Change and continuity in a teaching and learning centre over 50 years: The MacPherson Institute from 1972–2022 at McMaster University

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ABSTRACT

McMaster University's teaching and learning centre, known today as the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, opened its doors in 1972 and marked its 50th anniversary in 2022. Based on a review of textual records and guidance from two institute directors, the chapter illustrates how the institute has enacted four strategies for encouraging culture change in teaching and learning: (a) rational planning, (b) social interaction, (c) human problem-solving, and (d) use of political power. We also track how debate about the appropriate role and focus of the teaching and learning centre has caused a pendulum to swing between several poles: (a) between a micro focus on the expressed needs of individual educators and a macro focus on systemic institutional change, (b) between prioritization of local service delivery and an international reputation for innovative research into teaching and learning and (c) between facilitation of change behind the scenes and pursuit of greater recognition. We reflect on why it might be important to know our history, particularly the problematic capitalist and settler colonial interests that initially funded the institute, and what this history teaches us. We end by amplifying the importance of vision, focus, and acting on areas of historical neglect as the institute plans for the future.

KEYWORDS

educational development, history, postsecondary education, teaching and learning centres

The Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching (or MacPherson Institute, MI) at McMaster University first opened as the Shell Canada Centre for Science Teachers in January 1972 as an extension of a fellowship program first offered in

1970. The MacPherson Institute's present-day staff and stakeholders know little of its history. This is not entirely surprising: few teaching and learning centres seem to acknowledge their history in any meaningful way (e.g., Simmons, 2010; for exceptions see: Barrow et al., 2010; Center for Teaching and Learning, 2022; Centre for Teaching and Learning, 2022; Cook & Kaplan, 2011). There has been little written on the histories of teaching and learning centres and educational development in Canada or beyond, and the limited literature that does exist tends to focus on changes in the sector as a whole over relatively short periods of time rather than the evolution of specific centres over multiple decades (e.g., Donald, 1986; Lee et al., 2010; Wilcox, 1997).

Our project to uncover and document the history of the MacPherson Institute began in 2020 when Alise, a postdoctoral research fellow at MI, came across a reference indicating the MacPherson Institute had been initially established in 1972 (Centre for Leadership in Learning [CLL], 2009a). For an institute focused on supporting educators with their present-day (and forecasted future) needs, we were not sure what to make of this newfound knowledge that the institute would soon be 50 years old. We asked ourselves, what's the value of commemorating a teaching and learning institute's anniversary? This chapter explores what we have learned.

APPROACH AND MATERIALS

We proposed the following questions to guide our investigation:

- How did we come to have a teaching and learning centre at McMaster University?
- What factors have informed the evolution of this centre over time?
- Why might it be important to know this history? What might this history teach us?

In search of answers, Alise and Emily, a newly minted BA history alumna, ventured onto the deserted campus during the early days of the COVID-19 pandemic to visit MI's old storage space in the basement of the Burke Science Building. They found a colony of dead cockroaches, a museum-worthy collection of vintage technology, and 13 boxes of written records, many labeled "garbage" but never thrown out.[1] Those records directed us to additional sources, such as institutional reports we located in the William Ready Division of Archives and Research Collections at McMaster University Library. The MacPherson Institute's available strategic plans, website archives, and collection of past publications authored by MI staff, as well as a series of institutional, municipal, and provincial newspapers, were also reviewed.

Team conversations with coauthors Dale Roy and Lori Goff guided the search for and interpretation of documents. Dale joined McMaster's teaching and learning centre in 1979 as an educational consultant and served as its director from 1996–2008, and Lori has been with the unit since 2009 and has served as its current director since 2018. Two additional staff members with long histories at the institute were also interviewed for additional context (protocol 5263 reviewed and cleared by the McMaster Research Ethics Board). We ultimately abandoned our plan to interview a broader range of past and present staff members when we found ourselves overwhelmed with information and unsure how to make meaning of what we

were learning without an initial scaffold gained from desk research. We turned instead to the creation of a timeline, which became, over subsequent drafts, this chapter.

We note that this account of the MacPherson Institute's history is inevitably incomplete. We have focused our efforts on uncovering the unit's earliest and most unknown, forgotten, or lost history, taking cues from Dale, Lori, and the documentary analysis for key initiatives to highlight. Comparatively, our discussion of the MI's recent past is thus abridged, both because aspects of this history are taken up in more detail by other chapter authors in this volume (see Gullage, 2022, for more information on the MacPherson Institute's mandate area of curriculum development; see Teal et al., 2022, for information on the MI's contributions to digital pedagogy) and because it is challenging to know what to say about the last 5–10 years without a more distanced understanding of its significance.

We also chose to work primarily with textual records (e.g., meeting minutes, newspaper articles, reports) rather than seeking out a broad range of individual memories and perspectives. This unfortunately means that the events, activities, and environments that were significant to the people involved in the MacPherson Institute but never preserved in a document (for a good many reasons, such as the politics of working in a complex institution), or were successfully destroyed before we salvaged them, are largely missing from this account. While we include several photographs discovered during our search, the visual record of the institute's older history is also limited. We hope that future colleagues might build on this work through other research approaches and look forward to what they will say about our recent past from the vantage of MI's 75th anniversary.

THEORETICAL FRAMEWORK

In an homage to a theoretical model for making change in postsecondary teaching and learning used by former MacPherson Institute staff, we draw on Lindquist's (1978) *Strategies for Change* (as deployed by Roy et al., 2007 and updated by Lindquist & Bergquist in 2013) to illustrate how the MacPherson Institute has enacted four change strategies over the past 50 years. These strategies are: (a) rational planning, (b) social interaction, (c) human problem-solving, and (d) use of political power.

The first strategy, rational planning, is focused on "developing a terrific message" and "formulat[ing] proposals based on the best reason and evidence available" (Lindquist & Bergquist, 2013, pp. 2–3). While inadequate as a sole change strategy, such an approach did inform the initial proposal to create McMaster's teaching and learning centre and each subsequent name change, mandate expansion, internal or external review, and strategic plan, as well as proposals for donor funding for specific initiatives. Other rational plans like university strategy, impactful evidence, and government directives bolstered these proposals.

The second strategy of social interaction emphasizes process factors through which the terrific message of an innovation gains attention and acceptance and the personal contact required to encourage people's willingness to change (Lindquist & Bergquist, 2013). This aligns with the institute's enduring core value of collaboration and desire to be a partner and facilitator of communities rather than the university's "centre" for all things teaching and learning. A strategy of social interaction has been expressed throughout the decades by the

institute's work to create and host networks, communities of practice, education courses, fellowship cohorts, workshops, and conferences; to facilitate student-faculty partnerships; to collaborate on initiatives and resources with other campus units; and, especially in recent years, to strengthen relationships with faculties and communication with campus stakeholders.

The third strategy of creating change through human problem-solving entails identifying psychological and sociological barriers to change (e.g., fear, distrust, need for autonomy and control, other emotional needs) and confronting resistance. From teaching and learning grants and for-credit education courses to the establishment of teaching awards and redesign of the built classroom environment, the MacPherson Institute has addressed obstacles to teaching change by providing credit and recognition, financial resources, easy access to evidence-based pedagogical best practices, and more flexible and adaptable learning spaces. Moreover, the development of TA Day by teaching assistants, the leadership of the Inquiry Project by invested faculty members, and meaningful opportunities for partnership through the Student Partners Program illustrate the exciting possibilities that emerge when teaching and learning centres support initiatives with strong student, staff, and faculty ownership and involvement (Sorcinelli, 2002).

The fourth and final change strategy is the use of political power. Like other teaching and learning centres, the MacPherson Institute has historically limited its use of this strategy in order to encourage voluntary engagement with the unit, which is perceived to be more conducive to relationships of trust, feelings of support, and invitations to collaborate than exerting a position of evaluative authority on teaching (Sorcinelli, 2002; Sorcinelli et al., 2006). Carefully, though, the institute has used its power to support policy development on the evaluation of teaching and processes for institutional quality assurance and is thinking about how it might engage in further advocacy in the years ahead, a topic we return to at the end of the chapter. The political power of university leadership, student activists, and government have also shaped the institute's work to change cultures of teaching and learning at McMaster over 50 years.

Our research has additionally helped us track the emergence and continuation of patterns and tensions within the institute's operations over its history, including mixed and mis-perceptions by campus stakeholders. Reflective of lively discussion in the educational development literature about the appropriate role and focus of consultants in teaching and learning centres, the MacPherson Institute has experienced a push-pull between (a) a micro focus on the expressed needs of individual educators or a macro focus on systemic institutional change, (b) the prioritization of local service delivery or an international reputation for innovative research into teaching and learning, and (c) expert facilitation of change behind the scenes or the pursuit of greater recognition (Knapper, 2003; Lee et al., 2010; Mason O'Connor, 2016). Throughout the chapter we therefore point to how a pendulum has swung between these poles across the 5 decades of the MacPherson Institute's history and how the institute has sought to respond to and balance various interests and needs.

Our search has also unearthed problematic capitalist and settler colonial interests that funded the institute and that call us into the work of Truth and Reconciliation. In acknowledging

these tensions throughout the chapter, we aim to create a space for reflective practice and ongoing redress in the present and future.

The chapter is organized chronologically to review each iteration of the present-day MacPherson Institute (see Figure 1):

- 1970–1975: Shell Canada Centre for Science Teachers (Shell Centre);
- 1975–1998: Instructional Development Centre (IDC);
- 1999–2012: Centre for Leadership in Learning (CLL);
- 2013–2016: McMaster Institute for Innovation and Excellence in Teaching & Learning (MIIETL);
- 2016-present: Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching (MacPherson Institute, MI).[2]

Figure 1. MacPherson Institute letterhead and logos over the years

1970–1975: SHELL CANADA CENTRE FOR SCIENCE TEACHERS

The Shell Canada Centre for Science Teachers through the Department of Chemistry at McMaster University started as a fellowship program in 1970. In 1972, the program expanded into a centre to support high school science teachers and expanded again in 1975 to support teaching and learning across McMaster. Before describing the beginnings of the centre, we contextualize its origins: the corporate funding that started it all and why McMaster's chemistry department might have appealed to Shell Canada as a partner in their pursuit of trained scientists.

The corporate funding that started it all

Shell Oil Co. of Canada, Ltd., an energy and petrochemical corporation, had begun by at least the mid-1940s to offer annual scholarships for students pursuing graduate degrees in science or engineering ("Graduate Studies," 1947). In 1957, Shell's efforts expanded with 2-year grants to help Canadian universities enhance their facilities for teaching geology ("Need More Graduates," 1957). That year Shell also began funding merit fellowships for Canadian high school science teachers, covering the costs for fellows to develop their leadership skills through participation in summer graduate seminar sessions at Stanford or Cornell University in the United States. The goal of the fellowship program was "to help relieve the shortage of scientists and engineers by strengthening the teaching of high-school chemistry, physics and mathematics" ("Shell Awards Help Teachers in Science Field," 1958, p. 27).

As reported in *The Globe and Mail*, the petroleum industry employed the majority of Canada's 2000 geologists in 1957 and "the next five years the industry's annual demand [was] estimated at 150 graduates—almost the entire graduating class in Canada" (p. 42). The "serious shortage of petroleum geologists" was seen by Shell to be "hamper[ing] more widespread development of Canada's vital oil search" ("Need More Graduates," 1957, p. 42; also see Rice, 2013). The Geological Survey of Canada, founded in 1842 to promote the mining industry and settler colonial nation building, was in the 1950s continuing to map Canada's landscape to identify and quantify valuable mineral deposits for extraction (Rice, 2013; Vodden et al., 2017).

Shell later partnered with several Canadian universities, including McMaster, to host these summer sessions for merit fellows in Canada.[3] McMaster University's resulting Shell Merit Fellowship Program for high school chemistry teachers was initially facilitated in July 1970 as a residential summer program with a provincial mandate, with activities expanding nationally when the program was deemed a success (Bourns, 1973; Fitz-Gerald, 1993; Humphreys, 1972). The program taught the latest developments in chemistry and provided participants with the opportunity to translate their learning to create audio-visual material like film loops and photo slide programs they could use in their classroom ("Teachers End Updated Course in Chemistry," 1970). Given the success of the Shell Merit Fellowship Program, Shell provided $106,000 over 4 years (1971–1975) to support the creation of a Shell Canada Centre for Science Teachers through the Department of Chemistry at McMaster (Humphreys, 1972).

In short, it appears that the centre's initial funding was tied at least in part to the identification and extraction of oil and gas. Today, we recognize this as a problematic capitalist and settler colonial project of increasing corporate profit while contributing to the devastating

dispossession of Indigenous people from their traditional lands. We have learned that over its history, the MacPherson Institute has received donations from three petrochemical corporations: Shell Canada provided operational funding for the centre, Imperial Oil provided grant funding for teaching initiatives in academic departments, and Petro-Canada provided award funding for innovative educators.[4] This is in keeping with the significant role of fossil fuel companies in privately funding activities of postsecondary institutions across Canada (McCullough, 2022).

