

CapU Certificate in University Teaching and Learning (CUTL) Cohort Program Terms of Reference

(Updated January 2025)

What is it?

Through funding from the Service Improvement Allocation Fund and from the director, teaching and learning, up to 10 faculty will be selected to form a CUTL Cohort each year. The exact number of members each year is dependent on available funding.

Each member of the CUTL Cohort will receive up to 1 section of release time ([hours of release per section based on faculty classification](#)) to take part in the CUTL programming.* The complete program consists of six (6) facilitated workshops (core and electives). At the end of the program, cohort members will receive a Certificate of Completion.

**If a CUTL Cohort member has previously completed workshop(s) in the program, they may receive less than 1 section of release or they may be required to take additional electives to fulfill their CUTL section release commitment.*

When is it?

The CUTL Cohort runs from September to May each year and consists of 152 hours of work spread across the year, primarily planned as contact-time. This contact-time is scheduled mainly on Tuesdays, 8:30 am to 4:00 pm (Fall 2025 & Spring 2026).*

**CUTL activities and workshops are scheduled around the CFA meeting blocks.*

What is expected of me?

All cohort members will be expected to:

1. Fully engage in scheduled cohort workshops and activities (contact-time: scheduled either in- person or virtually). In addition, participants will need to complete readings, discussion boards, and other activities and deliverables.
2. Complete all program workshops within the academic year in which the section release is awarded.
3. Avoid accepting teaching sections during the main CUTL Cohort contact-time (Tuesdays). In most departments, this usually involves contacting their coordinator asking them to complete the *Exceptional Circumstances form for the fall and spring (Sept-May) semesters*.
4. Give back to the CapU community by sharing their learning and experiences at the CapU Teaching and Learning Symposium (typically held the last week of April or first week of May).

Who is eligible?

All faculty (i.e., NREG, RLT, RPT, and RFT) are eligible to apply.

The section release is not available for overload (this means that if you are loaded for 8 sections in the academic year, you must be able to drop 1 section).

Faculty with a current load of less than 8 sections, may add the release section to their overall workload.

How do I self-nominate?

A call for nominations will be sent to all faculty in February of each year with a clearly stated deadline. No late nominations will be accepted.

Notifications of acceptance are sent to successful nominees by March 31st with all others notified shortly thereafter.

How are applications reviewed/adjudicated?

Applications will be reviewed by a committee consisting of 1 CFA executive, 1-2 past CUTL Cohort participants, 1-2 CTE Educational Developers and the director, teaching and learning.

The adjudication of proposals will be based on the following criteria:

- Availability and commitment
- Depth of motivation (impact on personal learning journey as a scholarly teacher)
- Impact of participation on teaching and student learning at CapU
- Value offered and gained through collaboration and relational learning

In addition to the above-mentioned criteria, the committee will attempt to create a cohort consisting of a blend of experiences, appointment types, and disciplines.

| CRITERION | A: Application strongly evidences significance, applicability, and feasibility, or there is an exceptional element to this application that makes it a compelling candidate for the CUTL Cohort. | B: Application strongly evidences significance, applicability, and feasibility, but if there are a significant number of strong applications, it could be considered secondarily. | C: Application is sufficient, but not particularly strong or exceptional in comparison to the application pool | D: Not recommended at this time. |
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| Availability and commitment | Demonstrates exceptional availability and commitment, with clear evidence of prioritizing participation in the CUTL Cohort. The applicant has a well-defined plan to manage their time and responsibilities effectively. | Shows strong availability and commitment, with a good plan for managing time and responsibilities. However, there may be minor concerns about balancing other commitments. | Availability and commitment are adequate but not particularly strong. The applicant may have some potential conflicts or less detailed plans for managing their time. | Availability and commitment are insufficient. The applicant has significant conflicts or lacks a clear plan for managing their responsibilities. |
| Depth of motivation (impact on personal learning journey as a scholarly teacher) | Displays profound motivation with a clear and compelling narrative about how participation will significantly impact their personal learning journey and development as a scholarly teacher. | Shows strong motivation with a good understanding of how participation will benefit their learning journey. The narrative is solid but not as compelling as top-tier applications. | Motivation is present but not particularly strong or well-articulated. The impact on their learning journey is less clear or compelling. | Lacks sufficient motivation. The application does not clearly articulate the impact on their personal learning journey. |

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| <p>Impact of participation on teaching and student learning at CapU</p> | <p>Provides strong evidence that participation will have a significant and positive impact on their teaching and student learning at CapU. The applicant has specific, actionable plans for implementing what they learn.</p> | <p>Shows good potential for positive impact on teaching and student learning at CapU. The plans are solid but may lack some specificity or detail.</p> | <p>The potential impact is adequate but not particularly strong or well-defined. The plans for implementation are less detailed or compelling.</p> | <p>The application does not provide sufficient evidence of a positive impact on teaching and student learning at CapU.</p> |
| <p>Value offered and gained through collaboration and relational learning</p> | <p>Demonstrates exceptional potential for both offering and gaining value through collaboration and relational learning. The applicant has a clear plan for engaging with peers and contributing to the cohort.</p> | <p>Shows strong potential for collaboration and relational learning. The plans are good but may lack some detail or specificity.</p> | <p>The potential for collaboration and relational learning is adequate but not particularly strong or well-articulated.</p> | <p>The application does not provide sufficient evidence of potential for collaboration and relational learning.</p> |