



INSTITUTIONAL LEARNING AND TEACHING PLAN

FACULTY PERCEPTIONS OF TEACHING AND LEARNING AT THE
UNIVERSITY OF CALGARY: PRELIMINARY FINDINGS

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This research was commissioned to inform the work of the
Institutional Learning and Teaching Plan Committee.

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EXECUTIVE SUMMARY

This research was commissioned by the Institutional Learning and Teaching Committee to explore the University of Calgary faculty members' perceptions of teaching and learning; motivations to engage with teaching; perceptions of the reward structures; and professional development requirements to enhance teaching and learning. This research was a mixed method study using an online questionnaire and a semi-structured interview schedule for focus groups with faculty members. All faculties were invited to participate in either or both data collection processes. There were 231 valid questionnaire responses and 50 focus group participants. All of the university faculties were involved in the data collection including those at satellite campuses. There was representation from tutors through to senior instructors, assistant through full professors, and included emeritus, clinical and adjunct professors. Both tenured and non-tenured faculty perceptions were represented.

Perceptions of teaching and learning

Being a good university teacher was perceived as important by almost all faculty members. There was considerable good will expressed by all faculty members towards teaching and assisting students to learn. Teaching was not perceived as being as important as research activities. A prevailing view was that good teaching correlated with having a doctoral qualification in their research discipline. Linked to the perceptions of the importance of having deep discipline knowledge was the view that teaching in the disciplines was unique and the teaching strategies were generally non-transferable across subject areas. Many were able to articulate their range of teaching strategies they used to engage students. In many cases these were designed to be meaningful and applicable to real life contexts. Communication skills were cited as necessary for effective teaching, for example, good presentation skills, explanation skills, and providing explicit expectations and clarity for assessment tasks. Organisation and preparation skills were also deemed essential. The barriers to good teaching were reported as large classes, lack of time to teach and research well, lack of time to reflect and implement changes to courses, lack of reward or recognition for effective teaching practice, lack of professional development, and lack of appropriate or useful data from the student feedback instrument.

Motivations to engage with teaching

Motivation to engage with teaching was highly variable. Almost all faculty members reported the importance of having a passion for the subject. Many held a strong sense of professional responsibility towards building and reinforcing their profession. Many deeply cared for students and wanted their

students to be successful, although some were critical of the quality of students entering the university. Factors that demotivated faculty included high teaching workloads, especially with marking and grading assessments. Managerial or administrative restrictions were also challenging with concerns expressed regarding the poor quality of classrooms and teaching infrastructure including frustration with ICT resources and services.

Perceptions of the reward structures

Recognition and rewards for teaching was a contentious theme. Recognition and rewards were described as different and equally important to respondents. Recognition was associated with effective teaching being acknowledged by leaders and sometimes peers. Rewards were linked with teaching prizes and promotion. The prevailing view was that both were neglected in this university. There was the perception that research was rewarded whereas teaching was marginalised and only came under scrutiny when there were problems. Confusion existed about what prizes were available and the criteria against which teachers were measured. Prizes that appeared to measure ‘instructor popularity’ were deemed less desirable than those employing ‘effective teaching’ criteria. Many wanted a review of the promotional criteria so that teaching and research were given equal priority. Additionally, some wanted a similar promotional progression for instructors to that of the professorial levels so that there was equal weight given to teaching and research duties.

Professional development requirements to enhance teaching and learning

Professional development was a contested topic in this research. Pedagogical professional development was reported as only necessary for inexperienced tutors and instructors. There appeared to be confusion about what constituted a ‘teaching qualification’ with many reporting their doctoral level qualification in the discipline as a teaching qualification. Additionally, some indicated that engagement in a workshop or short course was equivalent to a formal teaching qualification.

There were polarised views about the centralised professional development centre. These ranged from overt appreciation for their work and views that they supplied an essential service to faculty members, to criticism of the lack of specificity of topics, lack of flexibility in timing of courses, and concerns with the overriding emphasis on technology-facilitated learning. Undertaking professional development was reported as not rewarded or recognised in the university. There was overt endorsement for faculty or school-based teaching-related professional development as these were perceived to be more focused and relevant to teaching of the discipline. Faculty/school-based professional development was perceived as promoting greater flexibility of timing of sessions, greater specificity of teaching strategies applicable to the discipline, and enabling mentoring and reciprocal collegial coaching. A

number of faculty members indicated they needed professional development on how to integrate into their courses professional skills for example, critical and creative thinking and written communication. Assessment was also identified as a problematic aspect which needed to be included into professional development offerings.

Overall, faculty members expressed considerable goodwill towards teaching and learning within the university but were concerned that the overt emphasis on research quality and output was having a deleterious impact on teaching priorities. Concerns about teaching quality were reported in terms of impacting institutional reputation, the professionalism of graduates, and levels of motivation of teaching faculty. There were calls for leadership to be demonstrated at all levels of the organisation to reward, recognise and support teaching and learning activities in relation to services, classroom activities, and professional development.

STUDY OVERVIEW

PURPOSE, OBJECTIVES AND AIMS

A research team from the Faculty of Education conducted a one-month intensive study exploring the perceptions of faculty members related to teaching and learning at the University of Calgary. This study was commissioned by the Institutional Teaching and Learning Plan (ITLP) committee. A key objective of the project was to provide data to guide the work of the ITLP committee in making sound decisions in developing the overarching teaching and learning plan for the university and to add to the body of knowledge about teaching within the higher education context. The aims of the study were to report on faculty members’:

1. perceptions of teaching and learning;
2. motivations to engage with teaching;
3. perceptions of the reward structures; and
4. professional development requirements to enhance teaching and learning.

LITERATURE REVIEW

The authors of this report undertook a separate literature review exploring principles of effective university teaching and learning and professional development that supports academics’ enhancement of pedagogy, and discipline knowledge and skills to support this research. This literature review will be available on the Institutional Learning and Teaching Plan website to accompany this report.

METHODOLOGY

A mixed method approach was deemed to be the most suitable for providing both quantitative and qualitative data to inform ITLP committee decision-making. The quantitative component included an online questionnaire (See Appendix A: Questionnaire) which aimed to quantify university academics’ perceptions about teaching and learning. The qualitative component included one-to-one and focus groups interviews (See Appendix B: Interview Schedule) with faculty members across the university. These open-ended data provided rich insights into teaching and learning and served as a form of triangulation with the quantitative data and the literature review. Instruments were designed based upon

similar research in the field from international contexts (Dixon & Scott, 2008; Scott, 2002; Scott & Dixon, 2009). This research was approved by the University of Calgary's Conjoint Faculties Research Ethics Board.

The Chair of the ILTP committee, Dr Sumara, contacted all the Faculty Deans across the University of Calgary and provided them with information about the research. He encouraged them to invite their faculty members to participate and represent their faculty/school's views in the survey. All faculties and departments were included in both the questionnaire and interviews. Hence, sampling for the interviews was purposeful and designed to be representative of all major schools and disciplines. There were at least three focus group sessions made available for every school/faculty. One-on-one interviews were conducted on request. Focus groups participation ranged from one to thirteen with the average being four participants. In total 50 faculty members participated in the interviews and 231 completed the questionnaire (see Table 1).

In the reporting the findings direct quotes from the participants were italicised to differentiate the comments from the rest of the text.

SAMPLING

All faculties/schools within the University of Calgary were selected for participation in this survey. Participants from each faculty/school are reported in Table 1.

Table 1

Participants in the Study/Faculty or School

Faculty/School	Questionnaire	Interviews
Arts	43	0
Business	18	4
Education	19	2
Engineering	20	2
Environmental Design	7	0
Kinesiology	13	3
Law	2	0
Library	3	13
Medicine	36	4
Nursing	7	2
Nursing (Qatar)		5
Science	43	12
Social Work	6	2
Veterinary Medicine	10	1
Undesignated	4	
Total	231	50

The faculties of Arts and Science had the largest numbers of participants in the questionnaire with 43 each. Medicine was the next highest with 36, and Engineering with 20. Nursing Qatar was an anomaly because there was no differentiation made for the location of the Nursing faculty. The lowest representation was for the faculties of Law (2), Social Work (6) and Environmental Design with 7 questionnaire responses. Even though the Arts were the most active questionnaire participants they did not avail themselves of the focus groups or interviews. Library academics (13) were the most well represented in the interviews although their teaching role was a less formal one. Science (12) was the second highest participant group, with Law and Environmental Design the least represented with no participants.

DEMOGRAPHICS

Table 2

Years of Experience as a University Teacher

Years	Questionnaire (%)	Interview (%)	Total (%)
0-4 years	14.7	10.6	14.0
5-14 years	43.2	51.1	44.6
15-19 years	13.9	12.8	13.7
20-24 years	14.3	8.5	13.3
25+ years	13.9	17.0	14.4

Figure 1. Years of Experience as a University Teacher

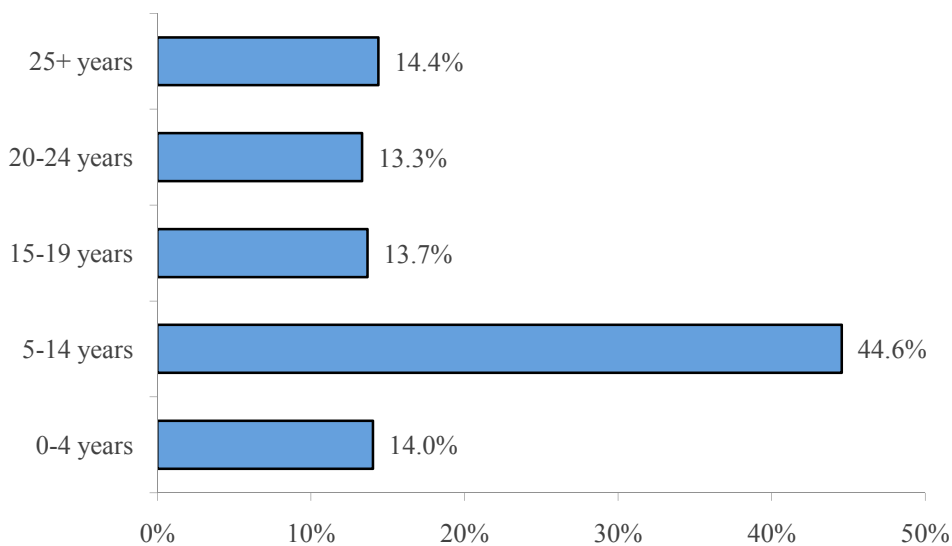


Figure 1 displays the combined demographic results from the questionnaire and interviews in relation to participants' years of experience as a university teacher.

The largest group was those in the 5-14 years of experience range, with a relatively even distribution across the other years of experience ranges. Not all interview participants completed the demographics information form due to their desire to remain anonymous.

Table 3

Position Held Within the University

Position status	Questionnaire (%)	Interview (%)	Total (%)
Other	3.4	2.1	3.2
Sessional	4.7	0	3.9
Contingent term contract	11.2	21.3	12.9
Tenure track	22.3	27.7	23.2
Tenured	58.4	48.9	56.8

Figure 2. Status of Position Held

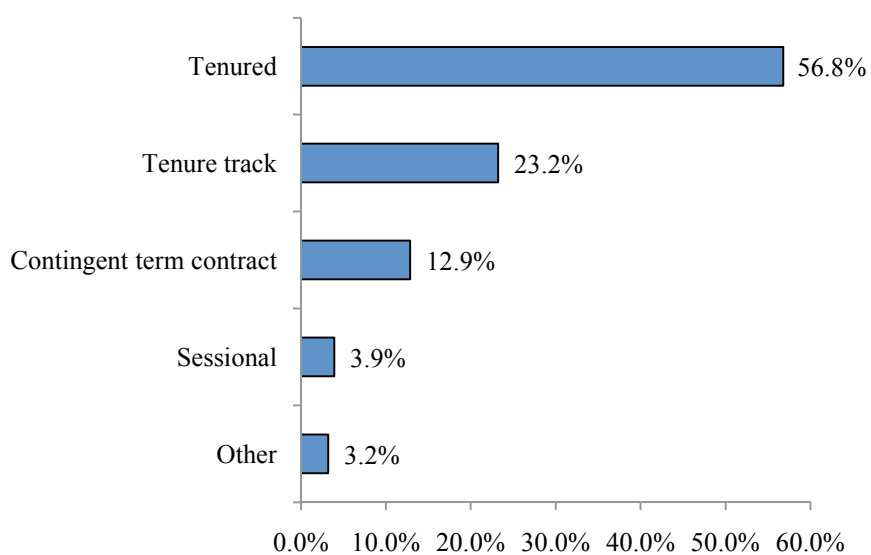


Figure 2 displays the status of the position held within the University of Calgary for all respondents (questionnaire and interviews). The ‘other’ category referred to staff who were Adjunct and Clinical Professors and did not designate their contract status.