From what we have been able to uncover, Shell currently operates mines in Groundbirch, British Columbia; Gold Creek near Grande Prairie, Alberta; and the Muskeg River and Jackpine mines north of Fort McMurray, Alberta (Shell Canada, n.d.). Imperial Oil operates mines around Cold Lake, Kearl Lake, and Wood Buffalo, Alberta (Imperial Oil Limited, 2022). Suncor, which now owns Petro-Canada, also has mining operations around the Fort McMurray and Wood Buffalo areas in Alberta (Suncor Energy Inc., 2022). These are the traditional territories of the Beaver First Nation, Beaver Lake Cree Nation, Cree, Dene Nation, Kelly Lake Métis, Michif Piyii (Métis), Mountain Métis, Plains Cree, and Stoney Nakoda Nations and covered by Treaties 6 and 8 (Native Land Digital, 2022). Many other Indigenous nations have been affected by the development of petrochemical pipelines, refineries, and retail outlets and their associated environmental impacts (see Jekanowski, 2019; Murphy, 2020). This is important history for today's MacPherson Institute to know and to take action on, which would align with campaigns advocating McMaster University's divestment from fossil fuel industries and more robust commitment and work to support Truth and Reconciliation, climate justice, and sustainability.[5]

Capacity for instructional development in the chemistry department

Based on our research, we speculate that there are several reasons why McMaster's chemistry department might have appealed to Shell Canada as a partner in their pursuit of trained scientists. First, the department's interest and commitment to chemistry education was well established by the 1970s, and so the creation of a teacher support centre was a natural extension of a long trajectory of related work. Faculty had been engaged in publishing textbooks and education research and presenting at education conferences for many years (e.g., Cragg & Graham, 1955; Graham, 1947, 1948; Graham & Cragg, 1959; Maxwell, 1950; Warkentin, 1966). In alignment with university expectations to support student recruitment, the department also had a history of engagement with local high schools. Faculty members regularly offered courses to high school teachers in "recent developments in chemistry," helped them prepare for the new high school curriculum, and invited students to campus for demonstrations and tours of high school chemistry labs (Department of Chemistry, 1960–1977, 1965, 1966). These engagement activities were perhaps inspired by faculty members' participation in the Division of Chemical Education in the United States, which had been bringing high school and postsecondary teachers together to coordinate and enhance curriculum since the early 1950s, including through government-funded summer programs that McMaster's Department of Chemistry would later emulate (Kessel, 1973; Orna, 2015).

Second, the chemistry department offered a stable and strong foundation for teaching innovation. It was older, more established, and better resourced than many other programs at McMaster University, partly aided by partnerships with the government to support innovation for military purposes during the Second World War (Johnston, 1981). Johnston (1981) surmises that McMaster's creation of PhD programs—starting with chemistry in 1951—brought in vital new energy and ideas from students trained at different universities, which encouraged innovation.[6] Resourcing of science education in Western countries was also expanded in response to the Soviet Union's winning of the space race during the Cold War with the successful launch of the first satellite, Sputnik 1, on October 4, 1957. This event also led to a revolution in the teaching of introductory courses in chemistry (Baird, 1970; Blades, 1997; Bodner & Herron, 1980; Lagowski, 2014).[7]

Third, the educators who would come to lead and support the Shell Centre were primed to experiment with innovative approaches to address teaching challenges. David Humphreys and Alan Blizzard taught chemistry to first-year students—a population that was growing in size and diversity as students entered university with different aims and high school preparation. Humphreys, Blizzard, and department colleagues found sole use of a lecture format unsuitable and so began experimenting with the creation of audio and video recordings and a continuously staffed resource room where students could self-study remedial or advanced material at their own pace, ask questions, and collaborate in groups (Blizzard et al., 1973; Gillespie & Humphreys, 1970). Additionally, while McMaster's overall student population and enrollment in first-year chemistry was growing, the Department of Chemistry (1966) noted the following: "proportion of our student body registered in four year courses in Chemistry continues to decline at an alarming rate" (p. 3). For example, in 1969–1970, the chemistry department had 110 graduate students and 21 postdoctoral fellows, but only 80 undergraduate students across 2nd to 4th year, a dip that had brought concern as early as 1964 (Greenlee, 2015). The chemistry department's fluctuating student enrollment was attributed at least in part to "the unrealistically heavy lecture and laboratory load" (Department of Chemistry, 1966, p. 3), which informed work to reinvigorate the program (Department of Chemistry, 1960–1977).

Fourth and perhaps most importantly by Dale Roy's account, the "huge personality" and "bundle of energy" of David Humphreys, the future director of Shell Fellowship/Centre activities at McMaster, and his notoriety "for being larger than life," likely appealed to Shell and "drove the centre" (personal communication, October 2022). Unfortunately, our investigation of this aspect is limited by our focus on document analysis. Nevertheless, the documentary evidence suggests McMaster's chemistry department had the capacity and interest to further invest in teaching and learning innovations.

Goals, direction, and leadership of the Shell Merit Fellowship Program and Centre for Science Teachers

The Shell Canada Centre for Science Teachers was initially opened by the Minister of Education for Ontario elementary and high schools in September 1971 and then "officially" opened on January 20, 1972 (see Figure 2; "Hon. Robert Welch Opens Science Centre," 1972; Humphreys, 1972). In his remarks at this latter opening, McMaster President Bourns

summarized the Shell Centre's purpose as "a means whereby the doors of our University science departments can be opened to practising secondary school teachers for consultation with faculty and for assistance in the development of new approaches to science instruction" (as cited in Shell Canada Centre for Science Teachers, 1975, p. 1; Bourns, 1972). The centre also performed an important public relations function, "draw[ing] attention to McMaster's concern with teaching and learning" (Liaison Committee on Instructional Development [LCID], 1974b, p. 8).

Figure 2. 1972 opening of the Shell Canada Centre for Science Teachers

The Shell Canada Centre for Science Teachers in the McMaster Senior Sciences Building was officially opened January 20, by Hon. Robert Welch, Minister of Education and Provincial Secretary for Social Development. Mr. Welch is flanked by Dr. D. A. Humphreys, Assistant Professor of Chemistry and Director of the Centre, at left, and Dr. A. N. Bourns, Vice-President, Science and Engineering, McMaster.

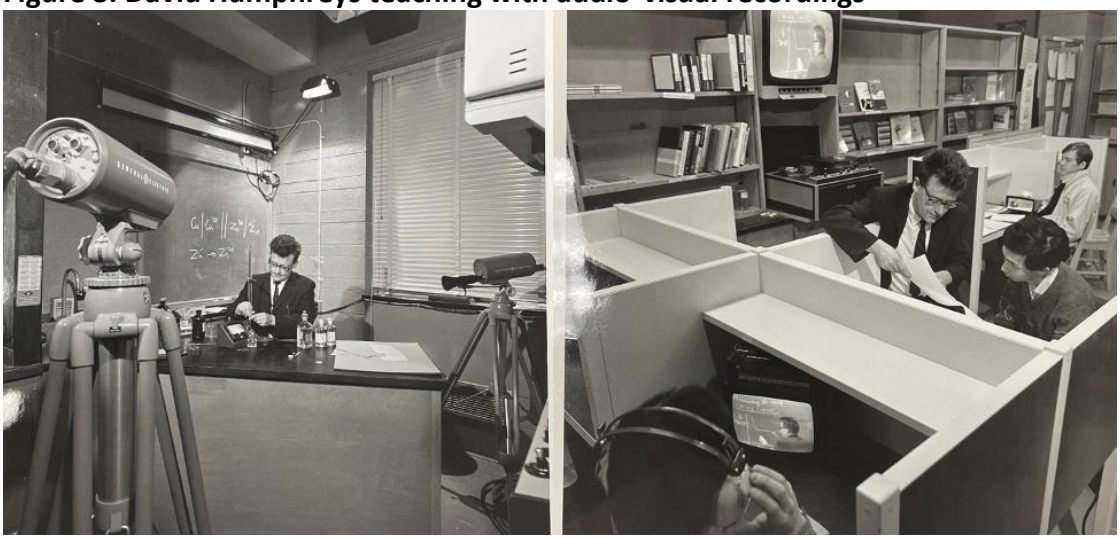
Published in *McMaster News* (1972). Photographer: Tom Bochsler. Accessed at and permission to use from The William Ready Division of Archives and Research Collections, McMaster University.

Initial activities of the Shell Canada Centre for Science Teachers (1975) included research and development of instructional methods for high school science, including the creation and selling of educational material such as audio-tapes and guidebooks for learning concepts in chemistry; teacher consultation with university staff and access to laboratory facilities and other equipment; and a variety of workshops and programming for science teachers held across the province (Blizzard et al., 1972a, 1972b; "Drop-in Concept: McMaster Planning Centre for

Science," 1971; "Shell Canada Centre for Science Teachers," 1971). Despite extensive searching, we have been unable to locate much documentary evidence of the Shell Centre and are therefore unable to infer how corporate funding from Shell Canada may have informed the centre's mandate and activities.

David Humphreys, who taught first-year chemistry at McMaster while completing his doctorate in the department (Humphreys, 1969), was the founding director of the Shell Merit Fellowship Program and subsequent centre and became an assistant professor (chemistry education) with a focus on "finding solutions to problems of science education" ("University and Industry Cooperate in Centre for Science Teachers," 1973, p. 9; Department of Chemistry, 1969–1970). Alan Blizzard, who became assistant director of the Shell Centre, also completed his chemistry PhD at McMaster (Blizzard, 1972) and collaborated with Humphreys and department colleagues on first-year teaching innovations (Blizzard et al., 1972a, 1972b, 1973, 1975; Gillespie & Humphreys, 1970; Humphreys, 1971; Humphreys & Tomlinson, 1969). The Shell Centre had two additional staff by 1973 ("University and Industry Cooperate in Centre for Science Teachers," 1973).[8]

Figure 3. David Humphreys teaching with audio-visual recordings



Photographs of Humphreys video-recording a lesson and conferring with a student engaged in self-directed learning in the audio-visual resource room in 1968. Photographer: Tom Bochsler. McMaster University Photograph Collection (Box 7, 1–8; Box 14, 3–28). Accessed at and permission to use from The William Ready Division of Archives and Research Collections, McMaster University.

1975–1998: INSTRUCTIONAL DEVELOPMENT CENTRE

Many factors helped in spreading instructional development work, as it was called at the time, from the Department of Chemistry out across campus through expansion of the Shell Centre into the Instructional Development Centre (IDC). The resulting first 2 decades of institution-wide support for teaching and learning at McMaster University involved impactful work at the level of institutional policy, national educational leadership and recognition of

teaching excellence, and professional development in teaching for McMaster's graduate students. Most goals for instructional development at McMaster set in the 1970s endure today, nearly 5 decades later.

Momentum: Planning the extension of instructional development across campus

By 1974, with the Shell Centre's funding coming to an end, discussions were underway about the future of the centre. While McMaster's Faculty of Health Sciences provided instructional support to its faculty through the Program for Educational Development (established in 1972; see Chan et al., 2022; PED, 1978), and the Shell Centre was offering support to high school science teachers, as of yet there was no central teaching and learning support for the five other faculties at McMaster.

In February 1974, the University Committee on Teaching and Learning (UCTL) held its first meeting with an aim to inventory all of McMaster's current instructional development efforts to avoid duplication and develop recommendations for new initiatives.[9] The big agenda item in Fall 1974 was discussion about the extension of the Shell Centre (LCID, 1974a, 1974b, 1974c) and submission of proposals to McMaster President Bourns recommending creation of an instructional development centre financially supported by the university (LCID, 1974d; Shell Canada Centre for Science Teachers, 1975).[10] Approved by Senate in 1975 (Greenlee, 2015), the IDC was viewed as serving "all non-Health Science faculty members" (McMaster University, 1976, p. 1) as the unique development needs of clinical educators across healthcare sites was already being met by the dedicated Program for Educational Development in Health Sciences.

This example illustrates the strategy of creating change in teaching and learning through a "well-developed plan based on evidence and reason" (Roy et al., 2007, p. 23, referring to the model proposed by Lindquist, 1978). The proposals claimed the IDC would help maintain McMaster's leadership in educational development and innovative course design, assist instructors with instructional techniques, advise on the effective use of technology in teaching, support training programs for graduate teaching assistants, and function as the working arm for several teaching and learning committees on campus (LCID, 1974d; Shell Canada Centre for Science Teachers, 1975). To back up these claims, the proposals highlighted the important contributions made at other instructional development centres, such as the centre established in 1969 at McGill University (LCID, 1974d; Shell Canada Centre for Science Teachers, 1975). Not only were these initial proposals successful, but as we will see below, there has been considerable stability in the centre's core mandate and activities over its first 47 years, suggesting the plan was indeed well-developed.

This push for instructional development work at McMaster was strengthened by several concurrent factors: a major provincial report and student activism calling for changes in education (Commission on Post-Secondary Education in Ontario, 1972; see de Bie, Dhanoa, & Ing, 2022); a focus on maintaining positive public perception at a time of declining university enrollment; and, perhaps most importantly, the energy of a small group of McMaster faculty enthusiastic about teaching improvement, and support from senior leadership (President's Committee on Teaching and Learning [PCTL], 1978a). Alongside this appetite for serious consideration of teaching and learning, grant funding over 1973–1980 from the Council of

Ontario Universities Programme for Instructional Development (OUPID) enabled the establishment of the Instructional Development Centre at McMaster and encouraged increasing investment of McMaster's own financial resources (Elrick, 1990; IDC, 1980; Main et al., 1975).[11]

Early goals of the Instructional Development Centre

The Shell Centre transformed into the IDC in September 1975, with David Humphreys continuing in the role of director and Alan Blizzard as assistant director and educational consultant (Blizzard, 1975; Shell Canada Centre for Science Teachers, 1975). By 1976, McMaster's instructional development program comprising the IDC, Program for Educational Development, and University Committee on Teaching and Learning was considered the most advanced in Ontario (PCTL, 1978a). Over 50 faculty members from all faculties and over half of the academic departments sought support from the IDC between 1976–1978 (McMaster University, 1978; PCTL, 1978a). After several years of operations, the IDC's overall mission included multiple goals that continue in some form within the MacPherson Institute's present mandate (see Table 1).

