology-enabled learning strategy.
- Promoting and engaging in the scholarship of art and design education.

As the university's centre for teaching and learning, we provide expertise, leadership and support in the creation and implementation of evidence-based learning strategies in studio, classroom and technology-enabled learning environments.

We use our expertise to foster a culture of teaching and learning excellence, and we strive to be a national leader in educational development in the fields of art and design.



Letter from Susan Ferguson

Acting Director, FCDC

Welcome to the first Annual Report of the Faculty & Curriculum Development Centre (FCDC). As Acting Director while Dr. Carol Roderick is on leave, it is my pleasure to share some highlights from the 2016-2017 academic year, as well as some directions the FCDC will be pursuing during the upcoming one.

In the last year, the FCDC advanced a number of priorities across the four key areas of its mandate: curriculum development and renewal, faculty development, technology-enabled learning and the Scholarship of Teaching and Learning (SoTL). In all these areas, we collaborated closely with faculty and academic leadership to enhance the teaching and learning environment at OCAD U and promote evidence-based practices in art and design education. FCDC staff continued to play an active role in university governance by participating in Senate committees, chairing the Teaching & Learning Committee, participating in working groups on topics ranging from the use of institutional data in quality assurance to graduate student supervision. We also supported the development of the university's new Academic Plan.

During the coming year, the Academic Plan will focus our priorities as we refine existing areas of our work and initiate new projects. We will expand our curriculum development and renewal activities across the university, supporting initiatives such as the Indigenization of curriculum and the refinement of OCAD U's Degree-Level Expectations such that they reflect the unique character of our studio-based programs. In collaboration with the Vice Provost, Students and International, we will lead the development of an Experiential and Work-Integrated Learning Strategy that will provide OCAD U students with authentic, for credit, work-integrated learning opportunities to develop their professional skills and knowledge. We will continue to strengthen OCAD U's commitment to faculty professional development through the Academic Leadership Development Program and a comprehensive redesign of Faculty Orientation 2018 in collaboration with the Office of the Vice-President, Academic and Provost (VPAP). And, building upon our existing work with faculty seeking to use technology to enhance student engagement and facilitate inclusive teaching practice, we will continue our robust consultation with the university community to finalize the Technology-Enabled Learning (TEL) Strategy.

Evidence-based research will inform our approach in all these areas and the FCDC team will collaborate with faculty and academic staff to conduct scholarly research within art and design education. Additionally, we will be developing new resources for faculty interested in pursuing their own teaching-related research projects.

As the university's teaching and learning centre, the FCDC is still relatively new to OCAD U. The last five years have seen considerable evolution in our centre's work as we evaluate our impact and support emerging directions and priorities at the university. Through sustained dialogue and collaboration with faculty and academic leadership, we seek to be responsive to the needs of the community while sharing our expertise and experience as educators and educational researchers.

We look forward to working with the university community in all aspects of our work, and I hope you will reach out to me, or any one of our staff, if you are interested in learning more or would like to collaborate with us.

Susan Ferguson
Acting Director, Faculty & Curriculum Development Centre

2016-2017 Strategic Initiatives

Over the past year, the FCDC focused on the following strategic priorities:

- We supported 14 programs in program development activities including support for eight programs beginning or completing cyclical program review as part of the Institutional Quality Assurance Process.
- In association with the Office of the Vice-President, Academic and Provost, as well as the Office for Institutional Analysis, the FCDC developed new reports and templates for student surveys, cyclical review and new program proposals.
- We introduced a teaching excellence community of practice for faculty interested in developing and expanding their Teaching Dossier.
- In collaboration with the Faculty Offices, the FCDC launched five new teaching awards and supported more than 50 faculty nominees to prepare their nomination packages.
- We published the Canvas Guide for Faculty, an online resource that provides instruction and strategies for technology-enabled teaching in Canvas; more than 130 faculty and staff registered to use this resource.
- We consulted with more than 50 faculty members on integrating technology, such as Canvas, into their courses.
- We engaged in scholarly research on teaching in art and design education, in collaboration with faculty, WLC staff and colleagues from other institutions, and presented our findings at conferences such as the Society for Teaching and Learning in Higher Education (STLHE), the Educational Developers Caucus (EDC) and the Congress of Social Sciences and Humanities.