In Figure 2 the largest group (~57%) were tenured and tenure track (~23%) faculty members. Almost thirteen percent of the participants were on contingent term contracts with ~4% being sessional staff.

Table 4

Academic Designation

Academic Designation	Questionnaire (%)	Interview (%)	Total (%)
Professor	29.1	10.6	26.0
Associate professor	29.1	17.0	27.1
Assistant professor	18.3	12.8	17.3
Senior instructor	8.7	10.6	9.0
Instructor	10.4	25.5	13.0
Lecturer	0.9	0.0	0.7
Other	3.5	23.4	6.9

Figure 3. Academic Designation

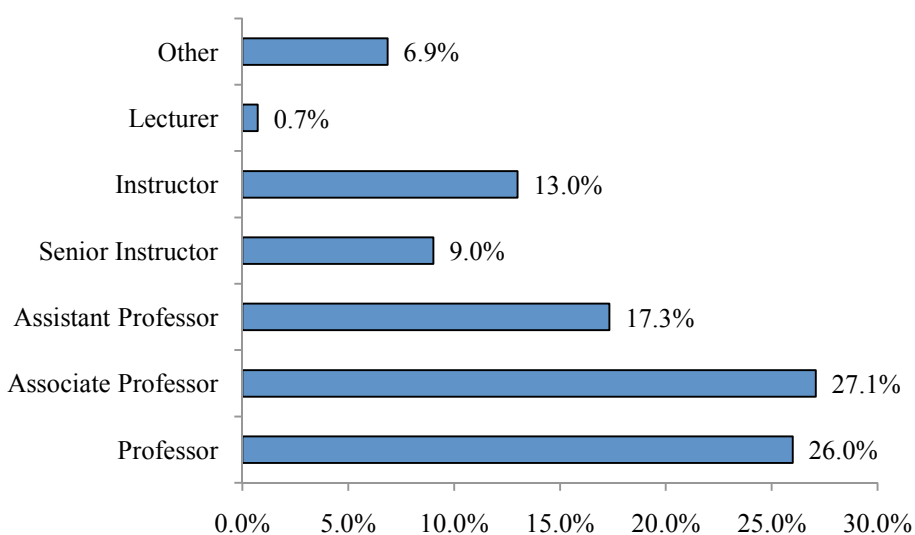


Figure 3 displays the status of the position held within the University of Calgary for all respondents (questionnaire and interviews). The ‘other’ category referred to staff who were Canada Research Chairs, Emeritus Professors, Library Faculty or similar.

The greatest participation was from Associate Professors (27%), with Professors being the next largest contingent (26%). Assistant Professors (17%), Instructors (13%) and Senior Instructors (9%) were also represented. It is notable that the greatest participation was from the higher levels of academic designations in a study which was focused on teaching and learning in the university. It may have been expected that those who were specifically employed to teach were the Instructors, Senior Instructors and Lecturers would be more enthusiastic to participate in a study involving their core activity.

Table 5

Highest Qualification in Academic Subject/Discipline

Qualification	Response Percent
Doctorate	78.4
Masters	14.5
Diploma/Grad Dip	0.9
Bachelor	1.3
Certificate	0.0
Other	4.8

Figure 4. Highest Qualification in the Discipline

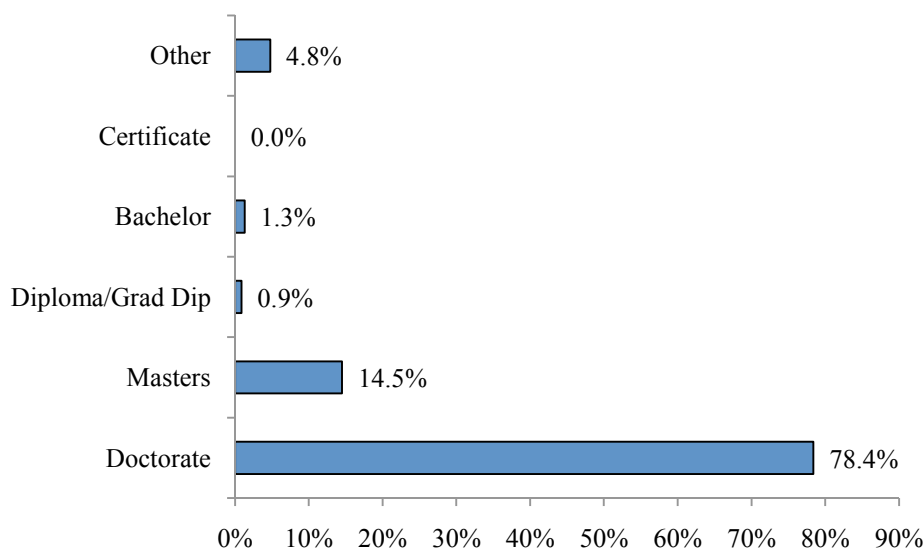


Figure 4 displays questionnaire participants' highest level of subject/discipline qualification.

As may have been expected, well over three quarters (78.4%) of the participants had doctoral degrees in their discipline. The next largest group was 14.5% who had Master's level qualifications with a very small percentage with Bachelor's degrees (1.3%), Diploma/Graduate Diploma (0.9%) or other qualifications (4.8%). The following item on the questionnaire asked about the highest level of teaching qualification.

Table 6

Highest Qualification in Teaching/Education

Qualification	Response (%)
Doctorate	19.2
Masters	5.2
Diploma/Grad Dip	0.9
Bachelor	1.7
Certificate	12.2
Other	53.3

Figure 5. Highest Qualification in the Teaching/Education

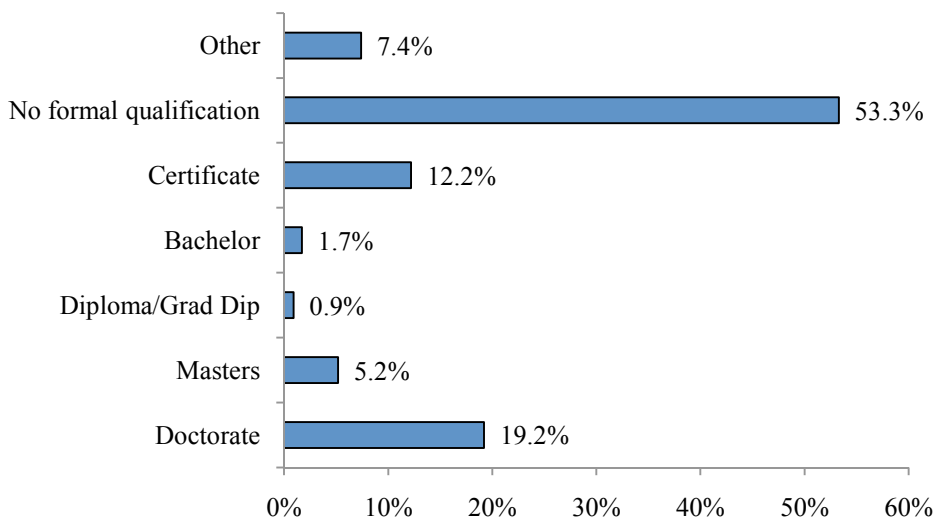


Figure 5 displays the participants' highest level of teaching or education qualification.

Over half of the participants indicated they did not have any formal teaching qualifications. The “other” category included reports of completion of a teaching and learning workshop as a “qualification”. This question on the questionnaire was potentially confounded as many respondents queried the meaning of the item with many specifying their teaching qualification as their discipline qualification. In analysing these data the item appeared to be questionable considering that there were only 8% of the respondents from the Faculty of Education where it would be expected to have doctoral level qualification in teaching/education. These results indicated there were a further 11% who had double doctorates and while this is not impossible, coupled with the questions arising about this item it appears that some faculty rated their discipline or subject doctoral qualification as a teaching qualification.

Table 7:

Faculty Distribution of Response to Questionnaire

Faculty	Distribution (%)
Arts	19.4
Business	7.8
Education	8.2
Engineering	8.6
Environmental Design	3.4
Kinesiology	5.6
Law	0.9
Medicine	15.5
Nursing	3.0
Science	18.5
Social Work	3.0
Veterinary Medicine	4.3
Other	1.7

Figure 6. Faculty Distribution of Response to Questionnaire

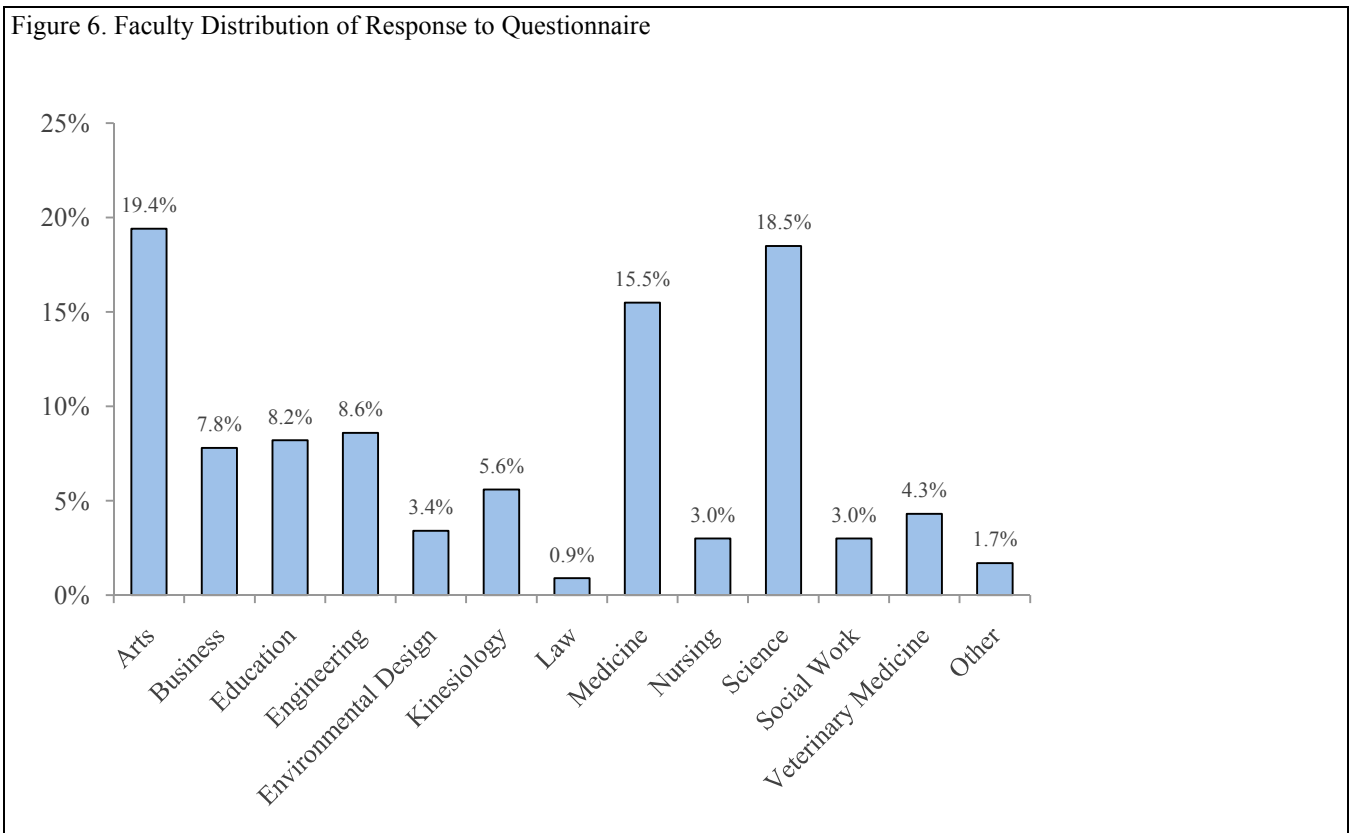


Figure 6 displays the questionnaire response by faculty. Arts faculty members were the largest group (19.4%) with Science being a close second with 18.5% responding from that faculty. Academics from Medicine were also well represented with 15.5% responding from that faculty. Engineering (8.6%), Education (8.2%) and Business (7.8%) were relatively evenly represented in the survey. The least represented faculty was that of law with 0.9% responding to the questionnaire.

