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Teaching Culture Indicators: Enhancing Quality Teaching

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Research Team

University of Windsor

Erika Kustra (Lead)
Florida Doci (Project Coordinator)
Hoda Eiliat (Research Assistant)
Kaitlyn Gillard (Research Assistant)
Samantha Burton (Research Assistant)
Carly Del Pup (Research Assistant)

Western University

Ken N. Meadows (Co-Investigator)
Debra Dawson (Co-Investigator)
Catharine Dishke Hondzel (Research Associate)
Gayle McIntyre (Research Assistant)
Karyn Olsen (Research Assistant)

McMaster University

Lori Goff (Co-investigator)
Danielle Gabay (Research Associate/Site Coordinator)
Naseem Sherwani (Research Assistant)
Rebeca Lee (Research Assistant)
Melec Zeadin (Research Assistant)
Abeer Siddiqui (Research Assistant)

University of Guelph

Peter Wolf (Co-Investigator)

University of Waterloo

Donna Ellis (Co-Investigator)

Brock University

Jill Grose (Co-investigator)

Ryerson University

Paola Borin (Co-Investigator)

Wilfrid Laurier University

Sandy E. Hughes (Co-investigator)

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For additional information about the project, visit:
qualityteachingculture.wordpress.com

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1.0 Introduction

Canadian postsecondary institutions are committed to providing students with high quality teaching and learning experiences. In recent years, provincial and institutional stakeholders have shifted their focus toward better supporting this effort and enhancing an evolving, teaching- and learning-centred institutional culture. As Cox, McIntosh, Reason, and Terenzini (2011) note, a culture with improved teaching quality is likely to lead to improved student engagement and learning. Researchers in the United States, Europe, and Australia have investigated institutional culture and its relationship to high quality teaching over the last 20 years (Aitken & Sorcinelli, 1994; Cox et al., 2011; Hodge, Nadler, Shore, & Taylor, 2011; Gosling, 2013; Harvey & Stensaker, 2008; Kallioinen, 2013; Hunt, 2013, Prosser, 2013); however, to date, there is little, if any, research done in this area in the Canadian context.

A culture with improved teaching quality is likely to lead to improved student engagement and learning.

Cox et al., 2011

Business and organizational change management literature link improved organizational culture to increased productivity, performance, commitment, and satisfaction (Barney, 1986; Cameron & Quinn, 1999; Denison, Haaland, & Goelzer, 2004; Lok & Crawford, 2004; Saffold, 1988; Schein, 1992). Organizations with engaged employees, particularly those with high cognitive and emotional activity, tend to have higher retention rates, increased customer satisfaction, and are more financially productive and profitable (Harter, Schmidt, & Keyes, 2003). Additionally, organizations with clearly codified cultures may be subject to labour cost advantages if they are seen as desirable places to work (Heskett, Sasser, & Wheeler, 2008). In short, attraction to the culture and structure of an organization is at the root of managing employee retention (Sheridan, 1992).

In academic institutions, faculty turnover is likely more costly than that of employees in the corporate environment, possibly due to institutional investment in start-up costs (e.g., laboratories). It is reasonable then for institutions to recruit highly productive academics and focus on retaining newly recruited faculty, as

it will contribute to a cycle of exemplary research and teaching excellence (Simmons, 2002). Organizational behaviour theory suggests that professors' actions reflect their institutional and departmental culture, and improving the institutional culture of teaching will, ultimately, have a positive effect on the student experience (Cox et al., 2011). Research also suggests that organizational culture positively influences outcomes such as student persistence (Berger & Braxton, 1998; Berger & Milem, 1999), which in addition to strengthening student success and retention, is a major institutional driver (Albert, 2010; Finnie, Childs & Qui, 2012), and a useful way to improve financial sustainability (Grayson & Grayson, 2003; Raisman, 2013).

This multi-institutional project was initiated to identify the perceived value Canadian institutions place on quality teaching, and draw out a set of indicators that help define an institution's teaching culture. Eight Ontario universities collaborated on the project, funded by the Ministry of Training, Colleges and Universities (MTCU) Productivity and Innovation Fund (PIF): the University of Windsor (lead), Western University, McMaster University, University of Guelph, University of Waterloo, Brock University, Ryerson University, and Wilfrid Laurier University.

Literature recommends that postsecondary campuses conduct audits of their institutional cultures before engaging in a change process (Kezar & Eckel, 2002). The Organisation for Economic Co-operation and Development (OECD), through their program, "Fostering Quality Teaching in Higher Education: Policies and Practices" (Hénard & Roseveare, 2012) identified seven policy levers for change, aiming to foster quality teaching and promote improvement. Adapting this model for the Canadian context, the project team developed and piloted the Teaching Culture Perception Survey (TCPS). The TCPS survey aims to document and analyze educational stakeholder perceptions on the importance of quality teaching at a university, and of various components that contribute to an institutional culture that values teaching. This project involved a pilot study to develop the TCPS tool in order to aid institutions with self-diagnosis in terms of understanding their existing institutional culture. Through literature review and focus groups, the team gathered possible indicators through which one could assess an institutional culture. The tool could allow institutions to establish a baseline, evaluate change over time as well as the effectiveness and impact that future projects have on shifting institutional culture. In addition, institutions could use the survey findings to identify practices and strategies to enhance their teaching culture.

Overall, the project aims to assist administrators, instructors, researchers, and other educational stakeholders to better understand and develop evidence of teaching quality, and the value placed on teaching by various stakeholders. Ultimately, this project seeks to raise the profile, recognition, and value of teaching in universities.

1.1 What is Institutional Culture?

Institutional culture is defined as the embedded patterns, behaviours, shared values, beliefs, and ideologies of an educational institution (Kezar & Eckel, 2002). Institutional culture helps define the nature and reality of an educator or learner's experience at an educational institution. As Bergquist and Pawlak (2008) indicate, culture provides a lens through which its members assign value to the various events and efforts of their institution. More specifically, Paulsen and Feldman (1995) state that a culture of teaching involves a shared campus commitment to teaching excellence, including meaningful assessment of teaching. Key elements of an institution that contribute to a university's culture are: the mission and goals of the institution, governance structure, leadership style of administrators, curricular structure, academic standards, student

and faculty characteristics, student-faculty relations, institution size and location, and the physical environment (Austin, 1990).

Various educational stakeholders may perceive the institutional teaching culture quite differently. Documenting institutional culture with respect to teaching and the support of teaching can set benchmarks for institutions, and help establish goals in the ongoing enhancement of teaching and learning. For positive changes to occur, institutions must gain both an internal and external perspective of their culture in order to accurately assess where the institution is, and potentially, where it needs to go (Kezar & Eckel, 2002; Stein, 1997).

Institutional culture may provide insight into the motivations of individuals, strengthen plans for development, and act as a powerful catalyst for change.

The idea of culture, the definition of culture, and the forms of culture within an institution change as the needs of higher education changes. Whether or not a particular culture is considered fundamental to the success of an institution, it is valuable to understand its depth and nature. Institutional culture may provide insight into the motivations of individuals, strengthen plans for development, and act as a powerful catalyst for change.

1.2 What is Quality Teaching?

The term “quality teaching” is dynamic, contextual, and stakeholder relative (Harvey, Burrows, & Green, 1992), and literature indicates that it may hold various meanings (Hau 1996; Harvey & Stensaker, 2008; Scott, 1998). Hénard and Roseveare (2012) state that, at its most basic level, quality teaching is “the use of pedagogical techniques [used] to produce learning outcomes for students” (p.7). More specifically, the authors explain that quality teaching includes “effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services” (p.7). Several scholars have provided functional and qualitative frameworks through which quality can be conceptualized in higher education. Harvey and Green (1993) categorized conceptualizations of quality in higher education into five distinct but interrelated frameworks:

1. Exceptional (i.e., linking quality to the notion of excellence);
2. Perfection or Consistency (i.e., emphasizing the process of producing a quality product);
3. Fitness for Purpose;
4. Value for Money; and
5. Transformation (i.e., a quality education is one that fundamentally changes a student).

1.3 Institutional Culture and Quality Teaching

The purpose of developing and identifying indicators of institutional teaching culture is to promote, encourage, and contribute to quality teaching. An effective institutional teaching culture recognizes the importance of teaching, constructively assesses teaching, engages various stakeholders and resources, and supports teacher development. A review of selected patterns, behaviours, shared values, and beliefs related to teaching as identified by various stakeholders within educational institutions will produce a

representation of each institution's teaching culture. Educational institutions can use this benchmark to consciously track change over time.

Institutional culture and quality teaching cannot be considered in isolation. There is a significant relationship between institutional culture and teaching (Stein, 1997); however, perspectives vary regarding the manner in which institutional culture affects quality teaching. Research consistently finds institutional culture has an impact on teaching (Amey, 1999; Austin 1990; Umbach, 2007). Austin (1990) states, "the culture of an institution (as defined by its individual characteristics and by its type) is a strong force affecting faculty values and activities" (p. 67). Spencer, White, Peterson, & Cameron (1989) suggest an institutional culture with a commitment to teaching and to the assessment of teaching, encourages faculty members to use of effective teaching practices. Feldman and Paulsen's (1999) findings echo those of yet more researchers – the culture of an institution affects faculty member motivations and behaviours regarding teaching. More specifically, they state, "a supportive teaching culture constitutes a context that promotes the availability of various forms of informative feedback about an individual's teaching effectiveness, which in turn stimulates teachers' motivation for instructional excellence" (p. 71). Therefore, a scan of current institutional culture may provide valuable insights regarding the valuing of teaching, and a potential route for motivating even greater instructional excellence.

Our working definition of a quality teaching culture is a set of institutional perceptions, beliefs, behaviors, and norms demonstrating teaching of high quality is valued. The institutional culture that supports teaching and learning practices through innovative pedagogies, rather than 'teaching to test' will increase teaching efficiency aligning the institution's vision, mission, and strategic objectives to facilitate transfer learning outcomes (Bergquist & Pawlak, 2008; Diamond, 2012; Hénard & Leprince-Ringuet, 2008).

While the majority of studies have found a positive link between institutional culture and quality teaching, few suggest policies related to institutional culture had little impact on faculty behavior and practices (Cox, McIntosh, Terenzini, & Reason, 2009; Cox et al., 2011). Cox et al. (2009) examined connections between institutional policies and faculty perceptions and practices related to teaching and learning. Their findings suggest that faculty perceptions and practices were more significantly affected by conventional, institutional characteristics, such as institution size and selectivity rather than "academic policy variables" (p. 1). In a more recent study, Cox et al. (2011) looked at faculty perceptions toward institutional culture and teaching-related policies, and found that neither teaching-centred nor learning-centred policies affected faculty practices. However, the perception that an institution emphasizes teaching did change faculty-student interaction outside of the classroom. This led Cox et al. (2011) to conclude that institutional policies supporting teaching and learning had little effect on the perception and practices of teaching by faculty members, though the authors cautioned readers to withhold generalizations and final judgment on learning-centered policies until more comprehensive research was conducted. Interestingly, Cox et al. (2011) also found that the implementation of policy, and actual practices (particularly those related to funding, hiring, promotion), have the greatest potential for impact.

Growing evidence demonstrates that teachers thrive, and quality teaching is enhanced, in a culture focused on improving teaching, where an institution is perceived to value teaching. The majority of research shows that institutional culture significantly influences quality teaching, though individual indicators may have different influences. In turn, a culture that prioritizes quality teaching is essential to the improvement of student learning (e.g., Cox et al., 2011; Paulsen & Feldman, 1995).

1.4 Indicators of a Quality Teaching Culture

Measuring the quality of an institution's teaching culture requires a series of proxy signs or pointers called, 'indicators.' Indicators reveal the current state and perceived progress (if any) toward a specific objective. Indicators must be observable and traceable. Monitoring a complex development or a change may require further investigation beyond indicators; additionally, measuring and assessing change using indicators requires knowledge of the current position, and future goals.

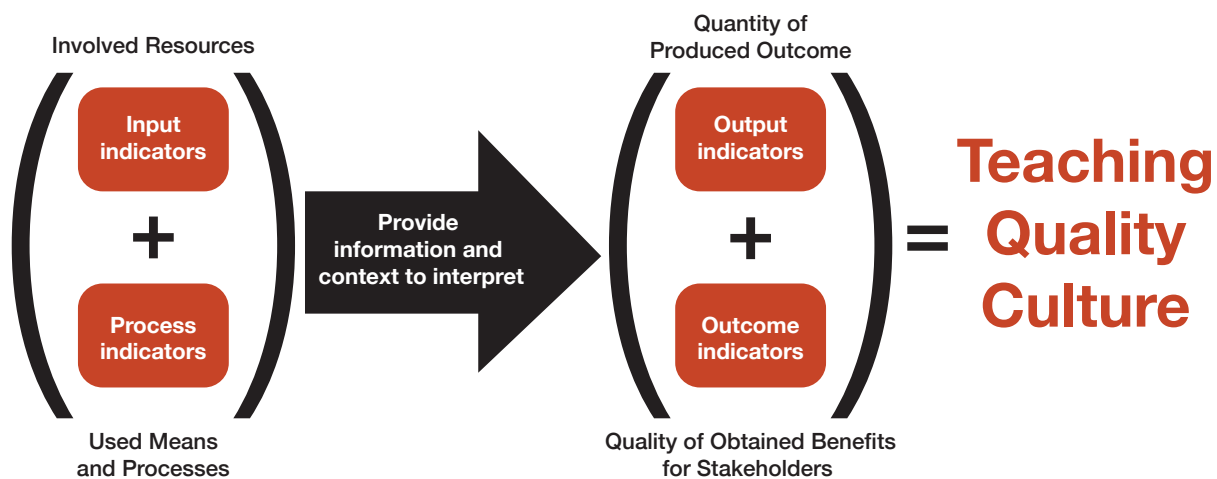
Universities use performance indicators for the following reasons:

- to monitor their own performance in comparison;
- to facilitate assessment and evaluation of operations;
- to provide information and reports for external quality assurance audits and accreditation;
- to report to the government; and
- to ensure ongoing enhancement of the institution. (Chalmers, 2008; Kember, 1997; Rowe, 2004)

To assess the progress or change within an educational institution, four groups of performance indicators are generally used: input, process, output, and outcome indicators (Borden & Bottrill, 1994; Cave, Hanney, Henkel, & Kogan, 1991; Chalmers, 2008; Richardson, 1994).

Input indicators reflect the resources involved in supporting the institution. These resources can be human, physical or/and financial (Chalmers, 2008). **Output indicators** measure what is produced: "These... can be immediate measurable results or/and direct consequences of activities implemented to produce such results" (Bruke, 1998). Input and output indicators are generally responsible for the quantitative measurement of an intended result or change, and are measurable. However when it comes to quality of teaching, indicators with significant quality aspects are needed. Qualitative indicators can provide deeper interpretation and understanding of the measured variable.

Process Indicators, deal with the delivery of educational programs including activities and services within the measured environment (Bruke, 1998). Based on empirical research, process indicators are the most practical, useful, and appropriate measures of quality teaching and learning within higher education institutions (Chalmers & Thomson, 2008). Process indicators provide an understanding about an institution's current practices and quality of practice, and inform further initiatives and policy decisions, leading to quality enhancement (Kuh, Pace, & Vesper, 1997). See Appendices 3, 4, and 5 for examples of possible indicators. **Outcome indicators** measure the quality of an educational program as well as different activities and services for multiple stakeholders: faculty, students, staff, parents, future employers, and industry partners (Warglein & Savoia, 2001). Outcome indicators assess the progress against a specific outcome; they illustrate how close the results are to what is expected. Outcome indicators are rarely about numbers and should not be confused with output indicators. Outcome indicators are usually considered a more meaningful measurement and can be used to improve and modify the measured variable (Chalmers, 2008).

Figure 1: Relationship Between Indicators and Teaching Quality

Understanding an institutional culture's strengths and weaknesses helps to establish the overall quality of the institution, and can enable effective quality enhancement of the teaching culture. Figure 1 illustrates the relationship between indicators and quality teaching. Input and process indicators (qualitative and quantitative) together clarify the available resources and infrastructure. Understanding these indicators provides the appropriate information and context to better interpret the output and outcome indicators.

An initial identification of possible indicators generally occurs through brainstorming and research. Then, the indicators must go through iteration loops, where they are assessed for validity and practicality. Using a set of criteria, such as the SMART way, can help users effectively select the right indicators, which is a critical step to gathering the most relevant information. According to Chalmers (2008) indicators should be:

- *Specific* enough to identify what they mean and what they are measuring.
- *Measurable*, which means being sensitive to what is measured and verifiable.
- *Attainable*, or in other words, realistic to gather clear and valid information.
- *Relevant* – aligned with either the intended outcome or output.
- *Trackable*, allowing for the ability to follow information back to the source, and monitor credibility of the collected data.

1.5 Indicators Suggesting Teaching Quality is a Priority

Various indicators may be used to assess whether an institution values quality teaching, teaching enhancement, and a teaching culture. If researchers wish to determine whether teaching quality is a **priority**, it is helpful to consider the level at which quality teaching might be considered a priority within an institution. Quality teaching may be viewed at three inter-dependent levels: the university or institution-wide level, the program or departmental level, and the individual level (see Appendix 3; Chalmers, 2008).

Institutional/university-level indicators

Indicators which may suggest the institutional or university culture supports quality teaching include: a well-articulated mission statement; the existence of a teaching and learning centre; technology-based teaching environments such as labs, computer facilities, and information technology (IT) services; attendance at

(or hosting of) academic gatherings, conferences, and seminars; university-level teaching certifications offered to teaching and graduate assistants (GA/TAs) and instructors; and salary and promotion policies for hiring and promoting faculty/sessional members. Kember (1997) adds that hiring and promotion practices are critical indicators of an institutional culture that can impact faculty practices.

Program/departmental-level indicators

Program/departmental-level indicators may include: promoting a balance between the evaluation of teaching and learning and research performance; accessibility to faculty members (i.e., open-door policy, office hours, online discussion forums); staying current on pedagogical teaching and learning best practices; ensuring that the department pays attention to assessments and rubrics that align with learning outcomes; at a program level, defining applicability/relevance of course material to the real-world.

Individual-level indicators

Finally, at the individual level, relevant indicators should highlight initiatives and programs that help faculty members achieve their institutional mission, encouraging them to use different teaching methods, and allocating sufficient resources to support student learning with an emphasis on learner-centered teaching practices. Individual-level indicators may include: aggregating and responding to student assessment(s) of instruction and overall student satisfaction with teaching and learning; peer-review processes for faculty; availability of teaching innovation funds and teaching development activities such as in-service training of faculty; supporting innovative pedagogy; recognizing teaching excellence; involving faculty members in the (re)accreditation of courses; recognizing GA/TA contributions to teaching; and evaluating student retention rates and student willingness to pursue further studies.

Fostering a quality teaching culture requires a long-term commitment from upper administrators and strong leadership, in order to develop an institution that is an effective learning community.

Hénard & Roseveare, 2012

Generally, educational stakeholders, particularly at the administrative and governmental level, have focused on input and output indicators, as these are part of the data institutions routinely collect, and are easy to quantify. While these measures are helpful in many respects, they may not be the most useful indicators to identify the existence, and enhance the quality, of teaching in universities. Process indicators, though more complex, are the most practical, useful, and appropriate measures of quality teaching and learning within higher education institution, allowing enhancement and continual growth (Chalmers & Thomson, 2008).

1.6 Practices and Strategies to Foster A Quality Teaching Culture

Various initiatives and practices can be implemented to foster a quality teaching culture. Hénard & Leprince-Ringuet (2008) note, “some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are a top-down process, others induce grass root changes” (p. 4). Hénard & Roseveare (2012) suggest it requires a long-term commitment from upper administrators and strong leadership, in order to develop an institution that is an effective learning community, and where excellent pedagogical practices are honed for quality learning. A crucial element

of change is that initiatives relate to institution-specific objectives with collaboration between leaders, faculty, students, staff, and other educational stakeholders so to ensure quality-teaching initiatives grow and succeed (Hénard & Leprince-Ringuet, 2008). Implementing teaching quality initiatives is only the first step; it is equally important to assess the impact of each initiative based on internally set standards, and a clear sense of vision and direction.

Hénard and Roseveare (2012) highlight seven overarching themes or levers that provide concrete ways to foster quality teaching in higher education:

- (1) raising awareness of quality teaching;
- (2) developing excellent teachers;
- (3) engaging students;
- (4) building organization for change and teaching leadership;
- (5) aligning institutional policies to foster quality teaching;
- (6) highlighting innovation as a driver of change; and
- (7) assessing impacts.

Improving the quality of teaching as well as a teaching culture does not necessarily require a significant monetary investment, nor does the size of an institution necessarily impact its potential to provide quality teaching. Examples of how to implement strategies related to Hénard and Roseveare's (2012) seven themes provide the basis for sharing effective practices between institutions.

To address levers 1 and 5, institutions may raise awareness that quality teaching matters by clearly articulating their mission statement and aligning their institutional policies with the mission. Perhaps the most important are practices related to hiring, promotion, and salary augmentation (Kember, 1997). A key challenge in higher education is transforming subject-specific experts into excellent teachers (lever 2). This can be addressed by providing adequate time, resources, funding, program development opportunities, and facilities to meet the needs of faculty members. For example, increasingly, institutions promote and support peer-based discussions to elicit constructive feedback and coaching for faculty enhancement (Chalmers, 2007; Hénard & Roseveare, 2012), enabling career-long development. In addition, institutions can intentionally promote thoughtful research-teaching linkages and a scholarly approach to teaching.

Many teachers would agree that the greatest hurdle in the classroom is the art of engaging students (lever 3), and literature indicates that student engagement is linked to improved learning. The literature suggests that one of the most constructive ways to do this is by involving students in the development of a teaching and learning framework to illustrate that their viewpoints are valued:

A teaching and learning framework outlines key strategies that will be taken by an institution to enhance student success. This allows institutions to properly align their mission statements/objectives with professional development activities and overall implementation of institutional initiatives. With this type of approach, teachers have a clear outline of what is expected from them and students have a clear indication of what they can expect to achieve. (Hénard and Roseveare, 2012, pp 21-24).

According to Hénard and Roseveare (2012), institutions can also involve students by designing appropriate instruments to collect student feedback, and informing teachers on how use this student feedback. More importantly, students must be made aware of any actions which are taken in response to their feedback so that promoting a culture of open dialogue and trust between teachers and students is equally as important.

The fourth policy lever prompts us to build an organization for change and teaching leadership by identifying institutional leaders, department heads, and program leaders who can help to implement initiatives and best practices. These individuals should also be provided with the appropriate development and compensation for taking on additional responsibilities. Establishing a centre dedicated to quality teaching is the foundation for fostering an institutional culture that values quality teaching. To align institutional policies to foster quality teaching means to ensure that human resources, information and computing technology, learning environments, and student support services reflect an institution's teaching and learning framework. It is important to detect inconsistencies in policies and in their implementation by reviewing them regularly.

One of the many challenges facing higher education institutions is the demand to deliver learning outcomes to meet changing corporate and societal needs. This can be achieved by considering one of the final levers, which recommends that institutions highlight innovation as a driver for change. This can be done by fostering an environment where teachers feel comfortable experimenting with new and innovative teaching practices, and have the support to take educated risks.

Finally, we must find a way to assess the impacts of these initiatives. An underlying theme for each of the levers is the idea of collaboration. Therefore, it is no surprise that Hénard & Roseveare (2012) suggest collaborating with experts, program leaders, teachers, students, and other stakeholders to develop instruments for evaluating teaching quality, interpreting data, and forming recommendations. This should not be misconstrued with the notion that creating more evaluations is the answer to fostering and maintaining quality teaching. Instead, institutions should eliminate evaluations that do not align with institutional objectives and verify that all collected data is relevant to the strategic goals of the university.



2.0 The Report

This report is intended for university faculty and administrators, government officials, students, parents, members of the Scholarship of Teaching and Learning (SoTL) community, as well as additional postsecondary stakeholders. The objective is to summarize and present the findings from the Teaching Culture Perception Survey (TCPS) and Productivity Innovation Fund (PIF) project, thus documenting student and faculty perspectives on quality teaching and the value that an institutional culture places on teaching.

This project addresses two of the three Productivity and Innovation Fund priorities:

1. This project intends to “*improve the quality of learning, learning outcomes, and affordability for students,*” particularly through its focus on the quality of student learning and the promotion and support of properly aligned learning outcomes. The proposed TCPS provides a systematic method of reviewing institutional, departmental, and individual attitudinal markers associated with a culture that values, develops, promotes, and celebrates teaching, and practices known to effectively inspire student learning.

