



RECOMMENDATIONS FOR FURTHER IMPLEMENTATION

The research team supporting the Teaching Practices Survey has now completed three major implementations of the survey: the initial implementation in 2014 at the University of British Columbia (UBC), one in 2016 for Universitas 21 institutions, and a follow-up survey in 2018 at the University of British Columbia. Based on this experience, we offer the following recommendations for institutions seeking to implement the survey themselves.

1. Modify the questionnaire to reflect your institution's language and priorities.

Language in the Teaching Practices Survey available at [INSERT URL] was developed in collaboration with participating institutions. However, we found many institutions needed to customize the survey for language (i.e. using the phrase "teaching staff" instead of "faculty") and institutional structure (i.e. teaching appointments). Some institutions also took advantage of the opportunity to add additional questions related to their institutional initiatives or priorities. If you do add to the survey, be conscious of the overall length and consider removing an existing question for each question you add.

2. Invest in translating the questionnaire into the language(s) most commonly used in your institution.

While most U21 institutions indicated their teaching staff would respond to an English language version of the survey, the research team believes surveys in the primary language of the institution would be both more understandable to most participants and more inviting.

While this may take substantial time, we anticipate it will result in more reliable results and increased participation.

3. Engage in basic validation activities within your institution.

At the very least, we recommend testing the questionnaire with a small, but representative, subset of your population. For the second implementation of the survey at UBC, we met with teaching staff from a wide variety of disciplines and asked them to “think aloud” as they took the survey. This provided an opportunity to identify areas where the participants felt the survey was not clear, why they felt this way and how they felt it could be improved. This format also allows the research team to ask questions to ensure terms are understood consistently across participants.

4. Seek support from university leadership.

Some institutions require research teams to receive approval before implementing surveys of this nature. Even if your institution does not, we strongly recommend seeking approval and support from both university and academic unit leadership. At UBC, we were very grateful to our Associate Deans Academic, who allowed us to invite participants to the survey on their behalf. Many of these academic leaders also spoke to heads of departments and schools and requested they encourage faculty at department meetings to participate. If teaching staff at your institution are unionized, you may find it beneficial to connect with the union in advance as well.

5. If possible, send invitations to all participants directly. Monitor responses and send reminders as necessary.

For all three implementations of the Teaching Practice Survey, we used an online survey tool to collect responses. Institutions that invited teaching staff to participate via an email with a link to the survey (either through the survey tool or through a university system) had the highest response rates. Regardless of how you invite participants, we strongly suggest you monitor your responses and adapt your recruitment activities as necessary. If you’ve been

able to garner support from academic leaders, they may be able to use existing communication channels to encourage participation.

Please also note that this questionnaire is designed to be implemented at large, research intensive institutions. As such, it primarily asks “what” questions such as “what do our teaching staff do in the classroom?” and “what do our teaching staff think about teaching?” Because the survey is designed for environments where there may be thousands of participants, there are very few questions that are designed to surface “why” teaching staff engage in specific behaviour or adopt certain attitudes. Researchers seeking to answer these questions are encouraged to add additional open-ended questions to the survey, to implement follow-up focus groups, or to utilize other qualitative methods for seeking these answers.

The questionnaire used with Universitas 21 institutions is available online at [INSERT URL]. If you would like additional information about the Teaching Practices Survey, including the most recent version of the questionnaire, [click here](#).