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Survey of University Teaching Practices and Support

Information & Consent

**Investigators:**

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**Background & Purpose:**

For the Public Good calls for the support of innovation and experimentation in curriculum development, teaching, and learning. This project will identify current teaching practices across campus, what changes instructors would like to make in their teaching, and what supports they say they need. Results will be disseminated to campus and will help staff at the Centre for Teaching and Learning develop relevant and responsive programming and resources.

**Potential Participants:**

At this time we are recruiting any professors or instructors (of any level) who are primary instructors or the instructor of record for an undergraduate or graduate credit course at the University. For the purpose of this initial survey, we are excluding non-credit courses, teaching assistants, and MOOCs.

**Study Procedures:**

The full survey will be available online via Survey Monkey and will be accessible to respondents on any computer or mobile device, on and off campus. We expect the survey to take approximately 15 minutes to complete, depending on the length of your written answers. Respondents can complete the survey between November 1st, 2017 and ~~November 17th, 2017~~. **The survey has now been extended to December 8th, 2017.** Respondents will be able to provide survey answers anonymously.

**Benefits:**

Survey participants will benefit from this study in two ways:

1. It will provide CTL with a better understanding of current teaching practices at the University of Alberta, thereby allowing CTL to develop teaching resources that are relevant to professors and instructors.
2. It will provide the respondent with the opportunity to reflect on their personal teaching practices and think about their attitudes towards teaching practices at the University of Alberta.

As a similar survey is also being conducted at Dalhousie University and the University of British Columbia, the broader academic community as a whole will benefit from the results of this survey.

1. Results of the survey, in aggregate, will provide various CTL-related teams across Canada with a better understanding of the current state of teaching practices at universities in order to ensure they continue to provide beneficial resources for professors and instructors.
2. Results of the survey, individually and in aggregate, will provide university administration with a better understanding of the current environment of teaching at their specific institution. This will help administration better align their goals and objectives to ensure teaching stays or becomes a priority within their institution.

**Risks:**

We do not foresee any risks associated with this study.

**Confidentiality:**

Responses to this survey are completely anonymous. No personal information (i.e., names, contact info, etc.) will be asked for. However, the survey contains several open-ended questions which require a written answer. If the respondent includes personal information in a written response, they do so voluntarily.

Survey responses will be kept on Survey Monkey servers, in a password-protected account. And a copy of the survey responses will be kept in a Google Drive folder only accessible to the researchers.

Consolidated survey results will be analyzed and reported to members of the University, including (but not limited to): CTL, university administration, faculty and/or department administration, and professors and instructors.

Aggregated survey results (U of A plus Dalhousie plus UBC) will be analyzed and reported to the same groups as noted above, but at all participating institutions. It is also possible that a report regarding these aggregated results may be disseminated at relevant conferences such as the Society for Teaching and Learning in Higher Education.

In general, the survey responses will be kept for a minimum of 5 years. However, as this survey may become a regular event, data may be kept for longer than 5 years in order to use it for year-over-year comparisons.

*Note: All information you provide us with follow the above noted confidentiality procedures. However, since Survey Monkey is a U.S.-based organization, under U.S. privacy laws the U.S. government has the right to access that information under certain circumstances.*

**Voluntary Participation:**

This study is completely voluntary.

**Freedom to Withdraw:**

Potential participants will have the ability to exit the survey on the landing page when they are asked for consent. If potential participants do not wish to give consent, they can simply close the browser tab or window, or click that they do not consent.

Participants will also have the opportunity to withdraw from the survey at any point before they click the submit button. To withdraw from the study, they simply have to close the browser window or tab before clicking submit.

If a participant has already clicked the submit button, we will be unable to withdraw their answers from the study. This is because answers are anonymous and we will not be able to determine which answers are associated with which participants, and therefore will not be able to remove specific answers.

**Additional Contacts:**

If you have concerns about this study, you may contact the Research Ethics Office, at 780-492-2615. This office has no direct involvement with this project.

**Consent Statement:**

Consent for participating in this research study is provided when a potential participant clicks the I CONSENT button on the first page of the survey website. Written consent will not be required or asked for.

By clicking the I CONSENT button, you agree that you have been given the opportunity to ask any questions that you have, and that those questions have been answered to your satisfaction. You also acknowledge that:

- you are aware of the contact information for study researchers should you wish to contact them in the future
- you understand your responses cannot be removed from the study after you click the SUBMIT button at the end of the survey.
- you understand that any personal information you provide in an open-ended answer is not considered confidential and may not be removed from those comments in any study reports.
- you understand you can ask for a PDF version of this information letter via [ctlsrvy@ualberta.ca](mailto:ctlsrvy@ualberta.ca) at any time, but that one is not proactively provided to you.
- you agree to participate in the study.

\* Do you consent to taking this survey, based on the explanation provided above?

- I consent.
- I do not consent.



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### Section 1: Teaching Practices

\* Have you taught a credit course, or part of a credit course, at the University of Alberta in the past 3 years?

Note - You do not have to be the instructor of record for the course.

