

CTL REVIEW – DRAFT REPORT

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I. EXECUTIVE SUMMARY

Context and overview of the review process

In July of 2017, the University of Regina's Centre for Teaching and Learning (CTL) was placed on hiatus and a review process was initiated to determine how the Centre could be reimagined in order to better serve the needs of our institution. Dr. Alec Couros was tasked with leading this review process, which began in the fall of 2017.

The review process included a number of different components, including: the development and facilitation of a survey to determine faculty and staff needs and perceptions of the CTL; consultations with faculties, academic units, and selected non-academic units; site visits to several CTLs across Canada; and a review of the literature related to the Scholarship of Teaching and Learning (SoTL) and to best practices/trends in higher education pedagogy.

Findings

The findings from the consultations and other elements of the review process were organized into five major themes, as follows:

- Theme 1: A need for increased emphasis on teaching and learning as a central function of the institution (that is, a need to put into place a variety of initiatives that clearly signal the importance of teaching and learning at the University of Regina)
- Theme 2: A need to reshape the functional identity of the CTL (that is, a need to broaden and reframe the identity of the CTL to ensure that it is seen as a place that supports a wide-range of teaching and learning activities, at multiple levels of competency and in multiple settings)
- Theme 3: A need for clear integration of and access to supports for teaching and learning (that is, a need to integrate and consolidate existing supports for teaching and learning in order to facilitate the use of these services)
- Theme 4: The importance of supporting teaching and learning at the individual, programmatic, and institutional levels (that is, a need to ensure supports for teaching and learning that go beyond individual pedagogical competencies and include larger systemic initiatives)

- Theme 5: A need for increased student input regarding quality teaching and learning (that is, a need to develop mechanisms - beyond student evaluations of teaching - in order to elicit and utilize student feedback in ways that will support the improvement of university teaching)

Recommendations

In light of the findings of the review process, a series of 15 recommendations, grouped into four key areas, were made.

Area 1: Institutional conditions necessary for a successful CTL

- Recommendation 1: The creation of a comprehensive framework for teaching and learning at our institution
- Recommendation 2: Elevation of the status of teaching and learning in the university's executive structure

Area 2: Structure and function of the CTL

- Recommendation 3: Re-establishment of a director's position to lead the CTL
- Recommendation 4: Creation of appropriate support positions for CTL programming
- Recommendation 5: Transformation of the President's Teaching and Learning Scholars program
- Recommendation 6: Selection/development of a new, high-profile location for the CTL
- Recommendation 7: Coordination, integration, and cooperation of the CTL with existing units

Area 3: Programming and activities of the re-imagined CTL

- Recommendation 8: Determination of key areas of focus of the CTL
- Recommendation 9: Continuation and improvement of existing successful programming
- Recommendation 10: Development of accessible options for supporting teaching and learning

Area 4: Other areas of consideration

- Recommendation 11: Nurturing of an SoTL community of practice
- Recommendation 12: Establishment of research-based practices and assessment of CTL program outcomes
- Recommendation 13: Establishment of a communications, marketing, and dissemination strategy
- Recommendation 14: Re-establishment and further development of teaching awards/recognition

- Recommendation 15: Exploration of options for revenue generation

In addition to these fifteen recommendations, a suggested budget and timeline were drafted and included in the report.

II. INTRODUCTION

In early 2017, the University of Regina's Associate Vice-President (Academic & Research) circulated a proposal to establish a new Centre for Teaching and Learning Innovation (found in Appendix A) that was to replace the Centre for Teaching and Learning (CTL). However, after a brief consultation, it was determined that the CTL would instead be placed on a temporary hiatus in order to allow for a thorough review process. It should be noted that such reviews are common; it is typical for university structures similar to the CTL to undergo periodic renewal. In this case, the decision to renew the Centre was made primarily in response to a perception that the CTL was no longer operating effectively or fulfilling its (minimally defined) mandate, as was suggested by perceived low participant numbers in Centre-sponsored programs and events. Indeed, many of those surveyed and consulted shared their concerns regarding the CTL's effectiveness; additionally, these concerns were compounded by the occasional perception that teaching and learning are sometimes undervalued at this institution. For instance, over the years, the CTL's presence and purview at the University has been significantly reduced; notably, the leadership position was reduced from a director position to a faculty associate.

In light of the aforementioned context, Dr. Alec Couros was tasked with leading a CTL review/reimagining process in September of 2017. The overarching goals of this process were as follows: to conduct a thorough review of the current status of the CTL as well as of faculty and staff perceptions of the Centre; to determine and provide guidance relating to the external factors necessary to ensure a successful revised CTL (including a broad review of the status of teaching and learning at the University of Regina and beyond); and to provide guidance for the restructuring and reinvestment of the CTL.

Specific steps in the reimagining process included the following:

- The creation of steering committee (Larena Hoeber - Interim AVP - Academic & Research; Dena McMartin - former AVP - Academic & Research; Andrea Sterzuk - Dean, Faculty of Education; and Brett Waytuck - University Librarian) as well as an ad hoc advisory committee (Kathryn Ricketts - Assistant Professor, Faculty of Education; and Katia

Hildebrandt - Sessional instructor and PhD candidate, Faculty of Education) to support the research and provide feedback on the report.

- The development and facilitation of a survey to gather data into perceptions of the CTL
- Consultation with all faculties and academic units through faculty council or academic meetings
- Consultation with the Centre for Continuing Education, Library, and Information Services to determine strategies for the integration of services
- The identification and scheduling of key site visits at other CTLs across Canada
- The creation of a draft document [i.e., this document] outlining a renewed vision for the CTL and a pathway to achieving this vision

It should also be noted that while the CTL was officially on hiatus during the 2017-2018 academic year, there was still a continued commitment to offering some signature programming. These programs included Teaching Development Days (required for teaching assistants), The University of Regina Teaching Certificate Program (for faculty and graduate students), as well as continued facilitation of key professional development opportunities through the CTL. These events, especially the latter workshops, also acted as a venue for informal feedback for the future of the CTL as the attendees were some of the most committed advocates for the continuance of the Centre.

III. REVIEW PROCESS

The review process included various forms of consultation. Below, these forms of consultation are described, and an overview of the major themes emerging from the consultations is provided.

Survey

The first stage of the consultations involved the facilitation of a web survey (via Qualtrics) designed to gather feedback from faculty and staff. The survey was short in length and made up of simple, straightforward questions; this was intentional to stimulate a greater response rate (see: [Liu & Wronski, 2017](#)). The survey questions may be found in Appendix C. The survey was approved by the Survey Management Committee on November 15th, 2017 and was subsequently launched on November 20th.

The survey was designed to gather data in four major areas. These areas included respondents' previous experience and/or knowledge of the CTL, perceptions of the CTL structure and/or offerings, suggestions for the revisioning of the CTL, and more generally, suggestions for building a more vibrant culture of teaching and learning at the University of Regina. In addition to these questions, there was an open invitation for continued formal or non-formal conversations on these topics via email, discussions over coffee, meetings with small groups, etc.

Throughout the course of the consultation, invitations to complete the survey were sent numerous times over email. As well, reminders were provided at faculty councils and other academic meetings. As of April 29, 2018, the survey had recorded approximately 150 responses.

Faculty/academic unit consultations

In addition to the survey, consultations were scheduled with all faculties and academic units. Dr. Couros led these consultations, which included: providing an overview of the reimaging process; inviting feedback via the survey, one-on-one, or in a small group; and engaging with any questions or concerns raised by those present.

Site visits to other university teaching and learning centres

Another element of the consultation process included site visits to several CTLs (or similar entities) at other universities across Canada. These visits included: Carleton University's Educational Development Centre, the University of Ottawa's Teaching and Learning Support Service, the University of Saskatchewan's Gwenna Moss Centre for Teaching and Learning, Thompson Rivers University's Centre for Excellence in Learning and Teaching [via web conferencing], and Simon Fraser University's Teaching and Learning Centre [via web conferencing].

Beyond these visitations/consultations, impromptu opportunities arose while in the US to meet with the leadership of two other university academic centres. This included meeting with members of the leadership team of the Centre for Educational Innovation at the University of Minnesota as well as the Director of the Schreyer Institute of Teaching Excellence at Penn State.

Other sources of data

Various other sources of data were collected and analyzed as part of the consultation process, including: a review of recent trends in higher education, the emerging field of the Scholarship of Teaching and Learning (SoTL), and major pedagogical trends in higher education (See Appendix B); a review of the key features and functions of CTLs (or similar) at a number of universities across Canada; and a review of the various academic structures (including types and numbers of academic or teaching-focused VPs/AVPs) at universities across the country.

IV. OVERVIEW OF RESULTS OF THE CONSULTATION AND REVIEW PROCESS

Data emerging from survey and consultations

Some key findings include the following:

- Survey respondents indicated a high level of familiarity with the CTL: over 80% noted that they were moderately to extremely familiar with the Centre and Centre activities (of course, this may simply indicate that those who were familiar with the CTL were more likely to complete the survey, but it is important to note that a significant majority of respondents had experience with the pre-hiatus Centre).
- Similarly, about 80% of respondents reported having visited, consulted with, or attended events sponsored by the CTL at some point in their tenure at the University of Regina.
- Of those respondents who had never visited the CTL (n=22), the primary reasons given included the perception that programming was not relevant to respondents' needs, a belief that the respondents did not need support in the area of teaching, and a lack of awareness of what was offered.
- Of those respondents who had visited or consulted with the CTL in the past three years, 76% noted that they had done so one or more times per year, and 71% reported being moderately to extremely satisfied with their experiences.

Additionally, respondents to the survey and to other opportunities for consultation identified a number of strengths of the pre-hiatus CTL, including the following that were mentioned on multiple occasions:

- Workshops that addressed a diverse array of topics;
- Opportunities for network building with a core group of peers committed to improving their teaching practice;
- Exposure to a wide range of experiences and techniques that can be brought into various teaching settings; and
- The potential for the CTL to become a central hub to support various forms of teaching development.