RESULTS

Academic Priorities

Table 8:

Academic Priorities

How important is:	Unimportant (%)	Of little importance (%)	Moderately important (%)	Important (%)	Very important (%)
Being a good university teacher	1.4	0.5	2.7	26.7	68.8
Being a good university researcher	1.4	5.4	8.6	26.2	58.4
My student feedback data for improving my teaching	2.3	5.4	24.0	43.9	24.4
My student evaluation rating on teaching for my promotional opportunities	7.2	13.6	30.3	36.7	12.2
Teaching-related professional development support	8.1	16.7	29.4	29.9	15.8

Figure 7. Academic Priorities

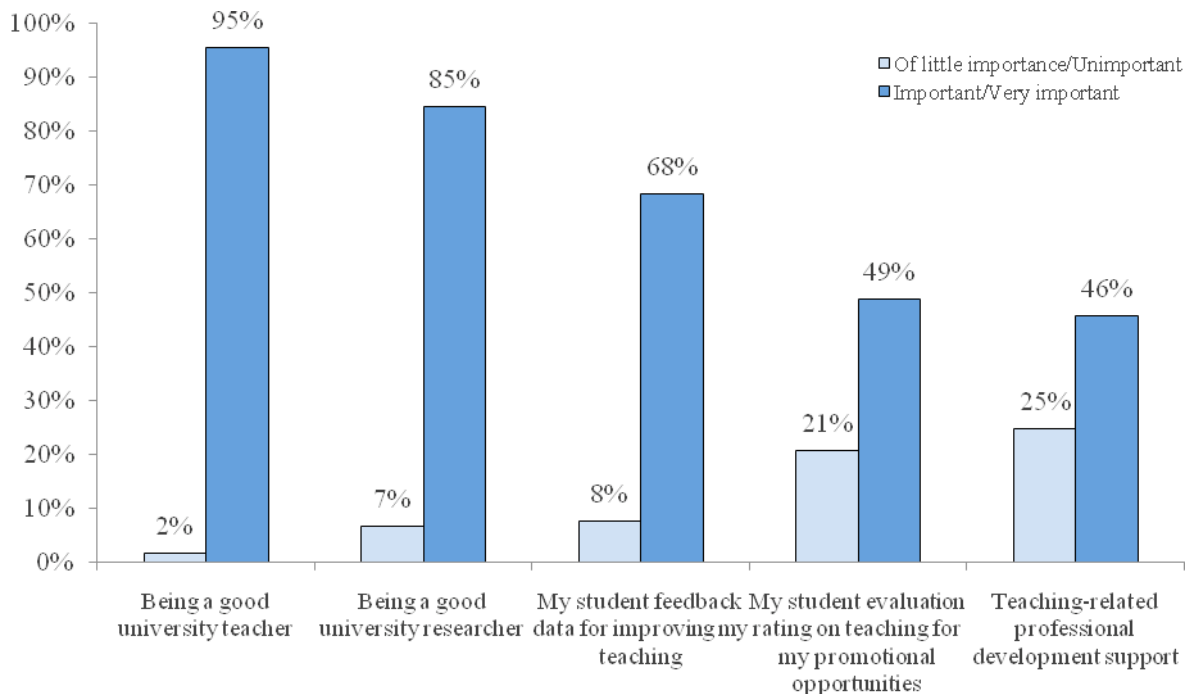


Figure 7 displays faculty responses to items that related to academics' priorities.

**Note: Data have been combined from the Likert scales into polarised responses, Very important/Important and Unimportant/Of little importance. The neutral response of "moderately important" was excluded from this figure.*

Almost all of the participants (95%) indicated that “being a good university teacher” was important or very important with slightly less (85%) indicating “being a good university researcher” was important. Just over two thirds (68%) of the questionnaire participants indicated that their “student feedback data was important for improving their teaching”. Just under half (49%) indicated the student evaluations of their teaching were important for promotion. Forty six percent indicated that teaching-related professional development support was important or very important with a quarter indicating that it was of little importance or unimportant to them.

The view that teaching was important resonated throughout the interviews with almost all of the respondents stating that teaching is an important aspect of an academics’ role. Many indicated they had a professional responsibility to teach their students well as this was building and reinforcing the profession. For those in the field of Medicine, they perceived this as a significant responsibility as their students would eventually have the lives of the public in their hands, hence, the crucial importance of ensuring that their students were highly competent and knowledgeable professionals upon graduation. Many other disciplines iterated similar sentiments including Veterinary Studies, Science and Engineering. The level of commitment to their profession and their students was very evident in the focus group participants.

Conceptualisations of Good Teaching

Good teaching was conceptualised predominantly in terms of having a depth of content knowledge within a specific discipline and being passionate about the subject area so that students’ interest could be ignited and sustained. Many indicated that having experience in the field enabled them to integrate real-life experiences and case studies into their lectures and presentations and this created relevance and increased interest for the students and endowed the professor with credibility. Some also indicated that good university teachers needed to have care and/or a sense of responsibility for students and the profession. Others cited communication as a key factor in being an effective teacher with many indicating that this related to presentations, providing clear expectations for the course and in assessment tasks, and assisting students who were struggling. Organisation and preparation skills were also deemed to be important attributes.

Many reported that having years of teaching experience contributed to effectiveness as a university teacher although some disagreed with this view ... *A lot of people say they have 30 years experience being a university teacher, but does that mean they have taught one year 30 times?* Even though these

were prevailing views some did not endorse the perception that all that was required was deep content knowledge ... *you cannot assume that just because you have a PhD in [the discipline] that you are automatically a great teacher, sure it helps to have a clear idea of what you are teaching and to be able to answer questions, ... but you are still likely to be a boring presenter, and not know or be able to use different techniques to engage the students, ... assessment can be really poor so that you unfair to students.* The desire but also the difficulty in creating constructive collaboration and group activity was identified by some. They acknowledged that cooperative learning activities were important for student learning. Although, some were unprepared to take the risk of implementing collaboration into their coursework due to previous failures and student complaints when these structures were not successful or became problematic.

Having a strong research portfolio was identified by some as crucial to being an effective teacher. These respondents indicated that their research activities kept them current in their field and they were able to pass this knowledge on to their students. They also stated *this provides credibility when students know that what you are presenting is cutting edge knowledge, relevant to current [professional practitioners] ... and I am a leader in the field.*

A couple of respondents felt that *keeping current with different pedagogies* was important because *students are different now and need to have different experiences to when I was a student ... many are now ESL (English as Second Language) learners and so they struggle if you don't use different pedagogies to help them.*

A small number of respondents were very hesitant about what constituted effective university teaching and clearly articulated their need and desire to learn how to be better teachers ... *I know there is information about teaching ... better ways to present and to keep students interested... but I just don't know enough and I want more help to do this better ... it is very worrying that I may not be helping students enough.* Some expressed real concern that they were not effective teachers, or could be better teachers but they were not receiving the support they needed to change their practice.

Student Feedback for Improving Teaching

Even though 68% of the questionnaire participants indicated “student feedback data was important for improving their teaching” there was an overwhelming consistency in the perception amongst the interview respondents that the Universal Student Ratings of Instruction (USRI) instrument was

“useless”, “problematic”, “inaccurate”, and “unsound”. There was no aversion to obtaining student feedback on teaching and many indicated that if they had a more informative instrument they would use it to improve their practice ... *It would be really nice to see a better structure to give better feedback to teachers and the USRIs just don’t cut it. It would be more useful to have it [feedback] on an ongoing basis and one that had a more open ended way of giving feedback to instructors. I have asked students sometimes what is the most innovative thing you have seen this year and I have got some great stories, it is a pity we cannot capture more of these views.* There was generally a positive response to student feedback and a valuing of students’ perceptions ... *Students can tell you what is needed and what are the hot topics for discussion.* Many respondents reported they had devised alternative ways of obtaining student feedback, ranging from *informal conversations, open-ended questionnaires* given out in class, *focus groups with students* targeting specific teaching approaches and assessments, and end of class *formal feedback sessions* both verbal and written.

In the interviews all respondents reported positive attitudes towards reflecting on their teaching and assessment practices. This is not to indicate that all did reflect routinely as many indicated they had no time to engage in reflection....

“As much time as possible, I have to teach eight courses without research time, I use written evaluations to reflect with and talking with students.”

Of those who indicated they made reflection a regular practice ...

“I want to improve, reflect on student feedback, use different pedagogies, attend teacher conferences, I make an effort to look at the USRIs.”

“Reflection is part of professionalism and it is our duty as a faculty member to regularly reflect on what we doing and what impact we are having on students.”

“The best way to reflect is to ACTUALLY talk to students.”

“You must take risks, got to ask the students about the teaching but be aware that you are in a position of power so you may not get a true answer. You have to be reflective.”

“It is interesting but for example in a class of 30 students you might get 27 good comments on the feedback and 3 bad, but it is the 3 bad that you need to take into consideration and work on those to improve.”

“You can talk to students and you should ask them ‘What was the best lecture?’ and ‘What was the worst lecture?’ and ‘What was the clearest point?’ and ‘What was the most confusing point?’ This gives you a good all round picture to work on.”

Use of Student Feedback for Promotional Opportunities

Just under half (49%) of the participants reported the importance of “using student feedback for promotional purposes”, with 21% indicating that it was unimportant for promotion. As many in the sample were already in senior academic designations, namely, associate and full professors, this may explain why using student feedback for promotion was not a priority for them. This item may have been influenced by the prevailing perception that the student feedback instrument (USRI) was problematic or unreliable. In the interviews academics indicated that student feedback was important in their faculty and were reviewed for promotional purposes, however, many indicated if a faculty member had poor student ratings but a strong research profile promotional opportunities were not likely to be deleteriously affected but this was variable.

Teaching-related Professional Development Support

Under half (46%) reported that teaching-related professional development support was important or very important with 25% indicating that it was unimportant or of little importance. Faculty perceptions of their priorities for professional development may have been influenced by differing views about centralised vs faculty based professional development which was demonstrated in different items later in this report (see Figure 15). Faculty perceptions and motivations to engage in professional development are explored later in this report.

