

SIMON FRASER UNIVERSITY

Senate Committee on University Priorities Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Institute for the Study of Teaching and
Learning in the Disciplines (SCUP 07-01)

DATE: January 15, 2007

At its January 10, 2007 meeting SCUP reviewed and approved the proposal for the creation of the Institute for the Study of Teaching and Learning in the Disciplines. This will be a Schedule B Institute reporting to the Vice President Academic, under Policy R40.01.

Motion

That Senate approve and recommend to the Board of Governors the creation of the Institute for the Study of Teaching and Learning in the Disciplines as a Schedule B Institute reporting to the Vice President Academic.

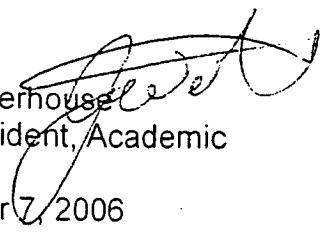
encl.

c: M. Pinto, C. Amundsen

SIMON FRASER UNIVERSITY

Office of the Vice President, Academic Memorandum

TO: SCUP

FROM: John Waterhouse 
Vice President, Academic

RE: Institute for the Study of Teaching and
Learning in the Disciplines (Schedule B)

DATE: December 7, 2006

Please find attached a proposal for the creation of the Institute for the Study of Teaching and Learning in the Disciplines. This Institute will be a Schedule B Institute under Policy R40.01.

The purpose of the proposed Institute is to support and enhance faculty-led inquiry into all aspects of teaching and learning at SFU. This institute would encourage faculty engagement in teaching as a scholarly pursuit.

c. M. Pinto

encl.

Date: October 14, 2006

To: John Waterhouse, VP Academic and Mario Pinto, VP Research

From: Cheryl Amundsen

It is with great pleasure that I forward to you a proposal for the Institute for the Study of Teaching and Learning in the Disciplines. This would be a Schedule B institute. I would appreciate it if this proposal could be taken through the process leading to Senate approval.

Over the past year, the Institute proposal has been discussed by SCUTL and the UCITF. Both groups were very positive and provided feedback that has been incorporated into this draft.

There are two aspects that remain outstanding:

- Policy – Although normally a Schedule B institute resides under the VP Research, given the purpose and goals of the proposed Institute, I believe it is appropriate that the Institute report to the VP Academic.
- Space – A permanent and central space will be required for the Institute – minimally a three-room suite. This issue has not yet been resolved, although there have been preliminary discussions with Dr. Bill Krane.

I look forward to your further direction as to how to proceed.

Thank you.

Proposal for Schedule B Institute:
The Institute for the Study of Teaching and Learning in the Disciplines¹

Cheryl Amundsen and Mark Fettes

Purpose of the proposed Institute

The overall purpose of the proposed Institute is to inspire, support, and enhance faculty-led inquiry into all aspects of teaching and learning at SFU. By "faculty-led inquiry" we mean that which is discipline-focused, initiated by individual faculty members or groups of faculty, and related to questions about teaching and learning specifically of interest to faculty. The specific purposes are:

- To work to sustain the benefits of the SFU Undergraduate Curriculum Initiative launched in September 2006. The Institute will support professors who already teach a W, Q or B course and who want to research a particular aspect of student learning in their course.
- The second focus is to create a distinct and strong culture of teaching and learning excellence at SFU that builds on, but is not limited to, the sound pedagogical principles that underlie the SFU Undergraduate Curriculum Initiative. We see different types and levels of faculty-led inquiry supported by the proposed Institute.²

This will be accomplished in three ways as described below.

- *Faculty Teaching Scholars:* These individual faculty members will serve as the core membership of the Institute. Committed to further developing their knowledge of the teaching and learning process in their respective disciplines, they will work with other faculty interested in such development through Institute-sponsored projects.
- *Faculty-Led Inquiry Projects:* Funds will be made available through the Institute for faculty-led inquiry that adheres to specific criteria (see Appendix A). The findings of these Faculty-Led Inquiry Projects will be made public, through both informal university presentations and publications (e.g., the annual teaching symposium supported by LIDC, webpages, campus newspapers) and more formal external presentations and publications.³ Broadly speaking, we

¹ The longer version of this proposal was revised to address the questions and comments posed by Dr. Waterhouse and others. We particularly thank David Kaufman for his substantive feedback, especially as concerns the section entitled *Relationship of the Institute to the LIDC*. We have also received feedback along the way from Adrienne Burk, Sarah Dench, Barbara Frisken, Barry Honda, Dennis Krebs and Wendy Strachan. Charmaine Dean provided suggestions for structuring this "executive version" of the proposal.

