



DEREK MURRAY, PhD

Educator and Historian

*Grateful to be living and working on the traditional territories of ləkʷəŋən and WSÁNEĆ peoples.
I am humbled by their welcome and graciousness to all who seek knowledge here.*

Current Position

Education Developer | Faculty Development
Centre for Excellence in Teaching and Learning
Camosun College

Contact

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EDUCATION

PhD, History, University of Victoria (UVic) 2018

Fields: Canada (Pre- and Post-Confederation), Digital History, Cultural History (Race/Gender/Empire)
Dissertation: A “Colony of Unrequited Dreams?” Settler Colonialism and the Failed-Settlement Narrative in the Ottawa-Huron Tract, 1850–1910.

Graduate Certificate, Learning and Teaching in Higher Education (LATHE), UVic 2014

LATHE is a dynamic, full-credit program offered by the Department of Educational Psychology and Leadership Studies at UVic. The first of its kind in Canada, the program focuses on developing the pedagogical knowledge and practical skills required to teach effectively in higher education.

Master of Arts, History, University of Guelph (Guelph) 2009

Major Research Paper: “Narratives, Transitions, and the Spaces between Old and New: A Socio-Economic History of Brudenell, Ontario through the 1871 Census of Canada.”

Bachelor of Arts (Honours), History major & Philosophy minor, Guelph 2007

CURRICULUM DEVELOPMENT EXPERIENCE

Faculty Member, History Department, Capilano University (CapU) 2014 – 2022

I worked with colleagues in planning and implementing curriculum. In 2015 I wrote core learning outcomes which were subsequently implemented across all course offerings. I co-authored the department’s assessment reports for 2016–2018. In 2018 I facilitated the implementation of “Cap Core” for five of our lower-level courses – the first courses at CapU to receive Cap Core designation from Senate.

Learning Experience Designer, Learning and Teaching Support and Innovation, UVic 2018 – 2021

I supported faculty, staff, and departments to design meaningful learning experiences. This included supporting both academic (e.g. Engineering) and non-academic (e.g. Privacy Office) areas with course and program design.

Program Assessment Liaison, Faculty of Arts and Sciences, CapU 2017 – 2019

I advised and assisted faculty, area coordinators, and program conveners in Arts and Sciences with program assessment, curriculum mapping, and learning outcome design.

Chair, Senate Cap Core Implementation Ad-Hoc Committee, CapU 2017 – 2018

This committee facilitated the implementation of Cap Core, CapU’s new general education curriculum. As chair of the committee, I supported faculty to develop and revise courses and learning outcomes and to establish procedures for compliance with the curriculum in all baccalaureate degrees.

Faculty Representative (Faculty of Arts and Sciences), Senate Cap Core Ad-Hoc Committee, CapU 2016 – 2017

As part of this committee I helped write the mission statement and learning outcomes for the Cap Core general education curriculum and recommend a timeline for implementation.

Faculty Representative (School of Social Sciences), Senate Curriculum Committee, CapU 2015 – 2017

I helped review proposals and revisions to ensure programs were consistent with the mission of the university, that all programs and courses met acceptable standards, and that courses and programs followed Senate policy.

COURSE DEVELOPMENT AND TEACHING EXPERIENCE**Instructor, History, CapU 2014 – 2022**

HIST 109 U.S. History since 1865 (5x in-person; 1x online)
 HIST 110 Canada Before Confederation (7x in-person; 1x online)
 HIST 111 Canada Since Confederation (1x in-person; 3x online)
 HIST 205 British Columbia History
 HIST 208 Canadian-American Relations
 HIST 209 History of Aboriginal Peoples in Canada (4x in-person; 1x online)
 HIST 230 World History since 1500 (5x)
 HIST 333 Slavery and Antislavery (1x in-person; 1x online)
 HIST 390 Murder and Mayhem
 INTS 345 Reconciliation in Action

Sessional Instructor, History, Simon Fraser University 2013

HIST 472: Slavery, Antislavery, and the Emergence of the Modern Atlantic World

Sessional Instructor, History, UVic 2012 – 2013

HIST 468: Antislavery Movements in the Atlantic World, 1770s – 1880s
 HIST 358D: Race and Ethnicity in Canada to 1900
 HIST 201: Studying the Past (Co-instructor with Dr. Jordan Stanger-Ross)

FACULTY DEVELOPMENT AND RELATED EXPERIENCE**Education Developer, Centre for Excellence in Teaching and Learning, Camosun College 2021 – Present**

As Educational Developer, Faculty Development, my role with the college is to support faculty and instructors to develop educational practices that put learning first. I provide a variety of learning opportunities and supports for instructors including workshops, mentorship, resources, and community-building. I am also active in SoTL research with current projects exploring Team-Based Learning and Peer Observation (see SoTL research below).

