TLC Five-Year Strategic Plan (2018-2023)
in support of
SFU’s Five-Year Academic Plan
Executive Summary

The strategic plan outlined in this document delineates the Teaching and Learning Centre’s (TLC’s) vision and role in support of Simon Fraser University’s (SFU’s) upcoming five-year plan. Through careful analysis of the university’s teaching and learning needs and supports as well as the depth and breadth of the Centre’s staff and resources, the TLC is well positioned to make an important contribution to enhancing academic excellence.

This document is organized in three sections:

- Section 1: Inputs (Vision, Academic Plan, Evidence)
- Section 2: Six Strategic Areas
- Section 3: TLC Innovative Support Structure

**Section 1** articulates a vision for SFU and the TLC’s place in that vision, a review of the draft Academic Plan 2018-2023, and a review of evidence to inform our planning.

**Section 2** articulates six strategic areas that integrate the vision, Academic Plan, and the evidence reviewed.

**Section 3** is an overview of a more agile, flexible, and innovative way to provide support to the SFU academic community.

Over the past 12 months, the TLC has undertaken a series of environmental scans of SFU and its stakeholders with a focus on teaching and learning. This process has entailed wide consultation and use of various mechanisms with the following data sources:

- TLC staff who have engaged in a consultative process for over a year
- Draft Academic Plan
- TLC Working group reports (Educational Goals, Student and Faculty Needs Assessments, Teaching Awards)
- SFU reports (e.g., Student Evaluation of Teaching and Courses Working Group, Task Force on Flexible Education)
- External reports (e.g., The Higher Education Academy’s *Flexible Pedagogies: New Pedagogical Ideas Preparing for the Future* )
- Individual discussions with deans, faculty members, faculty teaching fellows, students, and staff.

The data from these consultations and reports has informed our strategic planning process and the resulting document here.

The six areas of focus are:

1. Valuing Teaching
2. Enhanced Service Areas
3. Educational Goals
4. TLC Impact on Learning and Teaching
5. Flexible Learning and Teaching
6. Indigenous Initiatives
These provide a comprehensive direction for the TLC that include mechanisms to intentionally and systematically review the work of the TLC and to adjust direction as appropriate. The sixth aligns with SFU’s institutional priority of respect for Aboriginal Peoples and Cultures. Other initiatives, such as Equity, Diversity and Inclusion and Student Experience will generally fit under one of the first four strategic areas and are addressed in Section 3 under the heading ‘Strategic Threads’.

Although this TLC is large, there is so much more we can do providing we re-think how we do things. The Agile and Flexible model for the TLC outlined in this document is not a structural change but rather a re-envisioning of how we can work together more effectively and how we can promote and move towards a high-performing team.

The TLC Strategic Plan 2018-2023 is both targeted and broad and will require effort at individual instructor/faculty, departmental, program, and institutional levels.
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Introduction
The TLC’s strategic plan is designed to align with and support SFU’s five-year academic plan (2018-2023) while integrating evidence (internal and external to SFU) and a vision for the future of learning and teaching at SFU.

This document is organized as follows:

Section 1: Inputs (Vision, Academic Plan, Evidence)
Section 2: Six Strategic Areas
Section 3: TLC Innovative Support Structure

Section 1: Inputs

Vision
The Vision Statement that best captures the aspirations of the TLC in its support of SFU’s Academic Plan is as follows:

*SFU is a leader in flexible education, integrating innovative teaching practice with robust learning environments to help facilitate student success while at the same time celebrating the diversity that students bring to its three unique campuses.*

The elements of our vision support a deep-seated belief that enhancing and improving student learning and the overall student-learning experience is our ultimate goal. The TLC’s contribution here lies in our work within the Learning and Teaching space. We expect to work alongside our colleagues within the Academy towards this shared goal.

Together, as we learn to celebrate student diversity and to integrate this learning into our work with faculty, we will engage with the Equity, Diversity, and Inclusion initiative as well as engage with Indigenous students and faculty. The look and feel of an SFU learning experience will exemplify our belief that multiple perspectives make for stronger and richer learning and teaching environments.

Moreover, as we learn to celebrate the differences between each of the SFU campus environments and the qualities and culture that each brings, we will learn how to integrate the perspectives and affordances of each campus into our work with faculty and students.

Ultimately, these varied lenses (student diversity, multicampus, flexible education) will allow us to engage with our students in increasingly meaningful ways as we co-inquire into the future!

To get us there we need to articulate and support:

1) A culture of authentic inquiry
2) Places to inquire
3) Conditions for success
Culture of Authentic Inquiry

Episode 10 of the television series, ‘From the Earth to the Moon’, tells the story of preparing the Apollo astronauts to recognize and gather geologic specimens while on the moon’s surface. They needed to learn to how to select appropriate geological samples that might tell us things about the moon and perhaps about the solar system and the universe. As they could only carry back a small number of samples due to weight restrictions, they needed to learn to select samples that would be most likely to provide answers, e.g., rocks that didn’t belong there, rocks that may not be found on earth, and so on. Classroom lectures on the geography and geology of the moon were not having the desired learning and the mission risked bringing back inappropriate samples. One of the astronauts convinced his team to try a more hands-on approach to learning and enlisted a geology professor that he had worked with. The professor took them into the field and challenged them with questions about the environment they found themselves in. They were taught to be explorers and to inquire through a series of situated lectures, i.e., guided-field experience. Their mission was hugely successful as they brought back some of the best samples to date including the ‘Genesis Rock’.

This episode is a wonderful example of the value of an open and inquiring approach to the world around us and the exploratory and even pioneering mindset that disposes us to ask ourselves ‘where next?’, ‘what will we find around the next corner?’, and ‘what can we make of what we find?’.

Becoming Pedagogical Explorers

Research is by its nature an exploration. The details and place of exploration may differ depending on disciplines but we are explorers by temperament and training. We learn strategies and methodologies for exploration, we learn to discriminate the important stuff from the less important stuff, we learn to fail and sometimes fail spectacularly but we also learn to try again. And we tell others about what we’ve learned through our publications and presentations and in our teaching.

Pedagogical exploration is really no different. Our area of exploration is learning and teaching in different contexts and environments. We have the desire to see what is around the corner, to be continually reflecting and asking ‘what next’, and as we learn through our field experience (teaching!), we learn to discriminate what is important and what can safely be put aside. And we learn to tell others about what we’ve learned. For a pedagogical explorer, there is no greater reward than working with and mentoring our students to understanding and success and ... excitement in joining us as co-explorers! This is the language of inquiry!

The ‘Hole in the Wall’ project as Guided Inquiry

Sugata Mitra, at the World Innovation Summit in Education (WISE) (2009), talked about his hole-in-the-wall experiment in the poorer parts of India and then talked about something he called Minimally Invasive Education (MIE). He described how poor uneducated Indian children learned to use an Internet-enabled computer through exploration alone. These children spoke no English and yet they learned their way around an English-only computer interface and then began to learn about the world as they learned how to search and use the Internet. He found through observation that the learning became a truly collaborative and shared experience as word spread through the neighbourhood of this computer mounted in a hole in the wall of a villa. Mitra found that they could reach a certain point in their learning through unaided exploration; however, at that point they needed a bit of a nudge. For example, asking
'did you know the computer can play music?' was enough to set them off on an exploration of music (playing through a virtual piano keyboard, listening to different genres of music, etc.). As the children explored, Mitra continued to ask guiding questions and then watched what happened. His observations led him to consider something he called Minimally Invasive Education.

MIE suggests that an overly-structured learning environment can get in the way of learning. A better use of our pedagogical time might be spent in creating learning environments that guide but do not restrict. Our job as a teacher is to ask the big questions that can guide student exploration and then to provide an environment that facilitates that exploration.

Guided inquiry is about asking big questions and facilitating the exploration. In a guided inquiry, it is perfectly acceptable to not know. A guided inquiry is something the teacher and the learner do together, it is both a skill and a mindset. It is about the excitement of exploration and it is also about learning ways to know and understand what you find in your exploration. It is about lifelong learning.

Places to Inquire: Guided Inquiry, Learning Environments, and Maker Spaces

Learning environments are truly ubiquitous, we can learn anywhere and at any time. Teaching environments are the same: we can teach anywhere and at any time. At SFU, we have the opportunity to consider, work with, and develop ubiquitous learning and teaching environments using a Maker Space and inquiry framework. But we need to encourage, support, and provide our teachers and learners with the mindset and sensibility to truly take advantage of the Maker Space we find around us. We need to learn to explore and inquire and we need the time and space in which to do it. We need to apply what we know about research and exploration to our teaching.

Our goal is to make SFU into one big pedagogical Maker Space with many smaller, more defined pedagogical Maker Spaces throughout the disciplines. We need to provide the skills through professional development and encouraging cultural change, and to recognize and use the affordances in our learning and teaching environments. The ‘Maker Space’ ethos and characteristics bring a perfect mix of innovation and creation and freedom to explore.

The Task Force on Flexible Education (TFFE) report identified a significant number of Maker Spaces already in development or in place at SFU at the time of the reports’ writing. We can learn from and partner with those who have already begun their Maker Space development and work with those who are just starting to think in terms of Maker Spaces.

