## Leading Educational Change Through Documenting and Transforming Institutional Teaching Culture

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## ABSTRACT

 Institutional culture helps define the nature of reality for the educators and learners within the institution. It provides a lens through which its members assign value to the various events and efforts of their institution (Bergquist & Pawlak, 2008). The success of educational leadership initiatives is influenced by the context of an institutional culture. Consequently, understanding and documenting institutional culture can provide benchmarks for institutions to work towards in their ongoing enhancement of teaching and learning, and sustenance of embedded leadership.

Currently, there are no existing large scale instruments to assess the institutional teaching culture in Canada. Our goal is to develop a process to examine, maintain and enhance the quality of teaching in post-secondary education. This workshop provides an overview of a project currently under development by eight Ontario institutions working collaboratively to identify a set of indicators and a survey tool that help define the value placed on an institutional teaching culture.

## QUANTITATIVE INDICATORS

Input Indicators: Resources such as human, financial and physical involved in supporting an institutional program, activity or service.

Output Indicators: Data-driven outcomes produced.

## QUALITATIVE INDICATORS

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.



## QUALITATIVE RESULTS

#### Faculty

Support for Teaching (ex. teaching resources)

Recognition of Teaching (ex. teaching awards)

Infrastructure (ex. student centred classrooms)

Research above Teaching (ex. PTR decisions)

Teaching Evaluations (ex. valid measures)

#### Graduate Student

Research-inspired and Innovative pedagogy

Support for Teaching (ex. training TAs and GAs)

Recognition of Teaching (ex. teaching awards)

#### Undergraduate Student

Current and Supported Best Practices

Professors’ Behaviours (ex. organization, passion)

Teacher Accessibility (ex. office hours, email)

Teaching Evaluations (ex. mid-term feedback)

Implementation of Student Feedback

## QUANTITATIVE RESULTS



## CONTACT INFORMATION

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