

## EDC Grant Final Report

**Date:** July 31, 2019

**Title of Project:**

Cultivating an Institutional Culture that Values Teaching: Collecting and Collating Effective Practices

**Principal Investigator:**

Dr. Jill Grose, Director, Centre for Pedagogical Innovation, Brock University, [jgrose@brocku.ca](mailto:jgrose@brocku.ca), 905-688-5550 ext. 4392

**Co-Investigators:**

Dr. Lori Goff, Educational Consultant, Centre for Leadership in Learning, McMaster University  
Dr. Ken Meadows, Educational Researcher, Teaching and Learning Services, Western University  
Dr. Debra Dawson, Director, The Centre for Research on Teaching and Learning in Higher Education, Western University,  
Dr. Donna Ellis, Director, Centre for Teaching Excellence, University of Waterloo  
Dr. Paola Borin, Curriculum Development Consultant, Ryerson University  
Dr. Joseph Beer, Director, Teaching and Learning, Wilfrid Laurier University  
Peter Wolf, Educational Consultant  
Lindsay Shaw, Research Assistant, Brock University

**Overview of the Project:**

In 2013, with a Productivity and Innovation Fund grant, a group of educational researchers across Canada developed a set of three Institutional Teaching Culture Perception surveys (ITCPS) to measure institutional teaching culture using six predetermined levers: strategic documents and initiatives prioritize effective teaching, assessment of teaching is constructive and flexible, effective teaching is implemented, infrastructure exists to support teaching, broad engagement occurs around teaching and effective teaching is recognized and rewarded. To accompany these surveys, the research team developed an online repository of effective practices, which include examples of successful projects and initiatives that contribute to an institutional culture that values teaching.

The purpose of the repository is threefold: (1) to be an accessible resource for practitioners, professional associations and academic administrators who need access to better information to make evidence-informed decisions; (2) to better understand what institutions across Canada are doing to improve teaching and learning and the culture within their institutions; (3) to facilitate a knowledge exchange and promote collaborations across multiple institutions.

**Findings:**

A total of 25 institutions across Canada submitted practices to the Effective Practices Repository. Of these practices, 24 aligned with Lever 1 (Institutional Strategic Documents and Initiatives Prioritize Effective Teaching), 9 aligned with Lever 2 (Assessment of Teaching is Constructive and Flexible), 52 aligned with Lever 3 (Effective Teaching is Implemented), 13 aligned with Lever 4 (Infrastructure Exists

to Support Teaching), 42 aligned with Lever 5 (Broad Engagement Occurs Around Teaching) and 35 aligned with Lever 6 (Effective Teaching is Recognized and Rewarded).

During the data collection phase, the research team presented at the 2019 University of Windsor Teaching and Learning Conference and the 2019 Society for Teaching and Learning in Higher Education conference. These presentations were used to disseminate preliminary practices, seek submissions for new practices and engage in thoughtful discussions regarding how the repository can better impact the work of educational developers, researchers, faculty and staff.

The research team is now exploring avenues for disseminating the repository more widely to national and international audiences through a peer-reviewed journal.

Shaw, L., Grose, J., Goff, L., Kustra, E., Ellis, D., Wolf, P., & Dawson, D. (2019, June). [\*Effective practices repository: An educator's guide to improving institutional teaching culture\*](#). STLHE 2019: Guiding the Journey: Learner, Teacher, Learner. Winnipeg, MB.

Shaw, L., Grose, J., & Kustra, E. (2019, May). [\*Exchanging Practices that Drive Cultural Change in Higher Education\*](#). 2019 University of Windsor Teaching and Learning Conference: Crucial Conversations in Teaching and Learning, University of Windsor, Windsor, ON.

**Budget Note:**

The full amount of the grant (\$2,950) was used for the salary costs for the main Research Assistant for the project.