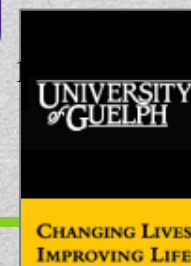
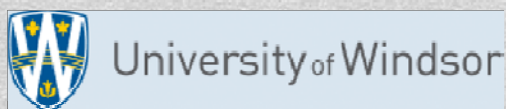


Enhancing Ontario University Teaching Culture



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Differentiation Framework

| Differentiation Framework | | |
|---|---|---|
| Differentiation Framework Component | Description | Possible Metrics |
| Teaching and Learning | This component will capture institutional strength in program delivery methods that expand learning options for students (e.g. experiential learning, online learning, entrepreneurial learning, applied research) and improve the learning experience and career preparedness. | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Student satisfaction rate (using KPI data) NSSE results Teaching only faculty Experiential learning opportunities (e.g., percentage of student population in co-operative form of study) <p><i>Please suggest metrics for consideration that identify unique strengths in program delivery and enhance teaching quality and student learning outcomes.</i></p> |
| Student Population | This component will recognize the unique institutional missions that improve access, retention and success to postsecondary education for underrepresented groups (Aboriginal, First Generation, Students with Disabilities) and Francophones. | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Number/share of underrepresented groups as percentage of institutional enrolment (using MYAA report back data) <p><i>Please suggest metrics for consideration that measure institutions' contributions to improving access, retention, and success.</i></p> |
| Jobs, Innovation and Economic Development | This component will highlight institutions' collaborative work whether with employers, community partners, regions or at a global level to establish their role in fostering social and economic development and serving the needs of the economy and labour market. | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Student employment outcomes, Employer satisfaction (using KPI data) Entrepreneurial related metrics (e.g. number of start-up ventures, success of incubators, commercialization of research) Number of partnerships with other sectors including: health, education, and private sector <p><i>Please suggest metrics for consideration that define the regions they serve and develop metrics to demonstrate economic and community impact.</i></p> |
| Strategic Enrolment | This component will highlight enrolment levels, recent enrolment growth, and future plans. Alignment with government's priorities including student access and PSE attainment, provincial growth plans, and institutional and system financial sustainability will need to be considered. | <p>The Ministry will set notional undergraduate degree, college diploma, and graduate degree enrolment targets.</p> <p><i>Please submit detailed multi-year enrolment plans, including underlying assumptions and evidence-based rationale justifying the direction and magnitude of any proposed growth. Additional instructions to be provided.</i></p> |
| | | <p>Institutional Collaboration</p> <p>This component will promote partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system (e.g., credit transfer pathways, college/university collaborative programming).</p> |
| | | <p>Sustainability</p> <p>This component will outline institutions' strategies to promote innovation and financial sustainability (e.g., program prioritization, shared back office operations, course redesign, alignment with Strategic Planning).</p> |

| Differentiation Framework | |
|------------------------------|--|
| | Possible Metrics |
| and to | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Research Funding (e.g., Tri-council) Research Capacity (e.g., PhD Focus) Graduate Focus (e.g., Grad/UG Ratio) Research Productivity (e.g., H-Index)* Applied Research (Colleges only, e.g., Research expenditures) <p><i>Please provide feedback on proposed metrics and/or suggest alternatives.</i></p> |
| ning, any also sch- | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Institutional distribution of credentials (e.g., apprenticeship programs to PhD) Enrolment in niche programs Number of niche programs <p><i>Please suggest metrics for consideration. Metrics should provide an overall picture of program distribution as well as be able to identify niche programs.</i></p> |
| | <p>The Ministry will define a set of metrics such as:</p> <ul style="list-style-type: none"> Number of college graduates enrolled in university programs (using KPI data) Credit Transfer activity (e.g., college to college, college to university, university to college and university to university transfers) <p><i>Please suggest metrics for consideration that support greater co-ordination and pathways.</i></p> <p>The Ministry will define a set of metrics of such as:</p> <ul style="list-style-type: none"> pension solvency compliance with BPS Accountability Act back office efficiency program prioritization course redesign <p><i>Please provide feedback on proposed metrics and/or suggest alternatives.</i></p> |

Differentiation Framework

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Why

- Raise the profile and importance of teaching in Ontario universities
- Shift the way institutions, faculty and staff think about teaching
- Increase the valuing of teaching and levers to improve culture

The Ask

- Feedback and support
- Inclusion of project results as a potential metrics for evidence of teaching culture