Institutional Support and Recognition of Teaching and Learning

Table 9

Institutional Support and Recognition of Teaching

Please indicate your level of agreement with the following statements:	Strongly Agree (%)	Agree (%)	Neither Agree nor Disagree (%)	Disagree (%)	Strongly Disagree (%)
Good teaching is recognised across the university	3.2	27.4	24.7	33.3	11.4
Good teaching is recognised within my faculty	8.2	42.5	19.6	23.7	5.9
Teaching is valued as much as research at the university	2.7	6.8	10.5	42.9	37.0
I am encouraged to attend teaching-related conferences	1.8	12.3	26.9	34.7	24.2
I am encouraged to attend teaching-related professional development	1.4	20.1	29.2	30.6	18.7

Figure 8. Institutional Support and Recognition of Teaching

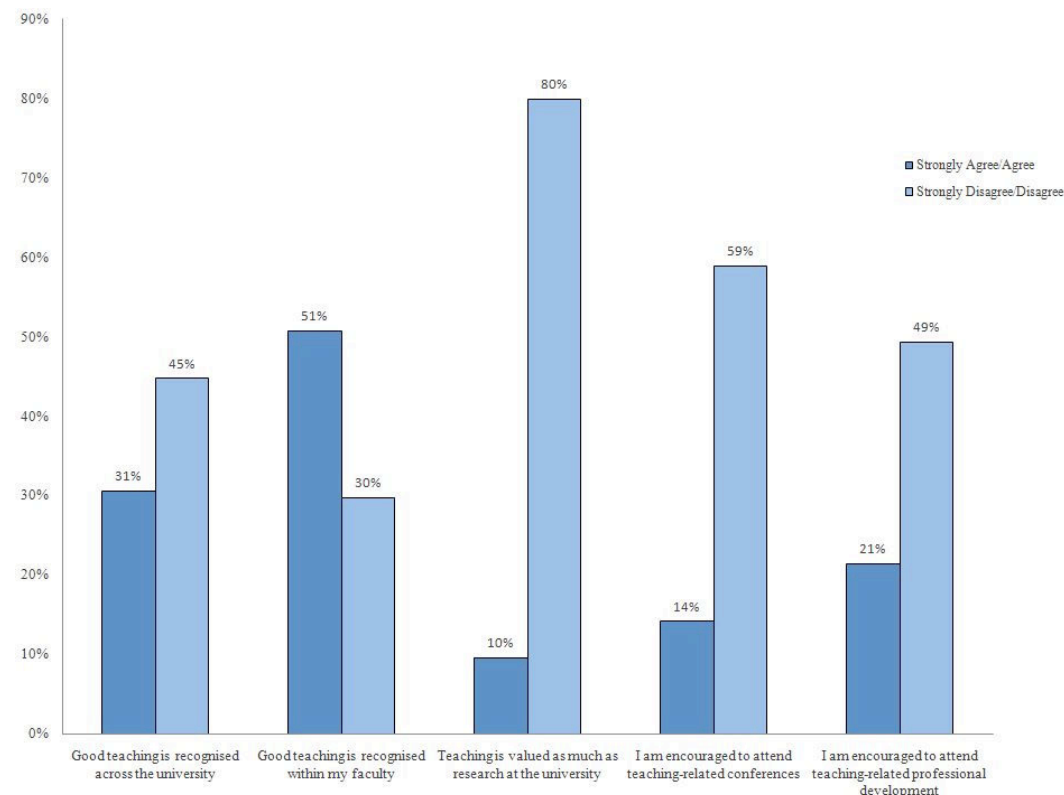


Figure 8 displays faculty perceptions of the University of Calgary institutional support and recognition of teaching from the questionnaire.

**Note: Data have been combined from the Likert scales into positive (Strongly Agree/Agree) and negative responses (Strong Disagree/Disagree). The neutral response has been excluded from this figure.*

***Note: The italicised passages in the explanatory text are direct quotations from the interviews that relates to the items in the questionnaire. The combination of quantitative and qualitative data was to provide a richer more cohesive explanation.*

Teaching is Valued and Recognised

The majority of participants (80%) disagreed or strongly disagreed that “teaching is valued as much as research at the university”. As one participant reported ...

*** “The expectation is research first. There may be teaching awards, but it is very rare to have someone say, I heard about your great class! Generally there is an attitude of get the job done, then get back to what pays the bills - research.”*

“Publish or perish. I believe that the UofC marginalizes teaching and it is very low on the list of priorities.”

“We are a research intensive university and when you say ‘I am teaching 50% of my time’, the response is ‘Are you crazy?’”

“You know you have made it when you can get teaching buy out!”

Just over a half (51%) of the questionnaire respondents indicated they agreed/strongly agreed that “good teaching is recognised within my faculty” with only 31% agreeing/strongly agreeing that “good teaching is recognised across the university”. Just over one fifth (21%) of questionnaire respondents agreed that they were “encouraged to attend teaching-related professional development” and 14% reporting they were “encouraged to attend teaching-related conferences” ...

*Lack of funding available from the university to attending teaching related conferences is a *HUGE* problem. Annual PER amounts are nowhere near sufficient to fund travel to a teaching focused conference outside of Calgary, particularly when one considers everything else that needs to be charged against those funds.*

These quantitative data were closely aligned to that of faculty’s perceptions reported in the focus groups and one-to-one interviews. There was an overwhelming perception that research was predominantly valued over that of teaching at the University of Calgary with considerable variability as to whether teaching was valued within the faculty/school context ...

“The research awards are really well publicised but not teaching awards”

“Nothing is really done to encourage good teaching. There is only a small group of people who attend teaching and learning meetings. It is seen as a secondary thing. People ask ‘why should I spend my time doing this?’ T&L is not a real area of specialisation. It is not real and does not require practical expertise. Unless it is tied to research only sessionals come to T&L meetings”

“Main Concern is that teaching and research are viewed very differently in terms of importance. The rewards and recognition for research are much greater at both our faculty level and at the "central" university level.”

Some schools/faculties had placed teaching firmly on the priority agenda with some excellent initiatives and professional development activities focused on enhancing teaching and learning occurring within those disciplines ...

Our Dean is making some moves to showing that we are valued throughout the year instead of waiting to the end, that was broadcast widely across the faculty so that we know what we are doing ..., we value each other here and I know which ones are the really good teachers because I see them in action. They should be the ones teaching us. This is a new move by our Dean to do this (recognition). It is heartening in itself because you don't hear a lot usually.

Unfortunately this positivity was not a uniform perception across all schools/faculties and some participants reported that having a teaching focus was actively detrimental to their attainment of tenure, promotion, and/or other career advancement and recognition processes ...

“Lack of recognition and appreciation for my work - excellent qualifications and great student reviews but no feedback, something tenured faculty receive but which is not given to sessional faculty; it's more discouraging when many with tenure (not all, of course, but many in Dept. XXXX) have fewer qualifications, average or below average teaching evaluations and are not committed to research yet get paid much more.”

“I would just like someone to tell me I am doing a good job instead of criticising me, I feel bad about going on the record but I am working all the time and I put my heart and soul into it and I will come away and they will say it is not good enough or professorial is better, nobody ever comes and says you did well, never. I am getting emotional”

Institutional Incentives to Engage with Teaching and Learning

In the “Challenges” section (Figure 10) of the questionnaire, 60% of respondents reported that the lack of reward structures was challenging or very challenging. Interview participants were also invited to discuss “the incentives or rewards to engage in T&L – related activities. Positive responses indicated that the incentives were largely intrinsic, that is, the “*joy of teaching*”, “*helping students to learn*”, “*knowing you are doing a really good job*”. Some stated students were appreciative and even acknowledged teachers’ efforts through “*gifts*” and “*they will stop you in Safeway and in the hallways*”

and say “your class was so good and thank you so much”. Teaching awards were also identified as being appropriate institutional recognition mechanisms, although there was a lot of confusion about the criteria upon which individuals were evaluated ... There are student awards for teaching but they are popularity awards and there are awards from the faculty but no one knows how they get them.

Many of the participants were very negative, to the point of scathing, about the institution’s support for teaching and learning ... *there is a “Research Only Culture that developed in my Faculty and in the University in general!* with some going so far to say that there was a two class system for research and teaching ... *Instructors are a second class stream.* Others indicated

“It is very difficult to quantify good or bad teaching in such a way as to incorporate it into annual reports, so hard to justify time spent improving it when the institution does not value it or measure it well.”

“There are not enough significant monetary rewards for great teaching”

There were suggestions that promotional pathways needed to be developed for those who wished to specialise in teaching and for those who are on instructor levels

I would also like to see three tiers for instructors as there is for professor levels, we have assistant, associate and full but there is not an equivalent for full for instructor they have instructors and senior but they don’t have a full and their salary is capped I am doing things for XXXX education at the national level and if this continues I will be doing the same as a full professor but in education but it is not recognised... I would like to think that I will be rewarded equally but I know that I won’t be.

Assistance for Teaching

Table 10

Assistance for Teaching

Please indicate your level of agreement with the following statements:	Strongly Agree (%)	Agree (%)	Neither Agree nor Disagree (%)	Disagree (%)	Strongly Disagree (%)
	I have time to develop teaching materials	3.2	46.6	16.4	28.3
There is assistance to improve my teaching	2.7	34.2	32.4	21.5	9.1
There is assistance to improve my assessment practices	0.9	23.3	37.9	26.9	11.0

Figure 9. Assistance for Teaching

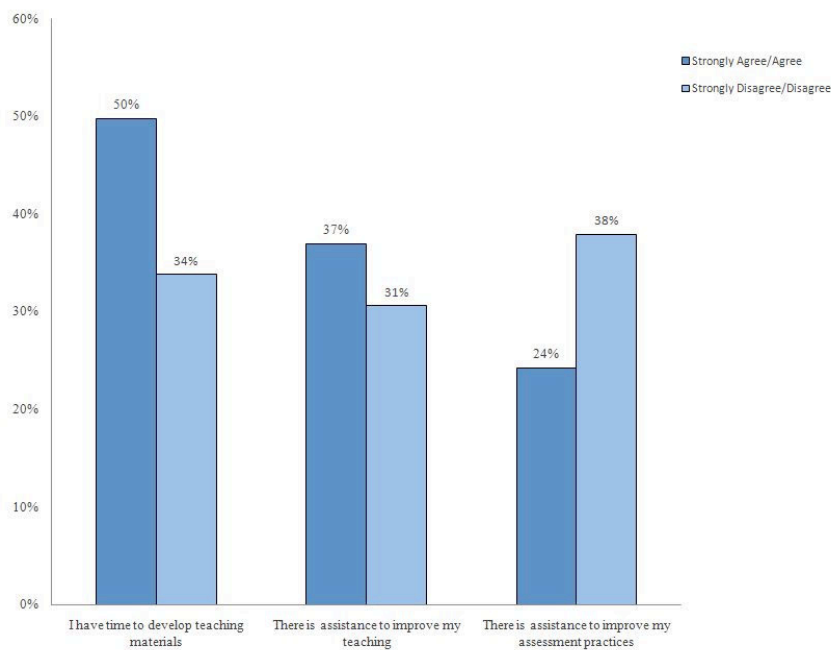


Figure 9 displays faculty perceptions of the supports and assistance for teaching related activities.

**Note: Data have been combined from the Likert scales into positive (Strongly Agree/Agree) and negative responses (Strong Disagree/Disagree). The neutral response has been excluded from this figure.*

Time Issues

There appeared to be a contradictory theme related to time as it was noted that 50% of the questionnaire respondents indicated they agreed/strongly agreed they had “time to develop teaching materials” and yet “time” was a consistent theme to emerge as one of the significant challenges to faculty in relation to teaching and learning. The problems related to time were highly varied though with some citing the pressure to juggle research and teaching workloads, a lack of time for their administration duties, the length of class timeslots, preparation time, the time constraints involved in managing large classes and monitoring teaching assistants, the difficulty of finding meeting times for collegial collaboration for teaching and learning innovations and assessment processes...

“I have nearly 400 students in my class and therefore use MC exams although they need the feedback contained in a rubric I just don’t have the time to do it for that many students”

“We (library faculty members) don’t have time to meet with staff to find out their teaching plans or do any collaboration so that limits our effectiveness”

“Time doing administration duties in the management of large classes is a huge issue.

“Coordination with colleagues and other teachers all takes time, however, the students benefit when the lectures are coordinated through a collaborative teaming of academic teaching staff.”

Assistance to Improve Teaching

Thirty seven percent of questionnaire respondents reported “there was assistance to improve their teaching”. Many though indicated that the assistance was not available at times when they had time to avail themselves of it ...

“We get emails during the semester about professional development but it is not convenient to do it at that time as we are super busy with classes. What we need is just-in-time learning. Professional development would be helpful if it was available during the Spring/Summer break when we have time to do it.”