Survey results and individualized reports will provide an increased awareness of an institution’s current teaching culture as well as examples and practices to identify and enhance existing strengths and teaching and learning quality. The TCPS will be administered to students, faculty, staff, and administrators. These results can be triangulated with other indicators reflecting student experience (e.g., NSSE results, exit surveys, etc.), in order to form a more nuanced picture of quality.

2. This project “*enables strategic collaborations,*” most literally as it involves collaboration between eight institutions. The research team is committed to sharing results and practices with interested parties in both the college and university sectors. The project has been presented provincially at a meeting of the Council of Ontario Educational Developer (COED) and the Council of Ontario Universities (COU), nationally at the

annual conference of the Educational Developers Caucus (EDC) and the Society for Teaching and Learning in Higher Education (STLHE), and internationally at the University Windsor-Oakland University Teaching and Learning Conference. Colleagues from across Canada and beyond have expressed interest in the development and use of the survey. Project information is readily accessible online at: <http://qualityteachingculture.wordpress.com/>

The original outcomes, along with pilot project progress, are included below.

1. Identify levers to improve the teaching culture.

Guided by Hénard and Roseveare's (2012) framework, an extensive literature review of teaching culture and quality, and the researchers' professional experience, the project team identified five levers suitable for the Ontario context.

- 1) Teaching is recognized in institutional, strategic initiatives and practices.
- 2) Assessment of teaching is constructive and flexible.
- 3) Faculty are encouraged to develop as teachers.
- 4) Infrastructure exists to support teaching.
- 5) Broad engagement around teaching occurs.

2. Pilot a survey instrument at Ontario institutions that identifies and measures the prevailing perceptions regarding the culture of quality teaching among key stakeholders – the Teaching Cultures Perception Survey (TCPS).

Using the five levers, the project team designed a pilot survey, which was trialed with a small group of undergraduate and graduate students. Based on feedback from the pilot group, the team opted for two versions of the survey: one for faculty and administrators (Appendix 1); and another for graduate and undergraduate students (Appendix 2).

Following approval from research ethics at the various institutions, the survey was administered to faculty, sessional instructors, administrators, and students at McMaster University, Western University, and the University of Windsor (Sections 4 and 5).

The project team also conducted focus groups with a sample of survey participants to learn more about their perceptions of and experiences with completing the survey (Sections 4 and 5). Educational Developers from across Canada were consulted for feedback on the design of the survey. Initial factor analysis highlighted suggestions for further refinement of survey questions and levers.

3. Identify separate indicators that would be effective to triangulate and confirm teaching culture.

A literature review examined possible indicators and frameworks to categorize indicators (Appendix 3). A qualitative analysis of focus group responses and open-ended survey

question responses identified potential indicators for examining teaching culture (Section 4, Appendix 5). A summary of the framework and identification of possible indicators embedded in the TCPS is included (Figure 1; Appendix 5).

4. Develop a report template that institutions would receive following the completion of the inventory.

The team developed a draft template, which will require further revisions as the survey and indicators are refined. The team will interview administrators as well as additional end-users to ensure the report template is effective, useful, and comprehensible. An early sample draft template is included in Appendix 6.

5. Develop a recommendation package to help institutions choose practices to enhance their teaching culture and quality of teaching.

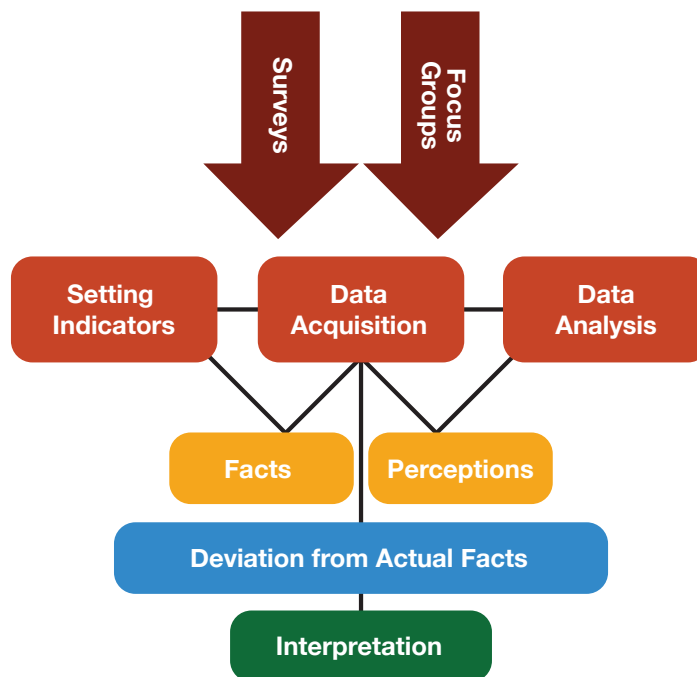
The team intends to append a recommendation package to the report template. This outcome will need to be further developed in the later phases of the project to align with the finalized levers and survey (Section 1 and Appendix 6).

The project was designed as a pilot, with intended ongoing development following the completion of this grant. With continued refinement, the intention is that the TCPS will become a tool through which institutions and stakeholders can assess teaching culture, and more importantly, evaluate the effectiveness and impact of future projects on shifting institutional culture.

3.0 Methods

The study collected data through an online survey and focus groups to examine student and faculty perceptions of quality teaching and the value that an institutional culture places on teaching (Figure 2). Additional indicators were identified through a literature review and focus groups, and will be used to triangulate information, and as a comparison between perceptions.

Figure 2: Research Approach



3.1 Teaching Culture Perception Survey

3.1.1 Survey Participant Recruitment

McMaster University, Western University, and the University of Windsor piloted the survey. Each institution recruited survey participants via standardized email invitation, which included mention of a draw for a \$500 gift card. The survey was sent to 5,000 randomly selected undergraduate students from second and third year (this sample was chosen specifically to avoid confusion with an additional provincial survey distributed to first and fourth year students). All graduate students and all instructors were contacted. The online survey included a final screen with an invitation to participate in a focus group.

McMaster University Site

At McMaster, the Office of Institutional Research and Analysis (IRA) compiled the email distribution lists, and sent the “invitation to participate” on February 26-27, 2014, on behalf of the director of the McMaster Institute for Innovation and Excellence in Teaching and Learning. The invitation was sent to 3,726 undergraduate students, 2,000 graduate students, and 1,560 faculty members, administrators, and sessional instructors. A reminder email was sent out on March 5, 2014. The survey closed in late March, 2014.

Western University Site

At Western, the Office of the Registrar provided the student email distribution lists, and Communication Services provided the faculty email list. The invitation to participate was sent, on behalf of the Vice-Provost (Academic Programs and Students) and Registrar, to 5,000 undergraduate and 2,000 graduate students, as well as 2,000 faculty members, administrators, and sessional instructors. The initial invitation emails were sent out on March 9, 2014, and a reminder followed on March 18, 2014. The survey closed in late March, 2014.

University of Windsor Site

At Windsor, the Office of the Registrar provided an email list of 5,000 randomly-selected undergraduate students, and 2,246 graduate students (with permission from the Office of the Vice-Provost, Students and International). The Office of Human Resources provided an email list of 1,164 faculty members, sessional instructors, and administrative members. After receiving approval from both Offices, the invitation to participate was sent through a mass-email distribution form and regular email on behalf of the Vice Provost, Teaching and Learning, on February 24, 2014. A reminder, sent by the Director, Teaching and Learning Development, Centre for Teaching and Learning, followed on March 4, 2014. The survey closed in late March, 2014.

3.1.2 Survey Participants

Over 3,354 participants completed the survey (Figure 3). Response rates are included in Table 1.

McMaster: 1334 participants
Western: 1589 participants
Windsor: 921 participants

Figure 3: Percentage of Survey Participant by role

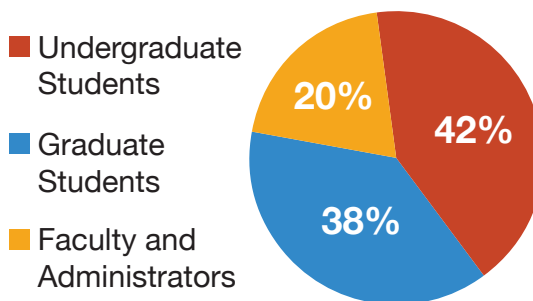


Table 1: Response Rate for Online Survey

Institution	Faculty/Instructors	Undergraduate*	Graduate*
McMaster	293/1560 = 18.78%	565/3,726 = 15.16%	477/2000 = 23.85%
Western	255/2000 = 12.75 %	526/5000 = 10.52 %	808/ 2000 = 40.4%
Windsor	181/1164 = 15.55%	423/5000 = 8.46%	317/2246 = 14.11%

*Students who declined to indicate student status McMaster (7), Western (4), Windsor (13)

Demographics, by institution, are included for faculty members (Table 2), graduate students (Table 3), and undergraduate students (Table 4). For complete information regarding survey demographics, see Appendix 8. It is important to note that numbers in the tables vary depending on the number of people who completed the “demographic” question on the survey.

Table 2: Demographic Characteristics of Faculty Members by Percentage

	Overall	McMaster	Western	Windsor
Gender	<i>n</i> = 662	<i>n</i> = 261	<i>n</i> = 235	<i>n</i> = 166
Female	46.2	42.9	43.8	54.8
Male	53.3	56.3	55.7	45.2
Other	0.5	0.8	0.4	0.0
Primary Role	<i>n</i> = 671	<i>n</i> = 265	<i>n</i> = 239	<i>n</i> = 167
Administrator	2.4	.8	3.8	3.0
Assistant Professor	16.2	23.4	10.9	12.6
Associate Professor	32.5	26.4	41.0	29.9
Contract/Sessional Instructor	14.6	12.8	7.1	28.1
Full Professor	23.4	28.3	22.6	16.8
Lecturer	6.7	4.9	10.9	3.6
Other	4.2	3.4	3.8	6.0

Table 3: Demographic Characteristics of Undergraduate Students by Percentage

	Overall	McMaster	Western	Windsor
Age ¹	<i>n</i> = 1507	<i>n</i> = 563	<i>n</i> = 524	<i>n</i> = 420
	21.7 (5.45)	21.6 (5.33)	21.1 (4.94)	22.5 (6.09)
Gender	<i>n</i> = 1498	<i>n</i> = 562	<i>n</i> = 520	<i>n</i> = 416
Female	69.5	67.8	70.6	70.4
Male	30.4	32.2	29.4	29.1
Other	0.1	0.0	0.0	0.5

	Overall	McMaster	Western	Windsor
Year of Program	<i>n</i> = 1387	<i>n</i> = 543	<i>n</i> = 492	<i>n</i> = 352
Second	49.7	45.5	53.7	50.6
Third	50.3	54.5	46.3	49.4

Note. ¹ Means and standard deviations (in parenthesis) are reported for age not frequencies.

² Only the University of Windsor has undergraduate teaching assistants (TAs).

Table 4: Demographic Characteristics of Graduate Students by Percentage

	Overall	McMaster	Western	Windsor
Age ¹	<i>n</i> = 1586	<i>n</i> = 474	<i>n</i> = 798	<i>n</i> = 314
	28.6 (6.99)	28.7 (7.11)	28.9 (7.10)	27.5 (6.40)
Gender	<i>n</i> = 1582	<i>n</i> = 474	<i>n</i> = 796	<i>n</i> = 312
Female	58.3	55.7	61.2	55.1
Male	41.5	44.1	38.7	44.9
Other	.1	.2	.1	0.0
Year of Program	<i>n</i> = 1562	<i>n</i> = 469	<i>n</i> = 795	<i>n</i> = 298
Master's	62	60.4	56.1	80.2
Ph.D.	38	39.7	44	22.7
Enrollment Status	<i>n</i> = 1552	<i>n</i> = 465	<i>n</i> = 788	<i>n</i> = 299
Full-Time	91.4	88.2	90.7	98.0
Part-Time	8.6	11.8	9.3	2.0

Note. ¹ Means and standard deviations (in parenthesis) are reported for age not frequencies.

3.1.3 Survey Design

The project team collaboratively developed a pilot Teaching Culture Perception Survey (TCPS) based on the five identified levers:

1. Teaching is recognized in institutional, strategic initiatives and practices.
2. Assessment of teaching is constructive and flexible.
3. Faculty are encouraged to develop as teachers.
4. Infrastructure exists to support teaching.
5. Broad engagement around teaching occurs.

A small group of undergraduate and graduate students provided feedback on an early pilot version. The project team made revisions to include two versions of the survey: one for faculty, sessional instructors, and administrators (this survey will be referred to as the “Faculty Version” throughout the report; Appendix 1); and another for graduate and undergraduate students (Appendix 2). The survey instrument consisted of both Likert scale and open-ended questions in order to better address participant perceptions of the

value of teaching within their respective institution as well as provide recommendations for indicators and demographic information.

Each site used the same survey, but each hosted a personalized survey-landing page with the appropriate university's logo. The survey was submitted to each institution's Research Ethics Board. The online survey was conducted through Baseline, a CampusLab service at Western, with company servers housed in Canada. The survey was opened and accessible between late February until late March, 2014.

The TCPS is a questionnaire consisting of five categories based on the identified levers to effectively assess the culture of teaching at an institution; each category consisted of five items (for a total of 25 items). Responses were recorded on a 5-point Likert scale, including a sixth, neutral option: "I prefer not to answer/do not know" (PNA). Each item included two scales, one that asked participants to rate the degree to which they agreed with each statement provided (1-strongly disagree, 5-strongly agree); and one that asked participants to rate each item by degree of importance (1-not at all important, 5-very important).

At the end of the online survey, participants were provided with the opportunity to participate in a draw for a gift certificate. Participants were also asked to submit their email addresses if they were willing to participate in focus groups on the same topic. Participant email addresses and responses were separated and stored in discrete databases to maintain confidentiality.

3.1.4 Quantitative Survey Analysis

The statistician performed three primary analyses: Principal Components Analysis, Cronbach's Alpha, and an examination of mean differences across different groups (i.e., *t*-tests and One-Way Analysis of Variance).

3.1.4.1 Principal Components Analysis

Principal Components Analyses (PCA) were performed for each of the three groups participating in the survey (i.e., faculty, graduate student, and undergraduate student group) and each group had one PCA for agreement ratings and one for importance ratings. The analysis helps to identify the structure of the data – which survey items form a component. PCAs were performed to determine if the structure of the data conformed to the five levers identified by the research team.

In order to ensure interpretable components, the components were rotated: specifically, the team expected that the TCPS' components would correlate, so an oblique rotation was performed (i.e., Direct Oblimin rotation; Tabachnick & Fidell, 1989). The number of components for each version of the TCPS was based on an inspection of the scree plots, rather than the popular eigenvalue is equal to or greater than 1.0 criterion, as the latter criterion overestimates the number of components (Velicer, Eaton, & Fava, 2000). Items with a component loading equal to or greater than .30 were included on a component (insofar as it is not loading on a different component with a higher factor loading; Gardner, 2001).

Components were named based on a consensus between the cross-institutional research team from the eight institutions, including undergraduate and graduate students. At this point, the component names are working names. Once named, the components are referred to as subscales of the respective versions of the TCPS. In some cases, the names are very similar or even identical across agreement and importance ratings

and/or across versions of the survey (i.e., faculty and student versions). Even though similar names are used, the composition of the components may not be identical (e.g., the components may not consist of all of the same survey items). The nomenclature for the components will be adjusted as further development of the TCPS is completed.

3.1.4.2 Cronbach's Alpha

The internal consistency of the items loading on each component will be assessed using *Cronbach's Alpha*. Item deletion from a component will be considered if the alphas for that component are low (e.g., $<.80$) and deletion of a specific item will raise the alpha considerably.

3.1.4.3 Mean Differences across Groups

Once the subscales have been established based on the PCAs, subscale scores will be calculated. Subscale scores are calculated by adding the ratings of the items that define a subscale and dividing by the number of items. Potential mean differences on these subscale scores will be examined for a variety of groups. For example, for all three surveys, gender differences in the subscale scores will be examined. When analyzing differences involving two groups, such as gender, *t*-tests will be performed whereas differences involving three groups, such as the faculty member's appointment (i.e., tenured, tenure track, and contract/sessional), One-Way Analyses of Variance (ANOVA) will be used.

When there are large differences in the number of participants in the groups (e.g., tenured, tenure track, and contract/sessional faculty members), the ANOVAs performed are susceptible to violations of the assumption of homogeneity of variance. Where there are violations of this assumption, separate independent *t*-tests were performed instead of the planned ANOVAs.

To control for the inflation of Type 1 Error (i.e., the likelihood of incorrectly finding a significant effect) due to multiple comparisons, a Bonferroni Correction was performed. For example, if there were four agreement subscales, the *p* value used to examine differences would be set at 0.0125 ($.05/4$) whereas for the 6 importance subscales the *p* value would be set at 0.008 ($.05/6$).

Because of the large number of participants who completed the survey, it is possible that even a very small difference (i.e., effect) could be statistically significant. To address this issue, effect sizes were calculated to determine if the statistically significant differences are substantive in size. For the *t*-tests, the effect size reported is Cohen's (1988) *d*. For *d*, Cohen (1988) indicates that an effect size of .20 is small, .50 is medium, and .80 is large. For the ANOVAs, the effect size reported is eta-squared. For eta-squared, Cohen (1988) indicates that an effect size of .02 is small, .13 is medium, and .26 is large.

3.2 Focus Groups

3.2.1 Focus Group Participant Recruitment

When students completed the online survey, they were directed to a landing page, apart from the main survey. Here, they were invited to enter a draw, and asked whether they would be willing to participate in a follow-up focus group to discuss the validity of the survey. Email addresses of willing participants were collected and kept separately from the surveys. Once the survey was closed, a selection was emailed an invitation to participate in the focus groups.

3.2.2 Focus Group Participants

All focus groups took place within three months after the completion of the online survey.

McMaster University Site: Total 25 participants

- Focus Group 1: 6 Undergraduate Students
- Focus Group 2: 6 Graduate Students
- Focus Group 3: 4 Sessional and/or Part-time Instructors
- Focus Group 4: 9 Full-time Faculty, Administrators

Western University Site: Total 26 participants

- Focus Group 1: 5 Undergraduate Students
- Focus Group 2: 7 Graduate Students
- Focus Group 3: 8 Full-time Faculty, Administrators, Sessional, Part-time Instructors
- Focus Group 4: 6 Full-time Faculty, Administrators, Sessional, Part-time Instructors

University of Windsor Site: Total 39 participants

- Focus Group 1: 3 Undergraduate Students
- Focus Group 2: 2 Undergraduate Students, 2 Graduate Students
- Focus Group 3: 2 Undergraduate Students, 1 Graduate Student
- Focus Group 4: 2 Full-time Faculty, Sessional, Part-time Instructors
- Focus Group 5: 2 Graduate Students
- Focus Group 6: 7 Undergraduate Students
- Focus Group 7: 8 Undergraduate Students
- Focus Group 8: 2 Full-time Faculty, Sessional, Part-time Instructors
- Focus Group 9: 2 Full-time Faculty, Sessional, Part-time Instructors
- Focus Group 10: 3 Undergraduate Students
- Focus Group 11: 2 Faculty

3.2.3 Focus Group Materials and Apparatus

At the start of each focus group, participants were handed a folder containing the following materials: name card, 3x5 cards, writing materials, a blank copy of the TCPS, and a demographics survey.

3.2.4 Focus Group Procedure

Each focus group was facilitated by trained research assistants, and lasted 60 minutes. Before discussion began, participants were informed about the purpose of the focus group, and were asked for their verbal permission to be audio recorded. Participants who refused audio recording were invited to leave the focus group. Consenting participants were then asked to provide a pseudonym on the name cards to increase confidentiality.

Each focus group followed the same script (See Appendix 8 for the faculty/instructors script, and Appendix 9 for the student script). The script was divided into two types of questions:

1. questions that assessed the perception of the teaching culture at the institution, and
2. questions that assessed the perception of the TCPS.

Participants were asked to refrain from putting their names or any personal identifiers on their documents or folders. At the end of the session, participants were asked to return all materials to the facilitators.

Participants were offered snacks, and upon completion of the discussion, each participant received a gift certificate of \$20 toward Hospitality Services at their respective institutions.

3.2.5 Qualitative Analysis Plan

All sessions were audiotaped, and transcribed exactly from the audiotape by research assistants. Once transcriptions were complete, research assistants were assigned to re-read the transcripts to guarantee accuracy.

MaxQDA was used to tag recurring themes for focus group questions related to quality of the culture, and indicators. Excel was used to perform content analysis of the transcripts related to specific feedback on the survey, to allow feedback to be tied to each question within the survey as needed. Themes were examined by research assistants from at least two institutions to ensure consistency of approach.

4.0 Results

4.1 Quantitative Findings

4.1.2 Teaching Culture Perception Survey - Faculty Version (TCPS-F)

For the agreement items for the TCPS-F, five components were extracted in the Principal Components Analysis (see Table 5). All of the components evidenced good to excellent Cronbach's Alphas (α 's = .73 to .92) except the fourth components (α = .32; see Table 5). Because of the low reliability for this two-item component, it was dropped from all subsequent analysis. Based on an examination of the item loadings, the components were labeled as Encouraging Effective Teaching, Broad Involvement around Teaching, Recognizing Effective Teaching, and Assessing Teaching (see Tables 7 and 8).

Table 5: Principal Components Analysis with the Agreement Ratings of the TCPS-F

Items	1	2		3	4
Q51. Educators are encouraged to use evidence about teaching to inform their teaching practices	.843				
Q48. Educators are encouraged to reflect continuously on the effectiveness of their teaching.	.794				
Q49. Educators are encouraged to do research on their teaching (i.e., scholarship of teaching and learning).	.768				
Q52. Educators are encouraged to adopt a variety of teaching and learning approaches.	.740				
Q50. Educators are encouraged to spend time developing their teaching.	.732				
Q53. Educators are encouraged to develop teaching and assessment methods that align with their learning outcomes.	.672				
Q47. Educators are encouraged to use the teaching feedback they receive to improve their teaching.	.670				

Items	1	2	3	4
Q14. Effective teaching is clearly defined	.581			
Q22. Teaching effectiveness is considered in hiring.	.568			
Q54. Educators are encouraged to use the services and supports provided by the Teaching Support Centre.	.529			
Q68. Educators are informed about opportunities for student learning that technologies can provide.	.525		.374	
Q13. There is a strategic plan that positions teaching as a priority.	.462		-.382	
Q15. Senior Admin convey teaching is a priority	.440		-.339	
Q20. Research on teaching is valued in the evaluation of job performance	.432		-.395	
Q21. Risks for educators who experiment with new teaching practices are minimal	.408			
Q63. Learning spaces such as classrooms, labs, and/or studios are designed to facilitate learning.	.368			
Q75. Opportunities exist for educators to develop leadership in teaching (e.g., Teaching Fellows program).		.718		
Q76. There are leaders outside of the teaching centre who help educators develop as teachers.		.651		
Q77. Teaching practices are shared across the institution through a range of mechanisms (e.g., conferences, department meetings, peer observation, hallway conversations).		.641		
Q66. There is an adequately resourced teaching support centre.		.625		
Q80. Students are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate).		.590		
Q64. Educators can get professional development support in teaching.		.522	.487	
Q65. Educators can get financial support to develop their teaching (e.g., grant programs, teaching conferences).		.497	.332	
Q81. Alumni are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate).		.472		
Q82. External stakeholders such as employers and community members are involved in initiatives that foster effective teaching across the institution.		.427	.382	
Q79. Students are often included in discussions about teaching.	.343	.351		
Q17. Evidence of effective teaching considered in evaluation of job performance			-.642	
Q18. There are rewards for effective teaching		.392	-.545	
Q19. Teaching accomplishments are publically celebrated.		.387	-.494	
Q16. Departmental admin convey teaching is a priority	.340		-.391	
Q33. Processes are in place to collect end of term student feedback			.538	

Items	1	2	3	4
Q67. Educators are supported in using technologies to promote student learning.	.399		.490	
Q37. Teaching effectiveness is assessed based on course design				.748
Q39. Programs are evaluated based on student learning outcomes				.698
Q35. Teaching effectiveness is assessed by means other than student course evaluations				.546
Q38. Teaching effectiveness is based on course delivery			.467	.485
Q34. Students are encouraged to provide ongoing feedback	.378			.468

Note. Only component loadings $>.30$ are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. $n = 243$.

