

EDC GRANT APPLICATION

April 30, 2018

GRANT TITLE: Cultivating an institutional culture that values teaching: Collecting and collating promising practices

PRINCIPAL APPLICANT:

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MINI DESCRIPTION:

A research team comprised of nine Canadian Universities are creating an online repository of promising practices that can foster an institutional culture that values teaching. We collect examples and ideas that have been used at colleges and universities to prioritize, support, assess, recognize, and celebrate teaching, as identified in the [Teaching Culture Perception Survey](#).

FULL DESCRIPTION:

Purpose:

This project aims to develop an online repository collating best promising practices that contribute to developing an institutional culture that values teaching. This project stems from the extensive work by key stakeholders in the Educational Development Community in developing a survey of institutional teaching culture. The institutional Teaching Culture Perception Survey (TCPS) was created by in partnership with 9 Canadian universities and is funded by the Social Sciences and Humanities Council (SSHRC). It seeks to explore how instructors', staff members' and students' perceive teaching at their institutions. The survey consists of questions related to 6 categories or levers:

- Prioritization and support of teaching.
- Assessment of teaching.
- Approaches to teaching.
- Infrastructure for teaching.
- Engagement around teaching.
- Recognition of teaching.

The survey is currently going through a second round of pilot tests at a number of institutions (Brock, Windsor, Calgary and Ryerson) and the data are being aggregated and analyzed at Western University. Once the survey is finalized, it will be made available to institutions who wish to explore their own institutional teaching cultures, using the survey data to examine differences in perceptions amongst different demographic groups and to focus on potential areas of improvement. To assist with that process, the research team is compiling an accompanying guide or manual that will provide assistance with interpreting the results of the survey. **To that end, this repository will include a collection and collation of best practices or 'promising practices' that can be aligned to indicators within the 6 levers mentioned above. This grant application is to request funding to assist with the collection and collation of those institutional practices.**

Background to project:

In 2013, the Ontario Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges, and Universities) allocated a Productivity and Innovation Fund grant to a team of eight Ontario universities: University of Windsor, Western University, McMaster University, University of Waterloo, University of Guelph, Ryerson University, Wilfrid Laurier University, and Brock University. Queen's University also participated in this initial survey design and piloting. Having received a SSHRC Insight Development Grant in 2016, the team, with the addition of the University of

Calgary, continues to collaboratively explore ways of assessing and enhancing teaching culture of higher education.

Rationale:

Educational developers work hard every day to support and enhance quality teaching and to contribute to the institutional culture with respect to teaching. Those who work in post secondary education have opinions or perceptions about whether teaching is valued or supported and yet these perceptions may not reflect the current reality of the institution and may differ between instructors, students or staff. Moreover, these perceptions may change over time. Examining culture - and then providing examples of successful programs or projects - can equip the EDC community with the data needed to bring about meaningful change.

A post-secondary institution's culture consists of its embedded patterns, behaviours, shared values, beliefs, and ideologies (Cox et al., 2011; Kustra et al., 2014), as well as numerous micro-cultures (Mårtensson & Roxå, 2016). There is a significant relationship between institutional culture and teaching (Stein, 1997). In an effective institutional teaching culture, the importance of teaching is recognized, teaching is constructively assessed, various stakeholders and resources are engaged, and teacher development is supported (Hénard & Roseveare, 2012; Paulsen & Feldman, 1995). For example, an institution's teaching culture might involve a shared campus commitment to teaching excellence (Bergquist & Pawlak, 2008). Whether, and how, an institution values teaching can impact critical outcomes such as student learning (Cox et al., 2011), engagement (Grayson & Grayson, 2003), and retention (Berger & Braxton, 1998), as well as faculty motivation and behaviour (Feldman & Paulsen, 1999).

Since the inception of this project, the 9 collaborating institutions have shared and explored effective practices for promoting a quality teaching culture across the six levers or categories. In identifying our questions we have surfaced a number of examples from our own institutions that speak to how change can be effected. We have identified a number of cases within our own institutional contexts but more national and international examples from the EDC community are needed. To do that, we propose to hire a research assistant who can a) conduct an environmental scan of websites of post secondary institutions to find public examples that align with our survey indicators and b) elicit examples or case studies from the EDC community through the listserv to be used as exemplars. We aim to be as diverse and inclusive as possible, looking to cite both college and university examples from across the country. We will also include a limited number of examples from our international colleagues. We plan to seek REB approval for the project: although we are seeking publicly available information on websites and listservs, having REB approval will ensure that we can disseminate the examples in conference presentations, reports and on our web site.

Outcomes/Deliverables:

We will develop an intentional and structured outreach plan to help disseminate our work and raise awareness of the importance of enhancing an institution's teaching culture.

We will invite colleagues, through various listservs, to point us to published or web-linked information about any relevant promising practices that exist at their institutions.

We will create an extensive online **Repository of Promising Practices** that enhance a teaching culture. As an online resource, the tool will be accessible to all audiences, but is expected to particularly benefit practitioners and professional associations supporting teaching and learning, as well as academic administrators in postsecondary institutions who need access to better information to make evidence-informed decisions.

Timelines:

May 2018: submit proposal for REB approval

June - August 2018: Hire Project Manager; finalize outreach plan, send out invitations through listservs, collect examples, review websites (30 hours)

September - December 2018: prepare and edit case descriptions (30 hours)

January - April 2019: solicit feedback, create and populate the online repository (38 hours)

Benefit to EDC:

This project is of direct benefit to EDC in that it represents a collaboration of multiple institutions dedicated to facilitating change in teaching and learning within our organizations. We hope other institutions will adopt the survey to examine their own cultures; at the very least the EDC community will have the opportunity to contribute to and access the repository of effective practices to inform their own work in teaching and learning development. This project will also extend our research networks and research collaborations by providing an opportunity to integrate interested colleagues from the colleges, and additional university collaborators from Quebec, US, and Australia.

BUDGET:

	Hourly rate / costs	Hours	Total
Project Manager: One recent Masters graduate	\$26.40/hr (\$30.10/hr with fringe costs) * Recommended rate for employees with a Masters degree completed	98	\$2949.80

AGREEMENTS:

I agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

I acknowledge that I will submit an interim report and a final deliverable.