“There are lots of supports, they are finding case (case studies) and software, they often get an outside person in to talk about critical thinking skills as this is part of our curriculum. We could not find someone within the university to help us with critical thinking skills so we had to go outside. So there is no central register or what expertise our own people have so we can access them.”

A distinct theme from many respondents was that they did not require assistance to improve their teaching and learning practices. A predominant perception was that if you had content expertise all that was needed to be an excellent teacher was time.

“I really do not need assistance in terms of "how to teach", nor do I need mentoring at this point, instead I need time to work on implementing my own new ideas for my courses. More time for adding new materials, different teaching strategies, developing small group projects etc”

Many discussed the centralised Teaching and Learning Centre within the university and this will be discussed under Figure 12.

Assistance to Improve Assessment Practices

Only 24% of questionnaire respondents indicated “there was assistance to improve my assessment practices”. This was endorsed throughout the interviews as an area of need within the university. Many stated they considered assessment a barrier or constraint...

“Effective assessment of students is also a barrier, the time constraints in terms of marking and support for learning effective assessment techniques rather than relying on multiple choice tests, even how to design good MC tests, there is not a lot of support there, learning and all the issues around assessment is a barrier.”

“More colleagues are moving to MC because it is easier but it not the best way of assessing students’ deeper knowledge.”

Challenges

Table 11

Faculty Challenges

Challenges (Challenging - Extremely challenging)	%
Research workload	78
Teaching workload	70
Managing marking/grading workload	60
Lack of reward structures	60
Institutional expectations	59
Managerial or administrative restrictions	54
Large classes	52
Poor quality students	51
Structuring learning activities so that students are more engaged	51
Physical structures eg., large lecture theatres	48
Lack of collegial mentoring	44
Using a range of assessment strategies	42
Matching/aligning my objectives, learning experiences and assessment tasks	40
Using a range of teaching strategies	40
Group-based assessments	38
No tutorial time allocated in courses	36
Levels of technical support (for ICT learning)	33
Managing student complaints	31
Lack of knowledge about teaching and learning	16

Note: These percentages only related to “challenging/extremely challenging” scale items of (4, 5, & 6 on the rating scale)

Figure 10. Faculty Challenges

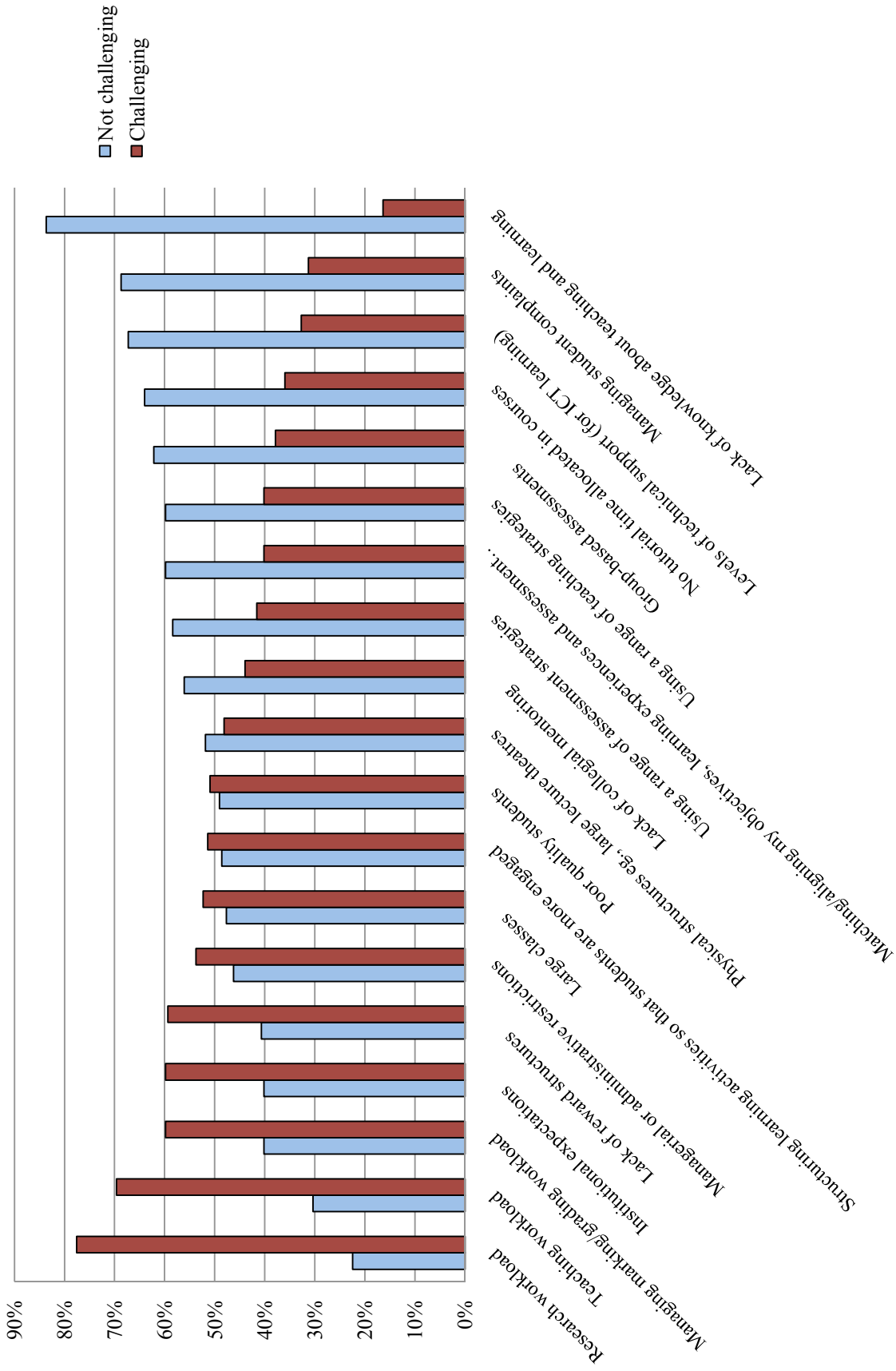


Figure 10 displays the faculty members' ratings of the challenges to their teaching and learning practices. Note: This graph displays the two extremes of "Extremely challenging" scale item (4, 5, & 6 on the rating scale) and Not Challenging (1, 2, & 3 on the rating scale)

Figure 10 tracked the faculty members' perceptions of "challenge" across a range of academic activities and capacities and these were displayed in a sorted form from highest to lowest in terms of challenge.

Teaching and Research Workloads

It was noted that the six categories which were reported as the greatest challenges all had an institutional aspect to them, for example, research workload (78%), teaching workload (70%), managing marking/grading workload (60%), institutional expectations (60%), lack of reward structures (59%), and managerial or administrative restrictions (54%). The questionnaire and interview responses were distinctly aligned in relation to the view of challenge in managing the workload entailed in research and teaching activities. Even instructors reported the expectation on them to conduct research, although they were employed to undertake teaching duties ...

"I am an instructor and was employed to TEACH and yet I am also being expected to research now ... and yet there are no incentives for me to research."

"No time for development of quality teaching materials. Note that although my "time commitment" indicated in this questionnaire accounts for 35-45 hours; I am only half-time teaching and research."

"For me the issue is balancing an administrative role with research. My teaching load is light."

"Coordinated courses are a huge challenge given the different teaching philosophies, styles, and expectations of multiple instructors."

"We can come up with novel assessment methods but the TAs will not engage, they need training but still do not have competence because there is no reward system for them."

Assessment Matters

Managing marking or grading workloads (60% of questionnaire respondents) was reported as a considerable issue for interviewees. They cited tensions with wanting to construct more educationally sound assessment tasks, but lacked the time or expertise to do so which meant they frequently retreated to comfortable choices such as multiple choice and short answer questions in tests and examinations. There appeared to be a disconnect in responses with 58% of questionnaire respondents indicating that "using a range of assessment practices" was not challenging for them while only 38% reported "group-based assessments" as challenging ...

“You have to be careful with too much collaboration as it means some cannot think on their own.”

“They like the group work but will often query the marks”

“I like group assignments as they lighten the load but I don’t like marking them because it always ends up in student complaints”

This may be explained as faculty knew what were sound assessment practices but did not necessarily implement these for various reasons...

“One of the challenges in effective teaching is that students don’t see inequality in their course there has to be some baseline across the board so they don’t get frustrated in one class compared to another class where it is run.”

“Assessment is a challenge that students must rise to. Occasionally we need to bribe them.”

In questioning faculty about their assessment strategies there were many examples of good practice, innovations, and variations articulated in the interviews. These included ...

“We negotiate the outcomes in conjunction with the students which gives them ownership of the course ... this increases their self-efficacy ... we provide them with feedback which is qualitative.”

“We use criterion-based assessments. You need to learn about the certification exams but you need to cut back on the content which is determined by the administration. This means we have an overloaded curriculum.”

“Provide a marking outline for TAs.”

“You have to make it clear why the students are doing the learning ... they have to see the application of the activity.”

“Providing a pre-described structure and that structure outlines to students about what their role is and what the expectations were of them.”

“We ladder assignments so that smaller pieces add up to larger ones and they can get feedback as they go ... the process is sometimes more important than the outcome.”

“Students have to think on our feet in this profession and so a lot of our assessment is based on class discussion with students assessing themselves in terms of their responses ... they

must be reflective ... then we observe them to see if they are coping and advise them and talk to them about how they are doing.”

“I run the simulation and then have to do an individual assignment or report on their activities.”

“Community of learners is very important as students learn better ... self evaluation by students is crucial. ... the grading has got to relate to the objectives therefore the outline must be very specific.”

“We have a skills inventory ... we showcase student work and at the end of the course we have a party to display their work.”

“We don’t always measure or assess their understanding with paper and pen. We need to adjust what we think about measures of success.”

[in relation to course review processes] ... *“Is this process or fluff? What is the core? We have to make decisions about what to teach.”*

While there were many faculty who appeared to be aware of the importance of good assessment practices and were able to articulate these, even if they were not employing them, there were others who did not appear to have an extensive or deep understanding of what constituted good assessment or its implementation.

Managerial or Administrative Restrictions

Over half (54%) of the questionnaire respondents reported challenges with “managerial or administrative restrictions” and 48% reporting the “physical structures” were challenging. This was endorsed in the interviews with a large range of issues being identified as problematic and which actively impeded or interfered with quality teaching and learning activities. These included ...

“Course administration and those duties. Administration is not supportive of teaching.”

“The Dean believes that everything should be marked on a normative curve because he is part of the ‘old guard’ in terms of leadership.”

“Availability of instruction time allocated by other instructors.”

“Unqualified/inexperienced people teaching courses.”

“Another problem is that there has not been any significant TA (Grad students) training so in our case they were actually giving students misinformation based on their own preconceptions that were not properly addressed when they took the course years ago.”

“No culture of technology or collaboration with colleagues.”

“Exams start straight after classes finish so the students do not have a break to do study which is not educationally sound, some students have spent the night here because they have an exam the next morning because the scheduling is so bad with back-to-back examinations – so why waste the time going home.”

“Administration is too intense, inefficient and redundant.”

“We have interference from [administration] with curriculum and content. Decisions are short sighted. ... It should not be top down.”

Additionally, faculty discussed in length a litany of concerns about the quality of the classrooms, lecturer theatres, poor quality and lack of consistency of technological infrastructure in classrooms, and the lack of appropriate resourcing for teaching even to the point where instructors were having to purchase their own chemicals in order to run laboratories and to bring in repair equipment to fix desks and chairs so that students had a safe environment in which to learn ...

“As a whole, classrooms are VERY badly designed.”

“Quality of teaching spaces (hot, stuffy, bad sightlines).”

“Classroom sizes are too small.”

“It is a crapshoot how we get assigned rooms, how the heck am I supposed to deliver this class in this room? So it could be there is no video projector so you resort to overheads which do not lend themselves to the geometry of the room. There is also the issue of the ordering of the room, I remember one room where the desks and chairs became so disordered that eventually I could not get into the room until I did a serious tidy up so that I could get into the room. It is everything from audio visual to table and chairs.”

