

Teaching Culture Project Document (Last Updated October 2024)

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Project Description

Quality teaching is critical in the academic environment, with increasing pressure to develop metrics and quality assurance systems. A culture with a focus on teaching quality is likely to improve student learning (Cox, McIntosh, Reason & Terenzini, 2011), but in order to better understand the influence of culture on teaching, we need specific measurable indicators. Eight Ontario institutions received funding from a Productivity and Innovation Fund (PIF) grant through the Ontario Ministry of Colleges and Universities and developed a set of Institutional Teaching Culture Perception Surveys (ITCPS) to explore factors that indicate a culture that promotes quality teaching in higher education (Hénard & Roseveare, 2012). The surveys use a 6-level framework, each with several accompanying indicators. With additional members, the team received funding from new grants including the Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant, a SSHRC Connections Grant, and the Educational Developers Caucus (EDC) grant. A select number of Canadian institutions piloted and validated the surveys. The research team also developed a repository of effective practices, as well as additional tools, including a set of unit-level teaching culture perception surveys (UTCPS), a reflective tool, and a methodology for analyzing strategic documents.

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Project Timeline

- 2012 Research team gathered for a Southern Ontario Directors meeting.
- Apr. 2013 Awarded \$175,000 PIF from the Ontario Ministry of Colleges and Universities to pilot ITCPS.
- Feb. 2014 Piloted first draft of surveys at McMaster University, Western University, and the University of Windsor.
- June 2014 Submitted PIF Report.
- July 2016 Awarded \$74,869 SSHRC Insight Development Grant to revise and validate ITCPS.
- Sept. 2016 Administered revised draft of surveys and conducted focus groups at the University of Waterloo and Queens University (Phase 1).
- Oct. 2016 Awarded \$25,000 SSHRC Connection Grant to hold a conference on Effective Teaching Evaluation and Enhanced Teaching Cultures.
- Sept. 2017 Administered revised draft of surveys and conducted focus groups at the University of Calgary (Phase 1). Administered final draft of surveys at Western University, Brock University, and the University of Windsor (Phase 2).
- May 2018 Research team begins subproject to analyze institutional strategic documents using the ITCPS lever framework.
- June 2018 Awarded \$2950 EDC grant to develop a repository of Effective Practices using the ITCPS lever framework.
- July 2019 Published Effective Practices Repository on website.
- Dec. 2019 Research team started working on the UTCPS.
- Jan. 2020 Research team started working on the development of the Reflective Tool.
- Oct. 2021 Research team conducted Think-Aloud interviews for the UTCPS.
- Mar. 2022 Finalized the Reflective Tool.
- June 2022 Finalized UTCPS.
- Nov. 2022 Research team held a workshop on project updates.
- Feb. 2025 Expanding partnership to apply for SSHRC Partnership Development grant.

Overview of Resources

	Institutional Teaching Culture Perception Surveys (ITCPS)	Unit-Level Teaching Culture Perception Surveys (UTCPS)	Reflective Tool	Effective Practices Repository
Purpose	To examine the perceptions of institutional-level teaching culture from 3 key stakeholder groups: staff, faculty, and students across the institution.	To examine the perceptions of unit-level (School or Faculty) teaching culture from 3 key stakeholder groups: staff, faculty, and students within the unit.	To guide institutions and/or units to reflect on their teaching culture and discuss opportunities for enhancement.	To provide examples of real practices that have been identified as enhancing teaching culture within one of the levers – for adaptation for the appropriate context.
Context	Institution-wide	Faculty, School, Department or unit-wide	Institution, Faculty, department, or unit wide	Institution, Faculty, department, or unit wide
Format	A set of 3 surveys (one for each stakeholder group) that take approximately 15-20 minutes to complete.	A set of 3 surveys (one for each stakeholder group) that take approximately 15-20 minutes to complete.	A reflection tool that takes anywhere from 30 minutes to an hour to complete.	A repository in a PDF organized by relevant lever.
Method	Quantitative	Quantitative	Qualitative	Qualitative
Level of Planning Required	Substantial	Substantial	Minimal	Variable

Institutional Teaching Culture Perception Surveys (ITCPS)

The institutional teaching culture perception surveys (ITCPS) are aimed at examining the perceptions of individuals at an institution with regards to the culture of quality teaching. This assessment helps develop a profile of the institutional culture, and allows for comparison between different stakeholders' perceptions, as well as track change over time. The surveys are not intended to judge or compare different institutions' teaching cultures. Questions on the survey were designed to identify and validate indicators of a culture that promotes quality teaching on campus. **Indicators** are signals that reveal the progress or lack of progress towards a specific objective. These indicators may give us information about the quantity or quality of various elements of teaching culture. Inspired by the framework from Hénard & Roseveare (2012), the following six levers were identified, with each lever containing several measurable indicators for a quality teaching culture:

Level 1: Institutional strategic initiatives and practices prioritize effective teaching	The importance of quality teaching is emphasized in institutional initiatives, policies, and practices and by the institution's senior administration.
Level 2: Assessment of teaching is constructive and flexible	Teaching quality is assessed both formatively and summatively and in multiple ways.
Level 3: Effective teaching is implemented	Instructors design and teach their courses in ways that support student learning
Level 4: Infrastructure exists to support teaching	The institution provides facilities and resources that support quality learning experiences.
Level 5: Broad engagement occurs around teaching	Members of the institution and larger community are involved in initiatives that foster quality learning experiences.
Level 6: Effective teaching is recognized and rewarded	Teaching excellence is an institutional priority that is acknowledged and honoured by the institution.

Unit-level Teaching Culture Perception Surveys (UTCPS)

The research team recognizes that institutional agents of change might not have the resources or support to run the ITCPS institution-wide or may want to focus on a specific subset of their institution. Therefore, we developed the unit-level surveys, which are meant to capture the teaching culture within Faculties, Schools, departments, or units, such as the School of Health Sciences or the Faculty of Science. The UTCPS was revised to fit within the unit-level context, piloted with each stakeholder group through a Think-Aloud protocol, and then revised again based on the stakeholder feedback. These surveys have not yet been piloted or validated, but those plans are upcoming.

ITCPS Planning

Implementation Process

Timeline	Tasks
6 months prior to survey launch	<ul style="list-style-type: none"> • Hire research assistant (if applicable). • Meet with Institutional Analysis to discuss sampling, recruitment, survey promotion, etc. • Check university policy about incentives • Prepare and submit ethics proposal (Check ethics committee meeting dates for timelines) • Meet with interested stakeholder groups: HR, Deans, Student and Faculty associations
3 months prior to survey launch	<ul style="list-style-type: none"> • Prepare data request form for Institutional Analysis. • Submit ethics revisions (may need to submit this earlier depending on institution). • Edit survey drafts to be tailored to university.
2 months prior to survey launch	<ul style="list-style-type: none"> • If applicable, create a project email for survey inquiries. • Upload extended Letter of Information to website (teaching centre, provost's office, etc.) • Receive contact information from institutional analysis. • Create mailing lists for sending out surveys.
1 month prior to survey launch	<ul style="list-style-type: none"> • Design or revise student, staff and faculty surveys in Qualtrics. • Draft announcement for Institutional news. • Send emails to support unit leads to notify them of survey for their staff.
Month of survey launch	<ul style="list-style-type: none"> • Launch surveys. • Launch social media promotions and Institutional news item. • Send two survey reminders: 1 week after launch and 2 weeks after launch • Purchase gift certificates
Month after survey launch	<ul style="list-style-type: none"> • Close surveys • Examine draw information and notify draw winner(s) to pick up incentives. • Invite interested participants to focus groups (If applicable). • Run focus groups (If applicable).

Sampling Process

Student Sample	<ul style="list-style-type: none"> • Ask research office to generate a random sample of 5000 undergraduate students and all graduate students registered during the survey term. • Need to consider if you want students from all campus locations and students that are part-time.
Faculty Sample	<ul style="list-style-type: none"> • Ask Human resources to generate a list of instructors that are teaching at least one course during the survey term.
Staff Sample	<ul style="list-style-type: none"> • Ask Human Resources to generate a list of academic staff in roles related to teaching and learning • May need to create inclusion and exclusion criteria for staff members to determine what roles/centres are appropriate to survey.

Sampling Criteria

Inclusion Criteria	Exclusion Criteria
i. Instructors	
<p>Please provide <u>names, position titles, departments, and email addresses</u> for the following:</p> <ul style="list-style-type: none"> • All instructors <u>teaching at least one course during [specify] term</u>, including: <ul style="list-style-type: none"> ○ Instructional limited term appointment ○ Tenured professors ○ Tenure-track professors ○ Probationary-term faculty ○ Full-time continuing adjuncts ○ Sessional instructors ○ Non-student TAs ○ ESL instructors & coordinators in IELP • Administrators <ul style="list-style-type: none"> ○ President, Provost, Associate Provosts ○ VPs, Associate VPs ○ Deans, Associate Deans ○ Department Chairs, Centre Directors, School Directors • Include instructors from all campuses 	<ul style="list-style-type: none"> • Exclude instructors from affiliated institutions unless they are teaching a course on [specify] campus
ii. Staff with roles related to teaching and learning	
<p>Please provide <u>names, departments, position titles, and e-mail addresses</u> for individuals that meet the following criteria as of <u>[specify date]</u>:</p>	<ul style="list-style-type: none"> • Exclude instructors from affiliated institutions

<ul style="list-style-type: none"> • All permanent staff from the following units: <ul style="list-style-type: none"> ○ Student Wellness & Accessibility Services ○ Centre for Teaching and Learning ○ Graduate Studies Office ○ Indigenous Services ○ Institutional Analysis & Planning ○ Audiovisual Services & IT Services ○ Libraries ○ Registrar’s Office ○ Student Success Centre ○ Residences ○ Coop, Career & Experiential Education ○ Student Life and Community Experience ○ International ○ Human Rights & Equity Services ○ Alumni & Donor Services ○ Recruitment ○ Athletics ○ Office of Research Services • All permanent staff in the roles listed below in all academic departments and faculties on campus: <ul style="list-style-type: none"> ○ Academic Advisors ○ Instructional/Teaching Support ○ Course Coordinators ○ Administrative Assistants 	<p>unless they are teaching a course on campus</p>
<p>iii) Graduate Students</p>	
<p>Please provide <u>names, faculties, and email addresses</u> for all graduate students registered during the [specify] term (full-time and part-time students)</p>	
<p>iv) Undergraduate Students</p>	
<p>Please provide <u>names, faculties, and email addresses for a random sample of 5,000 undergraduate students who are registered and taking courses on campus during the [specify] term</u></p> <ul style="list-style-type: none"> • Please include students from all faculties on campus in the sample • Please include both full-time and part-time students in the sample 	<ul style="list-style-type: none"> • Exclude fully online students and adult education

Lessons Learned & Important Considerations

Buy-in	<ul style="list-style-type: none"> • Get buy-in from administration each time you run the surveys. • Have discussions with multiple groups prior to launching the surveys to ensure there was awareness and understanding of the surveys. Meet with provost, deans/associate deans, teaching and learning committees, unions and faculty/student associations. • Ensure that another institution-wide survey that might take priority is not running at the same time.
Promotion	<ul style="list-style-type: none"> • Figure out the best outlet, time and location for distributing promotional materials. • Contact administrators of social media accounts and news outlets early. • May need to create a new institutional email for direct contact with participants.
Surveys	<ul style="list-style-type: none"> • SurveyMonkey does not have the option to create a "side-by-side" matrix style question, so use Qualtrics instead. • Ensure that the preloaded template in Qualtrics does not influence the formatting of the surveys by cutting off any matrix-style questions. Minimizing the number of scrollbars should reduce the number of unanswered questions. • May have identifying demographic questions. Can include a statement: Please note that it is possible that a combination of responses to demographic questions could serve as indirect identifiers (e.g., age, gender primary department/unit) but the survey results will only be reported in aggregate form avoiding any possible means of identifications in reports or publications. • Consider running a focus group following the surveys to better understand and interpret the results. • Including Prefer Not to Answer (PNA) and Do Not Know (DK) options for each survey item may impact the overall analysis, but the number of PNA and DK responses provide interesting insight into the knowledge of Teaching Culture across the institution and can be an area worth further exploring.
Incentives	<ul style="list-style-type: none"> • Ensure budget allocation. • Check Financial Department's policy regarding incentives. • REB may require skill-testing question for winners.

Teaching Culture Reflective Tool

Word: <https://qualityteachingculture.ca/downloads/TCI-6Levers-Word.docx>

Interactive PDF: <https://qualityteachingculture.ca/downloads/TCI-6Levers-Interactive.pdf>

PDF: <https://qualityteachingculture.ca/downloads/TCI-6Levers-PDF.pdf>

The reflective tool was developed for those invested in enhancing their institution's teaching culture, but do not have the resources or support to run the ITCPS. It provides a selection of questions adapted from the full ITCP surveys and analysis tools. The tool provides an evidence-based reflective approach to understanding and enhancing the teaching culture of an institution overall, or of a division within the institution, to facilitate identifying plans for future actions. This tool is NOT intended for use in formal assessment or performance management, nor to judge or compare different institutions' teaching cultures; rather, it is to be used as a reflective tool leading to plans for teaching culture enhancement.

Effective Practices Repository

<https://qualityteachingculture.ca/effective-practices.html>

Designed as a companion resource to the ITCPS, the Effective Practices for Improving Teaching Culture Online Repository is a compilation of practices gathered from a diverse range of institutions that provide ideas for how we might strengthen each lever to enhance teaching culture. Some of the practices identified will have been formally assessed for their impact; some are applications of established theory or research evidence; while others represent the wisdom of practice developed in an individual institution or discipline.

The purpose of the current repository is fourfold. The first and primary purpose is to identify needs and possible initiatives for organizational change to enhance institutional teaching culture. One practical way this might be achieved is by assisting institutions in responding to their ITCPS results by providing ideas to address teaching culture gaps or to further enhance areas of strength. Second, the repository should be an accessible resource for practitioners, professional associations, and academic administrators who need access to information to make informed decisions. A third purpose is to better understand what institutions are doing to improve teaching and learning and the culture within their institutions. Fourth, by facilitating a knowledge exchange, the repository can promote collaborations across multiple institutions. It is important to note that the repository offers context-specific examples. Teaching culture emerges from the interplay of factors that are unique to each institution, and the interpretation of the ITCPS results and any actions undertaken to respond to them will have the strongest impact when they are generated by people who know that context.

To learn more about the Effective Practices Repository and how this initiative can contribute to enhancing teaching culture read our article in *To Improve the Academy Journal*.

Shaw, L., Grose, J., Kustra, E., Goff, L., Ellis, D., & Borin, P. (2021). Cultivating an institutional culture that values teaching: Developing a repository of effective practices. *To Improve the Academy*, 40(1), 131-156. <https://doi.org/10.3998/tia.962>

Appendix A: Sample Demographic Questions for Surveys

All Participants	<ul style="list-style-type: none"> • Indicate with which gender you most identify. • How old are you? (Please enter a whole number).
All Students	<ul style="list-style-type: none"> • Are you currently enrolled in an undergraduate or graduate (I.e., a Master's or Doctoral) program? <ul style="list-style-type: none"> ○ Undergraduate program ○ Graduate program ○ I prefer not to answer • What is your current enrolment status? <ul style="list-style-type: none"> ○ Full time (I.e., 3 or more courses per term) ○ Part time (I.e., 1 or 2 courses per term) ○ Prefer not to answer • Please select your primary Faculty. <ul style="list-style-type: none"> ○ Education ○ Engineering ○ Graduate Studies ○ Humanities ○ Human Kinetics ○ Law ○ Science ○ Social Sciences ○ Other ○ Prefer not to answer • Are you an international student?
Undergraduate Students	<ul style="list-style-type: none"> • In which year of your academic program are you currently registered? <ul style="list-style-type: none"> ○ Year 1 ○ Year 2 ○ Year 3 ○ Year 4 ○ Year 5 or above ○ I prefer not to answer
Graduate Students	<ul style="list-style-type: none"> • In which year of your academic program are you currently registered? <ul style="list-style-type: none"> ○ MA Year 1 ○ MA Year 2 ○ MA Year 3 or more ○ PhD Year 1 ○ PhD Year 2 ○ PhD Year 3 ○ PhD Year 4

	<ul style="list-style-type: none"> ○ PhD Year 5 or more ● How many terms or semesters have you been a Teaching Assistant? <ul style="list-style-type: none"> ○ 0 ○ 1-2 ○ 3-4 ○ 5-6 ○ 7+ ○ Prefer not to answer
Staff	<ul style="list-style-type: none"> ● Please indicate your primary department/unit in the space below. ● How many years have you worked at the university? (Please enter a whole number) ● What kind of appointment do you have in your primary role at the university? <ul style="list-style-type: none"> ○ Permanent Full-time ○ Permanent Part-time ○ Contract Full-time ○ Contract Part-time ○ Occasional ○ Other ○ Prefer not to answer
Faculty	<ul style="list-style-type: none"> ● Please select your primary Faculty. <ul style="list-style-type: none"> ○ Education ○ Engineering ○ Graduate Studies ○ Humanities ○ Human Kinetics ○ Law ○ Science ○ Social Sciences ○ Other ○ Prefer not to answer ● Indicate your primary role at the university. <ul style="list-style-type: none"> ○ Administrator ○ Assistant Professor ○ Associate Professor ○ Full Professor ○ Adjunct Professor ○ Sessional Instructor/Part-time ○ Teaching Assistant/Lab Demonstrator ○ Other ○ Prefer not to answer

	<ul style="list-style-type: none">• How many years of teaching experience do you have? (Please provide a whole number in the space below)• What kind of appointment do you have?<ul style="list-style-type: none">○ Tenured faculty○ Tenure track○ Contract/Sessional○ Adjunct faculty○ Other○ Prefer not to answer• What is your job responsibility allocation?<ul style="list-style-type: none">○ 40 research/40 teaching/20 service○ Other○ Prefer not to answer
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Appendix B: ITCPS- Student Survey

Level 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA			1	2	3	4	5	DK	PNA	
								...teaching is considered a priority in the primary institutional strategic plan.								
								... effective teaching is clearly defined in institution-wide documents (e.g., strategic plan, bylaws, policy).								
								...senior administrators (e.g., President, Provost, Dean) convey that effective teaching is an institutional priority.								
								... institution-wide initiatives promote innovative teaching practices.								
								...most instructors consider good teaching to be a priority.								

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Level 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA	...students are invited to provide feedback to their instructors in addition to end of course evaluations.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... student evaluations of teaching are taken into consideration in hiring, promotion and tenure practices.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... the results of teaching evaluations are accessible to students (e.g., available online).	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... students are invited to provide feedback on course design.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... student evaluations of teaching are taken into consideration to improve teaching.	1	2	3	4	5	DK	PNA		

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Lever 3 Effective Teaching is Implemented

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA			1	2	3	4	5	DK	PNA	
								... instructors adopt a variety of approaches to teaching and learning.								
								... instructors think of creative or unique ways to engage students in the course material.								
								... instructors tell their students how they use student feedback to improve teaching.								
								... instructors communicate how course content is relevant to the workplace and future careers.								
								... instructors tell their students how teaching methods and assignments align with learning outcomes (i.e., what students are expected to have learned at the end of the course).								
								... instructors tell their students how their course fits into the curriculum toward a degree.								
Page Break																

Lever 4 Infrastructure Exists to Support Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don't know DK I don't know	I prefer not to answer PNA I prefer not to answer
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To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA			1	2	3	4	5	DK	PNA	
								...learning spaces such as classrooms, labs and/or studios are designed to								

								support learning (e.g., movable chairs, sufficient space, appropriate tools and technologies).								
1	2	3	4	5	DK	PNA		... instructors have access to adequate materials/supplies to provide a good learning environment.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors have access to resources and support to improve their teaching.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors use technology effectively to support student learning.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors use technology in new and innovative ways to facilitate student learning.	1	2	3	4	5	DK	PNA	

Page Break

Lever 5 Broad Engagement Occurs Around Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don't know DK I don't know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								At my institution,								Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA		...students are involved in activities that foster effective teaching across the institution (e.g., teaching-related research, teaching award committees).	1	2	3	4	5	DK	PNA								
1	2	3	4	5	DK	PNA		...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching across the institution (e.g. service learning, feedback on projects and programs).	1	2	3	4	5	DK	PNA								
1	2	3	4	5	DK	PNA		... staff who support teaching (from units such as the library, the teaching	1	2	3	4	5	DK	PNA								

								centre, and student success) are involved in initiatives that foster effective teaching.								
1	2	3	4	5	DK	PNA		... teaching assistants provide effective support for student learning.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... collaborative approaches to teaching are valued	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors discuss ways to improve the student learning experience with their colleagues.	1	2	3	4	5	DK	PNA	
Page Break																

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you							
1	2	3	4	5	DK	PNA							DK	PNA		
								...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).								
								...there are institutional rewards for effective teaching (e.g. financial incentives, teaching awards etc.).								
								...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.								
								... teaching is valued in instructor hiring processes .								

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

End of Block: SURVEY COMPLETION

Appendix C: ITCPS- Staff Survey

Lever 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							At my institution,	Rate the importance of the following characteristics to you.						
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA
							...teaching is considered a priority in the primary institutional strategic plan.							
							... effective teaching is clearly defined in institution-wide documents (e.g., strategic plan, bylaws, policy).							
							...senior administrators (e.g., President, Provost, Dean) convey that effective teaching is an institutional priority.							
							... institution-wide initiatives promote innovative teaching practices.							
							...most instructors consider good teaching to be a priority.							
							... staff who support teaching are regarded as an important resource for instructors and educational administrators.							

Lever 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							At my institution,	Rate the importance of the following characteristics to you.						
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA
							... student evaluations of teaching are taken into consideration to improve teaching.							
							... teaching is formally assessed in multiple ways (e.g., student evaluations of teaching, teaching dossiers, peer review).							
							... the results of teaching evaluations are accessible to students (e.g., available online).							
							... staff who support teaching are invited to provide feedback on course design.							

Page Break

Lever 3 Effective Teaching is Implemented

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
--------------------------	---------------------	--------------------------	----------------------	---------------------------	--------------------	-------------------------------

Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer
--------------------	---------------	--------------------	----------------	---------------------	--------------	------------------------

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	... instructors adopt a variety of approaches to teaching and learning.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors have developed teaching and assessment methods that align with the learning outcomes of their course.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how their course fits into the curriculum toward a degree.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors access the services and resources provided to support their development as teachers.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors are encouraged to spend time developing their teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...staff who support teaching contribute to the development and implementation of effective teaching.	1	2	3	4	5	DK	PNA		

Page Break

Lever 4 Infrastructure Exists to Support Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	...learning spaces such as classrooms, labs and/or studios are designed to support learning (e.g., movable chairs,	1	2	3	4	5	DK	PNA		

								sufficient space, appropriate tools and technologies).								
1	2	3	4	5	DK	PNA		... instructors have access to adequate materials/supplies to provide a good learning environment.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors have access to resources to help them facilitate technology-enabled learning (e.g., staff, training).	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... instructors have access to resources and support to improve their teaching.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		...staff who support teaching are encouraged to develop their expertise in their role.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		...staff who support teaching can get financial support to develop their expertise in their role (e.g., workshops, conferences).	1	2	3	4	5	DK	PNA	

Page Break

Lever 5 Broad Engagement Occurs Around Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							At my institution,							Rate the importance of the following characteristics to you.						
1	2	3	4	5	DK	PNA	...students are involved in activities that foster effective teaching across the institution (e.g., teaching-related research, teaching award committees).	1	2	3	4	5	DK	PNA						
1	2	3	4	5	DK	PNA	...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching across the institution	1	2	3	4	5	DK	PNA						

								(e.g. service learning, feedback on projects and programs).								
1	2	3	4	5	DK	PNA		... staff who support teaching are involved in initiatives that foster effective teaching.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... teaching assistants provide effective support for student learning.	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		... collaborative approaches to teaching are valued	1	2	3	4	5	DK	PNA	
1	2	3	4	5	DK	PNA		...teaching practices are discussed across the institution through a range of mechanisms (e.g., hallway conversations, department meetings, conferences, peer observation).	1	2	3	4	5	DK	PNA	

Page Break

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,								Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).	1	2	3	4	5	DK	PNA								
1	2	3	4	5	DK	PNA		...there are institutional rewards for effective teaching (e.g., financial incentives, teaching awards, etc.).	1	2	3	4	5	DK	PNA								
1	2	3	4	5	DK	PNA		...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.	1	2	3	4	5	DK	PNA								

1	2	3	4	5	DK	PNA	... teaching is valued in instructor hiring processes.	1	2	3	4	5	DK	PNA
1	2	3	4	5	DK	PNA	...there is institutional recognition for staff who support teaching (e.g., awards, financial incentives, media recognition, etc.).	1	2	3	4	5	DK	PNA

Start of Block: SURVEY COMPLETION

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

End of Block: SURVEY COMPLETION

Appendix D: ITCPS- Faculty Survey

Level 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							At my institution,	Rate the importance of the following characteristics to You.						
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA
							...teaching is considered a priority in the primary institutional strategic plan.							
							... effective teaching is clearly defined in institution-wide documents (e.g., strategic plan, bylaws, policy).							
							...senior administrators (e.g., President, Provost, Dean) convey that effective teaching is an institutional priority.							
							... institution-wide initiatives promote innovative teaching practices.							
							...most instructors consider good teaching to be a priority.							
							... institutional policies recognize effective teaching in evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).							

Page Break

Lever 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA							DK	PNA		
							...students are invited to provide feedback to their instructors in addition to end of course evaluations.									
							... student evaluations of teaching are taken into consideration in hiring, promotion and tenure practices.									
							... teaching is formally assessed in multiple ways (e.g., student evaluations of teaching, teaching dossiers, peer review).									
							... course design is considered in the assessment of teaching.									
							... student learning outcomes are considered in program evaluation.									
							... instructors have some influence over how their teaching is assessed (e.g., for tenure & promotion purposes).									

Page Break

Lever 3 Effective Teaching is Implemented

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	... instructors adopt a variety of approaches to teaching and learning.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how they use student feedback to improve teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors have developed teaching and assessment methods that align with the learning outcomes of their course.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how their course fits into the curriculum toward a degree.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors access the services and resources provided to support their development as teachers.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors are encouraged to spend time developing their teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors are encouraged to use evidence about teaching to inform their teaching practices (e.g., literature, communities of practice, personal reflection).	1	2	3	4	5	DK	PNA		

Page Break

Lever 4 Infrastructure Exists to Support Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...learning spaces such as classrooms, labs and/or studios are designed to support learning (e.g., movable chairs, sufficient space, appropriate tools and technologies).									
							... instructors have access to adequate materials/supplies to provide a good learning environment.									
							... instructors have access to resources to help them facilitate technology-enabled learning (e.g., staff, training).									
							... instructors have access to resources and support to improve their teaching.									
							...instructors can get financial support to develop their teaching (e.g., grant programs, teaching conferences).									

Page Break

Lever 5 Broad Engagement Occurs Around Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...students are involved in activities that foster effective teaching across the institution (e.g., teaching-related research, teaching award committees).									
							...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching across the institution (e.g. service learning, feedback on projects and programs).									
							... staff who support teaching (from units such as the library, the teaching centre, and student success) are involved in initiatives that foster effective teaching.									
							... teaching assistants provide effective support for student learning.									
							... collaborative approaches to teaching are valued									
							...teaching practices are discussed across the institution through a range of mechanisms (e.g., hallway conversations, department meetings, conferences, peer observation).									
							... opportunities exist for instructors to lead initiatives that enhance teaching beyond their own classroom (e.g., Teaching Fellows program, mentoring, leading curriculum change).									

