UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
NOTICE OF MOTION

PRESENTED BY: Darrell Mousseau, chair of planning and priorities

DATE OF MEETING: March 19, 2020

SUBJECT: Jane and Ron Graham School for the Scholarship of Teaching and Learning

DECISION REQUESTED:

*It is recommended:

That Council approve the establishment of a Type-A centre for the Scholarship of Teaching and Learning in the College of Education called the *Jane and Ron Graham School for the Scholarship of Teaching and Learning*, effective immediately.

PURPOSE:

To establish the *Jane and Ron Graham School for the Scholarship of Teaching and Learning* (SSoTL) as a Type A centre in the College of Education.

DISCUSSION SUMMARY:

On January 29, 2020, the centres subcommittee of the planning and priorities committee of University Council reviewed the proposal to establish this centre. In accordance with the University Policy on Centres (available online here), the subcommittee recommended to PPC to approve the establishment of the Type A centre. The research, scholarly and artistic works (RSAW) committee of Council considered and supported the proposal at its meeting on February 12, 2020. Feedback from RSAW was communicated to PPC on February 19, 2020. At the meeting of PPC on February 26, 2020, the committee recommended the establishment of this centre.

The SSoTL will support educational research in the disciplines, promote a community of practice for cross-disciplinary SoTL research, professional development, and outreach. The SSoTL aligns closely with the University Plan by promoting courageous curiosity, boundless collaboration, and inspired communities. SSoTL will draw on partnerships with
other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron and Jane Graham School of Professional Development in the College of Engineering.

The operation of the SSoTL is supported by an initial $1 million gift from Jane and Ron Graham. An additional gift of $1 million may be considered after the program is reviewed and assessed at the end of the initial four-year commitment.

**FURTHER ACTION REQUIRED:**
NA

**ATTACHMENTS:**
1. Proposal for a School for Scholarship of Teaching and Learning
Proposal for a School for Scholarship of Teaching and Learning

College of Education
# Table of Contents

**EXECUTIVE SUMMARY** ............................................................................................................................................... 3

1. **NAME OF PROPOSED SCHOOL** ....................................................................................................................... 4
2. **TYPE OF SCHOOL** ............................................................................................................................................... 4
3. **ACADEMIC PLAN** ................................................................................................................................................ 5
   - Rationale ............................................................................................................................................................... 7
   - Alignment with University Priorities .................................................................................................................. 8
   - Activities ............................................................................................................................................................. 9
   - Academic Programming .................................................................................................................................. 11
   - Relationship to the College of Education Strategic Plan .................................................................................. 12
   - Impact and Relationships ................................................................................................................................. 13
   - Scholarly Work .................................................................................................................................................. 16
4. **PROONENTS** ...................................................................................................................................................... 17
5. **SCHOOL MANAGEMENT** .................................................................................................................................. 17
6. **RESOURCES AND BUDGET** ............................................................................................................................ 20
7. **SUPPORT** .......................................................................................................................................................... 23
   - Consultation ..................................................................................................................................................... 23
8. **GOVERNANCE** ................................................................................................................................................ 30
9. **SYSTEMATIC ASSESSMENT** ............................................................................................................................. 32

**APPENDIX A** LETTERS OF SUPPORT ............................................................................................................. 33

**APPENDIX B** CORRESPONDENCE FROM REVIEW COMMITTEES ........................................................................ 51

**APPENDIX C** INFORMATION TECHNOLOGY REQUIREMENTS ........................................................................... 54

**APPENDIX D** LIBRARY REQUIREMENTS ............................................................................................................... 59

**APPENDIX E** PHYSICAL RESOURCE REQUIREMENT FOR PROGRAMS AND MAJOR REVISIONS (SPACE, RENOVATIONS, AND EQUIPMENT) .................................................................................................................. 63

**APPENDIX F** PROPOSED CONSTITUTION FOR THE TYPE-A CENTRE ..................................................................... 65
Executive Summary

- We propose a College level school named the “Jane and Ron Graham School for the Scholarship of Teaching and Learning” (SSoTL).
- The SSoTL will support educational research in the disciplines, promote a community of practice for cross-disciplinary SoTL research, and offer graduate and undergraduate programs, professional development, and outreach.
- The programming will be the first in North America leading to a graduate degree in SoTL.
- The SSoTL aligns closely with the University plan by promoting courageous curiosity, boundless collaboration, and inspired communities.
- The programs of the SSoTL will draw on partnerships with other units on campus, principally the Gwenna Moss Centre for Teaching and Learning, and the Ron & Jane Graham School of Professional Development in the College of Engineering.
- The operation of the SSoTL is supported by an initial $1 million gift from Jane and Ron Graham. The gift was received per the schedule outlined in the gift agreement. An additional gift of $1 million may be considered after the program is reviewed and assessed at the end of the initial four-year commitment.
- In the long run, the SSoTL will be self-sustaining from program fees for certificate and graduate programming, and its recognition in the operating grant.
1. Name of Proposed School
Jane and Ron Graham School for the Scholarship of Teaching and Learning (SSoTL)

2. Type of School
We propose a type A centre that will identify as a college-level school for the Scholarship of Teaching and Learning (SSoTL).¹

We carefully weighed the differences and relative advantages of proposing a centre or a school as the administrative structure for this unit. Neither fits perfectly, as we propose a unit that will deliver academic programs and promote research programs. If the principal activity of the unit was research, a centre would be the logical choice. But given that the principal focus, and indeed the unique value proposition for this unit, is the delivery of academic programs and courses, a college-level school seemed to be the better fit.

We consulted with the University Secretary’s Office who also sought advice from the University Registrar. Considering their advice about our options, we suggest the definition of a college-level school aligns most closely with our intentions for the unit.

*The college-level school is an academic unit focused on the delivery of programs and courses within a college. These programs may be accredited and prepare their students for particular professional designations. The college-level school carries a status that is similar to a department, with the head of the school reporting to the dean of the associated college. The college-level school may be governed by a faculty council. Examples of college-level schools are the School of Physical Therapy in the College of Medicine, which offers the Master of Physical Therapy and the School of Professional Development in the College of Engineering, which offers the Certificate in Professional Communication.*

(Retrieved from “Academic and Curricular Nomenclature” https://secretariat.usask.ca/governance/nomenclature.php)

To be clear, we will operate as a type A centre, but identify as a school. We will promote research from the School, and we will invite participation from other disciplines. This particular type of inquiry (SoTL) is an academic focus of the programming we will propose. However, the School will not operate as a

¹ The Scholarship of Teaching and Learning (SoTL) is an emerging movement of scholarly inquiry that focuses on the reciprocal relationship between teaching and learning, typically at the post-secondary level. The purpose of SoTL research is to improve learning by investigating the many features of discipline specific expertise and best pedagogical practice, and making the results public. (paraphrased from the Society for Teaching and Learning in Higher Education (2019), https://www.stthe.ca/sotl/what-is-sotl/)
research centre in the same sense as the Global Institute for Water Security or the Crop Development Centre. The School will promote and encourage educational research in the disciplines and across disciplines, and it will support scholars who do the research, but it will not be responsible for producing a defined research program as a fundamental output.

The School for the Scholarship of Teaching and Learning will operate as a college-level type-A centre, with a governance structure similar, but not identical, to that in the Graham School of Professional Development in Engineering, and be administered through the Department of Curriculum Studies in the College of Education for appointments and other collegial processes under the USFA Collective Agreement (should these arise), and for the purpose of academic program development and sustainability. As mentioned earlier in this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions. The college-level type-A centre attached to a department of the College of Education provided the closest fit with the proposed mandate and also provided the simplest governance structure, and we needed to place the centre in a department to manage the academic programming and collegial processes. We discuss the governance structure in more detail under item 8, and in Appendix F we detail a proposed constitution for the Centre.

3. Academic Plan

The School will house and support researchers doing discipline-based education research, provide graduate programing, professional development and outreach to develop leadership in the conduct of research and scholarship in teaching and learning, and provide a locus and community for interdisciplinary research on teaching and learning across disciplines and make findings public. Collegial processes and academic program responsibilities will be administered and delivered through the Department of Curriculum Studies, and academic relationships will be developed with the GMCTL, the disciplines, and the Library to promote the interdisciplinary nature of the School’s work.
We realize it is particularly important to collaborate with our colleagues in the Gwenna Moss Centre for Teaching and Learning, to avoid overlap and at the same time amplify the shared interests of each unit. We comment more on that special relationship in this proposal.

Educational research in disciplines is distinct from disciplinary research. A chemist does disciplinary research to discover new knowledge in chemistry, but educational research in chemistry seeks to discover new knowledge about how we improve learning in the specialized culture and demands of that discipline. And so it goes with every discipline. Teaching and learning cultures and practices in the disciplines differ substantially. Students are taught differently in humanities, and say, Law. Different traditions and expectations are embedded in the disciplines. Pedagogies that flourish in one discipline are unthinkable in another. But there is much to be learned from each of these disciplines about teaching and learning that could hold value in other teaching contexts. If the knowledge we gain about teaching and learning is left unexamined and confined to our classrooms, we deny others the opportunity to grow and innovate from what could be shared. In response, SoTL is a burgeoning area of study devoted to conducting educational research within and across disciplines and sharing the results publicly. Simply stated, every discipline is unique, but SoTL recognizes they share the need to discover ways to improve learning by teaching those disciplines well.

Thought of this way, cross-disciplinary and interdisciplinary research into teaching in higher education is horizontal. There is also value in thinking about it as vertical by discovering and sharing of knowledge about teaching and learning between secondary and post-secondary levels of education. We hear the common complaint that students arrive on campus ill-prepared to deal with the rigours of disciplinary learning. A great deal of attention is required to introduce students entering university to the traditions, skills, and expectations of disciplines they have only been introduced to in secondary schools. They need to learn how to learn in specialized settings, and to think like scholars in those settings. Too often, students feel overwhelmed and instructors feel frustrated. Sharing SoTL findings vertically (between secondary and post-secondary settings) could address this persistent problem.

We also propose that the knowledge, methods, and skills required to conduct rigorous and meaningful research in SoTL often differ from the knowledge and skills required to do disciplinary research. Research into teaching and learning has unique ethical considerations, and the skill set necessary to conduct research into the human experience of learning requires varies depending on the context and questions being investigated. A School for SoTL (SSoTL) will offer academic training in those skills for those who conduct discipline-based educational research, and for those who look to become leaders in SoTL in their own disciplines or professional roles.
**Rationale**

The University of Saskatchewan must be a university for today as well as a university for the future. But our teaching and learning methods have some catching up to do. Common to all universities are persistent tensions between a focus on teaching and learning and a competing focus on research. At times, and as a result of the reward structures in higher education, tensions between teaching and research result in a lesser focus on teaching, and a greater focus on research. Colleges and schools of education have always espoused the values of quality teaching and learning; however, and despite pockets of excellence, these colleges of education sometimes do not excel in modeling engagement and innovation in teaching and learning over other colleges and units. Our students often learn to “teach as they were taught”, leading to struggles in their early years where the classroom often presents challenges without textbook solutions. Addressing this problem requires the elevation of the concept of the scholarship of teaching and learning.

Found commonly across campuses in this country, units of expertise in the Scholarship of Teaching and Learning are situated as service units, serving the functions of advancing instructor professional development, and addressing problems that faculty experience in course instruction. Although there is some engagement in SoTL research, these units often have a difficult time recruiting faculty due to their function as service units.

Situating a School for the Scholarship of Teaching and Learning as an academic unit will elevate the value of exemplary teaching and inquiry into learning. Fortifying the concept of the scholarship of teaching and learning will also require that the work is seen as of equal (or greater) value as that engaged through other disciplines, so this unit will offer academic programs, grant degrees, and bring together academics campus- and nation-wide to transform not only the work and profession of teaching and learning, but will also deliver on the promise to elevate the importance of research into teaching and learning in ways that only the field of education can achieve.

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

The Scholarship of Teaching and Learning is rigorous scholarly inquiry into student learning which advances the practice of teaching by making research findings public. SoTL programs will be created such as certificate and master’s degrees in SoTL and professional development programs. The School will also facilitate activities such as student investigation into teaching, teaching methodology workshops for students and by students, action research into teaching, publishing on research into teaching, professional development, teaching talks, conferences, publications and webinars.
This School and its physical space will serve our teacher candidates, graduate students, and the wider academic and local communities (Indigenous and non-), including spaces for professional development and community events, offices for College of Education staff and faculty and working space for students, and offices and space for academics from other disciplines. By being located in the College of Education, it will elevate the teaching profession at the same time as it transforms teaching and learning for generations to come.

**Alignment with University Priorities**

First, the Scholarship of Teaching and Learning is fundamentally interdisciplinary. Valuable knowledge about pedagogy and the particular cultures of teaching and learning are held in disciplines, and larger communities of educators could benefit from inquiry and scholarship coming from those units. In addition to disciplinary research, there is growing interest in research into how learners become members of those disciplines, and SoTL inquiry recognizes that what is learned in one discipline has value to other disciplines.