For the importance items for the TCPS-F, three components were extracted (see Table 6). All of the components evidenced excellent Cronbach's Alphas (α 's = .89 to .94; see Table 7). Based on an examination of the item loadings, the components were labeled as Encouraging Effective Teaching, Recognizing Effective Teaching, and Assessing Teaching (see Tables 7 and 8).

Table 6: Principal Components Analysis with the Importance Ratings of the TCPS-F

Items	1	2	3
Q74. Educators are informed about opportunities for student learning that technologies can provide.	.860		
Q72. There is an adequately resourced teaching support centre.	.802		
Q83. Opportunities exist for educators to develop leadership in teaching (e.g., Teaching Fellows program).	.780		
Q70. Educators can get professional development support in teaching.	.757		
Q85. Teaching practices are shared across the institution through a range of mechanisms (e.g., conferences, department meetings, peer observation, hallway conversations).	.748		
Q73. Educators are supported in using technologies to promote student learning.	.745		
Q86. The teaching centre promotes cross-fertilization of best practices across departments and disciplines.	.744		
Q71. Educators can get financial support to develop their teaching (e.g., grant programs, teaching conferences).	.706		
Q84. There are leaders outside of the teaching centre who help educators develop as teachers.	.690		
Q62. Educators are encouraged to use the services and supports provided by the Teaching Support Centre.	.630		
Q90. External stakeholders such as employers and community members are involved in initiatives that foster effective teaching across the institution.	.598		
Q89. Alumni are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate).	.577		

Items	1	2	3
Q88. Students are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate).	.499		
Q60. Educators are encouraged to adopt a variety of teaching and learning approaches.	.473		.469
Q87. Students are often included in discussions about teaching.	.449		
Q57. Educators are encouraged to do research on their teaching (i.e., scholarship of teaching and learning).	.354		
Q69. Learning spaces such as classrooms, labs, and/or studios are designed to facilitate learning.	.349		
Q27. Evidence of effective teaching considered in evaluation of job performance		.822	
Q28. There are rewards for effective teaching		.804	
Q29. Teaching accomplishments are publically celebrated.		.736	
Q25. Senior Admin convey teaching is a priority		.723	
Q26. Departmental admin convey teaching is a priority		.719	
Q32. Teaching effectiveness is considered in hiring.		.698	
Q23. There is a strategic plan that positions teaching as a priority.		.646	
Q24. Effective teaching is clearly defined		.518	.304
Q30. Research on teaching is valued in evaluation of job performance		.481	
Q40. Processes are in place to collect end of term student feedback		.442	
Q31. Risks for educators who experiment with new teaching practices are minimal		.436	
Q55. Educators are encouraged to use the teaching feedback they receive to improve their teaching.		.368	.315
Q44. Teaching effectiveness is assessed based on course design			.779
Q45. Teaching effectiveness is based on course delivery			.675
Q43. Educators can select assessment criteria			.618
Q42. Teaching effectiveness is assessed by means other than student course evaluations			.511
Q41. Students are encouraged to provide ongoing feedback			.504
Q61. Educators are encouraged to develop teaching and assessment methods that align with their learning outcomes.	.428		.497
Q59. Educators are encouraged to use evidence about teaching to inform their teaching practices	.322		.483
Q58. Educators are encouraged to spend time developing their teaching.			.483
Q46. Programs are evaluated based on student learning outcomes			.468
Q56. Educators are encouraged to reflect continuously on the effectiveness of their teaching.		.346	.431

Note. Only component loadings >.30 are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. n = 378.

Table 7: Number of Participants, Number of Items, Cronbach's Alphas, Means, and Standard Deviations for the TCPS-F Agreement and Importance Subscales

	<i>n</i> ¹	# of items	α	Mean	Std. Deviation
Agreement Subscales					
Encouraging Effective Teaching	400	16	.92	2.91	.776
Broad Involvement around Teaching	289	11	.88	2.94	.743
Recognizing Effective Teaching	551	4	.73	3.57	.834
Unlabeled Subscale	564	2	.32	N/A	N/A
Assessing Teaching	483	6	.78	2.60	.802
Importance Subscales					
Encouraging Effective Teaching	441	17	.94	3.82	.708
Recognizing Effective Teaching	479	12	.90	4.08	.677
Assessing Teaching	481	10	.89	4.00	.650

Note. ¹ Number of participants varied due to missing data.

Table 8: Definitions for the TCPS-F Agreement and Importance Subscales

	Definition
Agreement Subscales	
Encouraging Effective Teaching	The institution creates an environment that is supportive of instructors engaging in high quality pedagogical practices (e.g., reflective practice, scholarly teaching).
Broad Involvement around Teaching	Members of the institution and larger community are involved in initiatives that foster instructors' development as teachers.
Recognizing Effective Teaching	Teaching excellence is acknowledged.
Assessing Teaching	Teaching effectiveness is evaluated.
Importance Subscales	
Encouraging Effective Teaching	The institution creates an environment that is supportive of instructors engaging in, and further developing, high quality pedagogical practices (e.g., they are provided adequate resources and support).
Recognizing Effective Teaching	Teaching excellence is an institutional priority that is acknowledged and rewarded by the institution.
Assessing Teaching	Teaching effectiveness is formally evaluated and self-evaluation of teaching is encouraged.

Differences based on gender, appointment type (i.e., tenured, tenure track, and contract/sessional faculty), and years of teaching experience (i.e., 0-9, 10-19, 20+ years) in the agreement and importance ratings for the TCPS-F subscales were examined. To control for the inflation of Type 1 Error, the *p* value used

to examine differences are set at 0.0125 (.05/4) and 0.0167 (.05/3), for the agreement and importance subscales, respectively.

To examine gender differences in the four agreement and three importance subscales of the TCPS-F, a series of *t*-tests was performed. There were no gender differences for the four agreement subscales of the TCPS-F [$t(386) = 0.85$, *ns.*, $d = .09$; $t(277) = 0.36$, *ns.*, $d = .04$; $t(521) = -0.30$, *ns.*, $d = -.03$; and $t(467) = 0.51$, *ns.*, $d = .05$, for Encouraging Effective Teaching, Broad Involvement around Teaching, Recognizing Effective Teaching, and Assessing Teaching, respectively].

There were significant gender differences for the three importance subscales such that female faculty members rated all of the importance subscales more highly than their male counterparts [$t(423) = -2.77$, $p = .006$, $d = -.27$; $t(461) = -2.65$, $p = .008$, $d = -.25$; $t(464) = -4.21$, $p < .001$, $d = -.39$, for Encouraging Effective Teaching, Recognizing Effective Teaching, and Assessing Teaching, respectively; see Table 9].

Table 9: Descriptive Statistics for the TCPS-F Agreement and Importance Subscales for Male and Female Faculty Members

		<i>n</i> ¹	Mean	Std. Deviation
Agreement Subscales				
Encouraging Effective Teaching	Male	215	2.95	.764
	Female	173	2.88	.785
Broad Involvement around Teaching	Male	174	2.96	.757
	Female	105	2.93	.711
Recognizing Effective Teaching	Male	297	3.56	.865
	Female	235	3.59	.780
Assessing Teaching	Male	263	2.62	.775
	Female	206	2.58	.841
Importance Subscales				
Encouraging Effective Teaching	Male	233	3.73	.735
	Female	192	3.92	.665
Recognizing Effective Teaching	Male	255	4.01	.722
	Female	208	4.17	.601
Assessing Teaching	Male	257	3.88	.680
	Female	209	4.14	.595

Note. ¹ Number of participants varied due to missing data.

To examine appointment differences (i.e., differences between tenured, tenure track, and contract/sessional faculty) in the four agreement and three importance subscales of the TCPS-F, a series of One-Way ANOVAs was performed. For two of the four agreement subscales, there were violations of the assumption of homogeneity of variance [$F(2, 340) = 4.15$, $p = .017$ and $F(2, 412) = 8.25$, $p < .001$ for Encouraging Effective

Teaching, and Assessing Teaching, respectively]. To address this issue, a series of independent t -tests was performed to examine appointment differences. None of these contrasts were significant. Tenured faculty members were no different in their ratings of Recognizing Effective Teaching and Assessing Teaching than their Tenure Track [$t(256) = -2.00$, $ns.$, $d = -.25$; $t(58) = -1.86$, $ns.$, $d = -.49$] and Contract/Sessional [$t(129) = -0.37$, $ns.$, $d = -.07$; $t(155) = -1.47$, $ns.$, $d = -.24$] colleagues. Tenure Track and Contract/Sessional did not differ on these ratings either [$t(122) = 1.27$, $ns.$, $d = .23$; $t(151) = .78$, $ns.$, $d = .13$].

Participants did differ in their ratings of the Recognizing Effective Teaching subscale [$F(2, 463) = 13.3$, $p < .001$, $\eta^2 = .05$]. Specifically, Contract/Sessional faculty members were less likely to agree that their institution recognizes effective teaching than their Tenured ($p < .001$) and Tenure Track ($p < .001$) colleagues.

For two of the three importance subscales, there were violations of the assumption of homogeneity of variance [$F(2, 408) = 7.37$, $p = .001$; $F(2, 411) = 8.02$, $p < .001$ for Recognizing Effective Teaching and Assessing Teaching, respectively].

There were significant differences for these two importance subscales. Tenured faculty members rated Recognizing Effective Teaching and Assessing Teaching of lesser importance than their Tenure Track [$t(100) = -3.01$, $p = .003$, $d = -.60$; $t(104) = -5.50$, $p < .001$, $d = -1.08$] and Contract/Sessional [$t(295) = -5.27$, $p < .001$, $d = -.61$; $t(290) = -6.71$, $p < .001$, $d = -.79$] colleagues. Tenure Track and Contract/Sessional did not differ on these importance ratings [$t(163) = -1.20$, $ns.$, $d = -.19$ and $t(162) = -.25$, $ns.$, $d = -0.04$].

There was also a significant difference for the importance rating of Encouraging Effective Teaching [$F(2, 380) = 17.95$, $p < .001$; $\eta^2 = .09$]. Tenured faculty members rated Encouraging Effective Teaching of lesser importance than their Tenure Track ($p = .032$) and Contract/Sessional ($p < .001$) counterparts. There were no significant differences between Tenure Track faculty members and their Contract/Sessional counterparts (see Table 10).

Table 10: Descriptive Statistics for the TCPS-F Agreement and Importance Subscales for Tenured, Tenure Track, and Contract/Sessional Faculty Members

		n^1	Mean	Std. Deviation
Agreement Subscales				
Encouraging Effective Teaching	Tenured faculty	219	2.85	.722
	Tenure track	39	3.12	.958
	Contract/Sessional	85	2.89	.893
Broad Involvement around Teaching	Tenured faculty	157	2.96	.746
	Tenure track	28	3.09	.864
	Contract/Sessional	68	2.92	.775
Recognizing Effective Teaching	Tenured faculty	292	3.66	.806
	Tenure track	54	3.87	.887
	Contract/Sessional	120	3.27	.802

		<i>n</i> ¹	Mean	Std. Deviation
Assessing Teaching	Tenured faculty	262	2.50	.726
	Tenure track	49	2.78	1.008
	Contract/Sessional	104	2.65	.935
Importance Subscales				
Encouraging Effective Teaching	Tenured faculty	230	3.63	.725
	Tenure track	46	3.92	.639
	Contract/Sessional	107	4.11	.646
Recognizing Effective Teaching	Tenured faculty	246	3.92	.752
	Tenure track	51	4.18	.516
	Contract/Sessional	114	4.29	.545
Assessing Teaching	Tenured faculty	250	3.80	.707
	Tenure track	49	4.23	.441
	Contract/Sessional	115	4.25	.527

Note. ¹ Number of participants varied due to missing data.

To examine differences in the four agreement and three importance subscales of the TCPS-F based on the participants' years of teaching experience, a series of One-Way ANOVAs was performed. To make the analyses and their interpretation simpler, the years of teaching experience were aggregated to form three groups (0-9, 10-19, and 20+ years).

There were no significant differences on the agreement subscales based on the years of teaching experience [$F(2, 394) = 2.92$, *ns.*, eta-squared = .01; $F(2, 284) = 0.49$, *ns.*, eta-squared = .00; $F(2, 542) = 0.11$, *ns.*, eta-squared = .00; and $F(2, 475) = 0.48$, *ns.*, eta-squared = .00, for Encouraging Effective Teaching, Broad Involvement around Teaching, Recognizing Effective Teaching, and Assessing Teaching, respectively].

For the importance ratings, there were differences for both the Encouraging Effective Teaching and Assessing Teaching subscales [$F(2, 434) = 6.98$, $p = .001$, eta-squared = .03 and $F(2, 474) = 9.06$, $p < .001$, eta squared = .04, respectively], but not Recognizing Effective Teaching [$F(2, 471) = 3.58$, *ns.*, eta-squared = .01]. Post-hoc tests revealed that faculty with 0-9 year experience rated Encouraging Effective Teaching ($p = .002$ and $p = .008$) and Assessment of Teaching ($p < .001$ and $p = .002$) as more important than their colleagues with 10-19 and 20+ years of teaching experience. There were no differences on these subscales between faculty with 10-19 and 20+ years experience (see Table 11).

Table 11: Descriptive Statistics for the TCPS-F Agreement and Importance Subscales for Faculty Members with 0 -9, 10-19, and 20+ Years of Experience

		<i>n</i> ¹	Mean	Std. Deviation
Agreement Subscales				
Encouraging Effective Teaching	0-9 years	109	3.06	.796
	10-19 years	145	2.83	.782
	20+ years	143	2.89	.736
Broad Involvement around Teaching	0-9 years	78	3.01	.765
	10-19 years	111	2.91	.713
	20+ years	98	2.95	.742
Recognizing Effective Teaching	0-9 years	157	3.57	.862
	10-19 years	208	3.59	.818
	20+ years	180	3.55	.827
Assessing Teaching	0-9 years	139	2.66	.816
	10-19 years	181	2.57	.858
	20+ years	158	2.58	.727
Importance Subscales				
Encouraging Effective Teaching	0-9 years	138	4.00	.657
	10-19 years	161	3.72	.707
	20+ years	138	3.75	.725
Recognizing Effective Teaching	0-9 years	144	4.20	.614
	10-19 years	176	4.00	.668
	20+ years	154	4.06	.734
Assessing Teaching	0-9 years	143	4.19	.588
	10-19 years	181	3.91	.625
	20+ years	153	3.93	.698

Note. ¹ Number of participants varied due to missing data.

4.1.3 Teaching Culture Perception Survey – Undergraduate Student Version (TCPS-U)

For the agreement items for the TCPS-U, four components were extracted (see Table 12). Based on an inspection of the Cronbach's Alphas, one item was dropped from component 3 (i.e., Question 34 "The results of teaching evaluations are available and accessible to students"), and one was dropped from component 4 (i.e., Question 31, "Processes are in place to collect end-of-term student feedback on teaching"). Once these deletions were made, all of the components evidenced good to excellent Cronbach's Alphas (α 's = .71 to .93; see Table 10). Based on an examination of the item loadings, the components were labeled as Implementing Effective Teaching, Accessing Infrastructure, Broad Involvement around Teaching, and Recognizing Effective Teaching (see Tables 14 and 15).

Table 12: Principal Components Analysis with the Agreement Ratings of the TCPS-U

Items	1	2	3	4
Q19. My course instructors consider effective teaching a priority.	.829			
Q23. Most instructors consider good teaching to be a priority	.756			
Q48. My instructors adopt a variety of teaching and learning approaches.	.650			
Q46. My instructors think of creative or unique ways to engage students in the course material.	.648			
Q17. There is a strategic plan that positions teaching as a priority.	.647			
Q47. Instructors communicate how course content is relevant to the workplace and future careers.	.642			
Q18. Effective teaching is clearly defined.	.639			
Q44. Instructors tell their students how their courses fit into the curriculum towards a degree.	.624			
Q49. Instructors work together to improve the learning experience of students.	.597			
Q45. Teaching methods and assessments align with learning outcomes.	.553	.319		
Q32. Student feedback is valued and taken into consideration when designing and teaching courses.	.542			
Q35. My instructors regularly tell their students how they use student feedback to improve teaching.	.534		.403	
Q43. Instructors are encouraged to spend time developing their teaching.	.533			
Q36. My instructors conduct research on their teaching to find ways of improving instruction and student achievement.	.502		.428	
Q20. University leaders consider effective teaching to be a priority.	.408			.376
Q33. Students are encouraged to provide ongoing feedback to their instructors throughout their courses.	.376		.366	
Q60. Instructors have access to sufficient space to provide a good learning environment.		.837		
Q59. Instructors have access to adequate materials/supplies to provide a good learning environment.		.792		
Q58. Labs and/or studios are designed to support learning.		.738		
Q57. Learning spaces such as classrooms are designed to support learning.		.688		
Q61. Instructors use technology effectively to support student learning.		.679		
Q62. Instructors use technology in new and innovative ways to facilitate student learning.		.561		
Q72. External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution.			.861	
Q71. External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution.			.827	

Items	1	2	3	4
Q73. External stakeholders such as alumni are involved in initiatives that foster effective teaching across the institution.			.755	
Q70. Students are involved in initiatives that foster effective teaching across the institution.			.687	
Q74. There is an office on campus where instructors can get resources and support to help improve their teaching.			.673	
Q69. Students are often included in discussions about teaching.			.607	
Q34. The results of teaching evaluations are available and accessible to students ¹ .			.432	
Q21. There are rewards for excellent teaching through programs such as teaching awards.				.742
Q22. Teaching accomplishments, contributions, and/or awards are publically celebrated.				.636
Q31. Processes are in place to collect end-of-term student feedback on teaching ¹ .				.480

Note. Only component loadings $>.30$ are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. $n = 526$.

¹The item was deleted from the component to increase the internal consistency of the component.

For the importance items for the TCPS-U, six components were extracted (see Table 13). All of the components evidenced good to excellent Cronbach's Alphas (α 's = .78 to .85; see Table 14). Based on an examination of the item loadings, the components were labeled Implementing Effective Teaching, Broad Involvement around Teaching, Accessing Infrastructure, Recognizing Effective Teaching, Providing Feedback on Teaching, and Prioritizing Effective Teaching (see Tables 14 and 15).

Table 13: Principal Components Analysis with the Importance Ratings of the TCPS-U

Items	1	2	3	4	5	6
Q55. My instructors adopt a variety of teaching and learning approaches.	.651					
Q53. My instructors think of creative or unique ways to engage students in the course material.	.647					
Q54. Instructors communicate how course content is relevant to the workplace and future careers.	.620					
Q51. Instructors tell their students how their courses fit into the curriculum towards a degree.	.607					
Q56. Instructors work together to improve the learning experience of students.	.406					
Q52. Teaching methods and assessments align with learning outcomes ¹ .						

Items	1	2	3	4	5	6
Q78. External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution.		.817				
Q77. External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution.		.815				
Q79. External stakeholders such as alumni are involved in initiatives that foster effective teaching across the institution.		.802				
Q76. Students are involved in initiatives that foster effective teaching across the institution.		.628				
Q80. There is an office on campus where instructors can get resources and support to help improve their teaching.		.617				
Q75. Students are often included in discussions about teaching.		.552				
Q66. Instructors have access to sufficient space to provide a good learning environment.			-.779			
Q64. Labs and/or studios are designed to support learning.			-.761			
Q65. Instructors have access to adequate materials/supplies to provide a good learning environment.			-.727			
Q63. Learning spaces such as classrooms are designed to support learning.			-.673			
Q67. Instructors use technology effectively to support student learning.			-.663			
Q68. Instructors use technology in new and innovative ways to facilitate student learning.			-.541			
Q29. Teaching accomplishments, contributions, and/or awards are publically celebrated.				.873		
Q28. There are rewards for excellent teaching through programs such as teaching awards.				.859		
Q40. The results of teaching evaluations are available and accessible to students.					.772	
Q39. Students are encouraged to provide ongoing feedback to their instructors throughout their courses.					.733	
Q38. Student feedback is valued and taken into consideration when designing and teaching courses.					.724	
Q41. My instructors regularly tell their students how they use student feedback to improve teaching.					.673	
Q37. Processes are in place to collect end-of-term student feedback on teaching.					.649	
Q42. My instructors conduct research on their teaching to find ways of improving instruction and student achievement.					.565	

Items	1	2	3	4	5	6
Q50. Instructors are encouraged to spend time developing their teaching.					.335	
Q26. My course instructors consider effective teaching a priority.						-.815
Q30. Most instructors consider good teaching to be a priority						-.730
Q24. There is a strategic plan that positions teaching as a priority.						-.633
Q27. University leaders consider effective teaching to be a priority.						-.609
Q25. Effective teaching is clearly defined.	.353					-.594

Note. Only component loadings >.30 are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. n = 837.

¹The item did not load on any of the components at .30 or above.

Table 14: Number of Participants, Number of Items, Cronbach's Alphas, Means, and Standard Deviations for the TCPS-U Agreement and Importance Subscales

	<i>n</i> ¹	# of items	α	Mean	Std. Deviation
Agreement Subscales					
Implementing Effective Teaching	807	16	.93	3.21	.773
Accessing Infrastructure	1069	6	.85	3.70	.737
Broad Involvement around Teaching	603	6	.87	2.96	.853
Recognizing Effective Teaching	1076	2	.71	3.69	.910
Importance Subscales					
Implementing Effective Teaching	1175	5	.79	4.30	.605
Broad Involvement around Teaching	953	6	.85	3.76	.732
Accessing Infrastructure	1134	6	.84	4.32	.583
Recognizing Effective Teaching	1248	2	.80	3.66	.927
Providing Feedback on Teaching	1134	7	.83	4.24	.584
Prioritizing Effective Teaching	1215	5	.78	4.44	.555

Note. ¹ Number of participants varied due to missing data.

Table 15: Definitions for the TCPS-U Agreement and Importance Subscales

	Definition
Agreement Subscales	
Implementing Effective Teaching	Instructors engage in high quality pedagogical practices, practices that are valued by the institution more generally.
Accessing Infrastructure	Instructors have access to resources such as classrooms and technology that support effective learning experiences for students.

	Definition
Broad Involvement around Teaching	Members of the institution and larger community are involved in initiatives that foster instructors' development as teachers.
Recognizing Effective Teaching	Teaching excellence is acknowledged and rewarded.
Importance Subscales	
Implementing Effective Teaching	Instructors engage in high quality pedagogical practices.
Broad Involvement around Teaching	Members of the institution and larger community are involved in initiatives that foster instructors' development as teachers.
Accessing Infrastructure	Instructors have access to resources such as classrooms and technology that support effective learning experiences for students.
Recognizing Effective Teaching	Teaching excellence is acknowledged and rewarded.
Providing Feedback on Teaching	Instructors receive and implement feedback on their teaching.
Prioritizing Effective Teaching	Teaching excellence is a priority at the institution.

Differences based on gender and program year (i.e., second or third year) in the agreement and importance ratings for the TCPS-U subscales were examined. To control for the inflation of Type 1 Error, the p value used to examine differences are set at 0.0125 (.05/4) and 0.008 (.05/6), for the agreement and importance subscales, respectively.

To examine gender differences in the four agreement and six importance subscales of the TCPS-U, a series of t -tests was performed. The only gender difference for the four agreement subscales of the TCPS-U was for the Recognizing Effective Teaching subscale [$t(1070) = -2.80, p = .005, d = .17$]. Women agreed significantly more than men that their institutions recognized effective teaching.

Men and women did not differ in their agreement on Implementing Effective Teaching, Accessing Infrastructure, or Broad Involvement around Teaching [$t(794) = -1.12, ns., d = -.08, t(1057) = -1.65, ns., d = -.10$, and $t(605) = 1.16, ns., d = .09$, respectively].

Female undergraduate students rated four of the six of the importance subscales more highly than their male counterparts [$t(1161) = -3.73, p < .001, d = .22; t(1122) = -3.83, p < .001, d = .23; t(1233) = -2.68, p = .007, d = .15; t(1202) = -2.72, p = .007, d = .16$, for Implementing Effective Teaching, Accessing Infrastructure, Recognizing Effective Teaching, and Prioritizing Effective Teaching, respectively].

Men and women did not differ on their perceived importance ratings for Broad Involvement around Teaching or Providing Feedback on Teaching [$t(944) = -1.16, ns., d = -.08$ and $t(1119) = -2.58, ns., d = -.15$, respectively; see Table 16].