Finally, those surveyed and consulted identified a number of areas of need that were perceived to be lacking in the existing mandate and programming of the CTL. Common themes emerging from the results included the following:

- More accessible workshop offerings, including: face to face, blended, and fully online options for participation; offerings at various times throughout the day, including evenings; and increased opportunities to participate in workshops over the summer months;
- Clearer communication and more frequent advertising related to what is being offered and when;
- Advanced scheduling of workshops and opportunities to reduce calendar conflicts;
- Provision of workshops designed for the multiple levels of participant competencies, from those geared to new faculty and graduate students to those targeting specific and more advanced skills and practices,
- A shift toward workshops that focus on pedagogy instead of tools or gadgets
- The need for the CTL to act as a “one-stop shop” for teaching and learning, including assistance with institutionally supported tools (e.g., Zoom, URCourses, TurnItIn, etc.), pedagogical support (from basic to advanced), specialized support for emerging areas of pedagogy (indigenizing courses and programs, teaching for greater student diversity, etc.), support for designing blended and online courses, and other emergent areas of need
- The transformation of the CTL into a vibrant hub where faculty and staff can gather to learn, collaborate, and innovate, either in a centralized space or during sessions and consultations in the various faculties and units;
- The need to profile teaching and learning across the institution, as well as improving the celebration of teaching excellence through a renewed focus on awards and grants, but also, a renewed focus on the role of teaching and learning in the tenure and promotion process;
- Increased connection to student classroom experiences, including soliciting student feedback on teaching and learning (separate from faculty-administered student evaluations of teaching);
- Creating a culture of teaching and learning that extends beyond the creation and delivery of courses and into a better recognition of the central importance of teaching and learning in all aspects of the institution;

- Creating a stronger culture of research in the area of teaching and learning (more specifically, the Scholarship of Teaching and Learning (SoTL)).

Major themes emerging from the review and consultation process

Theme 1: A need for increased emphasis on teaching and learning as a central function of the institution

Perhaps the most important theme to arise in the course of this review is the need to raise the (perceived) status of teaching and learning at the University of Regina and to build the recognition that teaching and learning is central to all that we do in this institution. This theme was echoed throughout the consultations; moreover, the increasingly urgent need to (re)centre good teaching in institutions of higher education is made clear in the relevant literature (see Appendix B). Of course, it should be noted that the shift away from teaching as a priority is not unique to the University of Regina: an OECD report from 2010 notes, “Emphasis on research performance – for both institutions and individual academics – has traditionally overshadowed teaching and learning for students in many countries” ([Hénard & Roseveare, 2012, p. 13](#)). In light of this, the report continues, it is critical that institutions “set quality teaching as a strategic objective for the institution to signal the institution’s commitment to fostering continuous improvement in teaching” ([Hénard & Roseveare, 2012, p. 14](#)).

It should also be noted that while we might *assume* that teaching is valued in a university setting, that belief is not necessarily borne out in institutional documents and policies. For instance, the University of Regina’s 2015-2020 Strategic Plan does not name teaching as one of the three major pillars (instead focusing on student success), but research impact *is* given a central role in the same document. Additionally, while the document contains 69 mentions of the term “research,” there are 11 mentions of the term “teaching,” 24 of “learning,” and one of “instruction.” While these might seem like trivial concerns, the compounded result of such seemingly minor signals can have a significant impact on overall perceptions, as is evidenced by the results of the consultation process.

This theme speaks to the importance of creating a comprehensive vision for teaching and learning at the University of Regina¹ that also takes into account faculty, department, or discipline-specific orientations to pedagogy. Additionally, the realization of this theme may involve a number of individual strategies that collectively signal the importance of teaching and learning in a variety of different ways, such as the establishment of a high-profile academic position (e.g., AVP Teaching & Learning) which will serve as a champion of scholarly teaching and teaching excellence, the re-establishment of a director's position to head a renewed Centre for Teaching and Learning, the promotion of quality teaching and learning through increased incentives, awards, and recognition, and the physical re-positioning of a renovated Centre for Teaching and Learning to a highly-visible, easy-to-access location that signifies its importance to the institution. It was also noted by a great number of respondents that for quality teaching to be fully recognized, it must be given additional clarity and emphasis in faculty criteria documents, it must be strongly endorsed by Deans and Associate Deans, and thus, it must be evident in the important work done by tenure and promotion committees.

Theme 2: A need to reshape the functional identity of the CTL

Concomitant to this first theme is the need to reshape the identity of the CTL regarding its purpose within the institution. Throughout the consultation process, several prominent misconceptions emerged; these beliefs seemed to also be present around similar centres at other universities.

For instance, there is a lingering perception (to some) of the CTL as a remedial support, an issue that was made clear when one respondent noted that they had been told that the CTL was the place where “bad teachers” go. Along with this, there is a belief that the CTL is focused only on tech tools or other technology-enhanced learning (partly in reference to the Centre's previous close association with the now defunct Centre for Academic Technologies) and is therefore not relevant to faculty who take on more “traditional” approaches to classroom instruction or who are interesting in bettering their teaching in ways other than through the use of technology. A related narrative seemed to be that faculty who teach large classes or who use traditional assessment instruments

¹ A University of Regina Strategic Plan for Teaching and Learning was drafted in 2013, but was not strongly endorsed or widely profiled.

(e.g., multiple choice) would not be benefited by the perceived “progressive, student-centred” programming of the CTL.

In light of these persistent misconceptions, it is important that we work toward reframing the CTL’s identity so that the centre becomes recognized as a place that supports teaching and learning of many kinds and in many settings. For instance, a more successful Centre would support instruction of multiple types of courses (e.g., traditional face-to-face, blended, online synchronous, online asynchronous, etc.), instructional methods (e.g., direct instruction, constructivist, student-centred, peer-supported, etc.), and assessment styles (e.g., multiple choice tests, essays, multimedia projects, etc.). Additionally, the Centre should offer support for teaching that occurs in less conventional learning spaces, carried out by individuals who might not be traditionally considered teachers. For instance, during consultations with a group of student advisors, it was explained that many of their daily interactions with students and the community require significant components of what would be considered “teaching” (e.g., providing instruction around time management, orientation to registration systems, preparation of and presentation of recruitment and marketing materials, etc.). Also, given the significant percentage of non-faculty attendees (for instance, instructional designers, administrators, support staff, grad students, etc.), who signed up for this year’s CTL sessions (approximately 50%), it is clear that teaching faculty should not necessarily be the sole focus of a renewed CTL and that it would be advisable to consider the university as a learning organization (Senge, 1990) and to provide suitable professional development and other supports accordingly.

This theme presents an important challenge moving forward, as the reimagined CTL could play a major role in the transformation of our university into one that is more strategically focused on teaching and learning. Thus, it is important that we ensure that we move away from the currently specialized and isolated mandate of the CTL and move towards a much broader vision of the CTL as a support for teaching and learning in the broadest sense.

Theme 3: A need for clear integration of and access to supports for teaching and learning

A third theme that emerged repeatedly in the consultation process is the need to better integrate, consolidate, and communicate the various supports and learning opportunities available at our institution. At present, various supports related to teaching and learning are offered through the

CTL, Flexible Learning/Centre for Continuing Education (URCourses & instructional design support), Information Services (Technology Learning Centre), the Student Success Centre, and the Archer Library. While each of these units serves a crucial and distinct role within the institution, some overlap seems to exist in both programming and perception, making it difficult for faculty and staff to ascertain where to turn in when in need of assistance.

Theme 4: The importance of supporting teaching and learning at the individual, programmatic, and institutional levels

Prior to its hiatus, it was perceived that the CTL's programming was often reactive instead of proactive in terms of addressing larger pedagogical trends or innovative new methods. Additionally, due to limited scope and staffing/budgetary constraints, the Centre could not adequately analyze and address the diversity of instructional needs across the institution. Understandably, without dedicated educational developers or a strong focus on educational research as a mandate, programming at the Centre was often dependent on individuals' areas of expertise and interest and included "one-off" workshops and sessions. Thus, the CTL's focus was on the improvement of individuals' pedagogical practices; even the University Teaching Certificate programme, which offers more sustained supports for teaching, is designed to bring about change at an individual level. However, research indicates that in order to bring about sustained pedagogical change, any effort to improve teaching and learning must occur at multiple levels within the institution. The 2012 OECD report (referenced earlier), for instance, clearly states:

“Support for quality teaching takes place at three inter-dependent levels:

- At the institution-wide level: including projects such as policy design, and support to organisation and internal quality assurance systems.
- Programme level: comprising actions to measure and enhance the design, content and delivery of the programmes within a department or a school.
- Individual level: including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus.

These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution” ([Hénard & Roseveare, 2012, p. 7](#)).

Consequently, the fourth theme emerging from this review is the need for the CTL to act as a support for teaching and learning at the institutional, programme, and individual levels.

Additionally, the OECD report makes clear the need to concentrate efforts at the programmatic level. Consultation with the University of Saskatchewan's Gwenna Moss Centre for Teaching and Learning revealed that their shift to work more programmatically, to work with and in colleges and departments, has been one of their most effective strategies for the Centre's success.

Theme 5: A need for increased student input regarding quality teaching and learning

A final major theme that emerged from the consultations is the need to re-invite student input in discussions of quality teaching and learning. In past years, direct student input seems to have been mostly absent from the CTL's activities (beyond student representation on the Teaching and Learning Advisory Group), and it will be important for the re-imagined CTL to consider how student feedback might be built into the feedback loop and into SoTL-related research in order to better inform pedagogical practices.

It should be noted that the University of Regina Strategic Plan for Teaching and Learning (2013) included the statement, "Students' engagement and satisfaction with their learning experience will be a significant priority" ([2013, p. 1](#)). This statement, while well-intentioned, became contentious for a number of reasons. For instance, there were concerns that student engagement and satisfaction are not reliable indicators of "good" teaching; indeed, the argument can be made that learning requires time and energy and is therefore potentially more difficult than "satisfying." As well, some of the indicators of student engagement mentioned in the Strategic Plan (such as the requirement for students to be "visibly engaged") were critiqued as being biased and culturally specific. This debate is not unique to our institution. More generally, there has been concern over the reliability and fairness of student evaluations of teaching; indeed, research indicates that such evaluations are poor measures of teaching effectiveness and are significantly biased against female instructors (see [Boring, Ottoboni, & Stark, 2016](#)).