² Table 1 presents these in a continuum that ranges from less to more formal inquiry.

³ Three such projects have already been completed at SFU. One investigated the effectiveness of an on-line feedback tool in a large calculus course, the second focused on a sophisticated questioning technique in an undergraduate Economics course and the third evaluated the use of clicker technology in a large mathematics course. The first study resulted in a thesis, the second a conference paper and the third has yet to be reported. These projects have been funded by a SSHRC research grant held by Cheryl Amundsen that will end in 2006.

want teaching itself to come to be thought of, at SFU, as a form of research into student learning that is both a collegial and a scholarly pursuit.

- *External Funding for the Institute:* Faculty-led inquiry, as a process of faculty development, will be the focus of externally funded research developed and carried out by the Director of the proposed Institute and individuals who have been identified as Faculty Teaching Scholars. Professors from a variety of disciplines in Canada and the United States are already involved in this type of research and are contributors to the developing literature related to the “Scholarship of Teaching and Learning” (for example, see Hatch 2006; Kreber (Ed.) 2001 and the Carnegie Academy for the Scholarship of Teaching and Learning Program in Higher Education (CASTL) at <http://www.carnegiefoundation.org>).

Relationship of the Institute with the Learning and Instructional Development Centre (LIDC)

A central focus for teaching and learning support at SFU is the LIDC. Members of the SFU community have the opportunity, through the LIDC, to gain expertise about specific teaching and technical skills and to engage in consultations regarding course and curriculum design. The Institute will complement these activities through a focus on faculty working with faculty to develop and carry out investigations driven by interest in particular, discipline-specific questions about teaching and learning.

The Institute and the LIDC will pursue a collaborative relationship in the following ways:

- The Institute will provide support for faculty who complete LIDC workshops and programs and wish to continue by engaging in discipline-based investigation of their teaching.
- The Institute will invite faculty members developing Faculty-Led Inquiry Projects that involve developing new programs or courses (including on-line) to draw on the expertise of LIDC staff (particularly in the Educational Support & Innovation – ESI unit).
- The Institute will collaborate with the LIDC to design and offer short topical workshops for the Faculty Teaching Scholars that draw upon knowledge of instructional design, for example a workshop on the general principles of assessing student learning.
- The Institute will seek a close association with faculty and staff of WILO (Writing Intensive Learning Office) in order to support the developing knowledge of the Faculty Teaching Scholars in the area of writing, the connection of writing to discipline-specific learning goals, and the formal investigation of student learning in writing-intensive (W) courses.
- The Institute will seek a close association with faculty and staff of the Applied Research on Teaching (ART) unit in the LIDC. It is reasonable to expect some congruence between the Faculty-Led Inquiry Projects funded by the Institute and the kinds of support provided by staff in the ART unit.

Comparison of the Institute with models in place at other institutions

Some aspects of what we envision, in particular centrally available funds for the development and investigation of teaching ideas, are in place at many other universities (see Appendix B for a list of some of the Canadian universities with this fund in place). Recently, a number of universities have

established, in addition to their centrally organized teaching support unit, an Institute or Centre for the Scholarship of Teaching and Learning⁴. The most common model for this type of Institute is to establish a teaching development fund to which faculty can apply if they want to develop and explore a teaching idea. Some of the Institutes that have been around for a longer period of time have begun to bring together faculty who are working on such projects to share what they have learned, and in at least one case (University of Wisconsin-Milwaukee⁵) there is an effort to tie teaching projects to broader university goals and to a national network with the hope that they will receive more recognition by the university community.

Such efforts must be applauded, as they go a long way in cultivating the notion of teaching as scholarship. In many institutions, however, the result is simply a number of unconnected projects that do not contribute to the wider distribution of pedagogical knowledge within the university and have little effect in developing a strong culture of inquiry about teaching. For this reason, we are proposing a different structure at SFU built around a core role for Faculty Teaching Scholars. The continual development and support of this group and their work with other faculty members is what will set the SFU Institute for the Study of Teaching and Learning in the Disciplines apart from units created by other universities.

