



Elevating Teaching through Departmental Leadership

Tools and Resources for Chairs



Centre for
Teaching and Learning

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Introduction

As administrative leaders, departmental heads fulfill various roles. They serve as the primary representatives for their departmental faculty, staff, and students, both internally and externally. Acting as a bridge between university administration and departmental members, they collaborate to develop and revise curricular goals to meet program requirements and degree-level expectations. Additionally, they function as teachers, mentors, facilitators, advocates, planners, organizers, delegators, recruiters, evaluators, communicators, coordinators, counselors, negotiators, problem solvers, peacemakers, and motivators (Hallan, Jones 2010). The [Centre for Teaching and Learning](#) at Queen's University is a central academic service unit that promotes and supports quality teaching while building capacity in teaching and educational leadership in direct support of Queen's students' learning experiences. We work to support you in your mission, all the while fostering teaching excellence at the University. By improving teaching practices and enhancing student learning, we can:

- Partner, inform, and consult with you on institutional priorities for teaching and learning;
- Provide and support you and your colleagues with evidence-based, strategic, innovative course and program enhancement;
- Guide you and your team through different processes, including QUQAP and self-studies, curriculum mapping etc.
- Support your success as a Departmental Head in the coming years.

These supports we outline below are not exhaustive, rather they provide a focused and intentional starting point for discussion about how the Centre for Teaching and Learning can support you in advancing your program. To arrange a one-on-one consultation with one of our Educational Developers, please consult our [Connect with... page](#) to identify who you should reach out to (depending on your needs) or email us at ctl@queensu.ca

Supporting Your Department

Undertaking a curriculum review

The purpose of [Queen's University Quality Assurance Processes \(QUQAP\)](#) is to ensure continued high quality for existing and new undergraduate, graduate and professional programs at Queen's, as well as to support efforts to ensure consistency and cohesion of all academic programs offered by Ontario's publicly assisted universities. For all QUQAP questions, contact QUQAP@queensu.ca.

Existing programs undergo a [Cyclical Program Review \(CPR\)](#) every seven years, which involves the writing of a Self-Study, a document which provides the department's perspective on the quality and sustainability of each of its programs and which requires substantial curricular alignment and mapping. Each CPR involves an external review visit and review team report.

Major changes to programs, including changes to program-level learning outcomes, require a [Major Modification](#) process. This process involves an analysis of how the proposed changes will affect current and future students and how those students will continue to be supported in their learning. When

considering embarking on a major modification, it is important to remember that the process takes 7-16 months.

[New Program Proposals](#) require a detailed proposal including curriculum mapping, a rationale for the new program, and information about how potential students will be supported. Like CPRs, new program proposals involve an external review visit. They also involve Senate approval, approval by the [Ontario Universities Council on Quality Assurance](#), and Ministry approval. The timeline for a New Program Proposal, from the initial proposal to admitting students, is 2-4 years.

Self-Study and QUQAP supports

The CTL provides support to units working through the QUQAP process through consultations and around curricular alignment, curriculum mapping, and program-level learning outcomes. We also offer *Curriculum Commons* annually: a series of workshops on curriculum advancement that includes specific guidance on the self-study process.

Supporting Your Faculty

Nominating colleagues for teaching awards

Teaching at Queen's University is supported by the work of dedicated educators across disciplines, who affect in significant and meaningful ways the learning experiences and success of students at our institution. Teaching awards offer recognition to individuals or groups who have gone above and beyond their normal duties to help our institution cultivate teaching excellence and educational leadership that pushes the boundaries of knowledge through teaching—in service to an inclusive, diverse, and sustainable society.

At Queen's University, we promote a number of [faculty specific awards](#), [institution wide awards](#), as well as [external awards](#) to recognize the unique contributions of teachers and educators across campus.