Table 16: Descriptive Statistics for the TCPS-U Agreement and Importance Subscales for Male and Female Undergraduate Students

		<i>n</i> ¹	Mean	Std. Deviation
Agreement Subscales				
Implementing Effective Teaching	Male	245	3.17	.801
	Female	551	3.24	.758
Broad Involvement around Teaching	Male	327	3.65	.768
	Female	732	3.73	.722
Accessing Infrastructure	Male	199	3.03	.867
	Female	408	2.94	.843
Recognizing Effective Teaching	Male	335	3.57	.883
		737	3.74	.917
Importance Subscales				
Implementing Effective Teaching	Male	351	4.20	.629
	Female	812	4.34	.589
Broad Involvement around Teaching	Male	299	3.71	.751
	Female	647	3.77	.723
Accessing Infrastructure	Male	346	4.22	.603
	Female	778	4.36	.569
Recognizing Effective Teaching	Male	388	3.56	.970
	Female	847	3.71	.904
Providing Feedback on Teaching	Male	340	4.17	.588
	Female	781	4.27	.582
Prioritizing Effective Teaching	Male	375	4.38	.569
	Female	829	4.47	.548

Note. ¹ Number of participants varied due to missing data.

To examine differences based on program year (i.e., second or third year) in the four agreement and six importance subscales of the TCPS-U, a series of *t*-tests was performed. There were no significant differences based on program year for the agreement or importance subscales (Table 17; Appendix 7/ Table 7).

Table 17: Descriptive Statistics for the TCPS-U Agreement and Importance Subscales for Second and Third Year Undergraduate Students

		<i>n</i> ¹	Mean	Std. Deviation
Agreement Subscales				
Implementing Effective Teaching	Second Year	356	3.26	.771
	Third Year	396	3.22	.749
Broad Involvement around Teaching	Second Year	477	3.78	.693
	Third Year	517	3.67	.739
Accessing Infrastructure	Second Year	283	2.99	.868
	Third Year	290	2.98	.821
Recognizing Effective Teaching	Second Year	480	3.73	.883
	Third Year	533	3.72	.907
Importance Subscales				
Implementing Effective Teaching	Second Year	524	4.29	.604
	Third Year	569	4.30	.606
Broad Involvement around Teaching	Second Year	432	3.71	.738
	Third Year	460	3.79	.723
Accessing Infrastructure	Second Year	506	4.31	.571
	Third Year	549	4.31	.591
Recognizing Effective Teaching	Second Year	568	3.64	.913
	Third Year	592	3.68	.949
Providing Feedback on Teaching	Second Year	502	4.22	.568
	Third Year	554	4.25	.589
Prioritizing Effective Teaching	Second Year	553	4.43	.589
	Third Year	577	4.46	.505

Note. ¹ Number of participants varied due to missing data.

4.1.4 Teaching Culture Perception Survey – Graduate Student Version (TCPS-G)

For the agreement items for the TCPS-G, three components were extracted (see Table 18). One item was deleted from component 3 (i.e., Question 31 “Processes are in place to collect end-of-term student feedback on teaching”) to increase the internal consistency of the component. After this deletion, all of the components evidenced good to excellent Cronbach’s Alphas (α ’s = .77 to .95; see Table 16). Based on an examination of the item loadings, the components were labeled as Fostering and Implementing Effective Teaching, Accessing Infrastructure, and Recognizing Effective Teaching (see Tables 20 and 21).

Table 18: Principal Components Analysis with the Agreement Ratings of the TCPS-G

Items	1	2	3
Q72. External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution.	.853		
Q71. External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution.	.849		
Q73. External stakeholders such as alumni are involved in initiatives that foster effective teaching across the institution.	.807		
Q36. My instructors conduct research on their teaching to find ways of improving instruction and student achievement.	.797		
Q69. Students are often included in discussions about teaching.	.786		
Q49. Instructors work together to improve the learning experience of students.	.770		
Q35. My instructors regularly tell their students how they use student feedback to improve teaching.	.761		
Q48. My instructors adopt a variety of teaching and learning approaches.	.717		
Q43. Instructors are encouraged to spend time developing their teaching.	.703		
Q47. Instructors communicate how course content is relevant to the workplace and future careers.	.695		
Q70. Students are involved in initiatives that foster effective teaching across the institution.	.675		
Q46. My instructors think of creative or unique ways to engage students in the course material.	.646		
Q44. Instructors tell their students how their courses fit into the curriculum towards a degree.	.645		
Q33. Students are encouraged to provide ongoing feedback to their instructors throughout their courses.	.619		
Q34. The results of teaching evaluations are available and accessible to students.	.573		
Q32. Student feedback is valued and taken into consideration when designing and teaching courses.	.535		
Q62. Instructors use technology in new and innovative ways to facilitate student learning.	.480	.436	
Q18. Effective teaching is clearly defined.	.474		.311
Q45. Teaching methods and assessments align with learning outcomes.	.470		
Q23. Most instructors consider good teaching to be a priority	.462		.352
Q19. My course instructors consider effective teaching a priority.	.444		.418
Q74. There is an office on campus where instructors can get resources and support to help improve their teaching. ¹			
Q60. Instructors have access to sufficient space to provide a good learning environment.		.866	
Q59. Instructors have access to adequate materials/supplies to provide a good learning environment.		.842	
Q57. Learning spaces such as classrooms are designed to support learning.		.833	

Items	1	2	3
Q58. Labs and/or studios are designed to support learning.		.825	
Q61. Instructors use technology effectively to support student learning.		.566	
Q21. There are rewards for excellent teaching through programs such as teaching awards.			.745
Q22. Teaching accomplishments, contributions, and/or awards are publically celebrated.			.706
Q31. Processes are in place to collect end-of-term student feedback on teaching. ²			.540
Q17. There is a strategic plan that positions teaching as a priority.			.456
Q20. University leaders consider effective teaching to be a priority.	.305		.398

Note. Only component loadings $>.30$ are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. $n = 549$.

¹The item did not load on any of the components at $.30$ or above and was not used in any subsequent analyses.

²The item was deleted from the component to increase the internal consistency of the component.

For the importance items for the TCPS-G, four components were extracted (see Table 19). One item (Question 26, “My course instructors consider effective teaching a priority”) was deleted from the second component to increase its internal consistency. Once that item was deleted, all of the components evidenced good to excellent Cronbach’s Alphas (α ’s = $.78$ to $.91$; see Table 20). Based on an examination of the item loadings, the components were labeled as Developing and Implementing Effective Teaching, Broad Involvement around Teaching, Accessing Infrastructure, and Recognizing Effective Teaching (see Tables 20 and 21).

Table 19: Principal Components Analysis with the Importance Ratings of the TCPS-G

Items	1	2	3	4
Q41. My instructors regularly tell their students how they use student feedback to improve teaching.	.732			
Q39. Students are encouraged to provide ongoing feedback to their instructors throughout their courses.	.731			
Q38. Student feedback is valued and taken into consideration when designing and teaching courses.	.724			
Q42. My instructors conduct research on their teaching to find ways of improving instruction and student achievement.	.694			
Q40. The results of teaching evaluations are available and accessible to students.	.673			
Q50. Instructors are encouraged to spend time developing their teaching.	.661			
Q51. Instructors tell their students how their courses fit into the curriculum towards a degree.	.616			
Q53. My instructors think of creative or unique ways to engage students in the course material.	.554			
Q75. Students are often included in discussions about teaching.	.548			
Q56. Instructors work together to improve the learning experience of students.	.545			

Items	1	2	3	4
Q52. Teaching methods and assessments align with learning outcomes.	.543			
Q55. My instructors adopt a variety of teaching and learning approaches.	.537			
Q54. Instructors communicate how course content is relevant to the workplace and future careers.	.528			
Q37. Processes are in place to collect end-of-term student feedback on teaching.	.527			
Q76. Students are involved in initiatives that foster effective teaching across the institution.	.438	-.325		
Q79. External stakeholders such as alumni are involved in initiatives that foster effective teaching across the institution.		-.625		
Q78. External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution.		-.621		
Q77. External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution.	.300	-.601		
Q26. My course instructors consider effective teaching a priority. ¹	.365	.417		.381
Q66. Instructors have access to sufficient space to provide a good learning environment.			-.812	
Q64. Labs and/or studios are designed to support learning.			-.810	
Q63. Learning spaces such as classrooms are designed to support learning.			-.798	
Q65. Instructors have access to adequate materials/supplies to provide a good learning environment.			-.785	
Q67. Instructors use technology effectively to support student learning.			-.616	
Q68. Instructors use technology in new and innovative ways to facilitate student learning.		-.354	-.497	
Q80. There is an office on campus where instructors can get resources and support to help improve their teaching.			-.307	
Q28. There are rewards for excellent teaching through programs such as teaching awards.				.861
Q29. Teaching accomplishments, contributions, and/or awards are publically celebrated.				.841
Q27. University leaders consider effective teaching to be a priority.				.597
Q25. Effective teaching is clearly defined.				.476
Q24. There is a strategic plan that positions teaching as a priority.				.419
Q30. Most instructors consider good teaching to be a priority	.357	.364		.407

Note. Only component loadings >.30 are included in the table. The component loadings for survey items that load most highly onto a particular component are bolded. $n = 950$.

¹The item was deleted from the component to increase the internal consistency of the component.

Table 20: Number of Participants, Number of Items, Cronbach's Alphas, Means, and Standard Deviations for the TCPS-G Agreement and Importance Subscales

	<i>n</i> ¹	# of items	α	Mean	Std. Deviation
Agreement Subscales					
Fostering and Implementing Effective Teaching	677	21	.95	3.23	.817
Accessing Infrastructure	1107	5	.86	3.74	.810
Recognizing Effective Teaching	981	4	.77	3.54	.820
Importance Subscales					
Developing and Implementing Effective Teaching	1199	15	.91	4.21	.581
Broad Involvement around Teaching	1169	3	.87	3.54	1.002
Accessing Infrastructure	1142	7	.86	4.31	.589
Recognizing Effective Teaching	1317	6	.78	4.21	.612

Note. ¹ Number of participants varied due to missing data.

Table 21: Definitions for the TCPS-G Agreement and Importance Subscales

	Definition
Agreement Subscales	
Fostering and Implementing Effective Teaching	High quality pedagogical practices are supported by the community and engaged in by instructors.
Accessing Infrastructure	Instructors have access to resources such as classrooms and technology that support effective learning experiences for students.
Recognizing Effective Teaching	Teaching excellence is an institutional priority that is acknowledged and rewarded.
Importance Subscales	
Developing and Implementing Effective Teaching	Instructors develop and engage in high quality pedagogical practices.
Broad Involvement around Teaching	Members of the institution and larger community are involved in initiatives that foster instructors' development as teachers.
Accessing Infrastructure	Instructors have access to resources such as classrooms and technology that support effective learning experiences for their students.
Recognizing Effective Teaching	Teaching excellence is an institutional priority that is acknowledged and rewarded.

Differences based on gender, degree (i.e., Master's, PhD), domestic or international status, and terms as a teaching assistant (0-2, 3+) in the agreement and importance ratings for the TCPS-G subscales were examined. To control for the inflation of Type 1 Error, the p value used to examine differences are set at 0.0167 (.05/3) and 0.0125(.05/4), for the agreement and importance subscales, respectively.

To examine gender differences in the three agreement and four importance subscales of the TCPS-G, a series of t -tests was performed. There were no gender differences for the three agreement subscales of the TCPS-G [$t(669) = -0.33$, $ns.$, $d = -.03$, $t(1096) = 1.92$, $ns.$, $d = .12$, and $t(857) = -1.36$, $ns.$, $d = -.09$, for Fostering and Implementing Effective Teaching, Accessing Infrastructure, and Recognizing Effective Teaching, respectively].

Female graduate students rated two of the four of the importance subscales more highly than their male counterparts [$t(919) = -3.29$, $p = .001$, $d = .22$; $t(973) = -5.28$, $p < .001$, $d = .34$, for Developing and Implementing Effective Teaching and Recognizing Effective Teaching, respectively]. There were no gender differences for Broad Involvement around Teaching and Accessing Infrastructure [$t(1164) = -0.38$, $ns.$, $d = -.02$ and $t(942) = -1.58$, $ns.$, $d = -.10$, respectively; see Table 22].

Table 22: Descriptive Statistics for the TCPS-G Agreement and Importance Subscales for Male and Female Graduate Students

		n^1	Mean	Std. Deviation
Agreement Subscales				
Fostering and Implementing Effective Teaching	Male	311	3.23	.840
	Female	360	3.25	.786
Accessing Infrastructure	Male	476	3.80	.828
	Female	622	3.71	.783
Recognizing Effective Teaching	Male	419	3.51	.854
	Female	556	3.58	.783
Importance Subscales				
Developing and Implementing Effective Teaching	Male	473	4.14	.623
	Female	710	4.26	.547
Broad Involvement around Teaching	Male	487	3.52	1.038
	Female	679	3.55	.972
Accessing Infrastructure	Male	476	4.28	.631
	Female	653	4.33	.554
Recognizing Effective Teaching	Male	527	4.10	.677
	Female	774	4.28	.551

Note. ¹ Number of participants varied due to missing data.

To examine differences based on degree (i.e., Master's or PhD) in the three agreement and four importance subscales of the TCPS-G, a series of *t*-tests was performed. There were degree differences for all three of the agreement subscales of the TCPS-G. Master's students agreed significantly more than PhD students that their institutions fostered and implemented effective teaching, provided access to infrastructure, and recognized effective teaching [$t(663) = 4.24, p < .001, d = .33$; $t(1088) = 3.83, p < .001, d = .23$; $t(973) = 2.56, p = .011, d = .16$, for Fostering and Implementing Effective Teaching, Accessing Infrastructure, and Recognizing Effective Teaching, respectively].

Master's students also rated two of the four of the importance subscales more highly than their PhD colleagues [$t(805) = 2.72, p = .007, d = .19$; $t(845) = 3.33, p = .001, d = .23$, for Developing and Implementing Effective Teaching and Broad Involvement around Teaching, respectively]. Master's and PhD students did not differ on Accessing Infrastructure or Recognizing Effective Teaching [$t(1124) = -0.78, ns., d = -.05$ and $t(1296) = -0.10, ns., d = -.01$, respectively; see Table 23].

Table 23: Descriptive Statistics for the TCPS-G Agreement and Importance Subscales for Master's and PhD Students

		<i>n</i> ¹	Mean	Std. Deviation
Agreement Subscales				
Fostering and Implementing Effective Teaching	Master's	426	3.33	.803
	PhD	239	3.05	.812
Accessing Infrastructure	Master's	683	3.81	.782
	PhD	407	3.62	.836
Recognizing Effective Teaching	Master's	584	3.60	.795
	PhD	391	3.47	.842
Importance Subscales				
Developing and Implementing Effective Teaching	Master's	736	4.25	.535
	PhD	445	4.15	.646
Broad Involvement around Teaching	Master's	719	3.61	.952
	PhD	439	3.40	1.069
Accessing Infrastructure	Master's	699	4.30	.574
	PhD	427	4.33	.611
Recognizing Effective Teaching	Master's	795	4.21	.600
	PhD	503	4.21	.629

Note. ¹ Number of participants varied due to missing data.

To examine differences based on domestic or international status in the three agreement and four importance subscales of the TCPS-G, a series of *t*-tests was performed. There were differences between domestic and international students for all three of the agreement subscales of the TCPS-G. International students agreed significantly more that their institutions fostered and implemented effective teaching,

provided access to infrastructure, and recognized effective teaching than their domestic counterparts [$t(674) = 7.72, p < .001, d = .60$; $t(1104) = 8.16, p < .001, d = .49$; $t(984) = 3.60, p < .001, d = .23$, for Fostering and Implementing Effective Teaching, Accessing Infrastructure, and Recognizing Effective Teaching, respectively].

International graduate students rated the importance of Broad Involvement around Teaching more highly than their domestic colleagues [$t(1177) = 6.34, p < .001, d = .37$]. There were no differences for Developing and Implementing Effective Teaching, Accessing Infrastructure, or Recognizing Effective Teaching [$t(1195) = 1.46, ns., d = .08$; $t(470) = 0.91, ns., d = .08$; and $t(481) = -1.32, ns., d = -.12$, respectively; see Table 24].

Table 24: Descriptive Statistics for the TCPS-G Agreement and Importance Subscales for Domestic and International Graduate Students

		n^1	Mean	Std. Deviation
Agreement Subscales				
Fostering and Implementing Effective Teaching	International	213	3.58	.776
	Domestic	463	3.08	.787
Accessing Infrastructure	International	306	4.06	.765
	Domestic	800	3.63	.794
Recognizing Effective Teaching	International	260	3.70	.819
	Domestic	726	3.49	.814
Importance Subscales				
Developing and Implementing Effective Teaching	International	293	4.26	.619
	Domestic	904	4.20	.568
Broad Involvement around Teaching	International	301	3.85	.970
	Domestic	878	3.43	.990
Accessing Infrastructure	International	304	4.34	.661
	Domestic	837	4.30	.560
Recognizing Effective Teaching	International	317	4.17	.672
	Domestic	998	4.22	.591

Note. ¹ Number of participants varied due to missing data.

To examine differences in the three agreement and four importance subscales of the TCPS-G based on the number of semesters a graduate student has been a teaching assistant or graduate assistant (Windsor; 0-2 and 3+ semesters), a series of *t*-tests was performed. There were significant differences for TA experience for all three of the agreement subscales of the TCPS-G. Less experienced TAs agreed significantly more that their institutions fostered and implemented effective teaching, provided access to infrastructure, and recognized effective teaching than did their more experienced counterparts [$t(664) = 5.44, p < .001, d = .42$; $t(1091) = 4.94, p < .001, d = .30$; $t(974) = 4.08, p < .001, d = .26$, for Fostering and Implementing Effective Teaching, Accessing Infrastructure, and Recognizing Effective Teaching, respectively].

There were also differences for two of the four importance ratings [$t(814) = 3.66, p < .001, d = .26$; $t(1165) = 3.45, p = .001, d = .20$, for Developing and Implementing Effective Teaching and Broad Involvement around Teaching, respectively]. TAs with little TA experience (two or fewer semesters) rated the importance of developing and implementing effective teaching and a broad involvement around teaching more highly than their colleagues who have been TAs for three or more semesters. There were no differences for Accessing Infrastructure, or Recognizing Effective Teaching [$t(1126) = 1.20, ns., d = .07$ and $t(1301) = 0.18, ns., d = .01$, respectively; see Table 25].

Table 25: Descriptive Statistics for the TCPS-G Agreement and Importance Subscales for Graduate Students with 0 to 2 and 3 or more terms of being a Teaching Assistant.

		n^1	Mean	Std. Deviation
Agreement Subscales				
Fostering and Implementing Effective Teaching	0-2 Semesters	420	3.36	.794
	3+ Semesters	246	3.01	.808
Accessing Infrastructure	0-2 Semesters	682	3.83	.793
	3+ Semesters	411	3.59	.809
Recognizing Effective Teaching	0-2 Semesters	591	3.63	.798
	3+ Semesters	385	3.41	.841
Importance Subscales				
Implementing and Enhancing Effective Teaching	0-2 Semesters	757	4.26	.554
	3+ Semesters	430	4.13	.619
Broad Involvement around Teaching	0-2 Semesters	745	3.61	.975
	3+ Semesters	422	3.40	1.040
Accessing Infrastructure	0-2 Semesters	711	4.33	.584
	3+ Semesters	417	4.28	.597
Recognizing Effective Teaching	0-2 Semesters	821	4.21	.618
	3+ Semesters	482	4.21	.603

Note. ¹ Number of participants varied due to missing data.

4.2 Qualitative Results

4.2.1 Faculty Focus Groups

Input indicators reflect existing elements of campus culture, specifically those that add value or resources to the culture of teaching. During the focus groups, faculty members from all three institutions identified both positive and negative input and process indicators. The frequency with which these indicators were mentioned varied between focus groups; however, several common themes were identified in the transcripts. In many cases, faculty members quickly identified already existing input indicators (i.e., centres for teaching and learning, teaching awards, etc.); however, they mentioned that while the indicators were present, they were not sufficiently resourced. Faculty members at each institution also indicated that aging

infrastructure was a major barrier to teaching effectiveness, and that the space for teaching needs to be adequately designed to support learning and student-teacher engagement.

Process indicators that were identified in the data were often viewed as more problematic, suggesting a negative campus culture surrounding teaching. The two main themes that emerged as process indicators suggest that teaching quality is frequently overshadowed by a push for greater research, and that the processes in place to evaluate quality teaching are weak, invalid, and in need of improvement or even complete overhaul.

Support for Teaching

During the focus groups, faculty members stated that there were a number of teaching and learning practices that were currently supported by the institution, and that demonstrated a commitment to teaching by other faculty and senior administration. Faculty members specifically identified teaching support centres as units offering important resources on campus and providing meaningful and relevant support for teaching.¹ One participant stated:

You can ask to have a review by the [centre] and someone will visit your classroom and give you feedback, and there's also things like [the program] where you can visit other people's classroom and get feedback from them. ... I mean I've taken advantage of some of those things and I found them quite valuable, so I think they do exist.

Another participant had a different view of teaching support centres:

I mean in fact I have major criticisms of the [centre]. I think that you know we've put a ton of money into that and most of my colleagues are, they don't have a high opinion of that shall we say, they would much rather see the money spent in you know concrete supports for teaching like more TA support, or better classrooms, more proctors for tests and that sort of thing, so, we spend all of our time on these fads.

The mixed responses from the three institutions demonstrates the different impressions faculty members have around the teaching support centres on their campus, as well as the relevance and validity of the support services they provide. Though centres were mentioned, it varied whether they were seen as supporting the culture of teaching or not.

Recognition of Teaching

Teaching awards were also mentioned as an indicator of teaching culture and were discussed in relation to how they were perceived, how award recipients were chosen, and the overall value of teaching within the university setting. Teaching awards were seen as providing the university with an outward means to demonstrate its commitment to teaching and learning; however, faculty members were cynical about the selection process and the value placed on teaching within individual departments. Selection criteria, including gender, merit, and number of awards, were questioned. One participant noted unfair selection bias:

¹ To maintain consistency and anonymity of sites, the generic term 'teaching support centre' is used for all centers identified, and the specific name of the centre on campus has been redacted.

The big issue for me is gender bias. Because I know there are a lot of studies out there that indicate that women faculty are much more negatively assessed than male faculty, and if you look at the teaching awards and stuff, they're much more likely to go to male faculty than female faculty, and the awards themselves I find them phony and you know because they're essentially managed, somebody gets the idea that they're gonna pick one person, this person or that person, so if you have a fan club or if you have a department that wants to promote some of their numbers you'll get it.

Another focus group participant felt that teaching awards were not valued:

I think that the university says one thing and does another with respect to teaching so there's messages about how important it is, and how it's respected, and there are you know teaching awards that people can strive towards, and all sorts of things like that. But, on the ground, is it valued? No, I don't think it is. I think my students value what I do, but I don't think the university values it very much. I'm a limited term faculty member so I have a heavy teaching load, and I constantly see people who are tenured faculty members in our department trying to figure out ways to not have to teach. And they push off the teaching on to people like me, and we're happy to do it, that's what we're here for, but the university doesn't value us as members of the university community. We're not considered to be the same level of importance, we're all working in contract positions, we don't have any job security. So the message is that what you're doing really isn't important, and uh, but please keep doing it, these other people here, who are important, don't want to do that job very badly.

Another participant felt that research funding was seen to have more importance than excellent teaching:

That was one of my big concerns when I said my colleagues don't value teaching, they don't reward good teaching. I see lots of really good researchers, and really good teachers that aren't getting recognized for their teaching and their teaching awards but also the trend towards the metric of money brought in to the university as the basis for evaluation, and teaching is just swept under the rug.

Faculty members did offer suggestions on how to improve the recognition for quality teaching. One added:

We have an award ceremony, which was just the other night, it was fantastic. But there are other ways you can recognize people rather than just, you know, the awards. So, through teaching relief, perhaps, if they teach massive courses. There's all different ways, but there has to be a conducive environment, and one that also encourages people to try stuff... to try something different or two, you know, to open themselves up to the possibility of changing how they teach.

These excerpts provide indication that teaching awards are valued, particularly by some at the administrative level, but there is cynicism around their value and validity. These conflicting perspectives speak to competing priorities, and reference many of the process indicators to be discussed shortly, namely the ways in which research is valued over teaching and the perceived lack of a valid measure to evaluate quality teaching.

Infrastructure

Faculty members frequently linked a culture of teaching quality to the spaces in which they worked. Aging and inappropriate infrastructure was often discussed as being a barrier to effective teaching, working against the implementation of best practices commonly used to engage students in active and meaningful ways. Infrastructure concerns ranged from the types of seating available to overcrowded classrooms to aging or broken technology. The following excerpts speak to faculty perspectives on how physical space can affect learning outcomes.