Governance of and membership in the Institute

Director of the Institute

- Full-time faculty member appointed in an academic department.
- Part-time position with teaching release for serving as Director (2 course releases), with a term appointment of two years.
- Demonstrated expertise and scholarship in aspects of the scholarship of teaching and learning, including having undertaken a Faculty-Led Inquiry Project.

The position is intentionally part-time and short-term because the goals of the Institute are best served by Directors who are from a variety of disciplines and who remain actively involved in teaching during their tenure as Director. The Directorship is a natural next step for those involved as Faculty Teaching Scholars of the Institute. The advantage of new Directors coming from this group is that they will have developed expertise in the scholarship of teaching and learning over a number of years of working in the SFU context. The primary focus of the Director, in the initial years of the Institute, will be to support the developing expertise of the Faculty Teaching Scholars, and encourage, initiate, and supervise research and collegial sharing activity around faculty-led inquiry in the University. Dr. Cheryl Amundsen is well positioned to serve as the first Director of the Institute. She is a principal author of this proposal and has been instrumental in beginning the establishment of the primary components of the proposed Institute.

⁴ For example, UBC founded an Institute for the Scholarship of Teaching and Learning in 2004, which operates in addition to the centrally funded teaching and learning support unit (similar to LIDC). This Institute supports faculty investigations into teaching through project grants and sponsors several events during the year, some with guest speakers. See <http://www.tag.ubc.ca/about/institute/ISoTL.php>.

⁵ <http://www3.uwm.edu/dept/leadershipsite/about.cfm>

The Director will work closely with the Steering Committee to build the Institute and will report to the VP Academic.

Associate Director of the Institute

- Full-time faculty member appointed in an academic department.
- Part-time position with teaching release for serving as Associate Director (1 course release), with a term appointment of two years.
- Demonstrated expertise and scholarship in aspects of the scholarship of teaching and learning, garnered through participation in the Institute as a Faculty Teaching Scholar.

Given that the intention is to encourage those among the Faculty Teaching Scholars who are interested to assume the role of Director, the Associate Director will be selected by the Steering Committee from among this group. The Associate Director will work with the Director in the management of the Institute.

Faculty Teaching Scholars

- All full time faculty (professors and lecturers) will be invited to participate in the Institute as Faculty Teaching Scholars.
- These individuals will play an informal or more formal role in the Institute on a short or longer-term basis. All Faculty Teaching Scholars would be expected to continue to develop their own knowledge of teaching and learning in their particular discipline by continuing to meet with other Faculty Teaching Scholars, through their own study and through participation in activities sponsored inside and outside of SFU.
- A more formal role would include providing direct assistance and support to enhance and sustain the WQB initiative, and supporting the development and implementation of Faculty-Led Inquiry Projects funded by the Institute. These roles will be individually defined with the Director. Faculty interested in these more formal appointments will be invited to apply for a limited number of teaching releases.
- To begin with, faculty with more formal appointments would be drawn from those who have already developed, taught and assessed a W, Q or B course or have been involved in actively promoting this pedagogy, and individuals who have participated in the follow up groups to the annual SFU *Rethinking Teaching* course design workshops (initiated and facilitated by Cheryl Amundsen and now sponsored by the LIDC).

See Appendix C for the names of individuals who are interested in serving as the initial group of Faculty Teaching Scholars.

Graduate student participation

Graduate students who are interested in conducting research related to teaching and learning in their specific disciplines will be able to do so within the Institute. They could work under the direct supervision of a faculty member (i.e. the Director, Associate Director, or one of the Faculty Teaching Scholars currently aligned with the Institute) or they might work, as negotiated, with particular projects in time-limited ways (as for example, a particular Faculty-Led Inquiry Project).

Steering Committee

- The Director of the Institute will Chair the Steering Committee and the Associate Director will be a member.
- *Ex officio* positions: Directors of the LIDC, WILO, the Learning Commons, the Chair of the UCITF or whatever body assumes long-term responsibility for the curriculum initiative, and the most recent past Director of the Institute.
- In addition, five full-time faculty members, one from each faculty at SFU and representative of the 3 campuses of SFU, directly involved or interested in the Institute's current activities, will be appointed by their respective Faculties in consultation with the Director of the Institute.
- The term of the faculty appointments will be two years and will be rotated to provide a combination of experienced and new members.

See Appendix D for the names of individuals who have agreed to serve on the Steering Committee.