Page Break

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
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Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer
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To what extent do you agree with the following statements?								At my institution,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).									
							...there are institutional rewards for effective teaching (e.g., financial incentives, teaching awards, etc.).									
							...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.									
							... teaching is valued in instructor hiring processes.									
							... unit level administrators (e.g., department chair, program directors etc.) reward effective teaching as a priority.									
							... research on teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).									

Start of Block: SURVEY COMPLETION

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

End of Block: SURVEY COMPLETION

Appendix E: Optional ITCPS Questions

The following are supplemental questions that can be added to the validated survey instrument.

1. Open-ended Questions
 - a. Do you have anything else to say about teaching at your university, its evaluation of teaching etc?
 - b. Do you have any examples of effective practices from your institution?
 - c. What else would indicate to you that teaching matters at your institution?

2. Priority Ranking Question

In your opinion, if your institution were to make changes to improve its teaching culture, how should it prioritize the following?

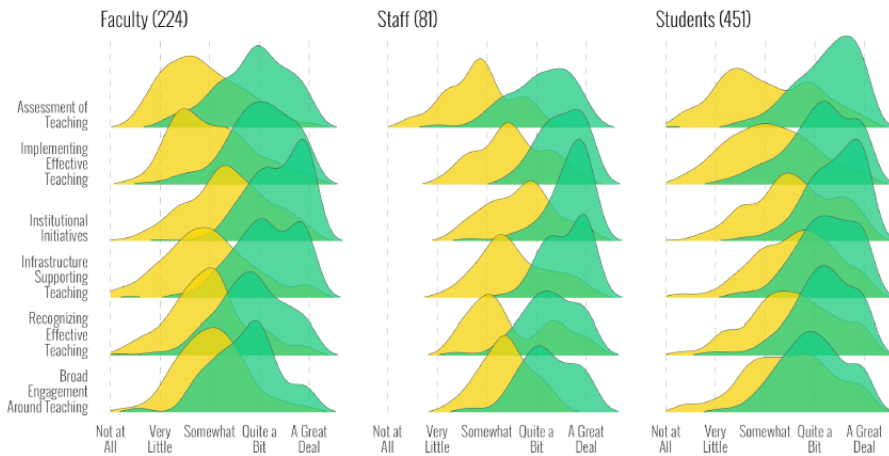
1= Highest Priority	2= High Priority	3= Somewhat high priority	4= Somewhat low priority	5= Low priority	6= Lowest priority
---------------------	------------------	---------------------------	--------------------------	-----------------	--------------------

- a. Employ multiple assessments of teaching (e.g., student evaluations, peer review, dossiers) in hiring, promotion, and tenure decisions. ____
- b. Encourage instructors' use of effective teaching practices. ____
- c. Give instructors access to resources and infrastructure that support effective teaching. ____
- d. Prioritize quality teaching in institutional plans and practices (e.g., policies, strategic plans, bylaws). ____
- e. Provide opportunities for campus members and the larger community to be involved in initiatives that foster effective teaching. ____
- f. Recognize and reward instructors who engage in effective teaching practices. ____

Appendix F: ITCPS Sample Data Visualizations

Teaching Culture Levers: Stakeholders

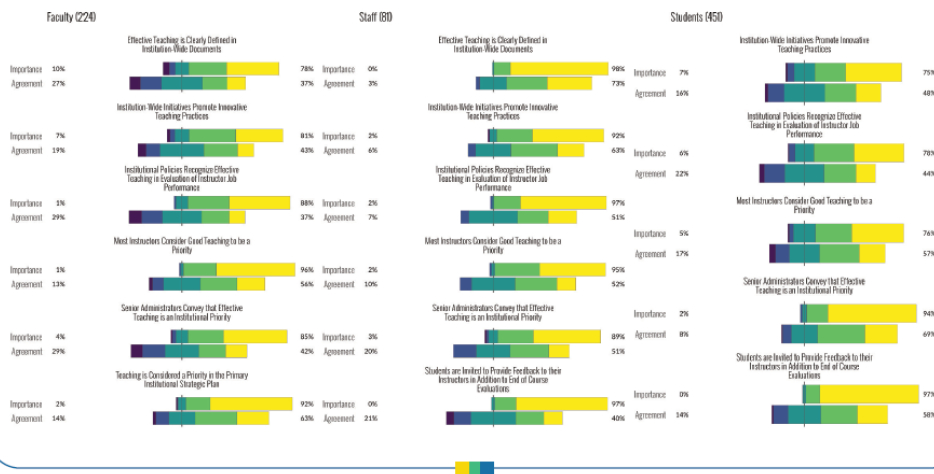
Three groups of institutional stakeholders have been surveyed for the TCPS - instructors, students and staff who directly support teaching and learning. Below you will find the aggregated survey results for the agreement and importance for each of the 6 levers.



Teaching Culture Levers: Institutional Initiatives

The **Institutional Initiatives** lever identifies indicators of the prioritization of teaching through key documents, activities and initiatives developed to support a positive teaching culture.

Themes include: Teaching is considered a priority by institution and instructors, Effective teaching is defined in institution-wide documents, Institution-wide initiatives exist to promote innovative teaching practice



Appendix G: ITCPS SPSS Syntax

Note: in order for the syntax to run accurately, variable names must be replaced with the labels used in data file.

* Encoding: UTF-8.

*Commands for frequencies and descriptives for items.

*Commands for frequencies and descriptives for demographic items.

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*Commands for frequencies and descriptives for Lever 1 Agreement items.

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*Commands for reliability for Lever 2 Importance items.

RELIABILITY

```
/VARIABLES=L2_i_Q1 L2_i_Q2 L2_i_Q3 L2_i_Q4 L2_i_Q5 L2_i_Q6  
/SCALE('Lever2_Importance') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE CORR  
/SUMMARY=TOTAL MEANS.
```

*Commands for reliability for Lever 3 Agreement items.

RELIABILITY

```
/VARIABLES=L3_A_Q1 L3_A_Q2 L3_A_Q3 L3_A_Q4 L3_A_Q5 L3_A_Q6 L3_A_Q7  
/SCALE('Lever3_Agreement') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE CORR  
/SUMMARY=TOTAL MEANS.
```

*Commands for reliability for Lever 3 Importance items.

RELIABILITY

```
/VARIABLES=L3_i_Q1 L3_i_Q2 L3_i_Q3 L3_i_Q4 L3_i_Q5 L3_i_Q6 L3_i_Q7  
/SCALE('Lever3_Importance') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE CORR  
/SUMMARY=TOTAL MEANS.
```

*Commands for reliability for Lever 4 Agreement items.

RELIABILITY

```
/VARIABLES=L4_A_Q1 L4_A_Q2 L4_A_Q3 L4_A_Q4 L4_A_Q5  
/SCALE('Lever4_Agreement') ALL  
/MODEL=ALPHA
```

/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for reliability for Lever 4 Importance items.

RELIABILITY

/VARIABLES=L4_i_Q1 L4_i_Q2 L4_i_Q3 L4_i_Q4 L4_i_Q5
/SCALE('Lever4_Importance') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for reliability for Lever 5 Agreement items.

RELIABILITY

/VARIABLES=L5_A_Q1 L5_A_Q2 L5_A_Q3 L5_A_Q4 L5_A_Q5 L5_A_Q6 L5_A_Q7
/SCALE('Lever5_Agreement') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for reliability for Lever 5 Importance items.

RELIABILITY

/VARIABLES=L5_i_Q1 L5_i_Q2 L5_i_Q3 L5_i_Q4 L5_i_Q5 L5_i_Q6 L5_i_Q7
/SCALE('Lever5_Importance') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for reliability for Lever 6 Agreement items.

RELIABILITY

/VARIABLES=L6_A_Q1 L6_A_Q2 L6_A_Q3 L6_A_Q4 L6_A_Q5 L6_A_Q6
/SCALE('Lever6_Agreement') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for reliability for Lever 6 Importance items.

RELIABILITY

/VARIABLES=L6_i_Q1 L6_i_Q2 L6_i_Q3 L6_i_Q4 L6_i_Q5 L6_i_Q6
/SCALE('Lever6_Importance') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL MEANS.

*Commands for computing agreement levers.

Compute Lever1A=(L1_A_Q1 + L1_A_Q2 + L1_A_Q3 + L1_A_Q4 + L1_A_Q5 + L1_A_Q6)/6.

VARIABLE LABELS Lever1A 'Lever 1 Agreement'.

Execute.

Compute Lever2A=(L2_A_Q1 + L2_A_Q2 + L2_A_Q3 + L2_A_Q4 + L2_A_Q5 + L2_A_Q6)/6.

VARIABLE LABELS Lever2A 'Lever 2 Agreement'.

Execute.

Compute Lever3A=(L3_A_Q1 + L3_A_Q2 + L3_A_Q3 + L3_A_Q4 + L3_A_Q5 + L3_A_Q6 + L3_A_Q7)/7.

VARIABLE LABELS Lever3A 'Lever 3 Agreement'.

Execute.

Compute Lever4A=(L4_A_Q1 + L4_A_Q2 + L4_A_Q3 + L4_A_Q4 + L4_A_Q5)/5.

VARIABLE LABELS Lever4A 'Lever 4 Agreement'.

Execute.

Compute Lever5A=(L5_A_Q1 + L5_A_Q2 + L5_A_Q3 + L5_A_Q4 + L5_A_Q5 + L5_A_Q6 + L5_A_Q7)/7.

VARIABLE LABELS Lever5A 'Lever 5 Agreement'.

Execute.

Compute Lever6A=(L6_A_Q1 + L6_A_Q2 + L6_A_Q3 + L6_A_Q4 + L6_A_Q5 + L6_A_Q6)/6.

VARIABLE LABELS Lever6A 'Lever 6 Agreement'.

Execute.

*Commands for computing importance levers.

Compute Lever1i = (L1_i_Q1 + L1_i_Q2 + L1_i_Q3 + L1_i_Q4 + L1_i_Q5 + L1_i_Q6)/6.

VARIABLE LABELS Lever1i 'Lever 1 Importance'.

Execute.

Compute Lever2i = (L2_i_Q1 + L2_i_Q2 + L2_i_Q3 + L2_i_Q4 + L2_i_Q5 + L2_i_Q6)/6.

VARIABLE LABELS Lever2i 'Lever 2 Importance'.

Execute.

Compute Lever3i = (L3_i_Q1 + L3_i_Q2 + L3_i_Q3 + L3_i_Q4 + L3_i_Q5 + L3_i_Q6 + L3_i_Q7)/7.

VARIABLE LABELS Lever3i 'Lever 3 Importance'.

Execute.

Compute Lever4i = (L4_i_Q1 + L4_i_Q2 + L4_i_Q3 + L4_i_Q4 + L4_i_Q5)/5.

VARIABLE LABELS Lever4i 'Lever 4 Importance'.

Execute.

Compute Lever5i = (L5_i_Q1 + L5_i_Q2 + L5_i_Q3 + L5_i_Q4 + L5_i_Q5 + L5_i_Q6 + L5_i_Q7)/7.

VARIABLE LABELS Lever5i 'Lever 5 Importance'.

Execute.

Compute Lever6i = (L6_i_Q1 + L6_i_Q2 + L6_i_Q3 + L6_i_Q4 + L6_i_Q5 + L6_i_Q6)/6.

VARIABLE LABELS Lever6i 'Lever 6 Importance'.

Execute.

*Commands for descriptives for agreement levers.

DESCRIPTIVES VARIABLES=Lever1A Lever2A Lever3A Lever4A Lever5A Lever6A
/STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.

*Commands for descriptives for importance levers.

DESCRIPTIVES VARIABLES=Lever1i Lever2i Lever3i Lever4i Lever5i Lever6i
/STATISTICS=MEAN STDDEV MIN MAX KURTOSIS SKEWNESS.

Appendix H: UTCPS- Student Survey

Lever 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep ‘Faculty’ as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don’t Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don’t know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don’t know	I prefer not to answer

To what extent do you agree with the following statements?								In my faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	...teaching is considered a priority in the strategic documents.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... effective teaching is clearly defined in strategic documents and policies.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...senior administrators (e.g., Dean, Associate Deans, Heads, Chairs, Directors) convey that effective teaching is a priority.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... initiatives promote innovative teaching practices.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...most instructors consider good teaching to be a priority.	1	2	3	4	5	DK	PNA		

Page Break

Lever 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to

you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don't know DK I don't know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA							DK	PNA		
							...students are invited to provide feedback to their instructors in addition to end of course evaluations.									
							... student feedback on teaching is taken into consideration in hiring, promotion and tenure practices.	1	2	3	4	5	DK	PNA		
							... the response to student feedback is shared back with students.	1	2	3	4	5	DK	PNA		
							... students are invited to provide feedback on course design.	1	2	3	4	5	DK	PNA		
							... student feedback on teaching is taken into consideration to improve teaching.	1	2	3	4	5	DK	PNA		

Page Break

Lever 3 Effective Teaching is Implemented

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance	Low Importance	Moderate Importance	High Importance	Very High Importance	I don't know	I prefer not to answer
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1 Very Low Agreement	2 Low Agreement	3 Moderate Agreement	4 High Agreement	5 Very High Agreement	DK I don't know	PNA I prefer not to answer
----------------------------	-----------------------	----------------------------	------------------------	-----------------------------	--------------------	----------------------------------

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	... instructors adopt a variety of approaches to teaching and learning.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how they use student feedback to improve teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how teaching is aligned with learning outcomes (i.e., what students are expected to have learned at the end of the course).	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors tell their students how their course fits into their overall program.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors think of creative or unique ways to engage students in the course material.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors communicate how course content is relevant to the workplace and future careers.	1	2	3	4	5	DK	PNA		
Page Break																

Lever 4 Infrastructure Exists to Support Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...learning spaces such as classrooms, labs and/or studios are designed to support learning (e.g., movable chairs, sufficient space, appropriate tools and technologies).									
							... instructors have access to adequate materials/supplies to provide a good learning environment.									
							... instructors use technology effectively to support student learning.									
							... instructors use technology in new and innovative ways to facilitate student learning.									
							... instructors have access to resources and support to improve their teaching (e.g., funds, initiatives, experts, etc.).									
Page Break																

Lever 5 Broad Engagement Occurs Around Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep ‘Faculty’ as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don’t Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don’t know DK I don’t know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...students are involved in activities that foster effective teaching (e.g.,									

								teaching-related research, teaching award committees).								
1	2	3	4	5	DK	PNA	...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching (e.g., service learning, feedback on projects and programs).	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... staff who support teaching (from within the Faculty or from central units) are involved in initiatives that foster effective teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... teaching assistants provide effective support for student learning.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... collaborative approaches to teaching (e.g., engagement of individuals together in the design and delivery of courses such as team teaching, students as partners, collaborative redesign with lab instructors, partnering with other units such as librarians to develop assessments) are valued	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... instructors discuss ways to improve the student learning experience with their colleagues.	1	2	3	4	5	DK	PNA		
Page Break																

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							In my Faculty,	Rate the importance of the following characteristics to you.						
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA
							...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).							
							...there are rewards for effective teaching (e.g. financial incentives, teaching awards etc.).							
							...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.							
							... teaching is valued in the hiring process for all categories of instructors.							

Start of Block: SURVEY COMPLETION

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

End of Block: SURVEY COMPLETION

Appendix I: UTCPS- Staff Survey

Level 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep ‘Faculty’ as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don’t Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don’t know DK I don’t know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA							DK	PNA		
1	2	3	4	5	DK	PNA	...teaching is considered a priority in our strategic documents.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... effective teaching is clearly defined in strategic documents and policies.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...senior administrators (e.g., Dean, Associate Deans, Heads, Chairs, Directors) convey that effective teaching is an institutional priority.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... initiatives promote innovative teaching practices.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...most instructors consider good teaching to be a priority.	1	2	3	4	5	DK	PNA		

Page Break

Level 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA	... student feedback on teaching is taken into consideration to improve teaching.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... teaching is formally assessed in multiple ways (e.g., student evaluations of teaching, teaching dossiers, peer review).	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... staff who support teaching are invited to provide feedback on course design.	1	2	3	4	5	DK	PNA		

Page Break

Lever 3 Effective Teaching is Implemented

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
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Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer
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To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							... instructors adopt a variety of approaches to teaching and learning.									
							... instructors have developed teaching and assessment methods that align with the learning outcomes of their course.									
							... instructors tell their students how their course fits into the curriculum toward a degree.									
							... instructors access the services and resources provided to support their development as teachers.									
							... instructors are encouraged to continuously their teaching.									
							...staff who support teaching contribute to the development and implementation of effective teaching.									

Page Break

Lever 4 Infrastructure Exists to Support Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA										
							...learning spaces such as classrooms, labs and/or studios are designed to support learning (e.g., movable chairs, sufficient space, appropriate tools and technologies).									
							... instructors have access to adequate materials/supplies to provide a good learning environment.									
							... instructors have access to resources to help them facilitate technology-enabled learning (e.g., staff, training).									
							... instructors have access to resources and support to improve their teaching (e.g., funds, initiatives, experts, etc).									
							...staff who support teaching can get financial support to develop their expertise in their role (e.g., workshops, conferences).									
							...staff who support teaching are encouraged to develop their expertise in their role.									

Page Break

Lever 5 Broad Engagement Occurs Around Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...students are involved in activities that foster effective teaching (e.g., teaching-related research, teaching award committees).									
							...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching (e.g., service learning, feedback on projects and programs).									
							... staff who support teaching (from within the Faculty or from central units) are involved in initiatives that foster effective teaching.									
							... teaching assistants provide effective support for student learning.									
							... collaborative approaches to teaching (e.g., engagement of individuals together in the design and delivery of courses such as team teaching, students as partners, collaborative redesign with lab instructors, partnering with other units such as librarians to develop assessments) are valued									
							...teaching practices are discussed across the institution through a range of mechanisms (e.g., hallway conversations, department meetings, conferences, peer observation).									

Page Break

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don't know DK I don't know	I prefer not to answer PNA I prefer not to answer
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To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).									
							...there are rewards for effective teaching (e.g., financial incentives, teaching awards, etc.).									
							...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.									
							... teaching is valued in the hiring process for all categories of instructors.									
							...unit level administrators (e.g., department chair, program directors etc.) reward effective teaching as a priority.									
							...there is recognition for staff who support teaching (e.g., awards, financial incentives, media recognition, etc.).									

Start of Block: SURVEY COMPLETION

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

End of Block: SURVEY COMPLETION

Appendix J: UTCPS- Faculty Survey

Level 1 Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep ‘Faculty’ as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don’t Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don’t know DK I don’t know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to							
1	2	3	4	5	DK	PNA	...teaching is considered a priority in our strategic documents.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... effective teaching is clearly defined in strategic documents and policies.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...senior administrators (e.g., Dean, Associate Deans, Chairs, Directors, etc.) convey that effective teaching is a priority.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... initiatives promote innovative teaching practices.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	...most instructors consider good teaching to be a priority.	1	2	3	4	5	DK	PNA		
1	2	3	4	5	DK	PNA	... policies recognize effective teaching in evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).	1	2	3	4	5	DK	PNA		

Page Break

Lever 2 Assessment of Teaching is Constructive and Flexible

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?							In my Faculty,							Rate the importance of the following characteristics to you						
1	2	3	4	5	DK	PNA								1	2	3	4	5	DK	PNA
							...students are invited to provide feedback to their instructors in addition to end of course evaluations.													
							... student feedback on teaching is taken into consideration in hiring, promotion and tenure practices.													
							... teaching is formally assessed in multiple ways (e.g., student evaluations of teaching, teaching dossiers, peer review).													
							... the response to student feedback is shared back with students.													
							... course design is considered in the assessment of teaching.													
							... student learning outcomes are considered in program evaluation.													
							... instructors have some influence over how their teaching													

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, 'instructor' refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep 'Faculty' as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don't Know option.

Very Low Importance 1	Low Importance 2	Moderate Importance 3	High Importance 4	Very High Importance 5	I don't know DK	I prefer not to answer PNA
Very Low Agreement	Low Agreement	Moderate Agreement	High Agreement	Very High Agreement	I don't know	I prefer not to answer

To what extent do you agree with the following statements?								In my Faculty,		Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA			1	2	3	4	5	DK	PNA		
							...students are involved in activities that foster effective teaching across the institution (e.g., teaching-related research, teaching award committees).										
							...external stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching across the institution (e.g. service learning, feedback on projects and programs).										
							... staff who support teaching (from within the Faculty or from central units) are involved in initiatives that foster effective teaching.										
							... teaching assistants provide effective support for student learning.										
							... collaborative approaches to teaching (e.g., engagement of individuals together in the design and delivery of courses such as team teaching, students as partners, collaborative redesign with lab instructors, partnering with other units such as librarians to develop assessments) are valued										
							...teaching practices are discussed across the institution through a range of										

								mechanisms (e.g., hallway conversations, department meetings, conferences, peer observation).								
1	2	3	4	5	DK	PNA		... opportunities exist for instructors to lead initiatives that enhance teaching beyond their own classroom (e.g., mentoring, leading curriculum change).	1	2	3	4	5	DK	PNA	

Page Break

Lever 6 Effective Teaching is Recognized and Rewarded

In order for the questions to display properly, we strongly encourage you to complete this survey on a computer. Please rate each item on two aspects: 1) the extent you agree and 2) their importance to you. In this survey, ‘instructor’ refers to tenured and tenure track faculty members, lecturers, and adjunct and sessional faculty members. PLEASE SCROLL TO SEE BOTH THE AGREEMENT AND IMPORTANCE RATINGS.

Keep ‘Faculty’ as the unit of reference for each item. If you do not know the answer for your specific Faculty, select the Don’t Know option.

Very Low Importance 1 Very Low Agreement	Low Importance 2 Low Agreement	Moderate Importance 3 Moderate Agreement	High Importance 4 High Agreement	Very High Importance 5 Very High Agreement	I don’t know DK I don’t know	I prefer not to answer PNA I prefer not to answer
--	--------------------------------------	--	--	--	------------------------------------	---

To what extent do you agree with the following statements?								In my Faculty,	Rate the importance of the following characteristics to you.							
1	2	3	4	5	DK	PNA		1	2	3	4	5	DK	PNA		
							...evidence of effective teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).									
							...there are rewards for effective teaching (e.g., financial incentives, teaching awards, etc.).									
							...teaching accomplishments, contributions, and/or awards are publicized and/or celebrated.									
							... teaching is valued in the hiring process for all categories of instructors.									

1	2	3	4	5	DK	PNA	... unit level administrators (e.g., department chair, program directors etc.) reward effective teaching as a priority.	1	2	3	4	5	DK	PNA
1	2	3	4	5	DK	PNA	... research on teaching is recognized in the evaluation of instructor job performance (e.g., tenure, promotion, or performance evaluations).	1	2	3	4	5	DK	PNA

Start of Block: SURVEY COMPLETION

Thank you for taking the time to complete this survey. Please click the button below to submit your answers.

Appendix K: Reflective Tool



CONTENT USE & AVAILABILITY

This guide is freely available at qualityteachingculture.ca. The content is available to read and distribute in electronic form and is available for printing. The guide in its entirety or as portions, may be posted, used for workshops, and provided to colleagues. Creative Commons: Authors retain copyright and allows others to share the work with an acknowledgement of the work's authorship.

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WHAT IS INSTITUTIONAL TEACHING CULTURE?

Institutional teaching culture is the product of a dynamic interplay among the embedded patterns, behaviours, values, beliefs and ideologies about teaching and learning within and across the many microcultures that make up an educational institution (Kezar & Eckel, 2002; Cox et al., 2011).

THE INSTITUTIONAL TEACHING CULTURE PERCEPTION INVENTORY

Educational researchers from across Canada developed a set of Institutional Teaching Culture Perception Surveys (ITCPS) to gain insight into an institution's teaching culture at a particular point in time (Hénard & Roseveare, 2012; Kustra et al., 2015). Using the ITCPS tool, faculty, students, and staff provide feedback on the current teaching culture from their different stakeholder perspectives. Aligning with the six ITCPS levers articulated during our research, the results identify both barriers and pathways to a strong institutional teaching culture, highlighting strategic priorities, assessment methods, effective pedagogy, supportive infrastructure, engagement opportunities, and public recognition.

USING THE 6 LEVERS AS TOOLS FOR REFLECTION AND PLANNING

This Guide has been developed for those invested in enhancing their institution's teaching culture. It provides a selection of questions adapted from the full ITCPS surveys and analysis tools. The guide provides an evidence-based reflective approach to understanding and enhancing the teaching culture of your institution overall, or of a division within the institution, so you can identify plans for future actions. This guide is NOT intended for use in formal assessment or performance management, nor to judge or compare different institutions' teaching cultures; rather, we intend for the guide to be used as a reflective tool leading to plans for teaching culture enhancement.

Please feel welcome to adapt this tool for your context. This may include adapting the language for names (School/Faculty/Unit Name), roles (Adjunct, sessional), or terms to match your institution. In each indicator list, you may add relevant indicators that are not included such as Equity, Diversity, Inclusivity,

Indigenization, or technology-enabled learning. Finally, there is a blank page at the end of Lever 6 where you can include additional levers relevant to your context.

THE REFLECTIVE TOOL

This tool is derived from the comprehensive surveys developed across ten institutions to explore factors that indicate a culture that promotes quality teaching in higher education. This tool is for those who hope to learn from the indicators uncovered from the research, but who choose not to complete the full set of surveys. For related scholarship, [visit our Publications, Presentations, and Awards](#) page.

Before considering the statements below, decide the perspective you will take to answer the questions (e.g., yours, the institution overall, a division, a program, a stakeholder) and respond accordingly.

Completing the tool more than once from different perspectives, or with different stakeholder groups, can be insightful as perceptions of teaching culture vary.

