



UNIVERSITAS 21

Teaching Practices Survey 2016

Compiled U21 Results

Eight U21 institutions took part in this study: Fudan University, Lund University, National University of Singapore, University College Dublin, University of British Columbia, University of Edinburgh, University of Glasgow, and University of Melbourne. Most surveys were run between May and September 2016, with the exception of the University of British Columbia. UBC data was collected in the fall of 2014. Across all institutions a total of 2017 participants completed the survey. For the purpose of this report, institutional names have been blinded. All universities have been equally weighted in this report, in order to compensate for differing numbers of responses received at each institution.

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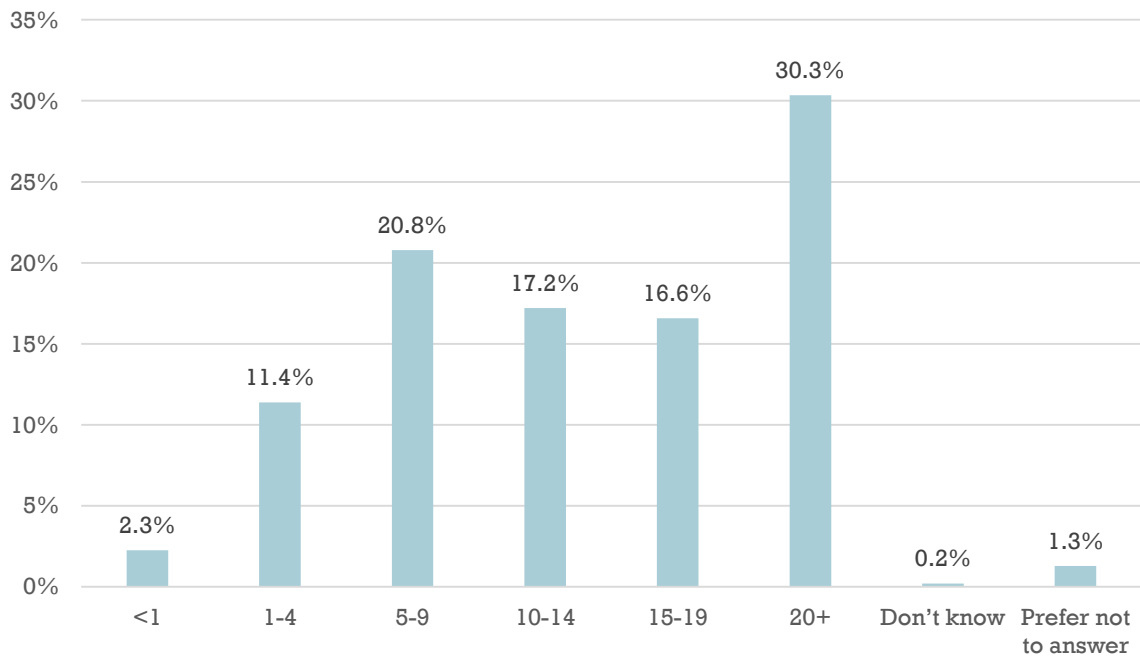
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Completed responses, by institution:

Institution	Initiated the survey	Completed the survey	Completion rate
A	63	43	68%
B	1616	1131	70%
C	199	113	57%
D	68	35	51%
E	457	285	62%
F	401	236	59%
G	186	116	62%
H	85	58	68%
Total	3075	2017	62%

How many years have you been teaching at the university level?

	<1	1-4	5-9	10-14	15-19	20+	Don't know	Prefer not to answer
A	2.3%	11.6%	25.6%	11.6%	20.9%	25.6%	0.0%	2.3%
B	3.8%	14.9%	19.4%	19.2%	11.6%	29.9%	0.3%	0.9%
C	0.9%	11.7%	15.3%	17.1%	17.1%	36.9%	0.0%	0.9%
D	0.0%	2.9%	22.9%	11.4%	31.4%	31.4%	0.0%	0.0%
E	1.0%	6.3%	15.0%	18.9%	22.4%	35.7%	0.3%	0.3%
F	3.9%	19.0%	24.1%	18.1%	12.5%	21.1%	0.0%	1.3%
G	6.1%	12.3%	19.3%	16.7%	13.2%	28.9%	0.9%	2.6%
H	0.0%	12.3%	24.6%	24.6%	3.5%	33.3%	0.0%	1.8%
Avg.	2.3%	11.4%	20.8%	17.2%	16.6%	30.3%	0.2%	1.3%



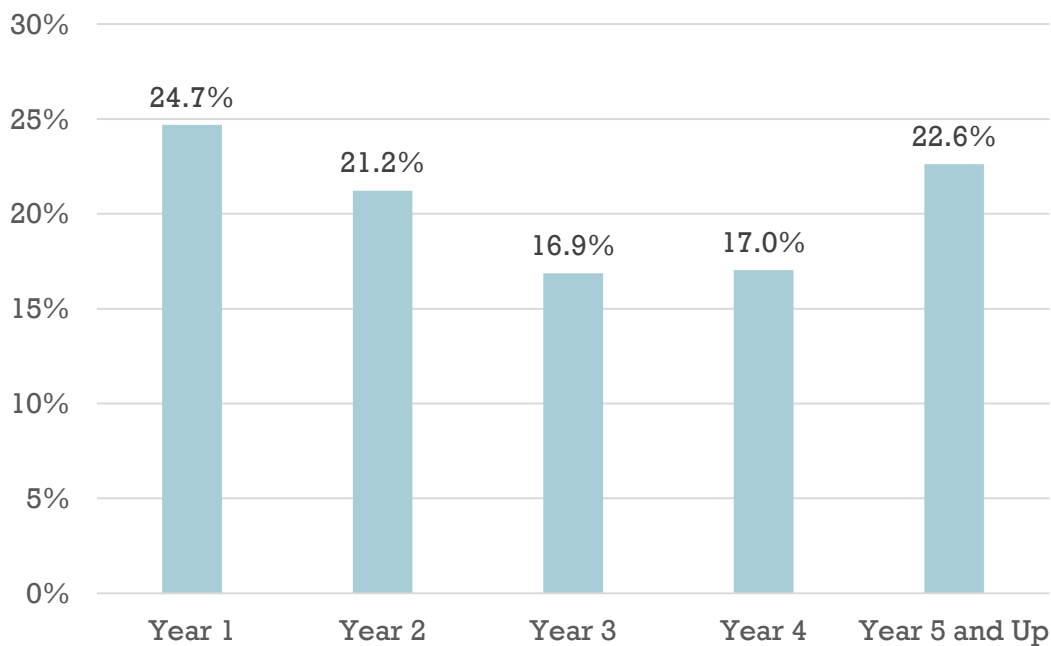
Have you taught a subject, or a part of a subject, in the past 3 years?

A	B	C	D	E	F	G	H	Avg.
93.5%	93.8%	93.3%	98%	96.5%	95.6%	90.1%	100%	95.1%

Please select the subject level.

Only applies to participants who selected “Yes” in question 2.

	Year 1	Year 2	Year 3	Year 4	Year 5 and Up
A	22.4%	26.5%	4.1%	12.2%	34.7%
B	15.9%	15.4%	26.7%	24.0%	17.8%
C	25.6%	22.6%	19.5%	23.3%	9.0%
D	N/A	N/A	N/A	N/A	N/A
E	30.4%	19.5%	20.5%	N/A	29.6%
F	27.9%	33.3%	17.4%	10.9%	10.5%
G	28.3%	15.9%	13.1%	17.9%	24.8%
H	22.2%	15.3%	16.7%	13.9%	31.9%
Avg.	24.7%	21.2%	16.9%	17.0%	22.6%



Please enter the approximate student enrolment.

	Mean	Min	Max
A	156.02	12	550
B	96.13	1	2500
C	149.7	1	650
D	53.5	1	200
E	63.7	1	250
F	83.2	1	600
G	141	3	800
H	240	8	2000
Avg.	122.9	3.5	943.8

Is this subject “team taught”?

	Yes – Autonomous¹	Yes – Collaborative²	No
A	44.0%	38.0%	18.0%
B	19.5%	16.6%	64.0%
C	22.8%	27.9%	49.3%
D	N/A	46.5%	53.5%
E	40.7%	35.5%	23.8%
F	27.5%	22.7%	49.8%
G	46.2%	29.7%	24.1%
H	31.1%	24.3%	44.6%
Avg.	33.1%	30.1%	40.9%

¹ Yes, teaching staff teach individual sections, subjects or components of the subject with relative autonomy.