Faculty Associate (Teaching and Learning), Centre for Teaching Excellence, CapU 2017 – 2021

As a CTE Teaching and Learning Faculty Associate, I provided support and guidance to diverse faculty across the institution through consultations, leading workshops such as ISW, developing community, and creating and curating resources on topics such as active learning.

Learning Experience Designer, Learning and Teaching Support and Innovation, UVic 2018 – 2021

I developed teaching and learning resources and facilitated workshops including ISW and a new Active Learning with Technology (ALT) series, which I designed and launched in October 2019. I assisted faculty in designing online and blended courses in both CourseSpaces (Moodle) and Brightspace (D2L).

Peer Tutor Trainer and Supervisor, Faculty of Arts and Sciences, CapU 2017 – 2018

I designed and implemented training workshops for the Faculty's peer tutoring pilot program, supervised and provided on-going support for tutors, and prepared reports and recommendations to the Dean of Arts and Sciences and the Vice-President Academic. I co-authored a report which led to the creation of a new Supplemental Instruction program which was to be launched at CapU in fall 2020.

The COVID-19 pandemic derailed plans for a fall 2020 launch, but in my previous role with CTE I am worked on re-launching a new Peer Assisted Learning (PAL) program in time for fall 2021. The program support students in courses such as Accounting, Business Statistics, Economics, Chemistry, Biology, and Tourism Marketing.

ISW Facilitator and FDW Trainer, University of the Fraser Valley (UFV) **2016 – 2018**
I led Instructional Skills Workshops and Facilitator Development Workshops for faculty and staff at UFV.

Leader Trainer, Supported Learning Groups, UFV **2014 – 2018**
As SLG Leader Trainer, I provided pre-service and in-service training and support for SLG student leaders and mentors. This training focuses on collaborative learning techniques and peer mentorship.

Peer Tutor Trainer, Academic Success Centre, UFV **2015 – 2016**
In May 2015 I co-facilitated the training program for Level 1 peer tutors in the new Academic Success Centre at UFV. In January 2016 I led Level 2 advanced training for continuing peer tutors.

Teaching Assistant Consultant (TAC), History / Learning and Teaching Centre, UVic **2011 – 2014**
I provided mentorship and guidance and facilitated the professional development of graduate students and TAs by designing and leading workshops, organizing TA Training Day, and conducting teaching observations.

PROFESSIONAL DEVELOPMENT, TRAINING, AND ADDITIONAL CERTIFICATIONS

Team-Based Learning (TBL) Institute, Vancouver Island University **2019**
This three-day institute introduces participants to TBL pedagogy. TBL fosters greater student independence and personal responsibility for learning using a coherent set of instructional protocols which ensure that all the forces for engagement are aligned for high-level learning and critical thinking.

FLO Facilitator Development, BCcampus (Partial Completion) **2019**
I completed Week 1 of this workshop but had to step out during Week 2 because of a personal matter.

FLO MicroCourse: Acknowledging Traditional Indigenous Lands, BCcampus **2019**
In this two-day micro-course I learned new ways to create a meaningful land acknowledgment and cultural introduction. The introduction I created is now used as an example in online course development at UVic.

Active Learning Online (Based on FLO Model), CapU **2018**
This 16-hour online workshop provides an introduction to best practices for facilitating learning online.

CapU Team Lead, AAC&U Institute on General Education and Assessment, University of Utah **2018**
I led a team of faculty and staff who attended this intensive week-long Institute to develop a plan for assessment and further development of the Cap Core general education curriculum.

ISW Trainer Development Workshop, UFV **2017**
This 40-hour workshop is designed for those who will be leading Facilitator Development Workshops (FDW).

Tutor Trainer Development Workshop, Kwantlen Polytechnic University (KPU) **2015**
This 32-hour workshop was offered to a team of faculty, staff, and administrators who would later be involved in launching the new Academic Success Centre at UFV.