Lever 1	Indicators	Select (v) the most appropriate response			
	In my Context,	Yes	At times	No	Don't know
Institutional strategic initiatives & practices prioritize effective teaching	1. Teaching is considered a priority in the primary institutional strategic plan				
	2. Effective teaching is clearly defined in institution-wide documents				
	3. Senior administrators convey that effective teaching is an institutional priority				
	4. Institution-wide initiatives promote innovative teaching practices				
	5. Most instructors consider effective teaching to be a priority				
	6. Institutional policies recognize effective teaching in the evaluation of job performance				
	7. Staff supporting/enhancing teaching are regarded as an important resource for instructors and educational administrators				

Lever 3	Indicators	Select (v) the most appropriate response			
	In my Context,	Yes	At times	No	Don't know
Effective teaching is implemented	18. Instructors tell their students how they use student feedback to improve teaching				
	19. Instructors have developed and communicate teaching and assessment methods that align with the learning outcomes of their course				
	20. Instructors tell their students how their course fits into the curriculum toward a degree				
	21. Instructors access the services and resources provided to support their development as teachers				
	22. Instructors are encouraged to spend time developing their teaching				
	23. Instructors are encouraged to use evidence about teaching to inform their teaching practices				
	24. Instructors think of creative or unique ways to engage students in the course material				
	25. Instructors communicate how course content is relevant to the workplace and future careers				
	26. Staff who support teaching contribute to the development and implementation of effective teaching				

Lever 3	
Effective teaching is implemented	<p>For this lever, identify your institutional strengths (YES responses) as well as areas for potential development (NO responses)*.</p> <p>*Also consider the implications of your other responses (<i>At Times</i> and <i>Don't Know</i>).</p>

Lever 4	Indicators	Select (v) the most appropriate response			
	In my Context,	Yes	At times	No	Don't know
Infrastructure exists to support teaching	27. Learning spaces such as classrooms, labs and/or studios are designed to support learning				
	28. Instructors have access to adequate materials/ supplies to provide a good learning environment				
	29. Instructors have access to resources to help them facilitate technology-enabled learning				
	30. Instructors have access to resources and support to improve their teaching				
	31. Instructors use technology effectively to support student learning				
	32. Instructors use technology in new and innovative ways to facilitate student learning				
	33. Instructors can get financial support to develop their teaching				
	34. Staff who support teaching are encouraged to develop their expertise in their role				
	35. Staff who support teaching can get financial support to develop their expertise in their role				

Lever 4	
Infrastructure exists to support teaching	<p data-bbox="459 447 1479 516">For this lever, identify your institutional strengths (YES responses) as well as areas for potential development (NO responses)*.</p> <p data-bbox="459 1696 1268 1728">*Also consider the implications of your other responses (<i>At Times</i> and <i>Don't Know</i>).</p>

Level 5	Indicators	Select (✓) the most appropriate response			
	In my Context,	Yes	At times	No	Don't know
Broad engagement occurs around teaching	36. Students are involved in activities that foster effective teaching across the institution				
	37. Instructors discuss ways to improve the student learning experience with their colleagues				
	38. External stakeholders such as alumni, employers and/or community members are involved in initiatives that foster effective teaching across the institution				
	39. Professional staff such as library staff, educational developers, learning support student services, etc. are involved in initiatives that foster effective teaching				
	40. Teaching assistants provide effective support for student learning				
	41. Collaborative approaches to teaching are valued				
	42. Teaching practices are discussed across the institution through a range of mechanisms				
	43. Opportunities exist for instructors to lead initiatives that enhance teaching beyond their own instruction				

Level 5	
Broad engagement occurs around teaching	<p>For this lever, identify your institutional strengths (YES responses) as well as areas for potential development (NO responses)*.</p> <p>*Also consider the implications of your other responses (<i>At Times</i> and <i>Don't Know</i>).</p>

Level 6	Indicators	Select (v) the most appropriate response			
	In my Context,	Yes	At times	No	Don't know
Effective teaching is recognized & rewarded	44. Evidence of effective teaching is recognized in the evaluation of job performance				
	45. There are institutional rewards for effective teaching				
	46. Teaching accomplishments, contributions, and/or awards are publicized and/or celebrated				
	47. Effective teaching is valued in the hiring processes				
	48. Unit level administrators reward effective teaching as a priority				
	49. Research on teaching is recognized in the evaluation of job performance				
	50. There is institutional recognition for staff who support teaching				

Lever	
	<p data-bbox="428 485 1446 554">For this lever, identify your institutional strengths (YES responses) as well as areas for potential development (NO responses)*.</p> <p data-bbox="428 1738 1235 1764">*Also consider the implications of your other responses (<i>At Times</i> and <i>Don't Know</i>).</p>

INTERPRETING RESULTS

When interpreting the results, it is important to acknowledge what you are doing well and what may require focused improvement. Be sure not to focus solely on challenges but also review and discuss those areas that were rated high to learn why and harness the strengths presented in these areas. Bringing together potential improvement ideas while sustaining and supporting organizational strengths will help enhance the teaching culture.

Focusing Improvement Efforts:

As you worked your way through the Guide, you have been prompted to reflect in the moment on your responses to each lever. Now is the time to review your results at the level of each lever as well as collate all your responses and reflections. It may help to create a master list of the indicators that are i) Strengths, ii) Areas for further investigation and iii) Areas for growth and development. Once collated, consider the following questions as you review your overall responses:

- Which lever(s) (or indicator) is a current priority for your institution? What do your ratings in that area indicate about your progress?
- Which levers stand out as particular areas of strength? How could you build on these areas of strength?
- Which levers are areas for growth?
- What levers would benefit from investigation?
- How could you get more information about any “I Don’t Know” responses?
- What does the uncertainty indicated by the areas for investigation suggest about your institutional culture?
- What patterns do you see in the areas to investigate and the areas for development to help inform next steps?
- How widespread do you think the results would be across different stakeholder groups at your institution? Is that an issue?
- When reviewing the lever responses as a whole, how might you articulate the strengths of the teaching culture at your institution? Areas for development?
- Have you identified specific elements for your institution to the reflective tool? If so, what insights have you gained from the results?
- How would you define effective or high-quality teaching in your institution or unit? What definition did you have in mind when you were answering? What should the answer be for the area moving forward?

The following ideas and associated resources are provided to support improvement efforts:

Step 1: Upon review of the teaching culture levers, consider which levers align with your institution’s strategic plan and would be important areas to focus on for improvement. Aligning change efforts to existing plans will help to enhance buy-in and support changes.

Step 2: Determine the “level” at which the improvements need to be made. The teaching culture may be very different depending on the level considered: institution, Faculty, department, school or centre.

Step 3: Identify potential strategies to help enhance the teaching culture levers. For concrete examples of how institutions have worked to enhance their teaching culture levers, please refer to the Teaching Culture Practices Repository at <https://qualityteachingculture.ca/effective-practices.html>

Step 4: Use existing tools to help identify potential strategies to enhance teaching culture levers. This can be done at a university, Faculty, school or departmental level to identify opportunities for improvements. One example is the Impact Matrix - <https://asq.org/quality-resources/impact-effort-matrix>. Using this approach allows the institution to review potential change ideas according to High-Low Impact versus High-Low Effort. Decisions can then be made related to resource allocation and readiness for engaging in these strategies.

Step 5: Determine what type of data, in addition to this tool, you have that will help to highlight the urgency and/or importance for engaging in this change and that will help others to understand why improvement is necessary. This data can then be used as a baseline for assessing the success of changes.

Step 6: Through implementation efforts, it is important to engage key stakeholders and communicate change efforts to gain buy-in and celebrate successes to support sustainability and spread.

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Appendix L: Effective Practices

Practices were collected from November 2018 to July 2019.

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About The Repository

Teaching culture is the product of a dynamic interplay among the embedded patterns, behaviours, values, beliefs, and ideologies about teaching and learning that exist within and across the many microcultures that make up a contemporary university (Cox et al., 2011; Kustra et al. 2014; Mårtensson & Roxå, 2016). Consequently, each institution will have a unique and evolving teaching culture. The *Institutional Teaching Culture Perception* surveys are designed to capture a snapshot of teaching culture in a particular time frame, providing institutions with feedback on six levers that influence that culture:

- a. Institutional, strategic initiatives and practices prioritize effective teaching
- b. Assessment of teaching is constructive and flexible
- c. Effective teaching is implemented
- d. Infrastructure exists to support teaching
- e. Broad engagement occurs around teaching
- f. Effective teaching is recognized and rewarded

Designed as a companion resource to the ITCP surveys, *Effective Practices for Improving Teaching Culture* is a compilation of practices gathered from a diverse range of institutions that provide ideas for how we might strengthen a particular lever to enhance teaching culture. Some of the practices identified will have been formally assessed for their impact; some are applications of established theory or research evidence, while others represent the wisdom of practice developed in an individual institution or discipline. It is important to acknowledge that the specific context of each institution or academic unit will influence what is possible to implement, and the potential impact of a specific practice. For example, some recommendations may be influenced by or under the purview of collective agreements or institutional policies, while others will not be seen as appropriate in a particular institution or discipline. In addition, a number of suggestions will be relevant to enhancing more than one lever, and the ways they are organized below should be understood as fluid, and open to multiple applications and adaptations, depending on the local context.

Given the importance of context, each institution will need to interpret its own results and identify areas where the most potential for development reside[1]. Although not exhaustive, *Effective Practices for Improving Teaching Culture* does provide examples to inform conversations about the most appropriate ways to respond to survey results with actions intended to enhance teaching culture in a particular context.

Guiding Principles

In our own work, several overarching principles have guided the ways we approach the collaborative process of interpreting and responding to ITCP survey results.

Teaching culture matters. While the work of individual teachers has the most direct impact on the learning experiences of their students, it is also acknowledged that teaching – and learning – take place in institutional contexts that influence whether and how teachers *and* students can do their best work.

Context matters. Teaching culture emerges from the interplay of factors that are unique to each institution. Similarly, the interpretation of and responses to survey results will have the strongest impact when they are generated with that context in mind.

Collaboration. Cultivating a positive teaching culture is a responsibility shared by individual teachers and learners, their programs and their institutions. Meaningful, inclusive and respectful conversations at the institutional, Faculty and departmental levels about teaching and learning lie at the heart of developing a supportive institutional teaching culture.

Focus on learning. There will be many different ways to nurture a productive teaching and learning culture. The most effective strategies will be those that focus on learning – of students, teachers and

institutions – and on assessment practices that support the development of learners, teachers, academic programs and the institutions that support them.

We share these principles to make our own practice transparent.

Level 1: Institutional Strategic Initiatives and Practices Prioritize Effective Teaching

Chancellor Chairs for Teaching Excellence

Description: Our senior leadership (Office of the Vice Provost Academic) supports a program of Chancellor's Chairs in Teaching Excellence in which successful candidates receive funding (\$5,000 per year) over three years to pursue a scholarship of teaching and learning project.

How is this practice effective in improving teaching culture?

It encourages the development of innovative SoTL projects while educating the university community as to the importance of ongoing research into teaching and classroom learning. It also rewards faculty who are both excellent teachers and committed to teaching development. Each year, a symposium is held to showcase the status of the projects and to highlight other SoTL initiatives. This brings the university community together to talk about teaching and learning.

Institution: Brock University, St Catharines, Ontario

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/chancellors-chair/>

Levers: Lever 1, Lever 5, Lever 6

Faculty-based Infrastructures Linking Disciplinary Teaching and Research

Description: At the University of Guelph, the College of Biological Sciences hosts the Office of Educational Scholarship and Practice (COESP).

The mission of the COESP is to support and promote:

1. Evidence-based practice
2. Outcomes development and assessment
3. Biology higher education research

How is this practice effective in improving teaching culture?

By actively supporting emerging biology education scholars, promoting evidence-based biology education and generating deep conversations about education that might not otherwise occur.

Institution: University of Guelph

Contact: cbescoesp@uoguelph.ca

Resources: <https://www.uoguelph.ca/ada-cbs/coesp/about-cbs-office-educational-scholarship-and-practice>

Levers: Lever 1, Lever 3, Lever 5

Consultative Process for Developing a University-Wide Learning Outcomes Framework

Description: A Working Group of the Provost's Advisory Committee on Teaching and Learning undertook an extensive process of consultation and a review of research and documentation. This included: an environmental scan, faculty board presentations, focus groups, survey, an employer scan and strategic document alignment. Additionally, program-level and accreditation outcome mapping was undertaken to ensure alignment. This process led to the development of the draft document of Queen's University Learning Outcomes Framework.

How is this practice effective in improving teaching culture?

The learning outcomes is used by faculty for program development purposes and as part of the cyclical review process. They will also be used by students to guide the development of learning outcomes throughout the course of their degree, as a framework to aggregate their learning (e.g. through the use of e-portfolios) and to articulate their learning upon graduating and entering the professional sector. The outcomes are meant to reflect the distinctiveness of a Queen's education, while applying to students in all faculties, programs and degree levels.

Institution: Queen's University

Contact: Vice-Provost Teaching and Learning

Resources: <https://www.queensu.ca/provost/teaching-and-learning/learning-outcomes-queens>

Levers: Lever 1, Lever 3, Lever 5

University of Calgary Academic Plan

Description: Over the past five years, the University of Calgary has been guided by a trio of documents – the Eyes High strategic vision, and the Academic and Research plans, which have served as roadmaps to the Eyes High vision. After an eight month consultation, we recently launched the Eyes High Strategy 2017-2022. This document sets out our collective vision for the next 5 years – a vision to be recognized as a top 5 research university within Canada, based on three foundational commitments: (sharpen focus on research and scholarship, enrich the quality and breadth of learning, and integrate with the community) and two horizontal cross-cutting themes (student experience and campus culture).

How is this practice effective in improving teaching culture?

Sets clear institutional priorities for teaching and learning.

Institution: University of Calgary

Contact: Provost's office

Resources: N/A

Levers: Lever 1

Vice-Provost Teaching and Learning

Description: A senior administrative role dedicated to improving institutional processes, structures and practices related to teaching and learning.

How is this practice effective in improving teaching culture?

Institution: University of Calgary

Contact: Vice Provost (Teaching and Learning)

Resources: N/A

Levers: Lever 1

Teaching Expertise Framework

Description: Our framework for this growth of teaching expertise draws from the scholarly literature related to postsecondary teaching and learning to demonstrate that teaching expertise involves multiple facets, habits of mind (or ways of knowing and being), and possible developmental activities.

How is this practice effective in improving teaching culture?

As a framework for understanding, it will guide the academic community in finding meaning in the everyday activities that make up the growth of teaching expertise. As a framework for self-reflection, it will help instructors—faculty, sessional instructors, postdoctoral scholars, and graduate students—identify and communicate their strengths, and pursue particular aspects of their teaching for further development. As a framework for dialogue, it will help peers and critical friends facilitate their ongoing growth through significant conversations about teaching and learning (Roxå & Mårtensson, 2009). As a framework for facilitating future-oriented conversations, it will help department heads and other campus leaders nurture individual instructors and contribute to teaching and learning cultures across postsecondary education.

Institution: University of Calgary

Contact: N/A

Resources: <http://connections.ucalgaryblogs.ca/2017/11/04/developing-a-learning-culture-a-framework-for-the-growth-of-teaching-expertise/>

Levers: Lever 1, Lever 3, Lever 5

Curriculum Review Process and Supports

Description: At the UofC, CR is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. The aim is to understand how well these programs support and contribute to student learning experiences and how they can be enhanced. The CR process includes a report and action plan for enhancing the program. An interim progress report is submitted to the VPTL's office at the mid-point of the review cycle.

How is this practice effective in improving teaching culture?

Over 90 programs have completed the curriculum review process over the past 5 years, developing clear actions for improvement, and engaging all instructors in meaningful conversations about teaching and learning.

Institution: University of Calgary

Contact: Patti Dyjur

Resources: <https://taylorinstitute.ucalgary.ca/curriculum/review>

Levers: Lever 1, Lever 3, Lever 5

Buddle Huddle Podcast

Description: As Dean of Students at McGill, I run a podcast (called the “Buddle Huddle” [my last name is Buddle])- this is focused on conversations with students about things important to them. There has been one season so far (it started in January 2019), and there will be ten episodes in Season 1. It’s a weekly or bi-weekly podcast, covering topics of relevant to our institution but to higher education in Canada, more generally. It’s relatively ‘unedited’ so there is an authenticity around the conversations with students. Episodes generally range between 20 minutes to 1 hour in length.

How is this practice effective in improving teaching culture?

One interesting theme that has emerged is the idea of how students struggle with mental health and work-life balance, and how they see instructors as partners in these struggles - in other words, how we think about academic accommodations, designing classrooms through Universal Design Principles, or ways that instructors can think about accessibility and flexibility around student needs. Good classroom environments are built around shared understanding of the issues, and we get at these by having candid and healthy conversations - that’s what the podcast is all about. So, my hope is that some teachers tune in, learn and think about their own teaching culture in light of students’ thinking about their learning experiences.

Institution: McGill University

Contact: Office of the Dean of Students: deanofstudents@mcgill.ca 514-398-4990

Resources: Podcast is available for free via iTunes, Spotify.

Levers: Lever 1, Lever 3, Lever 5

Notice of Teaching Innovation

Description: Instructors looking to innovate their teaching practices submit a notice of innovation to the Teaching and Learning team so that necessary supports can be supplied to assist with ensuring that any potential negative outcomes of the innovative practice can be minimized.

How is this practice effective in improving teaching culture?

The practice creates an environment that encourages instructors to innovate their teaching practices and supports them with relevant information for their tenure/promotion packages if there is any impact on their teaching evaluation scores.

Institution: Wilfrid Laurier University

Contact: Teaching and Learning

Resources: Template of fillable Notice of Teaching Innovation form.

Levers: Lever 1, Lever 2, Lever 3

University of Calgary Teaching Scholars Program

Description: The University of Calgary Teaching Scholars Program is designed to strengthen educational leadership across departments and faculties. Whether they hold formal or informal roles, educational leaders have substantial impact on teaching and learning cultures and practices. They make a difference by sharing knowledge and research, creating social support networks, mentoring others and influencing change. The Teaching Scholars program provides academic staff (especially those who do not hold formal leadership roles) with the opportunity to build their educational leadership by implementing strategic teaching and learning initiatives. The program also allows its members to engage other academic staff in professional learning opportunities to strengthen their own teaching and learning practices.

How is this practice effective in improving teaching culture?

Build faculty members' educational leadership capacities, especially those who do not hold formal leadership roles Strengthen educational leadership capacities within and across faculties and create an interdisciplinary community of educational leaders Implement strategic teaching and learning initiatives within and across disciplines Create professional learning opportunities to engage and help other instructors strengthen their teaching and learning practice Increase recognition of Teaching Scholars at local, national and international levels Advance research, scholarly inquiry and knowledge related to teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/teaching-scholars>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

President's Teaching Award

Description: The university wide award recognizes sustained excellence in teaching, educational leadership and the integration of teaching and research. The criteria are modelled on the criteria of the STLHE 3M Teaching Fellowship, and the Award is adjudicated by a committee chaired by the Vice-President and Provost. Recipients are inducted into the University's Teaching Academy, a body called upon to discuss teaching related matters and to advise the VP and Provost and the University wide Centre for Teaching Support and Innovation. All members of the university with continuing appointments are eligible and up to five awards are given annually.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Teaching Academy helps to validate that teaching matters in the university and bestows an honour on recipients--being adjudicated by the Provost gives it more institutional weight.

Institution: University of Toronto

Contact: See information listed on the website.

Resources: U of T has numerous teaching awards (30) at the university-wide and Faculty level: <https://teaching.utoronto.ca/awards/u-of-t/>.

Levers: Lever 1, Lever 6

Ryerson University Provost's Experiential Teaching Award

Description: This annual award will recognize a Ryerson educator or a group of educators who have an outstanding teaching record and who made contributions to advancing teaching and learning at Ryerson with a particular focus on students' experiential learning. The award will consist of an award certificate and monetary award of \$2,000.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This award demonstrates that good teaching is not a solo sport. Rewards and acknowledges publically team contributions.

Institution: Ryerson University

Contact: See information listed on the website.

Resources: <https://www.ryerson.ca/lt/awards/>

Levers: Lever 1, Lever 5, Lever 6

Vancouver Island University's Provost Awards for Excellence in Teaching Design and Practice

Description: These Teaching Design and Practice Awards will formally recognize the excellence in achievements in all facets of teaching and student learning at Vancouver Island University. The awards focus on teaching design and practice of learning experiences for students which refers to how a faculty member designs, develops, and offers learning opportunities for students around discipline-specific learning outcomes

How is this practice effective in improving teaching culture? (Limit of 150 words)

Focusing on good teaching practices such as learning outcomes helps to create the framework for enhancing teaching. This rewards an important pedagogical practice.

Institution: Vancouver Island University

Contact: See information listed on the website.

Resources: <https://ciel.viu.ca/teaching-learning-pedagogy/conferences-subscriptions-awards/teaching-awards>

Levers: Lever 1, Lever 3, Lever 6

The University of Calgary's Teaching Awards for Educational Leadership

Description: The individual award recognizes the outstanding educational leadership of individuals that demonstrate formal or informal leadership in initiatives that have a significant and sustained impact on learning at a departmental, faculty and/or institutional level. The group award for Educational Leadership recognizes the collective contributions to significant and sustained educational initiatives by groups of individuals. Groups may include any combination of faculty members, members of other employee groups, or students. For group nominations, evidence must be presented that demonstrates that leadership was distributed and all members of the group collaborated on the initiatives highlighted. Group awards are given in the name of the group or team.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Fostering an atmosphere that rewards educational leadership helps create an atmosphere where quality teaching matters. The second award demonstrates that educational leadership is often collaborative and rewards group initiatives.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 1, Lever 5, Lever 6

Queen's University Principal's Teaching and Learning Awards

Description: A coordinated new set of teaching awards that are intended to celebrate teaching excellence and to increase trans-disciplinary exposure to exemplars in teaching and the diverse ways in which the student learning experience is enhanced by educators and educational supports at Queen's. This happens at the course level, through focusing on teaching of strategic university goals as well as through individual and group efforts outside of specific courses, at the program or university-level.

The awards are:

Michael Condra Outstanding Student Service Award

Promoting Student Inquiry Teaching Award

Curriculum Development Award

Educational Leadership Award

Educational Technology Award

International Education Innovation Award

How is this practice effective in improving teaching culture?

New to Queen's, these awards :

- increase recognition of teaching excellence in strategic areas of teaching and learning at Queen's
- extend recognition of teaching and learning excellence beyond individual courses to groups of courses and to those who support Queen's educators, students and our teaching and learning culture
- bring together those units charged with advancing strategic directions in a coordinated way, promoting collaboration and common understandings.

Institution: Queen's University

Contact: Sandra Murray - CTL - ctl@queensu.ca

Resources: <https://www.queensu.ca/ctl/awards/principals-awards>

Levers: Lever 1, Lever 3, Lever 6

Tribute to Teaching

Description: The teaching centre, in collaboration with the Vice-Provost Teaching and Learning, hosts Tribute to Teaching in December, an annual event in which we recognize the recipients of our teaching awards in three categories: Sessional teaching, early career teaching, and teaching large classes. At this time, we also invite the recipient of our university wide award to give a public address on teaching.

How is this practice effective in improving teaching culture?

The event is designed to celebrate the achievements of anyone in the university community who has received an award, those who have been nominated, and all those who support the nomination of teaching awards. We host it at the end of term in December and invite all senior administration, department chairs, nominators and support staff, and we host a lunch in order to bring the university community together in celebration. It sends the message that teaching is valued and noticed.

<p>Institution: Brock University Contact: Centre for Pedagogical Innovation; cpi@brocku.ca Resources: N/A Levers: Lever 1, Lever 5, Lever 6</p>
<p>University of Calgary Teaching Grants Program Description: Funded by the Provost's Office, the University of Calgary Teaching and Learning Grants are designed to enhance students' learning experiences through the integration of teaching, learning and research. Between \$750,000 - \$1,000,000 is available each year. How is this practice effective in improving teaching culture? Over 150 projects have been funded to since 2014. These projects have helped create, share and disseminate knowledge to better understand and improve the practice and scholarship of teaching and learning. Institution: University of Calgary Contact: Natasha Kenny Resources: https://taylorinstitute.ucalgary.ca/grants Levers: Lever 1, Lever 3, Lever 5, Lever 6</p>
<p>Course Outline Guide Description: Teaching and Learning Services (TLS) offers a course outline guide with a template that instructors can consult and adapt as they prepare their course outlines. It includes mandatory and recommended course elements (contact information, course overview, instructional method, required course materials, course content, evaluation method, policy statements) and provides links to relevant policies and resources. How is this practice effective in improving teaching culture? Students must receive a course outline during the first week of classes. This guide provides a template for instructors to use as they prepare or revise their course outlines. By bringing together required and recommended elements in one place, the guide helps instructors save time and ensure that they include all required content in their course outlines, as well as review options they may not have considered. The guide can serve as a reference for experienced instructors and a how-to for first-time instructors or for those who are new to McGill. Educational developers can also refer instructors who have requested consultations about their course outlines to the guide to help inform the discussion. Institution: McGill University Contact: Teaching and Learning Services (TLS) Resources: https://mcgill.ca/tls/teaching/course-design/outline Levers: Lever 1</p>

Creation of Teaching and Learning Partnership Committees in Faculties

Description: The purpose of a Partnership Committee is to bring together faculty members from within a Faculty with staff from the central teaching & learning centre to work collaboratively on education issues within a Faculty. The committee meets regularly to work on teaching and learning initiatives that are priorities to the Faculty. -The Partnership Committee model, which was piloted in the Faculty of Engineering, is a true partnership with the activities and strategies aligned with the strategic priorities of the Faculty of Engineering -Based on the initial success of the MacPherson-Engineering Partnership Committee, similar Partnership Committees are now being implemented in several other Faculties at McMaster -In Engineering, the partnership committee focused on undergraduate education and the main functions are to advise on Engineering strategic initiatives; assess faculty needs (barriers and gaps); and create pathways to improve the practice and assessment of teaching and learning across Engineering -The responsibilities within the scope of the partnership committee include working with leaders in teaching and learning; providing best practices that spread across the faculty; establishing faculty and student needs in an ongoing way; and organizing teaching and learning forums, aligned with the Faculty Development Engineering committee, providing spaces where instructors can engage in discussions of and sharing different classroom strategies and techniques.

How is this practice effective in improving teaching culture?

The MacPherson Institute and Faculty of Engineering Partnership Committee improves teaching culture in the following ways: -Brings faculty members together who might not normally work together to have important conversations about teaching and learning, and to collaborate on actionable steps toward an outcome -Involves and engages students on the partnership committee to ensure that student perspectives are captured in the work of the committee -Brings shared responsibility for teaching and learning to administrators, faculty members, students, and educational developers -Committee members collaborate on common goals that are shared across the Faculty - Committee accomplishments can be shared broadly with McMaster through Provost's Council, making other deans aware of the important work that his happening within Partnership Committees; this can inspire other Faculties to take interest in particular issues and follow suit -The model provides a structure for targeted discussion of teaching and learning issues within a Faculty, and implementation of actionable steps to meet local teaching development needs -The Partnership Committee model is responsive to deans indicating to the MacPherson Institute that they would like to have a dedicated group with whom to work.

Institution: McMaster University

Contact: Co-Chairs of the Partnership Committee: Kris Knorr (Educational Developer, MacPherson Institute, knorrk@mcmaster.ca); Dan Centea (Associate Director, Undergraduate W Booth School of Engineering Practice and Technology, centeadn@mcmaster.ca)

Resources: The Partnership Committee has developed Terms of Reference to guide our work. We are happy to share these with anyone who contacts us.

Levers: Lever 1, Lever 5

Learning and Education Advancement Fund (LEAF)

Description: Learning and Education Advancement Fund (LEAF) is a grant program designed to enrich the learning experience of undergraduate students in first-entry Divisions across the University and to provide academic units with a mechanism for developing and enhancing the research, assessment, and application of high-impact teaching practices within learning environments at the University.

How is this practice effective in improving teaching culture?

The Fund is intended to support projects that will anticipate, leverage and create positive changes in both the modes and mechanisms of undergraduate education at the University of Toronto.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.leaf.provost.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 6

Instructional Technology Innovation Fund (ITIF)

Description: The Fund focuses specifically on applications of technology to enrich learning through design, implementation, evaluation, curriculum renewal, or faculty development. ITIF's three-tiered system is intended to provide opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and implementation, and creates a pathway for projects from their initial inception to their full potential. Awardees have up to two years to complete their project: Seed Funding: Maximum \$2,000 with no matching requirement; Matched Funding: Maximum \$5,000 with matching funds from another source; Support Stream: Access to an educational technology or instructional design specialist for up to 150 hours per year per project. This is a non-cash award, but it's worth an equivalent of \$20,000 that can be used as an in-kind contribution when applying elsewhere for funding.

How is this practice effective in improving teaching culture?

Instructional Technology Innovation Fund (ITIF) supports strategic directions in education broadly, across all disciplines.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.itif.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 4, Lever 6

The International Student Experience Fund (ISEF)

Description: The Fund is intended to support academic and non-academic initiatives that: enhance the experience of international students; foster intercultural and international-to-domestic student, staff and faculty engagement; and internationalize the University of Toronto student experience. The Fund supports two streams of activities; Seed (\$5,000-\$15,000 per year) and Impact (\$15,000-\$100,000 per year). This two-tiered system is intended to provide opportunities for projects that explore, implement and scale up promising practices at different stages of their development and implementation, and create a pathway for projects from their initial inception to their full potential. Both tiers of grants are intended to be completed within 1 to 3 years. Proposals will be accepted from U of T faculty and staff with continuing appointments. The primary beneficiary of the proposal must be undergraduate or graduate students.