- Yes
- No



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### Section 1: Teaching Practices Continued

\* On average, over the last 3 years, how many undergraduate courses have you taught in a given year?

- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more
- None



Section 1: Teaching Practices Continued

\* On average, over the last 3 years, how many graduate credit courses have you taught in a given year?

- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more
- None



Section 1: Teaching Practices Continued

\* Have you taught an undergraduate credit course in the past year?

- Yes
- No



Section 1: Teaching Practices Continued

\* Have you taught an undergraduate course in the past 2-3 years?

Yes

No



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Section 1: Teaching Practices Continued

\* What was the approximate enrolment for the LARGEST undergraduate credit course you taught?



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Section 1: Teaching Practices Continued

\* Have you taught a graduate credit course in the past 3 years?

Yes

No



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Section 1: Teaching Practices Continued

\* What was the approximate enrolment of the LARGEST graduate credit course you taught?



Section 1: Teaching Practices Continued

**For the following questions, please answer based on the largest undergraduate or graduate course you referred to on the previous page.**

\* What was the course level?

- 100-level
- 200-level
- 300-level
- 400-level
- 500-level
- 600-level

\* How many sections of this course were offered in the term you taught it?

\* What was the component that you taught for this course? (Please select all answers that apply.)

- Lecture
- Lab
- Seminar
- Demonstration
- Clinic
- Online only
- Other (please specify)

\* Was this course taught by a team of instructors (excluding TAs)?

- No, I taught the course on my own.
- Yes, there was a team of instructors who worked together to teach the course.
- Yes, there was a group of instructors who taught different parts or sections of the course, but they worked independently.



Section 1: Teaching Practices Continued

\* How many instructors were part of the team or group (excluding TAs)?



Section 1: Teaching Practices Continued

\* How many contact hours per week did you teach for this course? Note that a 3-credit course at the University of Alberta normally includes 3 contact hours per week or 39 contact hours per term (for 13 weeks).

\* How were the teaching practices for the course determined?

- I alone determined what teaching practices were used in the course.
- Teaching practices were determined collaboratively by faculty/academic members in my faculty or department.
- Teaching practices were determined by a team of faculty/academic members and non-faculty members in my faculty or department.
- Someone other than me determined all the teaching practices for the course.

\* How was technology integrated into the course?

- Little or no technology was used (other than eClass).
- Technology was integrated into the course, but it did not replace face-to-face class time.
- Technology was integrated into the course, and it replaced face-to-face class time.
- The course was online only.





Section 1: Teaching Practices Continued

\* Why did you use little or no technology in your course?



Section 1: Teaching Practices Continued

\* How did you integrate technology into your course?



Section 1: Teaching Practices Continued

\* To your knowledge, had the course and/or one or more of its instructors receive institutional funding to enhance teaching and/or learning in the course? Example of institutional funding include: Summer Student Employment Awards, Visiting Speaker Grants, Teaching & Learning Enhancement Fund grants, and the University of Alberta Blended Learning Award.

- Yes
- No
- I'm not sure.

\* Please indicate the degree to which the following statements are descriptive of your teaching this course:

	Very Frequently	Frequently	Occasionally	Rarely	Never
I structure instructional time so students learn by listening to me or other experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect students to spend a significant amount of time interacting with the course material in preparation for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students to ask me questions during class and/or as questions arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students to respond to questions posed by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I require students to work in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I structure instructional time so that students interact with one another about course concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students to use different points of view to make an argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for students to reflect on their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the results of class assignments to determine the focus and direction of my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide students with the opportunity to give feedback about the course material and my teaching practices throughout the term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use student feedback throughout the term to determine the focus and direction of my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Frequently	Frequently	Occasionally	Rarely	Never
I connect instructional activities to course learning goals, objectives and/or outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I connect assessments and assignments to course learning goals, objectives and/or outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide students with the choice as to how they will be assessed, what learning activities they complete, and/or what topics they will study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I include the use of open educational resources in my course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* In your course, did you explain learning objectives and/or outcomes to your students at the beginning of the term?

- Yes
- No

\* In your course, did you provide experiential learning opportunities (i.e., experiments, community-based learning opportunities, fieldwork, field trips, etc.) or inquiry-based learning opportunities (i.e., student-developed questions, etc.) to your students?

- Yes
- No



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Section 1: Teaching Practices Continued

\* Please provide some details about the learning opportunities you provided to your students.



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## Section 1: Teaching Practices Continued

\* For a typical term, approximately how many hours do you spend on the following teaching-related activities?

Preparing for specific classes.

Sourcing new content to replace and/or supplement the course textbook.

Meeting with students outside of class (including office hours).

Marking assignments and/or exams.

Interacting with students online via email, discussion boards, etc.

\* Please rank each of the following based on the approximate amount of instructional time you used for each item.