CURRICULUM DEVELOPMENT AND RENEWAL

The FCDC supports curriculum development and renewal by facilitating faculty workshops, running student focus groups, guiding the development and implementation of student and alumni surveys, reviewing new and revised courses and guiding program teams to develop program learning outcomes, review curricula and analyze institutional data.

In the 2016-2017 academic year, we supported 14 programs in program development activities, including support for eight programs beginning or completing cyclical program review as part of the Institutional Quality Assurance Process (IQAP), as well as for one new program proposal. In any given year, the FCDC supports more than half of all the university's programs in curriculum development activities. The program teams that undertake review invest an extraordinary amount of time and energy to ensure continued delivery of high quality programs.

The FCDC typically facilitates in excess of 20 hours of workshops, focus group and facilitated sessions for a single program undertaking cyclical review. In 2016-2017, we provided **18 faculty and curriculum workshops** delivered to more than **60 faculty members**, in addition to **eight student and alumni focus groups** for more than **80 students and alumni**. FCDC staff spent an additional **54 hours** leading workshops and collaborative review and writing sessions to support program teams.

New tools for curriculum development in 2016-2017 (developed in collaboration with the Office of the VPAP and the Office of Institutional Analysis)

- Newly developed reports for programs summarizing data from the National Survey of Student Engagement (NSSE) and the Strategic National Arts Alumni Project (SNAAP) survey
- New and revised templates for cyclical review and new program proposals
- Revised student surveys with enhanced demographic data we collect from students to help us achieve our goals in the Academic Plan 2017-2020 for diversity and equity
- Refined curriculum mapping and review tools and strategies

Curriculum Mapping

In 2016-2017, FCDC explored new approaches to undertake curriculum mapping, using a data visualization process to show how courses work together in a program to help students achieve their program-level learning outcomes. When analyzed, curriculum maps help to identify gaps or redundancies in a program's curriculum. The map can be used as a planning tool for curriculum development and to communicate to students how their courses work together. Most importantly, curriculum mapping creates a shared faculty understanding of program goals and future directions and provides a reasoned rationale for proposed changes to individual courses and curricula.

Over the past year, the FCDC held focus groups with program teams to identify and discuss challenges. In addition to very pragmatic, logistical difficulties involved in the gathering, representation and discussion of large quantities of data, it became evident that there is a misalignment in the language used in curriculum mapping and OCAD U's predominantly studio-based context. For example, the distinction between acquiring knowledge and applying it is not always meaningful in a making situation, where knowledge is often acquired and applied at the same time.

Using this feedback, we refined our approaches and changed how we communicate the value of curriculum mapping to faculty, situating it in relation to qualitative student feedback about curriculum. Over the coming year, we will monitor these efforts and continue seeking opportunities to infuse educational scholarship and practice with creative and inclusive design thinking.



Johanna Householder, Chair, Cross-Disciplinary Art Practices, Faculty of Art, holds a 3D model of conceptual relationships for academic planning, during a working session of the Academic Planning Steering Committee facilitated by the FCDC, April 2016.

FACULTY DEVELOPMENT

The FCDC promotes teaching excellence by collaborating with Chairs and Graduate Program Directors on program-specific professional development opportunities, working with individual faculty members in consultations and communities of practice to advance teaching, and leading campus-wide professional development events and activities for faculty, teaching assistants and other instructional staff, including OCAD U's annual Faculty Orientation. We also showcase teaching at OCAD U through an annual teaching exhibition and teaching awards.

Teaching Excellence Faculty Learning Community

Developed in response to faculty feedback requesting support for the creation of teaching dossier materials, the Teaching Excellence Faculty Learning Community (FLC) was a pilot program launched in the 2016-2017 academic year. This interdisciplinary community of four faculty worked to develop their teaching dossiers, identifying their own areas of strength and opportunities for improvement and providing feedback and support to the other participants. Six meetings were held over the course of the year, facilitated by FCDC staff using structures and models informed by teaching and learning scholarship.

“The Teaching Excellence Faculty Learning Community was a much-needed opportunity to stop and reflect on what we do as educators. It allowed us the unique opportunity to come together with our peers and learn about and analyze each of our approaches to teaching, as well as how we may communicate these approaches in a variety of contexts.”