How is this practice effective in improving teaching culture?

The International Student Experience Fund (ISEF) main objective is to foster a learning environment on U of T's campuses that aligns with the University's global mission and profile.

Institution: University of Toronto

Contact: N/A

Resources: N/A

Levers: Lever 1, Lever 6

President's Teaching Award

Description: Colleagues nominate those whose achievements are truly outstanding for this very special form of recognition by the University of Toronto. President's Teaching Award winners receive an annual professional development allowance of \$10,000 for five years. Recipients of a President's Teaching Award are also designated by the University as a member of the Teaching Academy for a minimum period of five years; those wishing to continue participation in the Academy after this term may elect to do so. Members of the Teaching Academy meet regularly as a body to discuss matters relevant to teaching in the University, offer advice to the Vice-President & Provost and the Director of the Centre for Teaching Support & Innovation (CTSI), assist in the assessment of teaching when required and function as advocates for excellence in teaching within and without the University. Members of the Teaching Academy have also been asked to participate in a range of University events, including addressing Convocation, delivering public lectures, participating in conferences and new faculty orientations, or facilitating teaching and learning workshops.

How is this practice effective in improving teaching culture?

President's Teaching Award recognizes sustained excellence in teaching, research in teaching, and the integration of teaching and research.

Institution: University of Toronto

Contact: ctsi.teaching@utoronto.ca

Resources: <https://www.provost.utoronto.ca/awards-funding/presidents-teaching-award/>

Levers: Lever 1, Lever 5, Lever 6

Level 2: Assessment of Teaching is Constructive & Flexible

Peer Collaboration Network (PCN)

Description: The initiative involves faculty engaging in reciprocal peer observation of instruction based on a three meeting model where the initial meeting is discussion of key areas the observee would like feedback on, the middle meeting is the classroom observation and the final meeting is an opportunity for dialogue and to provide feedback and conversation about the observation. Built into each phase is reflection.

How is this practice effective in improving teaching culture?

The overarching goal of the PCN is to provide faculty and staff a means by which they can develop their own teaching practices, which, when considered collectively, will enhance teaching practices across all academic units at the University of Windsor. It is also hoped that teachers will benefit from their participation in the network by being able to demonstrate their effectiveness and dedication to teaching in a more sophisticated way than currently available through student evaluations of teaching alone. It is expected that improved teaching practices will provide students with enhanced learning experiences.

Institution: University of Windsor

Contact: pcn@uwindsor.ca

Resources: www.uwindsor.ca/pcn/

Levers Level 2, Level 3, Level 5

Formative Peer Review of Training Program

Description: The formative peer review of teaching (PRT) program consists of multiple components, including a skills training workshop, just-in-time videos, a cross-campus team of volunteer peer reviewers, an extensive website, and one-on-one consultations. The program works in collaboration with the summative PRT initiatives on campus. The practice of PRT consists, most often, of one or two reviewers conducting a classroom observation. However, we also encourage peer review in the form of teaching squares (or triangles) and small group instructional feedback.

How is this practice effective in improving teaching culture? (Limit of 150 words)

- fosters collegial conversations about teaching
- counters the traditional norm of teaching as a private activity
- promotes teaching as a "community" endeavour
- provides opportunities to reflect on one's own teaching
- allows sharing of ideas, practices, approaches
- may encourage instructors to articulate their teaching philosophy and think about how their teaching activities/actions align (or not) with their stated philosophy

Institution: University of British Columbia (Point Grey Campus) and many others (UBC-Okanagan also has a formative PRT program)

Contact: Centre for Teaching, Learning and Technology at the University of British Columbia, Vancouver Campus

Resources: Many, including videos, website, workshop plans. See here or contact Dr. Isabeau Iqbal: <https://ctl.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/>

Levers: Level 2, Level 3, Level 5

Teaching Feedback from Class Representatives

Description: In Engineering, the student-run Engineering Society (EngSoc) requests that each class within each program identifies two class representatives to participate in EngSoc. These class reps have multiple roles, including encouraging their classmates to complete the course evaluations for faculty and TAs and being a liaison between their class and the faculty members. The class reps bring formative course feedback to Class Prof/Rep meetings which are held during each term and work with faculty and/or the department to resolve any student complaints or issues.

How is this practice effective in improving teaching culture?

Having a formalized mechanism for bringing formative feedback to faculty members facilitates it happening. The formative feedback enables faculty to adjust their teaching during a course to address student concerns or challenges instead of having to wait until the next time they teach that course. The practice also reinforces for our students that teaching quality and their learning experience are important to our institution.

Institution: University of Waterloo

Contact: Faculty of Engineering- Associate Dean, Teaching

Resources: Sample description from one department: <https://uwaterloo.ca/electrical-computer-engineering/current-undergraduate-students/academic-planning-and-support-0/class-representatives>

Levers: Lever 2, Lever 5

Teaching Dossier and Philosophy Statement Guide

Description: Teaching and learning in higher education are inherently complex processes. Increasingly, postsecondary educators are seeking ways to reflect on and provide robust, accurate evidence of the scope and quality of their teaching approaches, practices, and impact on student learning and the broader academic community. This guide is a comprehensive resource for creating a teaching dossier that presents an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. Based on a compilation of current scholarship and open access resources available through the Taylor Institute for Teaching and Learning, this guide uses a literature-informed framework for developing teaching expertise to lead you through a series of practical exercises to develop and strengthen your teaching dossier and philosophy.

How is this practice effective in improving teaching culture?

This guide has been used across UCalgary as a resource to develop teaching dossiers and philosophy statements.

Institution: UCalgary and others across Canada, and internationally have accessed the Guide

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-teaching-dossiers-guide>

Levers: Lever 2, Lever 3

Facilitating Online Learning (FLO)

Description: Facilitating Learning Online (FLO) - Fundamentals is a five-week online course that is focused on developing teaching skills for asynchronous online learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Over the course of the five weeks, instructors learn strategies to create active learning environments online for students, facilitate or co-facilitate a pre-designed learning activity, and receive feedback from peers. FLO Fundamentals gives instructors the opportunity to develop online facilitation skills with other new and experienced facilitators.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for all RRU staff and faculty.

Levers: Lever 2, Lever 3, Lever 4, Lever 5

Graduate Teaching Assistant Practicum

Description: The graduate teaching assistant (GTA) chooses between different practicum components; for example, participation in an Instructional Skills Workshop (ISW); or a series of workshops dedicated to graduate student teaching. Other options are teaching observations of faculty members or having a member of the teaching and learning centre come and observe the GTA

teaching. Reflection on, and dialogue about, each of these elements supports effective practice and dossier development and together reflect growth as a facilitator of student learning.

How is this practice effective in improving teaching culture?

Build on the individual GTA's prior knowledge base and discipline specific culture.

The practicum is designed to be adaptable and flexible in support of the GTA's needs and schedules.

Universal Design for Learning approach.

Self-reflection and reflection in consultation supports practice.

Exposure and use of summative and formative feedback.

Teaching Dossier highlights and fosters the organization of information and materials for effective practice.

Institution: Brock University

Contact: lfisher@brocku.ca Lianne Fisher, Educational Development, CPI

Resources: <https://brocku.ca/pedagogical-innovation/what-we-offer/instructional-development/graduate-teaching-assistant-practicum/>

Levers: Lever 2, Lever 3

Notice of Teaching Innovation

Description: Instructors looking to innovate their teaching practices submit a notice of innovation to the Teaching and Learning team so that necessary supports can be supplied to assist with ensuring that any potential negative outcomes of the innovative practice can be minimized.

How is this practice effective in improving teaching culture?

The practice creates an environment that encourages instructors to innovate their teaching practices and supports them with relevant information for their tenure/promotion packages if there is any impact on their teaching evaluation scores.

Institution: Wilfrid Laurier University

Contact: Teaching and Learning

Resources: Template of fillable Notice of Teaching Innovation form.

Levers: Lever 1, Lever 2, Lever 3

Peer-to-Peer (P2P) Faculty Mentoring for Teaching

Description: Based on the findings in the Faculty Mentoring for Teaching Research Report (2016: <https://teaching.utoronto.ca/teaching-support/fmt/fmt-report/>), the Centre for Teaching Support & Innovation (CTSI) piloted a mentoring program: Peer-2-Peer (P2P) Faculty Mentoring for Teaching at the University of Toronto in 2016-17. Based on the success of, and enthusiasm for this initiative, P2P continues to be offered on an annual basis (see Pilot report: <https://teaching.utoronto.ca/teaching-support/fmt/p2p/p2p-pilot-report/>). P2P involves a cohort of paired colleagues collaborating through structured, facilitated workshops and 1-1 partnerships to improve the quality of their course, the student learning experience, and to offer a supportive space for instructors to try new strategies, approaches and build confidence in their teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The P2P Pilot Program Evaluation Report findings demonstrate that the program was well received and highly regarded by participants. The program format, length and activities effectively supported the development of meaningful paired relationships and faculty development.

Institution: University of Toronto

Contact: Centre for Teaching Support & Innovation (CTSI): ctsi.teaching@utoronto.ca

Resources: Two Tip Sheets to Enhance a Department's Teaching Climate and Culture:

(1) For Deans, Chairs & Academic Leaders:

<https://teaching.utoronto.ca/teaching-support/fmt/deans-tips-culture/>

(2) For Instructors:

<https://teaching.utoronto.ca/teaching-support/fmt/tips-climate-culture/>

Levers: Lever 2, Lever 3, Lever 5

University of Calgary Teaching Awards Program

Description: Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The University of Calgary Teaching Awards are comprised of 13 categories that recognize teaching excellence in diverse learning contexts by individuals and teams through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honour for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences. Students, faculty and staff are encouraged to nominate individuals and groups who make outstanding contributions to enriching the quality and breadth of learning.

How is this practice effective in improving teaching culture?

Over 300 people contribute to the process of nominating approximately 50-70 colleagues each year for the University of Calgary Teaching Award. Each year, over 100 people gather to recognize the outstanding contributions of the University of Calgary Teaching Award Recipients. All recipients are recognized by having their name on the Wall of Honour, which is located in the Taylor Institute for Teaching and Learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/awards>

Levers: Lever 3, Lever 5, Lever 6

The University of Toronto Cascaded Course Evaluation Framework

Description: The University of Toronto is committed to ensuring the quality of its academic programs, its teaching, and the learning experiences of its students. An essential component of our commitment to teaching excellence is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted to collect formative data for instructors to improve their teaching, to provide summative data for administrative purposes (such as annual merit, tenure, and promotion review) and for program and curriculum review, and to provide members of the University community, including students, with information about teaching and courses at the university.

How is this practice effective in improving teaching culture?

Drawing international attention for its innovative assessment approach, the University of Toronto's new Cascaded Course Evaluation Framework offers faculty, academic administrators, and students

meaningful information about students' learning experiences in U of T courses, both broadly speaking and within the context of each academic discipline.

Institution: University of Toronto

Contact: Centre for Teaching Support and Innovation

Resources:

<https://teaching.utoronto.ca/teaching-support/course-evaluations/>

Centre for Teaching Support & Innovation. (2018). *University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM)*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

https://teaching.utoronto.ca/wp-content/uploads/2018/09/Validation-Study_CTSI-September-2018.pdf

Centre for Teaching Support and Innovation (2018). *University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

https://teaching.utoronto.ca/wp-content/uploads/2018/10/Interpretation-Guidelines_Final_Oct.1.2018.pdf

Levers: Levers 2

Level 3: Effective Teaching is Implemented

Teaching in a Digital World

Description: This certificate is designed to meet the needs of a diverse group of learners with varying degrees of teaching experience using the learning management system, and in the online and/or blended learning environment. Recognizing that teaching in an online environment shares many characteristics with face-to-face teaching, it is a fundamentally different educational experience for both instructors and students. The certificate is comprised of three sequential courses that are designed to develop essential online teaching competencies. Participants engage as a learner, facilitator, and beginner developer over the three (3) courses.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This certificate supports continuous growth and learning, specifically in the area of digital literacy and effective practice. It helps to prepare faculty for the changing landscape through a scholarly, theory to practice approach.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: Online resources, references, self-assessment, course checklists are available through the course

Levers: Lever 3, Lever 4

Peer Collaboration Network (PCN)

Description: The initiative involves faculty engaging in reciprocal peer observation of instruction based on a three meeting model where the initial meeting is discussion of key areas the observee would like feedback on, the middle meeting is the classroom observation and the final meeting is an opportunity

for dialogue and to provide feedback and conversation about the observation. Built into each phase is reflection.

How is this practice effective in improving teaching culture?

The overarching goal of the PCN is to provide faculty and staff a means by which they can develop their own teaching practices, which, when considered collectively, will enhance teaching practices across all academic units at the University of Windsor. It is also hoped that teachers will benefit from their participation in the network by being able to demonstrate their effectiveness and dedication to teaching in a more sophisticated way than currently available through student evaluations of teaching alone. It is expected that improved teaching practices will provide students with enhanced learning experiences.

Institution: University of Windsor

Contact: pcn@uwindsor.ca

Resources: www.uwindsor.ca/pcn/

Levers Level 2, Level 3, Level 5

Program Mapping

Description: Program mapping is a process by which program learning outcomes, assessments, learning activities, team work, educational technologies, etc. are examined to determine program curriculum alignment as well as provide a snapshot of the program's current state.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Instructors within a program can see where their course falls within the larger picture of the student experience and intentional planning and design can be implemented.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: CTET instructional designers provide this support to all programs.

Levers: Level 3

Universal Design for Learning

Description: In this Ted Talk, I describe how using UDL in class can benefit all students, especially those with undocumented barriers.

How is this practice effective in improving teaching culture? (Limit of 150 words)

UDL allows all students to benefit from accommodations. Because of UDL, disabled students are no longer required to disclose their disability. The cost of medical documentation is eliminated as a barrier.

Institution: Bow Valley College

Contact: Jennefer Rousseau, School of Foundational Learning

Resources: <https://youtu.be/mcKvXGTnZEY>

Levers: Level 3

Faculty-based Infrastructures Linking Disciplinary Teaching and Research

Description: At the University of Guelph, the College of Biological Sciences hosts the Office of Educational Scholarship and Practice (COESP).

The mission of the COESP is to support and promote:

1. Evidence-based practice
2. Outcomes development and assessment
3. Biology higher education research

How is this practice effective in improving teaching culture?

By actively supporting emerging biology education scholars, promoting evidence-based biology education and generating deep conversations about education that might not otherwise occur.

Institution: University of Guelph

Contact: cbscoesp@uoguelph.ca

Resources: <https://www.uoguelph.ca/ada-cbs/coesp/about-cbs-office-educational-scholarship-and-practice>

Levers: Lever 1, Lever 3, Lever 5

Consultative Process for Developing a University-Wide Learning Outcomes Framework

Description: A Working Group of the Provost's Advisory Committee on Teaching and Learning undertook an extensive process of consultation and a review of research and documentation. This included: an environmental scan, faculty board presentations, focus groups, survey, an employer scan and strategic document alignment. Additionally, program-level and accreditation outcome mapping was undertaken to ensure alignment. This process led to the development of the draft document of Queen's University Learning Outcomes Framework.

How is this practice effective in improving teaching culture?

The learning outcomes is used by faculty for program development purposes and as part of the cyclical review process. They will also be used by students to guide the development of learning outcomes throughout the course of their degree, as a framework to aggregate their learning (e.g. through the use of e-portfolios) and to articulate their learning upon graduating and entering the professional sector. The outcomes are meant to reflect the distinctiveness of a Queen's education, while applying to students in all faculties, programs and degree levels.

Institution: Queen's University

Contact: Vice-Provost Teaching and Learning

Resources: <https://www.queensu.ca/provost/teaching-and-learning/learning-outcomes-queens>

Levers: Lever 1, Lever 3, Lever 5

Teaching Expertise Framework

Description: Our framework for this growth of teaching expertise draws from the scholarly literature related to postsecondary teaching and learning to demonstrate that teaching expertise involves multiple facets, habits of mind (or ways of knowing and being), and possible developmental activities.

How is this practice effective in improving teaching culture?

As a framework for understanding, it will guide the academic community in finding meaning in the everyday activities that make up the growth of teaching expertise. As a framework for self-reflection, it will help instructors—faculty, sessional instructors, postdoctoral scholars, and graduate students—identify and communicate their strengths, and pursue particular aspects of their teaching for further development. As a framework for dialogue, it will help peers and critical friends facilitate their ongoing growth through significant conversations about teaching and learning (Roxå & Mårtensson,

2009). As a framework for facilitating future-oriented conversations, it will help department heads and other campus leaders nurture individual instructors and contribute to teaching and learning cultures across postsecondary education.

Institution: University of Calgary

Contact: N/A

Resources: <http://connections.ucalgaryblogs.ca/2017/11/04/developing-a-learning-culture-a-framework-for-the-growth-of-teaching-expertise/>

Levers: Lever 1, Lever 3, Lever 5

Curriculum Review Process and Supports

Description: At the UofC, CR is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. The aim is to understand how well these programs support and contribute to student learning experiences and how they can be enhanced. The CR process includes a report and action plan for enhancing the program. An interim progress report is submitted to the VPTL's office at the mid-point of the review cycle.

How is this practice effective in improving teaching culture?

Over 90 programs have completed the curriculum review process over the past 5 years, developing clear actions for improvement, and engaging all instructors in meaningful conversations about teaching and learning.

Institution: University of Calgary

Contact: Patti Dyjur

Resources: <https://taylorinstitute.ucalgary.ca/curriculum/review>

Levers: Lever 1, Lever 3, Lever 5

Buddle Huddle Podcast

Description: As Dean of Students at McGill, I run a podcast (called the "Buddle Huddle" [my last name is Buddle])- this is focused on conversations with students about things important to them. There has been one season so far (it started in January 2019), and there will be ten episodes in Season 1. It's a weekly or bi-weekly podcast, covering topics of relevant to our institution but to higher education in Canada, more generally. It's relatively 'unedited' so there is an authenticity around the conversations with students. Episodes generally range between 20 minutes to 1 hour in length.

How is this practice effective in improving teaching culture?

One interesting theme that has emerged is the idea of how students struggle with mental health and work-life balance, and how they see instructors as partners in these struggles - in other words, how we think about academic accommodations, designing classrooms through Universal Design Principals, or ways that instructors can think about accessibility and flexibility around student needs. Good classroom environments are built around shared understanding of the issues, and we get at these by having candid and healthy conversations - that's what the podcast is all about. So, my hope is that some teachers tune in, learn and think about their own teaching culture in light of students' thinking about their learning experiences.

Institution: McGill University

Contact: Office of the Dean of Students: deanofstudents@mcgill.ca 514-398-4990

Resources: Podcast is available for free via iTunes, Spotify.

Levers: Lever 1, Lever 3, Lever 5

Formative Peer Review of Training Program

Description: The formative peer review of teaching (PRT) program consists of multiple components, including a skills training workshop, just-in-time videos, a cross-campus team of volunteer peer reviewers, an extensive website, and one-on-one consultations. The program works in collaboration with the summative PRT initiatives on campus. The practice of PRT consists, most often, of one or two reviewers conducting a classroom observation. However, we also encourage peer review in the form of teaching squares (or triangles) and small group instructional feedback.

How is this practice effective in improving teaching culture? (Limit of 150 words)

- fosters collegial conversations about teaching
- counters the traditional norm of teaching as a private activity
- promotes teaching as a "community" endeavour
- provides opportunities to reflect on one's own teaching
- allows sharing of ideas, practices, approaches
- may encourage instructors to articulate their teaching philosophy and think about how their teaching activities/actions align (or not) with their stated philosophy

Institution: University of British Columbia (Point Grey Campus) and many others (UBC-Okanagan also has a formative PRT program)

Contact: Centre for Teaching, Learning and Technology at the University of British Columbia, Vancouver Campus

Resources: Many, including videos, website, workshop plans. See here or contact Dr. Isabeau Iqbal: <https://ctl.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/>

Levers: Lever 2, Lever 3, Lever 5

Teaching Dossier and Philosophy Statement Guide

Description: Teaching and learning in higher education are inherently complex processes. Increasingly, postsecondary educators are seeking ways to reflect on and provide robust, accurate evidence of the scope and quality of their teaching approaches, practices, and impact on student learning and the broader academic community. This guide is a comprehensive resource for creating a teaching dossier that presents an integrated summary of your teaching philosophy, approaches, accomplishments, and effectiveness. Based on a compilation of current scholarship and open access resources available through the Taylor Institute for Teaching and Learning, this guide uses a literature-informed framework for developing teaching expertise to lead you through a series of practical exercises to develop and strengthen your teaching dossier and philosophy.

How is this practice effective in improving teaching culture?

This guide has been used across UCalgary as a resource to develop teaching dossiers and philosophy statements.

Institution: UCalgary and others across Canada, and internationally have accessed the Guide

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-teaching-dossiers-guide>

Levers: Lever 2, Lever 3

Intercultural Foundations for Education

Description: Intercultural Foundations for Education (IFE) is a 4-week online course focused on developing intercultural teaching and learning competencies.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Instructors will have opportunities to review the foundational research and apply key concepts to teaching practice. Instructors also have access to interdisciplinary collegial dialogue, instructional resources, and learning activities on culturally responsive teaching methods that can enhance current practice.

Institutions: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for RRU faculty.

Levers: Lever 3, Lever 5

Instructional Skills Workshops

Description: The Instructional Skills Workshop (ISW) is a three-day face-to-face workshop that is focused on developing and reinvigorating teaching skills for face-to-face learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

ISW is a participatory workshop that affirms the instructional techniques instructors already do well, while encouraging them to take risks and try more. Over the course of this 3-day intensive workshop, instructors learn and practice effective teaching skills to create an active and engaging learning environment for students.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: The workshop is free for all RRU faculty and staff.

Levers: Lever 3

Facilitating Online Learning (FLO)

Description: Facilitating Learning Online (FLO) - Fundamentals is a five-week online course that is focused on developing teaching skills for asynchronous online learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Over the course of the five weeks, instructors learn strategies to create active learning environments online for students, facilitate or co-facilitate a pre-designed learning activity, and receive feedback from peers. FLO Fundamentals gives instructors the opportunity to develop online facilitation skills with other new and experienced facilitators.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for all RRU staff and faculty.

Levers: Lever 2, Lever 3, Lever 4, Lever 5

Experiential Undergraduate Course in Teaching Psychology

Description: The first year psychology course employs approximately 18 undergraduate students as peer facilitators of its seminar offerings. The facilitators are both TAs (receiving a stipend for their work) and students of teaching and learning (receiving a course credit for taking a course in how to effectively facilitate small group discussions).

How is this practice effective in improving teaching culture?

It invests in the undergraduate learning experience in a way that benefits the peer facilitators in two ways. Through the course, TAs are supported and trained in their facilitation of seminars, potentially leading to a better student experience. The TAs apply for the position they hold and are rewarded for their investment in teaching.

Institution: Brock University

Contact: Dr. Tanya Martini, Dept of Psychology, Brock University

Resources: <http://www.brockpsycsite.com/psyc-3f01-intro-psych-ta-course.html>

Levers: Lever 3

Graduate Teaching Assistant Practicum

Description: The graduate teaching assistant (GTA) chooses between different practicum components; for example, participation in an Instructional Skills Workshop (ISW); or a series of workshops dedicated to graduate student teaching. Other options are teaching observations of faculty members or having a member of the teaching and learning centre come and observe the GTA teaching. Reflection on, and dialogue about, each of these elements supports effective practice and dossier development and together reflect growth as a facilitator of student learning.

How is this practice effective in improving teaching culture?

Build on the individual GTA's prior knowledge base and discipline specific culture.

The practicum is designed to be adaptable and flexible in support of the GTA's needs and schedules.

Universal Design for Learning approach.

Self-reflection and reflection in consultation supports practice.

Exposure and use of summative and formative feedback.

Teaching Dossier highlights and fosters the organization of information and materials for effective practice.

Institution: Brock University

Contact: lfisher@brocku.ca Lianne Fisher, Educational Development, CPI

Resources: <https://brocku.ca/pedagogical-innovation/what-we-offer/instructional-development/graduate-teaching-assistant-practicum/>

Levers: Lever 2, Lever 3

Learning Innovation and Teaching Enhancement (LITE) Grants

Description: The University of Waterloo's Learning Innovation and Teaching Enhancement (LITE) Grants fund projects investigating innovative approaches to enhancing teaching and fostering deep student learning at Waterloo. Since 2012, recipients across campus have used LITE Grant funding to explore topics ranging from transcultural learning to ePortfolios, Communities of Practice to undergraduate teamwork development workshops, peer review of teaching to information literacy,

and more. Funded by the Office of the Associate Vice President, Academic, and administered by CTE, LITE Grants are awarded annually through two grant programs: LITE Seed Grants (up to \$7500 for 1 year) and Full Grants (up to \$30,000 for up to 2 years).

How is this practice effective in improving teaching culture?

These grants encourage our instructors to learn more about and investigate the effects of using evidence-based instructional practices. These projects are changing how people teach and contributing to the evidence base. In addition, several grants have been completed by teams from across departments. The result is the creation of multiple networks of scholars and teachers who are committed to teaching and learning. Beyond posting the results of their work on our Centre's website, many LITE grant recipients also present on their work at our annual Teaching & Learning Conference, thereby sharing the results of their work with our campus community.

Institution: University of Waterloo

Contact: Centre for Teaching Excellence

Resources: <https://uwaterloo.ca/centre-for-teaching-excellence/support/teaching-and-learning-research-and-grants/learning-innovation-and-teaching-enhancement-lite-grants>

Levers: Lever 3, Lever 5, Lever 6

Notice of Teaching Innovation

Description: Instructors looking to innovate their teaching practices submit a notice of innovation to the Teaching and Learning team so that necessary supports can be supplied to assist with ensuring that any potential negative outcomes of the innovative practice can be minimized.

How is this practice effective in improving teaching culture?

The practice creates an environment that encourages instructors to innovate their teaching practices and supports them with relevant information for their tenure/promotion packages if there is any impact on their teaching evaluation scores.

Institution: Wilfrid Laurier University

Contact: Teaching and Learning

Resources: Template of fillable Notice of Teaching Innovation form.

Levers: Lever 1, Lever 2, Lever 3

peerScholar

Description: peerScholar is a validated peer-assessment process and technology that allows educators to easily develop core cognitive skills such as critical thought, creative thought and clear effective communication in their students without requiring additional time or resources. Plus, peerScholar provides explicit ways to measure these skills, which is critical for leveraging change on the highest levels. peerScholar embodies a large set of evidence-based learning practices to give students the structured practice with these transferable skills that is required for their learning to be effective.

Throughout a single peerScholar activity, students repeatedly exercise critical thought, creative thought, expressive communication and receptive communication. And, peerScholar itself has been the focus of research and both its efficacy and usability have been empirically established. As peerScholar continues to evolve, it does so in a research-influenced manner thanks largely to the work of the Advanced Learning Technologies Lab at the University of Toronto.

How is this practice effective in improving teaching culture?

Students are never more engaged than when they are being assessed. peerScholar is an assessment AS learning approach in the sense that it represents an assessment environment that, built in an evidence-based manner, provides students with the repeated structured practice required to develop core transferable skills like critical and creative thought and clear effective communication. Critically, this process requires little additional time from the educator as the majority of the learning is driven actively by students as they provide constructive feedback to peers, and then learn from the feedback peers have associated with their work. The cultural improvement comes primarily from the focus this process places on developing skills. Given how unpredictable the future job market is, the skills that can be developed with this process given students a great advantage in terms of having success in nearly any work, or life, environment.

