FROM PERCEPTION TO PRACTICE: A QUALITATIVE EXPLORATION INTO INSTITUTIONAL TEACHING CULTURE

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INTRODUCTION

• A strong institutional teaching culture can increase: student learning (Cox, McIntosh, Reason & Ternzini, 2011), student retention (Berger & Braxton, 1998), student engagement (Grayson & Grayson, 2003), and faculty motivation and behaviour (Feldman & Paulsen, 1999).

• With the need to measure institutional teaching culture, 11 educational researchers developed a set of Teaching Culture Perception Surveys based on the framework of Hénard and Roseveare (2012).

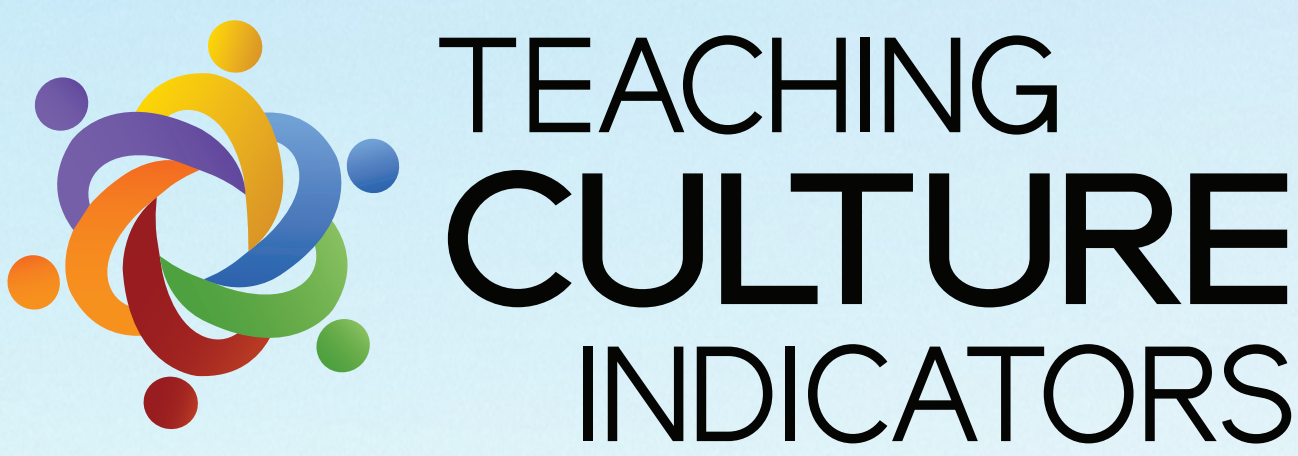• The surveys identify six levers needed for an effective teaching culture.

PURPOSE

• To qualitatively explore the factors of an effective teaching culture from the perceptions of staff members, faculty and students.

METHODOLOGY

• At 2 Canadian universities, staff, students and faculty were asked to answer an open-ended question as part of the Teaching Culture Perception Survey.

"What would indicate that teaching matters at an institution?"

• After completion of the survey, 4 focus groups were held with staff.

TEACHING CULTURE INDICATORS

SURVEY LEVERS

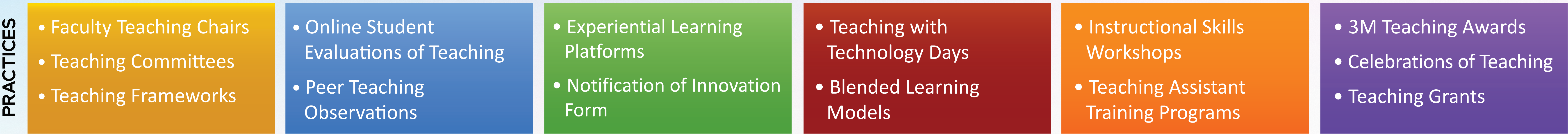| LEVERS					
Institutional, Strategic Initiatives & Practices Prioritize Effective Teaching	Assessment of Teaching Is Constructive & Flexible	Effective Teaching Is Implemented	Infrastructure Exists To Support Teaching	Broad Engagement Occurs Around Teaching	Effective Teaching Is Recognized & Rewarded
1	2	3	4	5	6

RESULTS

The barriers and indicators of an effective teaching culture were the two overarching themes that emerged from the surveys and focus groups. Their 6 subthemes aligned closely with the 6 levers from the Teaching Culture Perception Surveys.

BARRIERS					
Misalignment of Institutional Image	Lack of Comprehensive Student Evaluations of Teaching	Instructional Commitment	Inequitable Distribution of Resources & Support	Departmental Siloes	Prioritization of Research

QUOTES					
"Regardless of the senior admin, the focus is on their legacy and what they're leaving. They have a vision, and it may or may not coincide with what is actually happening on the ground."	"The feedback mechanisms need to be more comprehensive because professors and instructors are not going to go out on limbs,… unless there are ones of support and protection."	"The first word that came to my mind for this question, was fragmented, as well. I certainly see pockets of expertise and pockets of passion, but there doesn't seem to be a homogeneous, representation anywhere."	"There seems to be massive inconsistencies across the university in terms of how people are supported, how they understand their role, how they're equipped both when they come into the role and with resources provided to them to go forward."	"I think there should be places that students can get [professional development] independently of their department. In some cases departments, do a really good job in providing that support and I know in other departments, there's no support at all."	"If you want them to learn about improved teaching and improved methods, things like that, it needs to be valued here. If there's nothing in it for them, why are they going to do it? There's no carrot. There's no incentive. There's not recognition."

INDICATORS					
Administrative Support	Accessibility & Usability of Student Evaluations of Teaching	Diversified Learning Experience	Spaces that Inspire Learning	Professional Development	Reward & Recognition

DISCUSSION

To improve their own teaching culture, institutions can implement practices that align with the 6 indicators.

PRACTICES					
• Faculty Teaching Chairs • Teaching Committees • Teaching Frameworks	• Online Student Evaluations of Teaching • Peer Teaching Observations	• Experiential Learning Platforms • Notification of Innovation Form	• Teaching with Technology Days • Blended Learning Models	• Instructional Skills Workshops • Teaching Assistant Training Programs	• 3M Teaching Awards • Celebrations of Teaching • Teaching Grants