Jennie Suddick, Faculty of Art

Over the course of the year, members of the Teaching Excellence FLC:

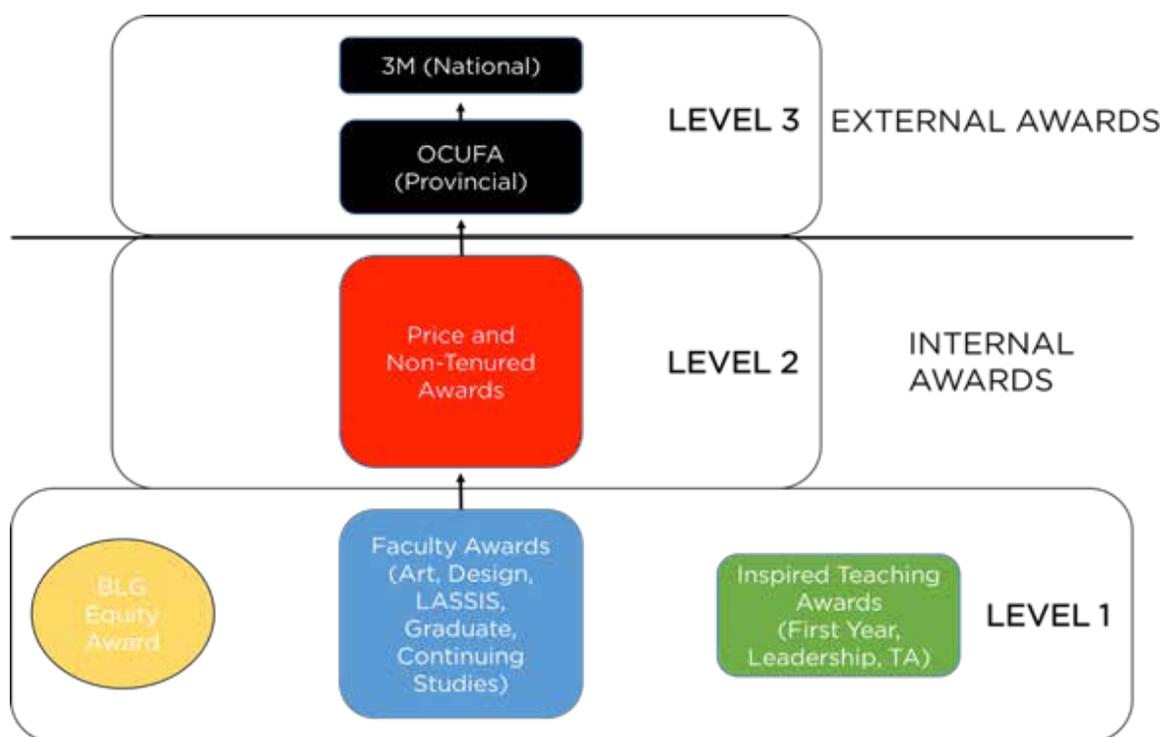
- Nurtured the growth of an interdependent faculty culture that promotes dialogue about teaching and learning from across the university;
- Prepared a teaching dossier and provided feedback on the dossier of a colleague; and
- Identified gaps and opportunities for the collection of formative and summative feedback on teaching.

“Among the many things discussed in our monthly meetings, I found the workshopping of our teaching philosophy statements, the discussions around how to gather teaching evidence, and how to compile a teaching portfolio incredibly helpful. This was instructive for both my own career advancement and the impact it had on my teaching. As we worked through each aspect of the portfolio, it was a chance to reflect on my teaching practice and critically evaluate what I do in the classroom. It's not an overstatement to say that the discussions improved my teaching this term.”

Mary Porter, Faculty of Art

Faculty Teaching Awards

In 2017 **five new Faculty Teaching Awards** were created in the Faculties of Art, Design and Liberal Arts & Sciences and School of Interdisciplinary Studies, as well as Graduate Studies and Continuing Studies. These new awards create a pathway for faculty to develop the experience and resources necessary to pursue institutional (Price Award for Excellence in Teaching and the Non-Tenured Award) and external (OCUFA and 3M) teaching awards. The revised awards pathway at OCAD University is as follows:



Teaching Award Structure at OCAD U (2017)

The FCDC collaborated closely with the Faculties in the development of these awards, including an expansion of the materials that nominees submit to the selection committee. In order to help faculty members put together their nomination package (comprised of a teaching philosophy statement and supplemental teaching materials such as Student Feedback on Courses survey results), we offered multiple workshops, face-to-face consultations and electronic feedback on draft work.