We talk about being student-centered and focused, you know, and making teaching important and we do everything in the opposite direction. So for example, we've just renovated a whole bunch of classrooms, and on the one hand we're being encouraged as faculty away from lecture format, and then we walk into room after room after room and all the seats are bolted to the ground, the new seating's all bolted to the ground, all facing forward, and if you have any method other than lecture method you can't employ it because you can't move people around.

I had to evaluate a colleague who's teaching and for them this is part of their teaching dossier for promotion and tenure and they're teaching at [building] and part of what I had to say that was within the confines of the room they were given to teach the course I thought they were doing a very credible job. Was it good teaching practice, no. But given the confines of the room they were given to teach the course in, they were doing admirably, thank you very much. It was a soulless room with very poor AV facilitates with students not in a space where you could do anything but stand at the front. For an untenured faculty member who was trying to do something to work on their teaching, they basically had one modality which was stand and present a PowerPoint. But the PowerPoint you know, you either have the lights on so the student should take notes or the light off. It was just, there wasn't anything there to encourage that professor to actually experiment and work with, so some of these things are very nested and very related.

Support for teaching and infrastructure were the two themes that emerged most clearly from the focus group data. Less frequently mentioned were faculty concerns around access to teaching and learning resources, and decisions made in faculty recruitment. As input indicators, both support for teaching and infrastructure represent operational variables that exist within the university to support and enhance a culture of teaching quality. To a large extent, faculty members who participated in the focus groups recognized problems in all of these areas.

Faculty members also commented on the existing processes through which the university values teaching and evaluates teaching. These process indicators speak to how systems run, and the policies and procedures in place to support teaching. When viewing the transcripts through the lens of process indicators, faculty members overwhelmingly spoke to the unequal value the university places on research rather than teaching. Faculty members from each institution also referenced the poor methods in place for evaluating teaching, and the lack of emphasis placed on student evaluations of teaching quality.

Research above Teaching

When asked to indicate the teaching culture on their campus, many of the faculty members who participated in the focus group laughed or smiled, and then commented that the university culture was not about teaching; it was about research. Participants from every field spoke about how teaching was seen as a ‘load’ or a ‘burden’ that was escapable only if you could bring in enough research funding. Teaching release and sabbaticals were referenced as rewards for well-funded researchers while effective teaching was rewarded with an increased teaching load or larger class sizes. Several of the following excerpts from different participants speak to how faculty members perceive the value the university places on teaching excellence when compared to research.

People talk about teaching as something you can buy out of, we talk about teaching relief, we talk about teaching load, and to me that language suggests that teaching is a burden and it's something that people try to get out of and that there are other things that are more important, and in fact there are things that are more important in our department than teaching. It's research. And that's what's rewarded and we make no apologies about it. People are hired into our department and that's very clear. And if the contingencies are such that the rewards don't come for teaching and there's no way that culture's gonna change.

At the moment, I think it's more difficult. You're right. I mean certainly not with termination, but certainly I think the penalties associated with your annual review are stronger for having mediocre research than they are for having mediocre teaching.

Promotions are definitely based on research almost solely because effectively if the letters don't come back from the external reviewers as warm or better there's no chance for promotion no matter how good of a teacher you are. And they actually see very little about your teaching because they get your CV and that's what they do their ranking based on.

Within departments, within faculties, it's very clear, if you are a young faculty member, your success here is gauged on your research, not even productivity, your ability to get money, as an input, not even an output, an input.

I think that part of the issue is that we recruit faculty based on research and we ask people to deliver teaching. But we're recruiting based on research.

It is clear in reviewing these excerpts that faculty members do not believe that teaching is recognized or valued as highly as research funding. In particular, this is reflected in hiring, tenure, and promotion practices. None of the participants spoke about equal value for research and teaching. Several participants who had spent long careers in the university system indicated that the situation had improved, but provided the caveat that there was still a long ways to go.

Teaching Evaluations

Following the discussion of how research is valued, the flow of the conversation often turned to how teaching was evaluated. Though research can be evaluated based on the size of a grant or number

of publications, participants noted that teaching is difficult to measure, and the methods in place were highly inadequate. Many faculty members mentioned that they believed student ratings of instruction (also known as student evaluations of teaching) were inaccurate, or were more indicative of popularity or easiness in a course rather than effective teaching. Several participants indicated that many courses received consistently low evaluations because of the course content, not the teaching methodology. One participant summarized the issue in this way:

A huge area that I think is critically important for the faculty that I know, is the fact that the three components that were assessed for our promotion and tenure (PT), and that's you know research, teaching, and service, but the only one that's any real effort made to measure is research and we don't have, we don't have proper ways of measuring teaching quality. We have a student opinion survey that's extremely flawed. And, then we don't have any valid mechanism for assessing teaching that then gets converted into how that flows into the assessments that are made for our PT.I've seen far too many cases where if a committee is out to get a person, then bad teaching scores are highlighted and if they're out to keep somebody they can overlook the negative ones.So if teaching was really valued here, there would be a mechanism for measuring the effectiveness of the teaching that was, that the faculty had confidence in, and that's definitely not a student opinion survey. Then there would be another mechanism that allowed that to be factored into our PT decisions in a measurable, justifiable, accountable way, and it's the lack of accountability that's huge for me.

Other participants spoke to the same issue from a variety of perspectives:

All the behind the scenes stuff you're doing which is socializing the students and trying to encourage life-long learners... that takes time and effort and there's no sort of recognition for that or a way to measure those efforts in a tangible way because you want to do that, but then you have other pressure where you've got your research and service. I think the reality is that we are evaluated in a certain way and then we're going to target and we're going to aim to do well.

Sometimes I notice that some people have light teaching loads. I've actually experienced where increased teaching loads are going toward people that are not getting the best evaluations. We talked about evaluations beforehand too so it doesn't seem like those evaluations mean anything. I think that's almost contradictory to putting education as an emphasis when the best teachers aren't giving the extra and actually are putting people in that aren't proving themselves as quality teachers.

Teaching is a complex activity and it's not amenable to evaluation variables. Outcomes matter a lot. We have I think a sound course evaluation form because it focuses on how effective were you. Now, you could be completely disorganized and never comb your hair and speak to loud or not speak well at all, but still be an effective instructor. I think that's a huge value. It's a very sound evaluation form, but what I do find, is rarely you will come across this advisory role that gets this.

Together, these concerns speak to the value that the focus group participants themselves placed on teaching quality and the commitment they had to providing their students with meaningful learning experiences. Other discussions that took place in the focus groups revolved around the value that faculty members placed on engaging students in meaningful and transformative exercises and discussion, research-inspired teaching, and innovative and engaging teaching methods. A few participants echoed the student perspective that accessibility and face-to-face contact was important, while ever-increasing class sizes eliminated accountability on the part of the faculty member and the student. Though current student ratings of instruction were considered an invalid way to measure effective teaching, most faculty members agreed that there would need to be a larger overhaul of the system before an alternative system was enacted.

Both input and process indicators referenced here describe the perceptions that faculty members have regarding the culture of teaching quality on their campuses. Though a variety of issues emerged from the focus group discussions, the excerpts noted in this report represent the issues that came forth most frequently.

4.2.2 Undergraduate Student Focus Groups

Current and supported best practices

Students from all three institutions commonly reported that professors' use of best teaching practices reflected value in teaching. The most frequent practices centred on collaborative learning, such as group discussion, classroom participation, or problem-based learning. Also of interest were professors' appropriate use of technology and simplification of complex concepts. Use of current and supported best practices is a process indicator because it is a means to deliver effective teaching. One participant described a culture that did not value teaching and learning, and how it could improve:

I think professors should let students participate more. They should let students discuss issues or questions themselves, and [professors'] conclusions should come last. They don't need to give us all the idea because then there's the current. The contemporary education system discourages us to think critically. If they give us all the conclusions, students are more likely to think less.

Specific behaviours

Participants identified professors' specific behaviours as evidence of a culture that values teaching. These behaviours lack current support structures in order to be listed as best practices. Like best practices, they are also process indicators. Some repeatedly mentioned behaviours include professors who walk around the classroom, write their own textbooks, dress in a professional manner, and arrive to class on time. Students might perceive these behaviours as indicators of respect and professionalism. The ensuing comment shows how specific behaviours detail a professor's commitment to and value of teaching, and by extension, the institution's teaching culture:

They don't really have a professional demeanour: showing up later than the students, not really dressing as a person who's supposed to be your superior and who's supposed to be instilling all this information to you. You look up to them to see where I can go. When they don't put the effort into coming on time, it makes it feel like it's just a side thing that they're doing.

Passion

Passion was another frequent indicator of a valued teaching culture, as cited by students. Participants noted that they could tell when the professor wanted to be in the classroom teaching or when they would rather be working on research. Enthusiasm is a process indicator for professors because it is a means to help them facilitate learning. Passion for the subject and for teaching is also an input indicator, suggesting the need for administrators to hire passionate teachers and assign teachers to appropriate courses. The subsequent quotes explore student experiences of teaching culture:

If there are incentives in place since the teaching is really inconsistent. There are some teachers that obviously really like to teach and try hard to get students involved and enjoy the subject, and others just stand at the front and blow through their lecture and it doesn't seem like they care if you care.

To me, the most important part is that they have a passion for their material.

Teacher accessibility

Participants reported that the availability and approachability of professors expressed teaching culture. Professor accessibility may demonstrate the value they place on teaching rather than research. Teacher accessibility is an input indicator because professors organize their time around teaching, research, and service as institution-supporting resources. The following student explains that instructor availability relates to the extent to which the institution values of teaching:

Being accessible outside of the classroom hours and really communication that you want the students to understand that you're going to spend the energy to help them understand if they don't get it in class.

Develop valid evaluation of teaching tools

Students identified valid evaluation of teaching and opportunities to provide feedback to instructors as an indicator of teaching culture. Participants expressed discontent with current tools, and a need to develop more effective measures. The current measures were criticized for being too simple. Of the student suggestions, the most common included the need for more questions to be included in student ratings of instruction forms, a midterm opportunity to provide feedback to professors, and an independent evaluator who observes teaching. The following comments illustrate the value of valid evaluation instruction when examining teaching culture.

I noticed on our feedback form there's no blank sheet to make additional comments.

Informal evaluations and soliciting feedback using homemade forms asking about our experience and what they could do better, and I think that's really indicative of their desire to learn and grow. Doing this midway through the course would be ideal and help the situations.

When I first got here, after a couple months I started to question my professors. Someone said to go to Rate My Professors.com but I didn't follow up with it. If you get enough

feedback saying this instructor sucks and 85% of students are saying the same thing, maybe whether or not they want to get better you send in a third party to see how they are teaching. Throughout the year if they are told at any time they could have someone sitting in that may have a masters degree or knows the subject to evaluate them, maybe they would work on their teaching skills and put more effort in. Maybe that fear would make them perform better.

Implementation of student feedback

Participants also noted that the use of student feedback and evaluations of instructors reflected teaching culture; though many reported a lack of necessary change or support for their grievances. Ensuring constructive response based on student feedback has the potential to improve teaching culture by improving the standard of teaching and empowering students to believe that their opinions are truly valued. Involving teaching evaluations in promotion, tenure, and hiring decisions shows that administrators value teaching. Therefore, this concern is an input indicator. The following participants note that acknowledgement and constructive response, or lack thereof, to their opinions and concerns reflects the value an institution places on teaching.

I think if they're making changes that are reflected in the [student ratings of instruction] scores that they do. 'Cause you can view all of those online and sometimes there aren't changes being made based on those scores.

When these professors, or when whoever reads them.. where do our opinions go? Where does our feedback go? It sometimes feels like for this situation that we had, when we did report to the acting dean, it felt like there was nothing done and the professor actually retaliated and we were like "Ooooh, so should we have said anything?"

4.2.3 Graduate Student Focus Groups

Graduate student participants shared many of the same concerns as undergraduate students. Of the six most frequently reported themes, graduate and undergraduate students agreed that teacher accessibility, coherent assessment tools, and supported best practices were reflections of an institution's teaching culture. Specific to graduate students, innovative pedagogy, research-inspired teaching, and promotional incentives for teaching were noteworthy indicators of a valued teaching culture.

Supporting innovative pedagogy

Graduate student participants noted that adequately supported and innovative pedagogy is an indicator of teaching culture. Participant concerns centred on the appropriate use of technology and class time. Professors' use of innovative pedagogy is a process indicator because it deals with the delivery of educational programs. The following student describes the damages to institutional teaching culture when innovative pedagogy is embraced without sufficient support:

I know there is a big push right now towards online learning, and what I'm seeing is the entire one year master's degree is entirely online now...I went to [a technology symposium] and I remember there was a panel of professors talking about how much more difficult it is

to teach an online course. I find universities rushing into it because they save money. While there is an important need for online learning, when it's entirely online learning without any opportunity for in-course, and no support for teachers to understand technology and run an online course, that's when I see university's not valuing education and students. They are running towards online learning without making sure there is support.

Research inspired teaching

Participants frequently mentioned that research-inspired teaching is an indicator of teaching culture. Graduate student participants viewed a quality teaching culture as one where professors teach students how to find answers rather than, simply, teach answers. However, the following comment illustrates how research-inspired teaching can also challenge teaching culture when it is not well implemented:

To me, it seems like a transfer to an issue where you are removing teaching from the scenario. You are saying, here is your teacher and they are going to give you a bunch of materials and here you go teach yourself and your paper is due in about 3 months. I felt that way. I'm teaching myself so what am I paying you for?

Promotional incentives for teaching

Graduate students also identified promotional incentives for teaching as indicative of an institutional culture that values teaching. The most frequently mentioned motivational incentive was the recognition through awards.

I mean if a school values teaching a lot there would be some awards set up for that instead of just the best scholars of the year or the best publisher of the year, maybe they'd have a best teacher of the year.

Another graduate student also cited problems with the current distribution of awards:

The question about teaching awards suggested a correlation between quality of teaching being a priority and there being teaching awards. Because for me, there isn't a big connection. Those awards capture a few really good teachers that get recognised, but the problem is the norm is not very good so there is nothing that targets those teachers. ...I know all of [the faculty of Business] gets one award and...[there are] 400 TAs. Is 1 award really going to mean that much? It's not really an incentive.

4.2.4 Open-Ended Responses to Online Survey

Instructors, and undergraduate and graduate students from University of Windsor, Western University, and McMaster University responded to an open-ended question about possible indicators of an institution that values teaching. The analysis indicates that the open-ended questions were aligned with focus group responses, and suggested best teaching practices, teacher accessibility, and valid evaluation of professors, most frequently as indicators of a quality teaching culture. These findings further support the results of the student focus groups, and raised relevant indicators, which may be used to triangulate the survey perception responses (See examples of the open-ended comments in Appendix 4).



5.0 Discussion

The purpose of the project was to develop an instrument that could provide insight into whether an institutional culture values teaching. To address this purpose, the team developed two versions of the Teaching Culture Perception Survey: one for faculty, sessional instructors, and administrators, and another for undergraduate and graduate students. Survey items were designed to reflect five levers for change: 1) Teaching is recognized in institutional strategic initiatives and practices; 2) Assessment of teaching is constructive and flexible; 3) Faculty are encouraged to develop as teachers; 4) Infrastructure exists to support teaching; and 5) Broad engagement around teaching occurs. The team also ran focus groups to gain a deeper understanding of the participants' responses to the survey as well as insights into other indicators that may be used to triangulate information regarding institutional culture around quality teaching.

5.1 Teaching Culture: Faculty Perceptions

Contrary to the team's expectations, faculty survey agreement items did not directly align with the originally identified levers (Sections 2 and 3). Differing numbers of components, identified through Principal Components Analysis (PCA), were similar to the levers, but each contained question items related to another lever. Specifically, faculty agreement items centred on: 1) Encouraging Effective Teaching; 2) Broad Involvement around Teaching; 3) Recognizing Effective Teaching; and 4) Assessing Teaching. Similarly, the importance items did not demonstrate the intended structure of the five levers, as PCA analysis identified three components: 1) Encouraging Effective Teaching; 2) Recognizing Effective Teaching; and 3) Assessing Teaching.

Through comparing agreement and importance components, it became clear that the data structures were similar with the exception that Broad Involvement around Teaching was not evident as a component for the importance ratings. Most of these items were subsumed into the first importance component, Encouraging Effective Teaching. All of the components resulted in good to excellent internal consistency, supporting their validity for the current survey version.

For the agreement and importance ratings, the first component, Encouraging Effective Teaching, consisted of a large number of items (i.e., 16 and 17 items, respectively), including those originally thought to relate to a different component (e.g., Recognizing Effective Teaching). In fact, this unanticipated distribution of items was evident for a number of the components. For example, the items that were created based on Lever 4 (i.e., Infrastructure exists to support teaching) were divided primarily between the components for Encouraging Effective Teaching and Broad Involvement around Teaching. These differences suggest that survey items must be revised to better reflect the original five levers and produce an interpretable structure. These issues were evident in the student version of the survey as well.

Mean scores for the agreement components indicated that faculty were generally neutral, or disagreed, with the statements about their institution. Recognizing Effective Teaching received the highest score, but it was still a relatively neutral score. As the items were designed to address an institution's culture around quality teaching, this seems particularly problematic. Generally speaking, faculty did not feel that these indicators of a culture of teaching quality were evident at their institutions, suggesting considerable room for improvement.

Perhaps not surprisingly, faculty members rated the importance of the components more highly than the agreement, with mean scores reflecting their view that these aspects of a culture of quality teaching were quite important. An example of how this data might be visualized in order to compare agreement and importance is included Appendix 6.

The team also examined demographic differences in the components. No gender differences were apparent for the agreement components; however, there were differences in the importance ratings. Female faculty members rated all three of the importance components as more important than their male counterparts: this trend for gender impact is seen consistently through each of the participant groups. This would be an area to explore in future focus groups and interviews, as it suggests that women believe that a good teaching culture is more important.

Sessional faculty members had significantly lower ratings of agreement than their tenure track and tenured colleagues for the component that assessed whether their institution recognized effective teaching. This is consistent with international literature that indicates sessional instructors feel their contributions are undervalued (Percy et al., 2008). In some institutions, fewer rewards are available for sessional instructors as well as fewer opportunities to contribute to curriculum design and development, or provide feedback about curriculum and course delivery (Percy et al., 2008). Gathering additional indicators that examine the presence of recognition and awards for different appointment groups will help determine whether this is the cause. Because there is a growing number of sessional and contract instructors (MacDonald, 2013; Puplampu, 2004), this gap in recognizing and rewarding teaching for this growing, yet vulnerable group, could be a strong signal of the culture of an institution.

Interestingly, tenured faculty rated all three components – Encouraging Effective Teaching, Recognizing Effective Teaching and Assessing Teaching – as less important than either tenure-track or sessional faculty members. Similarly, years of experience (primarily for faculty with +10 years of experience) had a significant impact on importance ratings for Encouraging Effective Teaching and for Assessing Teaching. Reasons for this difference in perception could include perceived changes in work expectations since hire, or changes in the role teaching plays in career evaluation following tenure. Nonetheless, this difference is critical because the stakeholder group that makes decisions around tenure, policy, funding, and strategic planning are generally

tenured faculty with over 10 years of experience, who appear to personally value the importance of teaching less than their peers.

The faculty focus groups identified indicators of an institutional culture that values teaching, most commonly in the themes of support for teaching, recognition for teaching, infrastructure, teaching and learning resources, evaluation of teaching, and the emphases of research over teaching in decisions concerning faculty recruitment. Faculty noted that many of these themes were areas of concern, consistent with survey results (e.g., faculty rated Recognizing Effective Teaching highest terms of agreement and importance) as well as international literature (e.g., Cashmore, Cane, & Cane, 2014; Cox et al, 2011; Percy, et al., 2008).

The difference in perceptions of culture between sessional instructors and tenured and early and later (+10 years) career faculty potentially impacts teaching and learning: the people establishing future goals and vision, designing policy, and engaged in hiring and promotion committees and processes, are generally tenured faculty with over 10 years of experience. The focus group results as well as the literature (i.e., Kember, 1997) indicate that the hiring, tenure, and promotion practices are strong indicators of an institution's teaching culture and the value it places on teaching. Further, Cashmore et al.

There are “several barriers to effective reward and recognition of teaching. One major barrier is the culture embedded in institutions.”

Cashmore et al., 2014, p. 5

(2014) recently reviewed practices related to the reward and recognition of teaching as part of the Higher Education Academy research series, and noted that there are “several barriers to effective reward and recognition of teaching,” a major one being “the culture embedded in institutions” (p. 5).

5.2 Teaching Culture Perception - Undergraduate

The student survey was similar to the faculty one, though items were adapted to suit the student population. Undergraduate student responses were analyzed apart from the graduate students' responses. As with the faculty version of the survey, the PCA analysis identified a component structure that differed from the initial five levers. Agreement ratings evidenced four components: 1) Implementing Effective Teaching; 2) Accessing Infrastructure; 3) Broad Involvement around Teaching; and 4) Recognizing Effective Teaching. These components paralleled the faculty components to some degree, but did not include a separate component for Assessing Teaching; the survey items from this component were included in the Implementing Effective Teaching component. Analysis identified a new component, Accessing Infrastructure, which is consistent with the elements of Hénard and Roseveare's (2012) lever, “Infrastructure exists to support teaching was identified,” and the initial survey lever: 4) Infrastructure exists to support teaching.

The importance items evidenced a similar structure to the agreement items, but resulted in more specificity with six components: 1) Implementing Effective Teaching; 2) Broad Involvement around Teaching; 3) Accessing Infrastructure; 4) Recognizing Effective Teaching; 5) Providing Feedback on Teaching; and 6) Prioritizing Effective Teaching. The agreement items from the Implementing Effective Teaching component split into three importance components, Implementing Effective Teaching, Providing Feedback on Teaching, and Prioritizing Effective Teaching. As with the faculty components, undergraduate student components resulted in good to excellent internal consistency, which is evidence of their validity.

In terms of agreement ratings about the presence of indicators in their institution, undergraduate students were largely neutral, with a slight tendency toward the agreement that their institution evidenced the indicators of a culture that values quality teaching. As with the faculty ratings, undergraduate students rated the importance items more highly than the agreement ratings, indicating that four of the six components were “quite” to “very important” to them (see Appendix 6, p. 4). Broad Involvement around Teaching and Recognizing Effective Teaching were seen only as “somewhat” to “quite important.” The fact that undergraduate students rated statements higher when judging their importance than their agreement indicates that students also value these indicators of quality teaching more highly than they perceived their respective institution to value teaching.

The patterns for agreement ratings were generally similar for male and female undergraduate students, with a small gender difference, with female participants rating agreement for Recognizing Effective Teaching higher than their male colleagues. However, consistent with the findings with faculty members, female students had significantly higher importance ratings for all of the components than their male colleagues. The effect size was small, but this suggests that while both genders rated the institution similarly, female students generally valued teaching more than male students.

A comparative analysis looking at mean differences across the groups did not identify any significant difference based on the student year (i.e., second vs. third year students). Unfortunately, due to institutional constraints in the year that the survey was administered, we were unable to survey first and fourth year students (these students were being asked to complete a large-scale institutional survey during this time). We anticipate that there might be a significant difference between first and fourth year undergraduate student perceptions, but not between the second and third year students. The team intends to survey first and fourth year undergraduate students in a subsequent phase of the study.

In the focus groups, undergraduate students identified possible indicators of a quality teaching culture. Though undergraduate student indicators were different from faculty indicators, they were complementary, including: effective classroom teaching practices, specific behaviours within a classroom, passion, teacher accessibility, more complex evaluation of teaching tools, and implementing student feedback following evaluation of teaching. The desire for effective student rating of instruction and the need to have the feedback implemented and the responses communicated to students is consistent with the faculty focus group themes and has also been identified in the literature (Hénard and Roseveare, 2012). Undergraduate students rated the importance of Prioritizing Effective Teaching highest, on average, and Accessing Infrastructure, second. The gap between undergraduates’ perception that their institution values teaching, and their personal value of a teaching culture suggests that there are opportunities to improve the institutional culture.

5.3 Teaching Culture Perception - Graduate

As with the faculty and undergraduate student surveys, the PCA analysis identified a component structure that differed from the five levers used in the survey design. Three components were evident, including: 1) Fostering and Implementing Effective Teaching; 2) Accessing Infrastructure; and 3) Recognizing Effective Teaching. The undergraduate student survey resulted in a Broad Involvement around Teaching component, which was not found through the graduate student version. For the graduate student version, these items loaded on to the large, first component, Fostering and Implementing Effective Teaching.