For example, SoTL recognizes that disciplines often employ signature pedagogies. Fine arts have studios and sciences often have laboratories; health sciences use rounds; creative and expository writing classes workshop drafts of writing; indigenous classes regularly use storying, and law and business both make extensive use of case studies. Much can be learned and shared about these approaches to teaching and learning, yet much of that knowledge is undiscovered or confined to disciplinary units. SoTL encourages educators in all disciplines to conduct rigorous research into their teaching and learning environments, and share what they learn publicly and across disciplines. It is an approach that is grounded in research and discovery, and that encourages the growth of cross-disciplinary communities of practice.

**Alignments with our commitment in the University Plan:**

i. **Courageous Curiosity**

  o The School for SoTL (SSoTL) will replace the prevailing university model of research on teaching based on competition, outputs and isolation with a collaborative, democratic model where student experience and learning is the priority.
  o Through our commitment to enhancing our own and our students’ competence in pedagogy and instruction, the concept of the SSoTL will amplify the value of teaching and learning, necessitate deepening of expertise, embrace interdisciplinarity and compel connection and outreach.
  o With an interest in understanding student learning, innovations in teaching practice, and the transformation of higher education, faculty members, scholars, and students from diverse disciplinary backgrounds will bring their disciplinary lenses to examine their own teaching techniques and classrooms for insights into how various approaches are working, or how innovations help to improve student learning.
ii. Boundless Collaboration

- Faculty members, staff and students will interact with each other at high levels, and will learn from each other, leading to innovative practices in teaching for faculty members and advances student learning and teaching quality.
- Students across campus will benefit from improved quality of instruction that is aligned to student circumstances, thoughts, actions and contexts.
- Academics from the University of Saskatchewan and other universities and colleges across the province, the country, and the world will be invited to examine their classroom practices, looking at successes as well as failures, with a goal of sharing their experiences as bona fide research in ways that enhance the application of teaching and learning practices to benefit all stakeholders in education.

iii. Inspired Communities

- The concept of the SSoTL will exemplify collaboration with communities in the creation of reciprocal and new, impactful, and inspirational knowledge that results in improvements in teaching and learning locally and globally.
- As a distinct and impactful academic unit, the SSoTL will inspire our communities – Indigenous and non-Indigenous, individually and collectively – to work together to discover creative solutions to common and distinct problems of teaching and learning.
- With the elevated practical teaching and learning skills, the university will produce stronger and higher quality teachers and professionals that the world needs.

Across campus, attention and focus on SoTL is expected to grow and the quality of teaching and learning will serve to attract high-caliber faculty to the college and the university.

Activities

Broadly, the School will provide an academic home for supporting educational research (specifically research into teaching and learning) in and across the disciplines and provide formal and non-formal academic programming to develop leadership in the scholarship of teaching and learning. These two areas are intimately connected, in that SoTL research conducted through the School is both the outcome of the academic programming, and the content of the programming. Doing the research, and learning about how to do the research are reciprocal. In order to accomplish these intentions, the School will carry out specific activities, examples of which are listed below.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Selected Activities</th>
</tr>
</thead>
</table>
| Provide an academic home for supporting educational research in the disciplines and across disciplines | Encourage SoTL research in the disciplines
| | Advise on disciplinary educational research studies and programs of research |
Collaborate with the Gwenna Moss Centre for Teaching & Learning (GMCTL) SoTL research clusters program and partner with the GMCTL on other SoTL initiatives

Lead and consult on research funding applications in SoTL to Tri-Council agencies and others

Provide reviews and consult on ethics submissions, and work with the Behavioural Research Ethics Board (Beh-REB) to support SoTL ethics applications

Create and manage an open online journal of SoTL research at the UofS, and operate as a platform for submission to formal, refereed publications

Provide editorial and academic review of research publications prior to submission

Provide referral service to connect SoTL researchers in different disciplines who are doing related work

Provide support to academic units revising standards to include SoTL research

Provide formal and non-formal academic programming to develop leadership in SoTL

Develop and deliver a new certificate program

Develop and deliver a new master’s degree program

Conduct professional development workshops and seminars on SoTL research

Offer research salons for sharing research among SoTL researchers

Develop and edit an open online journal for SoTL scholarship, initially featuring UofS research, and evolving to attract national and international contributors and subscribers.

Deliver monthly podcast to international audience to promote SoTL and underscore SoTL activity and leadership at the UofS
**Academic Programming**

Acting on advice from the PPC Subcommittee on Centres and RSAW, as well as advice we have received from the University Secretary’s office, we are not providing details of the academic programming planned for the SSoTL with this proposal, considering the possible confusion with UofS policies on the establishment of centres, and the intention to provide the programming through the Department of Curriculum Studies. Therefore, this proposal concentrates primarily on the structure of the School and the activities appropriate to a type A centre, but we offer a few considerations, particularly responding to questions raised by the Research, Scholarly and Artistic Work Committee of Council (see correspondence, Appendix B).

There is considerable demand for programs directly addressing SoTL and preparing professionals to provide leadership in SoTL, given the growing attention paid to SoTL by teaching and learning service units in universities, polytechnics, community colleges, and school divisions. We are able to clearly identify two principal audiences for this programming and predict additional uptake from others. First, professional developers and faculty development personnel in the post-secondary sector will be drawn to programming that will help them lead change and improvement of teaching and learning on their campuses. In higher education, these individuals hold service positions and titles of “educational developers”. These people support SoTL initiatives and research on campuses and provide professional development seminars and programs. In addition to higher education, we expect considerable interest from the polytechnic system and community colleges, both from people already doing this work who are looking for additional credentials, and for people who aspire to these positions. This is a growing area of opportunity across the country.\(^2\) We also recognize that it will be important to build online versions of programming in the long run to expand the reach of the program and attract students, particularly from other parts of North America, Europe, and the Pacific Rim where SoTL work is growing.

We also anticipate strong interest from leaders and educators in the K-12 systems, who are likewise looking for ways to use SoTL research strategies to lead teaching improvement system-wide or at the school or division levels. Teachers will also be attracted to a graduate program that will improve their credentials and help them improve their practice in the classroom. While existing M.Ed. programs focus on subject specializations, the SoTL programming cuts across existing departmental boundaries, and offers an interdisciplinary perspective on improving the practice of teaching and learning. It also offers a

\(^2\) As an aside, the Educational Developers’ Caucus, a group within the Society for Teaching and Learning in Higher Education, held its most recent meeting in Halifax, and was sold out, hosting hundreds of participants from across Canada and the USA.
career path for those who leave the K-12 system. We held meetings in February with groups of leaders (see “consultations”) and they expressed strong interest in the initiative, suggesting that facilitators and consultants in the school system would be interested in exactly this kind of programming, given the emphasis in schools on evidence-based teaching and improvement.

We anticipate tertiary interest from instructors and professional staff across campus and across Canada who are looking for SoTL programming to support their work in their home units, or who are looking for cross-disciplinary opportunities to receive micro-credentials and improve their knowledge and research skills in this burgeoning area. Most every major university in Canada has a School tasked with improving teaching and learning. None, at the time of this writing, has formal graduate or undergraduate level programming in the scholarship of teaching and learning but some offer certificates. The U of S has the opportunity to offer such programming, however, we are keeping our enrolment estimates from these groups modest, because we realize this audience is diverse and dispersed, and a growing number of institutions will be offering this kind of credential. When we asked approximately 45 SoTL scholars on campus, 35 of them expressed interest in attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications). If these interests are bundled into a micro-credential, it can provide an attractive alternative.

We have consulted broadly with leaders on campus and across Canada, and we contracted the Social Sciences Research Lab to conduct a market survey of the polytechnics, community colleges, and local school divisions to better gauge interest in the programs.

And while it will be submitted as a separate proposal, we have completed a draft proposal for a certificate and master’s program in SoTL and the associated new courses, under the direction of an advisory committee of Graduate Chairs in the College of Education. We are prepared to submit those programs, once considered and approved by the Department of Curriculum Studies, for consideration.

**Relationship to the College of Education Strategic Plan**

The College of Education identified the School for SoTL as its first initiative to intensify research and discovery in its 2019 Strategic Plan. That plan introduced that College’s ambition to become a recognized leader in the research and scholarship of teaching and learning by supporting scholars across the disciplines who are conducting research in the SoTL and becoming a hub for cross-disciplinary and interdisciplinary research in SoTL; and, providing academic programming that will develop expertise and leadership in SoTL. This School will be implemented over the next six years, first by creating its physical space and programming, and by identifying SoTL scholars on campus who will participate in the activities of the School. Space planning is underway, and SoTL scholars have been consulted this year. In collaboration with the Gwenna Moss Centre for Teaching and Learning, a campus-wide “SoTL Day”
A seminar will be offered in the late spring of 2020 to gather participants in the wider SoTL community for research sessions and promote interdisciplinary research in SoTL.

The development of undergraduate offerings is already underway. A new course, ECUR 498.3 “Open Learning Practices and the Scholarship of Teaching and Learning”, was approved by the Department of Curriculum Studies to be offered as an elective in the B.Ed. Secondary program for a two-year trial period, after which it will be proposed as a permanent offering if successful. It will be offered for the first time in term 2 of the 2020-21 academic year. This course will be open to any senior undergraduate or graduate students on campus. A second undergraduate course, EADM/ECUR/EFDT/EPSE 411.3 “Inquiry Project in the Scholarship of Teaching and Learning” is being considered for delivery in the 2020-21 academic year.

Our goal is to launch a master’s degree program (M.SoTL) and a certificate program by the 2021-22 academic year along with accompanying professional development and undergraduate components. We anticipate attracting 22 graduate students annually to the graduate program, and at least 20 every second year to the certificate. We will also propose a certificate program for those who have already completed advanced or terminal degrees, and who are seeking an additional credential and focused expertise. Depending on available resources, we may delay the first offering of the certificate program until the second semester of 2021-22. The new M.SoTL program has been drafted, including the new and existing courses it requires. We were advised by the PPC Subcommittee on Centres to bring those programs forward separately and present the proposal for the School structure separately. We are following that advice (see Appendix B).

**Impact and Relationships**

A School for SoTL adds a clear and fresh academic focus on developing researchers who specialize specifically on questions about improving teaching and learning by inquiring into current practices in university classrooms and elsewhere.

Currently in the Department of Curriculum Studies and to a lesser degree in other departments in the College of Education, students in graduate programs can propose and carry out research in SoTL for their theses. A review of titles and abstracts of M.Ed. theses and projects in the College of Education from 2014 to 2018 reveals that fewer than 10 of the 181 titles were conventional SoTL research (classroom research on learning in higher education settings). We suspect we would find similar evidence of SoTL graduate research in other universities. Research is most often disciplinary in nature, so we have no evidence that students conducting that research would be drawn away from their existing programs to SoTL inquiry as an area of study. Certainly, a School of SoTL that is devoted to developing scholarship specific to inquiry in teaching and learning in higher education would be attractive to some of those students, and a SoTL graduate program would draw some interest from the same general pool of students.
applying for graduate studies in education. But the SSoTL graduate programming will be intentionally
designed to attract students to a new area of study, not away from another one, and it will reach new
groups who are interested in professional opportunities leading SoTL work with instructors in higher
education. There is also a reasonable expectation that some students in other graduate programs would be
interested in adding a SoTL inquiry course to their programs, probably as an elective, if they are engaging
in that kind of research.

The Department of Educational Administration expressed concern that there might be overlap with their
graduate streams in post-secondary leadership and health professions education, and one course in
particular. We are investigating that concern and will address any perceived or actual overlap, but an
examination of the course syllabi and discussions with the author of the course proposals suggest there
will be little actual duplication, and little chance that enrollment in the programs would be affected. Those
existing program streams are well established and are primarily directed at teaching and leadership in
post-secondary and health, and the health sciences stream is a shared program with the Department of
Curriculum Studies. SoTL inquiry can be conducted as the capstone project, but it is not the focus of
these program streams to prepare SoTL specialists. As we intend to promote growth from new
programming streams rather than draw students from existing programs, we anticipate no significant
negative net effect on enrolment in other graduate programs in the College of Education, and in fact
expect this School to open new avenues of interdisciplinary research and scholarship for students and
faculty alike. We anticipate that some of the courses that will make up the new graduate programming
will be drawn from existing graduate courses, primarily in research methods. So new SoTL students will
add to the demand for existing departmental courses. Also, we suggest that new courses designed for the
SoTL programs will offer opportunities for students in existing programs to add SoTL as electives in their
programs where appropriate.

The College of Education has a disproportionately high number of course-based students, and the
programming in SoTL is being strategically designed to alter this proportion and drive more students
toward research-based graduate programming. Currently, the majority of our course-based students are
practitioners in the field, engaging in courses on a part-time basis, while working. We observe that most
thesis-based students choose to do so because the programming aligns with their research goals. While
we desire more research-based students, our current offerings have not challenged this proportion of
course-based to thesis students.

The programming in SoTL is being strategically designed as a thesis route to attract teaching and learning
practitioners who want to improve research skills that focus on improving their classroom practice or lead
this kind of inquiry in education. As a result, while we anticipate positive reaction in the field and across
the country (resulting in improved reputation) we anticipate no decline of thesis-based students in any
department. We do anticipate capturing the attention of new students who might otherwise enroll as course-based students.