Institution: University of Toronto, University of British Columbia, Memorial University of Newfoundland and at least 50 other universities across Canada, the US and around the world have implemented the peerScholar pedagogical approach and technology, at both the course or institutional level, across a wide range of departments/faculties.

Contact: Prof Steve Joordens, PhD Professor of Psychology, Director of the Advanced Learning Technologies Lab, Co-founder peerScholar, 3M National Teaching Fellow (2015), University of Toronto Scarborough, joordens@utsc.utoronto.ca

Resources: Driving Academic Quality: Lessons from Ontario's Skills Assessment Projects Edited by Fiona Deller, Jackie Pichette and Elyse Watkins (2018)

Chapter 1: : Learning Outcomes at Scale: The Promise of Peer Assessment. Steve Joordens.

http://www.heqco.ca/SiteCollectionDocuments/Driving%20Academic%20Quality_10_FINAL.pdf

peerScholar: The Student Experience (Video)

<https://www.youtube.com/watch?v=iJniWgGD05Q>

More about peerScholar: <https://vision.peerscholar.com/>

Levers: Lever 3, Lever 4

Letter or Email to a Professor Exercise

Description: As an in-class exercise, students learn to write a professional letter or email to a professor by listing all the incorrect ways to start a communication, such as "Hey, Prof!", "Yo, Prof," and other equally unprofessional salutations. Students then offer suggests for how a letter or email should begin, such as Dr. so and so, Professor, or a first name if that is customary in the program. Students can then suggest other useful things to put in the letter or email, such as a descriptive subject line with the course name or number, and a short question or concern or a request for a meeting in the body of the paragraph. Letters longer than a few sentences should be saved for in person meetings and office hours.

How is this practice effective in improving teaching culture?

This exercise allows students to see correct and incorrect ways of addressing professors in the written forms, thus helping them to understand that a certain kind of salutation sets a tone that is not only unprofessional, but disrespectful to the professor. It also helps students to be reflective of the impression that they are giving and the tone they are setting.

Institution: Brock University

Contact: Shauna Pomerantz, spomerantz@brocku.ca

Resources: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

<https://www.wikihow.com/Email-a-Professor>

Levers: Lever 3

The “I” in Teams: An Interprofessional Course on Collaboration and Teamwork

Description: This course exposes and assists in the development of the “soft skillset” required for effective collaboration and effective teamwork. Using the National Interprofessional Competency Framework (CIHC, 2010) as a foundation, key areas of learning include collaborative leadership, team functioning, communication, role clarity, conflict management, and client-centred approach as it applies to a diversity of interprofessional settings.

How is this practice effective in improving teaching culture?

This course provides an *Intentional Interprofessional Experiential Education experience (IIEE)*(Grice, et al., 2018) for students, which includes a variety of interprofessional case-based learning experiences and challenges (in-class), and a small group collaborative activity/project with a community partner. The variety of small group activities in a diversity of situations and settings facilitates the development of individual skills in interprofessional competence.

Institution: Brock University

Contact: Jen Salfi, salfijh@brocku.ca

Resources: <https://brocku.ca/applied-health-sciences/collaboration-teamwork/>

Levers: Lever 3, Lever 5

GATA Network

Description: The GATA Network is a graduate student led collaborative program supported jointly by the Faculty of Graduate Studies and the Centre for Teaching and Learning (CTL) at the University of Windsor. The GATA Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. The Network works on a peer-supported distributed model where two student coordinators facilitate the Network's initiatives.

How is this practice effective in improving teaching culture?

The GATA Network provides mentorship opportunities and teaching and learning resources to graduate and undergraduate teaching assistants (GAs/TAs) to help improve pedagogical knowledge and skills. The Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. This includes, though is not limited to: professional development and mentorship, social media and digital outreach, GATA Awards, and Online training modules. The Network coordinators also conduct and disseminate research at various teaching and learning conferences and engage in dialogue with other GA/TA developers across the world through professional memberships (e.g., STLHE, TAGSA). Often, GAs/TAs may be tasked with running lectures or tutorials along with other teaching related duties, such as marking or creating rubrics. The Network's professional development workshops and training videos are aimed at supporting GAs/TAs with these responsibilities.

Institution: University of Windsor

Contact: Centre for Teaching and Learning: gata@uwindsor.ca

Resources:

Webpage: <http://www.uwindsor.ca/ctl/388/gata>

Blog: <http://www.uwindsor.ca/betterteaching>

Social Media: <https://www.facebook.com/GATAnetwork>

Online training modules (in-progress)-Videos available at:

<https://www.youtube.com/channel/UCfts365fg-gYECfdMOaTVjg>

Levers: Lever 3, Lever 5, Lever 6

Queen's University Active Learning Classrooms and Embedded Educational Support

Description: Queen's Active Learning Classrooms are designed to promote active and collaborative learning for classes as small as 30 and as large as 136. To book one of these rooms, instructors contact an educational developer in the Centre for Teaching and Learning who helps them in how best to make use of the space through promoting active learning practices.

How is this practice effective in improving teaching culture?

By closely associating access to active learning classrooms with educational development, the rooms are used to help transform teaching practices.

Institution: Queen's University

Contact: Andy Leger, Educational Developer

Resources: N/A

Levers: Lever 3, Lever 4, Lever 5

Faculty Guidebook on Experiential Education

Description: The Guidebook is an online resource design to support faculty in incorporating experiential education (EE) into their courses and highlight examples of faculty who are already doing this at Brock. The resource outlines the theoretical underpinnings of EE, provides practical resources to assist in designing and implementing EE initiatives (such as frameworks for reflective practice and guides for assessment of reflection). Additionally, by highlighting faculty who have been teaching through EE pedagogies, the Guidebook acts as a repository of exemplars of high quality EE. Faculty who are included in the Guidebook typically share their course outline and assignment guides, examples of student work, and best-practices that they have developed over the course of their experience.

How is this practice effective in improving teaching culture?

The Guidebook impacts the teaching culture in multiple ways. First, it celebrates high quality, innovative teaching practices occurring at the the institution. Second, it reduces barriers to incorporating EE into teaching practice by providing tangible and detailed resources (e.g. reflection activities and assignment ideas, rubrics for evaluating reflection, course outlines). Third, it is an online companion to the annual Experiential Education Showcase which is a one-day event to spotlight faculty who are teaching EE-based courses.

Institution: Brock University

Contact: Centre for a Pedagogical Innovation

Resources: <https://brocku.ca/ccee/experiential-education/faculty-guidebook/>

Levers: Lever 3, Lever 4

Taylor Institute for Teaching and Learning

Description: The Taylor Institute for Teaching and Learning is dedicated to better understanding and improving student learning. It is both a building and a community that extends well beyond the building's walls. The Taylor Institute brings together undergraduate inquiry and teaching and learning development and research under one roof. It supports building and sharing teaching expertise, integrating technologies and conducting inquiry to enhance student learning. Through the College of Discovery, Creativity and Innovation, the Taylor Institute enables undergraduate students to conduct interdisciplinary research and inquiry-based and experiential learning.

How is this practice effective in improving teaching culture?

The TI provides hundreds of programs, courses and initiatives to help the university of Calgary build strong teaching and learning communities, practices and cultures.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca>

Levers: Lever 3, Lever 4, Lever 5

Peer-to-Peer (P2P) Faculty Mentoring for Teaching

Description: Based on the findings in the Faculty Mentoring for Teaching Research Report (2016: <https://teaching.utoronto.ca/teaching-support/fmt/fmt-report/>), the Centre for Teaching Support & Innovation (CTSI) piloted a mentoring program: Peer-2-Peer (P2P) Faculty Mentoring for Teaching at the University of Toronto in 2016-17. Based on the success of, and enthusiasm for this initiative, P2P continues to be offered on an annual basis (see Pilot report: <https://teaching.utoronto.ca/teaching-support/fmt/p2p/p2p-pilot-report/>). P2P involves a cohort of paired colleagues collaborating through structured, facilitated workshops and 1-1 partnerships to improve the quality of their course, the student learning experience, and to offer a supportive space for instructors to try new strategies, approaches and build confidence in their teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The P2P Pilot Program Evaluation Report findings demonstrate that the program was well received and highly regarded by participants. The program format, length and activities effectively supported the development of meaningful paired relationships and faculty development.

Institution: University of Toronto

Contact: Centre for Teaching Support & Innovation (CTSI): ctsi.teaching@utoronto.ca

Resources: Two Tip Sheets to Enhance a Department's Teaching Climate and Culture:

(1) For Deans, Chairs & Academic Leaders:

<https://teaching.utoronto.ca/teaching-support/fmt/deans-tips-culture/>

(2) For Instructors:

<https://teaching.utoronto.ca/teaching-support/fmt/tips-climate-culture/>

Levers: Lever 2, Lever 3, Lever 5

Student Educational Developer Program

Description: The Student Educational Developer (SED) Program is an experiential learning and work opportunity for McMaster graduate students who are interested in educational development as a profession. The Program, launched in 2017, combines staff and peer mentorship with structured work experience in service of six outcomes related to the acquisition of educational development skills, knowledge, networks, and values. The Program is structured so that participants spend 10 hours each week, largely on-site at the MacPherson Institute, working on various projects that directly enhance teaching and learning at McMaster.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The SED Program supports the implementation of effective teaching and broad engagement around teaching. Participants contribute to MacPherson Institute programming by designing and facilitating seminars and workshops for faculty and graduate students, facilitating Instructional Skills Workshops, conducting focus groups and writing reports for the Institutional Quality Assurance Process, and providing support for departmental teaching initiatives. These opportunities are nested within a core Program curriculum that encourages participants to reflect upon their experiences and Program outcomes at regular intervals and in a summative educational development philosophy.

Institution: McMaster University

Contact: The MacPherson Institute for Leadership, Innovation and Excellence in Teaching

Resources: N/A

Levers: Lever 3, Lever 5

Community Engaged Scholarship Institute

Description: CESI's Community Engaged Teaching and Learning (CETL) program works with faculty and course instructors, students, staff, and community partners who carry out collaborative research in undergraduate and graduate courses. Many of these partnerships stretch across multiple one-semester courses to build on the work that has been done previously and to maintain long-term partnerships with community across short-term course structures. Through the CETL program, students work with community partners across a range of course types, including practicums, independent studies, thesis projects, small seminar courses, and large lecture-style courses.

How is this practice effective in improving teaching culture?

We support and build capacity by facilitating initial connections (brokering partnerships) between potential partners and assisting with project planning, implementation, and follow-up.

The program offers a number of supports for CETL, including:

- In-person consultations
- Workshops, guest lectures and peer learning sessions
- Information and networking events
- Online resources
- CETL related funding opportunities, grant review and collaboration support

Institution: University of Guelph

Contact: The CETL program is led by Lindsey Thomson, Community Engaged Learning Manager

Resources: <http://www.cesinstitute.ca/>

Levers: Lever 3, Lever 5

Teaching Certificate Programs for Graduate Students and Postdoctoral Fellows

Description: Since 1998, the University of Waterloo has provided extensive certification programs for graduate students as teachers. Current programming includes the Fundamentals of University Teaching, the Certificate in University Teaching, the Certificate in University Language Teaching, and the Teaching Development Seminar Series (this last one is for postdoctoral fellows). These programs include elements such as workshops, teaching observations, a teaching dossier, and a research project. Our Centre also employs up to 10 graduate students every term to help develop and facilitate the workshops and provide observations.

How is this practice effective in improving teaching culture?

Our graduate student and postdoctoral fellow participants are keen to apply what they learn about evidence-based teaching practices, which helps them to be effective teachers. But they also often share what they are learning with their faculty colleagues, which increases the reach of our Centre. Ongoing engagement in professional development (PD) on teaching during this pre-career phase also begins a habit of seeking PD, which should be positive for any institutions where our graduates find employment.

Institution: University of Waterloo

Contact: Centre for Teaching Excellence

Resources: Graduate Student program: <https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students>; Postdoctoral fellows program: <https://uwaterloo.ca/centre-for-teaching-excellence/programming-postdoctoral-fellows>

Levers: Lever 3, Lever 5

Great Teachers Seminar

Description: The Great Teachers Seminar (GTS) brings teachers together to learn from each other and exchange innovations and solutions to teaching challenges. Facilitated throughout North America for over 50 years, the GTS is based on the principle that collective wisdom, experience, and creativity of practicing educators surpass that of any individual expert. The GTS provides individuals at any point in their teaching career with an opportunity for educational development in a challenging and supportive atmosphere, provides connections to a larger teaching and learning network, and enables skilled and knowledgeable teachers to aid in the educational development of their peers.

How is this practice effective in improving teaching culture?

At Western, award winning teachers from across the campus community are invited to participate in the GTS, recognizing their exceptional teaching, and providing an opportunity to enhance their own and their peers' teaching practice through an intensive three-day retreat involving small and large group discussions and self-reflection about their successes and challenges as teachers and other issues with which they are engaged. The GTS rewards teaching excellence while providing an impactful professional development opportunity for faculty through active engagement with a cross-disciplinary community of exceptional teachers.

Institution: Western University and others (e.g. MacEwan University)

Contact: Centre for Teaching and Learning

Resources: For more information about the GTS movement, see <https://ngtm.net/> and <https://canadagreatteachers.macewan.ca/>.

Levers: Lever 3, Lever 5

Experiential Education Showcase

Description: The Centre for Pedagogical Innovation partners with the Experiential Education unit to offer an annual showcase of faculty who have designed and taught courses that include experiential education (EE) activities and projects. The Showcase combines a poster/information fair, short presentations, and more extensive workshops.

How is this practice effective in improving teaching culture?

The Showcase allows faculty, staff and students to explore experiential education teaching practices in greater detail. Additionally, the Showcase is an venue to celebrate student learning through EE, and a networking opportunity that often results in new relationships and partnerships for both the Centre and the EE team. Furthermore, the Showcase is a venue for recipients of Teaching & Learning Innovation Grants to share the progress/results of their projects for others in the community to learn from. The Showcase acts in tandem with the Centre's online Faculty Guidebook for Experiential Education.

Institution: Brock University

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/important-dates/ee-showcase/>

Levers: Lever 3, Lever 5, Lever 6

University of Calgary Teaching Scholars Program

Description: The University of Calgary Teaching Scholars Program is designed to strengthen educational leadership across departments and faculties. Whether they hold formal or informal roles, educational leaders have substantial impact on teaching and learning cultures and practices. They make a difference by sharing knowledge and research, creating social support networks, mentoring others and influencing change. The Teaching Scholars program provides academic staff (especially those who do not hold formal leadership roles) with the opportunity to build their educational leadership by implementing strategic teaching and learning initiatives. The program also allows its members to engage other academic staff in professional learning opportunities to strengthen their own teaching and learning practices.

How is this practice effective in improving teaching culture?

Build faculty members' educational leadership capacities, especially those who do not hold formal leadership roles Strengthen educational leadership capacities within and across faculties and create an interdisciplinary community of educational leaders Implement strategic teaching and learning initiatives within and across disciplines Create professional learning opportunities to engage and help other instructors strengthen their teaching and learning practice Increase recognition of Teaching Scholars at local, national and international levels Advance research, scholarly inquiry and knowledge related to teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/teaching-scholars>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Graduate Teaching Community

Description: The Graduate Teaching Community (GTC) is a collaborative organization for students who are interested in teaching and learning to gather and share knowledge, learn new skills, and network with like-minded individuals. Under the guidance of an Educational Developer, two graduate student coordinators lead professional teaching and learning training and development opportunities. GTC coordinators also lead and organize monthly networking events and create and deliver teaching-focused workshops for members of the community of graduate student instructors.

How is this practice effective in improving teaching culture?

This approach strives to build a community where teaching and learning is valued and nurtured. The community provides the space and environment for emerging instructors to compassionately and critically reflect on their activities, while also providing the forum for networking of people and ideas across the disciplinary barriers that exist at the university. Lastly, the GTC strives to provide opportunities for members to take action and ownership for their instructional activities.

Institution: University of Guelph

Contact: Office of Teaching and Learning

Resources: A variety of print and electronic resources are available.

Levers: Lever 3, Lever 5

Teaching with Technology Grants

Description: Teaching with Technology (TwT) research projects provide an opportunity for core faculty, or associate faculty in partnership with core faculty, to work closely on educational technology research projects with CTET instructional designers.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Research teams explore a range of educational technologies that can support innovative teaching. A showcase event is held to share the projects with the wider university community. Instructors can adopt new technologies with support from instructional designers and educational technologist to promote creativity and foster innovative teaching practices to enhance student success.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: Research projects are funded by CTET and the Office of Research.

Levers: Lever 3, Lever 4, Lever 5, Lever 6

University of Toronto's Northrop Frye Award

Description: The award recognizes a staff member or team of staff members who have made significant contributions to the quality of the learning environment for students. This includes enhancing the learning environment in classrooms, libraries, or academic programs, and providing exemplary support in re-imagining the undergraduate experience. Note: This award is for both faculty and staff.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizes that good teaching is not just the responsibility of an individual faculty member but many within the academy and celebrates that accomplishment.

Institution: University of Toronto

Contact: See information listed on the website.

Resources: <https://teaching.utoronto.ca/awards/u-of-t/>

Levers: Lever 3, Lever 6

Brock University Donald Ursino Award for Excellence in the Teaching of Large Classes

Description: The Don Ursino Award for Excellence in the Teaching of Large Classes is awarded to an outstanding teacher (faculty member, sessional instructor) who demonstrates commitment to the improvement of student learning in a large class. A focus on student learning includes evidence of instructional strategies that engage and motivate; innovative instruction; inquiry or problem-based learning activities; formative assessment strategies.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Suggests good teaching is innovative and based on sound pedagogical principles in different educational contexts.

Institution: Brock University

Contact: See information listed on the website.

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/large-classes/>

Levers: Lever 3, Lever 6

University of British Columbia's Killam Graduate Teaching Assistant Awards

Description: In recognition of the valuable role that Teaching Assistants play in our programs, UBC annually honours 16 GTAs with the Killam Graduate Teaching Assistant Award. Successful candidates will have met criteria that demonstrate a high level of respect for the candidate from undergraduate students and academic or course supervisors. UBC's Killam graduate teaching award has as one of its criteria collegiality, in addition to having broad knowledge of the field, good teaching techniques, attendance at teaching workshops and reflection on teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizing the importance of GTA contributions in the classroom is essential both for creating a good learning environment in today's university as well as building capacity for those who will be teaching in the classrooms of tomorrow.

Institution: University of British Columbia

Contact: See information listed on the website.

Resources: <https://academic.ubc.ca/awards-funding/award-opportunities/teaching-awards>

Levers: Lever 3, Lever 6

Queen's University Christopher Knapper Award for Excellence in Teaching Assistance

Description: Each year, the Alma Mater Society of Queen's University shall honor several teaching assistants who have demonstrated an outstanding commitment to the education of students of Queen's University which allows students to recognize outstanding teaching assistants.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizing the importance of GTA contributions in the classroom is essential both for creating a good learning environment in today's university as well as building capacity for those who will be teaching in the classrooms of tomorrow.

Institution: Queens University

Contact: See information listed on the website.

Resources: <https://www.queensu.ca/ctl/awards/internal-awards/university-wide-awards>

Levers: Lever 3, Lever 6

Western University's Marilyn Robinson Award for Excellence in Teaching

Description: In 1996-97, this award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction. All continuing members of full-time faculty who are either Limited Term or Probationary and who usually have seven years or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Early career awards send a strong signal that teaching is valued and encourage beginning faculty to invest time and energy in their teaching.

Institution: Western University

Contact: See information listed on the website.

Resources: <https://www.uwo.ca/univsec/pdf/senate/sutaregs.pdf>

Levers: Lever 3, Lever 6

Brock University's Award for Excellence in Teaching for Early Career Faculty

Description: The Brock University Award for Excellence in Teaching for Early Career Faculty recognizes the contributions to teaching undertaken by a new faculty member who is in the first five years of a tenure-track position.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Early career awards send a strong signal that teaching is valued and encourage beginning faculty to invest time and energy in their teaching.

Institution: Brock University

Contact: See information listed on the website.

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/early-career/>

Levers: Lever 3, Lever 6

University of Calgary's Award for Librarians, Archivists and Curators

Description: The University of Calgary Teaching Award for Librarians, Archivists and Curators recognizes outstanding contributions to student learning experiences by individual, full-time librarians, archivists and curators on Continuing, Contingent and Limited-Term academic staff appointments. Librarians, archivists and curators contribute to student learning experiences in many ways and diverse contexts. In the complex information landscape, learners at all levels benefit from formal and informal instruction provided by librarians, archivists and curators in identifying, organizing, evaluating and integrating existing information, scholarship and creative works in their academic work. There will be one award available annually.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Staff outside of university faculty members are key to creating quality teaching and enhancing learning both inside and outside the classroom. These awards recognize their unique contributions.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 3, Lever 4, Lever 6

Vancouver Island University's Provost Awards for Excellence in Teaching Design and Practice

Description: These Teaching Design and Practice Awards will formally recognize the excellence in achievements in all facets of teaching and student learning at Vancouver Island University. The awards focus on teaching design and practice of learning experiences for students which refers to how a faculty member designs, develops, and offers learning opportunities for students around discipline-specific learning outcomes

How is this practice effective in improving teaching culture? (Limit of 150 words)

Focusing on good teaching practices such as learning outcomes helps to create the framework for enhancing teaching. This rewards an important pedagogical practice.

Institution: Vancouver Island University

Contact: See information listed on the website.

Resources: <https://ciel.viu.ca/teaching-learning-pedagogy/conferences-subscriptions-awards/teaching-awards>

Levers: Lever 1, Lever 3, Lever 6

University of Waterloo's Award of Excellence in Graduate Supervision

Description: Established by the Graduate Studies Office and the Graduate Student Association to recognize exemplary faculty members who have demonstrated excellence in graduate student supervision. Normally, three faculty members will be recognized annually. The winners receive \$1,000 (taxable) and are recognized at Spring Convocation.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Effective graduate supervision is a key component of effective teaching at the graduate level--rewarding it serves to show it is valued within the university.

Institution: University of Waterloo

Contact: See information listed on the website.

Resources: <https://uwaterloo.ca/centre-for-teaching-excellence/awards>

Levers: Lever 3, Lever 6

Dalhousie's Award for Excellence in Graduate Supervision

Description: Excellence in graduate supervision is recognized as the successful mentorship of graduate students through an enriching, supportive and productive learning environment. Nominees shall have at least ten years supervision experience at the graduate level.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Effective graduate supervision is a key component of effective teaching at the graduate level--rewarding it serves to show it is valued within the university.

Institution: Dalhousie University

Contact: See information listed on the website.

Resources: https://www.dal.ca/dept/ct/awards_grants/Awards.html

Levers: Lever 3, Lever 6

University of New Brunswick's Teaching Innovation Award

Description: Established in 2015, the UNB Teaching Innovation Award celebrates and recognizes up to two UNB educators each year for their innovative approaches that promote student-centred teaching and learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Faculty who focus on student-centred learning demonstrate important knowledge of good pedagogy.

This award recognizes and promotes effective pedagogy.

Institution: University of New Brunswick

Contact: See information listed on the website.

Resources: [fredericton/cetl/teaching_excellence/teaching_award_programs/index.html](http://www.unb.ca/fredericton/cetl/teaching_excellence/teaching_award_programs/index.html)

Levers: Lever 3, Lever 6

The University of Prince Edward Island's Janet Pottie Murray Award

Description: The purpose of the Janet Pottie Murray Award is to encourage excellence in teaching at the University of Prince Edward Island by acknowledging those teachers who exemplify such excellence and those who contribute more generally to the improvement of the quality of university teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Fostering an atmosphere that rewards educational leadership helps create an atmosphere where quality teaching matters. The second award demonstrates that educational leadership is often collaborative and rewards group initiatives.

Institution: University of Prince Edward Island

Contact: See information listed on the website.

Resources: <http://www.upei.ca/teachingsupport/awards>

Levers: Lever 3, Lever 6

Queen's University Principal's Teaching and Learning Awards

Description: A coordinated new set of teaching awards that are intended to celebrate teaching excellence and to increase trans-disciplinary exposure to exemplars in teaching and the diverse ways in which the student learning experience is enhanced by educators and educational supports at Queen's. This happens at the course level, through focusing on teaching of strategic university goals as well as through individual and group efforts outside of specific courses, at the program or university-level.

The awards are:

Michael Condra Outstanding Student Service Award

Promoting Student Inquiry Teaching Award

Curriculum Development Award

Educational Leadership Award

Educational Technology Award

International Education Innovation Award

How is this practice effective in improving teaching culture?

New to Queen's, these awards :

- increase recognition of teaching excellence in strategic areas of teaching and learning at Queen's
- extend recognition of teaching and learning excellence beyond individual courses to groups of courses and to those who support Queen's educators, students and our teaching and learning culture
- bring together those units charged with advancing strategic directions in a coordinated way, promoting collaboration and common understandings.

Institution: Queen's University

Contact: Sandra Murray - CTL - ctl@queensu.ca

Resources: <https://www.queensu.ca/ctl/awards/principals-awards>

Levers: Lever 1, Lever 3, Lever 6

University of Calgary Teaching Grants Program

Description: Funded by the Provost's Office, the University of Calgary Teaching and Learning Grants are designed to enhance students' learning experiences through the integration of teaching, learning and research. Between \$750,000 - \$1,000,000 is available each year.

How is this practice effective in improving teaching culture?

Over 150 projects have been funded to since 2014. These projects have helped create, share and disseminate knowledge to better understand and improve the practice and scholarship of teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/grants>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Culturally Inclusive Educator Certificate

Description: The Culturally Inclusive Educator certificate (CIEC) provides training and resources to faculty and staff in order to strengthen the institutional infrastructure, foster reflection on current curriculum, and create a community of inclusion. CIEC is comprised of five courses intended to help strengthen and enhance participants' intercultural knowledge, communication, curriculum development and differentiated teaching skills when teaching and supporting international higher education students.

How is this practice effective in improving teaching culture?

The certificate strengthens core teaching competencies, provides a community of learners and practitioners for ongoing dialogue and reflection and connects faculty to broader institutional resources.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: Online resources, reading/reference list and Community of Practice.

Levers: Lever 3, Lever 5

Inclusive Curricular Design Certificate

Description: Inclusive Curricular Design encompasses the key elements of multiple teaching and learning approaches to offer a robust and accessible learning experience for all students. The principles of inclusive curriculum design focus on a proactive rather than reactive approach to course design and are founded in equity, collaboration, flexibility and accountability. This Certificate addresses the idea that students are not meant to fit into a traditional “one size fits all” model of education and that applying the principles of inclusive design will ensure that the range of student diversities, abilities, and needs are being met through a number of teaching and learning strategies. The Certificate is comprised of eight 3-hour learning modules, a coaching session, and a final application activity.

How is this practice effective in improving teaching culture?

This certificate allows for reflection and growth in one's practice as the landscape of higher ed changes. It promotes community and dialogue, across disciplines and provides space for part time and full time faculty to connect and network.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: online resources and community of learners

Levers: Lever 3, Lever 5

External Academic Partners

Description: In a graduate course in postsecondary teaching and learning, external academics were invited to submit topics about this field on which they would like literature reviews. Students chose a partner based on interest and completed course assignments around literature reviews and final reports for their external partner, who thus acted as a real client for the work.

How is this practice effective in improving teaching culture?

In the two years since starting this initiative, students have commented that the assignments felt much more important than in other courses. The project has allowed me to embed an experiential learning opportunity within a fully online course.

Institution: Brock University

Contact: Nicola Simmons, Educational Studies nsimmons@brocku.ca

Resources: I am happy to share aspects of the process s wished. Research on the impact is underway.