Central to the idea of SFU as a pedagogical Maker Space is that Maker Spaces are truly all around us. We need to become skilled at recognizing the affordances of different spaces and how to take advantage of those affordances. Affordances may be as simple as a classroom that allows us to move desks around. Affordances may include the use of mobile technologies to inquire e.g., using the capabilities of smartphones to gather data or to calculate angles. Bus rides to and from SFU may be a great Maker Space opportunity. And so on. The television series MacGyver comes to mind where the main protagonist was able to innovate under challenging circumstances using whatever was around him at the time. Although our challenges may not be the same as those MacGyver found, we do need to learn to recognize the potential of what is around us at any given time and think about ways to take advantage of these affordances.
Conditions for Success

Are we ready to move forward? What are the necessary conditions both within the Centre and at the institutional level to insure that we achieve our goals? We propose the following as the minimum conditions for success:

<table>
<thead>
<tr>
<th>Teaching is Valued</th>
<th>Faculty and staff must see, feel and trust that teaching practice is valued in substantive ways. SFU must demonstrate through policy, words and action that innovation, trial-and-error and success in its many forms are welcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Space</td>
<td>There needs to be time and space to explore new ways of teaching. This allowance might entail course release (or research release), dedicated space to try out ideas, and a community with whom to share them.</td>
</tr>
<tr>
<td>Exploration &amp; Inquiry</td>
<td>Communication of the vision as one <strong>Great Big Inquiry</strong>. That is, implementing the vision is a journey of exploration and not an end in and of itself; a process more than a product that should be a positive experience for all. And, as with any inquiry and journey, this process is a shared experience.</td>
</tr>
<tr>
<td>Places to Inquire: Pedagogical Maker Spaces</td>
<td>The tools of inquiry and exploration need to be readily available to all: mentorship, professional development, physical and virtual space.</td>
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We may not have a clear idea of how this journey will unfold and what we’ll find at the end in terms of how SFU will look but if we create and foster a culture of inquiry (which SFU is really good at) and put in place strategies that are agile and flexible enough to support our inquiry, we will be more than half-way there. The above conditions will enable us to get on with that inquiry.

The development of high-performing teams across SFU becomes possible as change takes hold and conditions are met. And with these teams come innovation, leadership and possibility.

The TLC is well situated with the required expertise to enable and support the change needed for the journey to become,  

> ... leaders in flexible education integrating innovative teaching practice with robust learning environments to help facilitate student success while at the same time celebrating the diversity that students bring to its three unique campuses.

Environmental Scan

In May 2017, the TLC embarked upon what amounted to an environmental scan of SFU teaching and learning needs and supports across all three campuses. The data used to inform this scan have included relevant institutional reports, external reports, TLC working group reports, and the TLC external review report and action plan. Together, the documents have guided us in our strategic plan preparation.
Academic Plan

A review of the SFU draft Academic Plan reveals several areas in which the TLC plays an important role:

- Accountability
- Curriculum (re)development,
- Equity, Diversity and Inclusion
- Educational Goals
- Flexible Teaching and Learning
- Indigenous Initiatives (particularly, Indigenizing the curriculum)
- Learning Environments
- Teaching and Research and Service
- Valuing Teaching

Evidence

Institutional Reports

The following reports were taken into account in the preparation of this plan:

- Task Force on Flexible Education (TFFE)
- Institutional Educational Goals/Learning Outcomes Working Group (EGLO) (in draft)
- Institutional Teaching Assessment Working Group (TAWG) (contribution to academic plan)
- Student Evaluation of Teaching and Courses Working Group (SCUTL working group looking at alternative ways to assess teaching)

These reports recommended ways forward in the following areas:

- Flexible Education
- Educational Goals
- Valuing Teaching
- Ways to assess teaching - SETCWG (72 recommendations)

The TLC has implemented working groups to provide support for the EGLO and the TAWG as they do their work and to prepare to provide support for the recommendations from the institutional working groups.

External Reports

Reports published by international professional organizations also assisted our analysis:

- Tracking Online and Distance Education in Canadian Universities and Colleges: 2017
- Flexible Pedagogies: New Pedagogical Ideas Preparing for the Future – Higher Education Academy
It is worth spending a bit of time on these two reports as they relate to benefits and challenges.

Perceptions of Online Learning
The Tracking Online and Distance Education report found that the main perceived challenges for moving forward in online learning was a lack of adequate resources (83%), inadequate training for instructors (69%), and resistance from instructors to online teaching and learning (65%).
The perceived benefits were a mix of access and potential for increased enrolment (99% and 76% respectively), and the potential for more innovative teaching and student engagement (61% and 31% respectively).

**Flexible Pedagogies**
The HEA report, *Flexible Pedagogies: New Pedagogical Ideas*, emphasized the importance of an agile and flexible approach to teaching and learning. The main argument put forward was that in order to prepare students for an uncertain future (in terms of careers over time) we must integrate pedagogies that have the same agility, flexibility, and resiliency, that we hope to instill in our students. They acknowledge the impact technology has on learning and teaching and suggest that flexible pedagogy is the best strategy to effectively use technology.

**TLC Working Group Reports**
In addition to reviewing the above reports, our environmental scan process has entailed the creation of a number of internal cross-functional working groups. Members of these working groups come from our four units of educational consulting, educational media and technology, course programming, and student evaluation of teaching and courses (SETC), and the tasks they are assigned use well-scoped terms of reference. Specifically, the strategy has been to break the larger topical scans into three phases: (1) baseline (what have we [both TLC and SFU] been doing and how well has it succeeded), (2) planning, and (3) implementation.
The following working groups have begun to report in:

- Teaching Awards - 1 (baseline)
- Educational Goals - 1 (baseline)
- Educational Goals - 2 (planning)
- Faculty Needs Assessment
- Student Needs Assessment

Working groups are continuing in the following areas:

- Flexible Teaching and Learning – 1 (baseline)
- Teaching Assessment and Recognition – 1 (baseline)
- TLC Impact on Teaching and Learning – 1 (baseline)

Additional reports include:

- Review of TLC’s across Canada (piloting, followed by full scan)
- Classroom size (in progress, 5-year scan)
- Student evaluations response rates (completing)

**TLC External Review and Action Plan**

In the spring of 2016, an external review of the TLC was conducted. Upon receipt of the report generated by the review committee, TLC staff began internal discussions on ways to address the recommendations in the report. As the internal discussions continued, it became apparent that we were converging on a strategic plan. An action plan was developed that captured this direction and was subsequently submitted to the Vice-President, Academic and Provost in May of 2017.

These documents had an impact, especially the TLC Innovative Support Model described in section 3, in that many of the recommendations for improvement were targeted at the way in which the TLC worked internally (staff relations) and with how it was structured to provide service.

**Summary of Reports to Date**

The TLC reports were baseline in the sense that they captured the current state of things in a number of areas. The Awards working group found that there was no clear pathway for a laddered approach to teaching award development. The faculty needs assessment highlighted (1) the need for a safe environment in which to innovate and experiment and (2) concerns about the preparedness and attitude of students for post-secondary work (e.g., English as Additional Language, academic skills, consumerism). Students identified three major areas of concern: (1) lack of Teaching Assistant (TA) training, (2) community building in the classroom, and (3) experiential learning.

**Summary**

The evidence reviewed and the direction of the Academic Plan suggested six strategic areas of interest for the TLC.

1) Valuing Teaching
2) Enhanced Service Areas
3) Educational Goals
4) Impact of the TLC on the Academic Plan and Vision
5) Indigenous Initiatives in Teaching and Learning
6) Flexible Learning and Teaching

These are areas that we believe will align well with Faculty’s academic plans and in so doing position the TLC to provide strategic responsiveness to SFU’s teaching community. Section 2 discusses each of these strategic areas in more detail.

A consistent theme that emerged was a need for more and more targeted professional development. This speaks to the way professional development is delivered and the scope and appropriateness of the content. It also speaks to the need to rethink how a teaching and learning centre engages with the SFU learning and teaching community and to rethink ways to support that community. Section 3 discusses ways in which the TLC is exploring these ideas and suggests ways forward.
Section 2: Six Strategic Areas

Based on the five-year draft academic plan and on the evidence gathered from the various reports, the TLC will engage in the following six strategic areas:

<table>
<thead>
<tr>
<th>Valuing Teaching</th>
<th>Enhanced Service Areas</th>
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<tbody>
<tr>
<td>• Celebrate and honour teaching</td>
<td>• Teaching Assistant/Tutor Marker (TA/TM) Support</td>
</tr>
<tr>
<td>• Support portfolio development and review</td>
<td>• English as an Additional Language (EAL) Support for teaching</td>
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<tr>
<td>• Awards development</td>
<td>• New Faculty Orientation</td>
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<td>• Support faculty review process</td>
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<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Impact</th>
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<tbody>
<tr>
<td>• Consistent support across disciplines</td>
<td>• Evidence-informed practice and continuous improvement</td>
</tr>
<tr>
<td>• Development of goals</td>
<td>• Scholarship of Teaching and Learning (SoTL)</td>
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<tr>
<td>• Assessment strategies and support</td>
<td>• Accountability</td>
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<tr>
<td>• Integrated ‘closing the loop’ strategies</td>
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<table>
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<tr>
<th>Flexible Learning and Teaching</th>
<th>Indigenous Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different ways of learning and teaching</td>
<td>• Decolonizing learning and teaching</td>
</tr>
<tr>
<td>• Dynamic, innovative teaching practice</td>
<td>• Indigenizing the curriculum</td>
</tr>
<tr>
<td>• Situated and experiential learning</td>
<td>• Community-informed learning and teaching</td>
</tr>
<tr>
<td>• Learning environments as Maker Spaces</td>
<td>• Indigenous ways of knowing</td>
</tr>
<tr>
<td>• Integrated use of enabling technologies</td>
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Valuing Teaching