Concerning the Responsibility Centre Management (RCM) approach of the University, the College as a whole, and as a result all of the departments, will benefit from student enrolment in research-based programming in SoTL. Our College needs to enroll more thesis-based students as opposed to course-based students. In addition, since the School of SoTL is not designed to house its own faculty, resources of the College will be distributed to departments who engage with the unit (through instruction and supervision). As a result, the College (and thus all departments that participate) will benefit strategically through the development of an interdisciplinary unit wherein which all faculty in the college will have the opportunity to engage in interdisciplinary teaching, research, and student supervision.

As mentioned in the previous section, an undergraduate level course has been developed and approved as an elective offering of the B.Ed. program, and it will build on some of the undergraduate research programs already underway on campus, such as the First Year Research Experience (FYRE) courses, which have successfully improved the undergraduate research profile on campus. Undergraduate SoTL courses will provide research experience to B.Ed. students they can carry into their teaching careers, and also enhance the connection between the University of Saskatchewan and the teaching profession.

A certificate program will also be developed, aimed primarily at professionals who already hold a position that would benefit from SoTL leadership, or graduate credentials in a discipline with an interest in pursuing SoTL research and providing faculty development leadership within the discipline. The certificate will include some courses comprising the graduate program but will also offer experiential and internship opportunities that allow students to gain academic credit for carrying out SoTL research as part of their employment. It may also take advantage of some of the excellent professional development offerings by the Gwenna Moss Centre for Teaching and Learning, allowing for additional collaboration between the academic and service units on campus. This programming will not conflict with any of the graduate or undergraduate initiatives already underway in the College of Education or elsewhere on campus.

Centres to support the Scholarship of Teaching and Learning are well established around the globe, but the graduate programming our proposed School will house is unique in Canada, and we believe the first of its kind in North America. Most every university across Canada, and certainly every member institution of the U15, houses a Teaching and Learning Centre to support and encourage the improvement of teaching and learning in those institutions. All of them promote SoTL among their faculties, and most devote financial support and staff support to SoTL initiatives. They predominantly play a service role, and encourage faculty to take on SoTL research projects. Our own Gwenna Moss Centre for Teaching
and Learning is a good example of a strong support unit, and it has provided impressive leadership and energy to the movement of SoTL on the U of S campus and indeed across Canada. They have funded faculty-led research clusters, created and maintained a database of scholarship in SoTL, provided consultations with faculty on research design, publishing, ethics and other research concerns, and hosted writing retreats for faculty working on SoTL research projects. Their leadership has been vigorous and effective, and we anticipate the new School will collaborate closely with the GMCTL to advance our shared enthusiasm for this important area of research and to avoid duplication of services they already provide. We have been in regular contact with their leadership, and we will briefly elaborate our ongoing partnership with that unit. The SSoTL will benefit from their work in the disciplines, the relationships they have already developed with SoTL scholars across campus, and the programs they have developed such as the SoTL Research Clusters program and the spring SoTL Day in May. We will draw on their expertise to support interdisciplinary research programs in the SSoTL, and their advice on academic program and course development. Importantly, the GMCTL has a number of individuals with academic credentials that would allow them to teach a SoTL course in the School, whether as sessional overload or as a part of their regular assignment to duties. The nature of the teaching relationship must be explored with the relevant labour relations groups, but both groups believe this will provide a mutually beneficial opportunity for both the SSoTL and GMCTL.

To a lesser, but significant extent, we are developing a close working relationship with the Ron and Jane Graham School of Professional Development in Engineering. That School has developed a dynamic cadre of SoTL scholars who meet regularly to discuss their scholarship and a variety of teaching topics. They also offer undergraduate courses on public speaking and rhetoric that would be of interest as an elective to Education students. We are exploring the possibility of opening some seats for Education students. We are also exploring the development of a second virtual learning laboratory, sponsored by Engineering, and housed in the SSoTL space. It would offer exciting learning opportunities for students on campus and would also provide a location for conducting SoTL research on virtual learning technologies.

**Scholarly Work**

SoTL work is by its nature interdisciplinary, or at least cross-disciplinary, so the SSoTL is actively seeking associations with scholars across campus and on other campuses.

We created a list of SoTL scholars on campus who attended conferences or professional development events, participated in a SoTL Research Cluster through the GMCTL, or presented a SoTL paper at a national or international conference this year. We invited these colleagues to SoTL Scholars meetings on February 12 and February 13, and 46 attended. They represent a diverse group of scholars and disciplines who have demonstrated interest in SoTL research, and whom we are meeting with in February to invite into our community. There are probably others on campus we have not yet identified, but as this is an
open, inclusive, and interdisciplinary initiative, we will approach academics across campus to participate in the activities of the School. Their participation will vary, depending on their availability and particular expertise, but a strong indication of interest in these types of participation was received (see data under “SoTL Scholars at the UofS”):

- Advise other SoTL scholars on research designs;
- Promote SoTL research in home disciplines and across campus;
- Contribute research to the UofS SoTL open journal;
- Present SoTL research at professional development events;
- Provide mentorship and supervision of graduate theses;
- Guest lecture or teach in the SoTL academic programming; and,
- Advise on the management and programming of the SSoTL.

4. Proponents

Dr. Michelle Prytula, Dean
College of Education
michelle.prytula@usask.ca
306-966-7647

Dr. Richard Schwier, Interim Associate Dean
Research & SoTL
College of Education
richard.schwier@usask.ca
306-966-7641

5. School Management

The School will be attached to the Department of Curriculum Studies, and all programming and collegial processes will be managed through that department structure. The Associate Dean, Research and SoTL will also act as Director of SoTL Research and Academic Programs (with a faculty appointment or cross-appointment in the Department Curriculum Studies).

Responsibilities of the Director of SoTL Research and Academic Programming

This person will have responsibility for the development and successful implementation of the SSoTL, including such things as:

- Oversee the academic, administrative, and financial management and operations of the School
- Promote SoTL research in the disciplines
• Conduct research development and write grant proposals
• Identify and recruit SoTL scholars and students
• Manage academic programming development and delivery (formal and non-formal)
• Teach one SoTL course per academic year
• Represent the SSoTL in the research community and provide support for dissemination of scholarship
• Engage in national and international leadership activities in SoTL
• Interface with secondary, post-secondary, and higher education partners to encourage growth and innovation in SoTL

We will require one new position to be hired in 2020-21 to carry out the activities of the Centre, under the direction of the Associate Dean, Research and SoTL: an Associate Director of SoTL Research and Academic Programming.

**Responsibilities of the Associate Director, SoTL (ASPA appointment)**

Under the supervision of the Director, this person will initiate and manage the programs of the SSoTL, and also collaborate in the partnership with the GMCTL.

• Engage the administration and financial management and operations of the School
• Support SoTL scholars and research clusters by advising on disciplinary educational research studies and programs of research and by referring scholars in other disciplines who are doing related work
• Support SoTL scholars and students
• Collaborate with the GMCTL SoTL research clusters program and collaborate with the GMCTL on other SoTL initiatives
• Develop, deliver, and evaluate the effectiveness of faculty development events
• Provide for editorial and academic review of research publications prior to submission
• Draft, edit, and review grant applications and REB submissions in SoTL
• Advise on ethics applications for SoTL research
• Support academic programming development and delivery
• Produce a monthly podcast episode on current topics and issues in SoTL
• Edit and manage an open online journal for local SoTL research
Once the academic programming and research support structure is in place, a staff position (SoTL Educational Developer) will be required in 2021-22 to support the daily operations and activities of the School. We are exploring the possibility of creating this as a shared position with the Gwenna Moss Centre for Teaching and Learning in return for five OHCs of teaching provided by GMCTL staff to the academic programming provided by the SSoTL. The Director of Teaching and Learning Enhancement, Nancy Turner, supports a shared position because it offers benefits to both partners. The SSoTL would receive reliable and talented teaching support, and the GMCTL would receive additional support for their educational development activities and a desirable recruiting tool to attract future personnel with doctoral-level credentials to the GMCTL. This arrangement will require ongoing negotiation with the contributing individuals involved, consultation with the unions, and adjustments to be made to letters of appointment.

**Affiliated Scholars:**

Affiliated scholars are individuals who can contribute to the academic programming and research of the SSoTL or participate in the governance of the School. We anticipate offering adjunct, professional affiliate, or associate member status to colleagues who will contribute directly to the work of the SSoTL through teaching, professional development, supervision, governance, or through research. At the recent meetings with campus SoTL scholars, 27 colleagues indicated they were interested in such an affiliation with the School, and we are confident there are others we have not yet identified. While no firm commitment was requested from these individuals, we are persuaded the pool of interest will result in a sufficient number of affiliated scholars to support the work of the School. We are sensitive to the commitments these scholars have to their disciplinary units and the resource implications that obtain, so rarely would we consider approaching them and their Deans for shared assignments with the SSoTL, as has been done in other Schools to date. But we do expect to be able to call on affiliated scholars to mentor and supervise graduate students, participate on research committees, support governance as members of the School Council and committees, mentor new SoTL researchers, or provide guest lectures in courses.

**Teaching Personnel:**

This proposal provides only a snapshot of the academic programs, which are being proposed separately. However, questions were naturally raised during earlier reviews about the financing of the School, so we offer a bit more detail about how we plan to offer academic programming, as the financial success of the unit will depend on its program revenues. In order to offer graduate programming, we need to identify qualified teaching personnel who will provide expertise and stability to the program over time. We anticipate having a need for instructors to cover four one-half course (OHC) equivalents in 2021–22, and depending on uptake, up to eight OHCs in 2022–23. The additional teaching demands from the School will not be onerous in the first years the programs are offered, with resources being drawn from four places:
School Management: The Director of the SSoTL will teach at least one course per year as part of the regular assignment to duties. The Associate Director will teach professional development and courses contributing to a certificate.

Department of Curriculum Studies (ECUR): The Department will provide at least two OCHs of teaching to the graduate programs and will assume academic responsibility for offering the programs.

Gwenna Moss Centre for Teaching and Learning (GMCTL): The GMCTL will provide up to four OHCs of teaching in the program in exchange for an Educational Developer position shared between SSoTL and the GMCTL.

Cross-appointments: As described above under “Affiliated Scholars” we may negotiate teaching appointments with other units on campus where desirable and appropriate, or adjunct appointments with scholars from other universities, but of course these will require negotiations with the individuals and their Deans.

6. Resources and Budget

The College of Education aspires to excellence and innovation, and this opportunity to position ourselves as a national leader in the scholarship of teaching and learning came from a $1M alumni donation from Jane and Ron Graham, provided in four annual installments of $250,000. The College has received the first two installments, and the Grahams recently offered to accelerate the distribution of funds to support the advancement of the proposed School. These funds will largely cover the startup and launch of the program(s) offered by the School.

A standard tuition rate for graduate programs of $4,260 ($1,420 per term) per year is proposed for the master’s program, and given an intake of 22 students per year, we anticipate tuition revenues of $93,720, and $187,440 in the first two years of operation, beginning in the 2021-22 academic year.

A more modest tuition of $2754 ($688.50 per 3 credit unit, subject to change as tuition rates change) per year is proposed for the one or two-year (12 credit unit) certificate program in SoTL, with an enrollment of 10 new students in each of the first two years of operation. This will generate tuition revenues of up to $27,540 each year for the first two years of the program, with ongoing tuition revenues of up to $27,540 thereafter. The proposed tuition is consistent with other certificates offered on campus (and will remain so). We understand graduate tuition will be changing and that we will adjust accordingly.

The College will require supports as it engages in complementary people, capital, financial, and enrollment activity for the School. The College will be developing positions for the School (an interim...
Associate Dean has already been appointed), developing space for the School, and will be increasing its enrollment.

People: We have determined the unit’s structure. It will be a school housing academic programs, under the direction of the College. Human Resources supports for policy development will be required, as is advice on acquiring space within the College of Education spaces to make room for the unit. The Centre will negotiate adjunct appointments to carry out the academic functions of the unit. We anticipate needing an additional position to carry out the activities of the Centre under the direction of the Associate Dean, Research and SoTL who will also act as Director: an Associate Director of SoTL Research and Academic Programming to be hired later in the 2020-21 academic year. If revenues allow, a support position may be added in 2021-22: an Educational Development Specialist (ASPA) to support the programming and research activities in the School (this position is not included in the table below, given that it is tentative).

Table 1. Projected revenues and expenses for SSoTL, 2019–2025.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Grant/Tuition</td>
<td>0</td>
<td>0</td>
<td>176,900</td>
<td>498,577</td>
<td>498,577</td>
<td>498,577</td>
<td>1,672,631</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>0*</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>91,445</td>
<td>201,000</td>
<td>294,520</td>
<td>303,355</td>
<td>312,455</td>
<td>321,830</td>
<td>1,524,605</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>0</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>Indirect costs</td>
<td>0</td>
<td>71,700</td>
<td>71,700</td>
<td>71,700</td>
<td>71,700</td>
<td>71,700</td>
<td>286,800</td>
</tr>
<tr>
<td>Surplus (Deficit)</td>
<td>158,555</td>
<td>39,000</td>
<td>60,680</td>
<td>373,522</td>
<td>114,422</td>
<td>105,047</td>
<td>851,226</td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ass. Director</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Capital Request</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>390,000</td>
</tr>
</tbody>
</table>

*Jane and Ron Graham are going to do a reassessment at the end of year 4 with the possibility of an additional million-dollar investment at that time.