“The other unfortunate thing is that some of the rooms there has been some effort to retro fit them, but it does not seem that they actually talked to anyone who actually teaches to get some advice about how to retro fit them so they ended up more difficult than they were previously, for example they set up these new buildings with great ICT and then you find there is a great pillar in the middle of the classroom like that is actually a physical barrier

because the students can't see around the pillar, so they are not getting enough people involved."

Large Classes

Over half (52%) of the questionnaire respondents reported "large classes" as challenging. From the interviews the concerns encompassed the difficulty in teaching well to a mass group, lack of communication and collaboration between instructors resulting in inconsistency of material taught, assessments, and processes, the passivity of students, and student resentment at the lack of individualised attention...

"Also the size of the class. Some just thrive in large classes but for me large class sizes do not present any positive challenges only negative ones. I know I don't thrive in large classes."

"I teach large classes with multiple people teaching and there is insufficient communication between all those teaching in the course, which is a real problem because we take joint tests and joint homework assignments which means that it makes real sense in my class but not really any sense in Mr Smith's class next door because he is approaching material differently and there is no culture of communication there is no idea that we should be sitting down on a regular basis and making sure we are on the same page."

"With so many students you simply cannot do different assessments that are more in-depth because you get such a short time to mark and no help so you have to do multiple choice just to survive."

Structuring Learning Activities for Engagement

Just over half (51%) found the "structuring of learning activities for student engagement" to be challenging and only 40% reported "using a range of teaching strategies as challenging. There were many examples provided of various strategies that faculty members employed to engage their students. The predominant one was ensuring that they had examples and cases that had real-life application or relevance. Some had guest speakers from the field or who were experts. Other cited strategies included used role plays, simulations, group work, discussions and debates, guided discovery, hands-on experiments and activities ...

"At the top of the hour I give a 5 minute quiz which they pass to their peers for marking, as this wakes them and helps them to remember things."

“Having practical combined with theory applied to real life. Encouraging everyone to participate so that you build a culture, and getting a lot of feedback from peers.”

“I get students to work on the board to solve problems and that gets them moving.”

“I set up debates about a particularly case.”

“We use clickers. Although some of us are scathing about them, ... it gave the students something to do in lectures.”

“We used online discussion forums where we created arguments for students to discuss and debate, it is now par se probably because we are doing it too much and other things like Twitter are taking over... But it all adds to the course experiences.”

“We use strategies that are authentic and genuine, such as demonstrations, and that are experiential and relevant to the students. I try to make it challenging with a little guided discovery.”

“The length of class time is 3 hours and how can students concentrate for that long, which means you have to have a variety of activities and change them every 20 minutes or so just to keep them engaged. So we use role plays, group activities, literature articles, movies and discussions.”

There were also some amusing asides about activities and strategies within their Schools ...

“We use metaphysical flogging to make them engage or learn ... we must learn that students are themselves adults and we have to learn how they learn in order for us to help them learn.”

“Really in a lot of classes you could set up a Podcast whereby you film the professor and then do away with lectures.” (with sarcasm)

Poor Quality Students

Over half (51%) reported “poor quality students” was challenging. This was a theme which also emerged in the interviews with faculty commenting about issues with classroom management, students lacking commitment to their studies, poorer quality students in terms of lack of knowledge upon entry and poorer cognitive skills, lack of enthusiasm for learning, and “wanting to be spoonfed” ...

“The heterogeneity of the preparation of students. Over half of the students have not done any calculus. For a XXXX course.”

“Students are less prepared, and becoming more cynical about the whole education process. In particular, the skills associated with communication and critical thinking are declining. There is a culture amongst students in large classes that the game is to know the ‘power point’ only.”

“The expectation of being awarded a good grade just because the student has paid to be in the class and needs a high GPA for med school.”

“The drop date (the last day of classes) prevents students from committing seriously to courses. The drop date should occur within the first month of the term.”

“They need to learn research skills. The workplace determines the skills and therefore these are useful across their lives. Students need to develop a set of competencies they all need to have when they leave for example critical thinking and getting them to interact so they can connect the dots.”

Collegial Mentoring

Only 44% reported that “collegial mentoring” as one of the challenges they faced. There was only a few comments made in focus group discussions about mentoring with some indicated they would like “*more mentoring opportunities*”, others indicated that there were none but they did not want mentoring either, and some stated that it was a usual practice within their school.

Aligning Objectives, Learning Experiences, and Assessment

Only 40% indicated that “matching/aligning objectives, learning experiences, and assessments” was challenging for them. A number of interviewees identified the importance of ensuring that this was done in courses, while some reported this process as being very poorly done or missing altogether in large courses with multiple instructors. Some respondents did not appear to understand what this concept encompassed and there appeared to be a relationship between those individuals and their comments about student complaints and poor communication of expectations to students.

No Tutorial Time Allocated in Courses

Just over a third (36%) indicated that having “no tutorial time allocated in courses” was challenging for them. This was not a significant issue to emerge other than the large classes where some of them had no tutorial time and the only contact was with students in mass lectures.

Levels of Support for ICT Learning

One third (33%) of participants indicated that “levels of technical support (for ICT learning) was challenging”. This issue was raised in the focus groups not from the point of view of ‘support’ but the expectation to incorporate ICT into the curriculum. Many faculties had embraced the use of ICT using current technologies as forms of communication with students, in simulations, and for discussion tools, whereas other respondents were apparently fearful because they required training to become comfortable and proficient with the technology.

“There has been a real push to incorporate technology for its own sake rather than asking how it can be used within the discipline.”

“The BB requirements for classes have increased substantially so now it takes more time to put all our classes online and to monitor the discussions.”

“The expectations of faculty are old, they have not kept up with the times but it is a bit of a balancing act to use technology ... it is being confounded at the moment because so many staff in Comm Media have been laid off.”

“Virtual tutorials are needed to get this students getting together and engaged in discussions.”

“There is a problem with the administration of grades because some of the names were not in alphabetical order in the online lists which meant you could not just cut and paste your grades straight in and this wasted time for us when we really did not need it.”

Managing Student Complaints

Just under one third (31%) indicated that ‘managing student complaints’ was challenging for them. Some cited issues with disrespectful or difficult, complacent, or militant students... *“Handling student disrespect in front of large classes”, “Students cry over the smallest hardship.”*

Lack of Knowledge About Teaching and Learning

This was a notable item as only 16% of the questionnaire respondents indicated that a “lack of knowledge about teaching and learning” represented a challenge to them. From the qualitative comments it appears that a predominant view was that all you needed in order to teach was a strong knowledge of your subject area ... *“all you need is to have a doctorate in your subject ... and a passion to teach and you are a good teacher”*. The discipline of teaching or education was largely

dismissed as different or unimportant and was not recognised as a content area on its own ... “*T&L is not a real area of specialisation*”. This was interesting considering the number of faculty members who expressed concern with wanting to know more about “*how to teach better*”, “*more diverse pedagogies*”, “*how to use different forms of assessment than multiple choice and short answer exams*”, “*to be fairer in assessing*” and “*to be able to keep these students interested and motivated*”. When asked about areas they would like to improve, many identified complex problems in their practice which they indicated they should explore through professional development.

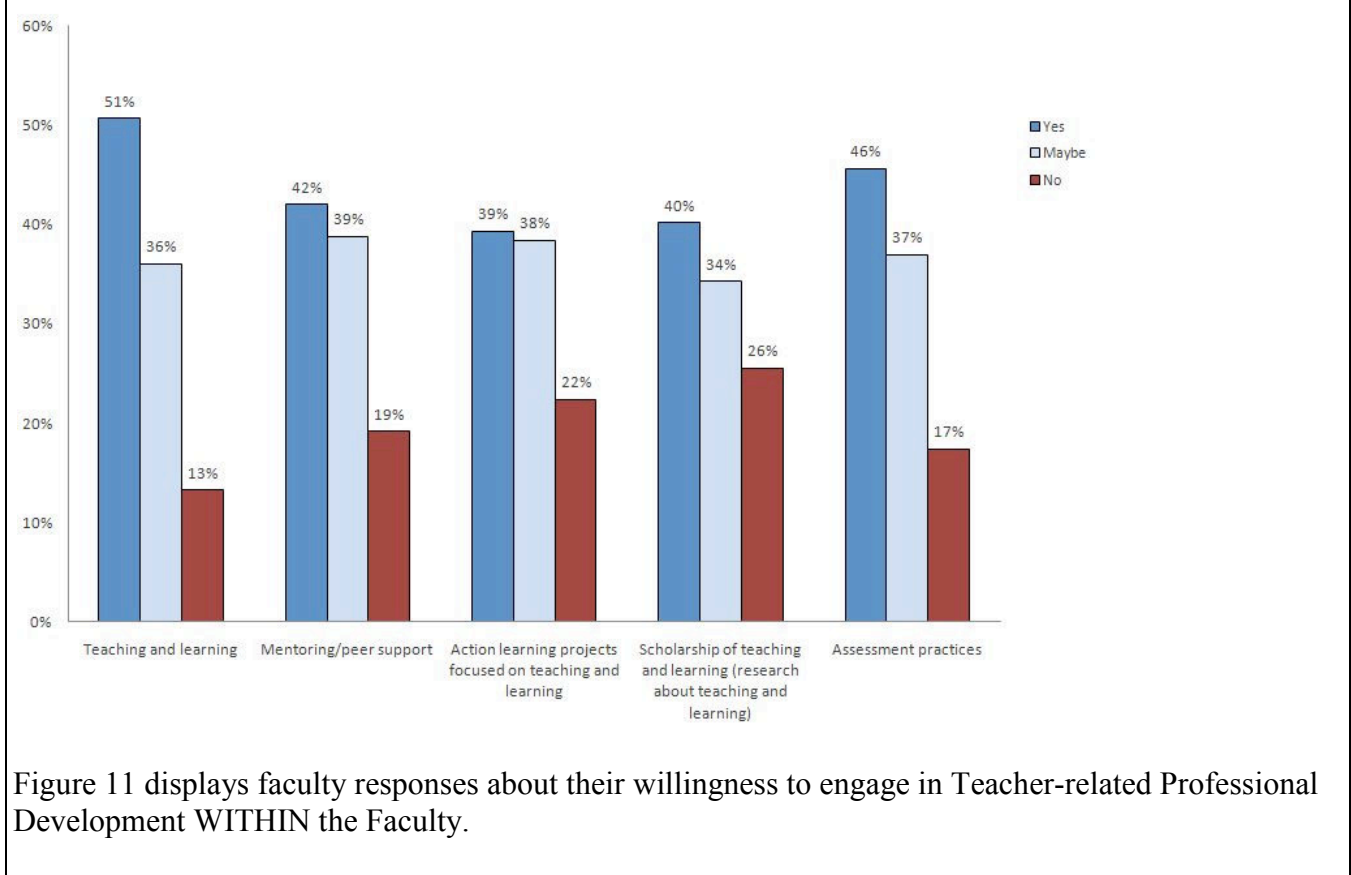
Willingness to Engage in Teacher-related Professional Development WITHIN the Faculty

Table 12

Willingness to Engage in Teacher-related Professional Development WITHIN the Faculty

Would you be willing to engage by attending Teaching and Learning professional development from WITHIN the faculty focussed on:	Yes (%)	Maybe (%)	No (%)
Teaching and learning	50.7	36.1	13.2
Mentoring/peer support	42.0	38.8	19.2
Action learning projects focused on teaching and learning	39.3	38.4	22.4
Scholarship of teaching and learning (research about teaching and learning)	40.2	34.2	25.6
Assessment practices	45.7	37.0	17.4

Figure 11. Willingness to Engage in Faculty-based Teaching-related Professional Development



Under 50% of respondents in the questionnaire indicated an affirmative response to the majority of items encompassed in relation to being willing to engage in professional development even within their faculty area. Just over half (51%) indicated they were willing to engage in teaching and learning professional development within their faculty. Only 42% were willing to engage in mentoring or peer support processes which may be an indicator of the individualistic cultures prevalent in higher education. It may also be due to the time pressures that many reported as mentoring can be time intensive. A similar response was reported for both “action learning projects focused on teaching and learning” and “the scholarship (or research about) of teaching and learning” with 39% and 40%, respectively. There was some confusion about the meaning of these items with some faculty not understanding of being aware of the terminology or that research could be done on teaching. The final item was on being willing to engage with professional development about “assessment practices” with only 46% indicating a positive response which links with 58% reporting that “using a range of assessment strategies” was not challenging (see Figure 10).