Table 1. Comparison of IDC goals in the 1970s and MI mandate in 2019

MANDATE AREA	INSTRUCTIONAL DEVELOPMENT CENTRE GOALS (1970S)	MACPHERSON INSTITUTE MANDATE (2019)
Professional development for teaching	● "to continue to assist individual faculty members in their professional development as teachers" (IDC, 1979b, p. 2) ● "to encourage dialogue about learning and teaching innovation among different departments and individuals" (IDC, 1979b, p. 2) ● to support "the training of graduate student teaching assistants" (LCID, 1974d, p. 2; Shell Canada Centre for Science Teachers, 1975)	● "Creating and delivering professional development that engages educators throughout their careers in teaching and learning in order to enhance the student learning experience"
Scholarly teaching	● "to conduct research on teaching and learning in higher education" ● "to disseminate information about teaching innovation and instructional development to	● "Supporting, conducting, and recognizing teaching and learning scholarship that has the capacity to develop, inform, and enhance educational

	McMaster faculty members" (IDC, 1979b, p. 2) ● "Ensuring that faculty members are recognized for excellence in teaching" (McMaster University, 1978, p. 2)	initiatives and student learning"
Digital pedagogy	● to "[s]erve as an objective advisor to faculty members regarding the optimal use of existing University instructional services, such as computer services and audio-visual facilities" (Shell Canada Centre for Science Teachers, 1975, p. 6; LCID, 1974d)	● "Encouraging and elevating the pedagogical use of educational technologies and creative solutions to enhance teaching and learning" (Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, 2019, p. 2)

Alongside the enduring commitments identified in the table above, we note two significant differences in mandate between the 1970s and 2019. First, in 1979, the Instructional Development Centre held a goal "to help academic departments, faculties and university committees identify generalizable problems and resolve broad organizational issues affecting teaching" (IDC, 1979b). While institution-level efforts are not explicitly identified in its current mandate, perhaps in part because some of these organizational issues have been successfully addressed in the past 40 years, the present-day MacPherson Institute has been involved in leading and contributing to university-wide initiatives such as the creation of the teaching and learning and digital learning strategies (McMaster University, 2021). Moreover, the institute has added a new mandate in the last decade: "Facilitating curriculum development and revision that fosters continuous enhancement and engagement in learning" (Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, 2019, p. 2). This mandate to support departments and programs with curriculum, informed by the government's shifting quality assurance requirements, is elaborated by Gullage (2022).

A second distinction is that in 1979, the IDC articulated the goal "to give priority to working with groups of faculty and academic departments" as a result of "the limited resources of the Centre" (IDC, 1979b, p. 2). The IDC sought not to be the centre of teaching innovation on campus but instead to work with departments to set up their own faculty-relevant teaching development supports, such as department-specific teaching assistant training and processes for evaluating teaching (PCTL, 1978a). The McMaster University Committee on Teaching and Learning went as far as to recommend that "the Centre remain as only a small, central service in order to encourage individual faculty members and departmental representatives to assume the major responsibility of maintaining high standards in teaching" (PCTL, 1978a, p. 20). As

recorded in the minutes, the committee chair David Hitchcock explained, "this meant the IDC had to steer an intermediate course between acting as 'experts' who had sole ownership of various instructional development programmes and 'coercing' the departments into setting up their own instructional development programmes" (PCTL, 1979, p. 2). This would become a running theme over the centre's history: balancing the offering of trusted and valuable expertise while celebrating the expertise of educators and building capacity across the university.

In contrast, in 2019, the now well-resourced institute seeks to balance consultation and collaboration with individuals and groups. The institute has committed to a mandate to "partner with, support, and connect diverse groups of educators" (Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, 2019, p. 2) not because of limited human and financial resources, but as an expression of its collaborative approach and recognition of faculty autonomy in implementing the best strategies in their unique disciplinary contexts.

Policy development to support teaching excellence through the evaluation of teaching

The Instructional Development Centre played a significant role in supporting instructors and departments seeking to enhance teaching through evaluation.[12] Early on this involved teaching improvement consultations following the University of Massachusetts' procedure, which used videotape of an instructor's teaching, observation, self-assessment, and student ratings to generate feedback for an instructor that could be analyzed to develop strategies to enhance teaching (IDC, 1978; see The Clinic to Improve University Teaching, 1975). IDC support intensified in the events leading up to the senate's adoption of a university-wide policy on teaching evaluations in 1979. Speaking to the teaching culture at the time, Dale Roy explained:

> I don't think you can really imagine what it was like in that era. . . . In the words of one senior academic, "I'm not going to ask any snotty nose young brat what he thinks of my teaching. I've been doing this for thirty years." You know? So, that was the era. There was some significant arrogance, and some "I have nothing to learn. Why are you asking my students? They have nothing to say." So evaluation of teaching, any form, was pushing a rock up a hill.

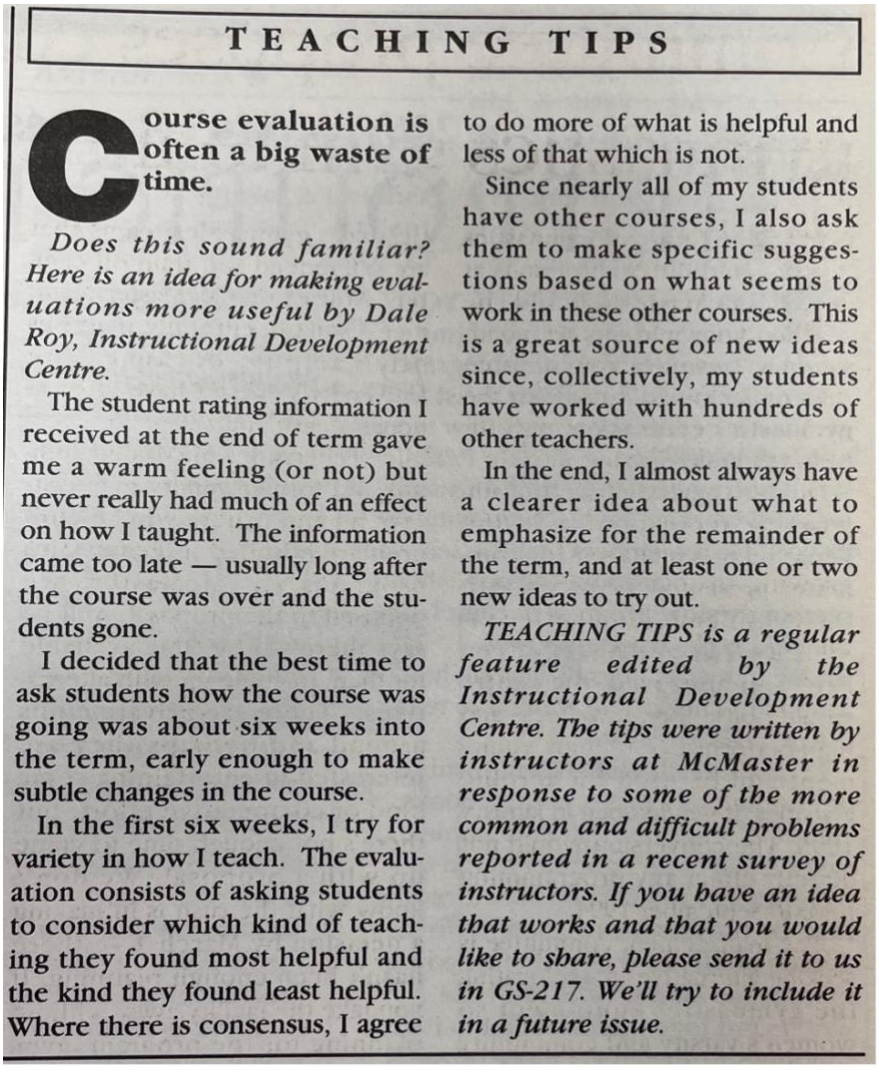
The McMaster University Faculty Association (MUFA) got the rock moving, with the IDC stepping in to push it along.

In 1976, MUFA formed the Ad Hoc Committee on the Evaluation of Instructors by Students to look into the state of student evaluation forms on campus. The committee drew attention to the McMaster Tenure and Promotion Policy, approved by senate in 1970, that stated student opinion should be "duly sought and considered" and given "appropriate weight" in tenure and promotion decisions, but did not explain how this opinion was to be sought or weighted (McMaster University, 1970, p. 6, point 8). When the committee conducted an informal, campus-wide survey, they confirmed that departmental teaching evaluation forms were being haphazardly implemented with little uniformity in what material was collected and how it was used (MUFA, 1977). The Ad Hoc Committee therefore recommended (1) adoption of

a standard teaching evaluation form and (2) explicit disclosure of how student evaluations were weighted in assessing teaching effectiveness for tenure, promotion, and salary purposes. As more work needed to be done, they also recommended that the senate strike a committee to advise on the matter of student evaluations (MUFA, 1977).

In November 1977, the senate delegated the project "to improve the evaluation of teaching" to the IDC and University Committee on Teaching and Learning (Board-Senate Committee on Long-Range Planning, 1977, p. 1). The IDC compiled a literature review on teaching evaluations for the UCTL and visited department chairs across the university to learn of their teaching evaluation procedures and collect suggestions (Blizzard, 1978). A final report based on the IDC's work was submitted to the senate by the UCTL in June 1978, recommending that the McMaster Senate adopt a policy for the evaluation of teaching (PCTL, 1978b).

Figure 4. Teaching tip on course evaluation published in the *McMaster Courier* (Roy, 1994)



TEACHING TIPS

Course evaluation is often a big waste of time.

Does this sound familiar? Here is an idea for making evaluations more useful by Dale Roy, Instructional Development Centre.

The student rating information I received at the end of term gave me a warm feeling (or not) but never really had much of an effect on how I taught. The information came too late — usually long after the course was over and the students gone.

I decided that the best time to ask students how the course was going was about six weeks into the term, early enough to make subtle changes in the course.

In the first six weeks, I try for variety in how I teach. The evaluation consists of asking students to consider which kind of teaching they found most helpful and the kind they found least helpful. Where there is consensus, I agree to do more of what is helpful and less of that which is not.

Since nearly all of my students have other courses, I also ask them to make specific suggestions based on what seems to work in these other courses. This is a great source of new ideas since, collectively, my students have worked with hundreds of other teachers.

In the end, I almost always have a clearer idea about what to emphasize for the remainder of the term, and at least one or two new ideas to try out.

TEACHING TIPS is a regular feature edited by the Instructional Development Centre. The tips were written by instructors at McMaster in response to some of the more common and difficult problems reported in a recent survey of instructors. If you have an idea that works and that you would like to share, please send it to us in GS-217. We'll try to include it in a future issue.

The resulting "University Policy on the Encouragement of Teaching Excellence[13] by Means of the Evaluation of Teaching," was approved by the senate in June 1979 (Senate, 1979). The policy required each faculty to develop faculty-wide guidelines for the evaluation of teaching. A year later the policy title was shortened to "University Policy on the Encouragement of Teaching Excellence" in order to "indicate that the policy's primary aim is the improvement of teaching rather than its evaluation" (Senate Executive Committee, 1979, p. 3) and in the hopes of gaining acceptance for the role of evaluation in the provision of feedback for professional development, merit awards, and promotions (McMaster University, 1981; PCTL, 1978b; Senate Executive Committee, 1979).[14]

The IDC played an important role in disseminating and helping the university implement the teaching evaluation report recommendations adopted by the policy (PCTL, 1978a), as well as other university policies, such as requirements that faculty prepare teaching dossiers for tenure and promotion reviews (e.g., UCTL, 1992b). While Roy et al. (2007) note that "when all else fails, the most common approach [to making change] is the use of political power" (p. 23), policy development and implementation has been the McMaster teaching and learning centre's least used change strategy over its 50-year history. This is in keeping with articulated principles of good practice for sustaining teaching and learning centres, which emphasize "voluntary, confidential, and developmental rather than evaluative" programming (Sorcinelli, 2002, p. 15), and findings that top-down educational reform can breed resistance and distrust rather than inspire change (e.g., Honkimäki et al., 2022).

Educational leadership: Setting up the Master's in Teaching, Society for Teaching and Learning in Higher Education and 3M Teaching Fellowship

In contrast to the IDC's restrained use and enforcement of political power through policy development, the centre regularly drew on two other change strategies: (a) social interaction, and (b) human problem-solving by identifying barriers to change and confronting resistance (Roy et al., 2007). The IDC, for example, contributed to the hosting of conferences and the creation of scholarly networks and addressed the lack of opportunities for professional teaching development, public conversation about teaching, and recognition of teaching excellence.

In 1977, McMaster University hosted the International Conference on University Teaching, bringing 120 instructional development staff from across Canada and the United States, as well as Mexico, the UK, and Sweden, to campus (PCTL, 1978a; Sistek et al., 1977). President Bourns (1977) noted the following in his opening remarks at the event: "I would like to believe that the choice of McMaster University as the site for this important Conference reflects, at least in part, the special emphasis that this University has given to instructional development over a number of years" (pp. 1–2). Given the Instructional Development Centre's early establishment compared to other universities and its human and financial resources, IDC staff members were also regularly involved in offering consultations, workshops, and seminars across Ontario and beyond on instructional development and effective teaching (PCTL, 1978a).

Additionally, based on the needs of teachers participating in the Shell Merit Fellowship for ongoing professional development, IDC director David Humphreys proposed the creation of

an interdisciplinary Master's program at McMaster leading to an MA (Teaching) or MSc (Teaching) for students with a teacher's degree and at least 1 year of teaching experience. The MA(T)/MSc(T) program focused on "the idea that the best teachers are those who know both what to teach and how to teach" (Committee on Academic Policy, 1975, p. 3 of brief). Students enrolled in the department of their teachable subject area and took half of their courses in their home department and half education courses offered by professors across the university. Courses included topics like economics of education, moral education, philosophies of education, history of education, sociology of education, the psychology of instruction, and theories of course design and curriculum development (McMaster University, 1977; President's Committee for Instructional Development [PCID], 1976b). The program ran from 1977–1998 with support from several departments, with Humphreys serving as program director for a time, and with IDC staff serving as thesis supervisors (Committee on Academic Policy, 1975; PCID, 1976a; Smyth, 2009). By the 1990s, McMaster's Master's in Teaching program was the only one in the province that offered this type of Master's degree, in contrast to the typical Master's in Education (MEd) solely focused on coursework in education ("Program Enables Teachers to Become Better Educators While Pursuing Graduate Studies," 1993).[15]

In 1980, with Humphreys' health-related departure, Alan Blizzard was appointed as acting and then full director of the IDC (President's Council, 1980). In the early 1980s, IDC staff and colleagues from nearby university teaching and learning centres began to pool resources (e.g., to share guest speakers across several institutions) and rotate the hosting of informal events and conferences. When the idea was introduced of expanding the conference attendance to attract faculty members across the country who wished to exchange ideas on enhancing teaching and learning, the group felt a formal name and start date for their network would offer some legitimacy. They named themselves the Society for Teaching and Learning in Higher Education (STLHE), backdating their founding year to when they first began gathering and announcing their "4th annual" conference (D. Roy, personal communication, October 2022; STLHE, 2021b; Wilcox, 1997). STLHE became the professional organization supporting Canadian teaching and learning centres and passionate university and college instructors. IDC staff have been recognized nationally for their educational leadership within the society.[16]

In 1986, STLHE partnered with 3M Canada Inc., a global company of scientists and researchers that started in 1902 as a small-scale mining venture in the United States (3M, 2022a, 2022b). 3M wanted to support a teaching award and so together 3M and STLHE established the first national award for university teaching, the 3M Teaching Fellowship. A call for nominations was distributed to universities and instructional development centres across Canada, and 10 faculty representing a wide range of disciplines were selected as 3M Teaching Fellows and invited to a retreat. The first year of the fellowship was coordinated by Christopher Knapper, director of the teaching and learning centre at the University of Waterloo. By the second year, fellowship coordination moved to McMaster IDC's Dale Roy.

