**Aim:**

Much greater exploration, adaptation, and effective integration of methods of instruction that better support improved learning for all students

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**Primary Drivers:**

- Resources for teaching that align with what we know about how people learn
- Faculty professional development to build and deploy pedagogical expertise
- Leadership policies and practices to encourage professional identities and campus cultures that value students and their learning
- External expectations and requirements for improved student learning

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**Secondary Drivers:**

- Discipline-based pedagogical expertise
- Trained graduate and undergraduate TAs
- Quality learning spaces, tools, technologies, materials
- Time to learn, develop, sustain effective pedagogies, especially those supporting underserved students
- Support for inquiry into learning (e.g., SoTL)
- Learning communities (disciplinary, interdisciplinary, course/program)
- Teaching and learning centers (campus-level, program-specific)
- Leadership preparation/positions (e.g., in teaching reform)
- Attention to practices that draw in and support all students’ learning
- Graduate student training
- Processes for gathering and using evidence to improve student learning, retention, time to graduation
- Department/college culture supportive of attention to T&L (e.g., shared goals for student learning; purposeful occasions to talk about evidence-based teaching practices; attention to T&L in program review)
- Reward system (e.g., attention to teaching in hiring; formal inclusion of teaching in promotion/tenure criteria; robust evaluation of teaching; teaching awards with exacting criteria)
- Accreditation implications for teaching and learning
- Priorities of scholarly societies, professional organizations, funding agencies, other initiatives on improved learning and teaching
- Funding models re: instruction
- Ranking systems (institutional and external)

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