



Institutional Teaching Cultures:

Tuning our attention to process metrics in an era of assessment and accountability

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ABSTRACT

There are increasing demands to find metrics that account for the quality of student learning and teaching (Chalmers, 2008), yet many of the currently available metrics focus on inputs and outputs. To create a more harmonious and holistic view of the quality of teaching and learning, we advocate for also identifying process and outcome metrics that can demonstrate the value, importance, and enhancement of the quality of teaching that our institutions provide. An institutional culture that values teaching quality is likely to improve student learning (Cox, McIntosh, Reason, & Terenzini, 2011). By including process and outcome metrics, we can document institutional teaching cultures and provide useful benchmarks for institutions in their ongoing enhancement of teaching and learning. Continuing from preliminary work presented last year (Wolf et al, 2014) and based on results from our pilot study at three Ontario institutions, we have refined the Teaching Culture Perception Survey (TCPS). This survey aims to assess educators' current perceptions of their institutional teaching culture, as well as their perceptions of the importance of various components that comprise a teaching culture.

IDENTIFYING LEVERS TO IMPROVE TEACHING CULTURE

Henard and Roseveare (2012) highlight seven policy levers as overarching themes that provide concrete ways to foster quality teaching in higher education:

- ❖ Policy lever 1. Raising awareness of quality teaching
- ❖ Policy lever 2. Developing excellent teachers
- ❖ Policy lever 3. Engaging students
- ❖ Policy lever 4. Building organisation for change and teaching leadership
- ❖ Policy lever 5. Aligning institutional policies to foster quality teaching
- ❖ Policy lever 6. Highlighting innovation as a driver for change
- ❖ Policy lever 7. Assessing impacts

These levers provide the basis for sharing effective practices between institutions, and emphasize the idea that improving a teaching culture does not necessarily involve or always require a significant monetary investment.

Guided by Hénard and Roseveare's (2012) framework and the literature review of teaching culture and quality, five levers were identified as suitable for the Ontario context, and were used to develop the Teaching Culture Perception Survey (TCPS):

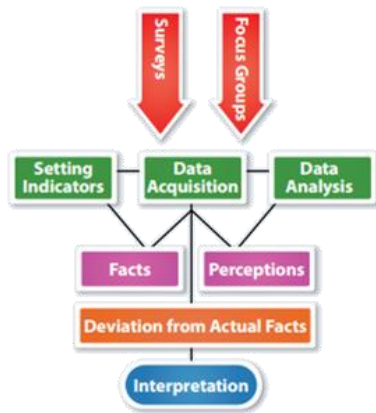
- 1) Teaching is recognized in institutional, strategic initiatives and practices.
- 2) Assessment of teaching is constructive and flexible.
- 3) Faculty are encouraged to develop as teachers.
- 4) Infrastructure exists to support teaching.
- 5) Broad engagement around teaching occurs

INDICATORS OF TEACHING CULTURE

Indicators are observable and traceable proxy signs or pointers that reveal progress or lack of progress toward a specific objective. To assess the progress or change within an educational institution, four groups of performance indicators are generally used: input, process, output, and outcome indicators (Chalmers, 2008).

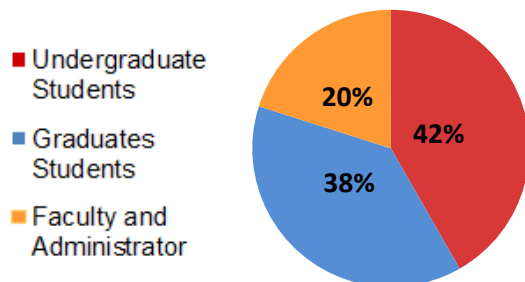
- ❖ **Input Indicators:** Resources such as human, financial and physical involved in supporting an institutional program, activity or service.
- ❖ **Output Indicators:** Data-driven outcomes produced.
- ❖ **Outcome Indicators:** Outcome indicators mainly focus on the quality of educational program, activity and service benefits for all stakeholders.
- ❖ **Process Indicators:** Means and processes used to deliver educational programs, activities and services within the institutional environment.

RESEARCH APPROACH



SURVEY PARTICIPANTS

Over 3500 participants from University of Windsor, Western and McMaster responded to the pilot survey.



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- ❖ Hénard, F. & Roseveare, D. (2012). *Fostering Quality Teaching in Higher Education: Policies and Practices*. France: Organization for Economic Co-operation and Development.

For the full list of references please visit our webpage: www.uwindsor.ca/teachingculture

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