From Dale's perspective, the award's significance was in making teaching excellence public and collective: "most of the great teachers worked in isolation from their colleagues. Their success was something private, held closely by their students but not something to be paraded or celebrated in front of their colleagues" (Roy, 2005, p. 57). The fellowship program

became a powerful opportunity to annually bring 10 exceptional teachers from across the country together (Roy, 2005; STLHE & 3M Canada, 1986; also see Stockley et al., 2019). As the award gained recognition over the years, it was often described as the "Nobel Prize of Teaching" (Riselay, 1990, p. 1; STLHE, 1986; Wilcox, 1997). Dale explained how his contribution to the 3M Fellowship brought significant value to the IDC and to McMaster University:

> I got to meet some of the best teachers in Canada and spend the weekend with them talking about teaching [during the annual scholarly retreat]. . . . As a professional development activity, it was phenomenal. I heard so many ideas about teaching because I had a window into what other universities were doing or not doing. (personal communication, October 2022)

As one example, the IDC's work to support national recognition of great teachers informed subsequent efforts to enhance local recognition as well through the creation of the President's Award for Outstanding Contributions to Teaching and Learning at McMaster.[17]

Figure 5. Photograph of IDC staff and 3M Canada's John Dobie at the 3M Fellows Retreat

This photograph—of Alan Blizzard (left), John Dobie (centre) from 3M Canada, and Dale Roy (right)—was taken ca. 1987 (photographer unknown) at the 3M Fellows Retreat in Montebello, Quebec. Each fellow was gifted a painting, as displayed here. Thanks to Kasia Armstrong-Neale for excellent sleuthing that discovered the photo in the MacPherson Institute/Society for Teaching and Learning in Higher Education archives, McMaster University.

Educator training for teaching assistants and graduate students

Building on the change strategy of human problem-solving (Roy et al., 2007), the IDC addressed undergraduate students' dissatisfaction with the performance of some teaching assistants (TAs) and TAs' own discomfort providing first-time instruction through provision of educator training for TAs. Dale Roy recalled:

> [TA training] was meant to fill the need of incoming graduate students. . . . See, when I arrived at Mac I had never seen a tutorial. We didn't have them [at my previous university]. So I'm teaching one and I don't even know what it looks like. I actually . . . went to the room where it was supposed to be to figure out roughly how many people would be there. I had no, no inkling. It was a seminar room, and I went, "Oh okay, so it's around 20 people." No inkling of what we were to do or how to do it or anything. I know a lot of grad students arrive the same way. . . . So TA Day was meant to address that. (personal communication, May 2021)

As "lasting change and the best motivation are brought about when the process is initiated by the user or client group" (Roy et al., 2007, p. 23), the IDC supported efforts advocated and led by TAs themselves.

Since its formation in 1975, IDC staff ran sessions at a department's request to "help new graduate students become more effective" (PCID, 1976b, p. 25; also see Humphreys, 1978) and sought to respond to campus advocacy for further training of TAs.[18] While several departments held their own orientation sessions for their TAs, there was increasing interest in inter-departmental exchange of information and ideas on TA training, leading the IDC to arrange an interdisciplinary session in June 1979 (Blizzard, 1979). Two years later, in May 1981, the union representing teaching assistants at McMaster since 1979 and the Union of Graduate Students requested a Teaching and Learning Grant from the UCTL to expand this session into a 1-day university-wide conference for TAs.[19] The groups were deemed ineligible for grant funding as non-academic units, but UCTL felt "such an event seemed to have considerable merit" and that it could be "one very important avenue to the renaissance of undergraduate education at McMaster" (Widmaier, 1981, p. 2). A steering committee of IDC and UCTL members and interested TAs was appointed to organize the event, modeled on the highly successful program offered at the University of California at Berkeley for the past four years (UCTL, 1981).

McMaster's first TA Day, noted in the IDC's records as "the first T.A. Day in Canada" (CLL, 1999d, p. 4; Day, 2000b)[20] was held on September 10th, 1981. TA Day offered a series of workshops on TA performance within the classroom and laboratory facilitated by experienced TAs for new TAs. Dale explained:

> We [the Instructional Development Centre] did a sample set of workshops for a group [of TA leaders on campus] . . . and said, ". . . What do you think?" And they said, "It stinks. That's not how we would do it." And we said, "How would you do it?" They said,

> "Well, we'll come up with something." And they individually did. They each took responsibility for a session . . . and they were brilliant. . . .
>
> David Poole was [a TA] in mathematics, and he was adamant that people think marking science and math is . . . "objective," it's right or it's wrong etc. So he had a little math quiz with four questions and he made three sample student answers to those questions. And then asked everybody to mark the stack of three test results. And when they did, the marks went from 100 to about 60. And he said, "So I told you. There's a lot of variability in marking and it isn't . . . all in writing, it's in little decisions that we make all the time."
>
> Well, that set of questions, that little quiz, I think has been used across Canada. I mean we published these workshops when we got them refined and I know lots of universities started TA Day and I suspect a lot of them used the workshops that we had started with. I know at McMaster several of them were used over and over again. (personal communication, June 2021; see Blizzard et al., 1981; IDC, 1990a, 1990b)

Each department additionally organized its own welcome and orientation for their TAs during the week of TA Day, and TA Day culminated on the evening of September 10th with a welcome event hosted by the McMaster president where TAs and faculty could connect and network (IDC, 1981a). The final report for TA Day 1981 shows that 266 TAs attended the event (IDC, 1981b). In short, TA Day was successful because it was student led and brought together "the right group of people" (D. Roy, personal communication, June 2021).

Modest changes to TA Day took place over time. In 1982, TA Day expanded to include a series of workshops for seasoned TAs addressing issues that this group had identified as "of continuing interest" (Roy, 1983, p. 1). Throughout the 1980s, older workshops were reworked, and new workshops were added and facilitated by a new cohort of experienced TAs (UCTL, 1983). TA Day began offering "Teaching in Different Cultures" in 1982 (Roy, 1982, p. 4), a workshop geared to TAs with English as an additional language in 1991 (Lockhart, 1991), and a session on teaching students with disabilities in 1999 (CLL, 1999d).[21]

In 1982, building on the success of TA Day, UCTL members returned to an idea of developing a course for TAs that incentivized participation with a completion certificate or course credit (IDC, 1979b; UCTL, 1982). While Master's students felt they did not have sufficient time in their academic schedule to pursue activities beyond TA Day, some senior PhD students were interested in additional training for their future careers as university professors (UCTL, 1983). In 1984, the IDC began offering mini-courses with completion certificates on different aspects of university teaching (Piccinin et al., 1993; Roy, 1984). For example, Dale Roy's "Making Formal Presentations (or Lecturing)" mini-course ran from 1984 until his retirement in 2008.

Figure 6. 1991 TA Day poster

Ten years later in 1994, the IDC created its for-credit course, Education 750 (EDU 750), which was open to full-time senior (3rd- or 4th- year) PhD students from any discipline and ran twice a week for 8 weeks. The three-unit course was designed to prepare students for the teaching aspects of their future career by building upon a TA's own teaching experience. The course adopted a problem-based learning (PBL) approach (see Sherbino et al., 2022, for further McMaster PBL history) to facilitate interdisciplinary discussion of teaching principles and research and provided practice opportunities and constructive feedback on basic skills in course design, lecturing, teaching small groups and large classes, and constructing tests. By 2000, the course was open to all McMaster graduate students (CLL, 1994, 1999b, 2000a, 2002; Piccinin & Picard, 1994; Roy & Riselay, 1999).

Challenges: Budget constraints and campus perceptions informing the role of the IDC

Entering the 1990s, Canadian postsecondary education institutions were facing the effects of federal and provincial government budget cuts (Mellett, 2010; Watson, 2020). At McMaster, the Provost's Advisory Group to Initiate Change (PAGIC) was formed in 1993 to

develop a plan for responding to the rapidly deteriorating fiscal environment. The group issued a report calling for greater accountability for resource use in both teaching and research (PAGIC, 1993; UCTL, 1993). For example, PAGIC saw a role for the Instructional Development Centre in developing instructors' teaching skills and advising on the best (i.e., "from the ideal to the acceptable") modes of instruction in order to "utilize the most effective and *efficient* teaching methods" (PAGIC, 1993, p. 53, emphasis added). This included a cost-benefit analysis of how many resources would need to be expended to implement better teaching practices with a focus on overall cost savings (e.g., through larger class sizes, hiring of lower paid sessional instructors).

These demands to maximize best practice with the fewest resources increased the workload of an already understaffed and underfunded IDC (Blizzard, 1994a). In frustration over the cuts to the IDC budget, Blizzard wrote to the provost and vice-president academic: "The University's financial situation is leading to very difficult teaching conditions and our services are becoming increasingly needed as instructors modify their courses to cope while trying to maintain the quality of students' learning experiences" (Blizzard, 1994b, p. 2).

To combat budget shortages, the IDC eliminated part-time positions, and by 1998, the centre had 50% less professional staff with only two full-time consultants, an administrative assistant, and occasional part-time student help (Roy, 1997, 1998). Or, as Dale put it when we asked him about the changes he had seen in the centre over time, "it got larger and smaller and larger and smaller." He elaborated:

> There was a Dean of Social Sciences who once said, "You know, it's cyclic: about every ten years people get really concerned about teaching, and they give you lots of money and they have lots of expectations. And that lasts for about five years, and then it starts declining to the point where they don't even know who you are, or what you do." . . . And then suddenly, something happens, the Stuart Smith Commission [Smith, 1992] comes out and says, "teaching is pathetic at universities, and that nobody cares about it" and suddenly, you know. So, some of that would be change in attitude in response to political pressure, in response to student initiatives, in response to an active senior leadership, and it tends to fluctuate. (personal communication, June 2021)

Another challenge the IDC faced was addressing views of its role and contribution on campus. One common misperception was that the centre existed to perform a "remedial" (Gibbs et al., 2009, point 3.6; Gaff, 1975, p. 121) or evaluative function by "help[ing] teachers not up to snuff" (Humphreys, 1998, p. S4). As Provost (1996–2001) Harvey Weingarten perhaps unhelpfully put it, "some profs are required to go to the [Instructional Development] centre for help if there is a problem" (as cited in Humphreys, 1998, p. S4). IDC staff worked hard to counter these perceptions of the IDC "as a clinic for sick teachers" (Sorcinelli, 2002, p. 15) or as the teaching police:

> The centre does not impose any type of teaching methodology nor do we check up on the teaching of faculty members. . . . The centre will act as consultants to faculty

> members or departments wishing to set up an evaluation system, but the centre does not administer such systems. (Blizzard as cited in "Providing a Service and Resource for Teachers," 1988, p. 9)

While these sorts of misperceptions may continue in some pockets, there have been great efforts at McMaster and in educational development more generally to position the teaching and learning centre as offering voluntary consultation rather than operating as an arm of university administration (Sorcinelli, 2002; Sorcinelli et al., 2006; Wuetherick & Ewert-Bauer, 2012). Some even came to view the centre as having "saved the career of many academic staff members in their department struggling with the teaching component of their role in their bid for tenure and promotion" (CLL, 2009a, p. 10).

1999–2012: CENTRE FOR LEADERSHIP IN LEARNING

Transition to the Centre for Leadership in Learning

In 1998, McMaster University embarked on an ambitious set of projects through the Changing Tomorrow Today fundraising campaign with a $100-million private-sector target to improve the quality of undergraduate instruction. One of the four main priorities[22] of the campaign was to raise $10 million for the IDC's expansion into the Centre for Leadership in Learning (CLL), an evolution of name and mandate that came into effect January 1st, 1999 (Brown, 1999; Farquhar, 2000; Weingarten, 1999).

Dale explained to us that Harvey Weingarten, provost and vice-president academic, was likely pushing the renaming of IDC to CLL for fundraising purposes. As Dale explained, it was much easier to go to a donor and say, "We've got this great new centre. It's a centre for leadership and learning and excellence" rather than to ask for donations to an established centre with a name that sounded "a little techy" (personal communication, June 2021). Echoing this point, the CLL was successful in receiving a $1 million donation from the Royal Bank of Canada to create a new "Learning Technologies Resource Centre" (LTRC) (CLL, 2000c) that would assist faculty members in using technology effectively to improve teaching (see Teal et al., 2022, for a history of educational technology at McMaster). It also proved more effective to seek donations to enhance teaching excellence at McMaster broadly than within a specific department, and so CLL became a transfer agent by raising funds and redistributing them across campus through various teaching and learning grant programs (D. Roy, personal communication, October 2022).

CLL's expanded financial resources and mandate allowed for an expansion of its staff. After Blizzard stepped down, Dale Roy assumed the role of acting and then executive director of CLL (Weingarten, 1999). Richard "Dick" Day was appointed to the new position of academic director of the centre in 1999 (a position later held by Del Harnish) (CLL, 1999a; Weingarten, 1999). Two new educational consultants were also hired (CLL 1999a, 2000c).