The projections we offer in table 1 are intentionally modest, with every intention of out-performing the revenue targets we present. We are confident from consultations that the enrolment figures will rise, particularly in the certificate program and other micro-credentialing options. We recognize that it is critical for the School to be self-sustaining, and that financial stability will be provided primarily through
the programming we offer. We will also seek other external funding. We intend, as early as feasible to apply to create a Canada Research Chair in the Scholarship of Teaching and Learning (Tier 2). This would attract $100,000 per year for five years, with the possibility of renewal for an additional five years for a total of $1,000,000 to support the position, and by extension, the work of the School.

We also commit to making a request for $800,000 in CFI funding in 2020-21 to support the capital needs of the school, and if successful, recovering the commitment required from the College and the University in current requests. Plans for staging the capital improvements needed for the school are outlined in Appendix E.

We will also lead interdisciplinary research programs on campus and apply for Tri-Council funding to support that work and intend to submit the first of such applications in the October 2020 competitions.

OVPR: In time, supports to acquire the College’s first CRC will be needed.

Capital: Since the School is new and will benefit the entire campus through its interdisciplinary mandate, capital resources will be needed in order to acquire a space of its own. We have already earmarked $400,000 from College sources. As a result, we are seeking $390,000 in funding to apply to capital costs for renovating a space, for a total of $790,000.

FMD: Requests to acquire space within the colleges, perhaps through the movement of non-academic units in the College of Education to make room for the School have been made but not yet realized. Consultations are being undertaken.

Capital dollars: Since the unit has acquired funding for positions and the College of Education is showing its ability to acquire larger-scale donations, matching capital funds are requested to renovate existing space. Consultations have already taken place.

Fundraising: Some of the funds are being acquired through donor support. Sustained supports from advancement are critically needed as the College of Education does not have an advancement officer.

Enrollment: Admissions and registrarial services will be required. Policy support from CGPS will be needed, as will supports for promoting the new programming offered by the School.

Library, Information Technology: The programming offered by the School will require library support for purchasing and maintaining collections and journal subscriptions. Library personnel in the College of Education are well-positioned to provide this support if the library budget is sufficient to continue support for subscriptions the University of Saskatchewan already holds (See Appendix D). Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles to the university subscriptions in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will be needed to support this initiative.
Similarly with IT support, we anticipate being able to provide support to new personnel from our existing resources, with the exception of capital costs for equipment to support new hires. We anticipate developing online learning options for components of the program to attract a wider, global audience. When we move into this type of development, we will require Learning Management System (LMS) support from IT Services, and we will need instructional design support from the School for Continuing and Distance Education (CCDE) or the Gwenna Moss Centre for Teaching and Learning.

Social Sciences Research Laboratory: The SSRL is a valuable resource for the work of the SSoTL. Researchers who may not be familiar with particular research tools, from building reliable survey instruments to conducting interviews and focus groups, can draw on the support of the SSRL at reasonable cost.

7. Support

The Dean of the College of Education fully supports this initiative, and as mentioned under consultation, we have received letters of support from Deans and Directors on campus whose faculty might contribute to, or benefit from, the activities of the SSoTL (see Appendix A). As this proposal undergoes review from the Provost’s Advisory Committee, the Research, Scholarly and Artistic Work Committee of Council, the Planning and Priorities Committee of Council, and the Academic Programs Committee of Council, we will append that correspondence for other groups subsequently reviewing the proposal in Appendix B. But we have also done extensive consultation to determine and mobilize the support of the proposed unit.

Consultation

We have consulted extensively nationally and locally with leaders and SoTL scholars. We have received over a dozen letters of support from Deans, and letters of support from external units with whom we will partner in the initiative, including the Gwenna Moss Centre for Teaching and Learning. We have also had ongoing collaboration with the Library, particularly the College of Education branch. Prior to the announcement of the Graham donation and launch of the project in October 2019, the Dean held two sessions with faculty in the College of Education to discuss the initiative as part of the development of our strategic plan. We have reported progress at monthly Faculty Council meetings, we hosted four SSoTL-specific information and discussion sessions for all faculty and staff of the College of Education, and we held numerous focused discussions with individual faculty members and consulted with indigenous faculty members in the College of Education. We have also consulted extensively across campus and nationally. The consultations follow below, and letters of support are included in Appendix A.

National consultations:

Because this is a new initiative, and because it has potential to draw students and researchers from across Canada, we felt it was important to identify SoTL leaders across Canada and request their advice about
the development of a School and its programming. Those consultations were valuable, not only to hear
the excellent advice and experiences of these colleagues, but also to begin to spread the word about our
ambitions and initiative. Names were gathered from current literature and from universities that house
SSoTL support units within teaching and learning centres.

Gary Poole, Professor Emeritus, School of Population and Public Health, University of British Columbia
(senior SoTL scholar)

Michelle Yeo, International Society for the Scholarship of Teaching and Learning (ISSOTL) President
and Academic Director of the Institute for Scholarship of Teaching and Learning, Mount Royal
University (international leader and SoTL scholar)

Nicola Simmons, Brock University, and Chair of the Educational Developers Caucus, STLHE (national
leader and SoTL scholar)

Brad Wuetherick, Executive Director, Learning and Teaching, Dalhousie University (national leader and
SoTL scholar)

Janice Miller-Young, Academic Director, CTL, Professor, Department of Biomedical Engineering,
University of Alberta (national leader and SoTL scholar)

Cheryl Admunsen, Professor, Faculty of Education, Past Director, Institute for the Study of Teaching and
Learning in the Disciplines, Simon Fraser University (national leader and SoTL scholar)

Lynn Taylor, Professor Emeritus and former Vice-Provost Teaching and Learning, University of Calgary
(national leader and SoTL scholar)

Carolyn Hoessler, Founder and Senior Specialist, Higher Education & Beyond (SoTL scholar)

Marti Cleveland-Innes, Professor and Program Director, Master of Education Program, Athabasca
University (national leader and SoTL scholar)

Melanie Hamilton, University of Lethbridge, Vice-Chair, SoTL Canada (national leader and SoTL
scholar).

U of S consultations (outside the College of Education):

Of course we were also interested in consulting widely across campus, and began with leaders and people
who might interface directly with a SSoTL. These conversations were diverse and ranged from
programmatic to administrative in emphasis. As is probably typical of large, interdisciplinary proposals
on campus, these conversations are continuing in many cases, and new people emerge as the project
matures.

Anthony Vannelli, Provost and Vice-President Academic

Jacquie Thomarat, Associate Secretary, Academic Governance

Trever Crowe, Interim Dean, College of Graduate and Postdoctoral Studies
Sean Maw, Jerry G. Huff Chair in Innovative Teaching, College of Engineering
Nancy Turner, Director, Gwenna Moss Centre for Teaching and Learning (GMCTL)
Wendy James, Educational Developer and SoTL Coordinator, GMCTL
Merle Massie, First Year Research Experience (FYRE) Coordinator
Stan Yu, Social Sciences Research Laboratory
Maha Kumarat, Head Librarian, College of Education
Tracy Walker, Education Programs Lead, Science Division, Canadian Light Source
Debora Rolfes, Director, Ron & Jane Graham School of Professional Development, College of Engineering
Karen Chad, Vice-President, Research (upcoming: March 2, 2020)

SoTL scholars at the UofS:

In order to gauge initial interest and understand how individuals might want to express their affiliation with the School, we administered a questionnaire that asked attendees at our recent SoTL Scholars events to identify which services provided by the school would be significant, and what might be their level of interest in participating in providing particular services. A simple tabulation of their responses follows:

Which of the following do you consider to be significant services to be provided by the School for SoTL? Check all that apply (initially or eventually).

29 Campus advocacy for importance of discipline-based education research
25 Consultation with others on your own SoTL research studies
27 Connections with other SoTL scholars and promotion of interdisciplinary research
9 Provision of office space and workspace for SoTL meetings and research teams
24 An outlet (open refereed online journal) for promoting and publishing SoTL work
33 Support for attracting funding to support SoTL programs of research
28 Academic leadership on campus around educational research – e.g., advising on including SoTL in standards for promotion and tenure
32 Professional development events about SoTL
30 Expanded services currently available through GMCTL (research clusters, consultations, writing support, events)
Would you be willing to consider participating in the following ways? This is an expression of interest, not a commitment.

30 Telling colleagues about SoTL research and the School for SoTL
34 Joining a community of SoTL scholars for research collaboration, mentorship
28 Providing graduate research supervision or thesis committee membership where appropriate and when you are available
35 Attending professional development events and teaching on SoTL topics (e.g., research methods, writing ethics applications, locating and writing funding applications)
27 Sharing your SoTL research and experiences in professional development settings
25 Sharing your SoTL experience in your discipline in SoTL graduate courses
27 Associate memberships, adjunct appointments, professional affiliations with the School

We were very encouraged that colleagues from so many different disciplines expressed interest in being actively involved in the work of the School, whether as consumers of services or as leaders. While these numbers do not reflect actual commitments, they are a measure of intent and interest, and we will be following up in the coming year. The group represented here is drawn from individuals we identified as SoTL scholars on campus, so in that respect their strong interest was not surprising. But we also know it was only a sample drawn from a larger population of scholars on campus who are doing SoTL work, so we are optimistic that we will be able to locate a large community of scholars on campus to participate.

College of Education:

As this is a College of Education initiative, we clearly needed to consult internally. All faculty in the College of Education have been invited to information sessions, and regular reports have been given to Faculty Council. Ongoing conversations are being held with department heads, and we felt it was particularly important to seek the advice of our indigenous colleagues in the College during the development of the proposal. Group consultations included:

• Reports by the Interim Associate Dean, Research and SoTL to Faculty Council (monthly)
• Faculty and Staff SoTL Salons (information and discussion sessions): December 6, 2019; January 3, 2020, January 29, 2020; January 31, 2020
• On January 10, 2020, the Faculty Council of the College of Education passed the following motion:
   
   Moved: Schwier/Morrison
   The Faculty Council of the College of Education endorses the development of a college-level school, tentatively named the Jane and Ron Graham School for the Scholarship of Teaching and Learning.
Individual faculty consultations were also held with:

- Paul Newton, Head, Department of Educational Administration
- Jay Wilson, Head, Department of Curriculum Studies
- Lynn Lemisko, Head, Department of Educational Psychology and Special Education
- Shaun Murphy, Head, Department of Educational Foundations
- Marie Battiste, Professor, Educational Foundations
- Karla Jessen Williamson, Assistant Professor, Educational Foundations
- Vicki Squires, Assistant Professor, Educational Administration
- Margaret Kovach, Professor, Educational Foundations
- Verna St. Denis, Professor, Educational Foundations
- Brenda Kalyn, Associate Professor, Curriculum Studies
- Marguerite Koole, Assistant Professor, Curriculum Studies
- Dirk Morrison, Associate Professor, Curriculum Studies
- Norman Fleury, Special Lecturer, Curriculum Studies (Métis elder)

In the meetings with department heads, as mentioned earlier, it was clear there were concerns about whether programming might overlap existing programming and draw students or resources away from their programs. Because the programming had not yet been developed, these concerns were understandable, and we needed to put additional consultations in place in order to mitigate these concerns. In order to accomplish this, we have organized an internal SoTL Programming Advisory Group, and invited participation from all of the departments and the Library. Currently, the group includes Dirk Morrison (Curriculum Studies), Vicki Squires (Educational Administration), Janet McVittie (Educational Foundations), Verna St. Denis (Educational Foundations, indigenous scholar), and Maha Kumaran (Education & Music Librarian). This group began meeting on January 24, and will advise on the development of graduate programming, and vet proposals for new courses before they are considered.

K–12 leader consultations:

Recognizing this initiative is new, and that SoTL is traditionally focused on higher education and may not be familiar to k–12 educators, we held two videoconferences with educational leaders in the province. We gave a brief overview of our proposal and asked for their observations and advice. The groups were enthusiastic and felt there was a large audience for programming of this sort, especially given the attention being paid to evidence-based improvement in teaching and learning in the province. In addition
to the inquiry programming we described, they were interested in leadership and facilitation for professionals who are leading change in schools and school systems.