The 2012 OECD report also echoes these concerns and offers more substantive mechanisms for soliciting and incorporating student feedback on "good" teaching, including "involv[ing] students in developing the teaching and learning framework and ensur[ing] that it incorporates what quality

teaching means for them,” “establish[ing] an internal forum open to all students to share and discuss the teaching and learning strategies,” and “promot[ing] a culture of ongoing dialogue between teachers and students in collaboration for improving quality teaching and learning” ([Hénard & Roseveare, 2012, p. 22](#)).

V. CONSIDERATIONS & RECOMMENDATIONS

Institutional conditions necessary for a successful CTL

Before getting to the structure of the CTL itself, it is important to consider the institutional conditions that should be present in order to ensure the success of the CTL going forward. The 2012 report from the OECD, *Fostering quality teaching in higher education: Policies and practices*, provides an excellent overview of the larger structures that are needed to support “good” teaching at the university level. Some key factors mentioned in the report include:

- The need for “long-term, non-linear efforts and . . . a permanent institutional commitment from the top-leadership of the institution;”
- “Teaching policies [that are] designed consistently at institutional, programme and individual levels;” and
- The “inter-linking the various types and levels of support so that collaboration and its likely impacts on the teaching and learning are enhanced among leaders, teachers, students, staff and other stakeholders” ([Hénard & Roseveare, 2012, p. 10](#)).

Additionally, the report calls for the following four conditions to be in place in any effort to improve teaching across the institution:

- “A teaching and learning framework is set and understood by the community,
- “Resources, time and provisions are provided consistently,
- “Leadership is a driver for change and is clearly identified at all levels
- “Synergy of policies is sought as it serves teaching and learning improvement” ([Hénard & Roseveare, 2012, p. 10-11](#))

Taking this information into consideration, alongside the results of the review and consultation, the following specific conditions are recommended for implementation to create a solid foundation for the success of the CTL.

Recommendation 1: The creation of a comprehensive framework for teaching and learning at our institution

A key first step in addressing Theme 1 (the need for increased emphasis on teaching and learning as the central function of the institution) is the creation of a comprehensive framework that outlines a

vision for teaching and learning at the University of Regina. The 2012 OECD report states that such a framework should “reflect the mission, values and specialties of the institution and define the objectives of teaching and the expected learning outcomes for students” ([Hénard & Roseveare, 2012, p. 14](#)).

When constructing a framework for teaching and learning, it is important to be mindful of a few key points:

- It is important to remember that, as is stated in the OECD report, such a framework should define shared *values*, rather than specific practices;
- As noted in Theme 1 above, an institutional framework must take into account faculty, department, or discipline-specific orientations to pedagogy;
- The creation of the framework should include input from a number of key stakeholder groups, including, as noted in Theme 5, consultation with students; and
- The framework should include not only shared values but also the supports and tools necessary to ensure the success of the initiatives.

Many institutions have already adopted similar frameworks; three examples of existing frameworks are found below:

- [Carleton University’s Teaching and Learning Framework](#) (see especially the visual representation of the framework found on page 5)
- [University of Calgary’s Integrated Framework for Teaching and Learning](#) (note the detailed list of goals and actions found on pages 7-12)
- [Memorial University’s Comprehensive Framework for Teaching and Learning](#) (see in particular the description of the process of framework creation found on pages 1-5)

Recommendation 2: Elevation of the status of teaching and learning in the university’s executive structure

As described in Theme 1, there is a perceived need throughout the institution to place more emphasis on the value of teaching and learning. Throughout the review and consultation process, it became evident that this perception stemmed less from what *is* being said and more from what *is not* being said about the importance of teaching. For instance, a number of respondents felt that

university administrators often discuss the importance of research at our university but less frequently speak to the importance of teaching, that achievements in teaching and learning are not always adequately (in the respondents' view) celebrated by the administration, and that (in some cases) teaching is not appropriately emphasized in personal circumstances of tenure and promotion. Additionally, it was noted on multiple occasions that the CTL's current hiatus and lack of director sent a (perceived) strong message that teaching and learning were not valued at our institution. Given these perceptions, it was suggested by several respondents that an important step in elevating the status of teaching and learning should involve a change in the university's executive structure.

At this juncture, it should also be acknowledged that the university recently reestablished the AVP Academic position that had temporarily been coupled as an AVP Academic and Research position. However, while this may indicate a desire to reaffirm the importance of teaching and learning at our institution, it is important to note that many universities have gone a step further through the establishment of positions that are explicitly dedicated to this area. For instance, numerous institutions across Canada have introduced the position of Associate Vice-President (AVP), Teaching and Learning, including York University, Simon Fraser University, Carleton University, Mount Royal University, McMaster University, Wilfrid Laurier University, and University of Ottawa; similarly, institutions such as the University of Calgary, the University of Windsor, and Concordia University have established the role of Vice-Provost, Teaching and Learning, and the University of Saskatchewan has introduced the position of Vice-Provost, Teaching, Learning, and Student Experience.

It is reasonable to assume that such changes to the executive structure of institutions are increasingly being made in response to the same perceptions described above, and that these changes send a clear message demonstrating a renewed commitment to teaching and learning. As such, the establishment of a position such as AVP, Teaching and Learning is strongly recommended as part of the establishment of the conditions needed for a successful CTL.

Given that the AVP, Academic and Research position has recently been split into the AVP, Research and AVP, Academic, one possible course of action would be to transform the AVP, Academic position into an AVP, Teaching and Learning position. This would eliminate the need to

create an additional out-of-scope position. However, this reconfigured position would need to carry explicit responsibilities around supporting and championing teaching and learning across the institution.

In support of this recommendation, it may be useful to consider the portfolios assigned to this position at other institutions; for instance, [Carleton University's Teaching and Learning Framework](#) provides an excellent overview of the role of the AVP, Teaching and Learning (page 6), as well as a diagram indicating the structure of the units that fall under the purview of this position (page 8).

Structure and function of the CTL

The following recommendations pertain to the leadership, organizational structure, and primary functions of the CTL. As with Recommendations 1 and 2, these recommendations are based on the results of the consultation and review process.

Recommendation 3: Re-establishment of a director's position to lead the CTL

Another recommendation for addressing Theme 1 above is the re-establishment of a director as leader of the CTL. It should be noted that prior to 2014, the Centre for Academic Technology and the Teaching Development Centre (which eventually merged and became the CTL) were both led by directors; the faculty-associate position, created in 2014, reduced the autonomy of the Centre and the authority of its leader, and this (as reported by respondents) in turn lowered the status of the Centre in the eyes of many individuals in the university community. Thus, the re-establishment of the director role would be a positive step for both practical reasons (in order to facilitate decision making as well as to emphasize the leader's authority and the Centre's autonomy) and as a mechanism for signaling the renewed importance of teaching and learning at the University of Regina.

It should be noted that it is quite unusual to have a centre run by a faculty-associate; in fact, the University of Regina's CTL appears to be the only instance of this leadership structure in a Canadian institution. The vast majority of CTLs (or similar units) are led by a director; a few (including Bishop's University and St. Francis Xavier) are led by Chairs, while a handful of others (including the University of Winnipeg and Lakehead University) are under the direct purview of the

Provost or Vice-President. In the context of our institution, the term “faculty-associate” has essentially meant that the position is taken on *in addition* to the faculty member’s regular duties rather than being the primary focus.

As well, while the ultimate decisions regarding the desired qualities of the CTL’s director should be made by the AVP, Teaching and Learning in conjunction with the appropriate hiring committee, there are a few key attributes shared by directors of other CTLs (or similar units). These include:

- A background in educational development
- The ability to build relationships with faculties and other units as well as to identify potential leaders throughout the institution
- Established connections to the SoTL community
- A strong reputation as a scholar of teaching and learning
- Management experience (though depending on the institutional framework and support structure, this may be considered a secondary attribute)

With reference to the aforementioned scholarly reputation, it should be noted that in some institutions, CTLs (or similar) are led by 3M Scholars (including, for instance, the AVP, Teaching and Learning at the University of Ottawa and the Chair of the CTL at Bishop’s University). While this need not be a requirement, an academic leader with a record of teaching excellence and a strong connection to scholarly teaching communities would be a great asset to the renewed Centre.

Recommendation 4: Creation of appropriate support positions for CTL programming

While the personnel assigned to the CTL will ultimately be determined by funding and other considerations, it is recommended that the centre be staffed (at minimum) by two educational developers. These positions would be critical as they would be responsible for running and planning the majority of workshops, as well as working with faculties in various capacities, including:

- Providing consultation on key initiatives such as program renewal by giving input into content and program development;
- Offering discipline-specific pedagogical supports and innovative practices; and
- (In consultation with the Office of Indigenization), supporting Indigenization at the programme level.

Additionally, it is recommended that the Centre employ one administrative support person. The person in this role would assume responsibility for the majority of accounting, scheduling, marketing, and communications requirements for the Centre.

Recommendation 5: Transformation of the President's Teaching and Learning Scholars program

In addition to the positions listed above, it is recommended that the existing President's Teaching and Learning Scholars Program be revised to improve the prestige, scholarship, and impact of the current PTLIS initiative. Specifically, it is recommended that the CTL introduce a program similar to the one currently in place at the University of Ottawa, found [here](#).

In brief, this program involves the creation of several three-year appointments, in which faculty members serve as teaching scholars who provide educational leadership and undertake research into teaching and learning at the university level. The appointments include a \$20,000/year research fund as well as an assistanceship of 130 hours per year. The University of Ottawa's program funds three scholars, who are appointed on a rotating basis such that in the first year there is one scholar, in the second, two scholars, and then three scholars in the third and subsequent years. According to the [site](#), these three chairholders "will join the Research Unit for the Advancement of the Scholarship of Teaching and Learning (ASoTL) housed within the Teaching and Learning Support Service (TLSS) and work collaboratively with fellow Chairs to play an active role in the promotion of teaching excellence and the enhancement of student learning in all sectors of the University community." Additionally, chairholders will "serve as keynote speaker at TLSS and University of Ottawa events which may include: the New Professor Orientation Program, the annual Perspective Symposium, and TLSS lecture events . . . [and] will disseminate the results of their scholarly work (via conference presentations, articles, and the TLSS website) and give a public presentation in the final year of their program." As the University of Ottawa program demonstrates, this scholar program helps to facilitate numerous positive outcomes, including raising the profile of teaching and learning at the institution through highly visible activities and engagements.