The Steering Committee will provide support and guidance to the Director of the Institute and will be responsible to the VP Academic. One of the first priorities of the Steering Committee will be to develop a detailed development plan for the Institute in collaboration with those faculty members who accept the role of Faculty Teaching Scholar. This plan will set more specific objectives for the Institute's first few years, and will identify performance indicators that will enable assessment of the achievements.

Funding

The overall funding requests for Years 1, 2 and 3 of the Institute, along with the activities that drive them, are detailed in Tables 2 and 3.

- The Faculty-Led Inquiry Project Fund is central to the work of the Institute and must be continuously provided by the University. It will allow individual faculty and groups of faculty to pursue investigations of importance to the development of teaching and learning at SFU and assure that the findings of these investigations become known to the SFU community and beyond.
- Through the Directorship, Associate Directorship and the positions of Faculty Teaching Scholars, various members of the academic community will take leadership positions in the development of teaching and learning at SFU. It is imperative that the time involved in assuming these more formal roles in the Institute is seen as a formal part of workload at SFU.
- Part-time clerical support is requested to assist with the management of the Faculty-Led Inquiry Project Fund, preparation of the application to the campus program of the Carnegie Academy for the Scholarship of Teaching and Learning in Higher Education, scheduling of meetings and creation of minutes, providing information about the Institute within SFU and externally, and preparation of reports.

Space requirements

A three-room suite will be required as a physical location for the Institute for the Study of Teaching and Learning in the Disciplines. This will allow for a small conference room for meetings (this could be a

shared space) of the Faculty Teaching Scholars and the Steering Committee, and offices for the Director and for the part time clerical support.

Benefits to SFU

Elevating teaching development to a scholarly activity, through the combined efforts of committed faculty members from academic units working through the proposed Institute and with staff in the LIDC, will bring many benefits to SFU:

- Sustain the energy and commitment sparked by the Undergraduate Curriculum Initiative, within the context of a long-term plan to increase and deepen faculty involvement in this initiative;
- Promote innovative, discipline specific teaching approaches at SFU;
- Promote teaching as a form of research into student learning that is both a collegial and a scholarly pursuit;
- Create, share and apply evidence-based pedagogical knowledge within the SFU community;
- Provide recognition that scholarly activity around teaching in one's discipline is a legitimate activity to be recognized in promotion and tenure decisions;
- Provide a way to fit with the growing national and international agenda to subscribe to the practices underlying the "Scholarship of Teaching and Learning";
- Achieve wide recognition in the scholarly community based on the unique structure of the Institute, particularly the role of Faculty Teaching Scholars and the process of faculty-led inquiry.

SFU has celebrated its 40th anniversary. It is time for action to build our reputation as an institution that values teaching and views it as a scholarly pursuit. Teaching and learning are fundamental to our mandate and it is high time that our faculty members are provided with the resources and expertise that will allow them to study and thus improve their own teaching practice and, just as importantly, be rewarded for this. The proposed Institute for the Study of Teaching and Learning in the Disciplines will set this direction as SFU moves beyond the first 40 years.

References:

Kreber, C. (Ed.) (2001). *Scholarship Revisited: Perspectives on the Scholarship of Teaching*. New Directions for Teaching and Learning Series, Number 86 (Summer), San Francisco: Jossey-Bass.

Hatch, T. (2006). *Into the Classroom: Developing the Scholarship of Teaching and Learning*. San Francisco: Jossey-Bass.

Table 1. Levels of Discipline-specific Inquiry

Description	Support required by Institute	Possible Outputs	Funding implications
1. An individual professor wants to develop a teaching idea.	Development of a plan for carrying out the idea, assessing the effectiveness and sharing the results.	Presentation of the project at an internal SFU-wide teaching symposium; departmental seminar; SFU publication.	Awards between \$1000. and \$5000. per project to cover TA time or resources needed (equipment, materials, etc.).
2. Two or more professors want to jointly develop a teaching idea that will be carried out in more than one course.	Development of a plan for carrying out the idea, assessing the effectiveness and sharing the results.	Presentation at an internal SFU-wide teaching symposium; departmental seminar; SFU publications and external conference.	Awards between \$3000. and \$5000. per project to cover TA time or resources needed (equipment, materials, etc.).
3. A department or more than one department wishes to investigate some aspect of W, Q and B courses not part of the formal assessment of these courses.	Support in formulating the questions to be addressed and design of the investigation.	Presentation at a Faculty Forum; SFU-wide teaching symposium; SFU publications.	Award between \$3000. And \$5000. to support RA time and other expenses. Department to provide matching funds to Institute contribution.
4. Two or more professors wish to lead a review of various aspects of program curriculum.	Support in framing ideas, gaining consensus in the academic unit and carrying out the review.	Presentation at Faculty Forum; SFU-wide teaching symposium.	(Award amount to be determined). Department to provide matching funds to Institute contribution.
5. A professor wishes to carry out a formal classroom study of some aspect of student learning.	Professor becomes member of research team; the study may be framed as a thesis.	SFU wide teaching symposium; SFU publications; disciplinary teaching journals.	(Award amount to be determined for materials, data analysis, etc.). External funding may be sought if a number of these are planned.
6. Research of the process of faculty-led inquiry as academic development.	Involvement of Institute staff in carrying out the research.	Internal SFU publications; peer-reviewed meetings and journals.	External research funding.