Project Focus

Evidence & enhance institutional teaching culture
at Ontario universities

through

direct feedback from constituents

and

key institutional indicators

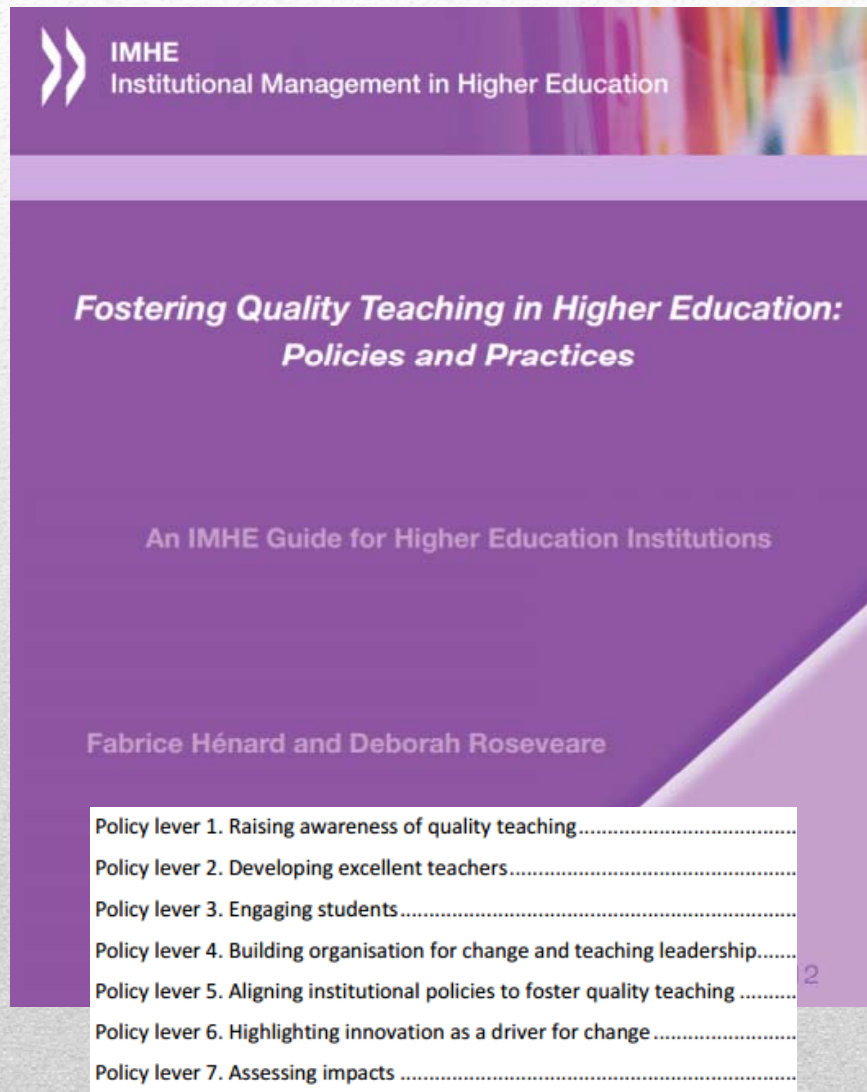
in order to

provide concrete feedback and recommendations
for continuous improvement

Project Outcomes

- Identify **cultural characteristics** that can improve teaching climate
- Develop a survey instrument that **identifies and provides evidence** of prevailing perceptions regarding the teaching culture among key stakeholders - the Teaching Culture Perception Inventory (TCPI)
- Identify key **institutional indicators** to triangulate and confirm teaching culture (TCII)
- Develop a **report template** that institutions would receive following the completion of the inventory
- Develop a **recommendation package** to help institutions choose practices to enhance their teaching culture

Teaching Culture - Categories



<http://www.oecd.org/edu/imhe/QT%20policies%20and%20practices.pdf>

The institutional culture recognizes the importance of teaching

The institutional culture constructively assesses teaching

Institutional Teaching Culture

The institutional culture engages various stakeholders & resources

The institutional culture encourages & supports teacher development

Project Phases

Phase 1:

- Develop & pilot the Teaching Culture Perception Inventory (TCPI) with educators, administrators and students at three Ontario universities

Phase 2:

- Develop institutional indicators, Teaching Culture Institutional Indicators (TCII), to validate & triangulate the TCPI

Phase 3:

- Develop reports and recommendations to accompany the results returned to participating institutions