<table>
<thead>
<tr>
<th>Name</th>
<th>Professional Role</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Rutten</td>
<td>Consultant, teacher-leader, K-12 Mathematics Consultant</td>
<td>South East Cornerstone</td>
</tr>
<tr>
<td>Anna McQuillan</td>
<td>Consultant, teacher-leader, sessional lecturer</td>
<td>Greater Saskatoon Catholic</td>
</tr>
<tr>
<td>Anne-Marie Rollo</td>
<td>Consultanta, leader, sessional lecturer</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Brenda Green</td>
<td>Director, Superintendent, Coordinator, Consultant (Indigenous)</td>
<td>Ile-a-la Crosse School Division</td>
</tr>
<tr>
<td>Chad Williams</td>
<td>Teacher leader (provincial math), STF Facilitator Community</td>
<td>Good Spirit School Division</td>
</tr>
<tr>
<td>Colleen Norris</td>
<td>Coordinator, Secondary Principal, Teacher Leader</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Dave Derksen</td>
<td>Superintendent, Coordinator, Consultant</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Doug Njaa</td>
<td>Secondary Principal, Teacher Leader, sessional lecturer</td>
<td>U of S</td>
</tr>
<tr>
<td>Gwen Dueck</td>
<td>Executive Director, Manager of the SPDU, Consultant, sessional lecturer, educational developer at GMCTL</td>
<td>Saskatchewan Teacher’s Federation (retired)</td>
</tr>
<tr>
<td>Jade Ballek</td>
<td>Principal</td>
<td>Sun West School Division</td>
</tr>
<tr>
<td>Juanita Redekopp</td>
<td>Coordinator, Consultant</td>
<td>Regina Public Schools</td>
</tr>
<tr>
<td>Jennifer Brokofsky</td>
<td>Provincial Math Facilitator, Coordinator, Consultant</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Kirsten Dyck</td>
<td>Instructional coach, STF Facilitator Community, working towards MEd</td>
<td>Good Spirit School Division</td>
</tr>
<tr>
<td>Melissa Lander</td>
<td>Consultant</td>
<td>Sun West School Division</td>
</tr>
<tr>
<td>Michelle Naidu</td>
<td>Consultant, teacher-leader</td>
<td>Saskatchewan Teacher’s Federation</td>
</tr>
<tr>
<td>Nicole Turcotte</td>
<td>Manager</td>
<td>Saskatchewan Teacher’s Federation</td>
</tr>
<tr>
<td>Ryan Banow</td>
<td>Ed developer, sessional, working towards PhD</td>
<td>U of S</td>
</tr>
<tr>
<td>Racquel Biem</td>
<td>STF Facilitator Community, working towards PhD</td>
<td>Chinook School Division</td>
</tr>
<tr>
<td>Sherry Van Hesteren</td>
<td>Consultant, teacher-leader, STF Facilitator Community</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Tammy Girolami</td>
<td>STF Facilitator Community, secondary principal</td>
<td>Saskatoon Public Schools</td>
</tr>
<tr>
<td>Terry Johanson</td>
<td>Manager of the SPDU, Consultant, sessional lecturer</td>
<td></td>
</tr>
<tr>
<td>Tracy Dolezsar-Glarvin</td>
<td>STF Facilitator Community</td>
<td>Good Spirit School Division</td>
</tr>
<tr>
<td>Terri Fradette</td>
<td>Superintendent of Education, consultant, coordinator</td>
<td>Greater Saskatoon Catholic Schools</td>
</tr>
</tbody>
</table>
Social Media:

In January, we opened a Twitter account (@SoTL_UofS) to enter the online community of SoTL scholars and institutions in Canada and elsewhere, and have been steadily using it to announce our initiatives and participate in online conversations. Starting January 25, we began producing a podcast to discuss current topics in SoTL, and also to feature our initiative. It is being promoted using social media networks we have developed, and will reach an unknown size of audience. This is more than a simple public relations project to promote the SSoTL. It will also serve as a service to feature research and development in Canadian SoTL. So far, we have scheduled three recording sessions and topics and published the first two episodes - [http://sotl-uofs.libsyn.com/rss](http://sotl-uofs.libsyn.com/rss):

1. SoTL and partnerships at the University of Saskatchewan, January 20, 2020
2. Reflections on successful SoTL research clusters at the University of Saskatchewan, February 25, 2020.
3. SoTL in Canada – a conversation with Nicola Simmons, Brock University (March TBA)

Marketing Survey:

While not technically a consulting initiative, we are also conducting a survey to gauge interest in SoTL programming, and we are sending it to polytechnics, community colleges, and school divisions. These have been designed with the support of the Social Sciences Research Laboratory, and we anticipate they will be sent in February. These surveys have the added benefit of informing these audiences about the initiative and inviting them to indicate their interest in our academic plans.

Letters of Support (see Appendix A):

We also sought support from the leaders of colleges, schools, and units on campus, of particular importance given the interdisciplinary nature of the initiative, and our hope to involve scholars from every academic corner of the University in its work. A letter requesting support along with an executive summary of the project were sent, and we received letters of support from the following:

Keith Willoughby, Dean, Edwards School of Business
Preston Smith, Dean, College of Medicine
Jane Alcorn, Dean, College of Pharmacy and Nutrition
8. Governance

The School for the Scholarship of Teaching and Learning will operate as a college-level school. As mentioned in at the beginning of this proposal, in consultation with the Office of the University Secretary, we considered several options that would serve our intentions, and the college-level school provided the closest fit with the proposed mandate, and also provided the simplest governance structure.

Pursuant to the University of Saskatchewan Policy on Centres, as a college-level type-A centre, the SSoTL will exist under the authority of the dean of the College of Education—but function in close attachment to the Department of Curriculum Studies. Given that the intent of the SSoTL is to operate as an interdisciplinary unit (which makes it distinct among the departments of the College of Education) welcoming formalized faculty participation from across the departments and colleges of the University of Saskatchewan in teaching, research, and service endeavours, the School’s governance structure must allow for collegial processes (i.e., establishing associate and adjunct appointments, or other appointments, including future opportunities for research chairs, as these may arise) as well as academic decision-making with respect to a new repertoire of courses within envisioned SoTL graduate programs. To realize these elements of the School’s mandate, we envision a unit with the following structural characteristics:

1. The School will be overseen by the dean of the College through the delegation of administrative leadership to the associate dean (research and scholarship of teaching and learning). Under the
authority of the dean, the associate dean will liaise with the School associate director and the head of the Department of Curriculum Studies to ensure ongoing academic, programmatic, research, and community, and financial goal success. The associate dean (research and scholarship of teaching and learning) will sit as a member of the Management Board for the School. The associate dean (research and scholarship of teaching and learning) will hold the position of director of the School.

2. A Management Board of the School will be established to provide operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational activities as may arise. The Management Board will advise the dean of the College on financial matters relating to the programming of the School. The membership of this Management Board will include the dean of the College, as chair, the associate dean (research and scholarship of teaching and learning)/director of the School, the head of the Department of Curriculum Studies, a representative of the Gwenna Moss Centre for Teaching and Learning, two academic members of the School not appointed in the College of Education as selected by the head of the Department of Curriculum Studies and approved by the dean of the College, and the associate director of the School.

3. The director of the School will hold an academic appointment in the Department of Curriculum Studies. The incumbent will oversee the academic, administrative, and financial management and operations of the School.

4. The associate director of the School will engage the administration and financial management and operations of the School. The incumbent will be appointed under the office of the associate dean (research and scholarship of teaching and learning). The position of the associate director will be supported from the revenue of the School.

5. The academic membership of the School will be known as the School Council. The School Council will be established from among the complement of current and future appointments in the Department of Curriculum Studies—individuals identified as scholars in the area of the scholarship of teaching and learning—as well as from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere.

6. The School Council will include an Executive Council representing at least 50% + 1 of the regular academic appointments of the Department of Curriculum Studies, as well as the director of the School. Functionally, such permits votes of the general academic membership of the School to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, in favour.

7. An agreement shall be established between the dean of the College of Education, the head of the Department of Curriculum Studies, and the director of the School outlining the establishment of a course prefix within the Department of Curriculum Studies, for exclusive use in recognition of
programming offered by the School. This prefix will be “SOTL.” The creation of all academic programming within the School shall follow all existing channels for such within the University of Saskatchewan. Revenue generated through the delivery of programming bearing the prefix SOTL will be attributed to the School and used to support the academic and administrative activity of the School.

Because the Executive Council of the School Council will be members of the Department of Curriculum Studies comprising more than 50% of the Department’s voting membership, decisions of the School Council receiving the concurrent positive votes of the members of the Executive Council can be considered _de facto_ approval of the Department, and thus do not require the additional consent of the full Department. The Department may, however, require that all decisions be communicated to the full Department in a report of the director of the School.

In order to elaborate and clarify these processes, we offer a proposed constitution for the School’s governance in Appendix F.

9. Systematic Assessment

We expect that as a normal part of the start-up and initial operations of the SSoTL, a systematic and formative review of all activities, management, and progress will be undertaken after the first three years of operation. This will allow the time necessary to introduce the academic programs and receive initial feedback on them, and to recommend adjustments. Subsequent systematic reviews will be undertaken routinely on the same schedule as Departments in the College of Education.
Appendix A
Letters of Support
November 27, 2019

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan  
3046 - 28 Campus Drive  
Saskatoon, SK S7N 0X1

On behalf of the Johnson Shoyama Graduate School of Public Policy (JSGS) at the University of Saskatchewan campus, I am pleased to indicate our support for the School of the Scholarship of Teaching and Learning (SSoTL). The JSGS is particularly interested in the ability of SSoTL to be a locus and community for interdisciplinary research on teaching and learning across disciplines.

The JSGS is pleased to support such an initiative as it is well aligned with the strategic interest of the School and its current activities. The JSGS mission states that “We inform public policy, develop thoughtful and skilled decision-makers, and improve the quality of life in our communities through excellence in our research, teaching and engagement activities.” I believe SSoTL has the ability to provide valuable insights into how we undertake our teaching and engagement activities (many of whom are based on executive education).

I very much support this project. Please do not hesitate to contact me for further information.

Sincerely,

[Signature]

Dr. Murray Fulton  
Professor and Director  
University of Saskatchewan campus  
Johnson Shoyama Graduate School of Public Policy
December 6, 2019

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan
3046 - 28 Campus Drive
Saskatoon, SK S7N 0X1

RE: Letter of Support for proposed School of the Scholarship of Teaching and Learning, College of Education

Dear Dr. Prytula,

On behalf of the School of Environment and Sustainability (SENS), I am very pleased to provide this letter of support for the College of Education’s proposed School of the Scholarship of Teaching and Learning (SSoTL).

This letter indicates our support for the proposed School. We believe that the College of Education’s plan—to build a school dedicated to supporting researchers conducting discipline-based research, providing graduate programming, and creating a community for interdisciplinary education research—has considerable merit. We can see many potential opportunities for our SENS faculty and students to benefit from engaging and collaborating with other researchers across campus engaged in educational research and affiliated with a school dedicated to the scholarship of teaching and learning.

SENS looks forward to continued collaboration and partnerships with the College of Education as it works to develop and build its proposed School, and we would be delighted to explore how our two units can partner to advance education research.

Sincerely,

Karsten Liber, PhD
Executive Director (Interim) and Distinguished Professor
School of Environment and Sustainability
University of Saskatchewan
November 12, 2019

Dean Michelle Prytula
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you for sharing the overview and rationale for the development of the School of Scholarship and Teaching and Learning (SSoTL). Please accept this letter as my enthusiastic signal of support. This is exciting.

There are obvious similarities between teaching and learning at the graduate level and at the undergraduate or secondary levels, but they are not identical. Thus, I hope that in addition to the inclusion of graduate degree programs within the proposed school, there will be curiosity and discovery in the teaching and learning processes within graduate degrees of all disciplines.

Further, student supervision, encompassing one-on-one coaching and mentorship, can be the most direct and effective means for teaching and learning at the graduate level. However, I expect there will likely be nuances and a diversity of best practices in various disciplines. I encourage the SSoTL to consider the supervision and mentoring of graduate students as an area of focus.

Finally, our students (at the graduate and undergraduate levels) are changing. They do and want to learn differently. We need to find ways to support and encourage those alternate mechanisms for learning, and that will mean that teaching practices and approaches will change. I hope it is clear that I am excited for the prospects of the SSoTL helping us to improve the experiences of graduate students within the broadest spectrum of their learning.

Thank you for your leadership on this important item. I look forward to seeing the SSoTL becoming a reality. Please let me know how I can support this initiative.

Best regards,

[Signature]

Trever Crowe, PhD, P.Eng.
Interim Dean
College of Graduate & Postdoctoral Studies
University of Saskatchewan
November 14, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Dr. Prytula,

Re: Proposed School of the Scholarship of Teaching and Learning.

Please accept this letter as enthusiastic endorsement and support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). This level of leadership and support for the scholarship of teaching and learning is perfectly aligned with the USask Learning Charter Commitments #2 – Ensure Quality, and #4 – Support Learning. These commitments require meaningful, pragmatic resources and infrastructure to be available to faculty in all academic units and disciplines. The proposed SSoTL will fill that role nicely, and support the University as a whole in achieving our educational pursuits and commitments.

The proposed SSoTL also fits well with the College of Dentistry Strategic Plan 2025: Building on Strength – Improving Tomorrow, as we have prioritized both expanded scholarly activity and improved educational quality. The scholarship of teaching and learning in dentistry is an important component of these strategic priorities. I am confident that the College of Dentistry will benefit from the cross-disciplinary and interdisciplinary scholarship research, and that several of our faculty will be valuable contributors to the proposed School due to our unique and considerable expertise in education in the psychomotor domain.

As Dean of the College of Dentistry, I fully support establishing the proposed School of the Scholarship of Teaching and Learning, and appreciate the collaborations, educational improvements, and the scholarship that the School will support. I look forward to a time when the University is known for, and is sought out as, a leader in the best educational practices for post-secondary education.