Recommendation 6: Selection/development of a new, high-profile location for the CTL

As was noted in Theme 1 above, one of the mechanisms for signalling the importance of teaching and learning in our institution involves the physical placement of the CTL within the university.

Obviously space is at a premium in our institution, and thus this recommendation may be difficult to achieve, but the results of the consultation underscore the importance of locating the centre in a high-visibility, high-traffic area. Throughout the consultation process, one of the repeated critiques of the CTL was that its location, on the sixth floor of the Archer Library, was “hidden away” and that this created perceived barriers with respect to participation in CTL activities as well as limiting the number of spontaneous visits to the Centre. In contrast, we might consider the example of the University of Saskatchewan’s Gwenna Moss Centre for Teaching and Learning, which is located on the first floor directly across from the main library and next to one of the busiest building on campus. To add to the centre’s visibility, the walls surrounding the space are adorned with large photos of recent and historical winners of teaching and research awards.

Considerations of the CTL’s location and visibility must also include its online presence. The existing website is out of date and provides little information about the centre. Additionally, there is a need for a strategic online presence on social media, as is further discussed in Recommendation 13 below.

Finally, the selection of the new location for the CTL will be dependent on the ultimate functions and activities taken up by the centre, but any determination should take into account the need for office space and areas for workshops, as well as the potential for specialized teaching spaces that can be used by instructors. As well, depending on the choices made around the integration of the various supports for teaching and learning (Recommendation 7), space may be needed for a consolidated support centre.

Recommendation 7: Coordination, integration, and cooperation of the CTL with existing units

As noted in Theme 3, there are presently a variety of supports for teaching and learning offered through a number of different units and programs, including Flexible Learning (URCourses & instructional design support), Information Services (Technology Learning Centre), the Student Success Centre, and the Archer Library. Unfortunately, given the various different entities, it can be challenging for instructors to determine *where* to seek out supports. Consequently, a number of respondents in the consultation process suggested that these supports could be better unified and integrated under the wider umbrella of teaching and learning.

As such, it is recommended that the CTL pursue one of the following options for coordinating the various supports for teaching and learning available across the institution:

Option 1: The integration of various supports in a single space

The first option for coordinating the various supports is the creation (as part of the CTL space) of an integrated office that houses each of the various units together in a single space. This option (which, admittedly, may present additional difficulties in the identification of a suitable location for the CTL) would allow for the most user-friendly access to available supports, as it would allow instructors or other faculty and staff to visit a single space in order to seek out the appropriate units or personnel.

Option 2: The establishment of a directory structure

A second option is the creation of a more sophisticated directory and communications structure to provide faculty and staff with appropriate supports dependent on specific needs. This option would include the creation of a single, virtual point of access for both pedagogical and training supports and would include a support desk option to provide faculty and staff with information needed for finding appropriate on-campus or off-campus supports, as well as the development of a comprehensive webpage that provides clarity and direction around available support options. The University of Saskatchewan's Gwenna Moss Centre for Teaching and Learning website provides somewhat similar functionality on [this page](#), where faculty and staff can choose from various options for support and then be directed to the appropriate place to visit.

Regardless of which model is selected, it will be important to ensure that clear messaging is created and shared related to the appropriate pathways that faculty and staff should follow when seeking out support.

Programming and activities of the re-imagined CTL

In addition to the recommendations for the structure of the CTL (listed above), there were also a number of recommendations that emerged from the review and consultation process pertaining to the programming and activities that the CTL should undertake.

Recommendation 8: Determination of key areas of focus of the CTL

In the course of the review process, it became evident that there were several key areas that emerged repeatedly as areas in which support for teaching and learning was needed. Consequently, it is recommended that the CTL focus its programming and attention on these four areas:

1. **Basic instructional skills:** This first area of focus should include support for a wide range of basic pedagogical practices, including general guidelines for planning and a variety of instructional modes and strategies. Additionally, support should be provided for the development of various forms of assessment, including strategies for creating assessments that discourage plagiarism (particularly relevant given the recent concerns related to academic integrity in our institution) and uphold academic integrity. This area of focus might also include mechanisms for offering classroom observations coupled with individualized, formative (not evaluative) feedback. Finally, there should be additional support provided for the pedagogical use of institutionally supported tools such as TurnItIn, Zoom, and UR Courses (particularly if the CTL adopts the first option for the integration of teaching supports as described in Recommendation 7 above). In developing this area of focus, it may be helpful to consult and/or employ existing programs such as the [Instructional Skills Workshop \(ISW\)](#) which is used with great regularity and success at other institutions. It might also be worth consulting existing formats for these types of supports; for instance, the [“My Classroom” site at Carleton University](#) offers a centralized repository of resources and information to support instruction.
2. **Indigenization:** The University of Regina Strategic Plan for 2015-2020 identifies Indigenization as one of two overarching areas of emphasis; however, concerns related to *how* Indigenization might look in the context of teaching were frequently raised over the course of the consultation. Thus, working in close consultation with the Office of Indigenization as well as with additional supports such as Elders-in-Residence, the CTL should develop supports for Indigenizing teaching and learning at the individual, programmatic, and institutional levels.
3. **Teaching for diversity and inclusion:** The aforementioned 2015-2020 Strategic Plan also includes the following statement on inclusion and diversity: “We are a learning community. We value interaction between faculty members and students as the fundamental activity of

the academy. We recognize and support the diversity of our students' needs, and are inclusive of our Aboriginal, new Canadian, and international students, employees and partners. We aim to be accessible to all who wish to learn with us" (p. 7). Given this commitment, the CTL should work to support the diverse needs of all of our university's learners (including both those with and without documented learning exceptionalities). In developing this area of focus, it may be useful to consult with the Centre for Student Accessibility; it may also be helpful to existing frameworks for addressing diverse student needs, such as [Universal Design for Learning](#).

4. Digital pedagogies: A final area of focus for the CTL should be support for a broad range of pedagogies related to various forms of technology integration. While Theme 2 above clearly describes the need to shift away from the narrative of the CTL as a place for learning about various tech tools, it is still critical to recognize and provide support for the growing field of digital pedagogies. In practice, this might include assistance in the development of online, blended, and flipped course models, support for the integration of technologies to enhance and transform face to face courses, or even consultation and guidance in the creation of open access textbooks and other open educational resources.

Moving forward, it will be also be very important to determine how (or whether) the CTL will provide support for each of these areas at the individual, programmatic, and institutional levels, keeping in mind the OECD's recommendation to focus supports for teaching at the programme level.

Recommendation 9: Continuation and improvement of existing successful programming

In addition to developing multi-level supports for each of the key areas of focus listed in Recommendation 8, the CTL should continue to support existing successful programming, including the Teacher Development Days (offered in September and January), and the Teaching Certificate program.

As well, it is recommended that the CTL pursue options for improving existing offerings, taking into consideration the results of the review process. As an example, consider the university's Teaching Certificate program (a full description may be found in Appendix D). A number of recommendations for improving this program emerged in the course of the consultations. For

instance, some respondents suggested running the program throughout the year (as opposed to the current model where the program is offered once a year during the Winter semester), but moving to smaller cohorts in each iteration. It was also recommended that the CTL seek [accreditation for the program through the Educational Developers Caucus](#), which would help to build connections to other universities and the SoTL community; this accreditation is free but requires that those who become accredited then serve as accreditors themselves. While the accreditation is valuable in itself, the process of accreditation would also help connect the CTL to the wider educational developers community across Canada and beyond.

It should also be noted that feedback from the consultations indicates that there is considerable support for the Teaching Certificate program. For instance, at least one Dean expressed interest in making the Teaching Certificate program mandatory for all grad students in their faculty, which may be avenue worth considering. Given this support, it is recommended that the CTL/our university consider investing in this program as it has done for the Leadership Development Program; such an investment would send a strong message regarding the importance of teaching in our institution.

Recommendation 10: Development of accessible options for supporting teaching and learning

In accordance with the findings of the consultation and review, it is recommended that the CTL ensure that there are multiple modes of access for those seeking out professional development or other teaching supports. This includes the following:

- Offering workshops in face to face and online formats (via videoconferencing);
- Recording and archiving sessions, keynotes, and other events so that they can be accessed at a later date;
- Ensuring that professional development and opportunities for teaching support are offered at a variety of times throughout the day as well as throughout the year; and
- Exploring additional options for offering support remotely, such as hosting virtual CTL office hours to allow for consultations with satellite campuses.

In the spirit of this recommendation, every effort should be made to ensure that CTL supports are easily accessed by all faculty, staff, and students.

Other areas of consideration

Finally, there are a number of other areas related to the CTL that were brought up in the consultation process. Below are several recommendations related to these areas.

Recommendation 11: Nurturing of an SoTL community of practice

As mentioned above, as well as in the literature review found in Appendix B, the field of SoTL is becoming increasingly important in institutions of higher education. As such, it is recommended that the CTL endeavour to nurture an SoTL community of practice at the University of Regina.

In practice, this means that when considering staffing of the centre, emphasis should be placed on selecting a director and educational developers who are already vested in the SoTL community, as this will facilitate the building of connections to SoTL communities beyond our institution. As well, the provision of funding for centre staff to attend events such as the annual Society for Teaching and Learning in Higher Education (STLHE) conference should be considered. On a programmatic level, the CTL should work to develop and support SoTL communities of practice specific to the various disciplines and faculties as well as providing support for faculty and staff who are conducting research in this area.

Recommendation 12: Establishment of research-based practices and assessment of CTL program outcomes

In a related vein, the consultation process and review of literature underscored the need to ensure that CTL programming is both based in and supported by current research. In practice, this recommendation consists of two major components.

First, it is important that the CTL establish and develop programming based in educational research. This means that the CTL should endeavour to integrate new findings and trends into the various levels of programming, but also that said research should be targeted to specific areas based on an ongoing assessment of the needs of the institution and surrounding community.