Expanded nomination packages help the selection committee make informed decisions when identifying award recipients; the collection of materials also benefit sessional faculty, who can repurpose the dossier for job applications, as well as tenure-track, continuing and teaching intensive faculty, who can use their dossiers for tenure, promotion and career advancement.

Over the coming year, the FCDC will work with senior administration to further enhance OCAD U's teaching award structure, including streamlining communications about awards and updating the criteria and nomination materials for the Price Award for Excellence in Teaching and the Non-Tenured Award.

Faculty Teaching Award Nomination Materials

On the expanded nomination package:

"It was very helpful and allowed me to look at my teaching philosophy and supporting documents more critically than ever before. I realized that my old teaching philosophy was lacking specific examples, and so I added a few that are specific to my teaching at OCAD. The new documents will be useful beyond my employment at OCAD, so I really did appreciate the help."

Anonymous Nominee

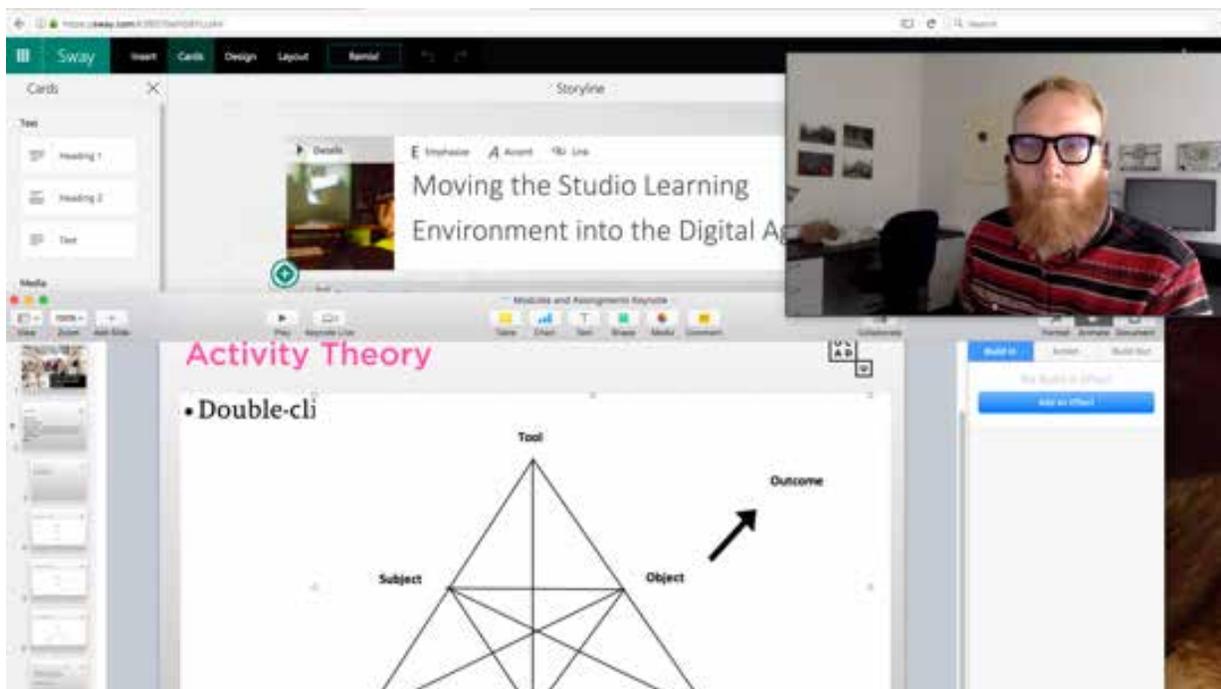
On FCDC support for the process:

"All aspects were helpful - specifically ensuring I was on the right track as I didn't have any guidance in writing a teaching philosophy until a few weeks before this workshop. Some of the very direct questions asked will stay with me as things I will ask myself the next time I have to approach such a task."

Anonymous Nominee

TECHNOLOGY-ENABLED LEARNING

The FCDC supports technology-enabled learning (TEL) by connecting faculty to tools and processes that support their needs. We offer individual consultations on course design and development for integrating technology, most often around the best use of Canvas tools for unique course needs. In 2016-2017 we worked with more than 50 individual faculty members to integrate videos, online discussions, quizzes, games and online learning modules in order, for example, to enhance student engagement as well as diversify the ways in which students show their learning and the ways their learning is assessed.