INORMAL ===== FORMAL

Table 2. Multi-Year Development of the Institute

	Activities	Funding Implications for the University
Year 0 – 2006-2007 The Institute proposal proceeds through the University approval process.	a) Drawing together of those who are interested in becoming <i>Faculty Teaching Scholars</i> and interested in working to further expertise necessary for this role. b) This group engages in further elaboration of the working details of the Institute. c) Up to 2 faculty in this group outline teaching and learning inquiry projects, apply for funding and carry out the projects. d) A Director is identified for Years 1&2 e) A physical location is identified.	a) The Faculty-led Teaching and Learning Inquiry Projects are supported by C. Amundsen's SSHRC grant. b) Work with the developing <i>Faculty Teaching Scholar</i> group is being funded from the same source.)
Year 1 – 2007-2008 The Institute is made public within the University. The findings of the projects funded by the Institute begin to be presented in a number of venues.	a) Launch the "opening" of the Institute and publicize the Teaching and Learning Inquiry Projects fund. b) Interested faculty from among the group identified in the first year are officially named <i>Associate Director and Faculty Teaching Scholars</i> of the Institute and identify how they will contribute to the work of the Institute in Year 1. c) Each <i>Faculty Teaching Scholar</i> identifies one aspect of the teaching and learning process in which they would like to gain more expertise and creates a self-development plan. <i>Faculty Teaching Scholars</i> meet on a regular basis with the Director and support one another in carrying out their development plan. c) Additional interested faculty members begin meeting with the <i>Faculty Teaching Scholar</i> group. d) Applications to the Teaching and Learning Inquiry Project fund are reviewed and funded. e) One of the <i>Faculty Teaching Scholars</i> are awarded 1 course release to take on more	a) Two course releases for the Director. b) One course release for the Associate Director. c) One course release for a <i>Faculty Teaching Scholar</i> who takes on a more formal role. c) Establishment of Teaching and Learning Inquiry Project fund at \$25,000. d) Half-time clerical support person hired.

	formal roles in the Institute. f) The Director and <i>Faculty Teaching Scholars</i> apply for a small (internal) SSHRC to begin to frame a research proposal around the investigation of the type of academic development fostered by the Institute.	
Year 2 – 2008-2009 All currently planned aspects of the Institute up and running.	a) Applications to the Teaching and Learning Inquiry project fund continued to be reviewed and funded. b) The <i>Faculty Teaching Scholar</i> group continues to add members, perhaps meeting as several different groups organized along disciplinary lines. d) One of the <i>Faculty Teaching Scholars</i> continues in a more formal role meeting with faculty to develop teaching and learning inquiry projects and heading up teaching initiatives in their own academic units. e) The Director, Associate Director and <i>Faculty Teaching Scholars</i> jointly pursue external funding opportunities to study the type of academic development fostered by the Institute. f) The Director and Associate Director investigate the feasibility of developing a graduate program in higher education emphasizing discipline-based teaching and learning processes and teaching inquiry that focuses on the Institute as a place for interested graduate students to work and study.	a) Two course releases for the Director. b) One course release for the Associate Director. c) One course release for a <i>Faculty Teaching Scholar</i> who takes on a more formal role. d) Ongoing Teaching and Learning Inquiry project fund at \$25,000. or higher amount depending on the demand in Year 1. e) Half-time clerical support person.