Second, it is recommended that the CTL develop mechanisms of “quality assurance” related to the centre’s impact on teaching and learning. These mechanisms might include both self-assessment

through in-unit research and the forging of partnerships with external units that can conduct independent research into the effectiveness of CTL support and programs. For instance, the CTL might partner with external units such as FGSR or the Faculty of Education's SIDRU research unit (which is currently undergoing a transformation into a new Faculty-based centre for educational research). Such partnerships can help to guide the activities of the Centre to ensure that activities are relevant to intended outcomes.

Recommendation 13: Establishment of a communications, marketing, and dissemination strategy

An additional recommendation relates to the importance of developing a comprehensive communication strategy for the CTL. This strategy should include various components, including:

- Mechanisms and timelines for publishing annual reports and other records of CTL activities;
- A plan for the marketing/advertising of CTL-sponsored events
- A comprehensive social media strategy, including the overhaul and maintenance of the CTL website and the identification of online mechanisms for the dissemination of research findings

It may be worth examining the [Queen's University Centre for Teaching and Learning website](#) as a potential model for the CTL's website. The Queen's site includes a wide variety of resources related to teaching and learning as well as providing an excellent level of transparency related to the centre's activities and research output.

Recommendation 14: Re-establishment and further development of teaching awards/recognition

As mentioned in Theme 1 above, one of the mechanisms for signalling the importance of teaching and learning is the recognition of quality teaching through awards and other honours. The university currently offers a substantial slate of teaching awards, including the President's Award for Teaching Excellence, the Teaching Award of Excellence in Flexible Learning, the New Faculty Teaching Award of Recognition, the Centre for Teaching and Learning Award for Innovation in Teaching, and the Teaching Award of Excellence in Experiential Education. Thus, it is recommended that the CTL continue to award these existing honours but also that additional steps be taken to facilitate the acknowledgement and rewarding of noteworthy pedagogical practices. For instance, in the consultation process, some respondents noted that the onerous requirements of applying for teaching awards outweighed the potential prestige of receiving the awards; thus, it is critical that we

explore new ways of showcasing and profiling award-winning teaching so as to increase its perceived value.

In addition to developing institutional rewards for teaching and learning, the CTL should play an active role in identifying suitable candidates for various external awards (including the 3M National Teaching Fellowship) and in supporting them in the application process.

Recommendation 15: Exploration of options for revenue generation

A final recommendation points to the need to explore possibilities for revenue generation through the CTL; in the current fiscal climate, additional opportunities to raise funds should be considered. In this vein, it should be noted that the provision of high-quality professional development education and training programs (including curricular development) have the potential to be of great value to those beyond the university, particular when it comes to corporate and government clients. Additionally, there is potential for revenue-generation in the development and facilitation of both face-to-face and virtual conference events in this field. As the renewed CTL grows in leadership, reputation, and experience, such revenue generation opportunities should be explored with our community and corporate partners.

VI. SUGGESTED TIMELINE AND BUDGET

Suggested timeline

The following is a suggested timeline for the first three years of operation of the new Centre.

Year one

Personnel:

- 1 - full-time interim director
- 1 - half-time educational developer
- 1 - half-time coordinator and/or continued support from library staff

Target actions:

- Re-establish the 2016-2017 operating budget
- Transform the former faculty associate position (included in the 2016-2017 budget) into that of a part-time director (with the accompanying course release)
- Appoint a (half-time) interim director and commence a search for the full-time director position (beginning in Year 2)
- Transform the current AVP, Academic position into an AVP, Teaching and Learning position OR create an additional AVP, Teaching and Learning position
- Draft the framework for teaching and learning document (this should include the creation of a committee as well as an appropriate University-wide consultation process)
- Re-establish core programming, as well as adding additional programming that addresses the target areas identified in the report
- Continue to use the Library locations for the first year, and commence preliminary inquiries related to finding a permanent space
- Re-establish the existing suite of teaching awards

Year two

Personnel:

- 1 - full-time director
- 1 - full-time educational developer
- 1 - half-time coordinator

Target actions:

- Initiate programming related to the newly developed framework for teaching and learning
- Begin construction on the new Centre space

- Initiate the first year of the President’s Teaching and Learning Scholars program (i.e. appointment of the first Teaching Scholar for a three-year term)

Year three

Personnel:

- 1 - full-time director
- 2 - full-time educational developers
- 1 - full-time coordinator

Target actions:

- Move the Centre to its new permanent location
- Select a second Teaching and Learning Scholar to begin a three-year term

Budget

Year One

Item	Cost
Full-time interim director	\$150,000
Educational developer (APT 4; 50%)	\$40,000
Coordinator (APT 4; 50%)	\$40,000
Teaching Awards	\$8,000
Discretionary	\$5,000
OPERATING BUDGET	\$243,000

Year Two

Item	Cost
Full-time director	\$150,000
Educational developer (APT 4)	\$80,000
Coordinator (APT 4; 50%)	\$40,000
President’s Teaching and Learning Scholars Program research fund	\$20,000
President’s Teaching and Learning Scholars Program assistanceship fund	\$2,600
Teaching Awards	\$8,000
Discretionary	\$10,000
OPERATING BUDGET	\$310,600
One-time renovations, furnishings, and equipment	TDB

Year three

Item	Cost
Full-time director	\$150,000
2- Educational developers (APT 4)	\$160,000
Coordinator (APT 4)	\$80,000
President's Teaching and Learning Scholars Program research fund	\$40,000
President's Teaching and Learning Scholars Program assistanceship fund	\$5,200
Teaching Awards	\$8,000
Discretionary	\$15,000
BASE BUDGET	\$458,200

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VIII. WEBSITES AND RESOURCES MENTIONED IN THE REPORT

University of Regina Documents

- University of Regina Strategic Plan for Teaching and Learning, January 2013:
<https://www.uregina.ca/president/assets/docs/pdf/Major%20Documents/strat-plan-teaching-january-2013.pdf>
- University of Regina Strategic Plan 2015-2020: <https://www.uregina.ca/strategic-plan/assets/docs/pdf/sp-2015-20-together-we-are-stronger.pdf>

CTL-Related Sites and Resources

- List of Teaching and Learning centres in Canada:
<http://www.stlhe.ca/constituencies/educational-developers-caucus/resources/tl-centres-list>
- Queen's University Centre for Teaching and Learning website:
<http://www.queensu.ca/ctl/about-us/ctl-publications>

- University of Ottawa Teaching Chair Program: <https://tlss.uottawa.ca/site/index.php/chairs-and-grants>

Sample Frameworks for Teaching and Learning

- Carleton University's Teaching and Learning Framework: <https://carleton.ca/teachinglearning/wp-content/uploads/A-Teaching-and-Learning-Framework-for-Carleton-University.pdf>
- Memorial University's Comprehensive Framework for Teaching and Learning: http://www.mun.ca/vpacademic/TLF_May_2011_FINAL_Framework.pdf
- University of Calgary's Integrated Framework for Teaching and Learning: <http://www.ucalgary.ca/provost/activities/iltp>

Other Teaching and Learning Sites and Resources

- Canadian Journal for the Scholarship of Teaching and Learning: <http://www.cjsotl-rcacea.ca/>
- Instructional Skills Workshop (ISW): <https://iswnetwork.ca/>
- "My Classroom" site at Carleton University: <https://carleton.ca/ims/classroom-technology-support/classroom/>
- STLHE Accreditation: <https://www.stlhe.ca/affiliated-groups/educational-developers-caucus/accreditation-for-courses-or-programs/>
- UDL Guidelines: http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=udlcenter&utm_content=site-banner

- University of Saskatchewan Teaching and Learning Resources:

<https://teaching.usask.ca/index.php>

APPENDIX A: CTLI OVERVIEW

Centre for Teaching and Learning Innovation

The CTLI is a place for the discussion, collaboration, and advancement of teaching and learning at the University of Regina. It is designed to provide support, guidance, and resources to faculty and instructors in their endeavors to facilitate learning, guide development of critical thinking and problem solving skills, and convey essential skills such as literacy and numeracy. The role of the CTLI is to advance excellence in teaching.

Innovation in teaching and learning is a journey of self-, student- and peer-review, identifying opportunities to improve teaching effectiveness and incorporate new high impact practices, and move toward more interactive facilitation of learning in the post-secondary education context.

The CTLI is a centre of the University of Regina reporting to the Provost's Office via the Associate Vice-President (Academic and Research) with advisory supports from the Dean, Faculty of Education and University Librarian, and one additional representative of Deans' Council. The University Chair in Teaching and Learning works closely with staff in Flexible Learning (CCE), most particularly the Instructional Designers and UR Courses specialists, to ensure that all avenues for course delivery are accessible to faculty and instructors.

The University Chair will lead a consultative process to create a comprehensive vision of teaching and learning to guide the direction and priorities of the Centre. This vision will be initiated prior to September 2017, requiring consultation and development of the vision to be a priority of the Chair. Furthermore, this vision will constitute the preliminary stages in development of a new Strategic Plan for Teaching and Learning which will be collaboratively created and collegially approved, effective Fall 2018. The vision will:

- Provide a bold statement of purpose that engages and energizes the University community
- Create a clear, coherent, and actionable plan to inspire innovation and excellence in teaching and learning
- Emphasize the importance of the scholarship of teaching and learning in our institution
- Support Faculties and Academic Units to develop discipline-specific outcomes and frameworks of teaching excellence (whether embedded in criteria documents or as separate guidelines referenced in criteria documents)
- Clearly and concisely signal the importance of and commitment to teaching excellence

The primary responsibilities of the Chair are to ensure that existing resources are effectively leveraged to support and encourage high-quality teaching, support innovative SoTL activities that can be incorporated across disciplines, and provide high-quality services to faculty and instructors.

In addition to an annually scheduled suite of services and programs, the CTLI and its Chair will demonstrate high impact practices of teaching and learning at the University of Regina by being responsive and accessible. This includes feedback on teaching, development and delivery of specially designed programs responsive to faculty and instructor needs and institutional priorities (such as Indigenizing our curricula), provision of targeted resources and supports that focus on Strategic Plan for Teaching and Learning objectives, offering supports for nominations and applications to internal and external awards and funding, and commitment to demonstrating and teaching others to apply post-secondary teaching techniques at the leading edge of applicable, high impact approaches for UofR.