Screen capture showing an online Canvas orientation webinar with Travis Freeman, Educational Developer in the FCDC.

A key accomplishment of the 2016-2017 academic year was the launch of the Canvas Guide for Faculty, an extensive online resource for faculty members using Canvas in their teaching at OCAD U. The Guide is a course within Canvas that works as both a step-by-step resource for faculty who are new to the platform, and a reference for experienced faculty members looking to maintain and expand the online presence of their course. Currently there are more than **130 faculty and staff enrolled** in the Canvas Guide for Faculty.

Technology-Enabled Learning Strategy

Due to the constantly evolving and shifting nature of technology-enabled learning, in 2016-2017 the FCDC began drafting a mid- and long-term plan for integrating technology into teaching and learning at OCAD U: a new Technology-Enabled Learning Strategy. This strategy is built on a number of basic tenets, including the ability of technology to engage learners, reduce accessibility barriers, support the development of professional skills for life after graduation, and maximize active learning opportunities. The TEL strategy also acknowledges the need for flexibility in curriculum and teaching and learning methods in an increasingly digital, online world.

The first stages of drafting the TEL Strategy included a review of similar strategies at other institutions, an audit of current OCAD U tools and processes, and consultation with the Technology-Enabled Learning Committee, a working group of the Teaching and Learning Committee (TLC). The resulting TEL Strategy directly correlates to the priorities and goals of the recently approved OCAD University Academic Plan: Transforming Student Experience 2017-2022. In the upcoming year the FCDC will collaborate with faculty to create concrete goals for advancing technology-enabled learning at OCAD U and improving the ability of faculty to connect with, teach and inspire students.

TEL PROJECT SPOTLIGHT

Marie-Josée Therrien, Faculty of Liberal Arts and Sciences & School of Interdisciplinary Studies, was looking for a way to engage her students and push their learning further. As a teacher of Canadian architecture, Marie-Josée knew there was a lack of knowledge about the many accomplished Canadian architects, especially female, Indigenous and racialized architects. Marie-Josée approached the FCDC to discuss a Wikipedia-related assignment. Together we worked to align the project goals with the course learning outcomes. The result was a group assignment that melded writing, digital literacy and research while engaging students with course content in a new way. With the help of Instructional Technology (IT) and a guide published by the FCDC, Marie-Josée's students were introduced to digital literacy skills and created wiki sites about Canadian architects that could later be uploaded to Wikipedia. With the support of the FCDC, Marie-Josée expanded her teaching practice, helping students to meet the learning outcomes of the course and develop digital skills that will enable them to interact online.

THE SCHOLARSHIP OF TEACHING AND LEARNING

The scholarship of teaching and learning (SoTL) is an established, international field of scholarly inquiry and practice-based research that seeks to advance the practice of teaching by grounding it in evidence of improved student learning. As part of our mandate, the FCDC actively contributes to SoTL, in addition to supporting and collaborating with faculty on SoTL projects. These efforts have resulted in conference presentations, publications and externally-funded research projects.

Recent SoTL work includes a project for the Higher Education Quality Council of Ontario (HEQCO) to develop professional practice modules for the Faculty of Design using a model of cross-disciplinary collaborative course design, a study of articulation and student transfer practices at OCAD University funded by the Ontario Council on Articulation and Transfer (ONCAT), and the development of SPARK, a teaching resource for faculty in the creative disciplines funded by the Educational Developers Caucus (EDC). The FCDC and faculty in the Material Art and Design program also collaborated with Carlton University, George Brown College and Algonquin College in the Integrated Learning Project (ILP), also funded by ONCAT, to develop an inter-institutional pathway development model that can be used by any university and college in Ontario to create a collaborative degree program.

The FCDC are active contributors to national and provincial associations that advance SoTL and research in educational development, including the Council of Ontario Educational Developers (COED), the Ontario Universities Council on e-Learning (OUCEL), the Educational Developers Caucus (EDC) and the Society for Teaching and Learning in Higher Education (STLHE). Joe Lipsett is a member of the COED Non-Traditional Learning Working Group and acts as the Webinar Coordinator on the EDC executive. Travis Freeman is a member of the EDC action group on Indigenous education. Cary DiPietro is an Associate Editor for the Canadian Journal for the Scholarship of Teaching and Learning.