Table 3. Budget Overview

YEAR 0 – 2005-2006	COST TO THE UNIVERSITY
1) The Institute proposal proceeds through the University approval process.	Any costs supported by C. Amundsen's SSHRC grant
2) Pilot Teaching and Learning Inquiry projects (2)	
3) Development of initial <i>Faculty Teaching Scholar</i> group (regular group meetings).	
TOTAL FOR YEAR 0	-0-
YEAR 1 – 2006-07	
1) Teaching and Learning Inquiry Project fund	\$25,000.
2) 2 course releases for the Director	\$14,000. *
3) 2 course releases for 2 <i>Faculty Teaching Scholars</i> (including the Associate Director)	\$14,000. *
4) Half-time clerical staff person	\$15,000 **
TOTAL FOR YEAR 1	\$68,000
YEAR 2 – 2007-2008	
1) Teaching and Learning Inquiry Project fund	\$25,000. ***
2) 2 course releases for the Director	\$14,000. *
3) 2 course releases for 2 <i>Faculty Teaching Scholars</i> (including the Associate Director)	\$14,000. *
4) Half-time clerical staff person	\$15,000**
TOTAL FOR YEAR 2	\$68,000.

* The intention is to request of Department Chairs that the actual cost for a sessional be used.

** This figure indicates half of a mid-scale position.

*** Amount requested may increase depending on demand in the second year.

Appendix A – Draft Guidelines for Faculty-Led Teaching Inquiry Projects

Faculty-Led Teaching Inquiry Project Application

Principal Applicant:

Faculty:

Tel:

Fax:

Department:

E-mail:

Co-Applicants:

(where applicable)

1. **Applicant(s)** (In the case of a joint application, please indicate which applicant will assume responsibility for the grant).

I agree to 1) submit a written follow-up report to the Rethinking Teaching small group for discussion, 2) present the results of my Teaching Inquiry Project to an appropriate faculty audience within SFU (for example within my Faculty or as part of the SFU Innovative Teaching Symposium), and if necessary, 3) submit my project to the SFU Research Ethics office for approval, if necessary.

Signature: _____ Date: _____
(Principal applicant)

2. Department Chair

The applicant has briefed me on this proposed Teaching Inquiry project and I support the project.

Signature: _____ Date: _____

Teaching and Learning Inquiry Projects Proposal

A. Abstract

Include the following: Name(s) of applicants, Faculty, Department, title of project.

B. Description of the proposed inquiry project, please include following criteria

1. **Objectives:** short statement of objectives of the project.
2. **Project:** clear description of teaching and learning inquiry project.
3. **Rationale:** general description of the background and rationale for the project (e.g., current course/program goals, current instructional methods, challenges you would like to address).
4. **Impact:** statement of how the project will impact student learning.
5. **Methods:** general description of how the project will be conducted.
6. **Evaluation:** explanation of how the project objectives will be evaluated. How will anticipated improvements in learning and teaching be assessed?
7. **Intellectual property (if applicable):** description of how copyright issues will be addressed. Intellectual property will be covered by SFU intellectual property policy.
8. **Timeline:** description of timeframe for the project, and (if appropriate) plans for continuing support and development.
9. **Broader impact:** description of how any products or techniques developed might be useful to colleagues at SFU or other universities.
10. **Dissemination:** description of how you will present or discuss the results of your initiative in your Department, Faculty, and beyond since one of the goals of this initiative is to expand the impact of projects through the sharing of results.

C. Budget request

1. Present the budget required to support the project and a justification.
 - Specify and justify which items you are asking to be covered. This can include: project specific personnel costs (students and TAs), instructional materials (software, printed and audiovisual materials) and other related costs. This cannot include: salaries for principal applicants or full time staff, hardware, telephone equipment, travel and subsistence).
2. Please estimate the continuing operating and capital costs of the course or program after the termination of these funds. How will these costs, if any, be covered?

Appendix B – Teaching Development Project Funds at some Canadian Universities as of March 2006.
 Taken from a document prepared by Aline Germain-Rutherford, Ph.D, Director, Centre for University Teaching,
 University of Ottawa