ISW Facilitator Development Workshop, UFV **2015**
The FDW is a 40-hour workshop designed for those who will be leading Instructional Skills Workshops (ISW).

Curriculum Design Institute, UVic **2012**
This 40-hour workshop provides instructors with an opportunity to completely design (or redesign) a course from the ground up in a collaborative, peer-supported environment.

Instructional Skills Workshop, UVic **2012**
The ISW is a 24-hour workshop designed for those interested in enhancing their instructional skills. Participants deliver three mini-lessons and receive feedback from their peers.

SoTL RESEARCH PROJECTS

Co-Investigator, “Peer Observation of Teaching and Learning: A Cross-Institutional Community of Practice,” a collaborative project between Camosun College and the University of Victoria 2021 – 2022

Co-investigator with Dr. Cynthia Korpan (UVic). The goal of this research is to enhance the quality of instructors’ teaching by engaging them in a peer observation of teaching and learning community of practice. It is well established in the literature that peer observation of teaching has many benefits. However, to benefit, instructors need guidance on how to effectively conduct a peer observation. This community of practice will contribute to intensifying dynamic learning and engaging locally by creating opportunities for instructors to participate in learning conversations about teaching and learning.

Principle Investigator, “Effects of Team-Based Learning on Student Engagement,” CapU 2020 – 2021

I am currently in the analysis stage of a research project on the relationship between Team-Based Learning pedagogy (TBL) and self-reported levels of engagement among students in two history courses at CapU. One course was taught based on a TBL model and the other was not. I used an end-of-term survey to compare how engaged were students in each of these courses and whether there was a connection between TBL and engagement. The semester was interrupted by the onset of the COVID-19 global pandemic which, in this case, has provided an unexpected opportunity to study the differing responses of students to the pivot to remote teaching and learning in a TBL course compared to a non-TBL course.

Graduate Research Assistant, Cynthia Korpan, Learning and Teaching Centre, UVic 2013 – 2014

This project comprised a national survey of Canadian post-secondary institutions’ TA orientations (TAOs). My role as research assistant was to get ethics approval, construct and conduct the survey, and to prepare a first draft of the final report and article for publication.

PEER-REVIEWED PUBLICATIONS & PRESENTATIONS

“Peer Observation of Teaching and Learning: An Experiential Training Model.” International Society for the Scholarship of Teaching and Learning Annual Conference. University of Western Australia, October 26, 2021.

“Construction and Settlement of the Opeongo Colonization Road.” Annual Meeting of the Canadian Historical Association. University of Calgary, May 31, 2016.

“Equitable Claims and Future Considerations: Road Building and Local Governance in Early Ontario, 1850–1890.” *Journal of the Canadian Historical Association* 24, no. 2 (2013): 156–188.

“The Wilson Family Farm: Exploring Issues of Tradition and Modernity and the ‘Worlds’ in which We Live.” *Studies by Undergraduate Researchers at Guelph* 1, no. 2 (2008): 35–41.

PROFESSIONAL MEMBERSHIPS AND SERVICE

Member, International Society for the Scholarship of Teaching and Learning (ISSOTL)	2021 – Present
Member, Society for Teaching and Learning in Higher Education (STLHE)	2014 – Present
Member, Canadian Historical Association	2009 – Present
Member, Teaching and Learning Advisory Council, CapU	2018 – 2021
Member, Canadian Society for the Study of Higher Education	2018 – 2019
Member, Faculty Professional Development Committee, CapU	2014 – 2019
Member, Agricultural History Society	2014 – 2018
Member, The History Education Network	2014 – 2018
Member, Teaching Assistant and Graduate Student Advancement (a SIG of STLHE)	2014 – 2018
Graduate Student Representative, CHA Conference Program Committee	2012 – 2013
Co-Editor and Editorial Board Member, <i>Graduate History Review</i>	2011 – 2012

SELECTED AWARDS AND SCHOLARSHIPS

History Department Graduate Award, UVic (\$4,000)	2018
Honorable Mention, UVic 3-Minute Thesis Competition	2014
Department Nominee, Andy Farquharson Award for Excellence in Graduate Student Teaching	2013
Doctoral Fellowship, UVic (\$68,000)	2009 – 2014
Hugh Campbell and Marion Alice Small Scholarship in Scottish Studies, UVic (\$10,000)	2010 – 2011