MISSION STATEMENT

The Teaching Commons (TC) is a central unit that, in a hub-and-spoke model, aims to promote, support, and enhance ‘engaged teaching’ at York University. It promotes and helps sustain a teaching and learning culture where the quality of the student experience lies at the heart of all teaching activities.

VISION

Practice and knowledge about teaching is a living practice that exists and continues to thrive ‘as a community of people who contribute to the continued vitality, application, and evolution of the practice’ (Wenger-Trayner & Wenger-Trayner, 2015: 13).

Indeed, our strongest asset lies in the people that make the fabric of the teaching and learning community at York University. Thus, the Teaching Commons aims to connect in meaningful ways all of those who teach and/or support teaching at York in their pursuit of teaching and learning ideals. Furthermore, the Teaching Commons facilitates the enhancement of teaching and learning practices at the class and programmatic levels through professional development opportunities and support of curriculum development and renewal.
FOUR STRATEGIC PILLARS

Teaching Commons’ vision sits on 4 strategic pillars embodying what constitutes a strong teaching and learning culture, which in turn inform Teaching Commons initiatives, programming, and support available to all who teach at York University.

These 4 pillars are:

- Strengthened by Community
- Centred on Learner Experiences
- Informed by Scholarship, Best Practices, and Policy
- Focused on Impact
PILLAR #1: STRENGTHENED BY COMMUNITY

A strong teaching and learning culture relies on active engagement with teaching as a professional activity that is open to critical reflection and collegial dialogue.
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<tr>
<th>Principles</th>
<th>Actions to implement principles</th>
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<tr>
<td>Foster collegial and empowering conversations about teaching and learning</td>
<td>❖ Support and connect a landscape of practice in and for teaching and learning</td>
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<td>❖ Create opportunities to reflect, share and discuss teaching and learning issues</td>
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<td>❖ Have a yearly, campus-wide teaching and learning event that celebrates teaching</td>
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<td>❖ Structure programming embedding significant peer-based learning</td>
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<td>❖ Foster community among teaching-stream faculty</td>
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<td>Facilitate partnerships with all stakeholders</td>
<td>❖ Strengthen the educational developer liaison model to respond to varied contexts and needs</td>
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<td>❖ Advocate for the inclusion of TC educational developers in key teaching and learning committees (e.g., ADTLC’s subcommittees, Faculty-specific committees)</td>
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<td>❖ Strengthen partnerships with Faculty-specific curriculum support, educational technology units, and experiential education support units</td>
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<td>❖ Establish an Advisory Council to set and implement emerging campus-wide priorities</td>
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PILLAR #2: CENTERED ON LEARNER EXPERIENCES

Impactful learning occurs most effectively when the learners, whether they are students, faculty, or staff, are at the centre of the learning process.
### Principles

**Focus on learner-centred pedagogies**

- Develop and continually offer robust professional development opportunities about learner-centred pedagogies (e.g., Experiential Education, eLearning, inclusive course design)

- Incorporate the learner perspective in program development/delivery whenever possible

**Deliver flexible programming for faculty and TAs**

- Lower barriers and incentivize engagement through a variety of means, including:
  - the development of just-in-time and flexible programming by leveraging technology
  - the external accreditation of programming and certificates through EDC
  - Ensure that all programming is, at a minimum, AODA compliant, and ideally accessible in multiple formats

### Actions to implement principles
PILLAR #3: INFORMED BY SCHOLARSHIP, BEST PRACTICES, AND POLICY

As a form of scholarship, teaching and learning practices seek to systematically and methodically observe student learning with the aim of enhancing it and sharing these observations broadly for critique and collaboration.

**Principles**

Engage faculty with scholarly teaching

**Actions to implement principles**

- Disseminate the framework of ‘Engaged Teaching’ at York
- Disseminate and engage faculty with teaching and learning best practices
- Create professional development opportunities around evidence-based teaching practices
- Incorporate findings from post-doctoral and other internal research in TC activities
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<td>Engage faculty with the scholarship of teaching and learning (SoTL)</td>
<td>✤ Encourage and participate in collaborative SoTL with faculty across campus</td>
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<td>✤ Develop and continually offer programming to encourage and support engagement with SoTL</td>
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<td>✤ Support the dissemination of SoTL work done at York through campus-wide initiatives and participation in external opportunities (e.g., conferences, articles and essays in various outlets)</td>
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<td>Stay current with educational development and higher education trends</td>
<td>✤ Engage with external bodies (e.g., EDC, COED, STLHE) and colleagues from other institutions to share best practices in educational development</td>
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<td>✤ Develop and update a professional development plan for TC employees</td>
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<td>✤ Stay informed and disseminate trends and policies affecting higher education</td>
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<td>✤ When appropriate, engage with HE stakeholders, regulatory bodies, and policy makers (e.g., Ontario University Council on Quality Assurance, MAESD, eCampus Ontario)</td>
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<td>Contribute to scholarship related to teaching and learning</td>
<td>✤ Create and disseminate scholarship about educational development, teaching and learning that informs practice within the Teaching Commons, York University, and beyond</td>
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<td>✤ Present at external teaching and learning conferences to build relationships, establish expertise</td>
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PILLAR #4: FOCUSED ON IMPACT

Answering the question ‘how do we know what we think we know’ is at the heart evidence-based practice. Observing, measuring, and recognizing the impact that instructors and programs have on their student learning is an important facet of York’s educational mission. The Teaching Commons supports whole system initiatives aimed at enhancing the student experience. It also strives to evaluate its own impact on individuals and groups on our campus.

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<td>Provide program-level support</td>
<td>❖ Create and lead a community of practice of all who support curriculum on campus</td>
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<td>Support teaching awards and recognition</td>
<td>❖ Offer robust support for curriculum development and cyclical program review</td>
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<td>Implement an evaluation strategy for the Teaching Commons</td>
<td>❖ Create and offer a two-tiered certificate program for faculty to stagger their growth and leadership development in the area of teaching and learning</td>
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<td>❖ Develop and roll out a strategy for identifying/supporting nominees to external teaching awards</td>
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<td>❖ Develop and implement a strategy to evaluation and continually enhance TC program offerings</td>
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<td>❖ Develop and implement process for a yearly review of TC activities</td>
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Recognizing that building a teaching and learning culture that places the student experience at the heart of the teaching process is an ambitious goal, the TC is optimistic that its impact will be compounded over time.
CONTACT US

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