Sincerely,

Dr. Doug Brothwell
Dean, College of Dentistry
December 2, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan

Dear Michelle,

The establishment of a School of the Scholarship of Teaching and Learning (SSoTL) at the University of Saskatchewan would be significantly beneficial to the University Library. Librarians and Learning Specialists engage in critical pedagogy, offering a range of learning and academic supports both in and outside of the classroom, using an evidence-based approach. Information literacy services offered by Librarians are modeled after the scholarship of teaching and learning (SToL) research and practice. In effect, SoTL outcomes are fundamental to helping students achieve awareness about the information that they consume and produce.

The proposed SSoTL is critical to the enhancement of the library’s current student services offerings. Since the library is not constrained to any one specific discipline, participation in the SSoTL would enable structured interdisciplinary and co-curricular teaching opportunities. Librarians and Learning Specialists could identify potential collaborators among faculty from all disciplines, create shared language and models, uncover synergies, build an information literacy community of practice, and engage in innovative applied pedagogies to focus on student learning needs.

In addition to the pedagogical partnership, SSoTL may also provide structured research collaboration opportunities between Librarians and discipline-faculty. Both groups may leverage each other’s knowledge, experience, and research skills in the areas of pedagogy and information literacy, where practice-based methodologies could be tried and tested with an intent to add to the existing literature on evidence-based education methods.

Cross-disciplinary relationships in teaching and teaching-related research to bridge literacy gaps would also promote social equity in teaching. SSoTL could play a vital role in engaging our faculty in inquiry and practices that incorporate tested EDI methodologies into our current cross-disciplinary and co-curricular instruction. This is another example of how engaging with the SSoTL could advance our delivery of information literacy, critical thinking, and digital literacy instruction.

Thank you for the opportunity to express the University Library’s support for this exciting new initiative.

Sincerely,

Melissa Just, MLIS, EdD
Dean, University Library
TO: Dr. Michelle Prytula  
   Dean, College of Education  
FROM: Dr. Keith Willoughby  
   Dean, Edwards School of Business  
DATE: November 14, 2019  
RE: Support for the School of the Scholarship of Teaching and Learning

I am pleased to support the College of Education’s proposed School of the Scholarship of Teaching and Learning on behalf of the Edwards School of Business. This new School will provide an invaluable venue for interdisciplinary research in the scholarship of teaching and learning.

The proposed School and its purpose align with the University’s principles of collaboration, community, and innovation. The Edwards School believes firmly in these values and sees great potential for collaboration across campus that will no doubt have a positive impact on the scholarship of teaching and learning and future students in our classrooms.

We look forward to collaborating with the College of Education and believe that Edwards faculty will benefit from the opportunity to engage with scholars from other disciplines to enhance teaching practices.

Sincerely,

Keith A. Willoughby, PhD  
Dean  
Edwards School of Business  
Nutrien Centre - 25 Campus Drive  
Saskatoon, SK, CA57N 5A7
December 3, 2019

To Whom It May Concern

Re: School of the Scholarship of Teaching and Learning (SSoTL).

We write this letter in strong support for the proposed new ‘School of the Scholarship of Teaching and Learning’ put forward as a major strategic and interdisciplinary initiative by the College of Education. The Scholarship of Teaching and Learning (SSoTL) is an emerging movement of scholarly inquiry that focuses on the relationship between teaching and learning, typically at the post-secondary level. The purpose of SSoTL is to improve learning by investigating the many features of discipline-specific pedagogical practice, and making the findings public.

It is anticipated that the SSoTL will house and support discipline based education research and provide graduate programming to develop leadership and scholarship in teaching and learning. Situating the SSoTL as an academic unit will elevate the value of exemplary teaching and inquiry to achieve measureable gains in student learning and educational quality.

We support the proposal in principle, and acknowledge that we have faculty who would greatly benefit from an association with a School devoted to research in this area.

If we may be of any further assistance, please do not hesitate to contact us.

Sincerely yours,

Preston A. Smith MD, MEd, CCFP, FCFP, CCPE
Dean, College of Medicine
Professor, Family Medicine

Kent Stobart MD MSc FRCPC
Vice Dean Education
Professor of Pediatrics
President, Canadian Association of Medical Education
Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan  
Room 3046, 28 Campus Drive  
Saskatoon SK S7N 0X1  

19 February 2020

Dear Dean Prytula,

Re: Letter of Support for School of the Scholarship of Teaching and Learning

On behalf of the College of Arts and Science, I am writing to provide support for the School of the Scholarship of Teaching and Learning (SSoTL), as described in the Notice of Intent (NOI). Home to a broad range of academic disciplines, the College of Arts and Science strongly encourages interdisciplinary scholarship and collaboration. We fully support research into the scholarship of teaching and learning across varied disciplines which has the potential to enhance and improve classroom practices leading to heightened student success and the benefit of current educators.

The academic rationale outlined in the SSoTL NOI aligns well with commitments articulated in our College Plan – *Think Big – Be Bold: Arts and Science 2025*. In particular, the college expressed its commitment to unleash discovery through “teaching excellence that inspires curious, courageous learners” and to solve problems by sharing “our teaching and learning as well as our RSAW with multiple communities in multiple ways, ensuring multi-directional processes of learning that involve interaction and listening, with the shared goal of generating mutual benefit.” The knowledge transformation and translation proposed within the SSoTL through graduate, undergraduate and certificate programming is timely as it fills a niche as there are few, if any, similar programs available in North America.

In summary, the College of Arts and Science supports the proposed School of the Scholarship of Teaching and Learning, the implementation of which has the potential to elevate the value placed on high quality teaching and improve the learning experiences of our students.

Best wishes,

Peta Bonham-Smith, Ph.D.  
Dean and Professor

cc: Gordon DesBrisay, Vice-Dean Academic, Arts & Science
November 12, 2019

Dear Dean Prytula:

On behalf of the College of Pharmacy and Nutrition I wholeheartedly support the creation of an educational unit, housed within the College of Education, devoted to the study of teaching and learning in higher education. As one of several professional colleges on the University of Saskatchewan campus – but one housing two professional programs – our ongoing accreditation requires evidence of improving our instruction and assessment practices. To have, within arms-reach, an institution with pedagogy at its core will both serve and grow our capacity to provide the best instruction to our students now and into the future.

I am particularly pleased to read in your vision that such a School will seek to integrate both horizontally across the campus, and vertically with our cousins in K-12 education. Currently, our College depends upon the expertise of those who have been through recent rounds of educational reform in grade schooling to get our faculty “up to speed” on what is new in education. While this is a great place to start, often these K-12 reformers lack the complete understanding of the higher education environment, thereby limiting their potential influence, or perceived “expertise,” in university-level reforms. To encourage pedagogical reciprocity across a P-16 environment would strike at the heart of two significant needs: the need for our high schools to better understand what is most effective preparation for higher education, and our faculty’s need to benefit from those who have been through reforms similar to those proposed at the University of Saskatchewan.

Increasingly, I see faculty members and instructors who embrace scholarship of teaching and learning as a key pillar in their work in our College. To provide support for this commitment, indeed to add legitimacy to the work of the “teacher” on this campus, strikes a harmonious chord here in Saskatoon – one which perpetuates the role of the U of S as a service university that serves the people of Saskatchewan. Please know that as your vision for a School for the Scholarship of Teaching and Learning unfolds, you will have an institutional ally in the College of Pharmacy and Nutrition. We look forward to working with you in this strategic initiative.

Kind Regards,

Dr. Jane Alcorn
Dean and Professor

www.usask.ca/pharmacy–nutrition
November 18, 2019

Dr. Michelle Prytula  
Dean  
College of Education  
Saskatoon, SK

Dear Dr. Prytula,

On behalf of the College of Kinesiology, it is my pleasure to provide my full support for the proposed School of the Scholarship of Teaching and Learning (SSoTL). For many decades, the University of Saskatchewan has fostered excellence in teaching and learning grounded in scholarship and is increasingly emphasizing the scholarship of teaching and learning as a vibrant and necessary movement of scholarly inquiry. Establishing the SSoTL would accelerate the university’s research in this area, and support our plan to be the “university the world needs”.

Disciplines across the university can benefit from the work of the SSoTL, particularly when collaborative research is undertaken. By advancing understanding of teaching and learning in various contexts, the knowledge gained and the innovation developed will benefit our disciplines and ultimately our learners. While the College of Kinesiology has limited current involvement in SoTL, the College has a long history of commitment to innovation and excellence in teaching and learning. Boasting several award-winning teacher scholars, the College would be keen to collaborate with the SSoTL to enhance understanding of improved pedagogy in the delivery of kinesiology curriculum.

Kinesiology and Education have successfully collaborated on many initiatives over the years, including our recently redeveloped combined degree program. We value our existing partnerships with the college and would welcome further collaboration through the SSoTL. The establishment of the School would augment foundations already in place with our collaborative research and education initiatives.

I enthusiastically support the proposed SSoTL. The School has the opportunity to lead breakthroughs in our understanding and application of innovative learning and teaching approaches.

Sincerely,

Chad London, PhD  
Dean, College of Kinesiology
4 December 2019

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

Dear Michelle:

I am very pleased to provide a letter of support for the new School of the Scholarship of Teaching and Learning proposed by the College of Education, it’s a terrific, interdisciplinary initiative.

We have faculty interested in and already working in the scholarship of learning. This is particularly relevant in the clinical sciences. In fact, the importance of this work is demonstrated by our CRC, which has officially acknowledged the scholarship of learning as acceptable demonstration of creative activity for promotion and tenure. So the WCVM faculty can certainly benefit from an association with a school devoted to research in this area. I would also hope it may develop into future interdisciplinary collaborations and research opportunities.

Thanks for the opportunity to provide this letter of support. Good luck with the development of the school, and please let me know if we can be of any assistance in the initiative.

Sincerely,

[Signature]

Douglas A. Freeman DVM, PhD
Dean
Dean Prytula and Provost Vannelli,

I am pleased to provide a letter of support for the establishment of the Jane and Ron Graham School in the College of Education.

Our first year program depends heavily on the outcomes of the Scholarship of Teaching and Learning, as do the assessment of graduate attributes and the development of learning outcomes which are now central to our Engineering Accreditation process.

Within the College of Engineering, I see potential for significant expansion of SoTL scholarship in embodied learning (sports and ViRTCL labs), indigenization (changes in how we teach and what we teach, examples which are culturally diverse), and in addressing many cognitive differences among our students.

I look forward to building strong collaborations between our two colleges around this new research and teaching opportunity, knowing the potential of this field has only begun to open up.

I want to congratulate Michelle for her leadership in establishing this initiative, and thank her for creating an opportunity which will benefit our whole campus community.

Sincerely,

Suzanne Kresta, PEng
Dean, College of Engineering
December 5, 2019

Dr. M Prytula, Dean
College of Education
University of Saskatchewan

Dear Dean Prytula,

Thank you very much for inviting the College of Agriculture and Bioresources to comment on the proposed School of the Scholarship of Teaching and Learning (SSoTL). I discussed this with AgBio’s Associate Deans Academic, and Research & Graduate Studies. We all strongly support the concept in principle, particularly given our college’s priority on novel/experiential learning approaches. We certainly have faculty in our college who are engaged in SoTL activities, and would benefit from, and perhaps participate in, this proposed school and/or its activities.

I note with pleasure your commitment to future consultations as the proposal, both from the College and the institutional perspective. At the College level, AgBio looks forward to discussing possible interdisciplinary work with faculty (e.g. cross-appointments, adjunct appointments) and to exploring research opportunities. At the institutional level, we need to discuss budget implications (e.g. budget, such as possible additional administrative, facility and/or faculty costs), and how this initiative would integrate or interact with such existing facilities as the Gwenna Moss Centre for Teaching and Learning and Engineering’s Ron & Jane Graham School of Professional Development.

In closing, let me be clear that the College of Agriculture and Bioresources is highly supportive of this concept and looks forward to participating in its development.

Sincerely,

Mary M. Buhr, PhD
Dean and Professor
December 5, 2019

Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Prytula,

I am writing to share my wholehearted support for your proposal for the development of a School of the Scholarship of Teaching and Learning (SSoTL). I read your proposal with growing excitement. I see many ways this School would benefit the faculty and graduate students at the College of Nursing, and many opportunities for collaboration between our Colleges within such a School.

I am in complete agreement with your statement articulating the need for educational research within disciplines, as differentiated from disciplinary research. Not only is SSoTL important in our discipline, the Canadian Association of Schools of Nursing Accreditation program requires evidence that faculty members in schools of nursing teaching baccalaureate programs in Canada are participating in the scholarship of teaching and learning. Exploring how to effectively teach nursing is a requirement for our discipline.

The practice of the discipline of nursing is a complex dance of art and science. Evidence to support our understanding how best to teach students to become not only competent but to excel in this practice is vital. In the absence of the evidence regarding how to teach students to become effective, caring, reflective, ethical practitioners of their discipline, we regress to simply teaching the way in which we were taught.