New initiatives for widespread curriculum change

The involvement of teaching and learning centres in curriculum change is a more recent phenomenon as educational development moved from a "focus on the *how*" to also include the "*what* of teaching," where consultants acted "not as content experts, but as process specialists who can help ensure that programme goals take account of the needs of graduates in a rapidly changing world" (Knapper, 2016, p. 112). Following this trend, in the early 2000s, the CLL sought to support and evaluate new curriculum initiatives in undergraduate education (CLL, 1999a, 2000b). There was growing recognition that incremental change through instructor-by-instructor and course-by-course revision was important, but constrained. Lasting curricular change required involvement and consensus of a department's entire faculty team (Roy et al., 2007), and lasting institutional impacts required "sustainable cultural and attitudinal change in the way instructors, programs, and faculties approach teaching" (CLL, 2006b, p. 3). The CLL therefore sought to address the critique that educational development on campus disproportionately emphasized student experiences of individual courses and classrooms rather than enhancing students' overall experiences of programmes (Gibbs et al., 2009). Other factors supporting this shift included a visionary report from the United States, McMaster's new academic and strategic plans, government quality assurance expectations, and successful funding proposals.

New initiatives took several forms. The first, a project to weave inquiry-based learning into the undergraduate curriculum at McMaster University, was inspired by the 1998 report, *Re-inventing Undergraduate Education: A Blueprint for America's Research Universities* developed by the Boyer Commission on Educating Undergraduates in the Research University.[23] The Boyer report was concerned that undergraduate teaching suffered in the research-intensive university and sparked change across North American postsecondary education.

At McMaster, the university's new academic plan was promoted as "the first in Canada to be informed by the recommendations of the Boyer Commission" (Day, 2000b, p. A11) and included an objective to take up the recommendations of the Boyer report for changing undergraduate education at research-intensive universities.[24] One of these 10 recommendations was encouragement to construct an inquiry-based experience for 1st-year students (Boyer Commission on Educating Undergraduates in the Research University, 1998), which the Centre for Leadership in Learning supported between 1998–2007 (CLL, 2009a).

By the 1998 release of the Boyer report, the CLL/IDC had been encouraging and supporting faculty in facilitating "self-directed learning" (SDL) for some time already. For instance, Dale had bought and distributed dozens of copies of Knowles' (1975) *Self-Directed Learning: A Guide for Learners and Teachers*, and staff coordinated workshops and symposiums on the topic (e.g., IDC, 1993; D. Roy, personal communication, June 2021). A successful application to the J.W. McConnell Family Foundation in 1998 for the "McMaster Inquiry Project" led to a $1.8 million donation to bring SDL/inquiry into the mainstream at McMaster. Dale explained that "the language of inquiry caught on better" than the language of self-directed learning. "I think it sounded less technical. . . . the word seemed to resonate better. But the references and the research behind it—all of it was self-directed learning" (personal communication, June 2021). Whether called SDL or inquiry, the skills-focused approach in small

classes of students emphasized learning "how to ask, reflect, and reformulate questions; . . . how to obtain and evaluate information to reflect on evolving questions; how to communicate and work with their peers; and how to self-evaluate their own learning" (Cuneo et al., 2012, p. 96).

The Inquiry Project supported by the CLL included developing faculty members' capacities instructing inquiry-based learning, renovating classrooms with movable chairs and tables to be more conducive to learning through inquiry, and increasing the number of 1st-year inquiry courses (Knapper, 2007; Weingarten, 1998). CLL staff provided logistical support for inquiry champions, helped recruit new inquiry instructors, gathered and shared instructors' inquiry insights, facilitated workshops on relevant topics, and offered feedback to individual instructors (Cuneo et al., 2012). CLL also worked closely with faculties using inquiry-based learning to redesign, develop, and evaluate inquiry courses (Day, 2000a).

Dale reflected that McMaster's Inquiry Project, which garnered international attention, was so successful because it was "a perfect fit for Mac" given McMaster's existing global reputation for problem-based and self-directed learning (see Sherbino et al., 2022, this volume). The project also "worked because it was led by the faculty. . . . It had the support of senior administrators . . . it came with some money. So, anytime anybody said, 'Well we can't afford that.' It was always, 'Oh, no we can!'" (personal communication, June 2021; Cuneo et al., 2012).

The CLL also supported department-level curriculum development through grant funding. While the centre had been working with the University Committee on Teaching and Learning to provide small teaching and learning grants to individual instructors and departments since 1975,[25] a $1 million donation from Imperial Oil supported the provision of large $100,000 Learning Innovation Grants to one department annually for 7 years.[26] The aim was to support significant and lasting curricular changes through departmental consensus and applied research on changes to teaching and learning (CLL, 1999c, 2001, 2004a; Roy et al., 2007).

Another example of a macro change strategy was the CLL's leadership of an educational initiative funded by the Office of the President to support realization of McMaster's latest strategic plan, *Refining Directions* (CLL, 2006a; McMaster University, 2003).[27] The CLL focused on cultivating cultural and attitudinal change at McMaster by coordinating action groups of students, faculty, and staff who discussed, conducted investigations, and prepared recommendations on the topics of curriculum, experiential education, learning spaces and technology, and the value of research on teaching and learning in a research-intensive university (CLL, 2007, 2009a; Van Raay, 2005).[28] The curriculum arm of the CLL's *Refining the Classroom* initiative built upon the university's existing quality assurance process.[29] Over the next several years, the CLL's support of curriculum development would become further institutionalized through the creation of the Institutional Quality Assurance Process (IQAP) Office in the Centre for Leadership in Learning, as described in this volume by Gullage (2022).

Challenges: Optimizing institutional change in teaching and learning

By the mid-2000s, CLL was again facing the effects of government budget constraints and the completion of the Royal Bank of Canada grant support and downsized in 2004 to a full-time staff of only five people (CLL, 2004a, 2006b). The CLL office was relocated numerous times—at one point "to three different locations in a period of four months" (CLL, 2009a)—often to edges of campus with little warning and despite repeated promises of permanent space. This caused "a great deal of frustration, a sense of being devalued, and the inefficient use of resources" (Gibbs et al., 2009, point 6.1). In this context, it was challenging to move meaningful work forward. Most remaining staff resigned or retired between 2008 and 2010, reducing the unit to one staff and an administrative assistant for the second time in a decade (Gibbs et al., 2009).

From 2007–2008, the CLL participated in the internal university Task Force on Teaching and Learning (TOTAL). The findings of the task force praised CLL's provision of resources and services, while also recommending a thorough review of the unit amidst diverse campus opinion on its "efficacy and usefulness as they [CLL] are currently organized" (TOTAL, 2008, p. 14; Vajoczki et al., 2011). In parallel with TOTAL and building on its recommendations, an external review was conducted on the CLL. The CLL's self-assessment in preparation for the review warned that "McMaster's [international] primacy in Inquiry is at risk" (CLL, 2009a, p. 11) as a result of the university's cancelation of the program that ensured all 1st-year students could take an inquiry-based learning course and the lack of sustainable embedding of inquiry into the infrastructure of the university. CLL was also worried about McMaster's reputation in problem-based learning (PBL) given the limited expansion and dissemination of PBL initiatives outside of health sciences (CLL, 2009a). The three external reviewers echoed the CLL's perception that McMaster's reputation as an innovator in inquiry and PBL was "under threat" (Gibbs et al., 2009, point 2.1.1), noting a lack of both strategic direction for pedagogical innovation and recent CLL-led large-scale and externally funded initiatives.

The main thrust of the external reviewers' report was directed not just at CLL, but McMaster as a whole, and concerned strategies for optimizing change. Most significantly, the reviewers identified environmental and infrastructure barriers to institutional change in teaching and learning (i.e., lack of career structure and reward framework for educational leadership, lack of leveraging of student feedback, lack of departmental or university strategy for teaching development). They felt that the CLL's predominant micro and reactive focus on addressing individual requests for support through consultations and workshops was meaningful to those assisted, but that this use of resources could not possibly impact all educators or facilitate the widespread institutional change desired. The reviewers were also concerned that McMaster's senior leaders seemed to have little understanding of the CLL's work and underestimated the unit's impact because those who sought CLL support typically did so privately and confidentially, and thus "invisibly." In sum, the reviewers proposed the following: "What is needed is a clear and compelling vision that the Deans, VPs, and CLL commit to realising" (Gibbs et al., 2009, point 2.1.5).

The reviewers made several recommendations: that the CLL (a) play a more strategic role at the macro, institutional level by advocating for university policy and infrastructure to

address pressing teaching problems; (b) become more proactive in advancing best practices; and (c) enhance communication, especially through regular face-to-face conversations with deans to cultivate their commitment to and responsibility for teaching. The reviewers also recommended the CLL director carry a secondary senior title to signal the university's commitment to teaching and to ensure a seat for CLL in influencing change on campus (Gibbs et al., 2009).

The centre's response to these review recommendations was led by Sue Vajoczki, a faculty member from geography passionate about educational research who assumed the CLL director role in 2010 (Daily News, 2012). Vajoczki began filling vacant staff positions, and, in 2011, the ongoing issue about office space and location was resolved through a move to the fifth floor of Mills library, located near the student centre (CLL, 2009a; Daily News, 2011a; Gibbs et al., 2009). The unit's 2011–2015 strategic plan, led by Vajoczki until her death in 2012, articulated a clarified vision "to be recognized as Canada's premier teaching and learning centre at a research-intensive university" (CLL, 2011, p. 3).

Growth of the scholarship of teaching and learning

Following international trends, conducting scholarship of teaching and learning was popularized with the 1990 publication of Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate*, and subsequently grew at McMaster.[30, 31] Boyer argued that "knowledge is acquired through research, through synthesis, through practice, and through teaching" (Boyer, 1990, p. 13, as cited by Cunsolo et al., 1996, p. 36), and proposed a conceptualization of research as including not only the discipline-based scholarship of discovery, but also scholarship of integration, application, and teaching. This latter scholarship of teaching was articulated as creative and/or intellectual work that becomes public, an object of critical review and evaluation by peers, and something that peers begin to use and build on (Thompson et al., 2001). Here, like in the creation of the 3M Teaching Fellowship, there is encouragement for teaching to be made public beyond the "private" classroom because "only when teaching becomes accessible to the collegial conversations which refine ideas, and the collegial reviews which judge and further sharpen them, will teaching be recognized as serious work" (Cunsolo et al., 1996, p. 41).

International developments extending from Boyer's work arrived at McMaster fairly quickly. In 1992 the UCTL recognized that "new fields of endeavour, such as the scholarship of teaching and classroom research, have been established" (UCTL, 1992b, p. 1), and, by 1993, the IDC was hosting workshops on "Enhancing Scholarship in Teaching" and "Documenting Scholarship in a Teaching Portfolio" that examined the definition of scholarship in teaching ("Spring Workshops Will Focus on Teaching Large Groups and Teaching Dossiers," 1993). CLL's Dale Roy even co-authored with his University of Guelph colleagues an academic article illustrating what the scholarship of teaching already looked like in Canada with examples from 3M Teaching Fellows (Cunsolo et al., 1996). By the end of the 1990s, the definition of the scholarship of teaching (and learning) was extended to include a dual focus on learning (Webb, 2020).

Over the first decade of the 2000s, the CLL invested resources in developing campus capacity in this form of scholarship. As the CLL did not yet have in-house expertise, Christopher Knapper, recently retired director of the Instructional Development Centre at Queen's University, was recruited as an advisor. Over 2002–2003, Knapper facilitated workshops on "Getting Published in Teaching and Learning" (CLL, 2009b) and, between 2003–2007, coached faculty engaged in inquiry-based teaching on designing and publishing research on this new approach, leading to a number of well-cited publications (CLL, 2009a; Knapper, 2007). Knapper returned to McMaster in 2008 (with Serge Piccinin, retired director of the University of Ottawa's teaching and learning centre) to give talks on researching one's own teaching and an introduction to the scholarship of teaching and learning (SoTL) (CLL, 2009a, 2009b). Resources from this workshop became the start of the CLL's webpage on SoTL and later print and electronic guidebook (Fenton & Szala-Meneok, 2010). CLL staff started presenting at the International Society for the Scholarship of Teaching and Learning (ISSOTL), formed in 2004, at its third annual conference in 2006 (CLL, 2009a).

Starting in 2009, intentions to scale up support for the scholarship of teaching and learning loomed large at CLL as the centre began to implement recommendations from the Task Force on Teaching and Learning (TOTAL, 2008), the 2009 external review (Gibbs et al., 2009), and the CLL's subsequent 2011–2015 strategic plan (CLL, 2011) to "lead the 'evidence based teaching' mission of the university" and "underpin all CLL activities with a rigorous scholarly approach to pedagogic research" (Gibbs et al., 2009, point 7.4). This included objectives to enhance campus capacity for research on teaching and learning, establish a network of educators using evidence-based teaching approaches, and increase dissemination of McMaster examples of teaching excellence (CLL, 2011).

An ambitious list of initiatives was identified and enacted: in December 2009, the CLL created a new research-focused educational consultant role with an aim to "support and partner with McMaster instructors interested in conducting their own teaching and learning research" (Vajoczki, 2010, p. 1). That year, the CLL also hosted its first 1-day Scholarship of Teaching and Learning Symposium with 13 peer-reviewed sessions by McMaster researchers (CLL, 2009c). The symposium was renamed the Research on Teaching and Learning Conference in 2011, and the Innovations in Education Conference in 2021. In 2012, CLL hosted the 12th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL). Additionally, the CLL established a faculty member fellowship in SoTL funded by Paul MacPherson, a postdoctoral research fellow position in SoTL (Daily News, 2011b; Marquis & Ahmad, 2016), and communities of practice (CoP) to bring educators together for conversation on shared teaching topics of interest, including one CoP focused on SoTL (Nicholson, 2010; Teeter et al., 2011).

Despite the CLL's efforts to extend its support of research on teaching and learning, in 2013, McMaster's new Provost and Vice-President (Academic) David Wilkinson expressed concern that McMaster's "position as leader in pedagogical innovation in higher education is perceived to be at risk" (Wilkinson, 2013, p. 251).[32] Spearheaded by Wilkinson, the CLL's next major transformation to become the McMaster Institute for Innovation and Excellence in Teaching and Learning sought to respond to this concern.

