

Idea came out of introducing more courses for doctoral students because there is a deficit.  
Teachers do not have enough time to thoughtfully introduce new courses.  
Teachers would love to go to the CTE to do this but they have no time.  
How can we give teachers t

As part of the deans' increments, there should be some type of increment recognition for those teachers who develop new courses.

It is not about the money; it is about the recognition.

The teachers you want to attract for this type of sabbatical program would find the time anyway.

The sabbatical has to be a project discussed through the department chairs and deans.

This should be pursued.

Does the CTE have the resources to allow for this type of program?

Yes, the CTE should be prepared for these types of tasks.

Could a dean allocate a portion of adjunct lines for buyouts for pedagogical purposes?

This type of project for creation of new courses should be packaged in a public way through the CTE where a Dean could signal powerfully to internal and external constituencies that teaching matters.

In this way, the deliverable comes quicker with greater local impact than most research projects.

This would also encourage the university developing a vocabulary about what good teaching really is.

Teaching awards for individual schools would help define what good teaching is.

We should have future conversations with the deans about this.

Most deans are probably not thinking along the lines of providing, for example, a one course release to allow for the innovation in new courses for their majors.

That would be a really good incentive.

These types of decisions for improving the pedagogy in the various departments are made between the department chairs and deans.

If there was really something significant that required something over and beyond the expected, we could go to the deans and they would hopefully provide support.

What would help is doing some research on how grants like TAM and TAME and other programs geared towards improving pedagogy have performed over the last 3 or 5 years and whether some resource reallocation or allocation can be done from that pool of resources.

Last year, the CTE decided to use half of the allocation of TAM and TAME programs to support their cohort program.

Not a lot of people currently apply for the TAM and TAME grants.

Can we reallocate these resources into a larger pool for something more innovative?

The deans and department chairs would be more persuaded to support releasing faculty members' time to come up with these things.

If we do something like this on a pilot level for a few cycles, we can start seeing the impact on campus

Then it is an easier argument to make.

This pilot program is something we can aim for the next academic year.

In some regard, the CTE has made some functions of the UCT obsolete

Suggestion by the Provost of Roles of the CTE :

Engaging with the Deans on the teaching awards level. Member (s) should attend the Council of Deans Meeting at some point to share ideas and see what concerns the deans have.

The UCT could be helpful in encouraging some more nuanced ways in which promotion committees think about teaching excellence, how we think of reading evaluations and, how we support peer visits to classrooms.

Having a faculty group thinking about opportunities in using technology in the