NAME OF UNIVERSITY	NAME OF FUND	SOURCE OF FUND	ANNUAL AMOUNT in EACH PROGRAM	TOTAL/ YEAR
U of Toronto at Scarborough	Teaching Enhancement Grant	UTSC specific	• \$20,000	
	Provost	Provost program to all three campuses	• 228,000	\$248,00
SAIT Polytechnic	VPA	WebCT development Grants	• 8 grants restricted to one grant per academic dpt to a maximum of \$5000 each.	\$40,000
U of Ottawa	VPA	Teaching innovation grants	• 56,000\$	
	External: (FODEFAD). Govt de l'Ontario	Fonds de démarrage et d'enseignement à distance en français	• 50,000	\$106,000.
UBC		Teaching and Learning Enhancement Fund (TLEF)	• Based on % of student fees (a % of student fee increase is dedicated to T&L enhancement). Approximately 60 projects per year for a total of \$2.5M	
	The Institute for the Scholarship of Teaching and Learning	Research Collaboration Program	• \$50,000	
	Faculty of Science	Skylight Teaching Development Grants	• \$50,000	\$2.6M
Trent U	VPA	Academic	• Grants for more than \$1500 : 2	

		Innovation Fund for undergraduate teaching, professional development and pedagogical research	- competitions - Grants for less than \$1500: anytime	\$25,000
U of Alberta	Internal	University Teaching Research fund	It used to be \$50,000 but a new official announcement by the President that it is now: \$800,000	\$8000,000
W Laurier U	Teaching Support Services	Instructional development grants	\$12,000 (travel, initiatory, teaching award, projects)	
	VPA	Academic development fund	20,000	\$32,000
U Victoria	Internal	Teaching enhancement	65,000	\$65,000
U of Calgary	Internal	Inquiry Through Blended Learning	10 grants of \$10,000	\$100,000
Mount Allison U	Internal	Scholarship of Teaching and Learning Grants	\$35,000	
	Internal	Leadership Mount Allison (a comprehensive program that bridges academic and extra-curricular activities).	\$10,000	
	External: General Electric	Innovative undergraduate teaching internship programme (run by	\$100,000	

		the Purdy Crawford Teaching Centre)		
	Chancellor's office	A one time donation for special projects related to teaching and learning	• \$50,000	\$45,000 + 100,000 external + 50,000 (one time donation)
Lethbridge U	Internal	Teaching development Grants	• \$15,000 (each proposal is eligible for up to \$5000)	\$15,000.
McMaster U	Internal	Teaching Grants	• \$45,000	
	External	Departmental curriculum change	• 10 grants at \$10,000 = \$1 M (5 left to award)	\$45,000. \$1M (one time awards)
McGill University	Internal	Teaching Innovation Grants	• \$50,000/year	\$50,000

Appendix C – Individuals who are interested in serving in the role of Faculty Teaching Scholar

Biology	Barry Honda
Computing Science	Ted Kirkpatrick, Janice Regan, Anne Lavergne
Education	Paul Neufeld
Engineering Science	Craig Scratchley
Mathematics	Petra Menz, Veso Jungic
Psychology	Russell Day

(Please note: We are awaiting confirmations from several other individuals).

Appendix D – Individuals willing to serve on the first Steering Committee of the Institute

Leah Bendell-Young	Biological Sciences (Science)
Art Liestman	Computing Science (Applied Science)
Charmaine Dean	Health Sciences
Mark Fettes	Education
Dennis Krebs	Psychology (Social Sciences)

(*Ex officio* members: Directors of the LIDC, WILO, the Learning Commons, the Chair of the UCITF or whatever body/individual assumes long-term responsibility for the curriculum initiative.)

(We are awaiting confirmation from two other individuals)

Proposed Constitution
of the
Institute for the Study of Teaching and Learning in the Disciplines
(InSTLD)

1. Purpose

1.1. The Institute seeks to enable and support faculty-led inquiry into all aspects of teaching and learning at SFU.

2. Means

2.1. The Institute provides a forum for disciplinary and interdisciplinary conversations and critiques relating to teaching and learning. This dialogical process forms the basis of all of its other activities.

2.2. Institute activities may be initiated by and/or directed at individual faculty, program areas, Faculties, other university units, or university administrators, and may be focused on any aspect of teaching and learning of interest to the participants.

2.3. Institute activities centrally involve the honest and critical examination of ideas and evidence, seeking to build on what is known about teaching and learning in the disciplines and to disseminate their findings beyond the immediate context of discovery.

2.4. The Institute seeks to bring this scholarly process of inquiry to the support of university-wide initiatives in teaching and learning, in particular the undergraduate curriculum (WQB) initiative adopted by Senate in 2004.

2.5. More broadly, the Institute works to bring awareness of teaching and learning to the forefront of how scholarly activity is conceived of and practiced at SFU, and to assist faculty and programs in applying their understanding of how learners progress in the discipline to transforming the ways in which they work with students.