Teaching Culture Perception Inventory (TCPI)

- Examine the perceptions of those within the culture to develop a *profile*, allowing comparison between different stakeholders' perceptions, & comparison of change over time.

| Question | Current Situation | Importance |
|---|--|--|
| <p>My institution has a strategic plan that positions teaching as a priority <i>(Category 1: The institutional culture recognizes the importance of teaching)</i></p> | <div> <div>12345</div> <div>LowHigh</div> </div> | <div> <div>12345</div> <div>LowHigh</div> </div> |
| <p>Educators are encouraged and supported in their use of feedback to improve their teaching (e.g. professional development) <i>(Category 2: My institution constructively assesses teaching)</i></p> | <div> <div>12345</div> <div>LowHigh</div> </div> | <div> <div>12345</div> <div>LowHigh</div> </div> |
| <p>Opportunities exist for educators to show leadership in teaching <i>(Category 3: My institution encourages and supports the development of teachers)</i></p> | <div> <div>12345</div> <div>LowHigh</div> </div> | <div> <div>12345</div> <div>LowHigh</div> </div> |
| <p>Effective teaching practices are shared across my institution through a range of mechanisms (e.g., conferences, department meetings, peer observation, hallway conversations) <i>(Category 4: My institution engages various stakeholders and resources)</i></p> | <div> <div>12345</div> <div>LowHigh</div> </div> | <div> <div>12345</div> <div>LowHigh</div> </div> |

Phase 2

Teaching Culture Institutional Indicators (TCII)

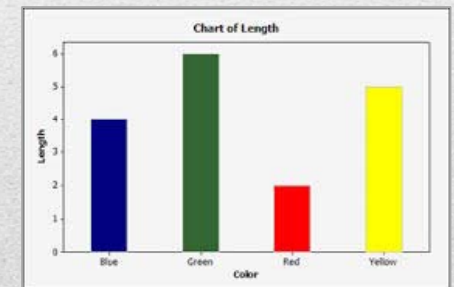
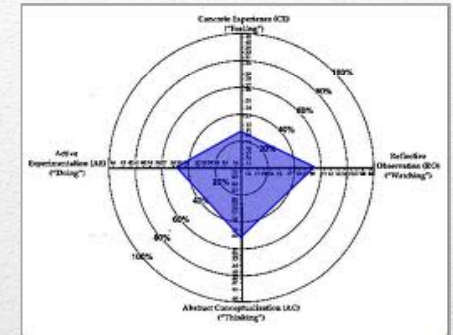
- Identify indicators that are available at the majority of Ontario institutions
- Most highly correlated with or predictive of a quality teaching culture

- _____ Evidence of ‘course and curriculum improvement’ funds
- _____ Evidence of a well-developed strategic plan for enhancing the undergraduate learning experience
- _____ Evidence of senior leadership devoted to undergraduate teaching & learning

Phase 3

Report & Recommendations

- Development of a report distributed to participating institutions
 - Provide the results from the TCPI & TCII
 - Recommend best practices & provide examples that enable institutions to further enhance their teaching culture



| ACTION PLAN | | | |
|-------------|------|-----|------|
| # | WHAT | WHO | WHEN |
| | | | |
| | | | |
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| | | | |

Budget

- Approximately \$250,000, including contributions of approximately \$90,000 of in-kind contributions for participating universities
- Funding for:
 - Project Coordinator
 - Research Associates - 1 per each pilot institution x 3 institutions
 - Undergraduate Research Assistants
 - Recompense for survey participation
 - Statistician consultations
 - Online survey development
 - Computers for research sites (1 per site)
 - Travel for researchers

MTCU Funded (PIF)
\$175,000

Project Timeline

2013 (January-August) ✓

- Review and revise categories
- Develop draft of TCPI
- Source additional funding (MTCU)

2014 (June-December)

- Pilot & finalize TCII
- Develop final version TCPI
- Develop report template

2012 ✓

- Environmental Scan/Literature Review
- Feedback from national community of practice
- Conceptualize project

2013/14 (September-June)

- 3 pilot institutions (McMaster, Western, Windsor)
- Secure ethics clearance from pilot sites
- Develop final draft of TCPI
- Pilot survey & analyze results
- Select most promising indicators – TCII
- Develop instrument report template

2015

- Refine TCPI and TCII
- Pilot & finalize report template
- Wide distribution across Ontario
- Presentations & demonstrations

Discussion

Thank you!