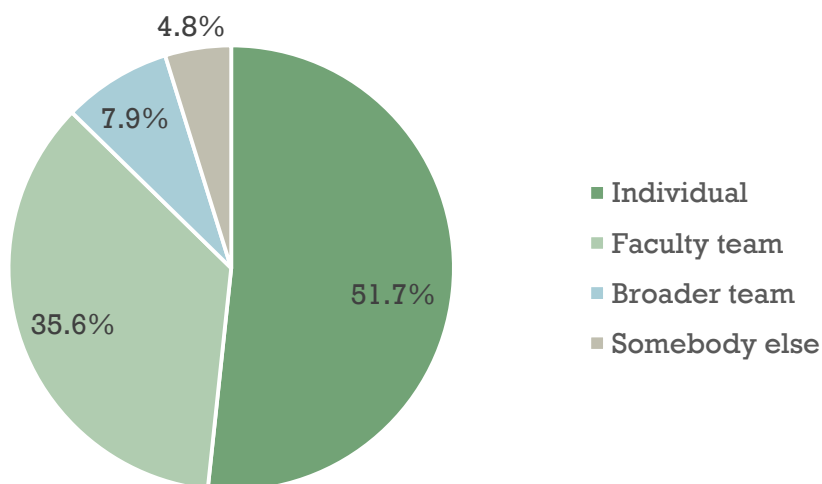
² Yes, a team works collaboratively throughout the subject.

How many teaching staff are part of the teaching team?

	Mean	Min	Max
A	5.9	2	15
B	5.25	1	60
C	3.5	1	12
D	4.4	2	13
E	5	2	30
F	5	1	20
G	8.5	1	60
H	9.1	2	100
Avg.	5.8	1.5	38.8

How are most of the decisions made about teaching practices in the subject?

	Individual	Faculty team	Broader team	Somebody else
A	34.7%	49.0%	12.2%	4.1%
B	61.2%	24.4%	10.6%	3.8%
C	61.0%	30.1%	4.4%	4.4%
D	53.5%	41.9%	4.7%	0%
E	45.4%	41.0%	9.8%	3.8%
F	56.5%	33.6%	7.0%	3.0%
G	45.8%	31.3%	9.0%	13.9%
H	55.4%	33.8%	5.4%	5.4%
Avg.	51.7%	35.6%	7.9%	4.8%



Individual: I make most decisions on my own

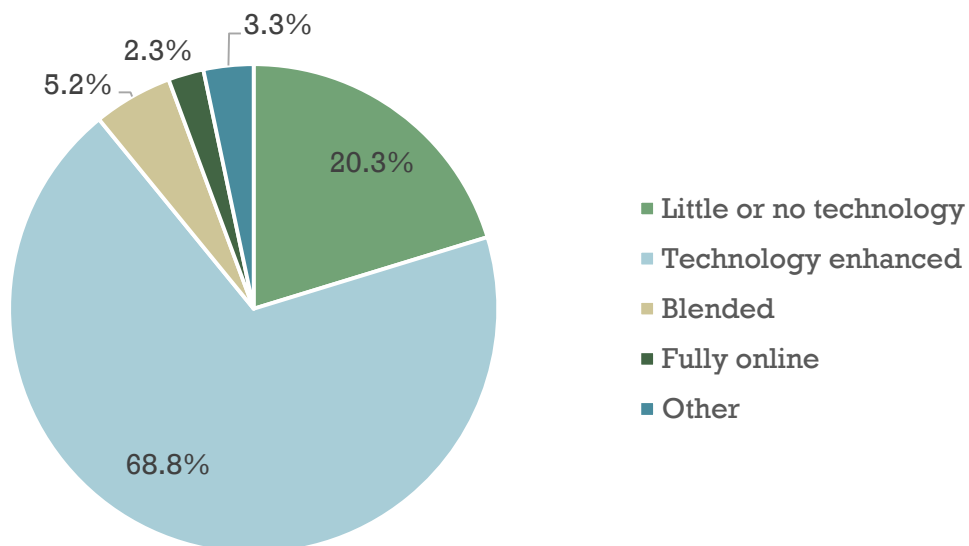
Faculty team: I am part of a team of teaching staff that makes most decisions collaboratively

Broader team: I am part a broader team (including TAs and/or administrative staff) that makes most decisions collaboratively

Somebody else: Somebody else make decisions

Select the option that best describes the integration of technology in your subject:

	Little or no technology	Technology enhanced	Blended	Fully online	Other
A	12.0%	68.0%	4.0%	12.0%	4.0%
B	25.2%	63.6%	3.5%	3.5%	4.2%
C	24.0%	65.0%	8.0%	1.0%	2.4%
D	23.3%	65.1%	2.3%	0.0%	7.0%
E	35.0%	57.4%	5.2%	0.8%	1.6%
F	18.8%	70.8%	5.9%	0.0%	4.4%
G	19.3%	71.7%	4.8%	1.4%	2.8%
H	4.1%	87.7%	8.2%	0.0%	0.0%
Avg.	20.2%	68.7%	5.2%	2.3%	3.3%



To your knowledge, have any of the subject teaching staff received funding (e.g. internal or external) to enhance teaching and/or student learning in this subject?

	Yes	No	I don't know
A	14.0%	68.0%	18.0%
B	15.9%	64.8%	19.3%
C	14.7%	77.9%	7.4%
D	41.9%	44.2%	14.0%
E	11.7%	75.1%	13.1%
F	14.8%	74.80%	10.4%
G	18.6%	62.1%	19.3%
H	18.9%	74.3%	6.8%
Avg.	18.8%	67.7%	13.5%

Please indicate the degree to which the following statements are descriptive of your teaching in the subject identified above:

I structure instructional time so students learn by listening to me or other experts.

I expect students to spend a significant amount of time interacting with the subject materials in preparation for class meetings.

	Frequently	Occasionally	Never
A	67.4%	28.3%	4.3%
B	69.1%	28.6%	2.3%
C	75.2%	22.5%	2.3%
D	62.5%	32.5%	5.0%
E	67.40%	30.50%	2.10%
F	70.1%	26.8%	3.1%
G	76.7%	21.7%	1.6%
H	72.10%	26.5%	1.5%
Avg.	70.1%	27.2%	2.8%

	Frequently	Occasionally	Never
A	60.9%	39.1%	0.0%
B	65.1%	30.8%	4.1%
C	66.9%	28.5%	4.6%
D	57.5%	40.0%	2.5%
E	64.00%	31.30%	4.70%
F	65.9%	30.6%	3.6%
G	52.7%	39.5%	7.8%
H	61.8%	36.8%	1.5%
Avg.	61.8%	34.6%	3.6%

I encourage students to ask me questions either during class time (for on campus modules) or as they occur (for online and hybrid subjects).

	Frequently	Occasionally	Never
A	88.6%	9.1%	2.3%
B	93.9%	5.9%	0.2%
C	93.1%	4.6%	2.3%
D	80.0%	15.0%	5.0%
E	93%	6.5%	0.6%
F	89.3%	10.7%	0.0%
G	87.7%	10.8%	1.5%
H	82.4%	10.3%	7.4%
Avg.	88.5%	9.1%	2.4%

I encourage students to respond to questions posed by other students.

	Frequently	Occasionally	Never
A	57.8%	33.3%	8.9%
B	58.1%	35.0%	6.9%
C	50.8%	36.2%	13.1%
D	50.0%	27.5%	22.5%
E	39.6%	44.3%	16.1%
F	61.8%	30.3%	7.9%
G	46.5%	43.4%	10.1%
H	55.9%	30.9%	13.2%
Avg.	52.6%	35.1%	12.3%

I require students to work together in groups.

	Frequently	Occasionally	Never
A	62.2%	26.7%	11.1%
B	57.2%	29.0%	13.7%
C	46.2%	30.8%	23.1%
D	45.0%	27.5%	27.5%
E	66.5%	26.5%	7.0%
F	58.1%	30.8%	11.1%
G	51.6%	32.8%	15.6%
H	69.1%	22.1%	8.8%
Avg.	57.0%	28.3%	14.7%

I structure instructional time so that students regularly interact with one another about subject concepts.

	Frequently	Occasionally	Never
A	65.2%	19.6%	15.2%
B	57.7%	29.2%	13.1%
C	40.3%	36.4%	23.2%
D	35.0%	37.5%	27.5%
E	52.2%	37.9%	9.9%
F	52.6%	37.2%	10.3%
G	52.8%	28.3%	18.9%
H	66.2%	23.5%	10.3%
Avg.	52.8%	31.2%	16.1%

I encourage students to use different points of view to make an argument.

	Frequently	Occasionally	Never
A	58.7%	23.9%	17.4%
B	53.4%	36.2%	10.4%
C	47.7%	38.3%	14.1%
D	62.5%	30.0%	7.5%
E	44.3%	40.2%	15.5%
F	57.1%	34.3%	8.7%
G	53.2%	30.2%	16.7%
H	50.0%	44.1%	5.9%
Avg.	53.4%	34.6%	12.0%

I encourage students to seek multiple approaches to a problem/question.

	Frequently	Occasionally	Never
A	63.0%	26.1%	10.9%
B	62.6%	33.0%	4.4%
C	57.4%	39.5%	3.1%
D	66.7%	30.8%	2.6%
E	57.6%	39.2%	3.2%
F	66.1%	31.1%	2.8%
G	59.7%	31.8%	8.5%
H	61.8%	35.3%	2.9%
Avg.	61.9%	33.3%	4.8%

I provide opportunities for students to reflect on their own learning (e.g. reflective blogs, learning portfolios, etc.).

