SGPS Student Activity Fee Renewal Proposal
Centre for Teaching and Learning (CTL)

Group Description
The CTL is the academic service unit that promotes and supports quality teaching and builds teaching and educational leadership capacity in direct support of Queen’s undergraduate and graduate students’ learning experiences. Committed to implementing the Principal’s Strategic Framework, we work with all Queen’s educators to enhance teaching and learning experiences by:

- Partnering in and profiling efforts to investigate, experiment with, and adopt new ways to enhance student learning;
- Contributing to, promoting and supporting scholarly teaching practice and educational research;
- Providing structures and support for ongoing dialogue about and development of teaching, learning and scholarship;
- Facilitating and supporting Departmental initiatives in the development of programming that is pedagogically sound, intellectually challenging and inspiring to our students;
- Researching, facilitating and supporting evidence-based integrations of technology in all learning environments;
- Working to ensure that campus learning spaces align with innovations in teaching practices, educational technology use, and meet the emerging learning needs of students.
- Developing and supporting professional development opportunities for graduate educators in their roles as teaching assistants, teaching fellows, and future educators
- Supporting graduate-led teaching and learning initiatives within departments and faculties. (Example: through our community of graduate leaders from the I-EDIAA Graduate Leaders Retreat)
- Collaborate with other academic and support units to identify and respond to the emerging needs of students and faculty (SGSPA, SASS, QSAS, Student Wellness, QUIC)

Under a broad mandate to support Queen’s educators in the development of teaching and assessment strategies, we provide leadership and support in these key areas of focus
1. Advancement of I-EDIAA (Indigenization-Equity, Diversity, Inclusion, Anti-Racism and Accessibility) through curriculum, course design, and educational resources and supports
2. Inclusive Pedagogies and Decolonization of the curriculum
3. Active Learning
4. Learning Outcomes Assessment; Course/Curriculum Design and Review
5. Learning Spaces and Educational Technologies
6. Graduate Student and Post-Doctoral Fellow Teaching Development

Budgetary Breakdown
Supporting the development of SGPS members as TAs and post-secondary educators is core to our mission. Funding received through the referendum supports four key expenditures that have an explicit SGPS member focus:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2023 (for one year)</th>
<th>2023-2025 (three years with annual increases)</th>
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<tbody>
<tr>
<td>Teaching Development Day (A full day of workshops on teaching and learning)</td>
<td>$7,428</td>
<td>$29,636</td>
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<tr>
<td>4 graduate Educational Development Associates (EDA)</td>
<td>$51,820</td>
<td>$157,021</td>
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<tr>
<td>1 graduate TA for SGS 902</td>
<td>$5,229</td>
<td>$15,847</td>
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<tr>
<td>Invited Speakers and Panelists</td>
<td>$2,000</td>
<td>$6,000</td>
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<tr>
<td>Totals</td>
<td>$66,477</td>
<td>$208,504</td>
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Student Fee Questionnaire
Please complete the following – limited to 150 words per each answer.

1. Why is your group seeking a fee?
The CTL provides direct support for SGPS members development as TAs, teaching fellows and academic educators. SGPS funds support those efforts as well as providing programming, resources, and initiatives.

2. What direct benefit will SGPS members derive from granting your group a fee?
SGPS members benefit directly by participating in programming and accessing resources that supports their development as teachers including:

1. Teaching Development Conference
2. SGS 901- a graduate course on teaching and learning in higher education offered by the CTL
3. Professional Development in University Teaching and Learning (PUTL) Modules – 7 online self-paced modules that provide an opportunity to reflect and earn recognition for teaching
experience and professional teaching development including 2 newly developed modules on I-EDIAA.

4. Educational Development Associate (EDA) Program – 4 Graduate Students per year, hired by the CTL to work 5-10 hours/week to help design and deliver programming, 1-on-1 supports, and resource development on teaching and learning for Graduate Students

5. Departmental Outreach – customized programming for TAs or graduate educator professional development with members of an individual department

6. Consultations with an Educational Developer (ED) or Educational Development Associate to:
   a. Arrange for a teaching observation
   b. Discuss teaching and assessment strategies
   c. Review teaching philosophy statements or teaching dossiers

7. **TA Toolkit** – online resources on teaching and learning

8. Programming and speakers supporting anti-racist pedagogies, curriculum globalization, and Indigenization and decolonization.

3. **How is the dollar value of the fee related to the benefit you are proposing to provide?**

Currently, SGPS members comprise the majority (75%) of our participants in CTL programming. Feedback is always excellent with an average rating of 4.2 out of 5.0 (5 being strongly agreed that CTL training is a productive use of time). Programming that supports professional teaching development helps graduate students in their roles as TAs, Teaching Fellows and in their pursuit of employment in both academic and non-academic contexts after graduation. The CTL’s contribution provides a valuable investment in their professional development and future careers.

The CTL is also able to meet SGPS members needs through offering engagement in multiple ways including individual meetings and consultations with EDAs and EDs, departmental workshops, and access to resources that can be done at their own pace.

This dollar value supplements CTL base budget and contributes to our efforts to support all on Queen’s campus along with other Queen’s organizations including the Alma Mater Society.

4. **When was your group established?**

Originally known as the Instructional Development Centre and under the direction of Dr. Christopher Knapper, the Queen’s University Centre for Teaching and Learning was established in January 1992 with financial support directly from students.

5. **If you have collected a fee in the past, what initiatives and/or opportunities have you provided the Queen’s Community with the collected funds?**

The fee has contributed to the establishment of the Educational Development Associates Program (EDA). The EDA Program provides opportunity to employ graduate students to work in peer-to-peer mentoring with other graduate student educators while also offering their own opportunities for career development in the area of educational development and alt-academic university careers.

Many of the initiatives provided by the CTL for graduate students are core to our mission and, as such, have no direct associated expenditures. That said, one pillar of our scope of practice is specifically to support Graduate Students’ development as teachers and build capacity within I-EDIAA, with emphasis on decolonization and indigenization. This is in addition to the opportunities outlined in Parts C and D.2.