- Celebrate and honour teaching
- Support portfolio development and review
- Awards development
- Support faculty review process

Vision

“Advancing progressive learning approaches requires cultural transformation. Institutions must be structured in ways that promote the exchange of fresh ideas, identify successful models within and outside of the campus, and reward teaching innovation with student success at the center.” – NMC Horizon Report: 2017 Higher Education Edition

A consistent thread at many research intensive universities is an emphasis on research over teaching practice. This imbalance can lead to confusion and frustration when faculty members attempt to meet or exceed expectations. As one participant in the Faculty Needs Assessment shared,
TPC [Tenure and Promotion Committee], my first cycle here, I got a 2, which is almost unheard of, right? Then, for the next five cycles ... my dean lowered that to a 1, saying, sorry, we can’t. We just don’t have enough steps to go around. That’s in the context of winning a teaching award in the Faculty, doing tons of mentorship for other faculty around their teaching, being a faculty teaching fellow for part of the time. So there’s nothing else I can do. I’m on SFUFA, I’m on committees, and I still can’t... because teaching, itself, is just the lowest priority in terms of our department. (cf FNA Report, 2018)

This is unfortunate and it points to the larger issue of policy and procedure at the institutional level. As discovered by the work of both the TAWG and the SETWG SCUTL reports, many Tenure and Promotion Committee (TPC) chairs have an interest in and a desire to value teaching in the bi-annual review and the tenure and promotion review process. However, they are frustrated that there are few alternatives to SETC that do not introduce significant workload. Here is a faculty member who echoed this sentiment:

Our TPC this year... is trying to find ways to evaluate teaching beyond those teaching scores—teaching evaluations from students. But one of the things we’re struggling with is how to do that, because the only methods people can think of is to have someone come and sit in on your class, which is hugely time-consuming for everyone. So I think we’re struggling with ways to evaluate teaching that are not just looking at scores and checking a box, but they’re above a level on the student evaluations. (cf FNA Report, 2018)

This need for a culture change that accords equal value to both teaching and research is one in which the TLC can play an important role.

Celebrate and honour teaching
There is a significant awareness and communication element that the TLC can bring to the table. At present we provide regular newsletters highlighting interesting teaching practices by our colleagues, support and facilitate the Teaching Matters Seminar Series, as well as provide support for faculty award submissions.

We are in the process of developing a communications plan that seeks to provide awareness of teaching successes across SFU through a multitude of means and strategies. These include regular symposia to share and speaker series highlighting and valuing different ways of teaching and learning. Our intent is to find and use a full range of means to demonstrate and to value teaching at SFU.

Support portfolio development and review
The TLC currently supports a ‘Teaching Dossier’ program that works with faculty members and postdoctoral and graduate students alike with developing their teaching portfolios which can be used in a number of ways including their submission to TPC’s for biennial review and tenure and promotion.

Through our work with faculty individually, or in our courses and workshops, we will provide opportunities and encourage participants to gather material and examples for their portfolios.
We will continue to provide support for faculty members and, going forward, to TPC’s, to understand how best to structure teaching dossiers to highlight the work of the faculty member while working to insure that TPC’s have the tools they need to efficiently and effectively review dossiers. At a recent Teaching Matters Seminar Series forum hosted by the TLC, guest speaker Mark Leier of the Department of History, discussed ways in which to use portfolios to assess learning, and the resulting discussion with faculty present was both rich and potentially innovative.

A model that may be very useful in this regard is based on the review process used by the Higher Education Academy (HEA) in the UK. In this model, the workload of reviewers is mitigated through the use of portfolios containing structured self-assessment/reflections. While there may be some concern about how the HEA process was implemented in the UK by universities, the validity and usefulness of the portfolios is well-worth consideration and adaptation to the SFU context.

**Learning and Teaching Awards development**

The report of the TLC Teaching Awards Working Group describes the awards available at SFU. It also comments on the lack of structure to support a scaffolded and laddered approach to supporting and valuing faculty through awards processes. The TAWG work has echoed the same concerns, i.e., there is no comprehensive and cohesive model to provide support for faculty in a scaffolded way through a laddered awards process.

A well-articulated and supported awards process might look like the following:

Currently, there are only a few awards open to faculty at all steps depending on department/Faculty, but a few processes for upward intentionality are missing. Moreover, the TLC has had little participation thus far in awards at any step unless invited to support an awards submission. Given the importance of a
laddered awards system to an overall strategic direction of valuing teaching, a more consistent, coherent, and intentional system of awards development and support needs to be put in place.

The TLC is in a good position to work at all steps in the development of an implementation and support strategy to support a laddered awards structure.

Support Faculty Review Process
The TLC will provide support for faculty in the development of submissions for TPC’s over and above teaching dossiers. We can provide support for draft reviews, cover sheets, etc., as the faculty member assembles their submission.

The TLC can also provide support for TPC chairs and members in terms of ways and strategies to evaluate the ‘teaching’ component of faculty submissions.

The TLC being involved in both submission and review processes can help align submissions with criteria and evaluation practices.

Enhanced Service Areas

- Teaching Assistant/Tutor Marker (TA/TM) Support
- English as an Additional Language (EAL) Support for teaching
- New Faculty Orientation

Vision

“We must become able not only to transform our institutions in response to changing situations and requirements, we must invent and develop institutions which are learning systems, that is to say, systems capable of bringing about their own continuing transformation.” – Donald Schon, as quoted in Evaluating the Effectiveness of Academic Development: Principles and Practice

Throughout our environmental scan process, a number of gaps in the TLC service areas continually appear; areas where we currently provide little or no support:

- Teaching Assistant/Tutor Marker (TA/TM) support
- English as an Additional Language (EAL) support
- New Faculty Orientation

These gaps have become particularly apparent to us based on the results of the TLC Student and Faculty Needs Assessments and other student/faculty surveys as well as through informal feedback. Below is an outline of our vision to provide more targeted and robust services so as to meet the needs of our clients.
Teaching Assistant/Tutor Marker (TA/TM) Support
TAs/TMs are typically graduate students who are contracted to provide teaching support for specific courses. The qualification for these positions typically include expertise related to the course, strong communication skills (written, oral), conducting tutorials, invigilation, and often some familiarity with online learning environments. It must be noted that Lab Assistants may also be required to possess similar qualifications.

In our Student Needs Assessment, several of the participants expressed concerns regarding TAs and TMs, not so much in terms of their content knowledge, but rather their teaching style, evaluation practices and communication skills. Although the TLC currently provides a semesterly “TA/TM Day”, it tends to be more of an orientation for the new TA with many of the sessions at an introductory level. The TLC also provides support for Graduate Students through Instructional Skills Workshops (ISW), our Certificate Program in University Teaching and Learning (CPUTL), and individual voice and presentation skills coaching. However, the TLC does not systematically provide ongoing support for TA/TMs or through richer course programming options, something we would like to change.

Over 1,000 TA/TM’s were employed in the Spring 2018 semester! It seems reasonable to assume that there would be a distribution of experience (first time TA’s to TA’s who have worked with, e.g., three or more courses). Support models for TA’s would need to take this into account. Regardless of how many were new or returning TAs/TMs, it is clear there is significant need. We are currently compiling data for the past five years to help us better understand the need over time and will feed that into our support model.

It should also be noted that robust TA support is an integral component of many teaching and learning centre offerings in recognition and we can learn from these models (e.g., University of Victoria, University of British Columbia, University of Toronto, etc.).

- [https://ctlt.ubc.ca/resources/teaching/teaching-assistants/](https://ctlt.ubc.ca/resources/teaching/teaching-assistants/)
- [http://tatp.utoronto.ca/](http://tatp.utoronto.ca/)

In light of our wish to provide a formal and intentional laddering process for faculty development, we also propose a complementary support model for TAs/TMs: (1) Faculty Support Model and (2) TA Support Model.

**Faculty Support for TAs/TMs Model**
A sustainable approach to TA/TM development is to work with faculty members to train their TAs/TMs. Given that a faculty member will remain with SFU even after their TA has graduated and moved on, it seems reasonable to provide him or her with direct support. Furthermore, faculty members are more able to provide specific training relevant to the discipline (e.g., labs, marking).

The TLC will develop a series of modules for faculty focusing on the skills they need to convey to their TAs. The delivery of these modules will be situated following the model discussed in the ‘Flexible Module Delivery’ section.
Five-Year Academic Support Plan

TA Support Model
The Faculty Support Model outlined above assumes that faculty members will engage with the TLC, and we will strive to find ways to engage, but it is not reasonable to assume that this in and of itself will address the concerns raised by students.

Support in the following areas will be beneficial to all TAs/TMs:

- General teaching skill development,
- Communication skills,
- Equity, diversity and inclusion in their classrooms,
- English as an Additional Language (EAL) support strategies.

Such training could have a significant and positive impact on their experience at SFU and provide them with the professional development that can differentiate their CV’s from others as they begin their career searches.

We recognize that many disciplines have unique and specific needs in terms of TA development and that they may be in the best position to provide these more specific types of skill development. Thus the professional development the TLC provides will help provide a foundation for their TA’s that they can more quickly and easily build on for their needs.

The International TA Program (delivered by Continuing Studies) has been a great success in terms of helping to prepare international students to TA at SFU. It provides a model to consider when developing a more general TA program for SFU students.

Providing support for TA’s is a good opportunity to develop a collaborative model with e.g., TLC, Centre for English Language Learning, Teaching and Research (CELLTR), Continuing Studies, Student Services, and Graduate Studies (some, or all, as partners).