Levers: Lever 3, Lever 5

Learning and Education Advancement Fund (LEAF)

Description: Learning and Education Advancement Fund (LEAF) is a grant program designed to enrich the learning experience of undergraduate students in first-entry Divisions across the University and to provide academic units with a mechanism for developing and enhancing the research, assessment, and application of high-impact teaching practices within learning environments at the University.

How is this practice effective in improving teaching culture?

The Fund is intended to support projects that will anticipate, leverage and create positive changes in both the modes and mechanisms of undergraduate education at the University of Toronto.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.leaf.provost.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 6

Instructional Technology Innovation Fund (ITIF)

Description: The Fund focuses specifically on applications of technology to enrich learning through design, implementation, evaluation, curriculum renewal, or faculty development. ITIF's three-tiered system is intended to provide opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and implementation, and creates a pathway for projects from their initial inception to their full potential. Awardees have up to two years to complete their project: Seed Funding: Maximum \$2,000 with no matching requirement; Matched Funding: Maximum \$5,000 with matching funds from another source; Support Stream: Access to an educational technology or instructional design specialist for up to 150 hours per year per project. This is a non-cash award, but it's worth an equivalent of \$20,000 that can be used as an in-kind contribution when applying elsewhere for funding.

How is this practice effective in improving teaching culture?

Instructional Technology Innovation Fund (ITIF) supports strategic directions in education broadly, across all disciplines.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.itif.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 4, Lever 6

Level 4: Infrastructure Exists to Support Teaching

The Brock University Labyrinth

Description: *"The labyrinth offers a place of deep reflection, of calm and contemplation; a wellspring for creativity; a place to connect with our deepest selves. This is the heart of Higher Education: this is what teaching and learning is about."* (Sellers, J. & Moss, B., 2016. *Learning with the Labyrinth: Creating Reflective Space in Higher Education*). A labyrinth provides an opportunity for walking a path, uninterrupted by obstacles, as a way of centering oneself to de-stress, to connect, and ultimately to reflect on one's journey. Labyrinths have existed for many centuries and have appeared in many countries and cultures. Unlike a maze, whose purpose is to get you lost, a labyrinth has a unicursal path with only one way into the centre, returning the same way. The Brock University Labyrinth is a seven circuit classical labyrinth that was created by the teaching centre in partnership with units across campus as part of our focus on fostering Contemplative Practices in teaching and learning.

How is this practice effective in improving teaching culture?

The project has nurtured a collaboration between faculty, staff, students and administrative departments committed to creating a space on campus for reflection and wellbeing. Its versatility means it can be utilized within mental health and wellness initiatives, experiential learning, classroom teaching and learning, and staff and faculty professional and personal development. The labyrinth – and the curriculum that is developed – can be used to facilitate walks by small groups to connect course content to personal experience through reflective prompts; in faculty and grad student workshops on contemplative practices and embodied learning; in student sessions for mental health and mindfulness activities; and in staff development initiatives focused on workplace stress and work life balance. In addition, members of the community can access the labyrinth to walk mindfully and/or in meditation. Having a permanent installation on campus sends a visible message to the university

community that both mind and body wellness is important.

Institution: Brock University

Contact: Jill Grose, Centre for Pedagogical Innovation, Brock University

Resources: www.brocku.ca/labyrinth

Levers: Lever 4

Educational Developers' Cookbook

Description: A collection of approaches to educational development, including ice breakers, workshop outlines and evaluation techniques.

How is this practice effective in improving teaching culture?

This crowd sourced resource provides suggestions for effective development sessions guaranteed to inspire practitioners.

Institution: York University and the wider educational development circle in Canada and beyond

Contact: Celia Popvic cpopovic@yorku.ca

Resources: <http://edudev-cookbook.info.yorku.ca/>

Levers: Lever 4

Facilitating Online Learning (FLO)

Description: Facilitating Learning Online (FLO) - Fundamentals is a five-week online course that is focused on developing teaching skills for asynchronous online learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Over the course of the five weeks, instructors learn strategies to create active learning environments online for students, facilitate or co-facilitate a pre-designed learning activity, and receive feedback from peers. FLO Fundamentals gives instructors the opportunity to develop online facilitation skills with other new and experienced facilitators.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for all RRU staff and faculty.

Levers: Lever 2, Lever 3, Lever 4, Lever 5

peerScholar

Description: peerScholar is a validated peer-assessment process and technology that allows educators to easily develop core cognitive skills such as critical thought, creative thought and clear effective communication in their students without requiring additional time or resources. Plus, peerScholar provides explicit ways to measure these skills, which is critical for leveraging change on the highest levels. peerScholar embodies a large set of evidence-based learning practices to give students the structured practice with these transferable skills that is required for their learning to be effective.

Throughout a single peerScholar activity, students repeatedly exercise critical thought, creative thought, expressive communication and receptive communication. And, peerScholar itself has been the focus of research and both its efficacy and usability have been empirically established. As peerScholar continues to evolve, it does so in a research-influenced manner thanks largely to the work of the Advanced Learning Technologies Lab at the University of Toronto.

How is this practice effective in improving teaching culture?

Students are never more engaged than when they are being assessed. peerScholar is an assessment AS learning approach in the sense that it represents an assessment environment that, built in an

evidence-based manner, provides students with the repeated structured practice required to develop core transferable skills like critical and creative thought and clear effective communication. Critically, this process requires little additional time from the educator as the majority of the learning is driven actively by students as they provide constructive feedback to peers, and then learn from the feedback peers have associated with their work. The cultural improvement comes primarily from the focus this process places on developing skills. Given how unpredictable the future job market is, the skills that can be developed with this process given students a great advantage in terms of having success in nearly any work, or life, environment.

Institution: University of Toronto, University of British Columbia, Memorial University of Newfoundland and at least 50 other universities across Canada, the US and around the world have implemented the peerScholar pedagogical approach and technology, at both the course or institutional level, across a wide range of departments/faculties.

Contact: Prof Steve Joordens, PhD Professor of Psychology, Director of the Advanced Learning Technologies Lab, Co-founder peerScholar, 3M National Teaching Fellow (2015), University of Toronto Scarborough, joordens@utsc.utoronto.ca

Resources: Driving Academic Quality: Lessons from Ontario's Skills Assessment Projects Edited by Fiona Deller, Jackie Pichette and Elyse Watkins (2018)

Chapter 1: : Learning Outcomes at Scale: The Promise of Peer Assessment. Steve Joordens.

http://www.heqco.ca/SiteCollectionDocuments/Driving%20Academic%20Quality_10_FINAL.pdf

peerScholar: The Student Experience (Video)

<https://www.youtube.com/watch?v=iJniWgGD05Q>

More about peerScholar: <https://vision.peerscholar.com/>

Levers: Lever 3, Lever 4

Queen's University Active Learning Classrooms and Embedded Educational Support

Description: Queen's Active Learning Classrooms are designed to promote active and collaborative learning for classes as small as 30 and as large as 136. To book one of these rooms, instructors contact an educational developer in the Centre for Teaching and Learning who helps them in how best to make use of the space through promoting active learning practices.

How is this practice effective in improving teaching culture?

By closely associating access to active learning classrooms with educational development, the rooms are used to help transform teaching practices.

Institution: Queen's University

Contact: Andy Leger, Educational Developer

Resources: N/A

Levers: Lever 3, Lever 4, Lever 5

Yurt- Teaching and Learning Lab

Description: A place for inspiration and innovation to promote and elevate teaching and learning at the College. Faculty were invited and supported to use the space to try something new in their teaching. In addition to a round space, the classroom was equipped with mobile furniture, pirouette whiteboard tables, and a BigTouch with annotation features to enhance learning. Also, in its pilot year

the Yurt had a multi-disciplinary cohort of faculty/instructors that worked to support each other in their teaching and learning and provide encouragement in the scholarship of teaching and learning. Now in its second year of use the cohort has been looking for ways to incorporate what they have learned into their overall teaching. Also, other faculty are utilizing the yurt.

How is this practice effective in improving teaching culture?

Instructors have become more curious about how class design is related to teaching and learning. Faculty have been trying new things in their teaching practice and also have been encouraged and are encouraging each other to think like scholars/action researchers. Students that have experienced learning in the yurt are keen to share their experiences with other teachers and have given positive reviews. Also, the College is taking some of the initial learning from the project to help integrate and change the standards for every classroom - i.e. moveable furniture, white board pirouette tables.

Institution: Coast Mountain College

Contact: The Centre of Learning Transformation

Resources: <https://www.coastmountaincollege.ca/student-services/campus-facilities/yurt> ;
<https://www.coastmountaincollege.ca/about-cmtn/centre-of-learning-transformation/blog/colt-blog-posts/2017/10/11/introducing-'the-teaching-lab'-in-colt's-yurt-classroom>

Levers: Lever 4

Faculty Guidebook on Experiential Education

Description: The Guidebook is an online resource design to support faculty in incorporating experiential education (EE) into their courses and highlight examples of faculty who are already doing this at Brock. The resource outlines the theoretical underpinnings of EE, provides practical resources to assist in designing and implementing EE initiatives (such as frameworks for reflective practice and guides for assessment of reflection). Additionally, by highlighting faculty who have been teaching through EE pedagogies, the Guidebook acts as a repository of exemplars of high quality EE. Faculty who are included in the Guidebook typically share their course outline and assignment guides, examples of student work, and best-practices that they have developed over the course of their experience.

How is this practice effective in improving teaching culture?

The Guidebook impacts the teaching culture in multiple ways. First, it celebrates high quality, innovative teaching practices occurring at the the institution. Second, it reduces barriers to incorporating EE into teaching practice by providing tangible and detailed resources (e.g. reflection activities and assignment ideas, rubrics for evaluating reflection, course outlines). Third, it is an online companion to the annual Experiential Education Showcase which is a one-day event to spotlight faculty who are teaching EE-based courses.

Institution: Brock University

Contact: Centre for a Pedagogical Innovation

Resources: <https://brocku.ca/ccee/experiential-education/faculty-guidebook/>

Levers: Lever 3, Lever 4

Taylor Institute for Teaching and Learning

Description: The Taylor Institute for Teaching and Learning is dedicated to better understanding and improving student learning. It is both a building and a community that extends well beyond the building's walls. The Taylor Institute brings together undergraduate inquiry and teaching and learning development and research under one roof. It supports building and sharing teaching expertise, integrating technologies and conducting inquiry to enhance student learning. Through the College of Discovery, Creativity and Innovation, the Taylor Institute enables undergraduate students to conduct interdisciplinary research and inquiry-based and experiential learning.

How is this practice effective in improving teaching culture?

The TI provides hundreds of programs, courses and initiatives to help the university of Calgary build strong teaching and learning communities, practices and cultures.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca>

Levers: Lever 3, Lever 4, Lever 5

Teaching and Research Technology Showcase

Description: Our teaching centre partners with Technology Services to offer an annual showcase of technologies used for both research and teaching. The morning combines both digital posters showcasing a tool or application used in a teaching or research context in combination with short workshops.

How is this practice effective in improving teaching culture?

The showcase allows faculty staff and students to come together in an informal setting to explore educational tools in greater detail. It often attracts a different demographic than those who attend teaching centre events. It also provides a networking opportunity that often results in new relationships and partnerships for the teaching centre.

Institution: Brock University

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/teaching-tools/teaching-and-research-showcase/>

Levers: Lever 4, Lever 5

Teaching with Technology Grants

Description: Teaching with Technology (TWT) research projects provide an opportunity for core faculty, or associate faculty in partnership with core faculty, to work closely on educational technology research projects with CTET instructional designers.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Research teams explore a range of educational technologies that can support innovative teaching. A showcase event is held to share the projects with the wider university community. Instructors can adopt new technologies with support from instructional designers and educational technologists to promote creativity and foster innovative teaching practices to enhance student success.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: Research projects are funded by CTET and the Office of Research.

Levers: Lever 3, Lever 4, Lever 5, Lever 6

University of Calgary's Award for Librarians, Archivists and Curators

Description: The University of Calgary Teaching Award for Librarians, Archivists and Curators recognizes outstanding contributions to student learning experiences by individual, full-time librarians, archivists and curators on Continuing, Contingent and Limited-Term academic staff appointments. Librarians, archivists and curators contribute to student learning experiences in many ways and diverse contexts. In the complex information landscape, learners at all levels benefit from formal and informal instruction provided by librarians, archivists and curators in identifying, organizing, evaluating and integrating existing information, scholarship and creative works in their academic work. There will be one award available annually.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Staff outside of university faculty members are key to creating quality teaching and enhancing learning both inside and outside the classroom. These awards recognize their unique contributions.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 3, Lever 4, Lever 6

Teaching in a Digital World

Description: This certificate is designed to meet the needs of a diverse group of learners with varying degrees of teaching experience using the learning management system, and in the online and/or blended learning environment. Recognizing that teaching in an online environment shares many characteristics with face-to-face teaching, it is a fundamentally different educational experience for both instructors and students. The certificate is comprised of three sequential courses that are designed to develop essential online teaching competencies. Participants engage as a learner, facilitator, and beginner developer over the three (3) courses.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This certificate supports continuous growth and learning, specifically in the area of digital literacy and effective practice. It helps to prepare faculty for the changing landscape through a scholarly, theory to practice approach.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: Online resources, references, self-assessment, course checklists are available through the course

Levers: Lever 3, Lever 4

Instructional Technology Innovation Fund (ITIF)

Description: The Fund focuses specifically on applications of technology to enrich learning through design, implementation, evaluation, curriculum renewal, or faculty development. ITIF's three-tiered system is intended to provide opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and

implementation, and creates a pathway for projects from their initial inception to their full potential. Awardees have up to two years to complete their project: Seed Funding: Maximum \$2,000 with no matching requirement; Matched Funding: Maximum \$5,000 with matching funds from another source; Support Stream: Access to an educational technology or instructional design specialist for up to 150 hours per year per project. This is a non-cash award, but it's worth an equivalent of \$20,000 that can be used as an in-kind contribution when applying elsewhere for funding.

How is this practice effective in improving teaching culture?

Instructional Technology Innovation Fund (ITIF) supports strategic directions in education broadly, across all disciplines.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.itif.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 4, Lever 6

Level 5: Broad Engagement Occurs Around Teaching

Educational Leadership Network

Description: The UBC Educational Leadership Network is a community of Instructors, Senior Instructors, and Professors of Teaching at the University of British Columbia committed to the - celebration of educational leadership, innovation and excellence in teaching and learning - sharing of information, resources, expertise, and ideas within the university community and beyond - support and promotion of the Educational Leadership stream

How is this practice effective in improving teaching culture?

The Educational Leadership Network Engagement Team (ELNET) is made up of Instructors, Senior Instructors, and Professors of Teaching at UBC committed to - promote the exchange of teaching and learning practices across the university and beyond - facilitate mentorship among colleagues - host events that showcase teaching and learning, and foster professional development and engagement with the Scholarship of Teaching and Learning. These practices bring together colleagues with a common goal around enhancing the educational mandate of the University.

Institution: University of British Columbia

Contact: Centre for Teaching, Learning and Technology

Resources: Newsletter, events, socials, one-on-one mentorship

Lever: Lever 5

Peer Collaboration Network (PCN)

Description: The initiative involves faculty engaging in reciprocal peer observation of instruction based on a three meeting model where the initial meeting is discussion of key areas the observee would like feedback on, the middle meeting is the classroom observation and the final meeting is an opportunity for dialogue and to provide feedback and conversation about the observation. Built into each phase is reflection.

How is this practice effective in improving teaching culture?

The overarching goal of the PCN is to provide faculty and staff a means by which they can develop their own teaching practices, which, when considered collectively, will enhance teaching practices across all academic units at the University of Windsor. It is also hoped that teachers will benefit from their participation in the network by being able to demonstrate their effectiveness and dedication to

teaching in a more sophisticated way than currently available through student evaluations of teaching alone. It is expected that improved teaching practices will provide students with enhanced learning experiences.

Institution: University of Windsor

Contact: pcn@uwindsor.ca

Resources: www.uwindsor.ca/pcn/

Levers Level 2, Level 3, Level 5

Chancellor Chairs for Teaching Excellence

Description: Our senior leadership (Office of the Vice Provost Academic) supports a program of Chancellor's Chairs in Teaching Excellence in which successful candidates receive funding (\$5,000 per year) over three years to pursue a scholarship of teaching and learning project.

How is this practice effective in improving teaching culture?

It encourages the development of innovative SoTL projects while educating the university community as to the importance of ongoing research into teaching and classroom learning. It also rewards faculty who are both excellent teachers and committed to teaching development. Each year, a symposium is held to showcase the status of the projects and to highlight other SoTL initiatives. This brings the university community together to talk about teaching and learning.

Institution: Brock University, St Catharines, Ontario

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/chancellors-chair/>

Levers: Level 1, Level 5, Level 6

Faculty-based Infrastructures Linking Disciplinary Teaching and Research

Description: At the University of Guelph, the College of Biological Sciences hosts the Office of Educational Scholarship and Practice (COESP).

The mission of the COESP is to support and promote:

1. Evidence-based practice
2. Outcomes development and assessment
3. Biology higher education research

How is this practice effective in improving teaching culture?

By actively supporting emerging biology education scholars, promoting evidence-based biology education and generating deep conversations about education that might not otherwise occur.

Institution: University of Guelph

Contact: cbscoesp@uoguelph.ca

Resources: <https://www.uoguelph.ca/ada-cbs/coesp/about-cbs-office-educational-scholarship-and-practice>

Levers: Level 1, Level 3, Level 5

Consultative Process for Developing a University-Wide Learning Outcomes Framework

Description: A Working Group of the Provost's Advisory Committee on Teaching and Learning undertook an extensive process of consultation and a review of research and documentation. This

included: an environmental scan, faculty board presentations, focus groups, survey, an employer scan and strategic document alignment. Additionally, program-level and accreditation outcome mapping was undertaken to ensure alignment. This process led to the development of the draft document of Queen's University Learning Outcomes Framework.

How is this practice effective in improving teaching culture?

The learning outcomes is used by faculty for program development purposes and as part of the cyclical review process. They will also be used by students to guide the development of learning outcomes throughout the course of their degree, as a framework to aggregate their learning (e.g. through the use of e-portfolios) and to articulate their learning upon graduating and entering the professional sector. The outcomes are meant to reflect the distinctiveness of a Queen's education, while applying to students in all faculties, programs and degree levels.

Institution: Queen's University

Contact: Jill Scott, Vice-Provost Teaching and Learning

Resources: <https://www.queensu.ca/provost/teaching-and-learning/learning-outcomes-queens>

Levers: Lever 1, Lever 3, Lever 5

Buddle Huddle Podcast

Description: As Dean of Students at McGill, I run a podcast (called the "Buddle Huddle" [my last name is Buddle])- this is focused on conversations with students about things important to them. There has been one season so far (it started in January 2019), and there will be ten episodes in Season 1. It's a weekly or bi-weekly podcast, covering topics of relevant to our institution but to higher education in Canada, more generally. It's relatively 'unedited' so there is an authenticity around the conversations with students. Episodes generally range between 20 minutes to 1 hour in length.

How is this practice effective in improving teaching culture?

One interesting theme that has emerged is the idea of how students struggle with mental health and work-life balance, and how they see instructors as partners in these struggles - in other words, how we think about academic accommodations, designing classrooms through Universal Design Principals, or ways that instructors can think about accessibility and flexibility around student needs. Good classroom environments are built around shared understanding of the issues, and we get at these by having candid and healthy conversations - that's what the podcast is all about. So, my hope is that some teachers tune in, learn and think about their own teaching culture in light of students' thinking about their learning experiences.

Institution: McGill University

Contact: Office of the Dean of Students: deanofstudents@mcgill.ca 514-398-4990

Resources: Podcast is available for free via iTunes, Spotify.

Levers: Lever 1, Lever 3, Lever 5

Teaching Expertise Framework

Description: Our framework for this growth of teaching expertise draws from the scholarly literature related to postsecondary teaching and learning to demonstrate that teaching expertise involves multiple facets, habits of mind (or ways of knowing and being), and possible developmental activities.

How is this practice effective in improving teaching culture?

As a framework for understanding, it will guide the academic community in finding meaning in the everyday activities that make up the growth of teaching expertise. As a framework for self-reflection, it will help instructors—faculty, sessional instructors, postdoctoral scholars, and graduate students—identify and communicate their strengths, and pursue particular aspects of their teaching for further development. As a framework for dialogue, it will help peers and critical friends facilitate their ongoing growth through significant conversations about teaching and learning (Roxå & Mårtensson, 2009). As a framework for facilitating future-oriented conversations, it will help department heads and other campus leaders nurture individual instructors and contribute to teaching and learning cultures across postsecondary education.

Institution: University of Calgary

Contact: N/A

Resources: <http://connections.ucalgaryblogs.ca/2017/11/04/developing-a-learning-culture-a-framework-for-the-growth-of-teaching-expertise/>

Levers: Lever 1, Lever 3, Lever 5

Curriculum Review Process and Supports

Description: At the UofC, CR is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. The aim is to understand how well these programs support and contribute to student learning experiences and how they can be enhanced. The CR process includes a report and action plan for enhancing the program. An interim progress report is submitted to the VPTL's office at the mid-point of the review cycle.

How is this practice effective in improving teaching culture?

Over 90 programs have completed the curriculum review process over the past 5 years, developing clear actions for improvement, and engaging all instructors in meaningful conversations about teaching and learning.

Institution: University of Calgary

Contact: Patti Dyjur

Resources: <https://taylorinstitute.ucalgary.ca/curriculum/review>

Levers: Lever 1, Lever 3, Lever 5

Formative Peer Review of Training Program

Description: The formative peer review of teaching (PRT) program consists of multiple components, including a skills training workshop, just-in-time videos, a cross-campus team of volunteer peer reviewers, an extensive website, and one-on-one consultations. The program works in collaboration with the summative PRT initiatives on campus. The practice of PRT consists, most often, of one or two reviewers conducting a classroom observation. However, we also encourage peer review in the form of teaching squares (or triangles) and small group instructional feedback.

How is this practice effective in improving teaching culture? (Limit of 150 words)

- fosters collegial conversations about teaching
- counters the traditional norm of teaching as a private activity
- promotes teaching as a "community" endeavour

- provides opportunities to reflect on one's own teaching
- allows sharing of ideas, practices, approaches
- may encourage instructors to articulate their teaching philosophy and think about how their teaching activities/actions align (or not) with their stated philosophy

Institution: University of British Columbia (Point Grey Campus) and many others (UBC-Okanagan also has a formative PRT program)

Contact: Centre for Teaching, Learning and Technology at the University of British Columbia, Vancouver Campus

Resources: Many, including videos, website, workshop plans. See here or contact Dr. Isabeau Iqbal: <https://ctl.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/>

Levers: Lever 2, Lever 3, Lever 5

Teaching Feedback from Class Representatives

Description: In Engineering, the student-run Engineering Society (EngSoc) requests that each class within each program identifies two class representatives to participate in EngSoc. These class reps have multiple roles, including encouraging their classmates to complete the course evaluations for faculty and TAs and being a liaison between their class and the faculty members. The class reps bring formative course feedback to Class Prof/Rep meetings which are held during each term and work with faculty and/or the department to resolve any student complaints or issues.

How is this practice effective in improving teaching culture?

Having a formalized mechanism for bringing formative feedback to faculty members facilitates it happening. The formative feedback enables faculty to adjust their teaching during a course to address student concerns or challenges instead of having to wait until the next time they teach that course. The practice also reinforces for our students that teaching quality and their learning experience are important to our institution.

Institution: University of Waterloo

Contact: Faculty of Engineering- Associate Dean, Teaching

Resources: Sample description from one department: <https://uwaterloo.ca/electrical-computer-engineering/current-undergraduate-students/academic-planning-and-support-0/class-representatives>

Levers: Lever 2, Lever 5

Intercultural Foundations for Education

Description: Intercultural Foundations for Education (IFE) is a 4-week online course focused on developing intercultural teaching and learning competencies.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Instructors will have opportunities to review the foundational research and apply key concepts to teaching practice. Instructors also have access to interdisciplinary collegial dialogue, instructional resources, and learning activities on culturally responsive teaching methods that can enhance current practice.

Institutions: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for RRU faculty.

Levers: Lever 3, Lever 5

Facilitating Online Learning (FLO)

Description: Facilitating Learning Online (FLO) - Fundamentals is a five-week online course that is focused on developing teaching skills for asynchronous online learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Over the course of the five weeks, instructors learn strategies to create active learning environments online for students, facilitate or co-facilitate a pre-designed learning activity, and receive feedback from peers. FLO Fundamentals gives instructors the opportunity to develop online facilitation skills with other new and experienced facilitators.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: This workshop is free for all RRU staff and faculty.

Levers: Lever 2, Lever 3, Lever 4, Lever 5

Learning Innovation and Teaching Enhancement (LITE) Grants

Description: The University of Waterloo's Learning Innovation and Teaching Enhancement (LITE) Grants fund projects investigating innovative approaches to enhancing teaching and fostering deep student learning at Waterloo. Since 2012, recipients across campus have used LITE Grant funding to explore topics ranging from transcultural learning to ePortfolios, Communities of Practice to undergraduate teamwork development workshops, peer review of teaching to information literacy, and more. Funded by the Office of the Associate Vice President, Academic, and administered by CTE, LITE Grants are awarded annually through two grant programs: LITE Seed Grants (up to \$7500 for 1 year) and Full Grants (up to \$30,000 for up to 2 years).

How is this practice effective in improving teaching culture?

These grants encourage our instructors to learn more about and investigate the effects of using evidence-based instructional practices. These projects are changing how people teach and contributing to the evidence base. In addition, several grants have been completed by teams from across departments. The result is the creation of multiple networks of scholars and teachers who are committed to teaching and learning. Beyond posting the results of their work on our Centre's website, many LITE grant recipients also present on their work at our annual Teaching & Learning Conference, thereby sharing the results of their work with our campus community.

Institution: University of Waterloo

Contact: Centre for Teaching Excellence

Resources: <https://uwaterloo.ca/centre-for-teaching-excellence/support/teaching-and-learning-research-and-grants/learning-innovation-and-teaching-enhancement-lite-grants>

Levers: Lever 3, Lever 5, Lever 6

The "I" in Teams: An Interprofessional Course on Collaboration and Teamwork

Description: This course exposes and assists in the development of the "soft skillset" required for effective collaboration and effective teamwork. Using the National Interprofessional Competency Framework (CIHC, 2010) as a foundation, key areas of learning include collaborative leadership, team

functioning, communication, role clarity, conflict management, and client-centred approach as it applies to a diversity of interprofessional settings.

How is this practice effective in improving teaching culture?

This course provides an *Intentional Interprofessional Experiential Education experience* (IIEE)(Grice, et al., 2018) for students, which includes a variety of interprofessional case-based learning experiences and challenges (in-class), and a small group collaborative activity/project with a community partner. The variety of small group activities in a diversity of situations and settings facilitates the development of individual skills in interprofessional competence.

Institution: Brock University

Contact: Jen Salfi, salfijh@brocku.ca

Resources: <https://brocku.ca/applied-health-sciences/collaboration-teamwork/>

Levers: Lever 3, Lever 5

GATA Network

Description: The GATA Network is a graduate student led collaborative program supported jointly by the Faculty of Graduate Studies and the Centre for Teaching and Learning (CTL) at the University of Windsor. The GATA Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. The Network works on a peer-supported distributed model where two student coordinators facilitate the Network's initiatives.

How is this practice effective in improving teaching culture?

The GATA Network provides mentorship opportunities and teaching and learning resources to graduate and undergraduate teaching assistants (GAs/TAs) to help improve pedagogical knowledge and skills. The Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. This includes, though is not limited to: professional development and mentorship, social media and digital outreach, GATA Awards, and Online training modules. The Network coordinators also conduct and disseminate research at various teaching and learning conferences and engage in dialogue with other GA/TA developers across the world through professional memberships (e.g., STLHE, TAGSA). Often, GAs/TAs may be tasked with running lectures or tutorials along with other teaching related duties, such as marking or creating rubrics. The Network's professional development workshops and training videos are aimed at supporting GAs/TAs with these responsibilities.