Recent papers and presentations include:

- Travis Freeman and Paul Maher (NSCAD University), "Critique 2.0: Student-Centered Performative Assessment," workshop presentation at the meeting of the Society for Teaching and Learning in Higher Education, Halifax, June 2017
- Emilie Brancato, Rebecca Diederichs and Cary DiPietro, "Re-Inventing the University: Lessons Learned from Writing Across the Curriculum (WAC) at OCAD University," workshop presentation for the meeting of the Canadian Writing Centres Association (CWCA), OCAD University, Toronto, May 2017
- Cary DiPietro, Susan Ferguson and Roderick Grant, "Writing as Making: Positioning a WAC Initiative to Bridge Academic Discourse and Studio Learning," workshop presentation for the Canadian Association for the Studies of Discourse and Writing (CASDW), Ryerson University, Toronto, May 2017
- Joe Lipsett, "'Here's What We Do and Why We're Important': Creating a Teaching Centre Portfolio," pre-conference workshop for the annual meeting of the Educational Developers Caucus (EDC), University of Guelph, February 2017
- Emilie Brancato, Cary DiPietro and Nancy Snow, "(re)Designing Institutional Discourses of Academic Integrity: Diversity, Difference, Policy, and Pedagogy," workshop presentation for the Canadian Association for the Study of Discourse and Writing (CASDW), Ryerson University, Toronto, May 2017
- Cary DiPietro, "Moving Beyond Integrity: Accommodating Disciplinary, Cultural, Linguistic and Modal Differences in the Policy and Pedagogy of Plagiarism," paper presentation for the International Writing Across the Curriculum (IWAC) Conference, University of Michigan, Ann Arbor, June 2016
- Ken Meadows, Janice Miller-Young and Carol Roderick, "Supporting Your Scholarship of Teaching and Learning Writing," workshop presentation for annual meeting of the Society for Teaching and Learning in Higher Education (STLHE), Western University, London, June 2016

SoTL PROJECT SPOTLIGHT

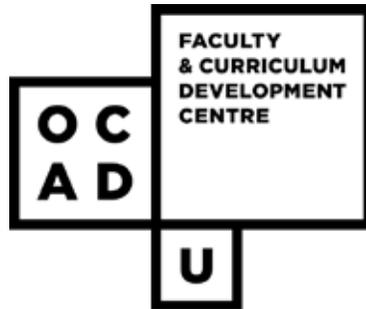
In *Art and Design Signature Pedagogies*, Sims and Shreeve (2012) list critique as one of six elements of art and design pedagogy (along with the studio, the brief, the sketchbook, research and dialogue). In 2016-2017 Travis Freeman engaged faculty in conversation around critique practices at OCAD U, hosting a roundtable discussion in April. As faculty shared their experiences with facilitating critique, several themes arose including reflection, student comfort levels, openness of critique spaces, time constraints and writing strategies for critique. Following the roundtable, these themes were further investigated via a series of faculty meetings and a review of literature in art and design pedagogy, inclusive design and simulation training.

Travis then joined with Paul Maher, Director of Teaching and Learning at NSCAD University, to develop a workshop which was presented at the annual conference for the Society of Teaching and Learning in Higher Education (STLHE) in June 2017. The workshop, titled Crit 2.0, situated critique as an educational practice in relation to educational theory and scholarship, and guided participants through a constructed mock critique. The process scaffolded the critique experience by engaging participants first in a personal written reflection, then in a short small group conversation, followed by a large group critique. In this way attendees were invited to systematically work through ideas and language around their work before being asked to contribute to a large group oral discussion.

The conversation and research on critique at OCAD U will continue in 2017-2018 with a roundtable on writing practices and critique co-facilitated by FCDC and WLC.

Over the coming year, the FCDC will continue to enhance our support for SoTL research by engaging in collaborative course-based research projects with faculty teaching across the university. These collaborations, focused in the Sculpture/Installation, Drawing & Painting and Material Art & Design programs, will build on a successful model of collaborative course-based research developed for the Writing Across the Curriculum initiative.

If you wish to learn more about SoTL or if you're interested in undertaking a SoTL project or collaborating with the FCDC in collaborative course-based research, please get in touch or drop in for a visit.



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