	Frequently	Occasionally	Never
A	26.1%	34.8%	39.1%
B	30.4%	30.5%	39.2%
C	21.7%	24.8%	53.5%
D	37.5%	50.0%	12.5%
E	22.1%	37.4%	40.6%
F	27.6%	48.0%	24.4%
G	24.4%	33.1%	42.5%
H	19.1%	39.7%	41.2%
Avg.	26.1%	37.3%	36.6%

I use student assessment results, questions and comments to determine the focus and direction of my instruction.

	Frequently	Occasionally	Never
A	47.8%	47.8%	4.3%
B	52.2%	43.1%	4.8%
C	67.4%	27.1%	5.4%
D	35.0%	62.5%	2.5%
E	42.1%	48.8%	9.1%
F	55.3%	40.8%	3.9%
G	45.7%	49.6%	4.7%
H	38.2%	57.4%	4.4%
Avg.	48.0%	47.1%	4.9%

I connect instructional activities to subject learning goals/objectives/outcomes.

	Frequently	Occasionally	Never
A	93.5%	6.5%	0.0%
B	84.6%	13.8%	1.7%
C	74.2%	21.9%	3.9%
D	55.0%	40.0%	5.0%
E	68.2%	29.4%	2.4%
F	81.4%	18.2%	0.4%
G	79.2%	16.9%	3.8%
H	79.4%	16.2%	4.4%
Avg.	76.9%	20.4%	2.7%

I connect assessments to subject learning goals/objectives/outcomes

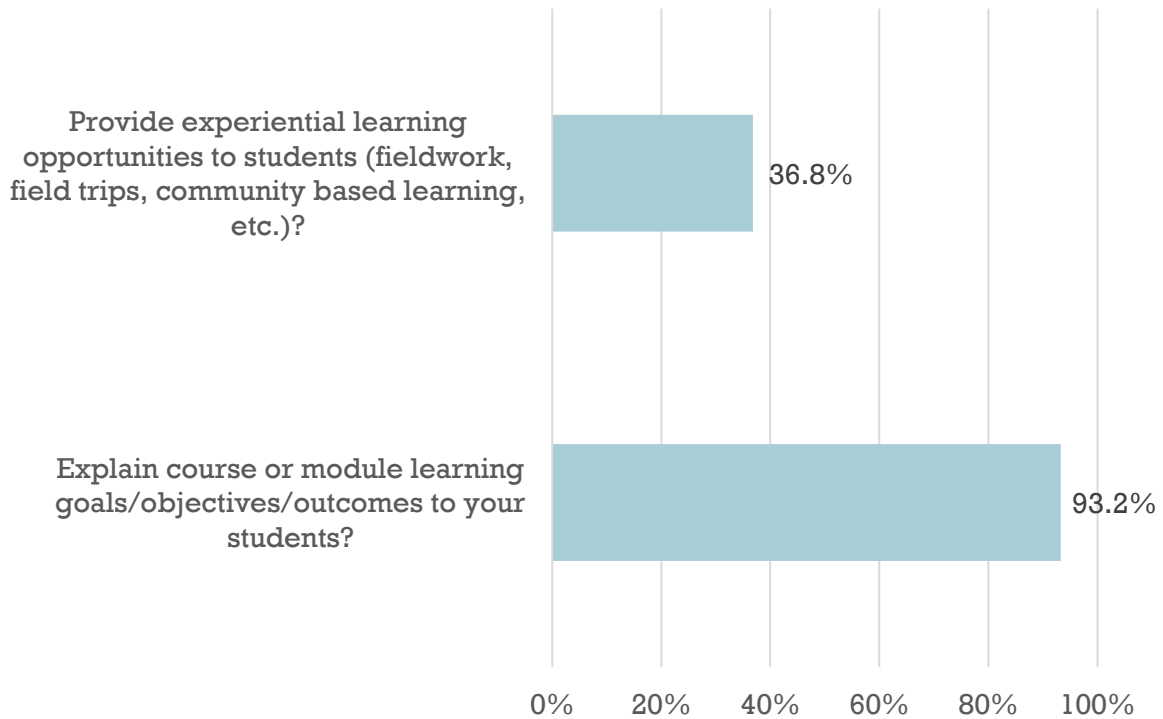
	Frequently	Occasionally	Never
A	91.3%	6.5%	2.2%
B	79.5%	17.1%	3.4%
C	90.7%	6.2%	3.1%
D	38.5%	56.4%	5.1%
E	70.9%	27.0%	2.1%
F	82.4%	16.5%	1.2%
G	83.1%	14.6%	2.3%
H	88.2%	10.3%	1.5%
Avg.	78.1%	19.3%	2.6%

I provide students choice in some aspect of my subject such as how they will be assessed, what learning activities they complete or what topics they will study.

	Frequently	Occasionally	Never
A	19.6%	39.1%	41.3%
B	26.1%	41.6%	32.3%
C	18.6%	38.8%	42.6%
D	28.2%	51.3%	20.5%
E	20.6%	39.7%	39.7%
F	20.2%	42.7%	37.2%
G	17.8%	31.8%	50.4%
H	23.5%	41.2%	35.3%
Avg.	21.8%	40.8%	37.4%

In this subject, do you:

	Explain course or module learning goals/objectives/outcomes to your students?	Provide experiential learning opportunities to students (fieldwork, field trips, community based learning, etc.)?
A	97.8%	21.7%
B	94.6%	36.5%
C	90.7%	34.1%
D	97.5%	40.0%
E	85.0%	44.3%
F	97.2%	42.1%
G	87.8%	37.7%
H	95.3%	38.2%
Avg.	93.2%	36.8%



Please specify the type of experiential learning you provide:

Most common activities include:

- Case studies
- Community based learning
- CoP
- Data gathering exercises
- Demonstrations
- Drama/film production/music composition/performance
- Field trips/visits
- Guest speakers (experts, community members)
- Interactive workshops (in-class)
- Labs
- Media production
- Observation of experts in practice setting
- Online discussions/computer exercises
- Peer instruction
- Practicum/clinical
- Problem based learning
- Project based work
- Simulations
- Team/group learning

During a typical teaching semester, approximately how many hours per semester do you spend on the following teaching-related activities for the subject you identified above.

Fields left blank were converted to zero.

Preparing for class

	Mean	Min	Max
A	36.4	2	200
B	64.8	37.32	103.5
C	49.2	1.0	256
D	46.2	2	200
E	46	0	400
F	58.9	0	351
G	32.8	2	300
H	61.7	4	384
Avg.	49.5	6.0	274.3

Meeting with students (outside scheduled class meetings)

	Mean	Min	Max
A	11.2	0	60
B	18.64	6.52	24.92
C	11	0	60
D	8.4	0	50
E	11.8	0	200
F	19	0	200
G	9.8	0	100
H	19.3	0	140
Avg.	13.7	0.8	104.4

Marking assignments, exams

	Mean	Min	Max
A	37.5	0	120
B	33.59	16.12	59.5
C	52	0	1375
D	17.6	0.5	100
E	34.3	0	300
F	46.4	0	282
G	30	0	184
H	43.6	0	270
Avg.	36.9	2.1	336.3

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

	Mean	Min	Max
A	11.2	0	50
B	17.79	7.54	25.03
C	20	0	500
D	8.4	0	50
E	15	0	200
F	20.3	0	240
G	11.6	0	108
H	22	0	150
Avg.	15.8	0.9	165.4

For the same subject, please indicate the approximate percentage of teaching time spent on the following:

Calculations include only responses totaling 100%.

Faculty member or Teaching Assistant (TA) presenting content (lecturing, showing a video or performing a demonstration)

	Mean	Min	Max
A	42.5%	1.0%	100.0%
B	46.2%	0.0%	100.0%
C	55.6%	0.0%	100.0%
D	51.3%	0.0%	100.0%
E	34.3%	0.0%	100.0%
F	42.7%	0.0%	100.0%
G	47.8%	0.0%	100.0%
H	40.2%	0.0%	95.0%
Avg.	45.1%	0.1%	99.4%

Whole class discussion

	Mean	Min	Max
A	8.7%	0.0%	25.0%
B	N/A*	N/A*	N/A*
C	9.3%	0.0%	88.0%
D	9.8%	0.0%	50.0%
E	11.1%	0.0%	90.0%
F	11.4%	0.0%	65.0%
G	10.4%	0.0%	80.0%
H	9.1%	0.0%	50.0%
Avg.	10.0%	0.0%	64.0%

Small group discussion

	Mean	Min	Max
A	17.6%	0.0%	85.0%
B	N/A*	N/A*	N/A*
C	6.7%	0.0%	50.0%
D	7.0%	0.0%	30.0%
E	13.2%	0.0%	80.0%
F	12.3%	0.0%	84.0%
G	11.4%	0.0%	60.0%
H	13.0%	0.0%	50.0%
Avg.	11.6%	0.0%	62.7%

Student-led instructional activities (including students presenting their own work)

	Mean	Min	Max
A	7.2%	0.0%	30.0%
B	7.9%	0.0%	100.0%
C	6.6%	0.0%	40.0%
D	10.0%	0.0%	60.0%
E	8.9%	0.0%	45.0%
F	8.1%	0.0%	45.0%
G	5.4%	0.0%	30.0%
H	6.5%	0.0%	40.0%
Avg.	7.6%	0.0%	48.8%

Students, either individually or in groups, solving problems or producing work (e.g. writing, field work, lab experiments, simulations, studio time, worksheets, etc.)