English as an Additional Language (EAL) Support for teaching
Faculty have identified a growing number of students in their classes who are still in the process of learning to read and write, and to speak and listen, in English. English is often their second or even third language. Often their skills are not at the level we expect from our students leaving both students and faculty looking for ways to learn and to teach while still learning the language skills.

It is important to note that the experts in this area are at the Centre for English Language Learning, Teaching and Research (CELLTR). They are in the best position to provide the support to faculty but it may make sense to partner with the TLC to deliver professional development to faculty. The TLC has the mechanisms to help scale up and support CELLTR in its work.

Sustained New Faculty Orientation
Faculty who are new to an institution and/or new to the Academy can benefit immensely from a sustained faculty-orientation program.

When first starting a new position, let alone a new career, faculty must learn their way around the structure of the new position: who is in their department, where their office is, preparing for their courses, etc. Once the ‘noise’ associated with those early days begins to clear away, the next set of
challenges will emerge, e.g., research funding and support perhaps followed by teaching support. As these clear away new ones emerge. And so on through the first several years.

A new faculty orientation recognizes the challenges and the timeline in which they emerge and provides support accordingly and in a timely fashion. In a sense, it is just-in-time support but with a more planful and intentional underlying theme. To make the most efficient use of the faculty members time, a sustained orientation program needs to provide small, short, targeted sessions periodically throughout the first two semesters:

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<table>
<thead>
<tr>
<th>Initial Orientation</th>
<th>Session 1</th>
<th>Session 2</th>
<th>ISW</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
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<td></td>
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</tr>
</tbody>
</table>
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Each session will carefully target the common needs at each interval yet would remain flexible enough to address emergent concerns. To insure support throughout the sustained orientation program the TLC will match a TLC partner with each new faculty member. This can and should be done in collaboration with, e.g., Faculty Relations, chairs, associate deans of each faculty. There are good opportunities to work together to provide seamless, informed, and well-rounded support for new faculty that will ultimately connect them to each other and to ongoing faculty support as they continue in their careers at SFU.

The TLC also looked into ways to support new faculty in 2016. The New Faculty Initiatives Report that was generated provided an overview of the state of SFU at the time and suggested a number of activities and strategies that the TLC will review and update.

### Educational Goals

- Consistent support across disciplines
- Development of goals
- Assessment strategies and support
- Integrated ‘closing the loop’ strategies
Vision

“Authentic engagement in improving our instructional practices based on assessment of student learning reflects the value that [an institution] places on excellent teaching guided by what [its] students are actually learning, rather than our beliefs about what they are learning. It represents an honest evaluation of our students’ educational experience and our best hope to continue to build a truly excellent university experience with them.” – Student Learning Outcome Assessment Handbook, The University of Texas Pan-American

As the first institutional working group on educational goals/learning outcomes (EGLO) winds down and the information gathered becomes available through its reporting, it has become clear that the support the TLC provided for educational goals at its inception (e.g., 2013-14) was inadequate to the demands at the time. This gap in service was less a reflection on the TLC as it was on the unexpected demands and pushback from the both SFU faculty population as well as certain Faculties in particular. This resistance is also captured in the TLC’s internal EG-1 working group report. However, this report also conveys that the TLC has learned from the entire experience such that it is now much more responsive and is in a much better position to support educational goals at all levels of the university as we move forward.

One of the findings of the EGLO working group was that departments and programs are actively preparing and/or engaged in assessing their educational goals. The working group explored the different strategies available to assess educational goals and their practicality. It makes sense to continue to explore and recommend/support ways of assessing educational goals. Ultimately, we need to consider how best to ‘close the loop’, to integrate what we have learned from the educational goals and their assessment into our curricular work.

Consistent support across disciplines

One of the challenges the working groups identified was that of consistent support across all levels of the university: institutional, Faculty, program, course. To this end, the TLC will provide consistent and continuous support through the formation of a thematic unit (see Thematic Units in Section 3 below) consisting of TLC staff and partners with expertise and a continuing role in providing support for educational goals development and assessment. Closing-the-loop support will be an integral part of this work. In addition, this group will share with the EGLO working group and with the broader SFU community the successes and challenges of partners as they go through the process of developing and assessing educational goals as well as any changes that came about by virtue of this process.
TLC Impact on Learning and Teaching

- Evidence-informed practice and continuous improvement
- Scholarship of Teaching and Learning (SoTL)
- Accountability

Vision

“If one of the central purposes of [an] educational institution is to provide high-quality teaching and learning, then faculty development programs play a strategically central role in this process of continuous ‘self-transformation.’ That means they need to understand how well they are supporting this goal of self-transformation and how well they are self-transforming themselves.” -L. Dee Fink

If we are to succeed in implementing our vision and moving forward with our strategic priorities, it is important that the TLC understands the impact of its work so as to inform our practice. Regular impact assessment using multiple measures will help to improve and (re-)direct our services in appropriate ways. It will also provide us with tangible evidence of the impact we are having on, for example, changing the culture and practice of learning and teaching at SFU.

Measurement of the TLC’s impact is an emerging theme at TLC’s across Canada and, as we collectively consider best practices, we are necessarily inquiring into the ways in which we can most effectively provide service and in which areas. To this end, we currently have an internal ‘Impact’ working group which is exploring methods and best practices in impact assessment. The findings will provide input to our planning and implementation stages of TLC impact assessment.

Evidence-informed practice and continuous improvement

To provide well-targeted support for faculty, it is essential that we know what they need and how well our services are satisfying that need. Similarly, for our strategic areas: how well are our activities advancing our vision and the six corresponding strategic areas? To answer this question, we undertook a faculty needs assessment as well as a student needs assessment. Through a series of focus groups, coupled with survey data from Student Services and Institutional Research and Planning (IRP), we have a good picture of student and faculty needs that can, and will, inform our practice. Reviews such as these need to be a regular feature of our evidence gathering. Additionally, the work of our various internal working groups also allows us to engage in a broader, comprehensive set of evidence gathering strategies.

Aside from regularly assessing our service offerings, the TLC also needs to examine itself in terms of the way we provide support; that is, that the manner in which TLC staff work together is well aligned with our vision based on a strong team dynamic that is flexible and agile enough to adapt to changing and progressive needs.

Ultimately, evidence-informed practice means that we must insure regular reviews occur and that we make the time to integrate the findings of these reviews into our everyday practice.
Scholarship of Teaching and Learning (SoTL)

SoTL provides a framework for gathering and analyzing data in messy environments (and not so messy environments) and for making sense of what is found. It provides structure and process that can be applied in the classroom and on through to the institutional level. Perhaps most importantly, the practice of SoTL is much like an explorer who documents their journey in that the structure and process is flexible and adaptable to circumstances and contexts, providing a lens to review our inquiries.

The TLC works to adopt a SoTL mindset since it is our belief that our work is part of a larger inquiry and such that data needs to be routinely gathered, analyzed, synthesized and shared.

The Institute for the Study of Teaching and Learning in the Disciplines (ISTLD) excels at supporting faculty in their scholarly inquiries; expertise that the TLC can learn from. We do currently work with ISTLD staff to support faculty and will continue to collaborate on ways to support SoTL at all levels of the university.

Accountability

TLCs must be accountable and able to show their value to the institution. It is tempting to provide numbers solely as evidence of how many students, faculty and staff with whom we have engaged, but such measures do not speak to the quality of our services or to any change that may come about through these services. Accordingly, the strategies discussed above will help us to both provide the evidence we need to improve as well as the accountability owed to the institution and our clients.

Flexible Learning and Teaching

- Different ways of learning and teaching
- Dynamic, innovative teaching practice
- Situated and experiential learning
- Learning environments as Maker Spaces
- Integrated use of enabling technologies

Vision

“[T]he proliferation of new technologies in higher education teaching and learning, coupled with a diversification of learner profiles and pathways through higher education, has triggered developments to extend flexible learning at several levels. Despite the potential this brings for democratic and emancipatory approaches to teaching and learning, pedagogical dimensions are easily obscured by technological ‘mist’. [Instead, we] need forms of pedagogic innovation that help to develop flexibility as an attribute or capability, in both learners and educators, [thereby] rethinking the nature of the
**university and the value of learning.**  – *Flexible Pedagogies: Preparing for the Future – Higher Education Academy*

Flexible learning and teaching is about adaptability and resilience, innovation and investment, and a culture and context that values informed and ethical risk-taking in the classroom.

The goals of the Flexible Learning and Teaching strategic area are to provide support for the development of a culture of inquiry and exploration at SFU, which includes the development of pedagogical Maker Spaces. To that end, our support will generally fall into the following three areas:

1. **Different ways of learning and teaching**
2. **Learning Environments as Maker Spaces**
3. **Integrating enabling technology**

**1. Different ways of learning and teaching**
A foundational component of flexible learning and teaching is flexible pedagogy. We need to provide faculty with exposure to different ways of teaching and different ways of assessing. At the same time, we need to look at the different contexts in which learning and teaching can take place. The flexibility and agility that a robust repertoire of pedagogical strategies offers positions us well to inquire into SFU’s own learning environments and Maker Spaces.

**Dynamic and Innovative Teaching Practice**
Dynamism and innovation are the cornerstone of the flexible learning and teaching plan. We must both innovate and learn from each other as we gain comfort and expertise with a more agile approach to teaching. We can, and will, learn from and build on the work of the Beedie School of Business Entrepreneurship and Innovation courses. We can, and will, learn and model, through our own practice and work with faculty, ways to take advantage of the affordances of different pedagogical strategies, contexts, and technologies.