Institution: University of Windsor

Contact: Centre for Teaching and Learning: gata@uwindsor.ca

Resources:

Webpage: <http://www.uwindsor.ca/ctl/388/gata>

Blog: <http://www.uwindsor.ca/betterteaching>

Social Media: <https://www.facebook.com/GATANetwork>

Online training modules (in-progress)-Videos available at:

<https://www.youtube.com/channel/UCfts365fg-gYECfdMOaTVjg>

Levers: Lever 3, Lever 5, Lever 6

Queen's University Active Learning Classrooms and Embedded Educational Support

Description: Queen's Active Learning Classrooms are designed to promote active and collaborative learning for classes as small as 30 and as large as 136. To book one of these rooms, instructors contact an educational developer in the Centre for Teaching and Learning who helps them in how best to make use of the space through promoting active learning practices.

How is this practice effective in improving teaching culture?

By closely associating access to active learning classrooms with educational development, the rooms are used to help transform teaching practices.

Institution: Queen's University

Contact: Andy Leger, Educational Developer

Resources: N/A

Levers: Lever 3, Lever 4, Lever 5

Taylor Institute for Teaching and Learning

Description: The Taylor Institute for Teaching and Learning is dedicated to better understanding and improving student learning. It is both a building and a community that extends well beyond the building's walls. The Taylor Institute brings together undergraduate inquiry and teaching and learning development and research under one roof. It supports building and sharing teaching expertise, integrating technologies and conducting inquiry to enhance student learning. Through the College of Discovery, Creativity and Innovation, the Taylor Institute enables undergraduate students to conduct interdisciplinary research and inquiry-based and experiential learning.

How is this practice effective in improving teaching culture?

The TI provides hundreds of programs, courses and initiatives to help the university of Calgary build strong teaching and learning communities, practices and cultures.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca>

Levers: Lever 3, Lever 4, Lever 5

Peer-to-Peer (P2P) Faculty Mentoring for Teaching

Description: Based on the findings in the Faculty Mentoring for Teaching Research Report (2016: <https://teaching.utoronto.ca/teaching-support/fmt/fmt-report/>), the Centre for Teaching Support & Innovation (CTSI) piloted a mentoring program: Peer-2-Peer (P2P) Faculty Mentoring for Teaching at the University of Toronto in 2016-17. Based on the success of, and enthusiasm for this initiative, P2P continues to be offered on an annual basis (see Pilot report: <https://teaching.utoronto.ca/teaching-support/fmt/p2p/p2p-pilot-report/>). P2P involves a cohort of paired colleagues collaborating through structured, facilitated workshops and 1-1 partnerships to improve the quality of their course, the student learning experience, and to offer a supportive space for instructors to try new strategies, approaches and build confidence in their teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The P2P Pilot Program Evaluation Report findings demonstrate that the program was well received and highly regarded by participants. The program format, length and activities effectively supported the development of meaningful paired relationships and faculty development.

Institution: University of Toronto

Contact: Centre for Teaching Support & Innovation (CTSI): ctsi.teaching@utoronto.ca

Resources: Two Tip Sheets to Enhance a Department's Teaching Climate and Culture:

(1) For Deans, Chairs & Academic Leaders:

<https://teaching.utoronto.ca/teaching-support/fmt/deans-tips-culture/>

(2) For Instructors:

<https://teaching.utoronto.ca/teaching-support/fmt/tips-climate-culture/>

Levers: Lever 2, Lever 3, Lever 5

Leadership in Teaching and Learning Fellowship

Description: The Leadership in Teaching and Learning (LTL) Fellowship is grounded in the evidence-informed philosophy that instructor involvement is key to leading change that enhances students' learning experiences in higher education. The LTL Fellowship is designed to engage full-time instructors in leading change, practising the scholarship of teaching and learning, and supporting communities that provide mentorship and leadership in teaching and learning. Fellows (1) receive up to \$15,000 to plan and implement a SoTL project with a Student Partner within one of two streams: Evaluating Course Impact or Implementing Program Change; (2) participate in a network of Fellows; (3) provide mentorship and feedback to peers; and (4) disseminate project outcomes both within and beyond their departments. Each fellow is assigned a dedicated educational developer that helps facilitate the development and success of their project and time in the Fellowship.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The model is designed as a non-traditional fellowship program that works to support three levels of development: individual instructors, faculty groups and interdisciplinary connections, and relationships with Faculty Associate Deans. We work with academic champions to learn about their Faculty's strategic directions so that the long-term capacity building and leadership opportunities are aligned. We also offer a variety of events where Fellows can connect, engage in conversations about teaching and learning, and establish new networks within and across disciplines. The development of instructors as teachers and the support for building broader capacity at the Faculty level are at the core of our program. It successfully provides instructors with opportunities for connections and collegial conversations around teaching and learning, including leadership retreats and Faculty-based communities of practice. Through these experiences, Fellows report they feel supported, challenged and safe to discuss ideas about teaching in new ways.

Institution: McMaster University

Contact: MacPherson Institute for Leadership, Innovation and Excellence in Teaching

Levers: Lever 5

Student Educational Developer Program

Description: The Student Educational Developer (SED) Program is an experiential learning and work opportunity for McMaster graduate students who are interested in educational development as a profession. The Program, launched in 2017, combines staff and peer mentorship with structured work experience in service of six outcomes related to the acquisition of educational development skills, knowledge, networks, and values. The Program is structured so that participants spend 10 hours each

week, largely on-site at the MacPherson Institute, working on various projects that directly enhance teaching and learning at McMaster.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The SED Program supports the implementation of effective teaching and broad engagement around teaching. Participants contribute to MacPherson Institute programming by designing and facilitating seminars and workshops for faculty and graduate students, facilitating Instructional Skills Workshops, conducting focus groups and writing reports for the Institutional Quality Assurance Process, and providing support for departmental teaching initiatives. These opportunities are nested within a core Program curriculum that encourages participants to reflect upon their experiences and Program outcomes at regular intervals and in a summative educational development philosophy.

Institution: McMaster University

Contact: The MacPherson Institute for Leadership, Innovation and Excellence in Teaching

Resources: N/A

Levers: Lever 3, Lever 5

Community Engaged Scholarship Institute

Description: CESI's Community Engaged Teaching and Learning (CETL) program works with faculty and course instructors, students, staff, and community partners who carry out collaborative research in undergraduate and graduate courses. Many of these partnerships stretch across multiple one-semester courses to build on the work that has been done previously and to maintain long-term partnerships with community across short-term course structures. Through the CETL program, students work with community partners across a range of course types, including practicums, independent studies, thesis projects, small seminar courses, and large lecture-style courses.

How is this practice effective in improving teaching culture?

We support and build capacity by facilitating initial connections (brokering partnerships) between potential partners and assisting with project planning, implementation, and follow-up.

The program offers a number of supports for CETL, including:

- In-person consultations
- Workshops, guest lectures and peer learning sessions
- Information and networking events
- Online resources
- CETL related funding opportunities, grant review and collaboration support

Institution: University of Guelph

Contact: The CETL program is led by Lindsey Thomson, Community Engaged Learning Manager

Resources: <http://www.cesinstitute.ca/>

Levers: Lever 3, Lever 5

Teaching and Research Technology Showcase

Description: Our teaching centre partners with Technology Services to offer an annual showcase of technologies used for both research and teaching. The morning combines both digital posters showcasing a tool or application used in a teaching or research context in combination with short workshops.

How is this practice effective in improving teaching culture?

The showcase allows faculty staff and students to come together in an informal setting to explore educational tools in greater detail. It often attracts a different demographic than those who attend teaching centre events. It also provides a networking opportunity that often results in new relationships and partnerships for the teaching centre.

Institution: Brock University

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/teaching-tools/teaching-and-research-showcase/>

Levers: Lever 4, Lever 5

Teaching Certificate Programs for Graduate Students and Postdoctoral Fellows

Description: Since 1998, the University of Waterloo has provided extensive certification programs for graduate students as teachers. Current programming includes the Fundamentals of University Teaching, the Certificate in University Teaching, the Certificate in University Language Teaching, and the Teaching Development Seminar Series (this last one is for postdoctoral fellows). These programs include elements such as workshops, teaching observations, a teaching dossier, and a research project. Our Centre also employs up to 10 graduate students every term to help develop and facilitate the workshops and provide observations.

How is this practice effective in improving teaching culture?

Our graduate student and postdoctoral fellow participants are keen to apply what they learn about evidence-based teaching practices, which helps them to be effective teachers. But they also often share what they are learning with their faculty colleagues, which increases the reach of our Centre. Ongoing engagement in professional development (PD) on teaching during this pre-career phase also begins a habit of seeking PD, which should be positive for any institutions where our graduates find employment.

Institution: University of Waterloo

Contact: Centre for Teaching Excellence

Resources: Graduate Student program: <https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students>; Postdoctoral fellows program: <https://uwaterloo.ca/centre-for-teaching-excellence/programming-postdoctoral-fellows>

Levers: Lever 3, Lever 5

Great Teachers Seminar

Description: The Great Teachers Seminar (GTS) brings teachers together to learn from each other and exchange innovations and solutions to teaching challenges. Facilitated throughout North America for over 50 years, the GTS is based on the principle that collective wisdom, experience, and creativity of practicing educators surpass that of any individual expert. The GTS provides individuals at any point in their teaching career with an opportunity for educational development in a challenging and supportive atmosphere, provides connections to a larger teaching and learning network, and enables skilled and knowledgeable teachers to aid in the educational development of their peers.

How is this practice effective in improving teaching culture?

At Western, award winning teachers from across the campus community are invited to participate in the GTS, recognizing their exceptional teaching, and providing an opportunity to enhance their own and their peers' teaching practice through an intensive three-day retreat involving small and large group discussions and self-reflection about their successes and challenges as teachers and other issues with which they are engaged. The GTS rewards teaching excellence while providing an impactful professional development opportunity for faculty through active engagement with a cross-disciplinary community of exceptional teachers.

Institution: Western University and others (e.g. MacEwan University)

Contact: Centre for Teaching and Learning

Resources: For more information about the GTS movement, see <https://ngtm.net/> and <https://canadagreatteachers.macewan.ca/>.

Levers: Lever 3, Lever 5

Experiential Education Showcase

Description: The Centre for Pedagogical Innovation partners with the Experiential Education unit to offer an annual showcase of faculty who have designed and taught courses that include experiential education (EE) activities and projects. The Showcase combines a poster/information fair, short presentations, and more extensive workshops.

How is this practice effective in improving teaching culture?

The Showcase allows faculty, staff and students to explore experiential education teaching practices in greater detail. Additionally, the Showcase is an venue to celebrate student learning through EE, and a networking opportunity that often results in new relationships and partnerships for both the Centre and the EE team. Furthermore, the Showcase is a venue for recipients of Teaching & Learning Innovation Grants to share the progress/results of their projects for others in the community to learn from. The Showcase acts in tandem with the Centre's online Faculty Guidebook for Experiential Education.

Institution: Brock University

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/important-dates/ee-showcase/>

Levers: Lever 3, Lever 5, Lever 6

University of Calgary Teaching Scholars Program

Description: The University of Calgary Teaching Scholars Program is designed to strengthen educational leadership across departments and faculties. Whether they hold formal or informal roles, educational leaders have substantial impact on teaching and learning cultures and practices. They make a difference by sharing knowledge and research, creating social support networks, mentoring others and influencing change. The Teaching Scholars program provides academic staff (especially those who do not hold formal leadership roles) with the opportunity to build their educational leadership by implementing strategic teaching and learning initiatives. The program also allows its members to engage other academic staff in professional learning opportunities to strengthen their own teaching and learning practices.

How is this practice effective in improving teaching culture?

Build faculty members' educational leadership capacities, especially those who do not hold formal leadership roles Strengthen educational leadership capacities within and across faculties and create an interdisciplinary community of educational leaders Implement strategic teaching and learning initiatives within and across disciplines Create professional learning opportunities to engage and help other instructors strengthen their teaching and learning practice Increase recognition of Teaching Scholars at local, national and international levels Advance research, scholarly inquiry and knowledge related to teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/teaching-scholars>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Graduate Teaching Community

Description: The Graduate Teaching Community (GTC) is a collaborative organization for students who are interested in teaching and learning to gather and share knowledge, learn new skills, and network with like-minded individuals. Under the guidance of an Educational Developer, two graduate student coordinators lead professional teaching and learning training and development opportunities. GTC coordinators also lead and organize monthly networking events and create and deliver teaching-focused workshops for members of the community of graduate student instructors.

How is this practice effective in improving teaching culture?

This approach strives to build a community where teaching and learning is valued and nurtured. The community provides the space and environment for emerging instructors to compassionately and critically reflect on their activities, while also providing the forum for networking of people and ideas across the disciplinary barriers that exist at the university. Lastly, the GTC strives to provide opportunities for members to take action and ownership for their instructional activities.

Institution: University of Guelph

Contact: Office of Teaching and Learning

Resources: A variety of print and electronic resources are available.

Levers: Lever 3, Lever 5

Trent's Distinguished Visiting Teaching Scholars Program: Strengthen our SoTL work through building communities

Description: The Educational Leadership division of the CTL at Trent University welcomed and is hosting 12 Distinguished Visiting Teaching Scholars this academic year (2018-2019). These award-winning faculty and leaders, including Canadian Research Chairs and 3M national award winners, representing different decanal units came to share their work and provide support to our teaching community. This speaker series was made possible through a generous philanthropic donation received by the Centre, for supporting of teaching excellence.

How is this practice effective in improving teaching culture?

The aim of these events was to raise the profile of SoTL and educational research at other Ontario Universities with the goal of building capacity for educators as teaching scholars. As with many

institutions, research is highly visible and this program intended to raise the awareness of teaching and learning innovations and teaching excellence.

Institution: Trent University

Contact: Dr. Robyne Hanley-Dafoe, Senior Educational Developer

Resources: <https://edc-conference.com/edc-showcase/trents-distinguished-visiting-teaching-scholars-program/>

Levers: Lever 5, Lever 6

Trent Teaching Fellowships

Description: Through a generous donation in 2016, the CTL launched the Trent Teaching Fellowship program to foster leadership and innovation in university teaching. The aim is to enable TUFA members to develop research focused and initiatives in the areas of educational leadership and research on university teaching and learning. The Teaching Fellowship program is designed to elevate the status of teaching while positively influencing student learning, engagement, retention, and academic success. Each fellowship comes with a one-time grant of \$6,000 that is used over a three-year period to support the Trent Teaching Fellow's project.

How is this practice effective in improving teaching culture?

We are supporting champion educators through recognition and financial support. Part of the fellowship is outreach and mentoring other educators. This program is designed to build internal capacity and visibility.

Institution: Trent University

Contact: Dr. Robyne Hanley-Dafoe, Senior Educational Developer

Resources: <https://www.trentu.ca/teaching/teaching-fellowships>

Levers: Lever 5, Lever 6

Trent Teaching Scholars' Table

Description: The Centre for Teaching and Learning is hosting the Teaching Scholars' Table group again this academic year. The aim of the group is to form a professional learning community (PLC) for people who are interested in conducting research on teaching and/or learning in their discipline. The goal is to increase collective capacity as scholars that study our teaching practices. This program is open to everyone at Trent. Participants are supported in pursuing their own research project or other evidence based pedagogical research initiative such as a conference presentation or developing a workshop. Funding for research assistance is available on a case-by-case basis.

How is this practice effective in improving teaching culture?

Community of practice SoTL support Building internal capacity for SoTL

Institution: Trent University

Contact: Dr. Robyne Hanley-Dafoe, Senior Educational Developer

Resources: <https://www.trentu.ca/teaching/programs-offerings/teaching-scholars-table>

Levers: Lever 5

Teaching with Technology Grants

Description: Teaching with Technology (TWT) research projects provide an opportunity for core faculty, or associate faculty in partnership with core faculty, to work closely on educational technology research projects with CTET instructional designers.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Research teams explore a range of educational technologies that can support innovative teaching. A showcase event is held to share the projects with the wider university community. Instructors can adopt new technologies with support from instructional designers and educational technologists to promote creativity and foster innovative teaching practices to enhance student success.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: Research projects are funded by CTET and the Office of Research.

Levers: Lever 3, Lever 4, Lever 5, Lever 6

University of Alberta's Teaching Unit Award

Description: The intent of the Award (annual) is to celebrate excellence in teaching when a group of individuals consistently work together to promote outstanding teaching and learning. \$3,500 prize.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This award demonstrates that good teaching is not a solo sport. Rewards and acknowledges publically team contributions.

Institution: University of Alberta

Contact: See information listed on the website.

Resources: <https://www.ualberta.ca/centre-for-teaching-and-learning/awards/teaching-excellence-awards>

Levers: Lever 5, Lever 6

Ryerson University Provost's Experiential Teaching Award

Description: This annual award will recognize a Ryerson educator or a group of educators who have an outstanding teaching record and who made contributions to advancing teaching and learning at Ryerson with a particular focus on students' experiential learning. The award will consist of an award certificate and monetary award of \$2,000.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This award demonstrates that good teaching is not a solo sport. Rewards and acknowledges publically team contributions.

Institution: Ryerson University

Contact: See information listed on the website.

Resources: <https://www.ryerson.ca/lt/awards/>

Levers: Lever 1, Lever 5, Lever 6

The University of Calgary's Teaching Awards for Educational Leadership

Description: The individual award recognizes the outstanding educational leadership of individuals that demonstrate formal or informal leadership in initiatives that have a significant and sustained impact on learning at a departmental, faculty and/or institutional level. The group award for Educational Leadership recognizes the collective contributions to significant and sustained

educational initiatives by groups of individuals. Groups may include any combination of faculty members, members of other employee groups, or students. For group nominations, evidence must be presented that demonstrates that leadership was distributed and all members of the group collaborated on the initiatives highlighted. Group awards are given in the name of the group or team. How is this practice effective in improving teaching culture? (Limit of 150 words)

Fostering an atmosphere that rewards educational leadership helps create an atmosphere where quality teaching matters. The second award demonstrates that educational leadership is often collaborative and rewards group initiatives.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 1, Lever 5, Lever 6

Tribute to Teaching

Description: The teaching centre, in collaboration with the Vice-Provost Teaching and Learning, hosts Tribute to Teaching in December, an annual event in which we recognize the recipients of our teaching awards in three categories: Sessional teaching, early career teaching, and teaching large classes. At this time, we also invite the recipient of our university wide award to give a public address on teaching.

How is this practice effective in improving teaching culture?

The event is designed to celebrate the achievements of anyone in the university community who has received an award, those who have been nominated, and all those who support the nomination of teaching awards. We host it at the end of term in December and invite all senior administration, department chairs, nominators and support staff, and we host a lunch in order to bring the university community together in celebration. It sends the message that teaching is valued and noticed.

Institution: Brock University

Contact: Centre for Pedagogical Innovation; cpi@brocku.ca

Resources: N/A

Levers: Lever 1, Lever 5, Lever 6

University of Calgary Teaching Awards Program

Description: Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The University of Calgary Teaching Awards are comprised of 13 categories that recognize teaching excellence in diverse learning contexts by individuals and teams through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honour for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences. Students, faculty and staff are encouraged to nominate individuals and groups who make outstanding contributions to enriching the quality and breadth of learning.

How is this practice effective in improving teaching culture?

Over 300 people contribute to the process of nominating approximately 50-70 colleagues each year for the University of Calgary Teaching Award. Each year, over 100 people gather to recognize the

outstanding contributions of the University of Calgary Teaching Award Recipients. All recipients are recognized by having their name on the Wall of Honour, which is located in the Taylor Institute for Teaching and Learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/awards>

Levers: Lever 3, Lever 5, Lever 6

University of Calgary Teaching Grants Program

Description: Funded by the Provost's Office, the University of Calgary Teaching and Learning Grants are designed to enhance students' learning experiences through the integration of teaching, learning and research. Between \$750,000 - \$1,000,000 is available each year.

How is this practice effective in improving teaching culture?

Over 150 projects have been funded to since 2014. These projects have helped create, share and disseminate knowledge to better understand and improve the practice and scholarship of teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/grants>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Culturally Inclusive Educator Certificate

Description: The Culturally Inclusive Educator certificate (CIEC) provides training and resources to faculty and staff in order to strengthen the institutional infrastructure, foster reflection on current curriculum, and create a community of inclusion. CIEC is comprised of five courses intended to help strengthen and enhance participants' intercultural knowledge, communication, curriculum development and differentiated teaching skills when teaching and supporting international higher education students.

How is this practice effective in improving teaching culture?

The certificate strengthens core teaching competencies, provides a community of learners and practitioners for ongoing dialogue and reflection and connects faculty to broader institutional resources.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: Online resources, reading/reference list and Community of Practice.

Levers: Lever 3, Lever 5

Creation of Teaching and Learning Partnership Committees in Faculties

Description: The purpose of a Partnership Committee is to bring together faculty members from within a Faculty with staff from the central teaching & learning centre to work collaboratively on education issues within a Faculty. The committee meets regularly to work on teaching and learning initiatives that are priorities to the Faculty. -The Partnership Committee model, which was piloted in the Faculty of Engineering, is a true partnership with the activities and strategies aligned with the

strategic priorities of the Faculty of Engineering -Based on the initial success of the MacPherson-Engineering Partnership Committee, similar Partnership Committees are now being implemented in several other Faculties at McMaster -In Engineering, the partnership committee focused on undergraduate education and the main functions are to advise on Engineering strategic initiatives; assess faculty needs (barriers and gaps); and create pathways to improve the practice and assessment of teaching and learning across Engineering -The responsibilities within the scope of the partnership committee include working with leaders in teaching and learning; providing best practices that spread across the faculty; establishing faculty and student needs in an ongoing way; and organizing teaching and learning forums, aligned with the Faculty Development Engineering committee, providing spaces where instructors can engage in discussions of and sharing different classroom strategies and techniques.

How is this practice effective in improving teaching culture?

The MacPherson Institute and Faculty of Engineering Partnership Committee improves teaching culture in the following ways: -Brings faculty members together who might not normally work together to have important conversations about teaching and learning, and to collaborate on actionable steps toward an outcome -Involves and engages students on the partnership committee to ensure that student perspectives are captured in the work of the committee -Brings shared responsibility for teaching and learning to administrators, faculty members, students, and educational developers -Committee members collaborate on common goals that are shared across the Faculty - Committee accomplishments can be shared broadly with McMaster through Provost's Council, making other deans aware of the important work that his happening within Partnership Committees; this can inspire other Faculties to take interest in particular issues and follow suit -The model provides a structure for targeted discussion of teaching and learning issues within a Faculty, and implementation of actionable steps to meet local teaching development needs -The Partnership Committee model is responsive to deans indicating to the MacPherson Institute that they would like to have a dedicated group with whom to work.

Institution: McMaster University

Contact: Co-Chairs of the Partnership Committee: Kris Knorr (Educational Developer, MacPherson Institute, knorrk@mcmaster.ca); Dan Centea (Associate Director, Undergraduate W Booth School of Engineering Practice and Technology, centeadn@mcmaster.ca)

Resources: The Partnership Committee has developed Terms of Reference to guide our work. We are happy to share these with anyone who contacts us.

Levers: Lever 1, Lever 5

Inclusive Curricular Design Certificate

Description: Inclusive Curricular Design encompasses the key elements of multiple teaching and learning approaches to offer a robust and accessible learning experience for all students. The principles of inclusive curriculum design focus on a proactive rather than reactive approach to course design and are founded in equity, collaboration, flexibility and accountability. This Certificate addresses the idea that students are not meant to fit into a traditional "one size fits all" model of education and that applying the principles of inclusive design will ensure that the range of student

diversities, abilities, and needs are being met through a number of teaching and learning strategies. The Certificate is comprised of eight 3-hour learning modules, a coaching session, and a final application activity.

How is this practice effective in improving teaching culture?

This certificate allows for reflection and growth in one's practice as the landscape of higher ed changes. It promotes community and dialogue, across disciplines and provides space for part time and full time faculty to connect and network.

Institution: Humber College

Contact: Carol Appleby carol.appleby@humber.ca

Resources: online resources and community of learners

Levers: Lever 3, Lever 5

External Academic Partners

Description: In a graduate course in postsecondary teaching and learning, external academics were invited to submit topics about this field on which they would like literature reviews. Students chose a partner based on interest and completed course assignments around literature reviews and final reports for their external partner, who thus acted as a real client for the work.

How is this practice effective in improving teaching culture?

In the two years since starting this initiative, students have commented that the assignments felt much more important than in other courses. The project has allowed me to embed an experiential learning opportunity within a fully online course.

Institution: Brock University

Contact: Nicola Simmons, Educational Studies nsimmons@brocku.ca

Resources: I am happy to share aspects of the process s wished. Research on the impact is underway.

Levers: Lever 3, Lever 5

University of Toronto Teaching Fellowships

Description: University of Toronto Teaching Fellowships provide faculty members in the Teaching Stream with an opportunity and resources to engage in a two-year pedagogical project of direct benefit to students in a defined area of institutional priority. Over the course of the two-year Fellowship, each Fellow will receive two half-course releases, \$10,000 to support graduate student Research Assistants, and an additional \$5,000 for professional development and further project support. A maximum of 5 Fellowships will be awarded every two years.

How is this practice effective in improving teaching culture?

Through its focus on supporting pedagogical innovation and scholarship through evidence-based practices and engagement with research on teaching and learning, the program promotes the emergence of educational leaders within the Teaching Stream. Expanding pedagogical leadership capacity is achieved through engaging in teaching-focused activities and discussions with colleagues from across the institution, and then sharing back what is learned through collaborations with the Centre for Teaching Support & Innovation, through institutional or divisional events, and with the Fellow's own unit.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.provost.utoronto.ca/awards-funding/university-of-toronto-teaching->

[fellowships/](#)

Levers: Lever 5, Lever 6

President's Teaching Award

Description: Colleagues nominate those whose achievements are truly outstanding for this very special form of recognition by the University of Toronto. President's Teaching Award winners receive an annual professional development allowance of \$10,000 for five years. Recipients of a President's Teaching Award are also designated by the University as a member of the Teaching Academy for a minimum period of five years; those wishing to continue participation in the Academy after this term may elect to do so. Members of the Teaching Academy meet regularly as a body to discuss matters relevant to teaching in the University, offer advice to the Vice-President & Provost and the Director of the Centre for Teaching Support & Innovation (CTSI), assist in the assessment of teaching when required and function as advocates for excellence in teaching within and without the University. Members of the Teaching Academy have also been asked to participate in a range of University events, including addressing Convocation, delivering public lectures, participating in conferences and new faculty orientations, or facilitating teaching and learning workshops.

How is this practice effective in improving teaching culture?

President's Teaching Award recognizes sustained excellence in teaching, research in teaching, and the integration of teaching and research.

Institution: University of Toronto

Contact: ctsi.teaching@utoronto.ca

Resources: <https://www.provost.utoronto.ca/awards-funding/presidents-teaching-award/>

Levers: Lever 1, Lever 5, Lever 6

Level 6: Effective Teaching is Recognized and Rewarded

Chancellor Chairs for Teaching Excellence

Description: Our senior leadership (Office of the Vice Provost Academic) supports a program of Chancellor's Chairs in Teaching Excellence in which successful candidates receive funding (\$5,000 per year) over three years to pursue a scholarship of teaching and learning project.

How is this practice effective in improving teaching culture?