Most respondents indicated a greater willingness to engage in professional development if it was situated within the faculty or school, and particularly if it was discipline specific and was directly relevant to their teaching “uniqueness”. There was considerable variability in the quantity and quality of faculty-based professional development currently existing in the schools...

T&L in our faculty is very strong and we had regular meetings and retreats. We are very balanced and we are all working towards a common goal.

We have a curriculum committee which looks at what is done well and what is done poorly.... they have the big picture for our course review.

There are lots of supports, they are finding case (case studies) and software, they often get an outside person in to talk about critical thinking skills as this is part of our curriculum. We could not find someone within the university to help us with critical thinking skills so we had to go outside. So there is no central register or what expertise our own people have so we can access them.

There used to be someone who orchestrated it but not now, T&L is falling off because of other constraints such as the budget.

I prefer it [PD] to be within the faculty because it would be more specific and directed to people in that group.

There is no goodwill towards our T&L person in our school

Teachers feel invisible as an inordinate amount of time is spent talking about research when there is only a couple of researchers in our faculty.

Very little in those terms at the moment. There is the belief that once you have done it once you don't have to continue to develop.

Willingness to Engage in Teacher-related Professional Development from a CENTRALISED DEPARTMENT

Table 13

Willingness to Engage in Teaching-related Professional Development from a Centralised Department

Would you be willing to engage by attending Teaching and Learning professional development from a CENTRALISED DEPARTMENT focussed on:	Yes (%)	Maybe (%)	No (%)
Teaching and learning	30.1	44.3	25.6
Mentoring/peer support	21.0	42.9	36.1
Action learning projects focused on teaching and learning	23.7	37.9	38.4
Scholarship of teaching and learning (research about teaching and learning)	27.9	34.7	37.4
Assessment practices	26.5	43.4	30.1

Figure 12: Willingness to Engage in Teaching-related Professional Development facilitated by a Centralised Dept

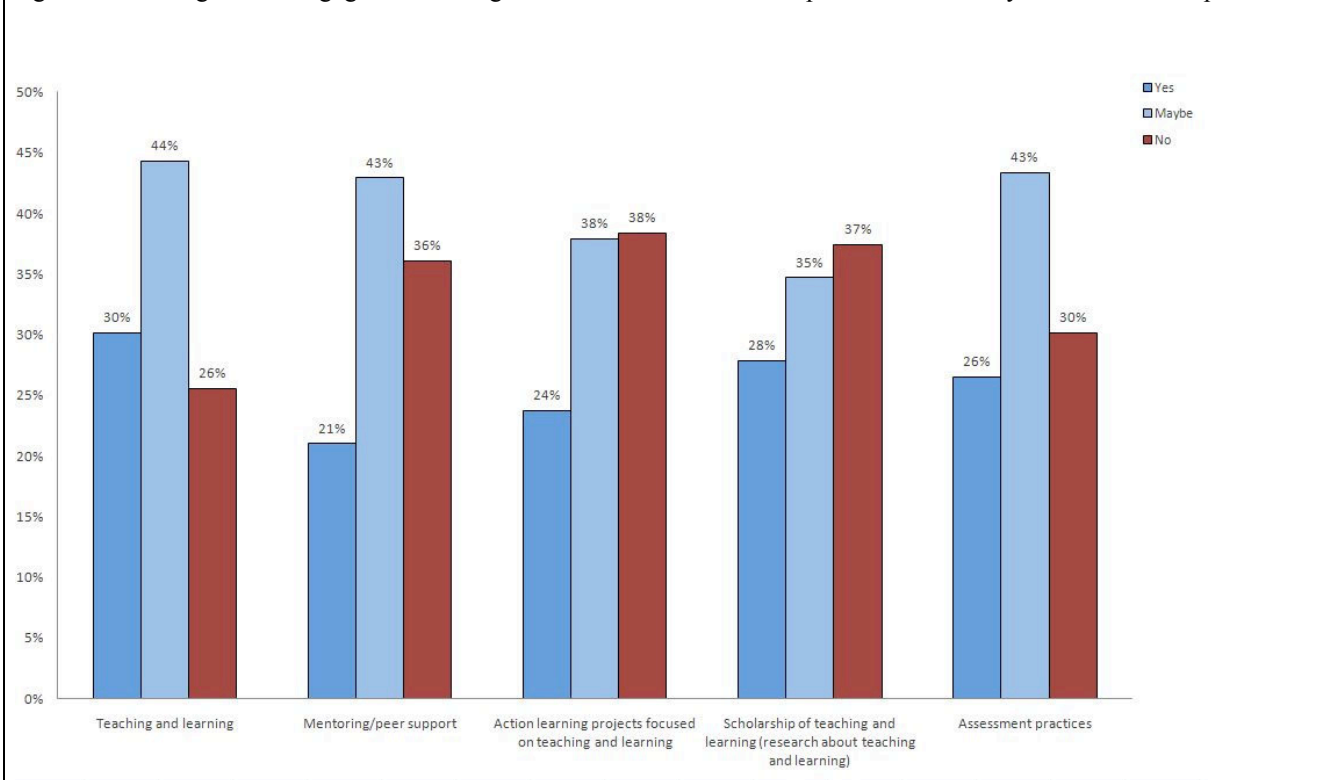


Figure 12 displays faculty responses about their willingness to engage in Teaching-related Professional Development from a Centralised Department.

Less than a third (30%) of respondents from the questionnaire indicated they would be willing to engage in professional development facilitated by a centralised department. Few (21%) indicated they

would be willing to engage in mentoring or peer support. “Action learning projects” and “scholarship (research about) of teaching and learning” were less well received with only 28% and 26% (respectively) of respondents indicating they would be willing to engage in these activities out of a centralised department. Just over a quarter (26%) of respondents were willing to engage with a centralised department for professional development focused on improving their assessment practices.

The interviews yielded quite polarised views about centralised professional development offerings with some perceiving considerable value in having a coordinated approach to professional development while others were less complimentary about the services offered....

“The writing centre is an absolute must to have as we can’t have faculty spending time teaching students how to write.”

“There was a lot of really good people who have left the TLC and they were really good people and I felt comfortable to talk to them and even though they were not scientists I felt that they understood my teaching and learning environment and were listening to me but I don’t get that sense that those that are left are listening to us. There is a real disconnect between what they should be doing and what they are actually doing.”

“There seems to be a lot of centralized stuff but it would be better if it was local.”

“15th Avenue is a chasm, people don’t go to central professional development but the TLC has to come over to us. The problem is that we are program specific and we need help with that.”

“Definitely the school, the main reason is because it is awkward to get to other campuses because we are so far away. Parking on the main campus is a problem.”

“I have a general understanding that it [TLC] applies to the whole community but not to specific people, which is a bit of a problem, central T&L area have teaching strategies but they are not subject specific.”

“What they need to do is come over here and sit down and map out what we need, otherwise it is too general.”

“There is a 20 hour course somewhere but not sure where. I want 2-3 hour workshops which would be useful but 20 hours is too long.”

“We need a buffet of PD, and we probably need both centralised generalist PD and faculty-specific PD to meet our varied needs.”

“Shoddy professional development in the university, the quality of the opportunities that are provided are not good. I am not saying there is not good people around but overall the quality is not good. I have been to task with their current leader and there was one key item that should be done and it has yet to be done. You need to have leadership from the top, the leadership over there... they have the reputation of only backing anything that originates in their office, my interactions with them especially when you have experience of teaching large classes, they can give you the basics of how to teach in this environment but they don't have what it takes to help us to excel in this environment. They are seriously lacking in the technical disciplines.”

“You can't find out what is going on there without a personal pipeline.”

“The University's Teaching and Learning Centre is useless.”

Figure 13. Unwillingness to Engage Teaching-related Professional Development

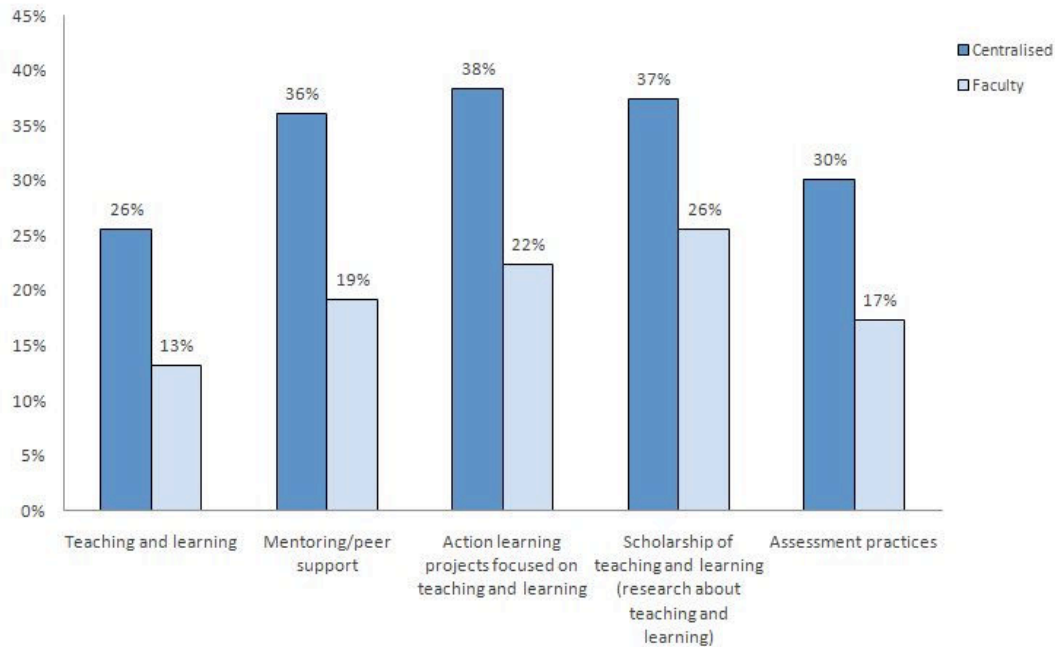


FIGURE 13 displays a comparison of negative faculty responses in relation to professional development facilitated from within the Faculty or from a Centralised T&L department.

Note: Only the “no” responses have been included into this comparison

With high responses indicating negativity or indecision it was important to do a comparison of those who indicated they were not willing to engage in teaching-related professional development in either the faculty-specific setting or from a centralised department. Figure 13 displays the “no I would not be willing to engage in teaching-related professional development”. Clearly, there is greater unwillingness to engage in professional development if it is from a centralised department.