Also, four components were evident for the importance ratings: 1) Developing and Implementing Effective Teaching; 2) Broad Involvement around Teaching; 3) Accessing Infrastructure; and 4) Recognizing Effective Teaching. This may mean that graduate students understand the items differently than undergraduate students, given their experience, or because they represent a different sample interested and selected to attend graduate school. Nonetheless, the difference between the components for all three groups suggests that the survey question items and lever must be revised.

In terms of agreement ratings, graduate students were largely neutral, with a tendency toward agreement, that their institution evidenced the indicators of a culture that values quality teaching. As with the faculty and undergraduate ratings, graduate students rated the importance items more highly than the agreement ratings, indicating that three of the four components were “quite” to “very important” to them. Only Broad Involvement around Teaching was deemed as “somewhat” to “quite important.” As with the other participant groups, the graduate students valued indicators of quality teaching more highly than they perceived their respective institution to value teaching. There were no differences in agreement ratings in terms of gender, but female graduate students rated two of the components as more important than their male counterparts (Developing and Implementing Effective Teaching and Recognizing Effective Teaching).

Masters’ and PhD students were also compared on their agreement and importance ratings. Masters’ students had higher agreement ratings than PhD students for all three agreement components, though the effect was small. Masters’ students also perceived that two of the components were more important than their PhD counterparts (i.e., Developing and Implementing Effective Teaching, and Broad Involvement around Teaching). These findings may have resulted due to the difference in program structures and expectations: Masters’ programs tend to be designed and delivered differently than PhD programs, with more focus on course work over a shorter period of time and less focus on research. This suggests that paying additional attention to PhD curriculum and student experience may enhance the teaching and learning culture for graduate students.

The relationship between graduate students’ citizenship status (domestic or international) and their agreement and importance ratings were also examined. International students had higher agreement ratings for all three components than domestic students, though they only rated one importance component, Broad Involvement around Teaching, more highly. The difference in the agreement ratings suggests the international students perceived their institutions valued teaching. The difference in perception may be due to differing student expectations of an institution based on their educational experience in another country.

Many graduate students teach as part of their graduate education. Compared to more experienced TAs, teaching assistants with two semesters or less of teaching agreed more strongly that their respective institutions fostered and implemented effective teaching, had access to infrastructure, and recognized effective teaching. Less experienced TAs also rated Developing and Implementing Effective Teaching and Broad Involvement around Teaching as more important than their more experienced counterparts. This difference may be explained by the fact that TAs with more than three semesters of experience have greater diversity in their teaching experiences, the teaching spaces they have used, and knowledge of the problems or barriers they face in teaching. TAs also rated personal importance lower with more experience, which could mean that they become acculturated to the institution’s existing values, following the trend of tenure-track/tenured faculty to place less importance on a teaching culture.

In the focus groups, graduate and undergraduate students agreed that teacher accessibility, coherent assessment tools, and supported best practices were reflective of an institution's teaching culture. Specific to graduate students, innovative pedagogy (adequately supported by resources), research-inspired teaching leading to ability for independent learning, and promotional incentives for graduate teaching were noteworthy indicators of a valued teaching culture. In the survey, graduate students rated the component Accessing Infrastructure most highly in importance, perhaps given their own experiences with being in the teaching and learning roles.

5.4 Teaching Culture Overall

Instructors, undergraduate students, and graduate students all personally valued a quality teaching culture more highly than they perceived their institution did. Overall, participants were neutral in terms of agreeing that their institutions engage in practices that reflect a culture that values quality teaching. As indicated, for all three of the participant groups, there was a sizeable discrepancy between the agreement ratings and importance ratings (with the importance ratings being higher). Although such a comparison is problematic given they involve different rating scales and components, they do underscore the gap between what the groups feel are important in terms of indicators of quality teaching and how these indicators manifest at their institutions.

This gap is further reinforced by the identified focus group themes. For example, in the faculty focus groups, participants identified a lack of value for teaching compared to research. In addition, the focus group results suggest that faculty find that access to the appropriate infrastructure is important as well as institutional commitment to resources.

Although the findings are interesting and suggestive, it is important to interpret them within the context of the ongoing development of the TCPS. Based on the findings from the survey and focus groups, the survey items will be modified to achieve a more consistent set of components, potentially to better reflect the original five levers, or to redefine the levers. A second wave of data will be collected to determine the effectiveness of the revised surveys. Also, a number of indicators that were not addressed in the five levers were identified in the open-ended item on the survey and through the focus groups. These indicators will be analyzed based on criteria, including their SMART qualities and suitability for purpose, and may be integrated into the survey or gathered separately to triangulate perception and fact for indicators of an institutional culture that values teaching (e.g., the perception that teaching awards are available compared to the actual availability).

The focus group comments and open-ended survey questions were very powerful in their identification of practices that indicated when the culture did not value teaching, and its impact on individuals and the institution. This perception that an institutional culture does not value teaching can impact on performance and retention (Sheridan, 1992). Gaps between personal and organizational values can create stress, which in turn may cost the system in terms of productivity and psychological well-being (Mostert, Rothmann, Mostert, & Nell, 2008). The literature clearly notes that institutional culture has an impact on teaching (Amey, 1999; Austin 1990; Umbach, 2007), and a culture with improved teaching quality is likely to lead to improved student engagement and learning (Cox et al., 2011). As professionals dedicated to teaching in higher education, the study results are extremely disconcerting. It validates the importance of an assessment tool such as the TCPS for its ability to highlight issues and provide insights into areas that could be addressed by the institution.



6.0 Recommendations and Future Steps

The project team recommends that multiple stakeholder groups continue to assess the teaching culture in higher education institutions. It is clear from the findings that faculty and students rated institutions as ‘neutral’ in terms of engaging in practices that reflect a culture that values quality teaching, which suggests this is a significant area for focused improvement. The findings reinforce the value of an assessment tool such as the TCPS in identifying a teaching culture and providing insight into areas where it may be addressed by an institution.

This project was a pilot study to design a tool appropriate for the Canadian context; the team plans to continue refining the tool based on the survey focus group feedback (Appendix 10). Educational developers, faculty, and administrators from postsecondary institutions from across the country expressed interest in the project and the TCPS tool, which suggests that the exploration of institutional teaching culture is useful in terms of impacting, fostering, and promoting high quality teaching and contributing to effective student learning.

During the next phase of the project, the project team plans to:

- pursue additional funding opportunities;
- refine the existing faculty and student surveys based on the analyses of the surveys, focus group feedback, and comments provided by attendees at conferences such as the Educational Developers Caucus and Society for Teaching and Learning in Higher Education conferences;
- develop a version of the survey for staff (e.g., educational developers);
- pilot the revised surveys to validate the components and constructs;
- refine the possible indicators that can be collected for triangulation;
- refine a report template to summarize an institutions’ results from the surveys and indicators;
- gather more examples of effective practices;

- collect feedback from administrators to ensure data is relevant and useful for decision-making and ongoing enhancement of the teaching culture; and
- offer the completed tool for broader use throughout Ontario and Canada.

Further, if there are common themes across many institutions, as suggested by focus groups across three pilot institutions, then a provincial or national initiative to target those themes could be extremely powerful. For example, the Scottish higher education sector, supported by the Scottish Higher Education Enhancement Committee (SHEEC), identifies one theme of national importance to focus quality enhancement efforts over the course of three years (Gunn, 2014; Schofield, 2007; Quality Assurance Agency for Higher Education, 2014).

The Quality Enhancement theme is chosen to enhance the student learning experience by identifying a specific area for development and working toward improvements in a targeted and collaborative fashion across the country. Enhancement efforts and themes across Scotland have been successful, and this is likely because the activity is supported by targeted resources and infrastructure, and the structured integration of student voice by intentionally involving them in the process. These enhancement themes have impacted the teaching culture at institutions across the country; because this large-scale change is made in a collaborative fashion, with evidence of changing practice, it is integrated into decision-making and strategic planning (Matchell, 2008).

A process to examine teaching culture has the potential to change the way postsecondary institutions in Canada view and value teaching. Raising awareness of teaching and promoting quality enhancement can have a long-lasting effect on the culture of teaching, and on student learning.

A process to examine teaching culture has the potential to change the way postsecondary institutions in Canada view and value teaching. Raising awareness of teaching and promoting quality enhancement can have a long-lasting effect on the culture of teaching, and on student learning.



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Appendix 1

Quality Teaching Survey - Faculty Version



University
of Windsor

Western



McMaster
University



0% Complete

Quality Teaching Survey - Faculty Version

In this survey, we are focusing on individuals' perceptions of the current state of their institution in having a culture that values teaching as well as the importance of each item in institutional efforts to enhance its teaching culture. This survey should take approximately 20 minutes to complete.

Question 1

At which of the following universities do you work?

- ☐ Western
- ☐ Windsor
- ☐ McMaster

NEXT



University
of Windsor

Western



McMaster
University



22% Complete

CONSENT TO PARTICIPATE IN RESEARCH and LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Quality Teaching Culture Survey

We invite you to participate in a research study conducted by **Dr. Erika Kustra**, Director, Centre for Teaching and Learning at the University of Windsor, in collaboration with Dr. Debra Dawson, Director, Teaching Support Centre, Western University, and Lori Goff, Educational Consultant, Centre for Leadership in Learning, McMaster University. This work is supported by the Ministry of Training, Colleges and Universities

If you have any questions or concerns about the research, please feel free to contact **Dr. Erika Kustra at (519) 253-3000 ext. 4842** or alternatively Dr. Ken N. Meadows, Western University at (519) 661-2111, ext.81301 or Lori Goff, McMaster University at (905) 529-7070.

PURPOSE OF THE STUDY

To support innovation and build the high-quality, sustainable system that Ontario needs to prepare skilled students for the future, we must examine and work towards changing the institutional cultures that exist within Ontario's universities. Culture plays a major role in defining ways of perceiving, thinking, and feeling about the nature and scope of education.

The key purposes of this project are to document the value that an institutional culture places on teaching through the development of a new survey instrument, to use the survey as a vehicle for documenting the need for cultural change, providing suggestions for change, and to be able to monitor progress or changes in culture over time.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete an online survey, which will take approximately 20 minutes to complete. The survey will address your perceptions of the value of teaching within the institution, and demographic questions will be included.

After the survey is complete, you will be connected to a new website, and offered an opportunity to participate in a draw for one of twelve gift certificates each valued at \$500. Identifying data will be separate from the survey data. You will also be invited to participate in a 60 minute focus group to discuss the validity of the survey, and possible changes. If you indicate that you are willing to participate, you will be contacted by e-mail to make arrangements.

POTENTIAL RISKS AND DISCOMFORTS

There are no known physical or psychological risks or discomforts associated with this research.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

The research will validate the measure of institutional teaching culture and help determine areas for improving the culture, which may lead to an improved culture, more value being placed on teaching and, ultimately, improved teaching and learning.

COMPENSATION FOR PARTICIPATION

Participants in the survey will be invited to participate in a draw for one of twelve gift certificates each valued at \$500.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. All data will be confidential, and maintained in a secure environment for five years.

You will be asked to provide your university e-mail address if and only if 1) you wish to be entered in the draw for the gift certificates and/or 2) you will allow us to contact you concerning participation in the focus groups. If you do provide your e-mail address for one or both of these two reasons, your e-mail address will be housed in a separate database and will not be linked to your survey data in any way.

The completed online surveys will be kept on password protected computer accounts that are only accessible to the investigators or their research staff. Information will be stored in discrete databases on each institution's PI's password protected institutional computer account, and will be destroyed after 5 years.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If you participate in the study and later decide you would like to remove your data, it is not possible to do so as there would be no way to identify your data specifically (as there is no identifying information paired with your data). If you exit the survey by closing the browser without submitting your responses, you will not be able to enter into the draw.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

A report of the final results will be available on the Centre for Teaching and Learning website.

Web address: www.uwindsor.ca/ctl

Date when results are available: July 2014

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact:

Research Ethics Coordinator, University of Windsor

Windsor, ON

ethics@uwindsor.ca

Tel: 519-253-3000 ext. 3948

You may print a copy of this letter for your records.

Question 2

I understand the information provided for the study **Quality Teaching Culture Survey** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study.

- ☐ Agree
- ☐ I do not agree

[BACK](#)[NEXT](#)



University
of Windsor

Western



McMaster
University



44% Complete

Demographics

Question 3

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ I prefer not to answer

Question 4

From the list below, please select your primary faculty:

Select Answer

Question 5

Please indicate your primary role at the university:

- ☐ Administrator
- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Contract/Sessional Instructor
- ☐ Full Professor
- ☐ Lecturer
- ☐ Other (please specify)
- ☐ I prefer not to answer

BACK

NEXT



University
of Windsor

Western



McMaster
University



56% Complete

Question 6

How many years of teaching experience do you have?

- ☐ None
- ☐ Less than 1 year
- ☐ 1 to 4 years
- ☐ 5 to 9 years
- ☐ 10 to 14 years
- ☐ 15 to 19 years
- ☐ 20 to 24 years
- ☐ 25 to 29 years
- ☐ 30+ years
- ☐ I prefer not to answer

Question 7

What kind of appointment do you have?

- ☐ Tenured faculty
- ☐ Tenure track
- ☐ Contract/Sessional
- ☐ Other (please specify)
- ☐ I prefer not to answer

BACK

NEXT

Questions 28 - 41

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

	To what extent do you agree or disagree with the following statements?						Rate the importance of the following characteristics to you:					
	Strongly disagree						Not at all important					
	Disagree						Not very important					
	Neutral						Somewhat important					
	Agree						Quite important					
	Strongly agree						Very important					
	I prefer not to answer/don't know (PNA)						I prefer not to answer/don't know (PNA)					
	1	2	3	4	5		1	2	3	4	5	
Processes are in place to collect end-of-term student feedback on teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Students are encouraged to provide ongoing feedback to their teachers throughout their courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teaching effectiveness is assessed by means other than student course evaluations (e.g., teaching dossiers, peer review)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Educators can select assessment criteria that evaluate the teaching practices used in their courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teaching effectiveness is assessed based on course design	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teaching effectiveness is assessed based on course delivery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Programs are evaluated based on student learning outcomes	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

BACK

NEXT

University
of Windsor

Western



McMaster University 

78% Complete

Questions 42 - 57

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution...

To what extent do you agree or disagree with the following statements?

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

I prefer not to
answer/don't know
(PNA)

1 2 3 4 5

Educators are encouraged to use the teaching feedback they receive to improve their teaching

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to reflect continuously on the effectiveness of their teaching

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to do research on their teaching (i.e., scholarship of teaching and learning)

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to spend time developing their teaching

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to use evidence about teaching to inform their teaching practices (e.g., literature, communities of practice, personal reflection)

○ ○ ○ ○ ○ ○

Educators are encouraged to adopt a variety of teaching and learning approaches

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to develop teaching and assessment methods that align with their learning outcomes

☐ ☐ ☐ ☐ ☐ ☐

Educators are encouraged to use the services and supports provided by the Teaching Support Centre

Rate the importance of the following characteristics to you:

Not at all important

Not very important

Somewhat important

Quite important

Very important

I prefer not to answer/don't know (PNA)

1 2 3 4 5

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

78% Complete

Questions 70 - 85

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

	To what extent do you agree or disagree with the following statements?						Rate the importance of the following characteristics to you:					
	Strongly disagree						Not at all important					
	Disagree						Not very important					
	Neutral						Somewhat important					
	Agree						Quite important					
	Strongly agree						Very important					
	I prefer not to answer/don't know (PNA)						I prefer not to answer/don't know (PNA)					
	1	2	3	4	5		1	2	3	4	5	
Opportunities exist for educators to develop leadership in teaching (e.g., Teaching Fellows program)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
There are leaders outside of the teaching centre who help educators develop as teachers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teaching practices are shared across the institution through a range of mechanisms (e.g., conferences, department meetings, peer observation, hallway conversations)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
The teaching centre promotes cross-fertilization of best practices across departments and disciplines	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Students are often included in discussions about teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Students are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Alumni are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
External stakeholders such as employers and community members are involved in initiatives that foster effective teaching across the institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

BACK

NEXT



University
of Windsor

Western



McMaster
University



89% Complete

Question 86

In the space below, please report what else would indicate to you that teaching matters at your institution:

BACK

NEXT



University
of Windsor

Western



McMaster
University



100% Complete

If you would like to enter yourself into a draw for a chance to win a gift card or participate in a Focus Group, please click on the "Draw" link below. Please note that your survey responses will be stored in a database separate from your personal information for the draw.

[Draw](#)

or

[Finish](#)

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Appendix 2

Quality Teaching Survey - Student Version



University
of Windsor

Western



McMaster
University



0% Complete

Quality Teaching Survey - Student Version

In this survey, we are focusing on individuals' perceptions of the current state of their institution in having a culture that values teaching as well as the importance of each item in institutional efforts to enhance its teaching culture. This survey should take approximately 20 minutes to complete.

Question 1

At which of the following universities do are you enrolled?

- ☐ Western
- ☐ Windsor
- ☐ McMaster

NEXT



University
of Windsor

Western



McMaster
University



20% Complete

CONSENT TO PARTICIPATE IN RESEARCH and LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Quality Teaching Culture Survey

We invite you to participate in a research study conducted by **Dr. Erika Kustra**, Director, Centre for Teaching and Learning at the University of Windsor, in collaboration with Dr. Debra Dawson, Director, Teaching Support Centre, Western University, and Lori Goff, Educational Consultant, Centre for Leadership in Learning, McMaster University. This work is supported by the Ministry of Training, Colleges and Universities

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The key purposes of this project are to document the value that an institutional culture places on teaching through the development of a new survey instrument, to use the survey as a vehicle for documenting the need for cultural change, providing suggestions for change, and to be able to monitor progress or changes in culture over time.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete an online survey, which will take approximately 20 minutes to complete. The survey will address your perceptions of the value of teaching within the institution, and demographic questions will be included.

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FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

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Web address: www.uwindsor.ca/ctl

Date when results are available: July 2014

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Research Ethics Coordinator, University of Windsor

Windsor, ON

ethics@uwindsor.ca

Tel: 519-253-3000 ext. 3948

You may print a copy of this letter for your records.

Question 2

I understand the information provided for the study **Quality Teaching Culture Survey** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study.

- ☐ Agree
- ☐ I do not agree

[BACK](#)[NEXT](#)



University
of Windsor

Western



McMaster
University



40% Complete

Demographics

Question 3

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other
- ☐ I prefer not to answer

Question 4

How old are you? (Please answer using a whole number only)

Question 5

Are you currently enrolled in an undergraduate or graduate program? (i.e., a Master's or a Doctoral program)?

- ☐ Undergraduate program
- ☐ Graduate program
- ☐ I prefer not to answer

BACK

NEXT



University
of Windsor

Western



McMaster
University



60% Complete

Question 6

What is your current enrolment status?

- ☐ Full Time (i.e., 3.5 full course equivalents or more)
- ☐ Part Time (i.e., 3.0 full course equivalents or fewer)
- ☐ I prefer not to answer

Question 7

From the list below, please select your primary faculty:

Select Answer

Question 8

Are you an international student?

- ☐ Yes
- ☐ No

BACK

NEXT

○ ○ ○ ○ ○ ○

Questions 23 - 34

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

	To what extent do you agree or disagree with the following statements?						Rate the importance of the following characteristics to you:					
	Strongly disagree						Not at all important					
	Disagree						Not very important					
	Neutral						Somewhat important					
	Agree						Quite important					
	Strongly agree						Very important					
	I prefer not to answer/don't know (PNA)						I prefer not to answer/don't know (PNA)					
	1	2	3	4	5		1	2	3	4	5	
Processes are in place to collect end-of-term student feedback on teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Student feedback is valued and taken into consideration when designing and teaching courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Students are encouraged to provide ongoing feedback to their instructors throughout their courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
The results of teaching evaluations are available and accessible to students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
My instructors regularly tell their students how they use student feedback to improve teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
My instructors conduct research on their teaching to find ways of improving instruction and student achievement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

BACK

NEXT



Western



80% Complete

Questions 35 - 48

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

[illegible]

Questions 49 - 60

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

[illegible]

Questions 61 - 72

Please rate each item on two aspects: 1) the extent you agree/disagree and 2) the importance to you. If you do not know an answer, or prefer not to answer, please choose 'PNA' for *Prefer not to answer*.

At my institution. . .

	To what extent do you agree or disagree with the following statements?						Rate the importance of the following characteristics to you:					
	Strongly disagree						Not at all important					
	Disagree						Not very important					
	Neutral						Somewhat important					
	Agree						Quite important					
	Strongly agree						Very important					
	I prefer not to answer/don't know (PNA)						I prefer not to answer/don't know (PNA)					
	1	2	3	4	5		1	2	3	4	5	
Students are often included in discussions about teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Students are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
External stakeholders such as alumni (i.e., graduates of this university) are involved in initiatives that foster effective teaching across the institution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
There is an office on campus where instructors can get resources and support to help improve their teaching	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

BACK

NEXT



University
of Windsor

Western



McMaster
University



90% Complete

Question 73

In the space below, please report any other factors that could indicate that teaching quality matters at your institution:

BACK

NEXT



University
of Windsor

Western



McMaster
University



100% Complete

If you would like to enter yourself into a draw for a chance to win a gift card or participate in a Focus Group, please click on the "Draw" link below. Please note that your survey responses will be stored in a database separate from your personal information for the draw.

[Draw](#)

[Finish](#)

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Appendix 3

Sample Indicators of Quality Teaching From the Literature

Appendix 3: Sample Indicators of Quality Teaching From the Literature

(Adapted from Chalmers, 2008)

Institutional/University Level Indicators

This included policy designs, support mechanisms and quality assurance organizations.	
Mission statement	Input
Existence of a Center for teaching and learning development	Input
Teaching policies, and teaching and learning strategy or framework	Input
Teaching excellence awards, honors and competitions	Input
Technology based teaching environments such as labs, computer facilities and IT services	Input Process
Availability and accessibility to teaching and learning resources such as library, access to journal articles and academic search engines	Input Process
Support services and advising centers such as student counselling, student success center, students disability centers, student advising centers, GA/TA Academy, mentorship programs and etc.	Input Process
Tuition fees and tuition scholarships	Input
Admission roles and regulations	Input
Academic gatherings, conference and seminars such as Oakland-Windsor teaching and learning conference, University Teaching Certifications and all other offered workshops to GA/TA and instructors	Input Process
Offered international collaborations	Input
Teaching recruitment criteria	Input
Salaries and promotions policies and practices for hiring and promoting faculty/sessional members	Input
Structures that allow innovations to be tried	Process
University level competencies	Outcome

Program/Departmental Level Indicators

Actions and support systems to measure and enhance the design, content and delivery of the program within a department of a university.	
Importance of teaching vs research: this is mainly depending on the culture within a program or department.	Input
Promote balance between teaching and learning performance and research performance	Process
Accessibility to faculty members: open-door policy, office hours, online discussion rooms on course websites	Input Process
Technology based teaching environments such as labs, computer facilities and IT services	Input
Active learning and teaching practices: learning centered approaches and updating pedagogical method to motivate students involvement in the learning and teaching process	Input Process
Hiring knowledgeable GAs/TAs to assist instructors and students	Process
Well-aligned assessment and rubrics with learning outcomes of courses	Process
Research inspired teaching	Process
Project-based teaching	Process
Multi-disciplinary research and graduate programs	Input Process
Open discussions with students and the academic community on teaching, studying techniques and etc.	Process
Graduate seminars, workshops and certificate programs	Process
Invited speakers from industry or from the field	Process
Present representatives from professional communities and industry	Process
Peer and group assessment in class, promoting presentations, brainstorming, group work and etc.	Process
Processes for many people to provide feedback	Process
Processes for ongoing refinement of curriculum that include faculty, student and sessional voices	Process
Graduate competencies	Outcome

Individual Level Indicators

Initiatives and programs that help instructors and faculty achieve their mission, encouraging them to use different teaching methods, allocating enough resources to support students learning and focusing on learner-centered teaching.	
Students' evaluation to illustrate students rating of instruction and satisfaction from the offered course by the faculty member	Outcome Process
Peer-reviewing and promoting discussions, gatherings and meetings about best practices in teaching and innovative teaching methods	Process
Hiring cooperative and knowledgeable staff who value teaching and students' progress	Process
Teaching innovation funds	Output Process
Teaching development activities like in-service training of faculty	Process
Helping balance research and teaching	Process
Helping manage teaching loads	Process
Supporting innovative pedagogy	Process
Nominations and recognitions of teaching excellence	Input Process
GA/TA evaluation in order to identify hardworking and responsible GA/TAs in the department and assist the teaching workload	Process
Promotional or motivating incentives for better practices of teaching	Process
Granting sabbaticals to faculty members who have shown excellence in teaching, and have a plan for teaching research or development	Process Input
Develop valid evaluation tools to measure effective teachings	Process
Involving faculty members in accreditation process of their courses	Process
Student satisfaction and further referrals	Outcome
Graduate employment	Output
Building network and pathways for employment after graduation	Process
Graduate retention rate and willingness to pursue further studies	Output



Appendix 4

Sample of Indicators Recommended by TCPS Participants

Appendix 4: Sample of Indicators Recommended by TCPS Participants*

INPUT	
Teaching awards	- Clear and consistent examples of recognizing excellence in teaching-that include not only awards-which are granted to only a few people at any one time-but are infused within Departments (recognition of highest ranked teaching, innovations taken, new course designs, etc.). This type of recognition at the local (departmental) and then throughout the Faculties, would enhance the attention paid to teaching. Only a few teaching awards each year is not sufficient for recognition and encouragement of teaching excellence. - Only lip service is paid to good teaching and the teaching awards are largely staged and arranged. I am not saying that the people who get them are not good teachers but that in order to get one, you need to suck up to administrators or make arrangements to get yourself nominated. They are not spontaneous.
Importance of teaching vs. research	- Unfortunately, hearsay evidence from students indicates that some departments and/or Faculties place less importance on quality teaching than others. This is especially true of areas where a large number of sessional instructors are assigned to first and second year courses. - I am an active researcher; however, I am extremely involved in my teaching duties and would love to see that the institution (administrators, deans) would consider this a priority. I strongly believe (being an administrator myself) that teaching should receive far more recognition than what it receives today at my institution and I am sure this is the same right across the country.
Learning spaces, teaching environments	- Better classrooms needed; more small group spaces. - My institution talks about using teaching strategies other than lectures but when you try to do that, you are put into classrooms with the seats bolted down and facing the front. Many of these classrooms have recently been renovated in ways that force lecture only teaching formats. Classrooms are dirty, they often have no equipment or broken equipment, and if there is special equipment you need, you have to go pick it up and carry it yourself.
Current/support ed teaching and learning practices	- If the question is asking about what else should the University do, my suggestion is that we should figure out how to implement learning outcomes rather than just list them. - An abandonment of efforts to tie the institution to failed approaches from educational history (norming, curving, credit hours, etc.).