2013–2016: MCMASTER INSTITUTE FOR INNOVATION AND EXCELLENCE IN TEACHING AND LEARNING

Expansion of the CLL into a research institute

In 2011, McMaster President Patrick Deane published *Forward with Integrity* (FWI), an open letter to the university community, which emphasized the importance of integrating the university's educational mission with its distinctive contribution to research intensity and excellence. This letter, aligned with the university's other plans and a $1 million allocation from the president's FWI implementation funds, provided the vision, resources, and increased staffing to transform CLL into a research institute (Ahmad, 2014; Wilkinson, 2013).

The proposal to create the institute, and the temporary name for it—McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL)—was put forward by David Wilkinson in 2013.[33] The vision was for an institute with enhanced capacity to serve McMaster's teachers and learners while "strengthening and enriching McMaster's reputation as a national and global leader in the innovation of teaching and learning" (Ahmad, 2014, p. 6) through a "more ambitious mission . . . that more strongly engages the University's research intensity" (p. 5). CLL was officially renamed MIIETL on July 1, 2013, with Arshad Ahmad appointed director of MIIETL and associate vice-president (teaching and learning), later changed to vice-provost (teaching and learning) (Rowley, 2013). This milestone appointment represented the first senior leadership position in teaching and learning at McMaster reporting directly to the provost.

While other teaching and learning centres similarly advocate internationally for teaching excellence, MIIETL's newly adopted vision was distinct by "explicitly fram[ing] this international engagement as part of a quest to become a global leader and enhance the international reputation of the university as a whole" (MacPherson Institute, 2018, p. 19; Bates et al., 2018). As explained by one of our interview participants, this fourth name and vision raised awareness of the institute, while also "increasing confusion about what the institute was and did." This "opened up all sorts of possibilities for more people to be engaged and involved, etc. But it also came with more demands on time, more ideas about what we should or shouldn't be doing." New mandates "felt additive," with "an increasing number of initiatives and priorities rather than re-prioritizing" (interview with Participant 1). Despite these challenges, MIIETL's ambitious mission did ultimately contribute to increased international recognition as reflected by McMaster University winning the 2018 Global Teaching Excellence Award from the Higher Education Academy in partnership with Times Higher Education (Laux, 2018).

New research initiatives to contribute to the scholarship of teaching and learning

MIIETL took several steps to envision and enact its new mandate to expand and accelerate contributions to the scholarship of teaching and learning. Two faculty positions, jointly funded by MIIETL and two academic departments, were created to support integrative work on teaching and learning. In 2014, five Scholarship of Teaching and Learning Research Fellow positions were added. The Leadership in Teaching and Learning (LTL) fellowship was launched the following year.

Across these initiatives, MIIETL sought to enhance capacity for educational leadership within departments and the institutionalization of SoTL at McMaster (Marquis & Ahmad, 2016; Marquis, Holmes, et al., 2017; Woolmer & Suh, 2020). In doing so, MIIETL's "desire to create and contribute to communities that support teaching and learning" was an "identifying feature" and enduring "ethos" of the institute over time (interview with Participant 1) that was highly valued by participants. One faculty member described how their engagement with an interdisciplinary SoTL community facilitated by MIIETL offered the opportunity to tap into transferable knowledge from good teachers across disciplines who are all "trying to get at the same . . . secret sauce" (Philip Savage as cited in Suh et al., 2022, p. 7). As another fellow put it, "SoTL work in a discipline can be rather isolating and individualistic" and so spending time with other scholars made meetings a "playground to discuss relevant SoTL papers or articles" and offered opportunities for feedback and guidance (Marquis, Holmes, et al., 2017, p. 7).

MIIETL's work to collaboratively conduct high impact research and to encourage and support greater campus engagement in teaching and learning scholarship was additionally supported when MIIETL Associate Director (Research) Beth Marquis was appointed senior editor of the *Canadian Journal for the Scholarship of Teaching and Learning* (CJSoTL) and elected to the board of the International Society for the Scholarship of Teaching and Learning. MIIETL also collaborated with campus partners to establish institutional teaching and learning research priorities to guide its work and on multiple funded research projects (Marquis & Ahmad, 2016).

Students as partners in improving the quality of student learning experiences

A key enhancement of MIIETL's mandate, aligned with university strategies to increase student engagement and quality student experiences, was to meaningfully involve McMaster students as "core partners who are involved not at the margins of MIIETL's efforts, but at the heart" (Ahmad, 2014, p. 10). While MIIETL had been working with students since IDC days, particularly with graduate student involvement in TA Day,[34] this mandate expansion prioritized meaningful student-faculty collaboration for the first time in the institute's history. An aspirational goal was set to "[establish] MIIETL as the first institute in Canada to employ a large team of undergraduate and graduate students as apprentices and collaborators in helping to significantly improve the quality of the student experience" (Ahmad, 2014, p. 8).

The resulting Student Partners Program began in 2013–2014. The program was collaboratively developed by MIIETL and the interdisciplinary Arts & Science Program, and began that year with 13 arts & science students (Cockcroft et al., 2015, p. 3). The program expanded with students across campus contributing to the design and development of new courses, the creation of resources, and the pursuit of teaching and learning research (Marquis, 2017; Marquis, Puri, et al., 2016). Since its formation, several studies have investigated impacts of the Student Partners Program—as well as barriers to student involvement in the program that might be more intentionally addressed (e.g., Marquis, Haqqee, et al., 2017; Marquis, Power & Yin, 2019), with one publication cautioning that a focus on empathic interpersonal relationships within student-faculty partnerships may disarm student dissent and discourage student activism in ways that impede institutional change (de Bie, 2022).

In the decade since its formation, the program has gained recognition. The 2019 audit of McMaster's quality assurance process by the Ontario Universities Council on Quality Assurance identified McMaster's integration of student partners in the curriculum review/renewal process as a best practice that sets the program apart from others in the province (MacPherson Institute, 2020; Daily News, 2019). Compared to other teaching and learning centres provincially and nationally, McMaster's "distinct . . . focus on and success in engaging students as partners" has also been acknowledged by a distinguished external review team (Bates et al., 2018, p. 4). The Student Partners Program has likewise garnered inter/national attention (e.g., Cook-Sather et al., 2019; Dawson, 2017; President Deane as cited in Laux, 2018; Koblyk, 2021; Matthews & Cook-Sather, 2021).[35]

2016–2022: PAUL R. MACPHERSON INSTITUTE FOR LEADERSHIP, INNOVATION AND EXCELLENCE IN TEACHING

In 2016, with a generous $5 million endowed donation by McMaster alumnus and long-time supporter Paul MacPherson, MIIETL was renamed the Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching (MacPherson Institute, MI) in his honour, bringing the idea of leadership that Paul MacPherson so valued back into the unit's name ("Obituary: Paul Ronald MacPherson," 2021; Daily News, 2016, 2021b).

Mandate clarification: Strengthening communication with campus stakeholders

In the spring of 2018, Provost and Vice-President (Academic) David Farrar initiated an external review in order to "evaluate supports for teaching and learning at McMaster University" and "advise on strengths and opportunities the University should consider in order to ensure the MacPherson Institute meets the needs of the McMaster community and supports the strategic plans of the University" (MacPherson Institute, 2018, p. 5). Campus stakeholders felt that the MacPherson Institute's mandate was unclear and that "the transition to a research institute and the emphasis on improving McMaster's international reputation [had] come at the cost of the MacPherson Institute's ability or willingness to sufficiently serve the everyday teaching and learning needs of the campus community" (MacPherson Institute, 2018, p. 16). As one instructor put it, "it would be more useful to campus to have a place that better supports existing teaching, not just theorizing about new types of teaching" (as cited in MacPherson Institute, 2018, p. 38). Others recognized the value of scholarship of teaching and learning and emphasized the need for more effective communication and dissemination of research findings. Another critique was that although "collaboration is central" to the mandate of the MacPherson Institute, the unit "describe[s] their practice as more collaborative . . . than it is perceived to be by most academic and administrative units" (Bates et al., 2018, p. 10).

In response to review feedback and recommendations, and through consultation with the campus community, the MI—now a staff of 41—developed a 3-year strategic plan (2019–2022) launched in June 2019 (MacPherson Institute, 2018, 2019a, 2019b). The strategy included 59 planned initiatives to "course correct" the MI's operations and priorities to "steer us down the right path" (MacPherson Institute, 2020, p. 2). The MI director and vice provost (teaching and learning) roles were decoupled, MI team structures were reviewed, and a liaison model of

service was operationalized with key MI contacts for each faculty to maintain closer relationships that would enable meaningful communication about MI activities and response to emerging needs (MacPherson Institute, 2021). As a senior administrator put it: "get out there! Develop better relationships with Faculties and Departments. . . . Let faculty members see who you are and what you do—and how you can help" (MacPherson Institute, 2018, p. 35).

This review and response mark the latest movement of a pendulum swinging across the decades. At different times throughout its history, the MacPherson Institute has been critiqued as disconnected from and not meeting the needs of the campus stakeholders it is intended to serve or as too service focused with inadequate maintenance of its international research reputation for innovative education (Wilkinson, 2013). This difficult balancing of research and service functions and "gaining and maintaining academic credibility and institutional legitimacy" is a noted dilemma and debate within educational development internationally (Lee et al., 2010, p. 316; Knapper, 2003).[36] With the completion of the MacPherson Institute's 2019–2022 strategic plan in April 2022, the MI staff have been engaging in a process of review, reflection, and discussion to inform directions for the future (MacPherson Institute, 2022a, 2002b).

Enhancing attention to accessibility, equity, diversity, and inclusion

While the institute has engaged in some earlier efforts to support equity and accessibility in teaching and learning throughout the days of CLL and MIIETL,[37] institute contributions have increased in recent years in collaboration with campus partners and in anticipation of and response to the university's equity, diversity, and inclusion (EDI) strategy launched in 2020 (al Shaibah, 2020).[38]

For example, MacPherson Institute (MI) staff and student partners collaborated with the McMaster Accessibility Council and Equity and Inclusion Office (EIO) to create a training on accessible education (de Bie & Brown, 2017) in response to compliance requirements of the *Accessibility for Ontarians with Disabilities Act* (AODA).[39] When this resource was launched in 2017, it fulfilled a request the McMaster Students Union (MSU) had made of the Instructional Development Centre 36 years earlier in 1981 to "provide assistance to the faculty to permit the development and implementation of integrated instructional methodologies" so that disabled students could learn in university classrooms alongside their nondisabled peers (Lisk & Tremblay, 1981, p. 19). As the MSU put it, the possibilities for enhancing accessibility in education "depend only on our imaginations" (Lisk & Tremblay, 1981, p. 20). The *Inclusive Teaching and Learning Guide* collaboratively produced by the MI and EIO followed in 2020 (MacPherson Institute & Equity and Inclusion Office, 2020).

Additional EDI in education initiatives have expanded across institute mandate areas: in 2019–2020, building on research into the ways in which partnerships between students and faculty can enhance equity in courses and classrooms, a stream of the Student Partners Program was piloted with a focus on projects aiming to enhance equity in education (Marquis et al., 2022). A new teaching and learning grants program, named Inclusion, Diversity, Equity, Accessibility, and Sustainability (IDEAS) and with a focus on funding projects related to those areas, was co-developed and launched by the MI and EIO. Equity and accessibility considerations have also been incorporated into the Institutional Quality Assurance Process

facilitated by the MI (McMaster University, 2022c; Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, 2022). In July 2022, the institute welcomed four educational developers to new roles with designated expertise in accessibility (two positions), anti-racism (one position), and Indigenous education (one position). There is much more work ahead, such as strategic directions identified by the Indigenous Education Council and McMaster Indigenous Research Institute (2021) for possible collaboration with the MacPherson Institute.

Supporting pandemic pivots to online learning

On March 13, 2020, in response to the COVID-19 pandemic, all non-essential McMaster staff were asked to begin working from home, and in-person classes and exams were suspended. In the immediate aftermath and the subsequent 2 years, the MacPherson Institute's operations focused on attending to the urgent needs of faculty and instructors as they sought ways to adapt their teaching approaches to an online context.[40] The MI also adjusted leadership, supervision, and team structures to provide further one-on-one support for MI staff as they adjusted to the isolation and lack of connection experienced while working from home. In the 2022 return to campus, MI staff have been exploring new blended modes of course delivery and work arrangements to leverage learnings from the pandemic (see Teal et al., 2022).

With respect to the pendulum swinging between a focus on service or scholarship, the pandemic has forced the MI into a largely reactive and service-focused orientation. The MI's pre-COVID establishment of key MI contacts/teams for each faculty aided the institute's ability to quickly and effectively respond to increased demands for assistance prompted by the pandemic (Bates et al., 2022). This work has enhanced campus perception of the MI's expertise and value. Feedback gathered from MI staff to inform the institute's next strategic plan indicated that "some staff suggested that this reputation offers an opportunity to move from a position/philosophy of support to one of advocacy, particularly with respect to policy. Some staff also noted an opportunity to lead with making recommendations" (MacPherson Institute, 2022a, p. 2). Moving forward, the MI has identified the importance of "determin[ing] what it means to 'advocate,'" how the unit can best balance provision of support and engagement in advocacy, and what a process might look like "for how and when to 'advocate' at the micro, meso, macro, and mega levels" (MacPherson Institute, 2022b, p. 1). This agenda is simultaneously vital and fraught in light of unresolved tensions in the field of educational development regarding whether it is possible or desirable for teaching and learning centres to remain "neutral" and how they might accomplish such neutrality or "[act] as agents for change," take positions, and balance the interests and needs of the entire university community (Sorcinelli, 2002, p. 15; Wuetherick & Ewert-Bauer, 2012).

While the pandemic made it challenging to be visionary and strategic about a future that could not yet be imagined, at the time of writing this chapter in 2022, 4 years since the 2018 external review and 2 ½ years into a focused effort to respond to review recommendations, the MacPherson Institute is at the beginning of a swing back into clarifying "the role of research in MI moving forward" (MacPherson Institute, 2022a, p. 4) and

"reenter[ing] the world" (p. 5) through renewing provincial, national, and international contributions (MacPherson Institute, 2022a, 2022b).