**Situated and Experiential Learning**
Learning is often best when it takes place in context and is experiential and authentic. For example, significant learning is achieved in labs, field courses, practicums, thesis research and through initiatives such as the Work Integrated Learning (WIL) program offered by Student Services. Activities such as these provide us with an understanding of the important role that experiential learning plays in a university education. Indeed, these contexts are ripe for much SoTL inquiry.

Ultimately, the goal is to provide situated experiences that supplement and complement lectures, joining the two together in ways that help students connect the conceptual with the practical. In doing so, students are pushed to go beyond what they know into new areas that require flexibility in their thinking and problem solving.

**2. Learning environments as Maker Spaces**
Learning and teaching environments are all around us. We need to learn how to take advantage of what we find to construct and co-construct with our students, environments that facilitate learning and teaching in ways that go beyond traditional classrooms.
Maker Spaces are a way of looking at designing and using learning and teaching environments. What are the affordances, the assets that need to be available in the space? What are the artefacts that we want to create and co-create with students? Do the spaces need to be permanent or transitory? Do we need to use technology to support and enable these environments?

We have considerable expertise at SFU in the creation of Maker Spaces. In the same sense of creation that permeates the Entrepreneurship and Innovation courses in the Beedie School of Business, treating this as both inquiry and entrepreneurship (pedagogical entrepreneurship) may be a powerful way to begin moving the idea of an institutional pedagogical Maker Space forward.

3. Integrated use of enabling technologies
Enabling technologies are those that help or allow us to do things that are challenging or even impossible using non-technological strategies. As mentioned earlier, in terms of pedagogical approaches, we need to look for the affordances of technologies with a multitude of lenses to find the right fit for our needs.

The simple diagram below is a way to look at the spectrum of technologies and where we might take advantage of them. At one end, the F2F (face-to-face) end reminds us that sometimes technology is not appropriate while the rest of the spectrum asks us to consider a host of options. We will pilot and model flexible collaboration and delivery models in our own work to understand better the affordances and limitations of different modes and types of enabling technologies.

**Teaching/Learning/Support Environments**

F2F → 1:1 → Group

F2F → Blended → Online

F2F → Blended → Online

**TLC Working Groups on Flexible Learning and Teaching**
We have just begun our series of working groups dedicated to learning more about flexible learning and teaching: (1) Baseline, (2) Planning, (3) Implementation. As we move these working groups forward, we will embed what we learn in our own practice and in our programs.

This is a truly exciting series of working groups and we have a team eager to dig in, learn, and work with faculty to explore flexible pedagogies.
Indigenous Initiatives

- Decolonizing learning and teaching
- Indigenizing the curriculum
- Community-informed learning and teaching
- Indigenous ways of knowing

Vision

“SFU’s Strategic Vision identifies ‘respect for Aboriginal Peoples and Cultures’ as one of its six principles. Expanding upon the principle, the Vision notes that SFU will honour the history, culture, and presence of Aboriginal peoples; will welcome and nurture Aboriginal students; and will seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.” - Walk this Path With Us: Report Of The SFU Aboriginal Reconciliation Council (ARC)

With the work of the ARC now complete and SFU moving forward with implementing the recommendations of the ARC report, Walk this Path With Us, it behooves us to provide a support structure that both honours the ARC recommendations and insures that they are successfully implemented.

The TLC has developed such a structure:

We are really just getting started. The direction and scope of work will be determined through our work with the Advisory Committee, Indigenous scholars and students, and the Indigenous community at SFU and external to SFU.
Indigenizing the TLC

Over the past 12 months and since the release of the ARC report and recommendations, the TLC at SFU has been actively engaged in Indigenizing the Centre and in helping to move forward on the ARC recommendations.

The TLC is responsible for supporting faculty in their teaching practice and in supporting a culture of awareness and cultural sensitivity. We would like to share with you where we are in our journey of exploration, decolonization, and reconciliation. We have been guided by the Indigenous community’s invitation to walk together, by careful and ongoing attention to ‘Nothing about us without us’, and to the prior consultations that have occurred at SFU (ARC, Office of Aboriginal Peoples (OAP), deans, and student groups). We have consciously and intentionally made connections to the Indigenous peoples and offices around the university and that is resulting in unprecedented connections, conversations and visits to the TLC.

Our journey began with an understanding that in order to meet our responsibilities, we must truly learn to walk the talk. This began with many internal discussions about how best to support the aims of the ARC recommendations and to support our faculty as they learn to, for example, Indigenize their curriculum. This has been a challenging process, at times met with resistance and at other times with open arms. Our process has been consultative and ‘stubborn’ about the changes that need to occur within the TLC to insure sustainability. We are seeing a ripple effect where a few core ideas are resulting in change, in ideas and in collaboration.

Through these discussions, we began to converge on a way that is authentic and open:

1) Indigenize the TLC
   a. Presence and Awareness: Paintings of Indigenous peoples, commissioned wall hangings by Indigenous artists, maps showing Indigenous lands and regions in British Columbia and Canada
   b. Ceremony: Inclusion of Indigenous ceremony in our work together and with others such as drumming at our staff meetings and in our recent Undergraduate Student Research Symposium, blanket ceremony as a way of valuing TLC staff contributions, and appropriate gifting of Indigenous artwork
   c. Weekly Learning Circles: Awareness and understanding of reconciliation and what that means for us as individuals and as a centre
   d. Acknowledgement: The TLC and TLC staff acknowledge First National Traditional Territory through our email signatures and in our presentations, meetings, and events

2) Associate Director – Indigenous Initiatives
   a. Internally funded a new position to lead our work (currently in the middle of the hiring process)
   b. Sufficient scope and autonomy to take us where we need to go
   c. Chairs our Indigenous Initiatives Advisory Committee

3) Indigenous Initiatives Advisory Committee
   a. Creating a committee consisting of Indigenous and Non-Indigenous scholars, Indigenous students, Elders, and members of the academic and indigenous communities
b. The scope and remit of the committee is to advise and recommend ways the Associate Director – Indigenous Initiatives and the TLC can support the values and recommendations of the ARC report as well as the values of the Indigenous community. A Terms of Reference is forthcoming. The committee and Associate Director will work together to refine.

4) Workshops
   a. Have begun the development and adoption of materials and content to support our work
   b. Nearing completion of an online resource that adapts a wonderful and heartfelt presentation by William Lindsay to make it available in our work and to a larger audience
   c. Have been approached by Indigenous scholars to begin working with them to provide workshops for faculty and students

5) Indigenizing Curriculum Grant Program
   a. Funded by the ARC, we have developed a grant program intended to provide faculty with resources and support to begin Indigenizing their courses
   b. Direction and grant submission reviews will be provided by the Indigenous Initiatives Advisory Committee and by the Associate Director – Indigenous Initiatives
Section 3: TLC Innovative Support Structure

Inquiries are by their very nature exploratory and require us to remain open and agile in thinking and in our approaches to undertaking the journey that is inquiry. The TLC is moving in a direction that will allow us to model and support SFU, faculties, and faculty members in their journey.

The TLC provides support to faculty members and to programs in a number of ways:

- Situated Support
- Strategic Threads
- Thematic Units
- Engagement:
  - Individual Engagement
  - Courses and Workshops
  - Community Building and Sustainability
- Agile Structure

Each of these modalities is intertwined with the others, constituting a sustainable and scalable service and support model that is flexible and agile providing the TLC the ability to be and remain responsive throughout an inquiry and particularly as SFU engages in our Great Big Inquiry.

Situated Support

The TLC is situated centrally in terms of our support of all faculties. That allows us to provide many opportunities for interdisciplinary sharing and learning. It positions us to see when it may be appropriate to centralize support for consistency and scalability (e.g., flexible learning and teaching, educational goals) and when it is appropriate to situate the support in the faculties. For example, individual support may be entirely appropriate and useful when beginning to work with a faculty member but, at some point, it may be more useful to provide that support to group of faculty with shared interests to facilitate sharing and scalability. The support can be in the Centre when more generalizable or continue to be situated in the faculty when more discipline-specific or when it is more practical to provide situated support.
The arrows to and from the TLC in the diagram above show there is a two-way flow of learning with significant opportunities to leverage the inward flow and share through the outward flow. We are currently exploring models for engagement and delivery that will increase our ability to provide broad and deep support to faculty and programs at all three campuses.

**Strategic Threads**

It can be a challenge to intentionally integrate institutional strategic initiatives into all that we do and attempting to do so would likely be counterproductive. However, we need to find ways to keep these initiatives, as well as those of the centre, forefront in our planning and implementation. To help us ‘keep our eye on the ball’ we will use the concept of strategic and thematic threads. This is very similar to the concept of curricular threads and is a constant reminder to be open to opportunities to move forward these initiatives.

The following strategic threads will help us retain focus and direction:

1. Equity, Diversity and Inclusion
2. Indigenous Ways of Knowing
3. Guided Inquiry
4. Explore new and innovative learning & teaching environments
5. Student & faculty informed practice

Equity, Diversity and Inclusion
As SFU grows and continues to attract students, staff, and faculty from different backgrounds, languages and cultures, there will be an increasing need to understand the benefits of diversity and how to leverage that diversity to improve and enrich our teaching and learning and ultimately our lives.

Equity and inclusion are an outcome that will come from our growing understanding and acceptance of diversity. Treated holistically, equity-diversity-inclusion (EDI) must be a thread that runs through all of our work.