<input type="checkbox"/>	<input type="text"/>	Lecturing or Presenting Course Content	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Class Discussion	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Small Group Discussion	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Student-led Activities (such as student presentations, etc.)	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Experiential Learning Activities (such as experiments, fieldwork, field trips, studio time, etc.)	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Student Peer Review Activities	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Small Group Activities	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Exams, Quizzes, In-class Assignments	<input type="checkbox"/> N/A
<input type="checkbox"/>	<input type="text"/>	Other Activities (such as guest lecturers, role playing, etc.)	<input type="checkbox"/> N/A

\* Please indicate what activities and/or assignments you expect students to complete in preparation for class. (Select all that apply.)

- Reviewing course material and completing assessments of their level of understanding before class.
- Reviewing course material, but no assessments.
- Reflective assignments like discussion boards, blogs, learning portfolios, etc.
- Writing short papers or other brief assignments.
- Peer-reviewing work and providing feedback.
- Participating in experiential learning activities.
- Designing experiments, projects, assessment questions, presentations, etc.
- Working on problems or worksheets that contribute to their grade.
- Working on problems or worksheets that do NOT contribute to their grade.
- Writing research papers or conducting major projects.
- Working collaboratively on group assignments.
- Other (please specify)

\* Please select all the statements below that apply to the role of teaching assistants (TAs) for your course.

- There were no TAs for this course.
- TAs marked most or all of the homework and/or practice problems.
- TAs marked most or all of the exams and/or papers.
- TAs helped facilitate instructional activities.
- TAs were responsible for delivering some course instructions.
- TAs provided support to students outside of class time.
- I sought feedback from my TAs when making instructional decisions.
- Other (please specify)



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## Section 2: Teaching Context and Support

**This section asks questions about your teaching networks and collaborations, as well as your perceptions of local and institutional support for teaching.**

\* Please select all the statements that apply to you as an instructor.

- I have questions about my students' learning that I want to explore.
- I have researched questions about teaching and learning within my own classroom.
- I have worked with colleagues at the University of Alberta to research questions about teaching and learning.
- I have worked with colleagues outside of the University of Alberta to research questions about teaching and learning.
- I would like to connect my interests in teaching and learning to a recognized body of research.
- I would like to find new colleagues at the University of Alberta with whom I can pursue my interests in teaching and learning.

\* Please indicate your level of awareness about, and your participation in, the following:

	Not aware and would not participate if available.	Not aware but would participate if available.	Aware but do not participate.	Aware and participate less than once a year.	Aware and participate at least once a year.
Teaching Events including: lectures, workshops, seminars, clubs, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Evaluations of Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching & Learning Conferences or Festivals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* Please indicate how often you have sought support for your teaching from each of the following at the University of Alberta.

	I've never heard of this unit.	I've heard of this unit, but never sought support from them.	I've heard of this unit and have sought support from them less than once a year.	I've heard of this unit and have sought support from them at least once a year.
Centre for Teaching & Learning (CTL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Alberta Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Ethics Board (REB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Across the Curriculum (WAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental or Faculty Teaching & Learning Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of the Associate Dean for Teaching and/or Learning (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service Learning (CSL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success Centre (SSC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Services & Technology (IST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Initiative (URI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* Please indicate your level of agreement with each of the following statements. If you are appointed to more than one department or faculty, please base your response on the department or faculty in which you teach most often.

	Strong Disagree	Disagree	Neutral	Agree	Strongly Agree	I do not have a department.
University of Alberta leadership recognizes the importance of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strong Disagree	Disagree	Neutral	Agree	Strongly Agree	I do not have a department.
University of Alberta leadership is supportive of instructors who want to improve or change their teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty administration recognizes the importance of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty administration is supportive of instructors who want to improve or change their teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department administration recognizes the importance of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department administration is supportive of instructors who want to improve or change their teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in my faculty or department believe that ongoing improvement in teaching is part of their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that ongoing improvement in teaching is part of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective teaching plays a meaningful role in my faculty's or department's annual faculty reviews and salary decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective teaching plays a meaningful role in my faculty's or department's promotion and tenure decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* My faculty or department requires accreditation.

Yes

No



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Section 2: Teaching Context and Support Continued

\* Please provide your level of agreement for each of the following statements.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

My faculty or department provides support for course development and teaching practices that need to meet accreditation standards.

The support my faculty or department provides for accreditation purposes is helpful.



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Section 2: Teaching Context and Support Continued

\* Please write one word that describes your experiences with the teaching and learning environment at the University of Alberta.

\* What do you consider to be your biggest challenge to teaching? What changes could the University of Alberta make to help you overcome these challenges?

\* What factors do you feel have had a positive influence on your teaching practices?

\* What factors do you feel have had a negative influence on your teaching practices?

Are there any other comments you'd like to include?



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### Section 3: Demographics

\* How many years have you been teaching at the university level at the University of Alberta?

- This is my first year.
- 2-4 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20 or more years
- I don't remember, it's been so long!!

\* What is your primary faculty and/or department or unit?

\* What is your current appointment at the University of Alberta?

- Sessional Instructor
- Lecturer
- Instructor
- Senior Instructor
- Teaching Professor
- Assistant Professor
- Associate Professor
- Professor
- Professor Emeriti
- Post-Doctoral Fellow
- Librarian
- Graduate Student
- Faculty Service Officer
- Other (please specify)

How do you identify with a gender?