Figure 14. Willingness to Engage in **Faculty-based** Teaching Related Professional Development Based on Academic Designation

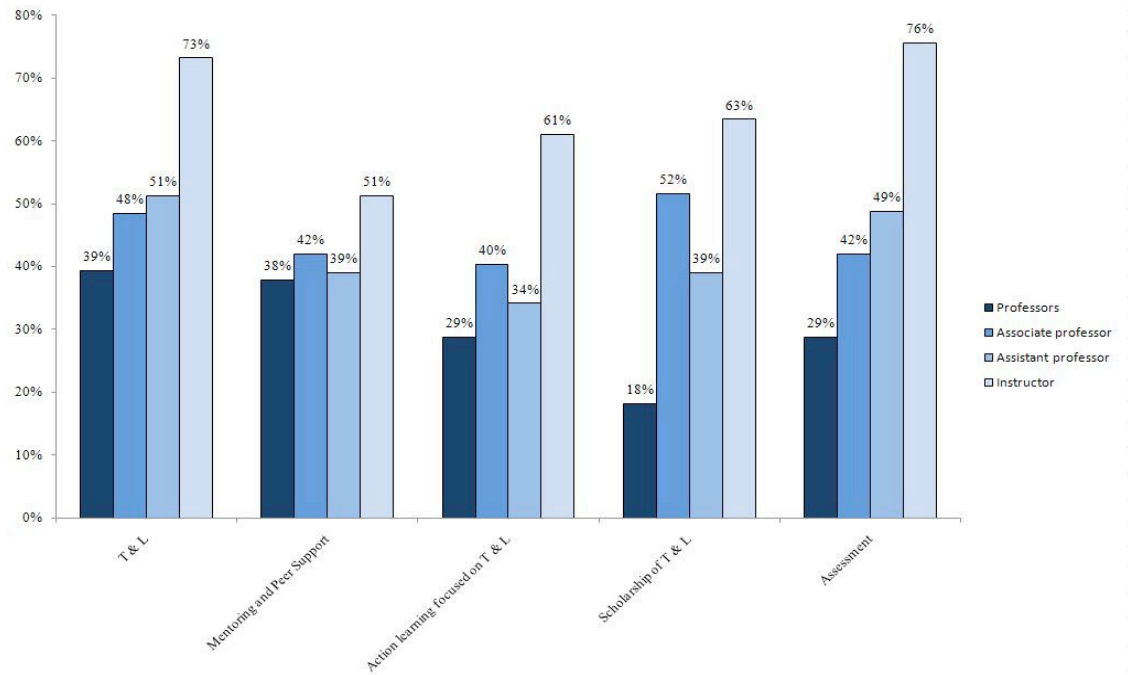


Figure 14 displays a comparison of positive responses to **Faculty-based** professional development in relation to the faculty member’s academic designation.

Figure 15: Willingness to Engage in **Centralised** Teaching Related Professional Development

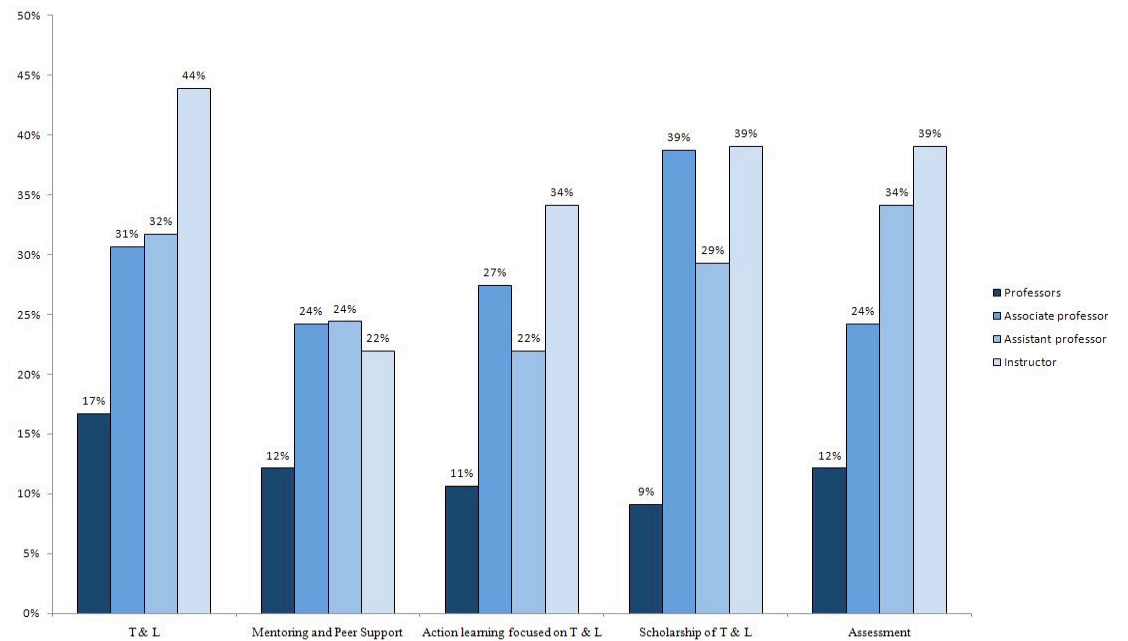


Figure 15 displays a comparison of positive responses to a Centralised T&L department’s professional development in relation to the faculty member’s academic designation.

Note: Only the “yes” responses have been included into this comparison

As part of the analysis it was conjectured that there may have been differences in attitudes to professional development correlated with academic designation. Figure 14 and Figure 15 display academic designation with willingness to engage for both faculty-based and centralised teaching-related professional development, respectively. The trend was consistent with the more senior academic designations, such as, full professors being less willing to engage in teaching-related professional development than their less senior counterparts. Considering professors' research agendas these findings could have been predicted. The greatest willingness to engage with professional development emerged from the instructors in the sample. Comparing Figure 14 and Figure 15 the differences in attitude towards faculty-based or centralised-based professional development was evident with all academic designations preferring faculty-based options.

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APPENDIX A

ITLP Online Questionnaire

Purpose of the Study

This study is being conducted under the auspices of the Institutional Teaching and Learning Plan (ITLP) Committee which commissioned this study. This research project aims to provide data to guide the work of the ITLP committee in making sound decisions in developing the overarching teaching and learning plan for the university. The purpose of the study is to report on faculty's perceptions of teaching and learning, their motivation to engage with teaching, their perceptions of the reward structures, and professional development that supports the enhancement of teaching and learning within the university.

Informed Consent Statement

All faculty members are invited to participate in this online questionnaire and participation is totally voluntary. All responses will remain confidential and anonymity is assured. All identifiers will be removed for the final report which will only include aggregated data. The website for the administration of the online survey will be secured with 128 bit encryption which means only the research team (Dr Donald E Scott and Dr Shelleyann Scott, Faculty of Education) will have access to the raw data. You may withdraw your participation from the study at any time without penalty; however, any data collected will remain part of the study data set.

By completing and submitting this questionnaire you have indicated that you have read the above informed consent statement and understand your rights. You do not need to send a separate consent form, simply submit this questionnaire by "clicking the submit button" at the conclusion of the questionnaire if you are interested in participating.

Demographics

1. How many years have you been a college/university teacher?

0-4 years	<input type="checkbox"/>
5-9 years	<input type="checkbox"/>
10-14 years	<input type="checkbox"/>
15-19 years	<input type="checkbox"/>
20-24 years	<input type="checkbox"/>
25+ years	<input type="checkbox"/>

2. My position is:

Sessional	<input type="checkbox"/>
Contingent term contract	<input type="checkbox"/>
Tenure track	<input type="checkbox"/>
Tenured	<input type="checkbox"/>
Other: _____	<i>(please specify)</i>

3. My current academic designation is:

Professor	<input type="checkbox"/>
Associate professor	<input type="checkbox"/>
Assistant professor	<input type="checkbox"/>
Senior instructor	<input type="checkbox"/>
Instructor	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>
Other: _____	<i>(please specify)</i>

4. Please select the School/Faculty in which you teach.

Arts	<input type="checkbox"/>
<i>(eg., Social Sciences, Communication & Culture, Fine Arts, Humanities)</i>	
Business	<input type="checkbox"/>

- Continuing Education
- Education
- Engineering
- Environmental Design
- Kinesiology
- Law
- Medicine
- Nursing
- Science
- Social Work
- Veterinary Medicine
- Other: _____ (please specify)

5. What levels of qualifications do you have in your academic subject/discipline? (fill in as many as applicable)

- Doctoral
- Masters
- Diploma/Graduate Dip.
- Bachelor
- Certificate
- Other: _____ (please specify)

6. What levels of qualifications do you have in teaching/education? (fill in as many as applicable)

- Doctoral
- Masters
- Diploma/Graduate Dip.
- Bachelor
- Certificate
- Other: _____ (please specify)

Time

7. How much of your time during the week is spent on:
(please check one box only for each row)

Hours	<1	1 - 5	6 - 10	11 - 15	16 - 20	20 +
Teaching						
Teaching preparation						
Marking						
Student consultation						
Research activities						

Workload

8. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Achieving a balance between my teaching and research activities is easy					

Priorities

9. How important is:

	Unimportant	Of little importance	Moderately important	Important	Very important
Being a good university teacher					
Being a good university researcher					
My student feedback data for improving my teaching					
My student evaluation rating on teaching for my promotional opportunities					
Teaching-related professional development support					

Values

10. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Good teaching is recognised across the university					
Good teaching is recognised within my faculty					
Teaching is valued as much as research at the university					
I am encouraged to attend teaching-related conferences					
I am encouraged to attend teaching-related professional development					

Professional Development Support

11. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I have time to develop teaching materials					
There is assistance to improve my teaching					
There is assistance to improve my assessment practices					

Professional Development Engagement

12. Would you be willing to engage by attending Teaching and Learning professional development from WITHIN the faculty focussed on:

	Yes	Maybe	No
Teaching and learning			
Mentoring/peer support			
Action learning projects focused on teaching and learning			
Scholarship of teaching and learning (research about teaching and learning)			
Assessment practices			

13. Would you be willing to engage by attending Teaching and Learning professional development from a CENTRALISED DEPARTMENT focussed on:

	Yes	Maybe	No
Teaching and learning			
Mentoring/peer support			
Action learning projects focused on teaching and learning			
Scholarship of teaching and learning			
Assessment practices			

Challenges

14. Please indicate how challenging you find the following aspects:

	Not at all challenging					Extremely challenging
Teaching workload						
Research workload						
Large classes						
No tutorial time allocated in courses						
Managing marking/grading loads						
Group-based assessments						
Physical structures e.g., large lecture theatres						
Managerial or administrative restrictions						
Lack of knowledge about teaching and learning						
Levels of technical support (for ICT learning)						
Lack of reward structures						
Lack of collegial mentoring						
Institutional expectations						
Poor quality students						
Student complaints						
Other (<i>please specify</i>)						

Thank You

Thank you for taking the time to fill in this questionnaire. Your responses will inform the development of the Teaching and Learning Plan for the University of Calgary.

By clicking the "submit" button you are indicating that you have read and understood the ethics consent which was outlined at the beginning of this survey.

Once again many thanks for your participation!

APPENDIX B

Teaching and Learning (T&L) at the University of Calgary

The University of Calgary's administration aims to establish an Institutional Teaching and Learning Plan (ITLP) to provide direction in enhancing the quality of educational experiences for students, and the satisfaction and rewards for teaching academics. It is therefore important to understand the particular context; academics' perspectives related to teaching; instructors' motivations to engage with teaching-oriented professional development; and the challenges in establishing and maintaining good teaching and learning practices. This research project aims to provide data to guide the work of the ITLP committee in making sound decisions in developing the overarching Teaching and Learning Plan for the university.

1. What makes you a competent teacher?*(Preparation, caring, flexible, management of tutors, reflection on student feedback data, review of content and assessments)*
2. What are some of the barriers you perceive as interfering with you being an effective teacher at the University of Calgary? *(Tension of research and teaching, workload, time, management style, lack of ownership, large classes, administration matters, views of academic freedom, resources.)*
3. What activities do you employ in your teaching to keep students engaged?*(How do you provide for students from multicultural/multilingual backgrounds? If relevant)*
4. Briefly outline the range of assessment tasks you use, and why you selected these types?*(exams, group assignments, quizzes etc)*
5. How much time do you make for reflection (analyse) on your own teaching each semester? *(Do you use any form of data such as student feedback data to assist your reflection?)*
6. Are there areas in your teaching you feel could be improved? If so, what areas of training do you think would be most appropriate for you? *(Do you have appropriate access to training?)*
7. What is your understanding of the T&L-oriented professional development that is available at the university?
8. Would you prefer to have T&L-oriented professional development available within your school/department or centralised? Please explain.
9. What is happening in your School in relation to enhancing T&L?
10. In your opinion how much does the University of Calgary value T&L, in contrast to research and administration activities?
11. How much does your school/department value T&L, in contrast to research and administration activities?

12. What are the incentives or rewards to engage in T&L-related activities? How can these rewards/recognition processes be improved. (*personal, school, divisional, university levels or other*)