There will be many opportunities to discuss and learn the power of diversity in our work. A few examples include working with faculty and students to integrate EDI into their teamwork, structuring class time to allow community development, and, through these, learning to talk with and understand the perspectives of many.

The TLC sees this thread as an integral part of what we do and who we are and, in many ways, foundational to our work.

Indigenous Ways of Knowing
The report released by the ARC in the fall of 2017 contained a number of recommendations in various areas. The recommendations relating to education seem most relevant to the TLC and have guided our work since its release. Certainly the TLC has engaged in the work of Indigenous Initiatives since the spring of 2017.

One of the areas most often talked about by faculty, at least as it relates to our work, is that of Indigenizing the curriculum. How do we Indigenize our courses? Are some content areas more difficult than others? And so on. It is the position and direction of the TLC to address these questions and the more general and implied question, what are Indigenous ways of knowing?

The TLC has embarked on a voyage of discovery and reconciliation that begins at home. In our Centre, we have begun the rewarding if sometimes challenging path of Indigenizing the TLC. With the help of William Lindsay and others of the Indigenous community, we have begun the cultural transformation of the TLC. We have begun to include Indigenous ceremony in our staff meetings, in our celebrations, and in our halls. We meet weekly for thematic and guided discussions to explore Indigenous culture, ways of knowing, and what reconciliation means for each of us.

As we learn and grow in our understanding, we have begun to develop a richer lens through which to see the world and through which to see our work with faculty. We operate under the simple pretext: if we are not willing to engage, then we cannot ask others to engage. If we are not willing to learn, we cannot ask others to learn. If we are not willing to walk the talk, we cannot ask others to.

I cannot convey how rewarding this has been for all of us. It has and is changing the way we see ourselves and how we interact with each other, and, perhaps most importantly, we are becoming more open to opportunities to integrate Indigenous practices and understandings into our work and to learn to be open and available to the Indigenous community, on campus and off, as they are with us.
Guided Inquiry
Inquiry is already a significant thread that runs through much of our work with faculty. However, we want to make it even more intentional and stay open to opportunities to discuss, model, and convey the power of inquiry and the myriad ways it can be used as a learning and teaching strategy.

Explore new and innovative learning & teaching environments
Learning and teaching environments can be situated anywhere and can be functional and active at any time. Recognizing and understanding different learning and teaching environments is not a matter of technology but rather a matter of flexibility and recognition that the teaching can and does occur in the classroom and outside of the classroom, just as learning occurs in the classroom and outside the classroom.

We must also model the development and use of multiple learning environments in our practice and in our work with faculty members.

Student and faculty informed practice
A learning and teaching centre that focuses only on teaching is really only a teaching centre and will be missing the most important participant in our inquiries and work. The TLC has been engaging and will continue to engage with undergraduate and graduate students to help inform our work with faculty members. For example, we have recently conducted, with the assistance and support of Student Services, a series of focus groups with undergraduate students to ask questions about their learning needs. Similarly, we have recently completed the very successful delivery of an Undergraduate Research Symposium with the close collaboration of Student Services and the Library. We are considering the addition of student positions within the TLC to work with us to understand the student perspective.

There are many ways to continue to work with undergraduate students and we will continue to build strategic partnerships with Student Services and with student groups.

Thematic Units
There are a number of strategic/thematic initiatives that the university is facing which will benefit from centralized support within the TLC. It is tempting to create new internal units to address these areas, however, the act of creating and staffing such units limits our flexibility to support and engage with additional new initiatives as they emerge. Thus, the TLC has begun the practice of forming working groups which are comprised of a mix of staff from our four functional units and adhere to well-defined Terms of Reference to research, design and implement a set of deliverables to advance the particular theme/priority. Such an approach provides clear guidelines and regular review points.

There are a number of support areas that will benefit from centralized support within the TLC and that are based on the thematic requirements. It is tempting to create new units to address these areas. However, the act of creating and staffing the units limits our flexibility to support and engage with new thematic areas as they emerge. Thus the approach the TLC will use is to use Project and a Terms of Reference approach to delineating what each thematic group will work on and to consider the membership in each group. Such an approach provides clear guidelines and regular review points.

Below are general descriptions of each area based on identified need.
Awards
As indicated in the Awards Working Group report, there is currently no clear pathway for faculty or for the institution to support awards submissions. The Awards thematic unit will develop a robust awards-support program for faculty including support for a laddered structure. This unit will provide the consistency of support and direction as we move forward. Once the process is in place and established, this unit may see its work become tied to awards submission timelines and consultation to move new awards structures forward.

Curriculum Development Group
Curriculum development is a key component of the SFU Five Year Academic Plan. It is the cornerstone of meaningful change within courses and programs and provides a mechanism to review and impact curricular consistency and alignment both within a program and with SFU’s Academic Plan.

The TLC routinely works with faculty members to review their courses. However, we are rarely consulted or asked to participate in department or program-level review and revision. Any such consultation has typically been by virtue of the relationship and skill set of an educational consultant.

It has also become apparent that the TLC as a centre lacks consistency and capacity in our current approach to curricular support. A hybrid model of individual and central support will provide the scale, capacity, and consistency to better align our work with strategic and institutional goals.

Educational Goals Group
Much of this has been described above in the Educational Goals strategic area in Section 2. The power of supporting educational goals as a thematic unit lies in our ability to keep the group dynamic and flexible enough to support educational goals across a broad spectrum of needs and places along the continuum as suggested in the diagram below.

Indigenous Initiatives
TLC’s new Indigenous Initiatives area will need support for workshops and projects aimed to support the initiative. These may vary and require different skill sets. A thematic unit provides a flexible way to integrate TLC staff, Indigenous partners, staff, and faculty.
**Other thematic units**
The general approach used to generate and work with thematic units will extend to other areas as they arise.

**Engagement**
The ways in which we engage with faculty and Faculties are critical and need to recognize the scope of support we are being asked to provide and the ways in which we can scale our support, depending on the learning and teaching environment. We must find ways to engage and model different ways of working together.

**Individual Support**
Individual support ranges in length, breadth, and depth and is a crucial element in relationship building within faculties. Support at this level can, and often does, range from educational-technology support to course design and many things in between. This type of offering is recognized as an essential element in any service provision as it recognizes the value and needs of the individual in their teaching practice.

Individual support ranges across the areas of TLC service including educational technologies, educational media, and educational consulting. Faculty members often interact with members of these functional areas.

**Courses and Workshops**
The TLC has been offering flagship courses for many years. Among the most popular are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Instructional Skills Workshop (ISW)</td>
<td>3-day/24-hour foundational workshop; strengthens novice to expert instructors’ skills through intensive, yet practical, exercises in learning-centered teaching.</td>
</tr>
<tr>
<td>Certificate Program in University Teaching and Learning (CPUTL)</td>
<td>Senate approved, 13-week non-credit course designed for graduate students; provides substantive and intensive tools and reflection techniques on one’s teaching and learning practice; ISW is a prerequisite.</td>
</tr>
<tr>
<td>Rethinking Teaching</td>
<td>A 4-day course design workshop for faculty who are either developing a new course or revising a current one; interdisciplinary; full course design cycle from learning outcomes to assessment.</td>
</tr>
<tr>
<td>Educational Media Program</td>
<td>7-week course (2 hrs/week); for faculty members to develop their ability to create and use various types of educational media, from producing a video to designing better-looking PowerPoint slides to learning to launch a podcast through story-telling and other integrative strategies.</td>
</tr>
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We also offer a number of additional courses and workshops.

**Consistency, Progression, and Transparency**
As our courses have developed over the years, and with a more general focus on individualized support, our course and program offerings have lost an overall coherence and consistency with each other. As well, the progression one might expect to find in professional development offerings is largely absent.

Using a curricular model to review our programming will allow us to consider our collection of offerings through a lens of progression, consistency, and transparency. Couple this with a modular approach and we can offer faculty members flexibility and increased just-in-time-ishness.

**Recognition and Valuing Teaching**
A curricular approach positions us to seek accreditation of modules, courses, and the program. Accrediting bodies include the Educational Developers Caucus (Canadian) and Higher Education Academy (United Kingdom) to name a few. The value to faculty includes a recognized program of professional development that they can take forward in their biennial evaluations and tenure and promotion submissions. Reviewers of their submissions can be assured of the quality and appropriateness of the TLC professional development.

**Transcripts**
It is important that faculty members be able to request transcripts and course records to see what they have taken and in preparation for biennial review or tenure review. It is important to be able to demonstrate the depth and breadth of any particular course taken.

Registration data for all the TLC courses is stored along with records of completion (e.g., date, instructor, syllabus, etc.). In this way, faculty members can easily request transcripts and course records at any time.

**Expanded & Enhanced Programming**
In order to meet the needs of the strategic areas outlined above and to provide scalable support to faculty, we are expanding our program offerings and adjusting our delivery models to provide situated and flexible support. In short, piloting and modeling the approaches outlined above in the Flexible Learning and Teaching section.

To add value and to insure coherency and consistency both within and across our course offerings each will follow a general set of learning outcomes and integrate thematic curricular threads.
The concept map above provides an indication of the range and depth of courses that we will begin developing and delivering. The ‘cloud’ nodes indicate courses that have not yet been developed while the ‘boxes’ are courses that we currently offer. The map provides a higher-level overview of the gaps in our offerings and the areas we need to develop and provide additional offerings.

**Disciplinary and Interdisciplinary, Situated and Centralized**

Bringing faculty together in a course context provides multiple opportunities to learn from each other and to build community. There will be instances where a situated disciplinary delivery is the most appropriate approach to delivery of a course. In others, an interdisciplinary course delivered outside of their local context is the most appropriate. And, in fact, the former can and should ladder to the latter.