*Comments in red font may be relevant for more than one category of indicators. This table includes a sample of comments submitted in response to the open-ended question on the survey submitted by administrators, faculty, sessionals, graduate and undergraduate students.

PROCESS	
Peer-review; promote discussion of teaching and learning best practices	- As a sessional instructor I feel alone. I wish there was more communication amongst the faculty. I feel used with no sense of future stability. - As sessional instructor I have been very well mentored. On a regular basis I talk about my teaching questions with my department head. Also, my department head was most willing to come to my class and give me a detailed response to my teaching in writing. This has been a very strong learning experience that has demonstrated the strength of the commitment to teaching at this university and the emphasis on good teaching in this department. - Only a comment: that effective teaching is so discipline (even sub-discipline) specific that the central teaching and learning centre is near-useless. Frankly, what matters is talking in the hallway with your colleagues. - Offer workshops for faculty members and this is a great way for faculty to learn from their colleagues and build collaborative teaching relationships. - Teaching should be peer assessed.
Teaching development: in-service training	- I have also used the teaching services at the University and these were excellent and really helped me prepare for the course I was giving. These resources and regular contact with my supervisors have been most appreciated and have benefitted my teaching considerably. - Only a comment: that effective teaching is so discipline (even sub-discipline) specific that the central teaching and learning centre is near-useless. Frankly, what matters is talking in the hallway with your colleagues. - Offer workshops for faculty members and this is a great way for faculty to learn from their colleagues and build collaborative teaching relationships. - Pre-tenure professors are encouraged to seek help from the CTL if their SET scores fall below 5.5. Courses and workshops on teaching and learning are readily available. - Centre for teaching and learning assisting faculty directly in developing their teaching skills.
Hiring cooperative staff who value students' progress	- I feel that like many institutions of higher education, including mine, the bottom line is research. Meaning that if you are good at researcher and churning out publications and making a name for yourself (and the institution) then you can get away with quite a bit such as low teaching scores and little effort towards advising students, and very little service. And, at times, even bad manners with colleagues. This, type of culture, comes at the expense of excellent teachers who choose to put their knowledge, skills, and energy towards teaching but not as much into their research portfolio. These folks will not last through the tenure process, which is a shame. What constitutes scholarship, should be more inclusive, and institutions should be able to support more well-rounded leaders who are acknowledge for their teaching abilities and also more diligent at requiring better performance from some who are known for research only. This is a cultural thing that permeates at all levels of academia but a good start is by recognizing these excellent educators during the tenure process and giving as much weight to teaching as is given to research.

*Comments in red font may be relevant for more than one category of indicators. This table includes a sample of comments submitted in response to the open-ended question on the survey submitted by administrators, faculty, sessionals, graduate and undergraduate students.

PROCESS	
Help manage teaching load	- Adequate resourcing in the way of faculty numbers. - A focus on sustainable enrolment rather than a continual increase, so that class sizes can be maintained at optimal levels for pedagogical purposes. - As a sessional instructor I feel alone. I wish there was more communication amongst the faculty. I feel used with no sense of future stability. - Given that sessional contract instructors are just under 50% there is very little recognition of their teaching and service to the University. They are hidden, not included on Dept. websites and not offered many of the programs and opportunities listed here - and I say this as a long serving sessional not someone who teaches the odd course. No one cares how the course is taught as long as the work is completed. - We are inadequately staffed to run our programs. Too many courses are being taught by sessional instructors due to shrinking faculty, which also places additional administrative burden on remaining faculty. Furthermore, the contract between the union which represents the sessional instructors and the administration has ensured dysfunction; we are forced to hire unqualified sessional instructors to fill courses.

OUTCOME	
Students' evaluations	- Giving students a medium for sharing feedback for professors with each other. - 1) I have only finished one term so far (in second term right now) and at the end of the course we got to fill out a sheet of paper with feedback. 2) About feedback DURING a course, I was contemplating giving that to my instructor because I felt that the assignments didn't fit the course description nor the content of the lecture sessions. After I sent him an email, I was surprised to hear from my fellow students and other people working at my lab that they would have never done that. They would be afraid of repercussions or receiving a grudge. I don't think this professor would be like that but I still find it opposite of what I am used to in my former university. I found it weird that giving feedback or disagreeing on something and uttering it to a professor (of course, in a constructive/productive manner) would be considered risky on my end. I was only looking for clarification of his goals for the course and wanted to give my two cents. - A more effective system of student feedback for Graduate Teaching Assistants is vital, as is a standardized and clear means to distribute those findings. As of now no such standardized and professional looking report exists at a University-wide level. - Allowing more freedom for students to provide feedback on teaching styles and seeing results quickly. - An evaluation different than the ones provides in class but that reflects a real world application of the knowledge/objectives of the course. The best results of this evaluation should, somehow, benefit the student, but it should be announced that the evaluation is not part of the course's grades.

*Comments in red font may be relevant for more than one category of indicators. This table includes a sample of comments submitted in response to the open-ended question on the survey submitted by administrators, faculty, sessionals, graduate and undergraduate students.

OUTCOME	
Graduate competencies	- Annual teaching conferences and intensive programs (and certificate program) for training grad students or majors in education about teaching methods demonstrates the university's devotion to the spread of new and effective teaching methods. However, I am unsure of whether professors are required to attend any of these conferences or similar training programs. As more and more university money get syphoned into administrative positions and marketing and growth strategies, the less convinced I am of the university's emphasis on providing a quality educational experience. The processing of students through degree programs like they are on a conveyor belt does not allow for a very interactive teaching environment and it certainly hurts students' chances for developing relationships with their professors, who are later responsible for providing reference letters for jobs or graduate applications. I am, however, content with the size of classes, the quality of teaching and the educational experience within my current graduate program. - Applicability of teaching and co-op opportunities to actual job opportunities. - Applicability to career outcomes; not just fitting all students into one curriculum regardless of career path.
Student satisfaction	- Understanding students motivation and motivate students toward learning material. - 1) I have only finished one term so far (in second term right now) and at the end of the course we got to fill out a sheet of paper with feedback. 2) About feedback DURING a course, I was contemplating giving that to my instructor because I felt that the assignments didn't fit the course description nor the content of the lecture sessions. After I sent him an email, I was surprised to hear from my fellow students and other people working at my lab that they would have never done that. They would be afraid of repercussions or receiving a grudge. I don't think this professor would be like that but I still find it opposite of what I am used to in my former university. I found it weird that giving feedback or disagreeing on something and uttering it to a professor (of course, in a constructive/productive manner) would be considered risky on my end. I was only looking for clarification of his goals for the course and wanted to give my two cents. - A good teacher is reflected in his or her students. If a teacher is effective that shows in attendance and knowledge of students they not only understand the material but enjoy it. - Actually getting student feedback in my department: having transparency and open lines of communication with staff who actually respond to your emails and who have an open door policy instead of a 'make an appointment by phone' policy. - All the experienced expert instructors don't go on sabbatical at the same time, leaving the first year PhD students with inexperienced and/or first time instructors who don't know what they're doing! Not changing the instructors just because a few students complain that the workload is too much - workload should be agreed upon by the department not left to the whims of overzealous instructors or lazy students!

*Comments in red font may be relevant for more than one category of indicators. This table includes a sample of comments submitted in response to the open-ended question on the survey submitted by administrators, faculty, sessionals, graduate and undergraduate students.

OUTPUT	
Graduate employment	- Student employment rate after graduation is fairly high. - Consideration of on campus employment/placement opportunities. - Employments rates, inadequate transfer of knowledge typically results in less students entering fields of their study (what they have been trained to perform well at). - Path from university classes to the career: There are considerable numbers of international students that are looking forward to be employed after graduation. Knowing this fact, there is no effective process/service to give those students counselling or consultant to correctly choose their courses especially at graduate level. This is very much of importance for M.Eng Students as they are paying high fees and their study takes less than 1 year and a half to be completed. Almost 80% of graduate engineering students are enrolled, as Master of Engineering and almost 90% of them are international. They are just left alone, this is totally unfair. - I think one of the main things that need to be done is get employer feedback when they hire graduates as to how they feel University prepared them for the workplace.
Teaching innovation funds	- The amount of money that the school spends on teaching and how it is effectively used. - Administrator salaries are astronomical. - Funding is the only thing that matters in my faculty, it has no funding so professors don't care about teaching either. - Salary. - Grants and funding available for innovative approaches to teaching.

*Comments in red font may be relevant for more than one category of indicators. This table includes a sample of comments submitted in response to the open-ended question on the survey submitted by administrators, faculty, sessionals, graduate and undergraduate students.



Appendix 5

TCPS Survey Questions Categorized Within the Indicator Framework by Type

Appendix 5: TCPS Survey Questions Categorized Within the Indicator Framework by Type

Input Indicator	
Learning spaces such as classrooms are designed to facilitate learning	Resources and infrastructure
Labs, and/or studios are designed to facilitate learning.	Resources and infrastructure
Instructors have access to adequate materials to provide a good learning environment	Resources
Educators have access to sufficient space to provide a good learning environment	Resources and infrastructure
There is an office on campus where instructors can get resources and support to improve their teaching	Resources and support services

Process	
There is a strategic plan that positions teaching as a priority	Plans and policies
University leaders consider effective teaching to be a priority	Vision
There are rewards for effective teaching through programs such as teaching awards	Awards
Teaching accomplishments, contributions, and/or awards are publically celebrated	Recognition of excellence
Most instructors consider good teaching to be a priority	Objective
Assessments are in place to collect end-of-term student feedback on teaching	Assessment and feedback policies
Students are encouraged to provide ongoing feedback to their teachers throughout their courses	Assessment and feedback policies
Students are encouraged to provide feedback to their teachers at the end of their courses	Assessment and feedback policies
Teaching evaluations are available and accessible to students	Assessment and feedback policies
My instructors regularly indicate how they use student feedback to improve teaching	Assessment and feedback policies
My instructors conduct research on their teaching to find ways of improving instruction or student achievement	Teaching and learning indicators
Instructors are encouraged to spend time developing their teaching	Objectives and professional development
Instructors indicate how their courses fit into the curriculum towards a degree	Curriculum review
My instructors think of creative or unique ways to engage students in the course material	Supporting innovative pedagogy
My instructors adopt a variety of teaching and learning approaches	Supporting innovative pedagogy
Instructors work together to improve the learning experience for students	Plans and policies
Instructors use technology effectively to facilitate student learning	Process Indicator: teaching and learning indicators
Students are often included in discussions about teaching	Students' experience

Students are involved in initiatives that foster effective teaching across the institution (e.g., teaching award committees, senate)	Recognition of excellence in teaching
External stakeholders such as employers are involved in initiatives that foster effective teaching across the institution	Teaching and learning plans and policies, also <u>measuring outcome indicators</u>
External stakeholders such as community members are involved in initiatives that foster effective teaching across the institution	Teaching and learning plans and policies <u>measuring outcome indicators</u>
External stakeholders such as alumni (graduates of this university) are involved in initiatives that foster effective teaching across the institution	Student experience and graduate attribute statements

Outcome	
There are clearly articulated characteristics/competencies that reflect effective teaching	Graduate competencies
Teaching methods and assignments align with learning outcomes (what students are expected to know at the end of the course)	Learning outcome



Appendix 6

Quality Teaching Culture Report

Quality Teaching Culture Report

Sample Institutional Report

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Quality Teaching Culture Report

Sample Institutional Report

What is the Teaching Culture Perception Survey?

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What are the Levers for Culture?

Teaching is recognized in institutional strategic initiatives & practices

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Assessment of teaching is constructive and flexible

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Report Sections

- What is TCPS?
- What are Levers of culture?
- How does TCPS work?
- Institutional culture surveyed
- Best practices and recommendations

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Faculty are encouraged to develop as teachers

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Infrastructure exists to support teaching

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Broad engagement around teaching

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How does the TCPS Work

Who can take it?

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How long does it take?

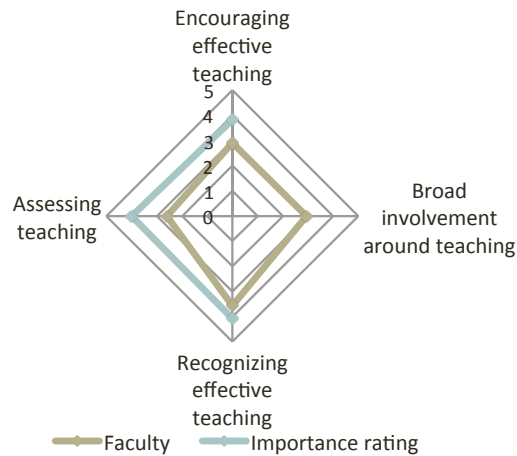
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Who will receive the results

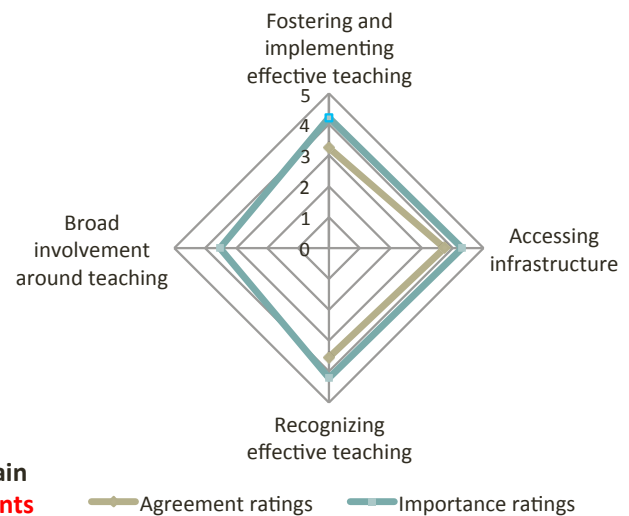
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Your survey results

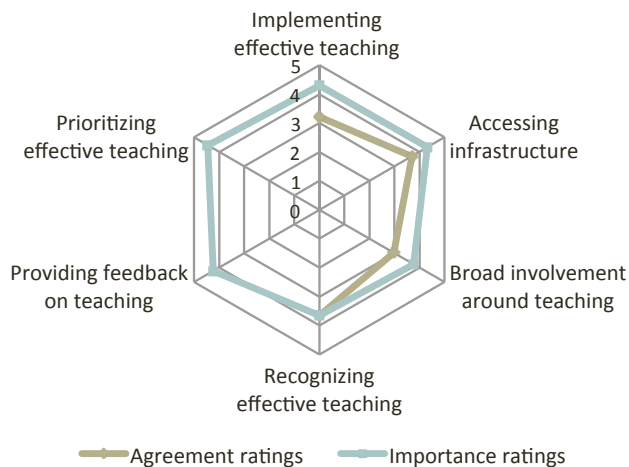
Importance and perceived existence of certain indicators according to **faculty**



Importance and perceived existence of certain indicators according to **graduate students**



Importance and perceived existence of certain indicators according to **undergraduate students**



Institutional culture assessed based on selected most effective indicators of a quality teaching culture. (Sample)

Literature review	Faculty and administration	Students
Desired Culture	Current Culture Perception	Current Culture Perception
Encouraging effective teaching	Research is valued over teaching, which diminishes the learning environment.	Some instructors (sessional) are not valued or compensated fairly, which leads to inability to prepare adequately for teaching.
Recognizing effective teaching	Lack of recognition of effective teaching. Good research is rewarded, yet good teaching is not.	Recognition through awards is not the best marker of a culture that values teaching, as they capture only a few individuals in a very large community. There is a lack of motivational or promotional incentives for quality teaching.
Assessing teaching	Inaccurate in the sense that are not necessarily reflecting the quality of teaching, but rather the popularity of the class or easiness instructor.	Current assessment measures are too simple and inaccurate
Providing feedback on teaching	Teaching evaluations are not administered properly or used to improve teaching.	There is little to no change after teaching evaluations, when feedback is provided, or complaints are voiced
Prioritizing effective teaching	Focusing on research experience and funding to make decisions on promotion, teaching release, sabbaticals etc. does not reflect a culture that values teaching.	Faculty is not hired based on their ability to teach; it is important to make sure instructors know how to teach using supported best practices.
Broad involvement around teaching	There is very little teamwork in teaching, and there is no environment to collaborate, reflect on, and discuss teaching	Teaching awards and accomplishments are not publicized as they should.
Accessing infrastructure	Aging and inappropriate infrastructure is a barrier to effective teaching. Seating availability, overcrowded classrooms, broken technology and other physical constraints can all affect learning outcomes.	Lack of support for professors or students to understand in-class technologies, or use appropriately the technologies or gadgets available. There must be appropriate, effective and well-resourced space for learning to take place.
Passion and behaviour	Teaching "load" is seen as a burden, or punishment, whereas teaching release is a reward.	How much a professor values teaching, reflects by extension the institution's teaching culture.

Data gathered from indicators at the institution

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Supported best practices

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Appendix 7

Survey Participant Demographics

Appendix 7: Survey Participant Demographics

Table 1: Demographic Characteristics of Faculty Members by Percentage

	Overall	McMaster	Western	Windsor
Gender	<i>n</i> = 662	<i>n</i> = 261	<i>n</i> = 235	<i>n</i> = 166
Female	46.2	42.9	43.8	54.8
Male	53.3	56.3	55.7	45.2
Other	0.5	0.8	0.4	0.0
Primary Role	<i>n</i> = 671	<i>n</i> = 265	<i>n</i> = 239	<i>n</i> = 167
Administrator	2.4	.8	3.8	3.0
Assistant Professor	16.2	23.4	10.9	12.6
Associate Professor	32.5	26.4	41.0	29.9
Contract/Sessional	14.6	12.8	7.1	28.1
Full Professor	23.4	28.3	22.6	16.8
Lecturer	6.7	4.9	10.9	3.6
Other	4.2	3.4	3.8	6.0
Institution	<i>n</i> = 687	<i>n</i> = 273	<i>n</i> = 241	<i>n</i> = 173
McMaster University	39.7	100.0	0.0	0.0
Western University	35.1	0.0	100.0	0.0
University of Windsor	25.2	0.0	0.0	100.0
Teaching Experience	<i>n</i> = 670	<i>n</i> = 264	<i>n</i> = 239	<i>n</i> = 167
Less than 1 year	1.6	2.3	0.0	3.0
1 to 4 years	9.4	12.5	4.6	11.4
5 to 9 years	17.9	18.9	18.8	15.0
10 to 14 years	22.8	21.2	23.4	24.6
15 to 19 years	14.2	14.0	16.3	11.4
20 to 24 years	11.6	10.6	14.6	9.0
25 to 29 years	10.7	10.2	9.6	13.2
30+ years	11.6	10.2	12.6	12.6
Appointment	<i>n</i> = 654	<i>n</i> = 258	<i>n</i> = 232	<i>n</i> = 164
Tenured	53.8	47.3	60.3	54.9
Tenure Track	9.8	12.8	7.8	7.9
Contract/Sessional	24.5	23.3	19.0	34.1
Other	11.9	16.7	12.9	3.0
Workload Distribution	<i>n</i> = 351	<i>n</i> = 131	<i>n</i> = 138	<i>n</i> = 82
40/40/20	71.8	73.3	65.2	80.5
Other	28.2	26.7	34.8	19.5

Table 2: Faculty of Registration for Faculty Members by Percentage

University	Percent
McMaster	
DeGroote School of Business	4.5
Engineering	16.6
Health Sciences	26.8
Humanities	15.1
Science	18.1
Social Sciences	18.9
Western	
Arts and Humanities	9.9
Richard Ivey School of Business	4.7
Education	2.2
Engineering	4.3
Health Sciences	8.6
Information and Media Studies	3.9
Law	2.2
Schulich School of Medicine & Dentistry	23.3
Don Wright Faculty of Music	4.3
Science	12.5
Social Science	19.8
Affiliated University Colleges	4.3
Windsor	
Arts, Humanities & Social Sciences	38.6
Education	8.4
Engineering	7.2
Human Kinetics	7.2
Law	3.0
Nursing	9.6
Odette School of Business	9.0
Science	13.9
Centre for Inter-Faculty Programs	.6
Centre for Executive and Professional Education	2.4

n 's = 265, 232, and 166 for McMaster, Western, and Windsor, respectively.

Table 3: Demographic Characteristics of Undergraduate Students by Percentage

	Overall	McMaster	Western	Windsor
Age¹	<i>n</i> = 1507	<i>n</i> = 563	<i>n</i> = 524	<i>n</i> = 420
	21.7 (5.45)	21.6 (5.33)	21.1 (4.94)	22.5 (6.09)
Gender	<i>n</i> = 1498	<i>n</i> = 562	<i>n</i> = 520	<i>n</i> = 416
Female	69.5	67.8	70.6	70.4
Male	30.4	32.2	29.4	29.1
Other	0.1	0.0	0.0	0.5
Year of Program	<i>n</i> = 1387	<i>n</i> = 543	<i>n</i> = 492	<i>n</i> = 352
Second	49.7	45.5	53.7	50.6
Third	50.3	54.5	46.3	49.4
Institution	<i>n</i> = 1514	<i>n</i> = 565	<i>n</i> = 526	<i>n</i> = 423
McMaster University	37.3	100.0	0.0	0.0
Western University	34.7	0.0	100.0	0.0
University of Windsor	27.9	0.0	0.0	100.0
Enrollment Status	<i>n</i> = 1472	<i>n</i> = 552	<i>n</i> = 520	<i>n</i> = 400
Full-Time	94.7	96.4	95.0	92.0
Part-Time	5.3	3.6	5.0	8.0
Citizenship	<i>n</i> = 1485	<i>n</i> = 557	<i>n</i> = 523	<i>n</i> = 405
International	4.9	3.6	6.5	4.7
Domestic	95.1	96.4	93.5	95.3
Semesters as TA²	<i>n</i> = 404	<i>n</i> = 0	<i>n</i> = 0	<i>n</i> = 404
0	90.1	0.0	0.0	90.1
1-2	8.2	0.0	0.0	8.2
3-4	1.7	0.0	0.0	1.7

¹Means and standard deviations (in parenthesis) are reported for age not frequencies.

²Only the University of Windsor has undergraduate teaching assistants (TAs).