The Chair is a leader who devotes her/his energy to demonstrating high impact teaching and learning, as well as one who provides exceptional leadership and management of CTLI staff, and accessible supportive programming for University faculty and instructors. The newly visioned CTLI brings continuity, diversity, innovation, excellence, and sustainability to the Centre as well as aligning the Centre to the 2015 – 2020 University Strategic Plan, *peyak aski kikawinaw*.

CTLI Staff and Resources

University Chair in Teaching and Learning

- A renewable 3-year term that includes a stipend per the URFA CBA and Chair activities will constitute 80% of the faculty member's total contributions and time to the University
 - the remaining 20% will be retained in the Chair's Faculty or Academic Unit
- Specific workload assignment is developed annually in consultation with an advisory board consisting of the AVP (Academic and Research), Dean, Faculty of Education, University Librarian, and one additional representative of Deans' Council (not from the Chair's academic home)
 - Is responsive to collaborative directions and priorities identified in consultation with the Teaching and Learning Champions
- Reports to the Associate Vice-President (Academic and Research)
- The Chair's Annual Information Form is submitted to both the AVP (Academic and Research) and home Faculty or Unit.
 - Performance review is the responsibility of the AVP (Academic and Research) with the home Faculty or Unit serving as first reviewer and providing written feedback on 20% in-unit contributions
 - Evaluation criteria shall be based on the position description and include reporting on a mutually agreed-upon annual workplan

16 Teaching and Learning Champions representing each Faculty, Academic Unit, and College

- Renewable 2-year terms with contributions to CTLI recognized by the member's home Faculty or College Dean or Academic Unit Director
 - Includes representation from Arts, Business Administration, Centre for Continuing Education, Education, Engineering & Applied Science, Graduate Studies and

Research, JSGS, Kinesiology + Health Studies, La Cité, Media, Art and Performance, Nursing, Science, Social Work, Campion College, First Nations University of Canada, and Luther College

- Access to annual SoTL research and dissemination fund based on alignment with CTLI and institutional priorities, Faculty/Unit discipline-specific outcomes, and other criteria established in collaboration with the oversight committee
- Responsive to the University Chair as members of the Teaching and Learning Advisory Group
- Provides at least one workshop session and additional contributions in service to the CTLI
- Performance of CTLI annual objectives included in the AIF will be supported by all Deans and Directors as part of the normal performance review process
 - Accountability for performance of duties and accepted responsibilities falls to faculty member or instructor and is within the purview of the relevant Dean or Director

½ or 1 APT educational development specialist

- Develops and delivers programming per the priority activities as directed by the Chair
- Reports to the CTLI Chair
(depending on funding model and budget allocations, this may include responsibilities to the Manager, Flexible Learning Division)
- Has expertise and experience in developing, leading, and guiding high impact teaching and learning methodologies, pedagogies, and approaches
- Works collaboratively with IDs in CCE and has experience with distance, distributed, and/or hybrid course development and delivery
- Provides daily oversight of CTLI functions, responsiveness to requests, and scheduling of activities
- Is responsible for maintaining knowledge and expertise at the leading edge of high impact teaching and learning understandings

Additional services and supports provided by:

- 1 Fellow (graduate student) funded through the Graduate Student Scholar program
- President's Teaching and Learning Scholars at 20 hours of contributions per year
- Awards Recipients at one workshop (or equivalent) and presentation during Teaching and Learning recognition and/or professional development events in the year following receipt of the award
- Liaison Librarian from the University Library assigned to support the work of the Centre and its Chair
- Shared reception support and online updates/scheduling with University Library
- Coordinated liaison role for Teaching Preparation Centre Coordinator, Faculty of Education in support of CTLI activities and priorities
- Workshops and custom sessions with Instructional Designers and UR Courses staff, CCE
- Student representatives at graduate and undergraduate levels at CTLI team meetings and in identification of priorities

Physical Location

LY610: Reorganized space with improved delineation of activity between CTLI and Library

- Small, dedicated CTLI classroom in LY610

- Access to unencumbered University spaces, such as ED 114 and LI 215
- Leveraging the Teaching Preparation Centre for larger workshops and access to resources

Budget Management

The CTLI budget is allocated to and managed by the Provost's Office. The AVP (Academic and Research) serves as the budget signing officer.

CTLI Programming and Priorities

Develop programming that is accessible for all colleagues of the UofR system, including federated colleges and campuses outside Regina

Flagship Programs

- President's Teaching and Learning Scholars program
- Deans' Council Teaching and Learning Annual Colloquia
- New Faculty Teaching Workshop
- Summer Teaching Institute
- Diploma in University Teaching
- Professional Certificate: UR Graduate Student Teaching Development
- TD Days for Teaching Assistants
- Joint PD Day with Saskatchewan high school teachers and university instructors
- Sessionals' Days

Administration and Promotion

- Administer and promote the PTLs program
- Administer and promote Teaching Awards (including external/national applications)
 - Support University of Regina Alumni Association Award for Excellence in Teaching
- Support and provide consultation for program review / program change
- Provide meaningful, high quality classroom feedback
- Support open education initiative
- Support curricular Indigenization efforts, in collaboration with the Executive Lead, Indigenization including tailored professional development programming (in-Faculty)
- Professional development programs for visiting scholars

CTLI Principles

- Creation of a "Learning Charter"
- Inclusion of student voices at team meetings and in consultations
- Creation and promotion of a schedule of events, including online registration and at-a-distance access to programming
- Coordination with services offered by CCE, Flexible Learning Division and the Instructional Designers
 - Developing and co-delivering blended and online course workshops
 - Providing a single space on campus for all teaching-related workshops to take place
 - Offering workshops on institutional online learning platform tools and techniques (e.g., moodle)
- Development and coordinated delivery of tailored workshops independently and as part of programs:
 - Indigenizing the Classroom
 - Reconciliation Education / Truth and Reconciliation Commission Calls to Action

- Intercultural Diversity
- Engaging International Students
- First Languages in the Classroom – how can faculty help
- Hybrid and Flipped Classroom Design (in collaboration with CCE)
- Assessments and Evaluation
- Copyright and the Classroom
- Teaching for Cultural Inclusivity
- Teaching with Digital Technologies
- Developing a Teaching Dossier
- Student Engagement
- Large Classroom Strategies
- Academic Integrity
- Teaching Night Classes
- Office Hours: are they necessary and why
- Teaching and Research in Performance Review – striking the right balance
- The Disruptive Student
- Incivility in the Classroom
- Mature and Returning Students
- Best Practices for Creating Various Assessment Tools
- Desirable Difficulties and Study Techniques that Work
- Communicating with 21st Century Students
- Student Teaching Evaluations and Evidence-Based Recommendations
- Serving Students with Accommodations
- Effective Teaching with Powerpoint
- The Course Syllabus as a Contract
- Technology in the Classroom – at the front and in students' hands

APPENDIX B: OVERVIEW OF RELEVANT LITERATURE

Trends in higher education

The rapid increase in digital technologies in recent decades has had a profound impact on virtually every aspect of society and culture, and higher education is no exception. Ubiquitous access to the Internet has fundamentally altered our relationship to knowledge by granting instantaneous access to an immense wealth of information, and this instant access necessitates a re-imagining of the purpose of school. In the past, education systems addressed the issue of scarcity of knowledge by acting as instruments of information dissemination, but our current digital economy is instead “defined by the abundance of knowledge and participants” so that we no longer require schools to teach us what we can easily Google ([McAuley, Stewart, Siemens, & Cormier, 2010, p. 8](#)). With cheaper, more open access to both formal and informal educational materials ([Brown & Adler, 2008](#)), our society is realizing that learning can be done anywhere, at anytime, and by anyone ([Johnson, Smith, Willis, Levine, & Haywood, 2011](#)).

This shift in our culture of knowledge has had profound effects in the world of academia; the 2015 Horizon Report (Higher Education edition) lists the “advancing cultures of change and innovation” and the “proliferation of open educational resources” as major trends that will shape tertiary education in the next five years ([Johnson, Adams Becker, Estrada, & Freeman, 2015, p. 2](#)). The effects of these cultural shifts can be seen in the recent rise (and subsequent fall) of the MOOC (Massive Open Online Course) movement, which was responding to a growing demand for online courses, fueled by a recognition of the abundance of freely available knowledge ([Stewart, 2013](#)).

Given these major shifts in the culture of learning, institutions of higher education struggle to set themselves apart in a culture where knowledge is freely available and many cheaper alternatives exist outside of the university education system. Many experts believe that a major overhaul of higher education is necessary if universities are to remain viable ([Anderson, Boyles, and Rainie, 2012](#)). These “new” institutions must place an emphasis on flexible, online offerings: one expert notes that residential university experiences have become a “luxury good” ([Anderson, Boyles, and Rainie, 2012](#)).

In a climate of stiff competition, the quality of teaching in undergraduate programs is of increasing importance. Indeed, the OECD's 2012 report, *Fostering Quality Teaching in Higher Education: Policies and Practices*, notes that institutions must place an increased focus on pedagogical practices "to more effectively compete for students against the backdrop of higher tuition fees and greater student mobility" ([Hénard & Roseveare, 2012, p. 8](#)). In turn, "the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes" ([Hénard & Roseveare, 2012, p. 9](#)). Therefore, in the past decade, we have seen the emergence of a new area of research focused on the quality of teaching in post-secondary institutions, termed "scholarship of teaching and learning."

Scholarship of Teaching and Learning (SoTL)

The scholarship of teaching and learning is an umbrella term that describes various emerging forms of research that investigate pedagogical issues in higher education settings. SoTL aims to improve learning outcomes for students, as it "invites professionals to examine their own classroom practice, record their successes and failures, and ultimately share their experiences so that others may reflect on their findings and build upon teaching and learning processes" ([What is SoTL?, n.d, n.p](#)). The dissemination of findings is a key element of SoTL, as is the work of linking education theory to classroom practice in accessible, actionable ways ([Elgie et al., 2012](#)).