	Mean	Min	Max
A	15.4%	0.0%	60.0%
B	14.2%	0.0%	90.0%
C	13.9%	0.0%	70.0%
D	10.0%	0.0%	60.0%
E	24.0%	0.0%	100.0%
F	13.2%	0.0%	90.0%
G	13.7%	0.0%	80.0%
H	13.8%	0.0%	50.0%
Avg.	14.8%	0.0%	75.0%

Students completing assessments (e.g. test or quiz)

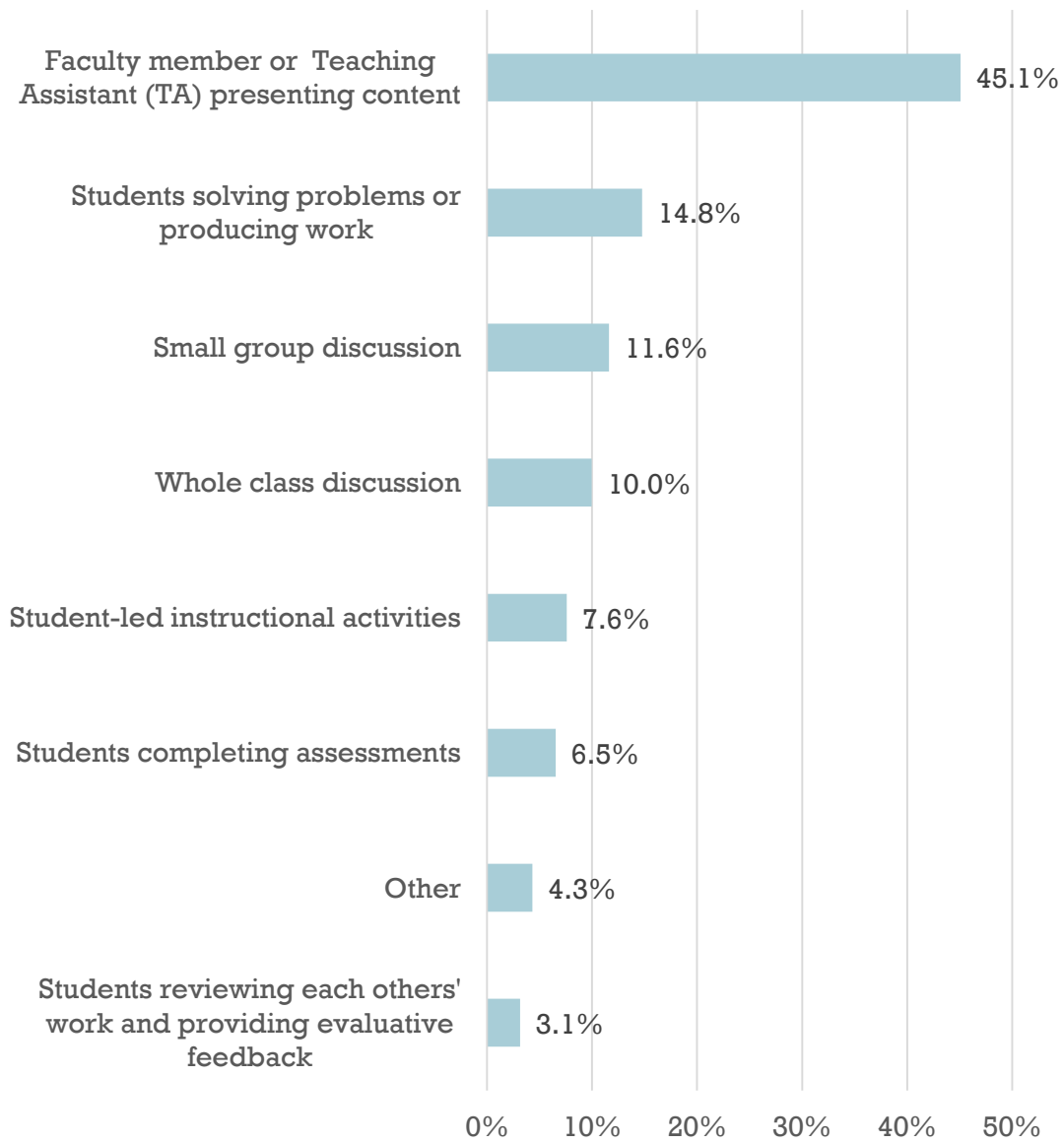
	Mean	Min	Max
A	6.5%	0.0%	20.0%
B	5.1%	0.0%	70.0%
C	4.4%	0.0%	50.0%
D	7.8%	0.0%	50.0%
E	6.9%	0.0%	55.0%
F	6.5%	0.0%	40.0%
G	6.2%	0.0%	40.0%
H	8.8%	0.0%	40.0%
Avg.	6.5%	0.0%	45.6%

Students reviewing each others' work and providing evaluative feedback

	Mean	Min	Max
A	2.9%	0.0%	20.0%
B	3.7%	0.0%	75.0%
C	1.4%	0.0%	15.0%
D	3.9%	0.0%	20.0%
E	5.2%	0.0%	50.0%
F	3.0%	0.0%	20.0%
G	2.7%	0.0%	40.0%
H	2.3%	0.0%	15.0%
Avg.	3.1%	0.0%	31.9%

Other (e.g. guest speaker, role-playing, etc.)

	Mean	Min	Max
A	6.9%	0.0%	88.0%
B	4.2%	0.0%	80.0%
C	2.8%	0.0%	40.0%
D	2.1%	0.0%	15.0%
E	4.9%	0.0%	47.0%
F	5.5%	0.0%	47.0%
G	2.5%	0.0%	30.0%
H	5.6%	0.0%	40.0%
Avg.	4.3%	0.0%	48.4%



Please indicate what activities and assignments you expect to occur outside of class time (mark all that apply).

	Students review material (readings, video, web resources) but do not complete an assessment of their understanding before class.	Students review material (readings, video, web resources) and complete an assessment of their understanding before class.	Students reflect on class or readings (e.g., reflective blogs, learning portfolios etc.).	Students write short papers or produce other minor works.
A	14.0%	18.6%	18.6%	18.6%
B	78.4%	32.2%	39.9%	49.8%
C	52.4%	14.1%	8.9%	26.2%
D	50.0%	47.4%	28.9%	52.6%
E	61.6%	27.0%	19.8%	48.7%
F	72.3%	39.6%	31.1%	46.0%
G	87.3%	21.8%	16.4%	38.2%
H	82.3%	24.2%	19.4%	32.3%
Avg.	62.3%	28.1%	22.9%	39.0%

	Students read each others' work and provide evaluative feedback.	Students provide feedback or ask questions about class session.	Students complete fieldwork, lab experiments or other experiential learning activities.	Students design experiments, projects, assessment questions, etc.
A	20.9%	23.3%	34.9%	37.2%
B	18.8%	50.6%	30.3%	20.2%
C	6.3%	38.2%	22.5%	6.8%
D	23.7%	73.7%	47.7%	39.5%
E	31.8%	49.3%	40.1%	19.2%
F	22.1%	71.5%	36.6%	26.0%
G	13.6%	71.8%	39.1%	13.6%
H	16.1%	66.1%	33.9%	21.0%
Avg.	19.2%	55.6%	35.6%	22.9%

	Students work on problem sets/homework/worksheets that contribute to course grade.	Students work on problem sets/homework/worksheets that do not contribute to course grade.	Students produce research papers or major projects.	Students work collaboratively on group assignments.
A	44.2%	55.8%	72.1%	83.7%
B	45.4%	25.9%	43.9%	50.2%
C	36.1%	25.1%	15.7%	24.1%
D	68.4%	18.4%	36.8%	52.6%
E	46.0%	33.1%	20.1%	55.2%
F	54.0%	36.6%	32.3%	59.6%
G	37.3%	46.4%	21.8%	46.4%
H	41.9%	35.5%	25.8%	54.8%
Avg.	46.7%	34.6%	33.6%	53.3%

Please consider the roles Teaching Assistants (TAs) play in the subject/section. Check all statements below that apply.