2.6. In consultation with the Vice-President, Academic, the Institute may represent the University in inter-institutional initiatives in the scholarship of teaching and learning, where it seeks both to effectively present SFU's achievements in this area, and to build collaborative and mutually beneficial relationships with other researchers and institutions.

3. Governance

3.1. Overall responsibility for the coordination of the Institute is vested in its Director, who is appointed by the Vice-President Academic. The normal term of such an appointment is two years.

3.2. The Director is advised by a Board of Associates, comprised of up to ten full-time faculty members directly involved or interested in the Institute's current activities. Associates may be appointed by the Director or by the Vice-President, Academic, and will normally cease to serve as Associates if and when their involvement in Institute activities declines.

3.3. Should a conflict arise between one or more members of the Board of Associates and the Director of the Institute, such that it hinders the Institute's ability to accomplish its purposes, the matter will be referred to the Vice-President, Academic, for resolution.

3.4. The Institute is constituted as a Schedule B Centre under the terms of SFU Policy R 40.01, with the sole modification that the Administrative Officer responsible for the governance and budgetary affairs of the Institute is the Vice-President, Academic, and not the Vice-President, Research.

3.5. The Institute conducts its affairs in accordance with University policies and in such a manner as to strengthen the University's capacity and reputation for excellence in teaching and learning.

4. Membership

4.1 Directors of the Institute. The Director of the Institute is a full-time faculty member appointed in an academic department. This is a limited-term appointment spanning not more than two years. The Director has expertise in aspects of the scholarship of teaching and learning, and have themselves undertaken a teaching inquiry project, and contributed to the professional community through conference papers and publications. The Director works closely with the Board of Associates (see the following paragraph) to build the Institute and reports to the VP Academic. The Associate Director will be mentored by the Director for a period of one to two years, at the end of which time h/she will assume the Directorship. The Director and Associate Director will maintain some teaching responsibility in their academic departments during their tenure in the Institute.

Steering Committee. The Steering Committee is comprised of up to ten full-time faculty members directly involved or interested in the Institute's current activities. Members may be appointed by the Director or by the Vice-President, Academic, but will always include the Directors of the LIDC, WILO, the Learning Commons, the Chair of the SCUTL and the most recent past Director of the Institute.

Faculty Teaching Scholars. This group will constitute the core of the Institute. Faculty Teaching Scholars are full-time faculty (professors and lecturers). These individuals may play an informal or more formal role in the Institute on a short or longer-term basis. Each Faculty Teaching Scholar will negotiate with the Director their role in the Institute each semester.

Graduate students. Graduate students who are interested in pursuing experiences related to teaching and learning in their specific disciplines may be associated with the Institute in a number of ways. They work under the direct supervision of a tenure-track faculty member (i.e. one of the two directors or one of the faculty associates currently aligned with the Institute) or they might work, as negotiated, with particular projects in time-limited ways.

SIMON FRASER UNIVERSITY

LEARNING & INSTRUCTIONAL
DEVELOPMENT CENTRE



Education Bldg. Rm 7560
8888 UNIVERSITY DRIVE
BURNABY, BRITISH COLUMBIA
CANADA V5A 1S6
Telephone: 604-291-3910
Fax: 604-291-4900

January 17, 2007

Dr. Cheryl Amundsen
Faculty of Education
Simon Fraser University

Dear Dr. Amundsen,

I am writing to indicate my strong support for your proposal to establish an Institute for the Study of Teaching and Learning at SFU. As you know, I contributed to the proposal and we agreed on several areas in which the Institute and the LIDC could collaborate. I was impressed with your openness to this collaboration and believe that we achieved a common vision for the highly complementary roles of our two organizations.

In particular, I believe that the faculty-driven nature of the Institute will complement the LIDC administrative unit and that this unique combination will help to create a strong culture at SFU that addresses the scholarship of teaching and learning. Together, we will be able to raise the profile of teaching at our university beyond skill development to a legitimate, rapidly emerging scholarly discipline.

I am impressed by the inclusive and consultative approach being proposed and I (and my staff) look forward to working with the Institute to help it achieve its full potential. Please don't hesitate to contact me if I can assist you in any way.

Sincerely,

A handwritten signature in cursive script, appearing to read "David Kaufman".

for Dr. David Kaufman, M.Eng., Ed.D.
Director
Learning and Instructional Development Centre