In the past decade, stakeholder groups have attempted to define best practices for research in this area. The Higher Education Quality Council of Ontario has published guidelines for research that concerns student outcomes ([Elgie et al., 2012](#)). Additionally, the Society for Teaching and Learning in Higher Education (STLHE) offers a number of resources, and also provides some support to centres for teaching and learning in the form of grants or fellowships, conferences, or the employment of consultants ([What is SoTL?, n.d, n.p](#)). Since 2010, the group has also published the [Canadian Journal for the Scholarship of Teaching and Learning](#), which is a peer-reviewed, open access journal.

Centres for teaching and learning

In addition to the wider efforts of the STHLE, the majority of Canadian universities now have a centre dedicated to the improvement (and celebration) of teaching and learning; a comprehensive listing of these centres may be found [here](#). These centres serve a wide range of roles at their respective institutions, though the offerings of programming can differ. The majority of centres follow a basic operational structure, which is made up primarily of workshops or presentations regarding teaching practices.

One notable exception to the common structure is Simon Fraser University's Teaching and Learning Centre. Since 2010, the Centre has been under the direct portfolio of the VP Academic. And rather than having centralized, one-size-fits-all workshops, the Centre employs consultants to work with particular faculties. These consultants have greater knowledge of the fields to which they are assigned, and they are able help faculty address specific issues and plan individualized learning experiences. Following from SFU faculty responses, this model has been well received ([Chu, 2014](#)).

Woodhouse and Force ([2010](#)) note that the research indicates that in order to attract faculty members and provide effective professional development, centres for teaching and learning should include the following: first, provide workshops/sessions that integrate the theoretical aspects of SoTL with more practical applications; second, host interactive face to face events; and finally, model good practices supported by SoTL in communications and event structures.

Though each of these centres aims to improve pedagogy, they have varying relationships to the concept of SoTL itself. Woodhouse and Force ([2010](#)) note that while 64% of these centres refer to SoTL explicitly on their websites, and a majority of centres list this type of scholarship as a goal, they do not all provide any specific material related to SoTL. In fact, Woodhouse and Force found that there appears to be little consensus among institutions as to the role/usefulness of SoTL as part of the professional development process for faculty in higher education. There is a wide range in the degree to which the centres undertake research.

Emerging themes related to “best practices” in higher education

As Deblaise (2014) cautions, it is important to approach the issue of “best practices” critically; such a model for teaching is often based on the skill level of the lowest performing students and assumes that students are relatively uniform when it comes to ability level and learning preferences.

However, in reviewing the literature on pedagogical best practices, several key themes emerge.

Technology enhanced learning: An overview

As noted above, the increase in technology has been one of the greatest influencers of pedagogical practices in higher education in recent years. This trend is at least partly due to high levels of students’ technology ownership and usage. Chen, Seilhamer, Bennett and Bauer (2015) note that 86% of U.S. undergraduate students owned a smartphone in 2014 (higher than overall usage statistics among 18-29 year olds), with 47% owning a tablet. Moreover, student perception of technology use in learning is generally positive, with a majority agreeing that technology enables better communication with instructors and peers, and allows for easier access to course content. But institutions are not currently making full use of the high level of student-owned technology: a recent study indicated that only 30% of instructors integrated technology into assignments, and with 57% banning or discouraging their use in the classroom. Additionally, when mobile apps were required for assignments, students noted that only 19% of instructors modeled appropriate use and only 35% of instructors provided technical support -- which was cited as a major reason in students’ hope that instructors not use mobile devices in teaching. For this reason, Shea, Pickett, and Li (2005) call for faculty training in pedagogically-effective integration of technology, and also note that a lack of training for staff and faculty can be detrimental to the success of technology integration, especially with respect to the introduction of online or blended courses.

The integration of technologies in teaching and learning has a number of research-backed benefits. One of the biggest benefits of technology-enhanced learning is that it provides students with the tools they will need to succeed in their future careers. As the report *Making Progress: Rethinking State and School District Policies Concerning Mobile Technologies and Social Media* (n.d.) argues, educators *must* take advantage of new, digital tools for learning in order to prepare students for 21st century life and careers. Hague and Williamson (2009) note that the presence or absence of digital skills and literacies “have an impact on an adult’s equality of access to information and services,

employability, social inclusion, engagement in further learning, and on wider business productivity” (p. 17), and adults should therefore be provided programs and education that aid in the development of these skills.

Further, technology-enhanced learning can help students of all ages to develop not only the ICT skills that are needed in the current job market, but also the “broad digital awareness of the wider context in which technologies and media operate” that will allow for their participation in all aspects of the digital world ([Staley & Trinkle, 2011](#), p. 5). The distance, online, or blended learning models that support this learning “provide an unprecedented opportunity to increase student access to higher education” ([Shea et al., 2005](#), p. 1).

In addition to these benefits, any pedagogically-sound integration of technology must also include the consideration of challenges related to cost and infrastructure. Issues of Internet-connectivity, hardware and software availability, and the need for technical support are critical issues and must be addressed in order for institutions to realize the full benefits of technology-enhanced learning ([Altbach, Reisberg, & Rumbley, 2009](#)).

Face-to-face augmentation, blended learning, and online instruction

As discussed, the research on technology enhanced learning deals with three categories of usage: face-to-face or in-class augmentation of the learning environment, blended learning, and fully online course offerings.

In-classroom face-to-face technology integration is the use of digital media in the classroom in order to enhance learning. This encompasses a wide range of activities, including classroom blogging, using mobile devices to provide survey-like responses to a teacher’s questions, incorporating videos and other web-based content into lectures, using Smartboard technology to create an interactive lesson, and participating in online simulations.

There are a number of advantages that the incorporation of technology into face-to-face classroom settings promotes. On a basic level, Staley and Trinkle ([2011](#)) note that technologies can “play a critical role in helping new models of education and instruction reach even higher levels of

outcome” (p.22). In addition, the research suggests that, at least at the secondary level, students who are involved in authentic learning and product development earn higher grades than those who are not ([Lemke, 2012](#)). Technology-enhanced learning can also help instructors to tap into the pedagogical benefits of collaboration (discussed in detail below) in the classroom -- and this collaboration can extend beyond class time through blended learning scenarios.

Blended learning can take many forms, but generally it refers to courses that contain a mixture of both face-to-face and online learning ([Tayebinik & Puteh, 2013](#)). Examples of blended classes include virtual classrooms as well as video streaming of course content at home ([Lim, Morris, & Kupritz, 2006](#)) Blended learning can also involve an online portal that students use in order to access course assignments, view supplementary materials, or chat with instructors or fellow students outside of school hours.

Tayebinik and Puteh ([2013](#)) identify several benefits of blended learning models. They note that such models can provide for flexibility in the use of resources (therefore increasing cost effectiveness) and in allowing instructors to spend more individual time with learners; these models can also create a space for collaboration among course participants that bridge both in- and out-of-classroom settings. In addition, blended learning environments can also develop a strong sense of community among learners.

A recent well-known example of blended learning is the flipped classroom, or flip teaching, which is a form of instruction in which students access the sessions material (typically via a video lecture, posted online) before the class meets, and then spend class time engaging with the material with their peers and instructors within the classroom ([Hennessy, 2013](#)). This model, when used appropriately, has been shown to increase the productivity of the lecture model, since it provides students with the opportunity to spend class time interacting with the instructor to ensure that they understand the material ([Berrett, 2012](#)); one study indicated that students in a flipped model scored 5.1% higher than peers enrolled in a traditional course ([ITHE, 2015](#)). Hennessy cautions, however, that the flipped classroom structure needs to be implemented alongside clear expectations of what students will do ahead of class.

Finally, online learning refers to courses that take place entirely online, without a face-to-face component. This model of teaching has become increasingly popular in recent years. In an online course, students typically access all course material through a course management site, such as Moodle, through which they can access all course content, participate in discussions (synchronous and asynchronous) with other students and instructors, and post assignments. In some cases, online courses may employ a combination of other tools, including blogs, Wikis, or Twitter.

Lim et al. (2006) note that a major benefit of online instruction is the possibility it affords for providing access to learners in remote locations; it also removes many of the constraints of synchronous meeting times so that learners can participate from anywhere and at a time convenient for them, which is a feature that is particularly helpful in light of increased student mobility and higher numbers of mature students. When properly implemented, both online and blended courses can be responsive to students' needs and interests as they arise. Given the possibility of quick course re-design based on collected data, these courses can even lead to increases in student comprehension and test scores (ITHE, 2015; Stodel, Thompson, and MacDonald, 2006).

However, the potentially disconnected nature of online courses can have negative effects on student learning and on students' perceptions of courses. For instance, given the sense of isolation can develop in online courses, learners need to be self-motivated and well organized (Lim et al., 2006). Some students in online courses even report the need to learn *how* to be an online learner (Stodel et al., 2006). Many learners also report feeling a lack of community and belonging (Lim et al., 2006); others note that the use of an "online discussion forum does not promote the interactive dialogue of conversation, but rather leads students towards poorly interrelated monologues" (Stodel et al., 2006, p. 11).

One specific example of online learning is the MOOC, a particular type of online course that typically contains a large number of participants and is free to anyone. MOOC-type courses feature an entirely online framework, allowing for ease of access. Traditionally, MOOCs do not provide credits for learning, although some institution-affiliated MOOCs have begun to offer credits for a fee (McAuley et al., 2010). A major issue that often arises in MOOCs is the low student retention and completion rate: "a 2013 study noted that only around 5% of students across seventeen

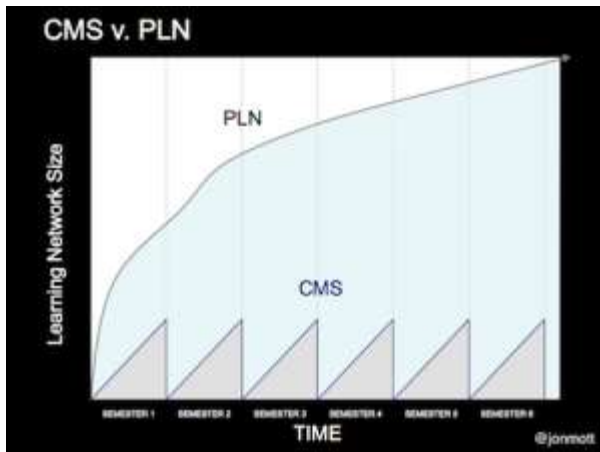
Coursera MOOCs completed their courses, and that those who were most successful in this type of online class were those who had already completed a high level of education, and not those at whom MOOCs were originally aimed” ([ITHE, 2015](#), p 15). Thus, the popularity of MOOCs has decreased somewhat in recent years as institutions attempt to address these issues.

