Expanding the SoTL Landscape:
Using a study on mentoring for teaching to mobilize new research and practices

INQUIRY FOCUS
What role can Knowledge Mobilization (KMb) strategies, used by a teaching centre, play in providing a framework for faculty development focused on advancing the practice and impact of mentoring for teaching?

CONTEXT
The Centre for Teaching Support & Innovation’s (CTSI’s) 2016 peer mentoring for teaching study findings found that peer mentoring practices occur inconsistently across the university, that faculty benefit from mentoring relationships, and that CTSI could aid in deliberate mentoring matches and provide support and structure. [Link]

DEFINITION of KMb
“… Canada’s universities and Tri-Council Agencies are placing more emphasis on knowledge mobilization (KMb) in order to generate research with a high social utility and to get research into the hands of decision-makers, policy-makers, and practitioners” (McKean, 2016, p.2)

KMB APPROACHES

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<th>U of T Examples</th>
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<tbody>
<tr>
<td>1. Research Products</td>
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<td>2. Capacity-Building &amp; Support</td>
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<td>3. Events</td>
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<td>4. Networks*</td>
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<td>5. Non-researched based products &amp; surveys</td>
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(Contact, 2014, p. 46)

KNOWLEDGE MOBILIZATION PLAN
- 2016 Peer Mentoring Report released to U of T stakeholders
- Developed evidence-based practical resources
- Evidence-based mentoring for teaching program piloted 2017: Peer-2-Peer (P2P) Mentoring for Teaching at U of T

P2P STUDY METHODS

Post-pilot Survey
- 23 out 32 participants (72%)
- 12 mentor; 11 mentees

Focus Groups:
- Mentee groups (5 & 4 individuals) & 2 mentor groups (5 & 6 individuals)
- Facilitated by CTSI staff not involved in pilot

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CONCLUSIONS

1. **REDUCE ISOLATION**: Formative opportunities for experimentation and dialogue with peers/cohort

2. **ENABLING POSITIVE TEACHING CLIMATES & CULTURES**: CTSI as a mediator of research and practice

IMPLICATIONS

- Consideration of the role of KMb strategies that can be used to not only distribute knowledge, but to also help ensure such knowledge is accessible, relevant, and used
- The potential for a greater mediation role that Teaching Centres could play in KMb

REFERENCES