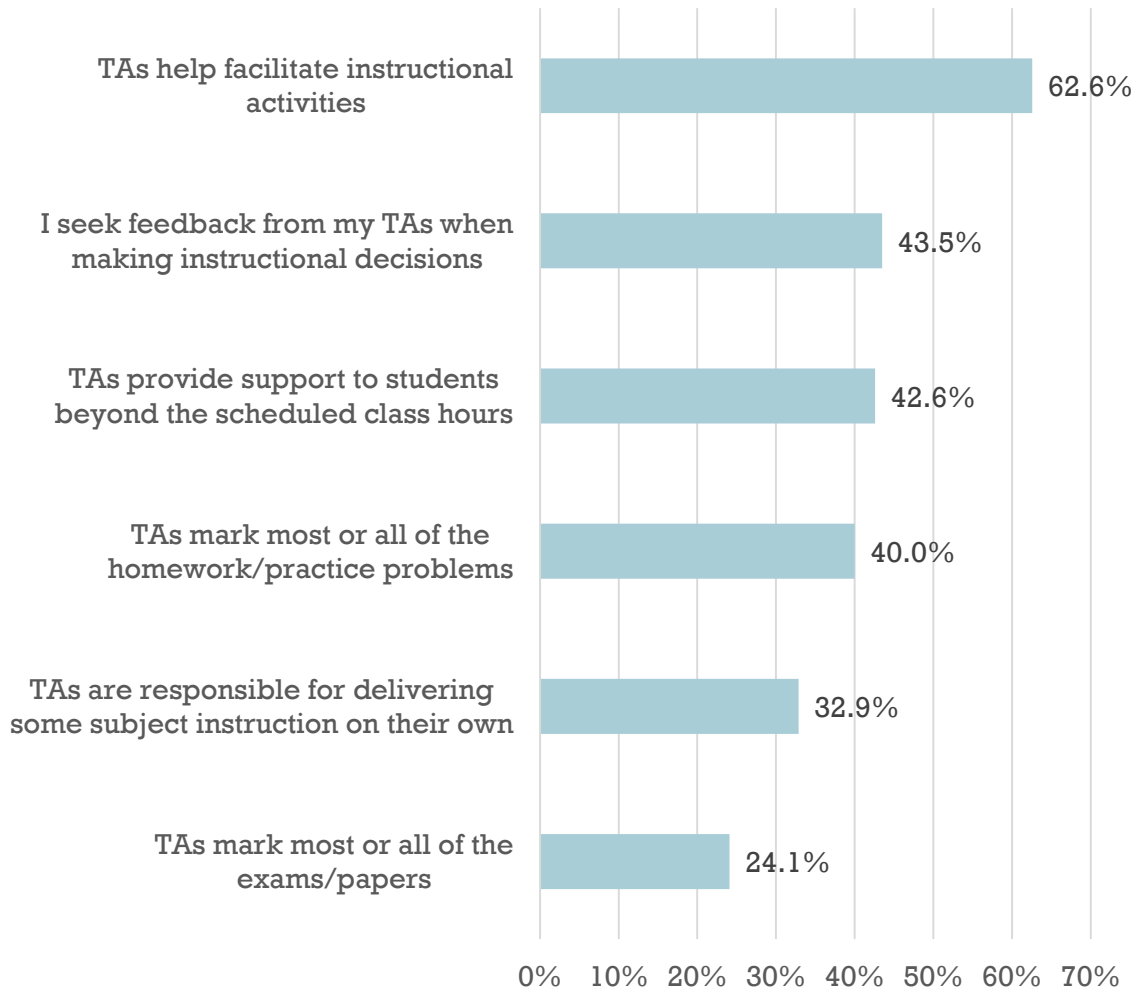
There are no TAs for this subject.

- A** 18.7%
- B** 38.5%
- C** 61.3%
- D** 34.2%
- E** 37.6%
- F** 32.9%
- G** 49.2%
- H** 48.4%
- Avg.** 40.1%

Based on respondents who indicated having TAs:

	TAs mark most or all of the exercises or assignments.	TAs mark most or all of the exams/papers.	TAs help facilitate teaching activities.
A	53.8%	15.4%	92.3%
B	53.5%	51.5%	53.6%
C	60.5%	18.6%	69.8%
D	40.0%	20.0%	68.0%
E	32.0%	11.5%	69.7%
F	14.2%	4.0%	18.0%
G	22.7%	15.2%	42.4%
H	43.3%	56.7%	86.7%
Avg.	40.0%	24.1%	62.6%

	TAs are responsible for delivering some course teaching on their own.	TAs provide support to students beyond the scheduled class hours.	I seek feedback from my TAs when making teaching decisions.
A	26.9%	38.5%	57.7%
B	34.6%	64.9%	52.6%
C	37.2%	32.6%	62.8%
D	16.0%	68.0%	20.0%
E	58.2%	31.6%	47.5%
F	8.0%	15.5%	12.2%
G	28.8%	19.7%	31.8%
H	53.3%	70.0%	63.3%
Avg.	32.9%	42.6%	43.5%



Please rate your level of agreement with each of the statements below:

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

To teach effectively requires establishing and communicating learning goals.

	SA	A	N	D	SD
A	25.0%	59.1%	13.6%	2.3%	0.0%
B	40.4%	46.8%	8.8%	2.8%	1.2%
C	27.0%	47.7%	18.0%	4.5%	2.7%
D	44.4%	38.9%	11.1%	5.6%	0.0%
E	25.1%	49.8%	20.5%	4.2%	0.4%
F	37.6%	52.3%	7.6%	1.7%	0.8%
G	23.7%	55.9%	17.8%	1.7%	0.8%
H	33.9%	48.2%	14.3%	3.6%	0.0%
Avg.	32.1%	49.8%	14.0%	3.3%	0.7%

To teach effectively requires knowing how students learn a subject and not just knowing the subject.

	SA	A	N	D	SD
A	60.0%	33.3%	4.4%	2.2%	0.0%
B	54.7%	36.4%	7.1%	0.7%	1.1%
C	38.6%	50.0%	7.9%	0.9%	2.6%
D	34.3%	42.9%	20.0%	2.9%	0.0%
E	43.2%	44.3%	10.5%	1.4%	0.7%
F	53.8%	37.0%	8.8%	0.0%	0.4%
G	35.6%	47.5%	13.6%	3.4%	0.0%
H	41.1%	46.4%	10.7%	1.8%	0.0%
Avg.	45.2%	42.2%	10.4%	1.7%	0.6%

It is important to understand what motivates students to learn the subject material.

	SA	A	N	D	SD
A	57.8%	35.6%	6.7%	0.0%	0.0%
B	57.4%	36.1%	4.9%	0.3%	1.2%
C	39.5%	50.0%	7.9%	0.9%	1.8%
D	50.0%	44.4%	2.8%	0.0%	2.8%
E	50.9%	42.2%	5.6%	0.7%	0.7%
F	62.2%	33.2%	4.2%	0.0%	0.4%
G	39.5%	51.3%	8.4%	0.8%	0.0%
H	44.6%	48.2%	5.4%	1.8%	0.0%
Avg.	50.2%	42.6%	5.7%	0.6%	0.9%

It is important to convey enthusiasm for the subject.

	SA	A	N	D	SD
A	86.7%	13.3%	0.0%	0.0%	0.0%
B	85.0%	13.4%	0.5%	0.0%	1.1%
C	85.1%	14.9%	0.0%	0.0%	0.0%
D	55.6%	38.9%	5.6%	0.0%	0.0%
E	73.2%	23.7%	2.1%	0.3%	0.7%
F	83.3%	15.5%	0.8%	0.4%	0.0%
G	80.5%	17.8%	0.8%	0.8%	0.0%
H	83.9%	14.3%	1.8%	0.0%	0.0%
Avg.	79.2%	19.0%	1.5%	0.2%	0.2%

It is important to provide real life examples of the concepts you are teaching.

	SA	A	N	D	SD
A	64.4%	24.4%	8.9%	2.2%	0.0%
B	79.2%	16.6%	3.2%	0.1%	0.9%
C	70.8%	24.8%	2.7%	0.9%	0.9%
D	52.8%	30.6%	13.9%	2.8%	0.0%
E	61.7%	33.1%	4.2%	0.7%	0.3%
F	67.5%	28.7%	3.8%	0.0%	0.0%
G	69.2%	24.8%	5.1%	0.9%	0.0%
H	85.7%	14.3%	0.0%	0.0%	0.0%
Avg.	68.9%	24.7%	5.2%	0.9%	0.3%

It is important to encourage students to be active participants in learning.

	SA	A	N	D	SD
A	80.0%	20.0%	0.0%	0.0%	0.0%
B	72.6%	24.4%	1.6%	0.3%	1.1%
C	65.2%	32.1%	1.8%	0.0%	0.9%
D	72.2%	25.0%	0.0%	2.8%	0.0%
E	63.4%	31.0%	4.9%	0.7%	0.0%
F	67.5%	28.7%	3.8%	0.0%	0.0%
G	65.5%	26.1%	6.7%	0.8%	0.8%
H	66.1%	33.9%	0.0%	0.0%	0.0%
Avg.	69.1%	27.6%	2.4%	0.6%	0.4%

Teaching staff are responsible for providing students with timely and useful feedback.

	SA	A	N	D	SD
A	55.6%	37.8%	6.7%	0.0%	0.0%
B	58.4%	37.6%	2.8%	0.3%	0.9%
C	42.9%	49.1%	8.0%	0.0%	0.0%
D	50.0%	30.6%	16.7%	2.8%	0.0%
E	30.6%	52.5%	14.8%	1.8%	0.4%
F	46.4%	48.5%	5.0%	0.0%	0.0%
G	42.4%	49.2%	6.8%	0.8%	0.8%
H	50.0%	48.2%	0.0%	1.8%	0.0%
Avg.	47.0%	44.2%	7.6%	0.9%	0.3%

Social interaction is important to the learning process.