In a study of online vs. blended instructional formats, Lim et al. ([2006](#)) found that there were no significant differences in outcomes between the two groups. However, other researchers have found that many differences do arise in instructional factors and factors relating to student perceptions regarding the two types of learning environments. Tayabinik and Puteh ([2013](#)) report that blended models provide for better overall success rates, possibly because the inclusion of some face-to-face interaction eliminates learners’ feelings of isolation.

Research on both types of learning model consistently highlight the need for activities that increase students’ engagement with other course participants and the instructor (such as providing immediate feedback, using humour, and sending frequent progress reports), as well as the provision of training for faculty and staff and recognition of the initial time commitment needed to move to these types of learning environments ([Lim et al., 2006](#); [Shea, Pickett, & Li, 2005](#)).

Digital tools

Carter et al. ([2014](#)) note that 99% of U.S. institutions used a learning management system (LMS) of some type in 2014. Additionally, research indicates that a large majority of faculty use the LMS, but most do not employ the full range of features, with collaboration tools in particular less likely to be used. Instead, LMSs are generally used as organizational tools to push out information to students rather than to foster collaboration; however, both students and faculty indicated a desire for an LMS with enhanced features for interaction, greater personalization, and integration of learning analytics.



As with all technology integration, appropriate training is key; while 99% of institutions offer LMS training for faculty, 57% of faculty believed they would be better instructors if they were more skilled in using the LMS. Importantly, research indicates that universities would see better results if they offered training on the pedagogical integration of the LMS features rather than only on low level skills, such as posting information ([Carter et al., 2014](#)).

Mott ([2010](#)) indicates that a large drawback of the LMS (or CMS: Content Management System) is that it is time-bound (see image at left, created by Jon Mott). Both the information and the community come to an end at the termination of the course. They also act as “walled gardens,” creating an artificial barrier from the rest of the web. While this can be useful for privacy purposes, the benefit of a PLN (Personal Learning Network) is that it allows for interactions with individuals outside of the course and access to an abundance of content. However, this model has a steep learning curve, can raise privacy concerns, and does not allow for much institutional control over data.

An alternative to an LMS is the use of some form of social media, which research suggests increases student engagement; if the site is public and permanent, this solution can offer the aforementioned benefits of a PLN. Good ([2015](#)) notes increased student engagement with the use of a course Facebook page that features student-generated content. Vengrin and Halliday ([2015](#)) note the positive effects of social media to “inspire creativity, engage typically quiet and reserved students, and promote conversation both inside and outside of the formal classroom setting. . . [and] to engage students interested in continuing their education beyond the classroom” (p. 296).

Improved large lectures

Research has long made it clear that small group instruction affords many advantages over large group lecture; and while budgetary conditions may not allow small class sizes in all cases, ideally

some form of small group instruction should supplement the lecture ([Cooper, 1995](#)). Benefits include increased student retention, the ability to personalize and differentiate instruction, and growth in critical thinking skills (similar to the growth indicated in collaborative work, below). Reid ([2012](#)), for instance, found that embedding a collaborative group project into lectures had a positive effect on student outcomes. Another recent study indicated that the large majority (85%) of undergraduates perceived the use of breakout groups in a large lecture to enhance their learning. Interestingly, however, having a GPA over 90% was strongly correlated with having a lower perception of the effectiveness of breakout groups, which may suggest that instructors should be cautious about distribution of workload in group assignments ([Lougheed, Kirkland, & Newton, 2012](#)).

The McGraw Centre for Teaching and Learning ([Engaging a large lecture class, n.d.](#)) at Princeton University provides additional guidelines for increasing student outcomes in large lecture classes, including the following: providing lecture outlines for students to fill in; using visuals; frequently switching topics; seeking student input through questions; referring to specific course readings; including guest lecturers; pausing periodically to summarize content; and employing good speaking techniques such as eye contact, movement, and the use of descriptive language. Mada ([2015](#)) also stresses the negative effects of lecturing straight from powerpoint slides, including issues of cognitive load (as students try to process written and aural language simultaneously) and the redundancy effect (wherein working memory is being taken up by the same information in various forms). Instead, lecturers should include slides that feature pictures, graphs, or a few key words.

Student-centred and active learning strategies

Another major trend in higher education is the movement towards student-centred and active learning strategies, which have been shown to have numerous positive effects on learning outcomes and performance as compared to more passive strategies ([Walker et al., 2015](#); [Watson & Green, 2015](#)) and are positively correlated with increased intrinsic motivation and sustainable learning ([Lasley & Weaver, 2015](#)).

Active, student-centred learning may be achieved in a variety of ways. Azano and Horst ([2015](#)) note the benefits of helping post-secondary students engage in active reading routines, including “pre-

reading strategies to motivate readers and elicit prior knowledge, during-reading strategies to support readers with organizational strategies to strengthen connections and build on conceptual knowledge, and post-reading strategies to allow for reflection and meaning making” (p. 111). Other strategies include making content directly relevant to students and incorporating discussions or other activities in order to facilitate information transfer ([Nomme & Birol, 2014](#)). Vasconcelos and Barreto ([2015](#)) also found that, similar to results in K-12 education, the integration of Problem Based Learning (PBL), modeled after Google’s 20% time, was a powerful motivator for students and led to positive outcomes such as “problem solving, critical thinking, self-directed learning and self-motivation” (p. 267).

Returning to the theme of technology as it applies to active learning, Dawson, Meadows, and Haffle ([2010](#)) found mixed results in the use of clickers in classes. They note that research has shown that both faculty and students report increased engagement with the use of clickers, as well as that high performance on in-class clicker questions correlates with high performance in the class. However, the same research found that students who did poorly on the clickers were only more likely to get help if they already scored high on ratings of self-efficacy, thus necessitating prior student development in this area. Moreover, there was a correlation between those who sought help and poor course performance, so that even those who used the clicker feedback as a warning sign to seek assistance still performed poorly in the class; the uncertain causation here makes it difficult to ascertain the actual positive or negative benefits of clickers for non-high performing students.

Keppell ([2014](#)), meanwhile, advocates for the use of technology to provide a personalized learning environment for students. He notes that the many available online tools and spaces, when properly structured, can create an authentic and deeply personal environment in which students demonstrate increased motivated to learn, thanks to features such as real-world interactions and the ability to express understandings in multiple formats and modalities.

Unfortunately, Scherer, O’Rourke, Seman-Varner, and Ziegler ([2015](#)) note that the majority of faculty members do not possess the teaching skills necessary to provide students with personalized or active learning experience due to a lack of pedagogical training. The researchers note that this

deficit can be addressed through the experience of co-teaching with a faculty member who is already proficient in this area.

Peer learning and collaboration

One particularly effective instructional strategy in post-secondary environments is the integration of peer learning and collaboration. As noted above, the inclusion of small group activities is a proven strategy for increasing the effectiveness of large group lectures. Additionally, collaborative work has been shown to promote retention of material; increased motivation, engagement, and learning; increased student satisfaction with the course; and growth in critical thinking ([Gokhale, 1995](#); [Lasley & Weaver, 2015](#); and [Reid, 2012](#)). Indeed, Brown and Adler ([2008](#)) note that access to learning in small groups is the most important determinant in success in higher education. Boud, Cohen, and Sampson ([2014](#)) add, “Formalized peer learning can help students learn effectively. ... It gives them considerably more practice than traditional teaching and learning methods in taking responsibility for their own learning and, more generally, learning how to learn” (p. 3-4).

Wismath and Orr ([2015](#)) do caution that collaborative learning is not necessarily suited to every stage of the learning process. They found, in fact, that when given the choice, students tended to cycle naturally between individual and group work at various stages in their learning; furthermore, the effectiveness of group work at particular points in the learning process is often determined by the learner’s individual preferences, and thus student input in the format of collaborative work is extremely important.

APPENDIX C: SURVEY QUESTIONS

- With which organizational unit are you primarily affiliated?
- How familiar are you with the Centre for Teaching and Learning (CTL)?
- Have you ever visited, consulted with, or attended programming facilitated by the CTL?
 - If no: Why not?
 - If yes: In the past three years, about how many times have you visited, consulted with, or attended programming facilitated by the CTL?
 - How would you rate your experiences with the CTL in the past three years?
- What do you perceive as the strengths of the CTL?
- What suggested changes (major or minor) should be considered for a renewed and vibrant CTL?
- What other existing CTLs at other universities might be considered as exemplars? (Leave blank if unsure)
- In your perception, how valued is teaching at the University of Regina?
 - What makes you feel this way?
- In addition to the renewal of the Centre for Teaching and Learning, what other steps need to be taken in order to build a vibrant and valued culture of teaching and learning at our institution?
- Is there anything additional that you would like to add with regard to the future of the CTL and/or the supports for teaching and learning at this institution?

APPENDIX D: UNIVERSITY OF REGINA TEACHING CERTIFICATE PROGRAM

Overview of the program

This 13 week course is a comprehensive overview of the design, delivery and assessment of curriculum development in a post-secondary context. The course will cover the development of a pedagogically sound course syllabus attending to a range of delivery methods to accommodate a variety of teaching contexts with methods that ensure optimal student engagement.

The course design draws on the best from a set of National designs in teaching certificate programs.

- A single instructor ensuring consistency
- A selection of guests and panels adding a range of local expertise
- Face-to-face and occasional online classes, providing flexibility

We will be focusing on the following:

- Innovative modalities
- Creative technologies
- Indigenous approaches
- Multiple differentiated and inclusive techniques

This course will give graduate students and new faculty the confidence and capacities to design and deliver a post-secondary course within their particular field of expertise.