As we explore different modes and methods of delivery and situated-ness, we will learn and model ways to share with our faculty. Not so coincidentally, this is a way to develop models to support our students as they work their way through their own learning journeys helping to bring opportunities to learn and engage with their community in innovative ways!
Community Building & Sustainability

We encourage and support the development of a community of practice that co-creates, enhances and expands a culture of valuing teaching. Our Teaching Matters Seminar Series is a great example of this: a forum for faculty and instructional staff to discuss literature, share experiences and demonstrate practices related to teaching and learning. It runs every second week in the spring and fall semesters with each semester focusing on a particular theme. The Spring 2018 series explored the topic of assessment both in terms of student learning as well as an instructor’s teaching.

The following provides a sense of activities and areas that can help build and sustain communities over time:

- Regular discussions and sharing of teaching-related issues. A good example of this is the Teaching Matters Speaker Series’ that is led by Cindy Xin (from TLC) and Veselin Jungic (Math). This is a well attended monthly series but, as both Cindy and Veselin would point out, it has taken some nine years to develop to its current state of engagement. During that time, both worked hard to keep the community going and to build it to the place it is today.
- Open Classrooms - The idea here is to open our classrooms to our colleagues to allow them to attend and even participate in our classes. Several faculties are doing versions of this now (e.g., Beedie). The University of British Columbia (UBC) and University of Calgary have been doing this for some time now. A variation of this is that teaching award winners open their classrooms for periods during the semester so that colleagues can drop in and see first-hand the practices that have led to their awards. The University of Calgary, for example, has put this into practice over the past several years.
- Valuing Teaching Award Winners - SFU has a good record of 3M National Teaching Fellows award winners going back quite a few years but many faculty would be hard-pressed to name any of them. In contrast, we often see celebrations of research awards and recipients are well known, albeit often within their own areas. We also have various awards at SFU that range from departmental to institutional awards. The TLC can promote teaching award recipients as a way of valuing the work that led to their awards. Our suggestion in the Valuing Teaching section above articulates a laddered teaching awards process as one way of supporting faculty in this regard. Consistent with that proposal is promoting and engaging award winners.
- Teaching Events - The TLC will continue to provide support for teaching events ranging from speaker series that shine the light on different ways of teaching to full-day events that may theme around topic areas of interest (e.g., DemoFest is a TLC event that highlights and showcases faculty work in the area of blended learning).
- Pay it backwards - As faculty progress through their career, they become experienced and knowledgeable about teaching as well as research. The TLC can learn from these faculty members and we can facilitate sharing of that experience with younger faculty members (if not in age, younger in terms of experience). We are very excited by the possibilities of this activity; it’s a new one for us but one that holds great promise.
- New Faculty Orientation - When you first start your career, and especially when starting that career at an unfamiliar institution, it all looks like noise! Where do you start? What is the priority? Where is my office? The TLC would like to engage in significant ways with new faculty, particularly in ways discussed in the ‘Enhanced Support’ section above. I have watched cohorts of new faculty bond and
continue to stay in touch long after their first weeks at a new job. Providing a sustained orientation can help solidify these communities and can help connect them to communities related to their interests and practice.

- Courses and Workshops - A thread that has run through many of our courses is that of community. Each course or workshop provides opportunities to facilitate community through discussion and sharing and through activities. A great example of this are our ‘ReThinking Teaching’ course and our ‘Certificate Program for Undergraduate Teaching and Learning’. The first is for faculty members from all disciplines and takes participants through a four day, hands-on exploration consisting of group and individual work to rethink and reconceptualise their courses. The community that begins in this course tends to persist for some time afterwards and often helps build lasting relationships between faculty members, regardless of disciplinary affiliation. The second course is for graduate students and is a 13-week course that guides participants through models of teaching practice, etc. By the end of the 13 weeks, the participants have formed a community that lasts well beyond SFU and into their careers. We can and will continue to make community building a part of our work and a ‘thread’ that helps guide us.

- Faculty Associates - The TLC has been working with faculty associates for several years now and plans to continue. However, we will be using a much enhanced model that is heavily slanted towards community and relationship building. Please see below for a more complete description.

These are a few examples of where we see that the TLC can support and foster community building and sustainability around teaching and learning. In true inquiry fashion, we will learn from our experiences and will continue to find new and innovative ways to support community.

Faculty Associates
In the past, the TLC adopted the practice of funding (through course buy-out) a number of faculty to work on special projects related to a particular aspect of learning and teaching. For example, a Faculty of Arts and Social Sciences (FASS) faculty member collaborated with one of our educational consultants (ECs) to design and implement a teaching mentorship program for new instructors in that Faculty. However, a significant obstacle to the success of these partnerships was the absence of a formal agreement with the faculty members nor had a formal process for working with them been put in place. As a result, any benefit gained was accidental, not intentional.

And yet, the concept itself of a faculty associate (FA) was valid and has resurfaced through internal discussions as a viable and useful way to work with individual faculty, and in turn, to build and strengthen relationships with the Faculties as well. If we adopt a thoughtful, intentional, and structured approach to the idea of FAs we can increase the likelihood of success.

Note: Faculty associates are not the same as Faculty Teaching Fellows (FTFs). FTFs are funded by the VPA’s office and any relationship with the TLC is at the discretion of the FTF and/or the Faculty.

The Concept
The model the TLC currently has in place acknowledges the need to build community in Faculties but does not provide scale or sustainability and the resiliency of the TLC’s relationship with the Faculties may be at risk given that these relationships are often facilitated by the EC associated with the Faculty. The model can fail when there are not enough ECs to provide service and/or there are challenges
engaging with the Faculty itself. These challenges can range from “readiness” to move forward with teaching and learning activities to differences in size (e.g., our service to FASS, the largest unit, differs in both mode and content to the service we provide the Faculty of Communication, Art and Technology (FCAT), which is much smaller). Accordingly, the concept of FAs is intended to insure sustainability, being based on the idea that if faculty members have the opportunity to work with the TLC on projects that are of interest to and benefit themselves, the Faculty and the TLC, then the stage is set for long-term relationships between all three parties, which in turn further enhances possibilities for community development in the areas of learning and teaching.

The above is our current model. The EC tends to be the primary communications channel between the Faculty and the TLC.

As we begin work with FAs we would include them as members of the TLC and ask them to work with the TLC team to help meet the deliverables described in our FA Agreement. At the end of the agreement they would bring some understanding of the TLC back to their home Faculty and TLC relationships built during this period would continue. Thus the communications channel between the TLC and faculties will strengthen and become more robust over time.

Over time, the connection between the Faculty and the TLC will grow as more faculty are able to take advantage of the FA program. The communications flow will evolve to include the entire TLC creating an incredibly robust and rich dialogue.
Secondment Agreements

It always helps to understand what each of our roles are and what counts as success. The use of secondment agreements with clearly defined duties and stated deliverables will assist us in this respect, wherein a project is selected that is of interest to the faculty member him/herself, a priority for the TLC, and, time permitting, a priority for the Faculty as well. (Indeed, the FA’s dean or chair will need to sign off on the agreement and must be included in the development of the agreement) An example of a secondment might be a well-defined, well-scoped project around diversity, equity and inclusion that all three parties are keen to explore.

1) Something they are interested in pursuing,
2) Something the TLC would like them to work with us on,
3) Time permitting, something the Faculty is interested in them working on.

These agreements will include a statement of deliverables.

It has also been brought to my attention that the Director of the TLC, a staff position, cannot directly supervise faculty. That means the secondment agreement will help insure that the dean or chair, the faculty member, and the TLC are on the same page and that the dean or chair supports the agreement and deliverables.

Mechanism for Faculty Associate Relationships

This FA model would be based on the TLC “buying out” at least one course per semester for two semesters at most. The challenge is not so much the funding for the buy-out but rather the capacity of Faculties to release their faculty members to work with the TLC through the FA mechanism. Accordingly, deans and chairs must see the value in the overall model both in terms of the specific project deliverables as well as the less tangible goal of promoting and enhancing a culture of learning and teaching within their Faculties and the university in general.

Note: The FA model is not meant as a replacement for the FTF model as the latter can be a useful and valid means to support institutional priorities. Rather, the TLC has funded a number of FAs in the past and our goal now is to revise the model that was used by piloting the new version described here in the fall of 2018.

Eventually there may be as many as eight FAs at any given time which could plan an important role in interdisciplinary and cross-Faculty work.

Agile & Flexible Structure

The ability of the TLC to respond broadly and strategically to need and to support strategic priorities stems from the breadth and depth of experience of its staff and in how well the team works together. In many TLC’s the model of rigid or semi-rigid structures can often get in the way of an effective team environment and can result in siloed expertise. This leads to fragmented support rather than a holistic model and creates a situation where the parts are less than the whole.
Agile TLC
In the spirit of a Great Big Inquiry, we need to be agile in our thinking and in our structure. We need to be able to follow and adapt as we learn more and as we progress. Innovative practice requires us to remain flexible and to embrace change.

The TLC is working towards an agile frame of mind as well as an agile and flexible way of working together and with others.

Cross-functional Teams & Innovation
The concepts and direction here is based heavily on the work done in healthcare regarding the development of an Interprofessional Healthcare Model as well as high-performing team models.