	SA	A	N	D	SD
A	51.1%	40.0%	8.9%	0.0%	0.0%
B	38.8%	40.0%	17.6%	2.1%	1.5%
C	31.0%	45.1%	20.4%	1.8%	1.8%
D	25.0%	41.7%	22.2%	11.1%	0.0%
E	30.7%	46.0%	20.2%	2.1%	1.0%
F	34.5%	47.1%	16.0%	2.1%	0.4%
G	24.4%	52.1%	16.0%	6.7%	0.8%
H	35.7%	46.4%	14.3%	3.6%	0.0%
Avg.	33.9%	44.8%	16.9%	3.7%	0.7%

Teaching effectiveness is enhanced by using evidence about student learning to refine teaching practice.

	SA	A	N	D	SD
A	44.4%	48.9%	6.7%	0.0%	0.0%
B	38.2%	44.9%	14.1%	1.4%	1.5%
C	30.1%	48.7%	15.0%	5.3%	0.9%
D	19.4%	63.9%	11.1%	5.6%	0.0%
E	18.8%	48.6%	27.0%	3.5%	2.1%
F	37.3%	47.5%	14.0%	0.4%	0.8%
G	22.7%	52.1%	25.2%	0.0%	0.0%
H	28.6%	46.4%	21.4%	1.8%	1.8%
Avg.	29.9%	50.1%	16.8%	2.2%	0.9%

I prefer to teach as part of a collaborative team.

	SA	A	N	D	SD
A	17.8%	28.9%	44.4%	6.7%	2.2%
B	12.6%	24.0%	44.5%	13.2%	5.8%
C	18.6%	20.4%	42.5%	14.2%	4.4%
D	19.4%	19.4%	47.2%	11.1%	2.8%
E	20.7%	39.3%	31.6%	6.0%	2.5%
F	7.1%	26.8%	42.3%	16.7%	7.1%
G	14.3%	23.5%	50.4%	8.4%	3.4%
H	23.2%	25.0%	39.3%	10.7%	1.8%
Avg.	16.7%	25.9%	42.8%	10.9%	3.7%

Active learning techniques are an effective way to promote student learning.

	SA	A	N	D	SD
A	66.7%	31.1%	2.2%	0.0%	0.0%
B	59.8%	30.4%	8.0%	0.5%	1.3%
C	45.6%	40.4%	11.4%	0.9%	1.8%
D	52.8%	33.3%	11.1%	2.8%	0.0%
E	46.5%	43.7%	8.5%	0.7%	0.7%
F	58.8%	31.5%	9.7%	0.0%	0.0%
G	47.9%	37.8%	14.3%	0.0%	0.0%
H	64.3%	28.6%	7.1%	0.0%	0.0%
Avg.	55.3%	34.6%	9.0%	0.6%	0.5%

Lecturing is an effective way to promote student learning.

	SA	A	N	D	SD
A	11.1%	44.4%	35.6%	6.7%	2.2%
B	16.7%	43.3%	27.8%	9.1%	3.2%
C	13.3%	55.8%	22.1%	6.2%	2.7%
D	33.3%	36.1%	25.0%	5.6%	0.0%
E	12.2%	39.5%	33.9%	13.6%	0.7%
F	14.3%	40.9%	31.6%	10.5%	2.5%
G	14.4%	49.2%	27.1%	5.9%	3.4%
H	12.5%	51.8%	26.8%	8.9%	0.0%
Avg.	16.0%	45.1%	28.7%	8.3%	1.8%

Teaching staff have been successful if students retain important concepts of the class for the long term.

	SA	A	N	D	SD
A	46.7%	40.0%	13.3%	0.0%	0.0%
B	47.3%	40.3%	9.3%	2.1%	1.1%
C	36.9%	54.1%	8.1%	0.9%	0.0%
D	19.4%	58.3%	19.4%	2.8%	0.0%
E	43.5%	43.2%	13.0%	0.4%	0.0%
F	45.4%	44.1%	9.7%	0.4%	0.4%
G	34.7%	55.1%	8.5%	1.7%	0.0%
H	35.7%	55.4%	8.9%	0.0%	0.0%
Avg.	38.7%	48.8%	11.3%	1.0%	0.2%

It is important for students to take subjects that challenge them to integrate what they've learned over the course of their studies.

	SA	A	N	D	SD
A	55.6%	33.3%	11.1%	0.0%	0.0%
B	48.3%	41.4%	8.5%	0.9%	0.9%
C	34.5%	54.9%	9.7%	0.9%	0.0%
D	37.1%	42.9%	17.1%	2.9%	0.0%
E	42.0%	45.5%	10.5%	1.0%	1.0%
F	39.0%	51.3%	8.9%	0.8%	0.0%
G	42.4%	46.6%	8.5%	2.5%	0.0%
H	41.1%	50.0%	7.1%	1.8%	0.0%
Avg.	42.5%	45.7%	10.2%	1.4%	0.2%

I make explicit connections between my subject and other subjects.

	SA	A	N	D	SD
A	35.6%	48.9%	11.1%	2.2%	2.2%
B	27.3%	39.7%	24.5%	7.3%	1.1%
C	29.2%	47.8%	14.2%	8.0%	0.9%
D	25.0%	38.9%	30.6%	5.6%	0.0%
E	26.9%	46.2%	20.3%	5.6%	1.0%
F	32.8%	39.9%	22.3%	4.2%	0.8%
G	27.6%	42.2%	25.0%	3.4%	1.7%
H	35.7%	50.0%	10.7%	3.6%	0.0%
Avg.	30.0%	44.2%	19.8%	5.0%	1.0%

Connecting assignments to learning goals throughout the module enhances effective teaching.

	SA	A	N	D	SD
A	42.2%	44.4%	11.1%	2.2%	0.0%
B	48.4%	40.4%	8.3%	1.6%	1.3%
C	43.4%	38.9%	13.3%	0.9%	3.5%
D	33.3%	50.0%	11.1%	5.6%	0.0%
E	31.5%	44.4%	19.9%	3.1%	1.0%
F	47.4%	42.7%	8.4%	0.4%	0.8%
G	27.4%	55.6%	13.7%	3.4%	0.0%
H	48.2%	41.1%	8.9%	0.0%	1.8%
Avg.	40.2%	44.7%	11.8%	2.2%	1.0%

Even without more resources, I believe it is possible to improve the effectiveness of one's teaching.

Even without a smaller class size, I believe it is possible to improve the effectiveness of one's teaching.

	SA	A	N	D	SD
A	53.3%	35.6%	8.9%	2.2%	0.0%
B	49.8%	36.5%	7.8%	3.5%	2.4%
C	47.4%	36.0%	10.5%	5.3%	0.9%
D	30.6%	27.8%	27.8%	13.9%	0.0%
E	33.1%	39.0%	15.7%	11.1%	1.0%
F	43.5%	41.4%	10.9%	3.3%	0.8%
G	38.1%	45.8%	11.9%	3.4%	0.8%
H	33.9%	46.4%	14.3%	3.6%	1.8%
Avg.	41.2%	38.6%	13.5%	5.8%	1.0%

