

Table 5.1 Summary of identified themes and their prevalence across participant responses

Prominent themes	Attributes	Narratives
1. Effectiveness and Structure of Observation Protocols (Frequency: 7)	Clear, Structured, and Comprehensive Protocols	Many respondents appreciated the clarity, structure, and comprehensiveness of the observation protocols. They found the combination of numerical and descriptive feedback particularly effective as it provided areas they needed to focus on. (GR1, GR2, GR3_SP, GR4_SN, GR6_AP, LV1_A)
	Ease of Use and Open-Ended Questions	More experienced faculty preferred the observation forms with open-ended questions and the ability to reflect freely. (GR2, GR5_SE) but most participants opted for multiple choice or Likert type scale PoPs as they provided more guidance regarding what they should be noticing.
	Challenges with Specific Protocols	Some noted challenges with understanding certain terminologies or found the protocols restrictive in certain disciplines, like natural sciences. (LV1_A)
2. Reflection on Teaching Practices (Frequency: 6)	Self-Reflection and Improvement	Faculty highlighted the importance of self-reflection facilitated by the observation process, which helped them evaluate and improve their teaching practices. (GR1, GR3_SP, GR4_SN, GR6_AP, LV1_A)
	Realization of Challenges and complexity of ISCP	The observation process allowed faculty to realize the complexities and challenges of inclusive teaching, such as adapting to diverse student backgrounds. (GR1, GR4_SN)
3. Inclusive Teaching and Learning (Frequency: 6)	Importance of Inclusivity	Many respondents emphasized the importance of inclusivity in teaching and how observing their peers helped them understand different inclusive strategies. (GR1, GR2, GR3_SP, GR4_SN, LV1_A)
	Diversity in Student Engagement	Faculty observed the value of varying levels of student engagement based on their backgrounds, stressing the need for adaptable teaching methods to ensure inclusivity. (GR1, GR6_AP)
4. Collaboration and Exchange of Ideas (Frequency: 6)	Discussion of Inclusive Teaching Issues	Faculty frequently discussed inclusive teaching methods with their colleagues, which led to a valuable exchange of ideas and strategies. (GR1, GR2, GR3_SP, GR4_SN, LV1_A)
	Interdisciplinary Learning	Observing colleagues from different disciplines was noted as a way to gain new perspectives and learn diverse teaching approaches. (LV1_A)

5. Adaptation of Teaching Methods (Frequency: 5)	Incorporating New Strategies	Several faculty members expressed their intention to adopt new teaching strategies observed in their peers' classes, such as using interactive tools and promoting a positive classroom environment. (GR1, GR2, GR5_SE, GR6_AP)
	Flexibility and Adaptation	The importance of being flexible and making real-time adjustments during lessons was a significant takeaway for many faculty. (GR3_SP, GR4_SN)
6. Challenges and Limitations (Frequency: 3)	Disciplinary Differences	Some faculty members noted that the observation protocols or inclusive strategies might not be directly applicable across different disciplines due to the specific needs of each field. (GR3_SP, LV1_A)
	Technical and Logistical Issues	Challenges such as technical difficulties during online observations or the specificity of fields like natural sciences were highlighted. (LV1_A, GR4_SN)
7. Continuous Professional Development (Frequency: 3)	Need for Ongoing Reflection	Continuous professional development through reflective practices was emphasized as crucial for improving teaching quality and adapting to the evolving needs of students. (GR4_SN, GR6_AP)