Table 4: Faculty of Registration for Undergraduate Students by Percentage

University	Percent
McMaster	
DeGroote School of Business	9.0
Engineering	16.4
Health Sciences	20.9
Humanities	9.7
Science	25.1
Social Sciences	18.8
Western	
Arts and Humanities	8.8
Richard Ivey School of Business	3.5
Education	0.0
Engineering	6.1
Health Sciences	18.4
Information and Media Studies	3.3
Law	0.0
Schulich School of Medicine & Dentistry	4.2
Don Wright Faculty of Music	3.1
Science	21.9
Social Science	30.7
Affiliated University Colleges	0.0
Windsor	
Arts, Humanities & Social Sciences	47.4
Education	7.7
Engineering	5.0
Human Kinetics	5.0
Law	0.0
Nursing	6.9
Odette School of Business	6.2
Science	18.6
Centre for Inter-Faculty Programs	3.2
Centre for Executive and Professional Education	0.0

n's = 554, 521, and 403 for McMaster, Western, and Windsor, respectively.

Table 5: Demographic Characteristics of Graduate Students by Percentage

	Overall	McMaster	Western	Windsor
Age¹	<i>n</i> = 1586	<i>n</i> = 474	<i>n</i> = 798	<i>n</i> = 314
	28.6 (6.99)	28.7 (7.11)	28.9 (7.10)	27.5 (6.40)
Gender	<i>n</i> = 1582	<i>n</i> = 474	<i>n</i> = 796	<i>n</i> = 312
Female	58.3	55.7	61.2	55.1
Male	41.5	44.1	38.7	44.9
Other	.1	.2	.1	0.0
Year of Program	<i>n</i> = 1562	<i>n</i> = 469	<i>n</i> = 795	<i>n</i> = 298
First Year Master's	36.1	30.5	33.8	51.0
Second Year Master's	21.4	24.1	18.7	24.2
Third Year Master's or More	4.5	5.8	3.6	5.0
First Year Ph.D.	9.1	8.7	10.4	6.0
Second Year Ph.D.	8.6	9.4	10.1	3.7
Third Year Ph.D.	7.5	9.6	7.9	3.0
Fourth Year Ph.D.	6.7	6.2	8.3	3.0
Fifth Year Ph.D. or More	6.1	5.8	7.0	4.0
Institution	<i>n</i> = 1602	<i>n</i> = 477	<i>n</i> = 808	<i>n</i> = 317
McMaster University	29.8	100.0	0.0	0.0
Western University	50.4	0.0	100.0	0.0
University of Windsor	19.8	0.0	0.0	100.0
Enrollment Status	<i>n</i> = 1552	<i>n</i> = 465	<i>n</i> = 788	<i>n</i> = 299
Full-Time	91.4	88.2	90.7	98.0
Part-Time	8.6	11.8	9.3	2.0
Citizenship	<i>n</i> = 1574	<i>n</i> = 471	<i>n</i> = 795	<i>n</i> = 308
International	26.1	24.6	20.4	43.2
Domestic	73.9	75.4	79.6	56.8
Semesters as TA	<i>n</i> = 1570	<i>n</i> = 472	<i>n</i> = 797	<i>n</i> = 301
0	38.4	37.5	38.3	40.2
1-2	25.7	25.0	26.7	23.9
3-4	16.6	16.9	14.4	21.9
5-6	8.5	9.3	9.0	5.6
7+	10.8	11.2	11.5	8.3

¹Means and standard deviations (in parenthesis) are reported for age not frequencies.

Table 6: Faculty of Registration for Graduate Students by Percentage

University	Percent
McMaster	
DeGroote School of Business	17.2
Engineering	19.8
Health Sciences	25.2
Humanities	8.2
Science	19.6
Social Sciences	9.9
Western	
Arts and Humanities	9.0
Richard Ivey School of Business	3.5
Education	8.5
Engineering	14.4
Health Sciences	17.2
Information and Media Studies	9.7
Law	.4
Schulich School of Medicine & Dentistry	10.3
Don Wright Faculty of Music	1.4
Science	14.4
Social Science	11.4
Affiliated University Colleges	
Windsor	
Arts, Humanities & Social Sciences	27.3
Education	7.6
Engineering	25.7
Human Kinetics	3.6
Law	0.0
Nursing	2.3
Odette School of Business	12.2
Science	14.8
Centre for Inter-Faculty Programs	.3
Centre for Executive and Professional Education	6.3

n's = 464, 780, and 304 for McMaster, Western, and Windsor, respectively.

Table 7
Statistics for Second and Third Year Undergraduate Students for the TCPS-U Agreement and Importance Subscales

	Test Statistic
Agreement Subscales	
Implementing Effective Teaching	$t(750) = 0.67, ns., d = 0.05$
Broad Involvement around Teaching	$t(992) = 2.44, ns., d = 0.15$
Accessing Infrastructure	$t(571) = 0.19, ns., d = 0.02$
Recognizing Effective Teaching	$t(1011) = 0.10, ns., d = 0.01$
Importance Subscales	
Implementing Effective Teaching	$t(1091) = -0.42, ns., d = -0.03$
Broad Involvement around Teaching	$t(890) = -1.70, ns., d = -0.11$
Accessing Infrastructure	$t(1053) = -0.05, ns., d = -0.00$
Recognizing Effective Teaching	$t(1158) = -0.62, ns., d = -0.04$
Providing Feedback on Teaching	$t(1054) = -0.91, ns., d = -0.06$
Prioritizing Effective Teaching	$t(1128) = -0.83, ns., d = -0.05$

¹Number of participants varied due to missing data.



Appendix 8

Focus Group Scheme - Faculty /Instructor/Administrator

Focus Group Scheme - Faculty /Instructor/Administrator-

Framing Script, Consent Forms, and Focus Group Ground Rules (5 - 10 minutes)

Hello and welcome. Thank you for agreeing to participate in our research study. As you probably remember from the survey you filled out, the study you are participating in is intended to validate a new survey instrument that was designed to document the value that an institutional culture places on teaching. The findings from the survey that you filled out may be used as an instrument to assess the need for cultural change at an institution, provide guidance for such change, and, through multiple administrations over time, monitor any progress or changes in the culture.

My name is _____ and I will be running the focus group today. The research is conducted by Dr. Erika Kustra, from the Centre of Teaching and Learning at the University of Windsor, in partnership with colleagues from the Teaching Support Centre at the University of Western Ontario and at McMaster University. This project is funded by a grant from the Ministry of Training, Colleges, and Universities.

I would like to emphasize that you may withdraw from this study at any time without consequences of any kind. To participate, you must agree to have your responses audio recorded. Because of the group nature of this event, once the focus group has begun, any data that is part of the discussion may not be withdrawn or erased from the audio recorder. You may refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise that warrant doing so.

After you have read and signed the consent form, if you agree to participate and be audiotaped, I'd like you to each say yes so that I have your agreement on tape. Because I am not going to be using anyone's name, I don't need you to sign a separate form to be audiotaped.

If you don't want to participate in the focus group, you are welcome to leave the group. You can still have some food, or take some home with you even if you don't want to participate. If you decide to participate, the focus group discussion will take approximately 60 minutes. For participating, you will receive a \$20 UWin gift card.

- 1. GROUP READS CONSENT FORM NOW – read highlighted portions out loud***
- 2. ASK FOR VERBAL AGREEMENT TO BE AUDIOTAPED***
- 3. READ GROUND RULES (ON NEXT PAGE)***

FOCUS GROUP FRAMING

The purpose of this focus group is to discuss the validity of the survey; mostly, our discussion will focus on your opinion of how accurately the survey assesses the culture of teaching quality at your institution. When I use the word “you” I am talking about all faculty generally, and not about you specifically. Therefore, please respond to these questions from a general perspective, and not a personal perspective. Thank you! Let's begin.

As with all focus groups, there are a few ground rules:

1. Allow one person to speak at a time; this makes it easier for our note-takers to hear what is being said, and easier for the recording to pick up what you are saying.
2. A few of us may have opinions that differ from others. You are certainly encouraged to state all of your opinions, but please remain respectful of comments and viewpoints of others.
3. The extent to which you participate and what you choose to share is up to you; you can decide to stop participating in the focus group at any time, without any penalty, and no further information will be collected from you.
4. This is a group event. This means that while the researchers will protect the confidentiality of any information given by the participants, we cannot guarantee that other participants in this group will protect this information; therefore, it will not be strictly confidential.
5. In any way that we may publicize our research, any information that you share will remain confidential and will not be disclosed without your permission. In order to maintain confidentiality as much as possible, I would ask everyone participating to refrain from discussing anything that you hear today outside of the group. Is everyone comfortable with this request?

Does anyone have questions?

[After questions have been answered, frame the focus group (bottom of previous page. Then focus group starts.)]

Part One: Perception of Teaching Quality (20-25 minutes)
PSEUDONYM EXERCISE Pick someone you've always wanted to be, and write that person's name on your card. This is your new identity during this focus group. The only rule is that you can't be anyone else in the group. [List some suggestions: authors, TV or book characters, artists, singers, actors]
Question 1: When you are ready, tell us all your new identity, and whether or not you've had any prior experience participating in focus groups before. You don't have to raise your hand, and you may speak any time you wish.
FREELISTING EXERCISE #1: PRIMING Before we begin our discussion, let's take a moment to write down all the things you think of when people talk about teaching culture. If you've noticed, you have a few 3x5 cards in your folder. On the card labeled "Teaching Culture" in blue, I want you to write down all the things that come to mind when you think about teaching culture. Remember to refrain from writing your name on the card. - 5 minutes -
Question 2: What are a few things that come to mind when you think about teaching culture?
Question 3: What is the teaching culture at [....]institution? <u>Probe</u>: What evidence is there, if any, that a teaching culture exists on or off campus?
Question 4: What are some components of quality teaching? <u>Probe</u>: What are the products of quality teaching?
Question 5: Who should be invited to complete the perception survey? --Why these groups in particular? --What might encourage them to participate?
Part Two: Perception of Survey (20-25 minutes)
FREELISTING EXERCISE #2: SURVEYS <i>Take a 5 minute break. Read the surveys first.</i> We are going to take a break at this time. You will notice a blank copy of the survey that you filled out in your folder. Take a few minutes to re-familiarize yourself with the survey, and then you may start your break when you have finished reading. While you are reading the survey, take the 3x5 card labeled "Surveys" in red and write down anything that comes to mind while reviewing the survey. In particular, write down any questions that you think may have been missing from the survey, as well as the appropriateness of the five identified levers (clusters of questions). <i>[While they are writing]</i> --Which questions did you like and why? Dislike? --Do the cluster represent distinct categories? --Was there anything missing from the survey? Which questions should be kept? Remember to refrain from writing your name on the card. - 5 to 10 minutes -

Question 6: Is the survey missing any questions that would tell more about the culture of teaching quality?

- Probe: Were there any opinions you may have had about the culture of teaching quality that were not addressed on the survey?

Question 7: Are there any questions that *are* included in the survey that you feel are crucial to keep?

- Probe: Which questions did you feel most accurately addressed your perception of the culture of teaching at your institution?

Question 8: Were there questions on the survey that you found difficult to answer?

--Why?

--How could they be modified?

Question 9: Many people responded to question X by _____. Why might that be?

- Probe: How did you answer it, and why did you choose that answer?

Question 10: What would be the most useful information for institutions to receive from this survey?

- Probe: Which results do you think would be most beneficial for institutions to be aware of?

Part Three: Demographics (3 minutes)

INDIVIDUAL SURVEY

Please use the pen to complete the Demographic questionnaire found in your folder; it will take about 3 minutes. Do NOT write your name down anywhere on the questionnaire.

Conclusion: Final Comments

When you are finished, please put both of your cards and the survey back into your folder. Make sure your name isn't on any of your documents. Drop off your entire folder in the drop box in the middle of the table.

Thank you very much for participating in this focus group! Your opinions and suggestions are going to be very helpful. Again, everything you said today will be held confidential by the research team; we will destroy the recording after we have transcribed and verified everything. We will not use any names when we discuss what you have told us and we won't be able to link you to anything on the general questionnaire.

Thanks again for your help today! [Provide gift card.]

FOLDER CONTENTS:

Name card

3x5 cards (x2)

Blue marker (to identify freelist exercise #1)

Red marker (to identify freelist exercise #2)

Blank copy of teaching quality survey (faculty version)

Demographics survey

Pen



Appendix 9

Focus Group Scheme - Undergraduate and Graduate Student

Focus Group Scheme - Undergraduate and Graduate Student -

Framing Script, Consent Forms, and Focus Group Ground Rules (5 - 10 minutes)

Hello and welcome. Thank you for agreeing to participate in our research study. As you probably remember from the survey you filled out, the study you are participating in is intended to validate a new survey instrument that was designed to document the value that an institutional culture places on teaching. The findings from the survey that you filled out may be used as an instrument to assess the need for cultural change at an institution, provide guidance for such change, and, through multiple administrations over time, monitor any progress or changes in the culture.

My name is _____ and I will be running the focus group today. The research is conducted by Dr. Erika Kustra, from the Centre of Teaching and Learning at the University of Windsor, in partnership with colleagues from the Teaching Support Centre at the University of Western Ontario and at McMaster University. This project is funded by a grant from the Ministry of Training, Colleges, and Universities.

I would like to emphasize that you may withdraw from this study at any time without consequences of any kind. To participate, you must agree to have your responses audio recorded. Because of the group nature of this event, once the focus group has begun, any data that is part of the discussion may not be withdrawn or erased from the audio recorder. You may refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise that warrant doing so.

After you have read and signed the consent form, if you agree to participate and be audiotaped, I'd like you to each say yes so that I have your agreement on tape. Because I am not going to be using anyone's name, I don't need you to sign a separate form to be audiotaped.

If you don't want to participate in the focus group, you are welcome to leave the group. You can still have some food, or take some home with you even if you don't want to participate. If you decide to participate, the focus group discussion will take approximately 60 minutes. For participating, you will receive a \$20 UWin gift card.

- 1. GROUP READS CONSENT FORM NOW – read highlighted portions out loud***
- 2. ASK FOR VERBAL AGREEMENT TO BE AUDIOTAPED***
- 3. READ GROUND RULES (ON NEXT PAGE)***

FOCUS GROUP FRAMING

The purpose of this focus group is to discuss the validity of the survey; mostly, our discussion will focus on your opinion of how accurately the survey assesses the culture of teaching quality at your institution. When I use the word “you” I am talking about all undergraduate students generally, and not about you specifically. Therefore, please respond to these questions from a general perspective, and not a personal perspective. Thank you!

As with all focus groups, there are a few ground rules:

1. Allow one person to speak at a time; this makes it easier for our note-takers to hear what is being said, and easier for the recording to pick up what you are saying.
2. A few of us may have opinions that differ from others. You are certainly encouraged to state all of your opinions, but please remain respectful of comments and viewpoints of others.
3. The extent to which you participate and what you choose to share is up to you; you can decide to stop participating in the focus group at any time, without any penalty, and no further information will be collected from you.
4. This is a group event. This means that while the researchers will protect the confidentiality of any information given by the participants, we cannot guarantee that other participants in this group will protect this information; therefore, it will not be strictly confidential.
5. In any way that we may publicize our research, any information that you share will remain confidential and will not be disclosed without your permission. In order to maintain confidentiality as much as possible, I would ask everyone participating to refrain from discussing anything that you hear today outside of the group. Is everyone comfortable with this request?

Does anyone have questions?

[After questions have been answered, focus group starts.]

Part One: Perception of Teaching Quality (20-25 minutes)
PSEUDONYM EXERCISE Pick someone you've always wanted to be, and write that person's name on your card. This is your new identity during this focus group. The only rule is that you can't be anyone else in the group. [List some suggestions: authors, TV or book characters, artists, singers, actors]
Question 1: When you are ready, tell us all your new identity, and whether or not you've had any prior experience participating in focus groups before. You don't have to raise your hand, and you may speak any time you wish.
FREELISTING EXERCISE #1: PRIMING Before we begin our discussion, let's take a moment to write down all the things you think of when people talk about quality teaching. If you've noticed, you have a few 3x5 cards in your folder. On the card labeled "Quality Teaching" in blue , I want you to write down all the things that come to mind when you think about quality teaching. Remember to refrain from writing your name on the card. <i>- 5 minutes -</i>
Question 2: What are a few things that come to mind when you think about quality teaching?
Question 3: What do you think makes a good instructor? <u>Probe 1</u>: Think back to a class you've had in which you really enjoyed the instructor. What qualities did they possess? --What was different about them in particular? Follow up: What does good teaching look like?
Question 4: How do you know if a university values teaching? <u>Probe</u>: What is done at the university that signals that teaching is a priority?
Question 5: How do you know if a university does not value teaching? <u>Probe 1</u>: What is missing that suggests teaching is not valued? --What should be present in these cases? <u>Probe 2</u>: What is happening that suggests that teaching is not valued? --What would not be happening if teaching were valued?
Part Two: Perception of Survey (20-25 minutes)
FREELISTING EXERCISE #2: SURVEYS <i>Take a 5 minute break. Read the surveys first.</i> We are going to take a break at this time. You will notice a blank copy of the survey that you filled out in your folder. Take a few minutes to re-familiarize yourself with the survey, and then you may start your break when you have finished reading. While you are reading the survey, take the 3x5 card labeled "Surveys" in red and write down anything that comes to mind while reviewing the survey. In particular, write down any questions that you think may have been missing from the survey. <i>[While they are writing]</i> --Which questions did you like and why? --Which questions did you dislike? --Was there anything missing from the survey? Which questions should be kept? Remember to refrain from writing your name on the card. <i>- 5 to 10 minutes -</i>

Question 6: Is the survey missing any questions that would tell more about the culture of teaching quality? • <u>Probe</u>: Were there any opinions you may have had about the culture of teaching quality that were not addressed on the survey?
Question 7: Are there any questions that <i>are</i> included in the survey that you feel are crucial to keep? • <u>Probe</u>: Which questions did you feel most accurately addressed your perception of the culture of teaching at your institution?
Question 8: Were there questions on the survey that you found difficult to answer? --Why? --How could they be modified?
Question 9: Many people responded to question X by _____. Why might that be? • <u>Probe</u>: How did you answer it, and why did you choose that answer?
Part Three: Demographics (3 minutes)
INDIVIDUAL SURVEY Please use the pen to complete the Demographic questionnaire found in your folder; it will take about 3 minutes. Do NOT write your name down anywhere on the questionnaire.
Conclusion: Final Comments <i>When you are finished, please put both of your cards and the survey back into your folder. Make sure your name isn't on any of your documents. Drop off your entire folder in the drop box in the middle of the table.</i> <i>Thank you very much for participating in this focus group! Your opinions and suggestions are going to be very helpful. Again, everything you said today will be held confidential by the research team; we will destroy the recording after we have transcribed and verified everything. We will not use any names when we discuss what you have told us and we won't be able to link you to anything on the general questionnaire.</i> <i>Thanks again for your help today! [Provide gift card.]</i>

FOLDER CONTENTS:

Name card

3x5 cards (x2)

Blue marker (to identify freelisting exercise #1)

Red marker (to identify freelisting exercise #2)

Blank copy of teaching quality survey (student version)

Demographics survey

Pen



Appendix 10

Feedback for Survey Re-design from Focus Groups

Appendix 10: Feedback for Survey Re-design from Focus Groups

Lever-Specific Suggestions

Lever 1: Teaching is recognized in institutional, strategic initiatives and practices.

Clarity. A common concern regarding clarity included items from “Strategic Plan” and “Articulated Competencies”. Participants were unclear as to whose strategic plan the question was referring. Most evident was the lack in clarity regarding the term “effective teaching”. A large number of participants reported that they were unsure of how this term was being defined, and that including a clear definition in the survey would be very useful. Additionally, participants were unsure by whom effective teaching was supposed to be defined, as well as where it was supposed to be defined (i.e. in an instructor’s syllabus, on the first day of class, verbally, etc.).

General issues. Participants indicated that answering questions about teaching priority required them to make a subjective assumption about how their instructors feel internally; as such, it would be better if the survey only consisted items that could be answered objectively or empirically.

Lever 2: Assessment of teaching is constructive and flexible.

Additional questions. A very large number of participants indicated that the survey should include a question about the results of student feedback, in addition to the existence of feedback. Many participants felt that the existence of student feedback was obvious, but were much less sure about what the institution was actually doing with said feedback.

General Observations. Overall, participants liked the items from Lever Two.

Lever 3: Faculty are encouraged to develop as teachers.

General observations. Overall, participants liked the items from Lever Three.

Lever 4: Infrastructure exists to support teaching.

General issues. Many participants felt that the items from this Lever were much too program specific; as such, they felt that the project could benefit from multiple versions of the survey for different programs or departments. Otherwise, the survey scales might benefit from a “Not Applicable” option.

Additional questions. A few participants felt that the survey should have included a question about instructor relevance and keeping up to date on material in the respective fields.

General observations. The question about learning spaces in particular was very well received.

Lever 5: Broad engagement around teaching occurs.

Additional questions. For the item concerning the existence of a resource office on campus, many participants felt that it was necessary to include a question that also addressed whether or not students and faculty actually thought it was being used.

General observations. Specifically, items regarding student involvement in discussions about teaching and initiatives were well received.

Overall Suggestions

Additional questions. Participants suggested that the survey include questions that accounted for instructor approachability, performance expectations and flexibility of those expectations, and whether or not students felt ready to perform in their environment after taking specific courses.

Survey formatting. Some participants suggested that the survey should be broken down into smaller sections due to the large volume of items that need to be completed. Perhaps each Lever could be its own subset of questions (i.e. on screen, each Lever would only include Questions 1-10, rather than 1-10 out of 76). Alternatively, some participants suggested including a percentage bar to show the participant how much of the survey they have completed, rather than telling them how many questions they still have left to answer. Generally, most participants felt that the “Importance” rating scale was beneficial and necessary. A clearer and more definitive separation of item categories was recommended.

Demographics. Some participants felt as though the gender options were non-inclusive – a drop-down menu for more gender inclusive options was suggested. Furthermore, participants encouraged additional Faculty options, or else an option to choose “Other” with a text box to type in their appropriate faculty; this was especially advocated from those participants with multiple primary faculties. Lastly, some participants felt that it might be useful to ask if the respondent had ever attended another North American university, and then have them indicate how they would compare the teaching culture of their previous institution to their current one.

Short answer questions. Many participants suggested including more specific short answer questions at the end of each Lever round, in order to break up the survey more. Additionally, participants suggested including more specific or situational questions at the end, rather than one general question that asked if the participant had any additional comments to contribute.

Clarity. In general, participants felt that most of the questions in the survey were very clear.

Items and response options. A large number of participants suggested altering the rating scale from “Agree/Disagree” to one that takes into account the extent to which these situations occur (i.e. frequency – *hardly ever, sometimes, always*).

Furthermore, a number of participants advocated the inclusion of negatively valenced items – without negatively valenced items, participants are more likely to consider all of the reasons why something would be true rather than reasons why it might not be true, and this may be leading.

Additionally, the response option “Neutral” was unclear – participants were not sure whether this option meant that they were indifferent and did not care to respond or that they did not currently hold an opinion.

A large number of participants also felt that the combination of response “I don't know” and “Prefer not to answer” was misleading and could skew the data. Many advocated for the separation of these responses so that respondents can choose either “I don't know” OR “Prefer not to answer” rather than “I don't know AND I prefer not to answer”.

Lastly, a few participants indicated that the rating scales were convoluted and difficult to follow. Some advocated for fewer or simpler rating options, such as a star rating scale:

You could also add in a star rating system. Things don't need to be quite so strictly academic for these kinds of things. We're talking about culture, so we would have a different perspective than the general academic “printed, copied, published” version that you see in textbooks, because nobody actually likes reading that stuff – personally, at least I don't.

Length. Overall, students mostly felt that the survey was too long and tedious. However, Faculty generally felt that it was an appropriate length and that most, if not all, of the questions were necessary.

Miscellaneous suggestions. One participant suggested changing the title of the survey in order to more accurately reflect the culture of teaching rather than the quality of teaching:

We have “Quality Teaching – Student Version” on the front, and so that puts you automatically in a mindset, to thinking about the quality of teaching, instead of the culture.

Another participant suggested including a subsection specifically considering TA/GA teaching culture.

General observations. While few participants took issue with the actual content of the questions, many (students especially) were frustrated that they were unable to answer the majority of the questions. One participant suggested that there should be a more noticeable and stronger indication that selecting the option “I don't know” is important to the researchers in and of itself.

Unfortunately, the many student participants misinterpreted the focus of the survey – they were highly focused on teaching quality, and most of the suggestions for additional questions revolved around quality teaching and not a quality culture of teaching.