For more information about best practices and developing an award strategy, visit:

[Award Nomination Tips](#)

Teaching Dossiers and Student Experiences of Teaching

- Collecting feedback on your teaching
- End of course student experiences of teaching (QSSET)
- Preparing a Teaching Dossier

[Evaluation of Teaching](#)



Faculty members going through renewal, tenure, and promotion (RTP) can consult with an Educational Developer to help with their teaching dossier, and/or teaching related aspects of the tenure and promotion dossier!

Supporting faculty members with teaching strategies

Course (re)Design Institutes

Every year, the CTL organizes in-person and/or online institutes that guide participants through designing or redesigning an academic course. During this time, participants develop and/or refine your course learning outcomes; brainstorm ideas for assessment and learning activities; review to advance Indigenization and decolonization, accessibility, inclusivity, anti-racism, and global engagement; and apply principles of course design to improve student engagement and learning.

[Course Design Institutes](#)

Generative AI in Teaching and Learning

This resource provides some considerations and guidance around curriculum design in response to the ever-growing popularity of AI tools and Large Language Model (LLM) software, including what Generative AI is, considerations for course design, harms, biases, and privacy concerns, as well as strategies for assessments and academic integrity. [Resource on Gen AI in Teaching & Learning](#)

An overview of policies and guidance on Generative AI within the context of classroom environments is provided by the Vice-Provost (Teaching and Learning): [Summary of Generative AI Guidance in Preparation for 2023-34 Academic Year.](#)

Active Learning Strategies

Formats for structuring class discussion to make them more engaging, more organized, more equitable, and more academically challenging.

- [Active Learning Webpage](#)
- [Focus on Active Learning: Active Learning Strategies by Sue Fostaty Young](#)



Managing Difficult Conversations

With the goal of building community in the classroom and engaging learning experiences, we have curated these resources for instructors to adopt, adapt, and consider.

[Managing Difficult Conversations](#)

Creating Community Guidelines

Community guidelines are agreed-upon protocols that act as a contract for the duration of the semester with the potential of cultivating a sense of belonging amongst students and help to facilitate a space in which they can engage productively and respectfully.

[Creating Community Guidelines](#)

Understanding educational technologies and supports

Educational Technologies and CTL Supports

Create a course on OnQ

A step-by-step guide that walks you through the different steps you need to take to create your course is available through the onQ Support website.

[Create a Course](#)

Educational Technologies Guide

Technology can connect us like never before. But with infinite possibilities comes many challenges in making suitable and judicious decisions about best fit – what technologies will be the best solution for instructors, course contexts, and students? This guide maintains that:

- Less is more – stick to a limited number of tools and technologies and simplify wherever possible.
- The Learning Management System (onQ or other LMS offered by your faculty) is the single best technical solution for course management.

[Teaching Toolkit: Tech Solutions](#)

EdTech Toolkit

Use the search filters to help narrow which pedagogical tool to use for note taking, collaborative brainstorming, peer feedback, or project-based learning etc. The [Ed Teach Toolkit](#) has been created for instructors and educational support staff who are interested in exploring educational technology tools available at Queen's University. Information provided includes:

- Pedagogical uses
- Availability at Queen's
- Integration with onQ
- Accessibility
- Privacy and Security
- Where to get support

[Ed Teach Toolkit](#)

Supporting Your Undergraduate and Graduate Students

Supporting professional development for graduate students, teaching assistants, and postdoctoral fellows

TA Toolkit

This TA Toolkit was developed by the Educational Development Associates (EDA) at the Centre for Teaching and Learning, and it seeks to introduce you to some of the basic principles needed for in-class,

or online instruction. This toolkit does not include everything, rather, it is a starting point for discussion, and an invitation for further learning.

[TA Toolkit](#)

Teaching Assistant Checklist

Questions to review with your TA in the beginning of the semester: The Teaching Assistant Checklist. *Questions to Ask* was compiled by the University of Waterloo and is a great resource that includes an extensive list of questions TAs might ask their course instructor to ensure that they are aware of TA responsibilities and that they have sufficient resources and support to complete their TA role successfully.

[The Teaching Assistant Checklist](#)

Other Supports at the University: Student Success

Academics 101: Success Starts Here

Module that can be incorporated into your onQ on how students can organize their time, take notes, pick out key information in complex lectures and textbooks, write great university essays or lab reports, and prepare for exams.