It encourages the development of innovative SoTL projects while educating the university community as to the importance of ongoing research into teaching and classroom learning. It also rewards faculty who are both excellent teachers and committed to teaching development. Each year, a symposium is held to showcase the status of the projects and to highlight other SoTL initiatives. This brings the university community together to talk about teaching and learning.

Institution: Brock University, St Catharines, Ontario

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/chancellors-chair/>

Levers: Lever 1, Lever 5, Lever 6

Learning Innovation and Teaching Enhancement (LITE) Grants

Description: The University of Waterloo's Learning Innovation and Teaching Enhancement (LITE) Grants fund projects investigating innovative approaches to enhancing teaching and fostering deep student learning at Waterloo. Since 2012, recipients across campus have used LITE Grant funding to explore topics ranging from transcultural learning to ePortfolios, Communities of Practice to undergraduate teamwork development workshops, peer review of teaching to information literacy, and more. Funded by the Office of the Associate Vice President, Academic, and administered by CTE, LITE Grants are awarded annually through two grant programs: LITE Seed Grants (up to \$7500 for 1 year) and Full Grants (up to \$30,000 for up to 2 years).

How is this practice effective in improving teaching culture?

These grants encourage our instructors to learn more about and investigate the effects of using evidence-based instructional practices. These projects are changing how people teach and contributing to the evidence base. In addition, several grants have been completed by teams from across departments. The result is the creation of multiple networks of scholars and teachers who are committed to teaching and learning. Beyond posting the results of their work on our Centre's website, many LITE grant recipients also present on their work at our annual Teaching & Learning Conference, thereby sharing the results of their work with our campus community.

Institution: University of Waterloo

Contact: Centre for Teaching Excellence

Resources: <https://uwaterloo.ca/centre-for-teaching-excellence/support/teaching-and-learning-research-and-grants/learning-innovation-and-teaching-enhancement-lite-grants>

Levers: Lever 3, Lever 5, Lever 6

GATA Network

Description: The GATA Network is a graduate student led collaborative program supported jointly by the Faculty of Graduate Studies and the Centre for Teaching and Learning (CTL) at the University of Windsor. The GATA Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. The Network works on a peer-supported distributed model where two student coordinators facilitate the Network's initiatives.

How is this practice effective in improving teaching culture?

The GATA Network provides mentorship opportunities and teaching and learning resources to graduate and undergraduate teaching assistants (GAs/TAs) to help improve pedagogical knowledge and skills. The Network utilizes a multifaceted approach that aims to enrich the experiences and expertise of GAs/TAs. This includes, though is not limited to: professional development and mentorship, social media and digital outreach, GATA Awards, and Online training modules. The Network coordinators also conduct and disseminate research at various teaching and learning conferences and engage in dialogue with other GA/TA developers across the world through professional memberships (e.g., STLHE, TAGSA). Often, GAs/TAs may be tasked with running lectures or tutorials along with other teaching related duties, such as marking or creating rubrics. The Network's professional development workshops and training videos are aimed at supporting GAs/TAs with these responsibilities.

Institution: University of Windsor

Contact: Centre for Teaching and Learning: gata@uwindsor.ca

Resources:

Webpage: <http://www.uwindsor.ca/ctl/388/gata>

Blog: <http://www.uwindsor.ca/betterteaching>

Social Media: <https://www.facebook.com/GATAnetwork>

Online training modules (in-progress)-Videos available at:

<https://www.youtube.com/channel/UCfts365fg-gYECfdMOaTVjg>

Levers: Lever 3, Lever 5, Lever 6

Experiential Education Showcase

Description: The Centre for Pedagogical Innovation partners with the Experiential Education unit to offer an annual showcase of faculty who have designed and taught courses that include experiential education (EE) activities and projects. The Showcase combines a poster/information fair, short presentations, and more extensive workshops.

How is this practice effective in improving teaching culture?

The Showcase allows faculty, staff and students to explore experiential education teaching practices in greater detail. Additionally, the Showcase is an venue to celebrate student learning through EE, and a networking opportunity that often results in new relationships and partnerships for both the Centre and the EE team. Furthermore, the Showcase is a venue for recipients of Teaching & Learning Innovation Grants to share the progress/results of their projects for others in the community to learn from. The Showcase acts in tandem with the Centre's online Faculty Guidebook for Experiential Education.

Institution: Brock University

Contact: Centre for Pedagogical Innovation

Resources: <https://brocku.ca/pedagogical-innovation/important-dates/ee-showcase/>

Levers: Lever 3, Lever 5, Lever 6

University of Calgary Teaching Scholars Program

Description: The University of Calgary Teaching Scholars Program is designed to strengthen educational leadership across departments and faculties. Whether they hold formal or informal roles, educational leaders have substantial impact on teaching and learning cultures and practices. They make a difference by sharing knowledge and research, creating social support networks, mentoring others and influencing change. The Teaching Scholars program provides academic staff (especially those who do not hold formal leadership roles) with the opportunity to build their educational leadership by implementing strategic teaching and learning initiatives. The program also allows its members to engage other academic staff in professional learning opportunities to strengthen their own teaching and learning practices.

How is this practice effective in improving teaching culture?

Build faculty members' educational leadership capacities, especially those who do not hold formal leadership roles Strengthen educational leadership capacities within and across faculties and create an interdisciplinary community of educational leaders Implement strategic teaching and learning initiatives within and across disciplines Create professional learning opportunities to engage and help

other instructors strengthen their teaching and learning practice Increase recognition of Teaching Scholars at local, national and international levels Advance research, scholarly inquiry and knowledge related to teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/teaching-scholars>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Trent's Distinguished Visiting Teaching Scholars Program: Strengthen our SoTL work through building communities

Description: The Educational Leadership division of the CTL at Trent University welcomed and is hosting 12 Distinguished Visiting Teaching Scholars this academic year (2018-2019). These award-winning faculty and leaders, including Canadian Research Chairs and 3M national award winners, representing different decanal units came to share their work and provide support to our teaching community. This speaker series was made possible through a generous philanthropic donation received by the Centre, for supporting of teaching excellence.

How is this practice effective in improving teaching culture?

The aim of these events was to raise the profile of SoTL and educational research at other Ontario Universities with the goal of building capacity for educators as teaching scholars. As with many institutions, research is highly visible and this program intended to raise the awareness of teaching and learning innovations and teaching excellence.

Institution: Trent University

Contact: Dr. Robyne Hanley-Dafoe, Senior Educational Developer

Resources: <https://edc-conference.com/edc-showcase/trents-distinguished-visiting-teaching-scholars-program/>

Levers: Lever 5, Lever 6

Trent Teaching Fellowships

Description: Through a generous donation in 2016, the CTL launched the Trent Teaching Fellowship program to foster leadership and innovation in university teaching. The aim is to enable TUFA members to develop research focused and initiatives in the areas of educational leadership and research on university teaching and learning. The Teaching Fellowship program is designed to elevate the status of teaching while positively influencing student learning, engagement, retention, and academic success. Each fellowship comes with a one-time grant of \$6,000 that is used over a three-year period to support the Trent Teaching Fellow's project.

How is this practice effective in improving teaching culture?

We are supporting champion educators through recognition and financial support. Part of the fellowship is outreach and mentoring other educators. This program is designed to build internal capacity and visibility.

Institution: Trent University

Contact: Dr. Robyne Hanley-Dafoe, Senior Educational Developer

Resources: <https://www.trentu.ca/teaching/teaching-fellowships>

Levers: Lever 5, Lever 6

Teaching with Technology Grants

Description: Teaching with Technology (TwT) research projects provide an opportunity for core faculty, or associate faculty in partnership with core faculty, to work closely on educational technology research projects with CTET instructional designers.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Research teams explore a range of educational technologies that can support innovative teaching. A showcase event is held to share the projects with the wider university community. Instructors can adopt new technologies with support from instructional designers and educational technologists to promote creativity and foster innovative teaching practices to enhance student success.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: Research projects are funded by CTET and the Office of Research.

Levers: Lever 3, Lever 4, Lever 5, Lever 6

Kelly Outstanding Teaching Award

Description: The Kelly Outstanding Teaching Awards recognize Core Faculty or Associate Faculty who are deemed to be representative of outstanding teachers at RRU and considered by the university as making a positive contribution to the overall health and culture of the university.

How is this practice effective in improving teaching culture? (Limit of 150 words)

The purpose of the Kelly Outstanding Teaching Awards is to promote the RRU learner-centered university philosophy and to acknowledge outstanding teaching.

Institution: Royal Roads University

Contact: Centre for Teaching and Educational Technologies

Resources: An endowment fund for this award was created in recognition of Dr. Gerald O. Kelly, the first installed President of RRU. Dr. Kelly, a teacher by trade, emphasized building the university around the centrality of the learner and the importance of excellence in teaching. This annual cash award is valued at \$1000 per award category.

Levers: Lever 6

President's Teaching Award

Description: The university wide award recognizes sustained excellence in teaching, educational leadership and the integration of teaching and research. The criteria are modelled on the criteria of the STLHE 3M Teaching Fellowship, and the Award is adjudicated by a committee chaired by the Vice-President and Provost. Recipients are inducted into the University's Teaching Academy, a body called upon to discuss teaching related matters and to advise the VP and Provost and the University wide Centre for Teaching Support and Innovation. All members of the university with continuing appointments are eligible and up to five awards are given annually.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Teaching Academy helps to validate that teaching matters in the university and bestows an honour on recipients--being adjudicated by the Provost gives it more institutional weight.

Institution: University of Toronto

Contact: See information listed on the website.

Resources: U of T has numerous teaching awards (30) at the university-wide and Faculty level:
<https://teaching.utoronto.ca/awards/u-of-t/>.

Levers: Lever 1, Lever 6

University of Toronto's Northrop Frye Award

Description: The award recognizes a staff member or team of staff members who have made significant contributions to the quality of the learning environment for students. This includes enhancing the learning environment in classrooms, libraries, or academic programs, and providing exemplary support in re-imagining the undergraduate experience. Note: This award is for both faculty and staff.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizes that good teaching is not just the responsibility of an individual faculty member but many within the academy and celebrates that accomplishment.

Institution: University of Toronto

Contact: See information listed on the website.

Resources: <https://teaching.utoronto.ca/awards/u-of-t/>

Levers: Lever 3, Lever 6

University of Alberta's Teaching Unit Award

Description: The intent of the Award (annual) is to celebrate excellence in teaching when a group of individuals consistently work together to promote outstanding teaching and learning. \$3,500 prize.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This award demonstrates that good teaching is not a solo sport. Rewards and acknowledges publically team contributions.

Institution: University of Alberta

Contact: See information listed on the website.

Resources: <https://www.ualberta.ca/centre-for-teaching-and-learning/awards/teaching-excellence-awards>

Levers: Lever 5, Lever 6

Ryerson University Provost's Experiential Teaching Award

Description: This annual award will recognize a Ryerson educator or a group of educators who have an outstanding teaching record and who made contributions to advancing teaching and learning at Ryerson with a particular focus on students' experiential learning. The award will consist of an award certificate and monetary award of \$2,000.

How is this practice effective in improving teaching culture? (Limit of 150 words)

This award demonstrates that good teaching is not a solo sport. Rewards and acknowledges publically team contributions.

Institution: Ryerson University

Contact: See information listed on the website.

Resources: <https://www.ryerson.ca/lt/awards/>

Levers: Lever 1, Lever 5, Lever 6

Brock University Donald Ursino Award for Excellence in the Teaching of Large Classes

Description: The Don Ursino Award for Excellence in the Teaching of Large Classes is awarded to an outstanding teacher (faculty member, sessional instructor) who demonstrates commitment to the improvement of student learning in a large class. A focus on student learning includes evidence of instructional strategies that engage and motivate; innovative instruction; inquiry or problem-based learning activities; formative assessment strategies.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Suggests good teaching is innovative and based on sound pedagogical principles in different educational contexts.

Institution: Brock University

Contact: See information listed on the website.

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/large-classes/>

Levers: Lever 3, Lever 6

University of British Columbia's Killam Graduate Teaching Assistant Awards

Description: In recognition of the valuable role that Teaching Assistants play in our programs, UBC annually honours 16 GTAs with the Killam Graduate Teaching Assistant Award. Successful candidates will have met criteria that demonstrate a high level of respect for the candidate from undergraduate students and academic or course supervisors. UBC's Killam graduate teaching award has as one of its criteria collegiality, in addition to having broad knowledge of the field, good teaching techniques, attendance at teaching workshops and reflection on teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizing the importance of GTA contributions in the classroom is essential both for creating a good learning environment in today's university as well as building capacity for those who will be teaching in the classrooms of tomorrow.

Institution: University of British Columbia

Contact: See information listed on the website.

Resources: <https://academic.ubc.ca/awards-funding/award-opportunities/teaching-awards>

Levers: Lever 3, Lever 6

Queen's University Christopher Knapper Award for Excellence in Teaching Assistance

Description: Each year, the Alma Mater Society of Queen's University shall honor several teaching assistants who have demonstrated an outstanding commitment to the education of students of Queen's University which allows students to recognize outstanding teaching assistants.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Recognizing the importance of GTA contributions in the classroom is essential both for creating a good learning environment in today's university as well as building capacity for those who will be teaching in the classrooms of tomorrow.

Institution: Queens University

Contact: See information listed on the website.

Resources: <https://www.queensu.ca/ctl/awards/internal-awards/university-wide-awards>

Levers: Lever 3, Lever 6

Western University's Marilyn Robinson Award for Excellence in Teaching

Description: In 1996-97, this award for excellence in teaching was established at Western to be awarded based on evidence of outstanding contributions in the area of classroom, laboratory, or clinical instruction. All continuing members of full-time faculty who are either Limited Term or Probationary and who usually have seven years or less of full-time university teaching experience at the time of their nomination are eligible for nomination for the award.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Early career awards send a strong signal that teaching is valued and encourage beginning faculty to invest time and energy in their teaching.

Institution: Western University

Contact: See information listed on the website.

Resources: <https://www.uwo.ca/univsec/pdf/senate/sutaregs.pdf>

Levers: Lever 3, Lever 6

Brock University's Award for Excellence in Teaching for Early Career Faculty

Description: The Brock University Award for Excellence in Teaching for Early Career Faculty recognizes the contributions to teaching undertaken by a new faculty member who is in the first five years of a tenure-track position.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Early career awards send a strong signal that teaching is valued and encourage beginning faculty to invest time and energy in their teaching.

Institution: Brock University

Contact: See information listed on the website.

Resources: <https://brocku.ca/pedagogical-innovation/awards-grants/faculty-awards/early-career/>

Levers: Lever 3, Lever 6

University of Calgary's Award for Librarians, Archivists and Curators

Description: The University of Calgary Teaching Award for Librarians, Archivists and Curators recognizes outstanding contributions to student learning experiences by individual, full-time librarians, archivists and curators on Continuing, Contingent and Limited-Term academic staff appointments. Librarians, archivists and curators contribute to student learning experiences in many ways and diverse contexts. In the complex information landscape, learners at all levels benefit from formal and informal instruction provided by librarians, archivists and curators in identifying, organizing, evaluating and integrating existing information, scholarship and creative works in their academic work. There will be one award available annually.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Staff outside of university faculty members are key to creating quality teaching and enhancing learning both inside and outside the classroom. These awards recognize their unique contributions.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 3, Lever 4, Lever 6

Vancouver Island University's Provost Awards for Excellence in Teaching Design and Practice

Description: These Teaching Design and Practice Awards will formally recognize the excellence in achievements in all facets of teaching and student learning at Vancouver Island University. The awards focus on teaching design and practice of learning experiences for students which refers to how a faculty member designs, develops, and offers learning opportunities for students around discipline-specific learning outcomes

How is this practice effective in improving teaching culture? (Limit of 150 words)

Focusing on good teaching practices such as learning outcomes helps to create the framework for enhancing teaching. This rewards an important pedagogical practice.

Institution: Vancouver Island University

Contact: See information listed on the website.

Resources: <https://ciel.viu.ca/teaching-learning-pedagogy/conferences-subscriptions-awards/teaching-awards>

Levers: Lever 1, Lever 3, Lever 6

University of Waterloo's Award of Excellence in Graduate Supervision

Description: Established by the Graduate Studies Office and the Graduate Student Association to recognize exemplary faculty members who have demonstrated excellence in graduate student supervision. Normally, three faculty members will be recognized annually. The winners receive \$1,000 (taxable) and are recognized at Spring Convocation.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Effective graduate supervision is a key component of effective teaching at the graduate level--rewarding it serves to show it is valued within the university.

Institution: University of Waterloo

Contact: See information listed on the website.

Resources: <https://uwaterloo.ca/centre-for-teaching-excellence/awards>

Levers: Lever 3, Lever 6

Dalhousie's Award for Excellence in Graduate Supervision

Description: Excellence in graduate supervision is recognized as the successful mentorship of graduate students through an enriching, supportive and productive learning environment. Nominees shall have at least ten years supervision experience at the graduate level.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Effective graduate supervision is a key component of effective teaching at the graduate level--rewarding it serves to show it is valued within the university.

Institution: Dalhousie University

Contact: See information listed on the website.

Resources: https://www.dal.ca/dept/clt/awards_grants/Awards.html

Levers: Lever 3, Lever 6

University of New Brunswick's Teaching Innovation Award

Description: Established in 2015, the UNB Teaching Innovation Award celebrates and recognizes up to two UNB educators each year for their innovative approaches that promote student-centred teaching and learning.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Faculty who focus on student-centred learning demonstrate important knowledge of good pedagogy. This award recognizes and promotes effective pedagogy.

Institution: University of New Brunswick

Contact: See information listed on the website.

Resources: fredericton/cetl/teaching_excellence/teaching_award_programs/index.html

Levers: Lever 3, Lever 6

The University of Prince Edward Island's Janet Pottie Murray Award

Description: The purpose of the Janet Pottie Murray Award is to encourage excellence in teaching at the University of Prince Edward Island by acknowledging those teachers who exemplify such excellence and those who contribute more generally to the improvement of the quality of university teaching.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Fostering an atmosphere that rewards educational leadership helps create an atmosphere where quality teaching matters. The second award demonstrates that educational leadership is often collaborative and rewards group initiatives.

Institution: University of Prince Edward Island

Contact: See information listed on the website.

Resources: <http://www.upei.ca/teachingsupport/awards>

Levers: Lever 3, Lever 6

The University of Calgary's Teaching Awards for Educational Leadership

Description: The individual award recognizes the outstanding educational leadership of individuals that demonstrate formal or informal leadership in initiatives that have a significant and sustained impact on learning at a departmental, faculty and/or institutional level. The group award for Educational Leadership recognizes the collective contributions to significant and sustained educational initiatives by groups of individuals. Groups may include any combination of faculty members, members of other employee groups, or students. For group nominations, evidence must be presented that demonstrates that leadership was distributed and all members of the group collaborated on the initiatives highlighted. Group awards are given in the name of the group or team.

How is this practice effective in improving teaching culture? (Limit of 150 words)

Fostering an atmosphere that rewards educational leadership helps create an atmosphere where quality teaching matters. The second award demonstrates that educational leadership is often collaborative and rewards group initiatives.

Institution: University of Calgary

Contact: See information listed on the website.

Resources: <https://taylorinstitute.ucalgary.ca/about-awards>

Levers: Lever 1, Lever 5, Lever 6

Queen's University Principal's Teaching and Learning Awards

Description: A coordinated new set of teaching awards that are intended to celebrate teaching excellence and to increase trans-disciplinary exposure to exemplars in teaching and the diverse ways in which the student learning experience is enhanced by educators and educational supports at Queen's. This happens at the course level, through focusing on teaching of strategic university goals as well as through individual and group efforts outside of specific courses, at the program or university-level.

The awards are:

Michael Condra Outstanding Student Service Award

Promoting Student Inquiry Teaching Award

Curriculum Development Award

Educational Leadership Award

Educational Technology Award

International Education Innovation Award

How is this practice effective in improving teaching culture?

New to Queen's, these awards :

- increase recognition of teaching excellence in strategic areas of teaching and learning at Queen's
- extend recognition of teaching and learning excellence beyond individual courses to groups of courses and to those who support Queen's educators, students and our teaching and learning culture
- bring together those units charged with advancing strategic directions in a coordinated way, promoting collaboration and common understandings.

Institution: Queen's University

Contact: Sandra Murray - CTL - ctl@queensu.ca

Resources: <https://www.queensu.ca/ctl/awards/principals-awards>

Levers: Lever 1, Lever 3, Lever 6

Tribute to Teaching

Description: The teaching centre, in collaboration with the Vice-Provost Teaching and Learning, hosts Tribute to Teaching in December, an annual event in which we recognize the recipients of our teaching awards in three categories: Sessional teaching, early career teaching, and teaching large classes. At this time, we also invite the recipient of our university wide award to give a public address on teaching.

How is this practice effective in improving teaching culture?

The event is designed to celebrate the achievements of anyone in the university community who has received an award, those who have been nominated, and all those who support the nomination of teaching awards. We host it at the end of term in December and invite all senior administration, department chairs, nominators and support staff, and we host a lunch in order to bring the university community together in celebration. It sends the message that teaching is valued and noticed.

Institution: Brock University

Contact: Centre for Pedagogical Innovation; cpi@brocku.ca

Resources: N/A

Levers: Lever 1, Lever 5, Lever 6

University of Calgary Teaching Awards Program

Description: Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The University of Calgary Teaching Awards are comprised of 13 categories that recognize teaching excellence in diverse learning contexts by individuals and teams through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honour for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences. Students, faculty and staff are encouraged to nominate individuals and groups who make outstanding contributions to enriching the quality and breadth of learning.

How is this practice effective in improving teaching culture?

Over 300 people contribute to the process of nominating approximately 50-70 colleagues each year for the University of Calgary Teaching Award. Each year, over 100 people gather to recognize the outstanding contributions of the University of Calgary Teaching Award Recipients. All recipients are recognized by having their name on the Wall of Honour, which is located in the Taylor Institute for Teaching and Learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/awards>

Levers: Lever 3, Lever 5, Lever 6

University of Calgary Teaching Grants Program

Description: Funded by the Provost's Office, the University of Calgary Teaching and Learning Grants are designed to enhance students' learning experiences through the integration of teaching, learning and research. Between \$750,000 - \$1,000,000 is available each year.

How is this practice effective in improving teaching culture?

Over 150 projects have been funded to since 2014. These projects have helped create, share and disseminate knowledge to better understand and improve the practice and scholarship of teaching and learning.

Institution: University of Calgary

Contact: Natasha Kenny

Resources: <https://taylorinstitute.ucalgary.ca/grants>

Levers: Lever 1, Lever 3, Lever 5, Lever 6

Learning and Education Advancement Fund (LEAF)

Description: Learning and Education Advancement Fund (LEAF) is a grant program designed to enrich the learning experience of undergraduate students in first-entry Divisions across the University and to provide academic units with a mechanism for developing and enhancing the research, assessment, and application of high-impact teaching practices within learning environments at the University.

How is this practice effective in improving teaching culture?

The Fund is intended to support projects that will anticipate, leverage and create positive changes in both the modes and mechanisms of undergraduate education at the University of Toronto.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.leaf.provost.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 6

Instructional Technology Innovation Fund (ITIF)

Description: The Fund focuses specifically on applications of technology to enrich learning through design, implementation, evaluation, curriculum renewal, or faculty development. ITIF's three-tiered system is intended to provide opportunities for technology-mediated teaching and learning projects that explore and implement promising practices at different stages of their development and implementation, and creates a pathway for projects from their initial inception to their full potential. Awardees have up to two years to complete their project: Seed Funding: Maximum \$2,000 with no matching requirement; Matched Funding: Maximum \$5,000 with matching funds from another source; Support Stream: Access to an educational technology or instructional design specialist for up to 150 hours per year per project. This is a non-cash award, but it's worth an equivalent of \$20,000 that can be used as an in-kind contribution when applying elsewhere for funding.

How is this practice effective in improving teaching culture?

Instructional Technology Innovation Fund (ITIF) supports strategic directions in education broadly, across all disciplines.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.itif.utoronto.ca/>

Levers: Lever 1, Lever 3, Lever 4, Lever 6

The International Student Experience Fund (ISEF)

Description: The Fund is intended to support academic and non-academic initiatives that: enhance the experience of international students; foster intercultural and international-to-domestic student, staff and faculty engagement; and internationalize the University of Toronto student experience. The Fund supports two streams of activities; Seed (\$5,000-\$15,000 per year) and Impact (\$15,000-\$100,000 per year). This two-tiered system is intended to provide opportunities for projects that explore, implement and scale up promising practices at different stages of their development and implementation, and create a pathway for projects from their initial inception to their full potential. Both tiers of grants are intended to be completed within 1 to 3 years. Proposals will be accepted from U of T faculty and staff with continuing appointments. The primary beneficiary of the proposal must be undergraduate or graduate students.

How is this practice effective in improving teaching culture?

The International Student Experience Fund (ISEF) main objective is to foster a learning environment on U of T's campuses that aligns with the University's global mission and profile.

Institution: University of Toronto

Contact: N/A

Resources: N/A

Levers: Lever 1, Lever 6

Early Career Teaching Award

Description: recognizes faculty members who are effective teachers and demonstrate an exceptional commitment to student learning, pedagogical engagement, and teaching innovation. Up to four awards of \$3,000 each will be offered annually.

How is this practice effective in improving teaching culture?

This award recognizes and promotes effective pedagogy.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.provost.utoronto.ca/awards-funding/university-of-toronto-early-career-teaching-award/>

Levers: Lever 6

University of Toronto Teaching Fellowships

Description: University of Toronto Teaching Fellowships provide faculty members in the Teaching Stream with an opportunity and resources to engage in a two-year pedagogical project of direct benefit to students in a defined area of institutional priority. Over the course of the two-year Fellowship, each Fellow will receive two half-course releases, \$10,000 to support graduate student Research Assistants, and an additional \$5,000 for professional development and further project support. A maximum of 5 Fellowships will be awarded every two years.

How is this practice effective in improving teaching culture?

Through its focus on supporting pedagogical innovation and scholarship through evidence-based practices and engagement with research on teaching and learning, the program promotes the emergence of educational leaders within the Teaching Stream. Expanding pedagogical leadership capacity is achieved through engaging in teaching-focused activities and discussions with colleagues from across the institution, and then sharing back what is learned through collaborations with the Centre for Teaching Support & Innovation, through institutional or divisional events, and with the Fellow's own unit.

Institution: University of Toronto

Contact: N/A

Resources: <https://www.provost.utoronto.ca/awards-funding/university-of-toronto-teaching-fellowships/>

Levers: Lever 5, Lever 6

President's Teaching Award

Description: Colleagues nominate those whose achievements are truly outstanding for this very special form of recognition by the University of Toronto. President's Teaching Award winners receive an annual professional development allowance of \$10,000 for five years. Recipients of a President's Teaching Award are also designated by the University as a member of the Teaching Academy for a minimum period of five years; those wishing to continue participation in the Academy after this term may elect to do so. Members of the Teaching Academy meet regularly as a body to discuss matters relevant to teaching in the University, offer advice to the Vice-President & Provost and the Director of the Centre for Teaching Support & Innovation (CTSI), assist in the assessment of teaching when required and function as advocates for excellence in teaching within and without the University. Members of the Teaching Academy have also been asked to participate in a range of University events, including addressing Convocation, delivering public lectures, participating in conferences and new faculty orientations, or facilitating teaching and learning workshops.

How is this practice effective in improving teaching culture?

President's Teaching Award recognizes sustained excellence in teaching, research in teaching, and the integration of teaching and research.

Institution: University of Toronto

Contact: ctsi.teaching@utoronto.ca

Resources: <https://www.provost.utoronto.ca/awards-funding/presidents-teaching-award/>

Levers: Lever 1, Lever 5, Lever 6