Aim:	**Primary Drivers:**	**Secondary Drivers:**

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

Resources for teaching that aligns with what we know about how people learn

- 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)

Faculty professional development to build and deploy pedagogical expertise

- 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

Leadership policies and practices to encourage professional identities and campus cultures that value students and their learning

- 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)

External expectations and requirements for improved student learning

- 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)