[Success Starts Here: Module](#)

Resource on Academic Integrity

For a more in-depth and interactive discussion of academic integrity, check out our online tutorials for undergraduate and graduate students from Student Academic Success Services.

[Academic Integrity](#)

Supporting you!

The following books and articles have been recommended by the Council of Colleges of Arts & Science

The National Center for Faculty Development and Diversity (NCFDD) provides on-demand, online access to mentoring, tools and support to help individuals grow and be successful in academia. Through Queen's institutional membership with NCFDD, we are committed to supporting faculty members, post-doctoral fellows, and graduate students progress through their academic career by developing and honing skills including research, writing, strategic planning, networking building and finding work-life balance.

[Activate your Queen's Sponsored Membership](#)

Administrator Resources include

- **Managing multiple roles: How to be a faculty member and an administrator**
Academics are notoriously conflict-avoidant and the inability to manage conflict can result in negative physical, emotional, and relational consequences for tenure-track faculty. In this webinar, you will learn how conflict-management is an essential part of thriving in the Academy, how to decide when to push-back and when to pull back in the face of conflict, the difference between healthy and unhealthy conflict, how to get clear about the role that power plays in resolving departmental conflicts, and ten tips for engaging in healthy conflict.
- **Department head intensive:**
Is it your "turn" to become department head? Are you newly appointed to the role? Just like entering your first tenure-track job, becoming an administrator is a major career transition. In this bootcamp, we will focus on various ways you can maintain a sense of balance and wellness during the transition to department head.

Additional Resources

- Webinar: NCFDD Panel Discussion: [What I Wished I Would Have Known: Transitioning to Department Head](#)
- [The Faculty Success Program \(FSP\)](#)
- [Post-Tenure Pathfinders Program](#)
- Dr. Joy Gaston Gayles's Presidential Address titled "[Humanizing Higher Education: A Path Forward in Uncertain Times](#)"
- [How to Be a Strong Sponsor and Advocate for Faculty](#)
- [Coaching for Leaders Podcast](#)
- [Every Semester Needs a Plan](#)
- [How to Align Your Time with Your Priorities](#)
- [The NCFDD's 14-Day Writing Challenge](#)
- [Cultivating Your Network of Mentors and Sponsors](#)

Annual Events and Programs at the CTL

Event	Description	Offered
<u>Teaching Development Conference (TDC)</u>	TDC is an opportunity for all educators to start the academic year with networking and professional development on innovations in teaching. This event is for graduate students, post-doctoral fellows, faculty, and teaching staff from across disciplines to come together to learn and share ideas.	End of August
<u>Course Design Institute</u>	The Institute is a two-day intensive that guides participants through the process of designing an academic course. The Institute is open to all educators at Queen's University preparing a course to be taught in the upcoming year.	July
<u>Showcase of Teaching and Learning</u>	The Showcase provides an opportunity to meet with colleagues and to learn about the teaching and learning initiatives and innovations that are taking place across the institution.	May
<u>Teaching and Learning Month</u>	Teaching and Learning Month brings together faculty, instructors, post-docs, support staff, and graduate teaching assistants in a shared mission to foster a culture of excellence in student learning. The month is an opportunity to come together, learn from each other, and deepen our commitment to providing an exceptional learning environment for all at Queen's University.	May
<u>SGS 902: Teaching and Learning in Higher Education</u>	This course is intended for graduate students and post-doctoral fellows across the disciplines who want to develop as skilled, thoughtful, and confident post-secondary teachers. The goal of this course is to challenge and broaden conceptions of learning and approaches to teaching.	Winter Semester
<u>Professional Development in University Teaching and Learning (PUTL)</u>	The PUTL modules are a series of online, self-paced modules for any graduate student or postdoctoral fellow interested in teaching and learning. The PUTL modules span topics across teaching and learning practices, leadership, and inclusive pedagogy.	Ongoing