CONCLUDING REFLECTION: WHAT CAN WE LEARN FROM HISTORY?

Our project to uncover the MacPherson Institute's history encourages a long view of the future and the past to support vision, focus, action, and change. The time-consuming task of uncovering and synthesizing this history was made particularly challenging by limited preservation of records, like annual reports of activities, raising the question, why is preservation of and critical reflection on our history not seen as fundamental to the service we provide and fulfillment of our mandate? What is lost when we only hold ourselves accountable to a 3-year strategic plan rather than a longer view of our work?

As our former CLL staff remind us, "Change is enhanced by developing a long-term vision" (Roy et al., 2007, p. 25). Dale elaborated:

> I think a lot of centres suffer from a lack of vision and focus. There is no shortage, absolutely no shortage of things that *could* be done. . . . It's not that there aren't good ideas around. It's how are you going to accomplish the *better* or the *best* of those, and how are you going to focus on that?
>
> You know when I was starting out, I was delighted if anybody expressed any interest in anything we did. And if they said, "Oh, well, could you write a newsletter?" I'd say, "Of course I can write a newsletter!" And I would write it. And I would spend hours doing it. . . . And I never stopped often enough to say, you know, what exactly is this contributing to the big picture of teaching and learning?
>
> And there are lots of things—they're not wrong, they're not bad things, they're all good things—but in order to get anything significant done and to have it last, it has to be done with vision. You have to have a big picture somewhere and then focus on those things. And boy it's so easy—I've watched so many centres get distracted. (personal communication, June 2021)

Over the past 50 years, the visions for McMaster's teaching and learning centre have altered in focus and scope. In the early days, the vision was for the centre to "remain as only a small, central service" in order to support the entire campus community in assuming responsibility for high teaching standards (PCTL, 1978a, p. 20). By 2011, the centre sought "to be recognized as Canada's premier teaching and learning centre at a research-intensive university" (CLL, 2011, p. 3). This vision expanded even further several years later to a focus on "strengthening and enriching McMaster's reputation as a national and global leader in the innovation of teaching and learning" (Ahmad, 2014, p. 6).

While the MacPherson Institute's current vision to "[cultivate] an environment where learning deeply matters and teaching is valued and recognized by the collective McMaster community" (Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, 2019, Vision section) may seem small in comparison, it reaches beyond a notion of reputation conferred by small inter/national award selection committees, to collective

responsibility of nearly 50,000 students, staff, and faculty for quality teaching and effective learning at McMaster (McMaster University, 2022a). This vision also importantly redirects recognition away from the leadership of the teaching and learning centre and of McMaster University to instead look towards recognizing teaching and teachers.

This long-view vision for the future is best developed in tandem with a long view of the past, as indeed the past is still with us. Through this project we have gained an appreciation of Lee and colleagues' (2010) concern that our past is not well known by those working in teaching and learning centres:

> Few who enter academic development are aware of its emergence and consolidation or its shifting positioning within the recent history of higher education. . . . Piecemeal local studies and sporadic archiving practices evidence the fragility and ephemerality of the institutional presence of academic development in local units within particular universities. Much has been lost, half-remembered or forgotten. (p. 308)

The records that do most readily exist about the MacPherson Institute's history are the one paragraph to one page lists of accomplishments (e.g., "McMaster was also one of the first universities in Canada to create a centre specifically dedicated to the practice of teaching and learning on campus"; Laux, 2018, para 5) that have been used to introduce each iteration of the institute and to frame the university's winning application to the 2018 Global Teaching Excellence Award. Many aspects of our history—especially less positive aspects—become lost in these selective accounts.[41]

Beyond celebrating our accomplishments, knowing and reflecting on our history helps us recognize areas where McMaster University has led and lagged, which can support our further commitment and investment in developing areas we have neglected; we need to "learn from the past" to "understand the present" and "create the future" of educational development (Sorcinelli et al., 2006, p. 2). The MacPherson Institute has been inter/nationally known and recognized for several innovations in teaching over the years, such as chemistry audio-visual "self-study" programs, early investment in instructional development, training for graduate student educators, inquiry-based learning, and the Student Partners Program.

In other areas we've been slow to respond—most significantly, in work to support decolonization, anti-racism, equity, and accessibility.[42] A staff member explained, "our centre . . . has not pursued supporting the local [Indigenous] community . . . or supporting the education of settlers all around campus. We are absolutely behind other Canadian institutions' teaching and learning centres in this important work" (MacPherson Institute, 2018, p. 37). This neglect is particularly troubling when juxtaposed with accounts that although the practice of educational development emerged in part as a response to student activism of the 1960s, teaching and learning centres have become depoliticized through the forgetting of this history and neoliberal policy imperatives of accountability and quality (Lee et al., 2010). There are numerous opportunities to learn from, support, and act on calls from student and community social justice activism in the years ahead.

This is especially important in light of our discovery that several of the initiatives coordinated by the MacPherson Institute have been funded by corporate profits from mining and resource extraction. This history warrants further reflection on our responsibilities and accountabilities to Truth and Reconciliation and education for sustainability and environmental justice. As our interview participants put it, this is "multigenerational" work (Participant 2) that needs to be "raised as a specific priority that's put in mission and mandate statements" in order to ensure commitments to equity and justice do not get lost amidst the institute's many other initiatives (Participant 1). The MI has been taking steps to develop capacity and partnerships to engage in this work, as elaborated above.

For us, reviewing the MacPherson Institute's half century of leadership, innovation, and excellence in teaching has been a humbling experience. We have deepened our respect and gratitude for past work that is too easily forgotten amidst the university's futurist focus on relentless innovation, and we have recommitted to the roles we can play in cultivating a campus community where learning and teaching matter. These combined reflections and plans for action are perhaps the value of commemorating an anniversary.

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NOTES

1. Similar circumstances transpired in 1965 when important historical material was found in University Hall vaults "nearly ruined by water seeping in from an unsuspected leak in the balcony . . . directly above" ("A History of McMaster to 1928: Dr. C. M. Johnston's Book is in Manuscript," 1973, p. 2). These "irreplaceable documents were nearly trucked to the dump as so much old, wet paper" (p. 2). Luckily, they were preserved and came to heavily inform the first two official books on McMaster's history researched by Charles M. Johnston (1976, 1981).
2. Ironically, as Dale Roy has pointed out, "the longer the name change got, the shorter the term it functioned. . . . As the acronym got bigger and bigger and more and more complex, the lifespan of that entity got shorter and shorter" (personal communication, October 2022).
3. Shell's collaboration with Canadian universities to host fellowship programs included the University of Calgary starting in 1979 with a fellowship focused on energy and the environment

and with Queen's University in the 1980s with a focus on biology (Almaguin News, 1985; Queen's University Biological Station, 1988). Shell's 1970 support of the McMaster Department of Chemistry built on earlier collaborations with the university, ranging from guest lectures by Shell representatives on petroleum and its wartime uses ("Science Club Lecture on Petroleum," 1943), advertisements in the student newspaper, and on-campus interviews for employment opportunities with Shell in exploration and production (Shell Canada, 1961), and collaboration with the chemical engineering program to facilitate real-world simulations as part of an undergraduate course project (see Baird, 1970).

4. In 1999, Petro-Canada provided a $250,000 endowment which enabled McMaster's teaching and learning centre to start offering an annual Petro-Canada Young Innovator Award to recognize innovative research achievement by a new faculty member and to support a project that involves undergraduate students in research (Easton & Caines, 2003; MacPherson Institute, n.d.).

5. While McMaster University continues to have millions of dollars invested in petrochemical corporations like those that have funded MacPherson Institute initiatives, and many members of the Board of Governors are likewise tied to energy industries (Mrozowski, 2022), the university has been incrementally divesting from fossil fuels since 2018 with a completion goal of 2050 (McCullough, 2022; Peesker, 2021). Over 2020–2021, consultations with the campus community regarding McMaster's new vision statement and strategic plan again emphasized the importance of sustainability. In response, President David Farrar requested that the Board of Governors speed up the process to fully divest "as soon as possible" (Daily News, 2021a, para. 1; Cimellaro, 2022; O'Brien, 2021; Peesker, 2021).

6. For example, key figures of McMaster's teaching and learning centre described later in the chapter were trained elsewhere before attending McMaster for PhD studies: David Humphreys (1969) completed degrees at the University of London, and Alan Blizzard (1972) was trained at McGill University and the University of Manitoba.

7. An editorial comment reported in *The Globe and Mail* expressed the mood as follows: "The two Sputniks buzzing about the earth may be taken as a judgment upon us. A judgment, and perhaps a final warning. If we of the West are going to survive in the world, if we are even to hold our present level of power and wealth, *we have got to care very deeply about education and the people associated with it*. We have got to care as much as the Russians, and indeed we may have to care more. For they seem, in a good many ways, to be ahead of us" (Dalgleish, 1957, p. 6 as cited in Blades, 1997, p. 15; emphasis by Blades).

8. Colleagues from the Department of Chemistry were also involved with the Shell Centre in a variety of roles, such as sitting on the organizing or fellowship selection committee and teaching at the summer seminars. These include: R. F. Bader, R. A. Bell, D. R. Eaton, R. J. Gillespie, R. P. Graham, O. E Hileman Jr., M. J. McClinchey, J. J. McCullough, H. G. Thode, R. H. Tomlinson (Department of Chemistry, 1960–1977). While Humphreys and Blizzard have been remembered in some contemporary MacPherson Institute documentation of its history (e.g., MacPherson Institute, 2018), the contribution of these others had been lost.

9. For clarity and ease, we refer to this entity by its final name, the University Committee on Teaching and Learning (UCTL), throughout this chapter. It was initially established in 1974 as

the Liaison Committee for Instructional Development (LCID), renamed the President's Committee for Instructional Development (PCID) in 1975, the President's Committee on Teaching and Learning (PCTL) in 1976, and the University Committee on Teaching and Learning (UCTL) in 1980. The committee was disbanded sometime in the early 2000s after inactivity throughout the late 1990s, with the only member being its chair (CLL, 1999a). Throughout the committee's duration, many individuals were involved: faculty members and undergraduate and graduate students from across faculties; representatives from Student Counselling and the Faculty of Health Sciences' Program for Educational Development, and IDC staff including David Humphreys, Alan Blizzard, and Dale Roy (Nossal, 1985; also see Greenlee, 2015).

10. Discussion focused on two proposals: The first was prepared by Don Dawson, chair of the University Committee on Teaching and Learning, and focused on the creation of a "Center for Instructional Development" at McMaster (LCID, 1974a, 1974b, 1974c). This proposal was informed by Dawson's attendance at two recent conferences in the United States about improving university teaching and subsequent letter writing to numerous centers for instructional development in the United States requesting further information on their operations. The second proposal was prepared by the Shell Centre about the end of their funding and hope that the university would begin covering internal expenses through expansion into an Instructional Development Centre (Shell Canada Centre for Science Teachers, 1975).

11. McMaster University obtained the second largest amount of OUPID funding provided to any university—$125,000 between 1973–1979 (equivalent to over half a million dollars today)—only less than the sum received by the larger University of Toronto ($145,000). This reflected and supported McMaster's very active interest and infrastructure in supporting instructional development compared to other Ontario universities (PCTL, 1978a).

12. Teaching evaluations were not a "new" conversation at the time. Students had raised the idea of teaching evaluations periodically since at least the 1930s (e.g., Gardner, 1968; Laver, 1968; "Grading Professors," 1939), with the McMaster Students Union first attempting an evaluative questionnaire in the spring of 1966 (Gardner, 1968; also see "Here Comes the Mac Counter Calendar," 1975; McMaster Students Union, 1976; Thompson, 1978). In the late 1970s, the McMaster Students Union also composed two reports calling for "a comprehensive system for the evaluation of instructors and courses," among other suggestions for enhancing teaching at the university (McMaster Students Union, 1978, p. 6; Thompson, 1977).

13. This language of "excellence in teaching" was alive at McMaster by at least 1971, as mentioned during a meeting of President Thode's executive committee (see Greenlee, 2015, p. 236).

14. The IDC and UCTL recommended that the policy be developed with the following aim: "That the collection of information and the evaluations based on that information have as their chief purpose the provision of feedback to instructors which is useful for professional development. A secondary purpose is to provide evidence for such decisions as merit allocations, the granting of tenure, and promotions. Both uses must be seen as means serving the primary end of encouraging teaching excellence" (PCTL, 1978b, p. 42). By 1994, the policy expanded from one to four pages outlining not only guidelines for student evaluations, but also guidelines for peer

evaluation of teaching; rewards and recognition for good teaching; assurance of educational quality; and curriculum, professional development, and educational research (McMaster University, 1994). This policy has been revised several times and is currently known as the "Procedures for the Assessment of Teaching" policy (McMaster University, 2020).

15. The creation of the Master's in Teaching program followed years of unsuccessful planning and advocacy between 1967–1973 for an integration of the Hamilton Teachers College with McMaster University. The Teachers College had been built on the property immediately west of McMaster in the mid-1950s (a building eventually absorbed into the McMaster campus that is now known as the Information and Technology Building) after its previous home was destroyed by fire. Rather than grant the teacher's college to McMaster, the Ontario Department of Education instead opted to support the establishment of a teacher's college for the Niagara region at Brock University (see Committee on Academic Policy, 1975; D'Alessandro, 2017, Smyth, 2009; "Teacher's College Will Be Rebuilt Near McMaster," 1953).

As the MA(T)/MSc(T) degree was never permanently housed within a department, its cancellation likely coincided with retirements of key faculty members who taught in and coordinated the program (D. Roy, personal communication, October 2022). Interestingly, the idea to establish a new Master's degree at McMaster in higher education pedagogy reappeared in the teaching and learning centre's 2011 strategic plan, though never came to fruition for likely similar reasons—it lacked an academic home (CLL, 2011).