The College of Nursing has a significant number of faculty members who are passionate about SSoTL, and many graduate students who focus on the education of nurses in their graduate work. A small number of our faculty have done masters and doctorate work in this area. The creation of a SSoTL in your College would formalize and promote partnerships between your faculty and ours to advance our expertise in this area. It would make visible and provide meaningful support to faculty members in our Colleges working in this area who have already sought each other out. It would create a home and a structure for the emerging communities of practice that are forming between members of our Colleges.

There is a stated expectation in health care institutions today that health professionals work effectively together in patient and family-centered ways. There is ongoing need for research regarding how to effectively teach students to function as members of interprofessional teams, and to focus care around the needs of patients and families. Our efforts in these areas must be continually evaluated in response to best practice evidence. The creation of a SSoTL in your College would play a powerful role in our drive
to strengthen and deepen our ability to effectively teach health professional students how to work collaboratively in teams led by patients and their families.

The development of a SSoTL under the leadership of your College would be an important strategic tool in meeting our University commitments to collaboration as articulated in Plan 2025. I wholeheartedly and enthusiastically support this proposal and look forward to seeing and participating in its evolution in the coming years.

Sincerely,

Lois Berry, RN, PhD
Professor and Interim Dean,
College of Nursing
University of Saskatchewan
November 28, 2019

Dr. Michelle Prytula
Dean, College of Education
28 Campus Drive
University of Saskatchewan
Saskatoon, Saskatchewan
S7N 0X1

Dear Dean Prytula,

It is with great pleasure that I write this letter of support for the College of Education’s Scholarship of Teaching and Learning (SoTL) initiative. I have been excited to see this development taking shape in the College and am grateful for having had the opportunity to work with you and colleagues in considering the ways in which this work might advance teaching practice within the institution and the province and provide leadership in this area beyond Saskatchewan.

SoTL has been a priority for the University of Saskatchewan for several years with the Gwenna Moss Centre for Teaching and Learning (GMCTL), one of the units in my portfolio, taking strategic responsibility for its growth on campus in 2016. This responsibility aligns with the Centre’s mandate to enable ongoing enhancement of teaching and learning across the institution. The proposed SoTL initiative in the College of Education and its associated academic programming will serve to both add to our endeavors in advancing SoTL at the University and amplify the value of our current activities. It also positions us to become a leader in this area nationally and internationally. It is for these reasons that I emphatically endorse and commit to working in partnership on this development.

While many aspects of this initiative are nascent, the potential for the GMCTL and the Teaching and Learning Enhancement (TLE) portfolio to work with the College are varied and exciting. Our work to date has been founded on the provision of advice on the SoTL landscape in Canada and beyond, offered to ensure we are connecting into the vibrant international SoTL community in this work. Longer term partnership possibilities include GMCTL and TLE colleagues contributing to academic programming, potentially through cross or adjunct appointments, enabling meaningful contribution to the breadth and quality of programming while advancing the academic development of colleagues in these positions.

Beyond contributions to academic programming, there also exists great potential for joint research endeavors, collaborative development of research opportunities and developmental
support for faculty engaged or interested in SoTL from varied disciplines across the institution. The potential for this initiative to grow the community of SoTL scholars we have on this campus is great. This type of research is known to create connections and conversations across disciplines. This initiative stands to extend beyond this, connecting scholars from across sectors of education as well. These networks, once formed, are the pathways for innovation and personal and professional growth, advancing both the discovery and teaching missions of the institution.

As is apparent from what I have included in this letter, I am thrilled to see this initiative advance and am excited to work with the College as we take the next steps in confirming the vision and ultimate goals for this work institutionally, provincially and beyond, and embarking on the necessary steps, in partnership, that will get us there.

Sincerely,

[Signature]

Dr. Nancy Turner
Director, Teaching and Learning Enhancement
Office of the Vice Provost Teaching, Learning and Student Experience
Appendix B

Correspondence from Review Committees
Hi all,

It is my understanding that the academic program will come through the appropriate approval processes (faculty council, APC, Council) after the centre has been approved – two separate (though obviously related) processes.

Tomorrow’s discussion at RSAW is related to the centre structure.

Best,

Amanda Storey, MA
Academic Programs/Student Hearings and Appeals Coordinator
University of Saskatchewan
Office of the University Secretary

From: Thomarat, Jacquie <jacquie.thomarat@usask.ca>
Sent: Wednesday, February 12, 2020 3:00 PM
To: Storey, Amanda <amanda.storey@usask.ca>; Schwier, Rick <richard.schwier@usask.ca>
Subject: SoTL to APC

Hi Amanda and Rick,
I’ve discussed with you both briefly that the PPC centres subcommittee suggested that the SoTL academic program proposal should be presented to Council (and the standing committees) separately from the proposal to establish the centre. My understanding would be that therefore, the current SoTL centre proposal shouldn’t need to go APC before it goes to PPC and Council. Amanda, would you agree?
Thank you,
Jacquie
MEMORANDUM

TO: Rick Schwier, proponent, School for the Scholarship of Teaching and Learning
Cc: Darrell Mousseau, chair, Planning and Priorities Committee of Council
     Jacquie Thomarat, Associate Secretary, Academic Governance

FROM: Sarah Buhler, vice-chair, Research, Scholarly and Artistic Work committee of Council

DATE: February 19, 2020

RE: RSAW feedback – Centre proposal for the School for the Scholarship of Teaching and Learning

The Research, Scholarly, and Artistic Work (RSAW) committee of Council received the proposal for the School for the Scholarship of Teaching and Learning (SoTL) at its February 13, 2020 meeting.

RSAW supports the proposal for this program and committee members were pleased to learn that the academic programs discussed in the proposal will undergo the appropriate scrutiny and approvals through the Planning and Priorities Committee, the Academic Programs Committee, and Council, separately from this proposal for the centre structure.

The committee was interested in the proposed academic programs and how they will interact with and drive proposed research activities within the centre. The committee did have some questions about the target audience for the programs and the school and hopes that this will be clarified as the academic programs go through the approval processes.

RSAW also raised some concerns about who will be working within the school, specifically how cross appointments will be handled to manage workload. The committee appreciated that this school aims at bringing together people across campus who already, in some respects, work on SoTL and that the centre will work with deans' offices for bigger time commitments from researchers.

The committee was also interested in the financial support that has been provided by the Graham family for this and was pleased to hear that the family has been hands-off about the development of and the mandate of the centre. The committee is hopeful that this approach continues going forward.

Finally, the committee was concerned that there was no letter of support for this centre from the College of Arts and Science, given its size and role in SoTL and recommended seeking support (or, at the very least feedback) from that college as part of your proposal.

RSAW wishes you the best of luck as the proposal for this centre as well as the proposal for the academic programs proceeds through the required stages.
Appendix C
Information Technology Requirements

*** Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008)
Information Technology Requirements for New Centres

This form is to be completed by the person responsible for submitting the centre proposal in consultation with the Information Technology Services Division. Contact the Office of the Director of ITS (phone 4810) for assistance.

This form is intended to ensure that the centre

1) Articulates what ICT needs it has;
2) Can cost and fund these needs (or find alternatives);
3) Determines in agreement with ITS what needs ITS can meet; and that ITS considers the Centre’s impact on the institution’s ICT infrastructure

Costs for the components should be estimated in conjunction with ITS. Funding sources should be included.


Sponsoring Unit: College of Education

2. Network Requirements

2.1 If you need new network connections or new wireless access, please list locations for these.

The design of the renovation required for the new School space is underway, and will include four offices, two small group (6-8 people) study/meeting spaces, one large (80 seat) classroom, and one small production space for video conferencing and podcasting (networked, 4 people). Conventional wifi will be sufficient for the offices and study/meeting spaces. An ethernet connection or two for the production space would be beneficial. The classroom space will require a 3 or 4 screen projection system, and a multimedia console similar to those in other large teaching spaces on campus.

2.2 Please describe any special network requirements that the centre will have. These would include high speed data transfers, video conferencing, media streaming, remote database connections, firewall protection, or similar.

We do not anticipate any extraordinary network requirements. The videoconferencing and podcast media streaming will require a fast, reliable connection, but not any extraordinary speed or security. We do anticipate that SoTL classes will include online, hybrid, or mixed-mode delivery of classes. The use of WebEx or other videoconferencing software would be required.

3 A small videoconferencing and podcasting space can be shared with other programs, such as the new Ed.D. program in the College of Education that is looking to include this kind of production, and online courseware development in the Department of Curriculum Studies.
2.3 Will centre employees access University IT resources from off-campus locations, such as their homes, other non-university sites (such as the provincial health regions), or from field locations? How would this access be provided?

School employees (1 new hire in 2020-21; 1 new hire in 2021-22) will require typical connections to university resources for library, cloud storage, and services. Again, nothing extraordinary is expected. The School will be drawing on adjunct appointments from across campus, so these employees will already have access to the services they need.

2.4 Will the centre use locations that require networking beyond the extent of the current campus network? (E.g. new buildings)

No

2.5 Are there any special telephone needs? (E.g. multiple line telephones, call centre, call recording.)

No

3. Software Requirements

Does the Centre require specialised software and if so what? (This would include software for modelling, analysis, statistics, visualisation, presentation, etc.) Consider ongoing support and upgrading.

The School and employees will require the Microsoft 365 suite of software. We also anticipate needing access to statistical analysis packages such as SPSS, and qualitative data analysis such as NVivo or ATLAS.ti. In most cases, researchers in the School will already have access to the software they require, purchased through grants or available from their home departments.

4. Data Requirements

Will the centre being producing, acquiring, or analysing data that have special requirements, such as privacy or other enhanced security; large data storage; data retention beyond the mandatory 5 years? What are the mechanisms for data backups? What plans are required for data management?

Research data storage requirements will be met by the existing Datastore service on campus. We will not provide other data security or backup services as part of the normal operation of the School, however we may need to revisit this as needs evolve.

5. Service Requirements

What ICT services are required by the centre? Examples include

Staff/student training services; desktop support; web development and hosting; email beyond the campus Exchange service; database design, development and management; software development; high performance computing or storage services like WestGrid or Cloud resources?
We anticipate personnel in the School will require access to desktop support services on request, and the School will need to develop a Website and have it hosted on UofS servers. Most teaching personnel for the school will already have access to conventional employee services through their home departments.

6. Hardware Requirements
What specialised I.T. hardware is required by the Centre? This could include high performance servers, graphics intensive workstations for visualisation, equipment for data acquisition and equipment control, large disk servers, rapid prototype devices. Include initial purchase and ongoing support and upgrades in your consideration.

No specialized hardware needs are anticipated at this time. There has been some discussion of eventually adding a Virtual Reality Lab in partnership with the College of Engineering, but we are not including that as part of this proposal. It would come forward as a separate proposal later.

7. Staff IT Support & Personnel
Will the Centre require internal I.T. staff, and for what tasks? Will the Centre use other support services, such as ITS Desktop Support, and for which tasks?

The School will not require dedicated IT staff. As a college-level school, it will be able to draw on the existing personnel and services available in the College of Education. No doubt, there will be occasions where ITS support will be needed, but they should be routine.

8. Impact on Institutional Systems
Are there any changes to institutional I.T. systems (student/course information, financial, human resources, and similar institution wide systems) necessary to support the proposed Centre? An example of where this may occur if the Centre has a partnership with an external organisation. The Centre and ITS shall provide an estimate of the systems modifications required.

The School will be offering new graduate programming (certificates and master’s program being proposed separately), so there will be associated needs for providing information and services through the Registrar’s Office, and possibly through the College of Graduate and Postdoctoral Studies.

9. Modifications
If the centre needs to have renovations to accommodate computing, please indicate these on the FMD form.

All modifications that require networking and ICT hardware will be included as part of the overall renovation plan. We have been consulting with Trisha Ottenbreit in Space Planning, and we have been exploring options for the space we require.

10. Comments
Please list any other factors that may affect the Centre’s ICT requirements.

As a normal part of the larger space plan and renovation budgeting process, we will continue to review the networking and ICT needs for the SSoTL.
This form was completed with the advice of Kevin Sharp, Information Technology Coordinator, College of Education.

Date    February 18, 2020

Name: Richard A. Schwier, Interim Associate Dean, Research & SoTL, College of Education

Signature
Appendix D
Library Requirements

*** Form (see Guidelines for Applications for the Establishment of Centres at the University of Saskatchewan (with later amendments in 2011 & 2012, June 19, 2008)
Library Requirements for New Centre

This form is to be completed by the faculty member responsible for the centre proposal in consultation with the subject area librarian from the University of Saskatchewan Library. Contact the Dean's Office, University Library (phone 5927) for assistance.

1. Proposal Identification
   Centre: School for the Scholarship of Teaching and Learning

   Summary: The programming offered by the School will require library support for maintaining resources, but formal programming out of the School will not begin until the 2021-22 academic year. Library personnel in the College of Education are well-positioned to provide this support. Recent cuts to the library budget for e-journals may threaten the journals required by the School, as we noted the deletion of some key titles in the area of SoTL. We have initiated conversations with the Library about recovering resources to support the new programs and research. We will also explore opportunities in open resources to support this work, but certainly, some Library budget will help to support this initiative.