Interprofessional Healthcare Model
Healthcare practitioners recognized that the different professions involved in patient care needed to work together to provide a holistic and seamless experience for users of healthcare services. This was conceived as providing a team-based approach to interacting with the user from initial point of contact and continuing throughout the healthcare experience and beyond. However, the more traditional hierarchical approach to healthcare was not conducive to a team-based approach and thus a movement towards interprofessional healthcare.

The literature on interprofessional healthcare development posited that in order for interprofessional teams to develop a number of team and individual competencies needed to be present:

1- Conversant in a shared language
2- Role clarification and understanding
3- Shared decision making

These three competencies, and especially the first two, are necessary for effective team interaction and collaboration. We need to be able to communicate even though the language of our professional areas may differ. We need to know and understand the skill sets that each brings to the team. And we need to understand how to integrate the different skills sets and understandings into an inclusive and shared decision-making process.

TLC Cross-Functional Model
The TLC team consists of expertise in a wide range of areas collected into several functional units:

- Educational Consulting
- Educational Media and Technology
- Course Programming
- Student Evaluation of Teaching and Courses (SETC)

In the past these functional units could best be described as rigid or semi-rigid structures imposing artificial boundaries between functional areas.
A cross-functional team mitigates functional boundaries using an approach similar to that of Interprofessional Healthcare Teams. Foundationally, we need to develop competencies in the following areas:

1- Conversant in a shared language
2- Role clarification and understanding
3- Shared decision making

**TLC Working Groups**

For the past 10 months, we have been piloting the use of working groups to help break down functional boundaries. Working groups have been formed to learn and plan for the six strategic areas using a common Terms of Reference format. The Terms of Reference (ToR) for each working group include (1) purpose, (2) scope, (3) deliverables, (4) timeline. There is a requirement under the ‘scope’ heading that mandates the inclusion of membership from all functional areas and to integrate everyone into the project.

Each ToR included the following as goals and deliverables:

- **i.** Promote teamwork and collaboration among its members and across different units of the TLC.
- **ii.** Develop working group members’ understanding of the project and its capacity in supporting the project.

This has allowed for greater opportunity for cross-functional work and skill development (e.g., team leadership). The intended team building by virtue of the working groups has, in fact, been working very well and has helped to improve team dynamics as well as increase skills in key areas.

This working group structure provides opportunities to develop and become conversant in a shared language common to all functional areas. The scope of working groups is kept small and well specified with short timelines of six months or less. A tightly specified scope, clear deliverables, and a reasonable timeline have helped the working groups to succeed and to avoid working group fatigue.

As with anything, the working groups need to work on something authentic and with value to the TLC. Our focus on strategic areas has provided that authenticity and clearly engages the TLC staff as they learn and practice the cross-functional competencies.

The success of the working groups thus far has demonstrated the value of a cross-functional model and the beginnings of increased functional permeability.

**TLC Preparation**

As a paradigmatic example of the working group phased process, the following Educational Working Groups are discussed.

**EG-1: TLC Baseline Educational Goals Working Group**

The TLC began using internal working groups in the spring of 2017. An Educational Goals working group – 1 was formed to conduct a baseline report including all the work that the TLC had been engaged in
from the beginning of the Educational Goals initiative to present. The group was also charged with collecting together, in one place, the materials that had been used along the way. Not surprisingly, there had been no central store for either the history or the materials and this initial work took several months to gather and complete. This report was shared with the institutional EGLO working group.

EG-2: TLC Planning

The second working group was formed in the early fall of 2017 and was charged with picking up where the EG-1 group left off, and to begin planning ways in which the TLC could provide support for the EGLO working group and for the institutional EGLO initiative. The TLC working group chair was asked to join the institutional EGLO working group. This helped facilitate the work at the TLC level and to contribute to the discussions at the institutional EGLO level.

EG-3: TLC Implementation

This working group has not yet been formed as the institutional EGLO group is winding down and the recommendations have not been disseminated. However, as discussed above, we know in general terms the directions and areas of support required (e.g., assessment support, institutional and course-level support for goal development and assessment).

EG Website

The Educational Goals website has always been managed by the TLC and will continue as such. However, based on feedback, we have made the website link more visible and will include ways to revise the website to make it more useful and usable in the future.

http://wwwsfu.ca/educationalgoals/

Unit Structure

The Educational Goals thematic unit will initially consist of the EG-3 group membership and the charge will be to determine the best way to move the unit forward and to plan ways to leverage the unit to support SFU in substantial yet responsive ways.

Summary - Cross-Functional Teams & Innovation

The minimalist structure of cross-functional teams described above helps keep the teams agile and able to work with a wide diversity of team members and skill sets. The strategies discussed above are intended to provide an atmosphere of trust and respect, crucial features of well-functioning teams. The diversity of perspectives and skill sets found in a well-functioning cross-functional team contributes to an environment that is much more likely to engage in inquiries and to innovate.

Healthy TLC

Collaboration with others inside or outside of a functional area is crucial for the success of any team. However, a rigid or semi-rigid structure often bring collaboration and communication challenges. The cultures of functional areas often differ, sometimes substantially, and these differences can lead to tension that is unhealthy for the Centre as a whole. Increased cultural awareness through shared understanding and a foundation of communication skill development helps to reduce barriers to
communication and collaboration and, ultimately, to reduce the tensions that get in the way of effective and rewarding work.

We have developed and are currently implementing a two-year program designed to increase our communication and cultural awareness skills.

**Budget & Staffing Implications**

The strategic plan outlined here is designed to meet or exceed expectations in terms of broad and deep support for a vision of inquiry and pedagogical Maker Spaces. It is also designed to operate completely within existing staffing and budget constraints. It is not a matter of doing more with less, it is a matter of doing more with what we have, of building a high-performance team with the agility and focus necessary to take advantage of the skills that are present in the TLC and in our ability to partner with stakeholders both internal and external to SFU.

We intend to use our carry-forward as a mechanism to meet budget need for initiatives such as the Faculty Associate pilot program that go beyond our core budget capacity. Similarly, we will use our carry-forward to fund temporary positions as necessary to help move specific initiatives and projects forward.
Timelines

The following timelines are intended as an overview of the work and projects that the TLC will be engaging in over the next several years. Beyond that, we expect that what we have learned collectively, and how the AVPA-LT would like to proceed, will inform our direction.
Valuing Teaching

Creating and fostering a culture at SFU that values teaching in both thought and action is a necessary condition for moving our primary vision forward. The following timeline provides a sense of activities that can help support a culture of valuing teaching through significant avenues for sharing, a faculty associate program, and developing an awards-laddering program. The ‘Recipe Book’ mentioned in the timeline is based on a yearly collection of faculty successes. We expect that as we complete our working groups, we will be in a position to move forward in other ways to support Valuing Teaching.
Five-Year Academic Support Plan

Program Development

In order to provide scalable support, we need to develop and deliver courses and course modules in new and innovative ways.

![Program Development Timeline]

- Develop Contract Modules - Beedle
- Program Review, Development and Delivery
- Review Programs & Develop Curriculum
- Review and Revise 'Rethinking Teaching'
- Develop Indigenizing Curriculum Modules
- Develop FlexEd Modules
- Develop Awards Preparation Module
- Develop Faculty TPC and Biennial Support Module
- Develop TA/MT course
- Begin Delivering TA/MT course
- Seek EDC or HEA Program accreditation
Educational Goals (EG)

The activity of looking at alignment of learning outcomes, assessment, and pedagogy are excellent ways to look at teaching practice from a continual improvement lens. As we work through educational goals/learning outcomes at institutional, program, and course levels it will become increasingly necessary to provide support in terms of developing EG’s, assessing them, and integrating what we’ve learned into closing-the-loop activities. The final ‘Implementation’ TLC working group is set to begin its work in the fall of 2018.
TLC Impact

To help inform the work of the TLC we need to integrate the notion of impact into our regular work. As we explore and learn strategies to gauge our impact on learning and teaching, and on moving SFU’s strategic initiatives forward, we will increasingly be in a position to comment on progress in rich and meaningful ways. The TLC Impact working group has just begun its work and as we learn to integrate data-gathering into our practice, our practice will become more accountable and able to address areas of concern.
Five-Year Academic Support Plan

Flexible Learning and Teaching

Our timeline and plans in the area of Flexible Learning and Teaching include the provision of a foundation through exploration of different pedagogical strategies and methodologies (more on this in the Program Development section above) as well as an exploration of, e.g., pedagogical Maker Spaces and pilot projects. As the TLC working groups complete their work in terms of baseline, planning, and implementation, we will be in a good position to support Flexible Pedagogy, Maker Spaces, and Guided Inquiry across SFU.
Indigenous Initiatives
Our initial strategy has been to ‘Indigenize’ the TLC as a way of learning what Indigeneity means and how to explore the area. Milestones in our development in this area are (1) Indigenize the TLC, (2) a new Associate Director-Indigenous Initiatives, and (3) an Indigenous Initiatives Advisory group.
Conclusion

The TLC Strategic Plan outlined in this document demonstrates the valuable role and contribution the Centre can make to support SFU’s Academic Plan 2018-2023. To insure maximum agility and flexibility for our engagement in one Great Big Inquiry, the TLC is moving towards a more conceptual framework consisting of cross-functional teams. As we grow and mature into this new collaborative way of working together, we will also walk the talk in terms of innovative uses of pedagogy and technology (i.e., if we can’t use it, neither can our instructors).

The next five years will be an exciting time for SFU as, institutionally, we adopt new ways to value teaching, thereby creating an environment in which innovation and continual development are woven into its very fabric; a wholehearted return to the ideals of its pioneering spirit.