16. From 1986–2014, the Instructional Development Centre was home to the society's administrative headquarters. Two IDC directors have served as STLHE presidents (Alan Blizzard from 1988–1995; Arshad Ahmad from 2010–2014). In honour of Blizzard's many contributions to the organization, STLHE established the Alan Blizzard Award from 2000–2022 to "encourage, identify, and publicly recognize those whose exemplary collaboration in teaching enhances student learning" (STLHE, 2021a). In 2008, Dale Roy was awarded a Lifetime Achievement Award by STLHE (Daily News, 2008).

17. In June 1991, McMaster University launched its new strategic plan *Into the 21st Century*, which reaffirmed the "equal value of teaching and research, and [identified] the maintenance of excellence in both as important institutional goals" (UCTL, 1992b, p. 1). The new strategy sparked UCTL's proposal of a university-wide president's award for teaching excellence to accompany the existing teaching awards facilitated by the McMaster Students Union since the 1980s (Humphreys, 1998; UCTL, 1992a). IDC staff were part of the selection committee for the new award (UCTL, 1992b).

18. For example, the McMaster Students Union communicated undergraduate students' dissatisfaction with the performance of some TAs and expressed support for the IDC's role in TA training (McMaster Students Union, 1978; Thompson, 1977). The Board/Senate Committee on Long Range Planning's Sub-committee on the Quality of Academic Life (SQAL) also made recommendations for TA orientation and supervision (Board/Senate Committee on Long Range Planning, 1979). The IDC's 1979 report, *Suggestions for the Role of the IDC in Training the Graduate Student Teacher*, offered a plan for supporting academic departments to establish TA training programs (IDC, 1979a; also see PCTL, 1978c; Shaw, 1978a, 1978b).

19. See the chapter by Walchuck (2022) in this volume to learn about the 2019 bargaining success of the Canadian Union of Public Employees (CUPE) Local 3906 to have TA training be mandatory and paid at McMaster.
20. While McMaster's teaching and learning centre has reported the first McMaster TA Day as occurring in 1980, our research (and Dale's preserved personal calendar!) confirms the first event was in 1981 (CLL, 2009a; Roy, 1982). We have been unable to determine whether the claim of offering the first TA Day in Canada is accurate. It appears like several other Canadian universities had started offering structured TA training programs before McMaster did, but these took forms other than a TA Day (see Marx et al., 1979).
21. Records from the early 1990s show attendance for TA Day to be around 350 graduate student TAs and 40 undergraduate TAs (Lockhart, 1992). By 2007, over 1,000 graduate students attended TA Day (CLL, 2009a). The contemporary expression of TA Day has gathered fewer participants and reflects a much lower percentage of our significantly larger graduate student population: there were 353 participants in 2018, 360 in 2019, and 459 in 2020 when the annual event moved to an entirely online format during the COVID-19 pandemic (MacPherson Institute, 2019a, 2020, 2021).

TA Day was renamed Graduate Student Day in 2009 and then the Teaching and Learning Forum in 2013 (Ahmad, 2014; Aspenlieder et al., 2012; Jackson, 2012). The move away from "TA Day" may have been due to increasing recognition that if the sessions were offering workplace training for TAs, this historically unpaid training should be paid. In turn, the decision to change the name to the Teaching and Learning Forum may have been made to recognize the involvement of undergraduate students in teaching.
22. The other priorities included funding for student scholarships and bursaries, completion of the university student centre, and creation of endowed research chair positions to retain and attract some of the world's best researchers (Farquhar, 2000).
23. The committee and subsequent report were named in memory of Ernest L. Boyer, former U.S. commissioner of education and president of the Carnegie Foundation for the Advancement of Teaching until his death in 1995.
24. The second principle of McMaster's 2000–2005 academic plan, drawing on the Boyer report, was articulated as follows: "McMaster should strive to produce an environment in which the linked concepts of scholarship and teaching can flourish" (McMaster University, 2000, principle 2). The principle was accompanied by three objectives: to (a) pursue academic plans that achieve the Boyer report recommendations, (b) redirect resources from lower quality/priority initiatives to those most aligned with institutional academic directions, and to (c) ensure all new faculty members receive teaching release to participate in seminars at the Centre for Leadership in Learning to improve their teaching and promote active learning.
25. These grants were seen as important because they "[provided] prestige and recognition for effort in instructional development" (PCID, 1976a, p. 8), supported dissemination of local examples of innovative and successful teaching approaches, and "[generated] an atmosphere of excellence in the area of instructional development similar to that expected in conventional discipline research" (p. 9). From 1977–1994 almost 400 teaching and learning grants totaling over $600,000 were awarded to all faculties and almost all departments (UCTL, 1994).

26. Successful departments were: physics (2002), gerontology (2002), geography and geology (2002), undergraduate medicine (2003), biochemistry and biomedical sciences (2003), chemistry (2004), biology (2006), history (2006), and nursing (2007) (CLL, 2009a).
27. *Refining Directions* was the fourth iteration of the Directions I, II, and III strategic plans, issued by the Office of the President, that defined priorities for McMaster's academic, administrative, and support units (see McMaster University, 1995, 1996, 1997, 2003). *Refining Directions* sought to (a) provide an innovative learning environment where students could prepare themselves to excel in life, (b) achieve the next level in research results and reputation by building on existing and emerging areas of excellence, and (c) build an inclusive community with a shared purpose (McMaster University, 2003).
28. Notably, this approach to cross-campus identification of areas for educational change and innovation would be repeated by the CLL in 2014 to identify priority areas for research on teaching and learning (e.g., Agnew et al., 2015; Gullage & Vander Kloet, 2015; Marquis & Ahmad, 2016) and again in 2021 to develop an action plan to accompany the new university-wide teaching and learning strategy 2021–2026 (McMaster University, 2021; Sears, 2021).
29. In response to the provincial government's increasing emphasis on "accountability" and in anticipation of formalized external monitoring of university quality, McMaster University's strategic plan, *Into the 21st Century*, released in June 1991, called for the design of a university-wide programme for educational quality assurance (see Broadhurst, 1993; Senate Task Force on Quality Assurance, 1992). A Senate Task Force on Quality Assurance, which included Alan Blizzard from the Instructional Development Centre, was established in 1992 to make recommendations on such a programme (Senate Task Force on Quality Assurance, 1992). The task force reviewed existing administrative procedures to assess and improve quality of education and academic support services and recommended further incorporation of formative approaches. In 1994, some of these hopes for quality assurance were incorporated into McMaster's "University Policy on the Encouragement of Teaching Excellence," through the addition of Section V on "Assurance of Educational Quality" (McMaster University, 1994). This policy was followed by several others outlining procedures for reviews of academic departments and undergraduate programs, which have been superseded by the current "Policy on Academic Program Development and Review" that aligns with expectations set by the provincial government (McMaster University, 2022b). See Ontario Universities Council on Quality Assurance (2022) for the history of quality assurance in Ontario and Gullage (2022) in this volume for a further history of McMaster's Institutional Quality Assurance Process.
30. While popularized in the 1990s, the idea of conducting scholarship of teaching and learning has existed for at least a century. The establishment of the Carnegie Foundation for the Advancement of Teaching in 1905 in the United States is frequently cited to illustrate this point (see Thompson et al., 2001).
31. Interest in education scholarship has a long history at McMaster University, as evidenced by the Department of Chemistry's involvement since at least the 1940s (e.g., Cragg & Graham, 1955; Graham, 1947, 1948; Graham & Cragg, 1959; Maxwell, 1950; Warkentin, 1966). By 1975, a report from the University Committee for Teaching and Learning to McMaster's Academic Advisory Council noted that "Faculty members involved in instructional development projects

should be informed that their work in this area will be given a weighting equal to other research work when periodic faculty assessments are made. To aid in this assessment, it is expected that the faculty member concerned will publish results relating to his development work" (LCID, 1975, p. 2). Today's faculty may dispute that equal weighting of disciplinary and educational research has been successfully achieved nearly 50 years later, or that dissemination of teaching scholarship through publication is the only or most meaningful option for sharing innovations or recognizing contributions.

McMaster's teaching and learning centre has also included "conducting research on teaching and learning in post-secondary education" as part of its mandate since at least 1979 (IDC, 1979b, p. 2). Staff of the teaching and learning centre were encouraged to seek external funding for educational research and to advise and support faculty members in doing the same (PCTL, 1978a). To compare the evolution of the scholarship of teaching and learning at McMaster to trends nationally, see Simmons and Poole (2016) and Vajoczki et al. (2011).

32. This concern appears to have been based on points raised in the CLL's 2009 self-assessment of its activities (CLL, 2009a, p. 11) and the 2009 CLL external review report which echoed the perception that McMaster's reputation as an innovator in inquiry and PBL was "under threat" (Gibbs et al., 2009, point 2.1.1).

33. Wilkinson (2013) proposed the following aim for MIIETL: "McMaster should define its mission as being a research-focused student-centred university. We take this to mean that as one of Canada's most research-intensive universities we should apply an evidence-based approach to everything that we do. More specifically, it means that our focus on research must inform our approach to students by bringing a research-based approach to pedagogy and educational practice. Our aim in the establishment of this new Institute must be no less than to become one of the North American leaders amongst research-intensive universities in best educational practices and the scholarship of teaching and learning" (p. 251).

34. MIIETL has mentioned ideas similar to those of the Student Partners Program (2013–present) in earlier decades of its history. For example, the IDC's 1978 report on the evaluation of teaching described an alternative approach (not formally enacted) to teaching evaluations where students could take an introductory course in teaching, learning, self-direction, self-management, and providing feedback and then become "partners in the teaching-learning process" through assuming equal responsibility for the classroom environment and giving useful feedback to instructors (IDC, 1978a, p. 61). Several years later, in a *McMaster Courier* article, Alan Blizzard noted that many of the larger teaching and learning grants offered since 1975 by the UCTL in conjunction with the IDC "go to professors who in turn hire students for the summer to help out with development of courses. . . . [A] student, in addition to getting a summer job, comes out of the experience with an excellent understanding of the course, while the professor gets materials or approaches to teaching that will benefit many of his students over a period of time" ("Grants for Teaching, Learning," 1983, p. 2). The Student Partners Program has sought to institutionalize a full partnership model rather than a more hierarchical kind of student employee-faculty employer relationship commonplace in academia.

35. MIIETL staff also collaborated with a college in Grenada to establish a student partnership program there and have consulted on partnership approaches with other international

institutions (see Gauthier, 2020). Extending from the growth of and international collaborations related to MIIETL's Student Partners Program, the first International Summer Institute on Students as Partners was held at McMaster in 2016 (Marquis, Black, & Healey, 2017; Marquis, Guitman, et al., 2019). The first issue of the *International Journal for Students as Partners*, hosted by McMaster and led by an international editorial group, was released in 2017 (Cliffe et al., 2017). The Educational Development Fellows program was also introduced (see Suart et al., 2022).

36. For example, Orrell explains: "Academic developers know that to be an effective voice in the institutions they must be recognised by academics as 'one of them'. A way to do this is to do research, publish, supervise students and teach. This creates an enormous workload for developers and distracts them from their primary institutional function, namely brokerage and change management. Without the academic legitimacy, however, their capacity to successfully undertake their primary function is constrained" (as cited by Lee et al., 2010, pp. 316–317).

37. See, for example, Farran & Shammas, 2014; Gullage & Vander Kloet, 2015; Marquis et al., 2012; Marquis, Jung, et al., 2016; Vander Kloet, 2015; Watt et al., 2014. One suggested 1992-1993 activity for the University Committee on Teaching and Learning was to host a workshop on learning disabilities (UCTL, 1992c). As early as 2002, the Centre for Leadership in Learning had partnered with McMaster's Sexual Harassment and Anti-Discrimination Office (SHADO, known today as the Equity and Inclusion Office) and the University of Guelph to offer workshops on universal instructional design and teaching large classes of diverse students (Centre for Leadership in Learning, 2004b).

38. As a point of comparison, in the late 1970s, the Instructional Development Centre recognized "great diversity among students," but attributed this difference in a limited way to "various learning styles, based on differences in interest, educational background, future aspirations and personal preferences" that "call for different kinds of learning activities" (PCTL, 1978a, p. 2). Faculty members were also recognized as a "diverse group" with "interests, backgrounds, aspirations and preferences [that] will affect their teaching style" (p. 2). Today, 44 years later, the university's understanding of diversity has evolved to give greater attention to historically marginalized groups within an inequitable society.

39. See de Bie, Woolf, et al. (2022) for a history of accessibility work at McMaster, including creation of the *Forward with FLEXibility* accessible education resource, and de Bie, Marquis et al. (2022) for evaluation research related to the resource.

40. For example, between March 13 and April 30, 2020, the MacPherson Institute developed the Instructional Continuity webpage (viewed 4,262 times) which compiled detailed resources, hosted virtual training sessions (700+ participants), and scheduled individual consultations (70+) (MacPherson Institute, 2020). In the May 2020–April 2021 fiscal year, MI offered 156 virtual training sessions on 64 topics (2800+ participants) and hosted a virtual panel series on teaching remotely, which drew 1,100 participant registrations for 15 topics (MacPherson Institute, 2021).

41. This loss of history was likely not intentional and can be explained in part by so many relocations of the physical IDC/CLL space over time, resource constraints that deprioritized paperwork, changes in leadership and their practices of filing and preservation, technological

shifts in document storage, the challenge of keeping electronic and paper records organized, and uncertainty around what our future counterparts might wish for us to keep, among other factors.

42. For example, some educational developers and teaching and learning centres began more active work on diversity issues in the 1990s (e.g., Kardia, 1998; Lewis, 2000; Ouellett, 2004; Stanley, 2001; Stanley & Ouellett, 2000; Wunsch & Chattergy, 1991), though many campuses have been slow to incorporate an equity lens into educator professional development programs (Sorcinelli et al., 2006). Since the 2015 release of the Truth and Reconciliation Commission of Canada's *Calls to Action*, several teaching and learning centres have also focused on recruiting educational developers to support the Indigenization of curriculum (Raffoul et al., 2022). Notably, educational developers from historically underrepresented groups and those involved in equity and social justice work continue to describe the challenges of working within teaching and learning centres (e.g., Artze-Vega, 2019; Gabay, 2019; Raffoul et al., 2022).

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