2. Library Resources

2.1 Resources are/will be located mainly in the Education & Music Library

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

   The Education & Music Library has a wide variety of resources that provide information on the Scholarship of Teaching and Learning. The staff developed a SoTL Library Research Guide that provides current information on these resources. The Guide provides comprehensive information on SoTL e-resources, journals, databases, and USask related SoTL news. The Guide also provides information on searching for library resources and SoTL research and publishing.

   We believe the current level of acquisitions are adequate to support the anticipated programming in this area. It is difficult to make a precise assessment, as this is an interdisciplinary area of study, so the needs are diverse and will shift with the home disciplines of the students in the programs. But the core journals are available for the most part, and those that aren’t can be accessed through inter-library loan.

2.3 Specify any serial titles that are core to this centre.

   **E-Journals**
   - The Canadian journal for the scholarship of teaching and learning (open access)
   - Journal of the scholarship of teaching and learning (open access)
   - International journal of teaching and learning in higher education (open access)
   - Scholarship of teaching and learning: Innovative pedagogy (open access)
   - International Journal of Students as Partners (open access)
Subscription Journals

- Studies in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Higher Education Research and Development (Education database, ends at 2007)
- International Journal for Academic Development (Only Taylor & Francis- interlibrary loan required)
- Teaching in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available)
- Innovations in Education and Teaching International (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at 2009)
- Journal of Further and Higher Ed (Only Taylor & Francis- interlibrary loan required)
- Journal of Education and Work (Only Taylor & Francis- interlibrary loan required)
- Assessment & Evaluation in Higher Education (available from EBSCO host Academic Search Complete – most recent year and a half not available; Education Database ends at
- New Directions for Higher Education (Wiley Online; and Available from EBSCO host Academic Search Complete – most recent year and a half not available)

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

For now, we expect to need some support for inter-library loan requests, but nothing outside of normal expectations for a graduate program. We have not identified any extraordinary library resource needs or requirements.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new centre?

The Library has an acquisitions fund that is divided among disciplines. Without additional resource, the current allocation for education materials will be used to purchase new materials for this program. This may result in diminished resources available to purchase materials in other areas of education. Future funding for the library is dependent upon the budget allocation from the University’s central allocation to the library. We hope that the University Library is able to retain the subscriptions it currently holds and can continue to add to the book collection as necessary and possible.

2.6 What are the human resource requirements to support this centre?

(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.).

The education librarian provides support and instruction for all programs with the College of Education. The librarian is also responsible for the overall collections in the area. The staff at the Education & Music Library have a superb understanding of, and commitment to, the scholarship of teaching and learning. They excel in both expertise and service. We are fortunate to be so well served by our library staff.
2.7 If the centre has a teaching component, particularly for graduate students, are library resources sufficient for this program.

At this time, yes. We do anticipate the need to add to the collection over time, and we will continue to advocate for budget to improve our access to resources in the future. We will also financially support the acquisition of new resources as the funding and revenues from the School allow.

3. Additional Library Resources Required

3.1 Are new subject areas of acquisition, new electronic resources/databases, new/additional library technology requirements are needed to meet centre requirements?

No new technology or databases are needed at this time.

3.2 Are there distance education service needs and costs?

Initially, all programming will be residential, but we anticipate that in the long run we will want to take some or all of the programming online. At that time, we will revisit the need for distance education service from the library.

3.5 Provide an estimated budget required for library resources to support this centre annually.

The e-journals mentioned in section 2.3 are open access. The estimated costs in the future will include renewals to subscription journals that the library already has or for new subscriptions that are currently not available through the library. The main three journals that the Library will not have access to are the Taylor & Francis titles mentioned under section 2.3.

Date: 25 February, 2020

Subject Librarian’s Signature: [Signature]

Dean, University Library Signature: [Signature]

Faculty member (for the sponsoring college/dept) Signature: [Signature]
Appendix E
Physical Resource Requirement for Programs and Major Revisions
(Space, Renovations, and Equipment)

The School for the Scholarship of Teaching and Learning will include a visible and accessible space illustrating our deep commitment to supporting the practice of engaging in the rigorous study, development and application of novel teaching and learning approaches that lead to innovative practices in teaching, which result in measurable gains in student learning and educational quality.

One of the five principles of SoTL is that it should be appropriately public – to give the sense of community property, to make it highly visible, and highly accessible. The SSoTL space must be prominent. The School for the Scholarship of Teaching and Learning is a long-awaited and much anticipated transformational change not only for the College of Education but for campus as a whole. As a cross-disciplinary teaching and research unit, it is the first of its kind to be situated within an academic unit, housing academic programs. Its potential to transform the way students, academics, and the larger community view the imperative of public and in-situ research into teaching is second to none. It is only through pulling SoTL into an academic space that any post-secondary institution could elevate the concept of SoTL in ways that so many academics, teachers, and the community desire. For the reasons above, it is imperative that SoTL is not only situated in an academic unit and among academic programs, but that it is visible to faculty and students every day.

At the same time as the development of the SSoTL, the College of Education, in its attempt to reduce costs, is in need of larger class spaces suitable for classroom enrolment sizes of 75-90. With the majority of its second floor classrooms capped at 40 students, the College is restricted in terms space for larger class sizes. The addition of one or two more classrooms that could accommodate 75-90 students (through the SoTL initiative) would support the reduction of teaching costs in the College.

Specific Requirements

- The School for the Scholarship of Teaching and Learning requires:
- at least one large classroom
- visible bookable collaborative spaces
- office spaces for the SoTL associate dean/director, SoTL associate director, SoTL CRC
- shared office space for SoTL Scholars from the disciplines and a SoTL educational development specialist
- collaborative boardroom
- virtual reality lab (currently being negotiated in collaboration with the College of Engineering, not as a part of this proposal)

Three options have been proposed with specifications for acquiring occupied spaces and necessary renovations, and we have held discussions with Greg Fowler. The College of Education has committed $400,000 to the renovation costs, with a request for matching funds from the Provost’s Advisory Committee for the remaining $390,000 required for capital improvements. Upon advice from the Planning and Priorities Committee, we will also commit to exploring additional sources of external funding, including through a CFI request for infrastructure funding in the amount of $800,000 to recover any investments made by the College of Education and University, mentioned earlier in this proposal under “Resources and Budget”.

We are planning for a phased or staged approach, if required, to carry out the renovation work required to accomplish the full plan.

We have already phased our use of space for this initiative. In 2019–20 we have assigned only one existing office space in the College of Education to support the development of the full proposal for the new School for the Scholarship of Teaching and Learning. We understand that capital funding is already fully distributed for the current academic year, so we will make the request for support from PAC again in 2020–21. We could begin operation of the School in 2020–21 by claiming two existing office spaces in the College of Education and at least two breakout rooms to support SoTL research teams, preferably adjacent to the offices. The remaining renovations would need to be completed as soon as possible after that for the full operation of the School.

Phase 1, 2019–20: Temporary office for Associate Dean, Research and Scholarship of Teaching and Learning (3060 Education), who will also take on the responsibilities of Director (SSoTL) when the School is approved.

Phase 2, 2020–21: Temporary office for Associate Director (SSoTL) when hired; Breakout rooms for interdisciplinary SSoTL research teams.

Phase 3, 2021–22: Offices for the Director and Associate Director; Shared space for SoTL Scholars; office space for CRC; Collaborative Boardroom; Admin Support and Reception; media production studio; 80 seat classroom
CONSTITUTION OF THE JANE AND RON GRAHAM
SCHOOL FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

1. DENOMINATION
   1.1 The organization shall be known as the Jane and Ron Graham School for the Scholarship of Teaching and Learning (hereafter, “the School”). In keeping with University of Saskatchewan Policy on Centres, the organization is a Type-A Centre.

2. MISSION
   2.1 The School for the Scholarship of Teaching and Learning will support scholars doing discipline-based education research, provide graduate programing to develop leadership in the conduct of research and scholarship in teaching and learning, provide a locus and community for interdisciplinary research on teaching and learning across disciplines, and make findings public.

3. GUIDING ORGANIZATIONAL PRINCIPLES
   3.1 The School will be based in the College of Education of the University of Saskatchewan, will operate in primary collaboration with the Department of Curriculum Studies, and will be subject to University of Saskatchewan regulations regarding facilities, personnel, and financial accounting.

   3.2 The School will be governed as a Type-A Centre and shall be subject to University of Saskatchewan policies and regulations regarding centre-operation and -assessment;

   3.3 It is expected that the School will have self-sufficiency as a continuing goal.

4. GOVERNANCE, MANAGEMENT, AND ADVISORY STRUCTURE
   4.1 Director of the School:
(a) The director of the School is appointed by the dean of the College of Education; the director of the School is the incumbent associate dean (research and scholarship of teaching and learning);

(b) The director of the School will hold an academic appointment among the faculty of the Department of Curriculum Studies (or a cross-appointment if the individual already holds an academic appointment in another department);

(c) Appointment to the position of director of the School shall be for a period of five years;

(d) The director of the School shall report regularly on matters of mutual concern to the Management Board of the School;

4.2 The Management Board of the School:

(a) The membership of the Management Board will consist of:
   - the dean of the College of Education, as chair;
   - the director of the School;
   - the head of the Department of Curriculum Studies;
   - the associate director of the School;
   - a representative of the Gwenna Moss Centre for Teaching and Learning; and
   - two academic members of the School Council not appointed in the College of Education, as selected by the head of the Department of Curriculum Studies and approved by the dean.

(b) The quorum of the Management Board shall be 5 members.

(c) The primary role of the Management Board will be operational leadership with respect to the planning and priorities of the School and, further, any such interorganizational and contractual activities as may arise.

(d) The Management Board will meet at least twice yearly, at the request of the director of the School, and as such necessitating issues arise.

(e) The Management Board will frequently review eligible candidates, in accordance with section 4.7, for recommendation to the dean of the College of Graduate and Postdoctoral Studies for associate, adjunct, and professional affiliate status in the School (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies).

(f) The Management Board will (subject to concurring positive votes for the same by the director of the School and the head of the Department of Curriculum Studies) have the power to create and establish terms of reference for ad hoc committees for the
purpose of monitoring strategic planning, publications and research, and monitoring of professional services. The majority of members of ad hoc committees shall be representatives of the Department of Curriculum Studies.

4.3 The School Council:

(a) The membership of the School Council will consist of:

- the director of the School, as chair;
- any from among the complement of academics holding appointments in the Department of Curriculum Studies, identified as scholars in the area of the scholarship of teaching and learning (see the Executive Council);
- any from among those cross-appointed, associate, adjunct, and professional affiliate members of the Department of Curriculum Studies from other units of the University of Saskatchewan and elsewhere identified as scholars in the area of the scholarship of teaching and learning.

(b) The quorum of the School Council shall be the full membership of the Executive Council.

(c) The School Council shall meet six times annually.

(d) The role of the School Council shall be to approve the establishment, amendment, or dissolution of any program or course of the School, under the bailiwick of the Department of Curriculum Studies, so long as the votes of the Executive Council concur, unanimously in favour.

(e) The School Council will have the power to adopt any motion supporting its role and academic function, so long as the votes of the Executive Council concur, unanimously in favour.

(f) The School Council will have the power to create and establish terms of reference for ad hoc committees for the purpose of supporting its role and academic function.

(g) The School Council shall receive such reports and recommendations of ad hoc committees and any administrator, and the same shall be approved or received by the School Council by majority vote, so long as the votes of the Executive Council concur, unanimously in favour.

4.4 Executive of the School Council (or “the Executive Council”):

(a) The membership of the Executive Council shall be all of the members of the School Council holding an academic appointment in the Department of Curriculum Studies.

(b) The number of members of the Executive Council shall be equal to, or greater than, 50% + 1 of the total membership of the Department of Curriculum Studies.
4.5 Associate Director of the School:
   (a) Under the direction of the director of the School, the associate director shall exercise
general supervision of the School office, engage in public relations and liaison, and
participate in the design, and, where necessary, the delivery of the School programs
and projects.

4.6 Staff of the School:
   (a) Clerical and professional staff of the School will be charged with the responsibility
for conducting the logistics of the day-to-day operations of the School—budgeting,
personnel, program implementation, communications, and other details. All staff
associated with the School will be responsible to the director of the School, or by
delegation, the associate director of the School.

4.7 Appointment:
   (a) All members of the School Council shall be appointed as full academic members of
the Department of Curriculum Studies, or as any of the variety of academic and
professional affiliations and appointments permitted under the policies of the College
of Graduate and Postdoctoral Studies of the University of Saskatchewan.

   (b) Applicants for consideration of recommendation of appointment to the School
Council shall be twice annually entertained by the Management Board. The process
for the receiving and review of applications shall be designed and maintained by the
associate director of the School, in collaboration with the director.

5. EVALUATION

5.1 Each project undertaken by the School will be evaluated under the guidance of the
associate director of the School.

5.2 The director and the associate director of the School shall provide an annual report on the
status of the School to the Management Board. In consultation with the dean, the format and
nature of the financial statements of the School and the disposition of surplus assets of the School
shall be determined by the director and associate director of the School.

6. PROPERTY

6.1 Any materials produced by the School will remain the property of the University of
Saskatchewan.

7. CONSTITUTIONAL CHANGE
7.1 As necessary, the Management Board shall review and amend the constitution of the organization.