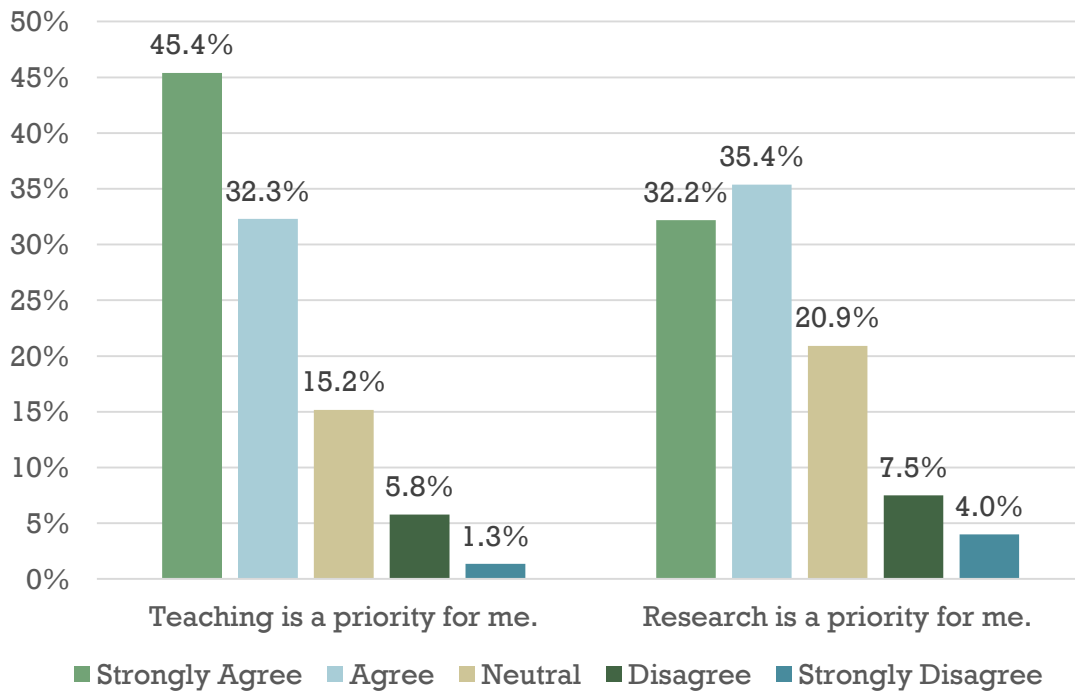
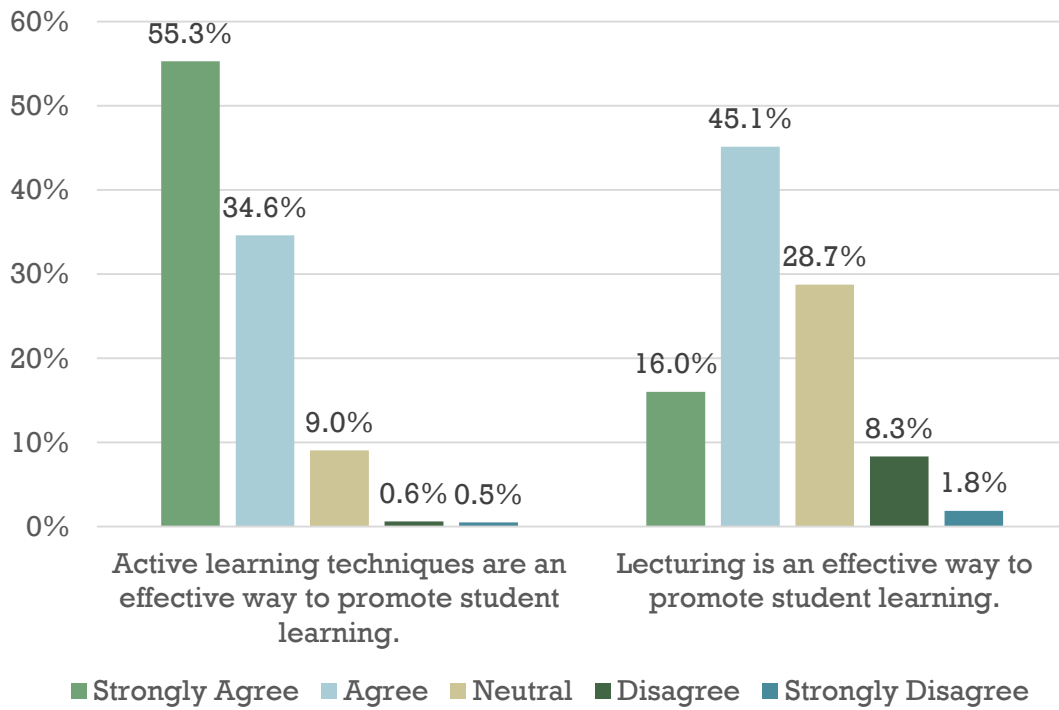
	SA	A	N	D	SD
A	52.3%	36.4%	6.8%	4.5%	0.0%
B	40.6%	35.9%	11.9%	7.6%	4.0%
C	34.2%	40.4%	15.8%	7.0%	2.6%
D	33.3%	41.7%	13.9%	11.1%	0.0%
E	29.6%	44.3%	18.1%	7.0%	1.0%
F	32.1%	43.5%	13.9%	8.9%	1.7%
G	31.6%	45.3%	14.5%	7.7%	0.9%
H	26.8%	58.9%	14.3%	0.0%	0.0%
Avg.	35.1%	43.3%	13.7%	6.7%	1.3%

Teaching is a priority for me.

Research is a priority for me.

	SA	A	N	D	SD
A	60.0%	28.9%	6.7%	4.4%	60.0%
B	54.7%	31.8%	9.2%	2.8%	54.7%
C	41.6%	35.4%	13.3%	8.8%	41.6%
D	30.6%	22.2%	41.7%	5.6%	30.6%
E	32.1%	36.2%	22.0%	7.3%	32.1%
F	50.2%	34.3%	12.1%	2.5%	50.2%
G	45.8%	35.6%	9.3%	5.9%	45.8%
H	48.2%	33.9%	7.1%	8.9%	48.2%
Avg.	45.4%	32.3%	15.2%	5.8%	45.4%

	SA	A	N	D	SD
A	35.6%	33.3%	17.8%	8.9%	4.4%
B	N/A	N/A	N/A	N/A	N/A
C	43.4%	38.9%	13.3%	3.5%	0.9%
D	13.9%	33.3%	38.9%	8.3%	5.6%
E	33.4%	42.2%	15.7%	6.6%	2.1%
F	33.2%	28.6%	24.4%	9.2%	4.6%
G	31.9%	30.3%	18.5%	14.3%	5.0%
H	33.9%	41.1%	17.9%	1.8%	5.4%
Avg.	32.2%	35.4%	20.9%	7.5%	4.0%



Please indicate your awareness of and participation in the following professional development resources.

Teaching development events (i.e. talks, workshops, seminars).

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	82.2%	15.6%	2.2%	0.0%
B	73.4%	15.9%	2.0%	8.7%
C	67.9%	29.5%	1.8%	0.9%
D	69.4%	13.9%	16.7%	0.0%
E	65.6%	23.2%	9.5%	1.8%
F	72.3%	23.8%	2.6%	1.3%
G	63.5%	23.5%	11.3%	1.7%
H	57.1%	30.4%	12.5%	0.0%
Avg.	68.9%	22.0%	7.3%	1.8%

Peer evaluations/feedback of teaching.

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	66.7%	22.2%	8.9%	2.2%
B	70.2%	13.5%	2.6%	13.8%
C	32.7%	23.9%	36.3%	7.1%
D	60.0%	25.7%	11.4%	2.9%
E	30.1%	17.7%	40.8%	11.3%
F	81.3%	11.5%	6.8%	0.4%
G	41.0%	23.9%	28.2%	6.8%
H	44.60%	33.90%	17.90%	3.60%
Avg.	53.3%	21.5%	19.1%	6.0%

A mentor or other person to go to for advice about teaching.

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	60.0%	8.9%	22.2%	8.9%
B	59.1%	13.4%	6.5%	21.1%
C	34.5%	17.7%	38.1%	9.7%
D	48.6%	11.4%	37.1%	2.9%
E	26.8%	16.8%	42.5%	13.9%
F	54.0%	15.7%	25.1%	5.1%
G	36.2%	16.4%	35.3%	12.1%
H	52.70%	18.20%	27.30%	1.80%
Avg.	46.5%	14.8%	29.3%	9.4%

Teaching and learning conferences.

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	48.9%	40.0%	8.9%	2.2%
B	44.7%	28.6%	11.2%	15.4%
C	42.5%	37.2%	9.7%	10.6%
D	57.1%	25.7%	8.6%	8.6%
E	32.6%	50.2%	8.8%	8.4%
F	41.2%	45.5%	8.6%	4.7%
G	48.30%	38.1%	5.9%	7.60%
H	37.50%	39.30%	16.10%	7.10%
Avg.	44.1%	38.1%	9.7%	8.1%

A cohort of scholars focused on teaching and learning.

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	63.6%	9.1%	22.7%	4.5%
B	41.5%	21.4%	12.8%	24.3%
C	37.2%	26.5%	22.1%	14.2%
D	40.0%	17.1%	25.7%	17.1%
E	27.6%	16.7%	36.4%	19.3%
F	33.6%	38.4%	20.7%	7.3%
G	33.00%	22.60%	31.30%	13.00%
H	43.60%	29.10%	18.20%	9.10%
Avg.	40.0%	22.6%	23.7%	13.6%

Observing someone else's teaching.

	Aware and participate	Aware, but do not participate	Not aware but would participate	Not aware and would not participate
A	75.6%	11.1%	11.1%	2.2%
B	64.5%	12.5%	4.6%	18.4%
C	27.0%	22.5%	38.7%	11.7%
D	58.3%	13.9%	22.2%	5.6%
E	32.0%	17.6%	31.3%	19.1%
F	59.4%	18.4%	20.1%	2.1%
G	39.80%	23.70%	28.80%	7.60%
H	53.60%	32.10%	10.70%	3.60%
Avg.	51.3%	19.0%	20.9%	8.8%

Please indicate how often you've sought support from each of the following units:

Teaching and Learning Centre.

	Multiple times a year	Once a year or less	Never (but know of it)	I've never heard of this
A	54.5%	27.3%	18.2%	0.0%
B	21.3%	35.6%	30.3%	12.8%
C	27.4%	40.7%	31.0%	0.9%
D	16.7%	2.8%	11.1%	69.4%
E	6.5%	24.7%	21.5%	47.3%
F	30.5%	39.8%	28.4%	1.3%
G	22.4%	38.3%	39.3%	0.0%
H	16.1%	35.7%	44.6%	3.6%
Avg.	24.4%	30.6%	28.0%	16.9%

Central Library.

	Multiple times a year	Once a year or less	Never (but know of it)	I've never heard of this
A	38.6%	31.8%	29.5%	0.0%
B	43.6%	28.7%	26.4%	1.3%
C	43.4%	37.2%	18.6%	0.9%
D	N/A	N/A	N/A	N/A
E	32.1%	30.7%	36.5%	0.7%
F	37.7%	27.1%	34.7%	0.4%
G	34.2%	37.6%	28.2%	0.0%
H	58.9%	16.1%	25.0%	0.0%
Avg.	41.2%	29.9%	28.4%	0.5%

What changes could be made at your institution to help you teach more effectively?

Change	U21 weighted score¹	Total comments
Value of teaching	67	260
Funding and resources	46	210
Workload and time	45	193
Technology	40	180
Administrative support	38	46
Facilities and space	32	141
Class size	25	149
Curriculum and course content	22	47
Engagement with colleagues	17	118
Professionalism	17	92
Student centered pedagogies	16	110
Timetabling, scheduling	15	17
Formal PD	14	21
Rigor	11	21
Other	5	16
TAs	5	81
Student preparedness	4	8
Assessment	3	4
Collaborative teaching	3	4

¹ Themes are listed based on their relative prevalence. To determine U21 weighted score, the theme with the highest number of comments at each institution was assigned 10 points, the theme with the second highest number of comments was assigned 9 points and so on. The points assigned to each theme were then added (middle column) and sorted from highest to lowest.

Sample comments from participants:

Value of teaching

*“Raise the profile of teaching, make sure it's appreciated, make sure that staff actually *believe* that it will lead to advancement and the recognition of peers. This will take a long time to achieve (10 years??) so management will have to apply pressure over much a longer time-scale than they currently work to.” (Institution A)*

“A culture change that appreciates the REAL value of the teaching mission of the university.” (Institution B)

“More recognition of teaching as the bread and butter of what we do in [institution] and appropriate rewards: for example the potential to be promoted to Associate Professor on the strength of excelling in teaching and curriculum design would be so beneficial. At the moment I feel my career is going nowhere fast because I've focused on teaching.” (Institution C)

“Get more respect from the teaching administration.” (Institution D)

“The University should also valorise much more the contributions of teachers; regretfully all that seems to matter these days is how much research money one brings in.” (Institution E)

“Promote teaching more towards tenure-track faculty members for whom there is little incentive to do well in teaching. Give more incentive to those who have an interest in teaching.” (Institution F)

“For University management and PDR processes to value teaching more; to reward and recognise achievements in teaching; not to allow research to dominate and overshadow all other achievements.” (Institution G)

“More acknowledgement and respect of the time it actually takes to teach effectively. I find good teaching is not respected at the university - good research is, but good teaching is not. Bad teaching and subject management is also excused.” (Institution H)

Funding and resources

“Better access to resources. Currently, I'm expected to pay for any class materials I use - including photocopying. Better access to technology resources.” (Institution B)

“More funding to individuals.” (Institution D)

“My teaching is subsidized by my external research grants. If the faculty/university covered the real cost of teaching and teaching development (i.e. the time I spend on improving my class), then I could take the time to develop my teaching and learn to teach more effectively.” (Institution E)

“Financial support (in the form of salary for hourly paid or GTA staff) to help improve resources and work to enhance team-taught courses.” (Institution G)

“More funding for learning and teaching initiatives! Support for cross-Faculty projects that enhance teaching and learning.” (Institution H)

Workload and time

“More time for focusing on teaching instead of having to “balance” multiple academic roles, which results in not having sufficient time to prepare as well as I'd like for teaching.” (Institution A)

“Other than more time to focus on teaching, I can't think of other resources that could be offered. The resources here seem quite good.” Institution (B)

“A more effective workload model would be welcomed, facilitating time for more impactful enhancement of modules and upskilling (e.g. technology enhanced learning opportunities).” (Institution C)

“I teach on several courses each semester (4-5 courses), and spend >80-85% of my time at the university on teaching (including planning and developing courses, preparations for individual teaching activities, and administrative tasks after teaching activities and courses, etc.). If allowed to focus more on fewer courses (i.e. having more time for the remaining courses), I could develop my teaching practice and actually not only teach but also function as a scholar.” (Institution E)

“I’m afraid it all comes down to time! If teaching were recognised more and time allowed to do it as fully as possible, then I would be able to teach more effectively.” (Institution G)

“More time to devote to developing new resources.” (Institution H)

Technology

“Adoption of effective online platforms. [Tool] is just awful (even with available support) and wastes considerable time.” (Institution B)

“I would like the option of easy multi-media presentation (this is not just having two small screens in each room!).” (Institution C)

“Better equipment.” (D)

“More teaching support in adopting new information technology.” (F)

“Computers available in every room for presentations.” (Institution G)

Administrative support

“Lighten the load of admin and bureaucracy to give me more time.” (Institution A)

“The burden of excessive administration and over assessment mean time that could be spent developing module material in a better way gets spent on email and form filling.” (Institution C)

“Less administrative interference.” (D)

“Less bureaucracy. That the personnel that are hired to aid and support the teaching environment would be more knowing of the realities of teaching and that technical support systems would be better adjusted to the needs of students and teachers as well as more flexible.” (Institution E)

“Secretarial assistance to teachers.” (Institution F)

“More administration support to manage large classes, organise tutors, grades, answer questions via discussion boards, emails etc.” (Institution H)

Please indicate your level of agreement with each of these statements.

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

My University leadership recognizes the importance of teaching

	SA	A	N	D	SD
A	13.6%	38.6%	29.5%	13.6%	4.5%
B	16.8%	45.2%	23.0%	11.3%	3.7%
C	9.9%	34.2%	19.8%	20.7%	15.3%
D	17.1%	34.3%	31.4%	14.3%	2.9%
E	10.2%	39.6%	32.2%	13.8%	4.2%
F	26.1%	49.6%	13.7%	7.3%	3.4%
G	7.8%	37.9%	27.6%	13.8%	12.9%
H	15.8%	40.4%	22.8%	10.5%	10.5%
Avg.	14.7%	40.0%	25.0%	13.2%	7.2%

My University leadership is supportive of teaching staff improving and changing teaching practices

	SA	A	N	D	SD
A	15.9%	47.7%	15.9%	15.9%	4.5%
B	14.8%	45.6%	29.4%	7.0%	3.1%
C	23.6%	32.7%	23.6%	11.8%	8.2%
D	20.0%	37.1%	37.1%	2.9%	2.9%
E	7.0%	34.9%	37.0%	17.3%	3.9%
F	26.5%	41.9%	19.2%	9.0%	3.4%
G	9.5%	31.0%	38.8%	15.5%	5.2%
H	12.5%	48.2%	8.9%	17.9%	12.5%
Avg.	16.2%	39.9%	26.2%	12.2%	5.5%

My Faculty/School administration recognizes the importance of teaching

	SA	A	N	D	SD
A	27.3%	45.5%	15.9%	4.5%	6.8%
B	26.1%	44.6%	20.6%	6.5%	2.2%
C	10.8%	32.4%	33.3%	11.7%	11.7%
D	20.0%	28.6%	40.0%	11.4%	0.0%
E	15.2%	37.5%	23.0%	18.4%	6.0%
F	29.5%	47.9%	13.7%	3.8%	5.1%
G	6.1%	31.6%	36.0%	13.2%	13.2%
H	24.1%	35.2%	24.1%	9.3%	7.4%
Avg.	19.9%	37.9%	25.8%	9.9%	6.6%

My Faculty/School is supportive of teaching staff improving and changing teaching practices

	SA	A	N	D	SD
A	22.7%	40.9%	20.5%	11.4%	4.5%
B	22.6%	41.5%	27.3%	6.5%	2.2%
C	23.4%	35.1%	25.2%	9.9%	6.3%
D	17.1%	42.9%	37.1%	2.9%	0.0%
E	12.8%	39.9%	26.7%	14.2%	6.4%
F	24.9%	45.5%	18.5%	7.7%	3.4%
G	7.9%	31.6%	36.0%	14.9%	9.6%
H	16.4%	41.8%	18.2%	16.4%	7.3%
Avg.	18.5%	39.9%	26.2%	10.5%	5.0%

Teaching staff in my Faculty/School believe that ongoing improvement in teaching is part of their job

	SA	A	N	D	SD
A	18.2%	29.5%	29.5%	20.5%	2.3%
B	20.5%	38.2%	28.2%	9.8%	3.2%
C	16.2%	36.9%	27.9%	14.4%	4.5%
D	11.4%	40.0%	28.6%	20.0%	0.0%
E	9.6%	39.5%	34.5%	11.7%	4.6%
F	15.4%	44.0%	26.5%	9.4%	4.7%
G	9.6%	39.5%	33.3%	14.9%	2.6%
H	9.1%	49.1%	21.8%	14.5%	5.5%
Avg.	13.7%	39.6%	28.8%	14.4%	3.4%

I believe that ongoing improvement in teaching is part of my job

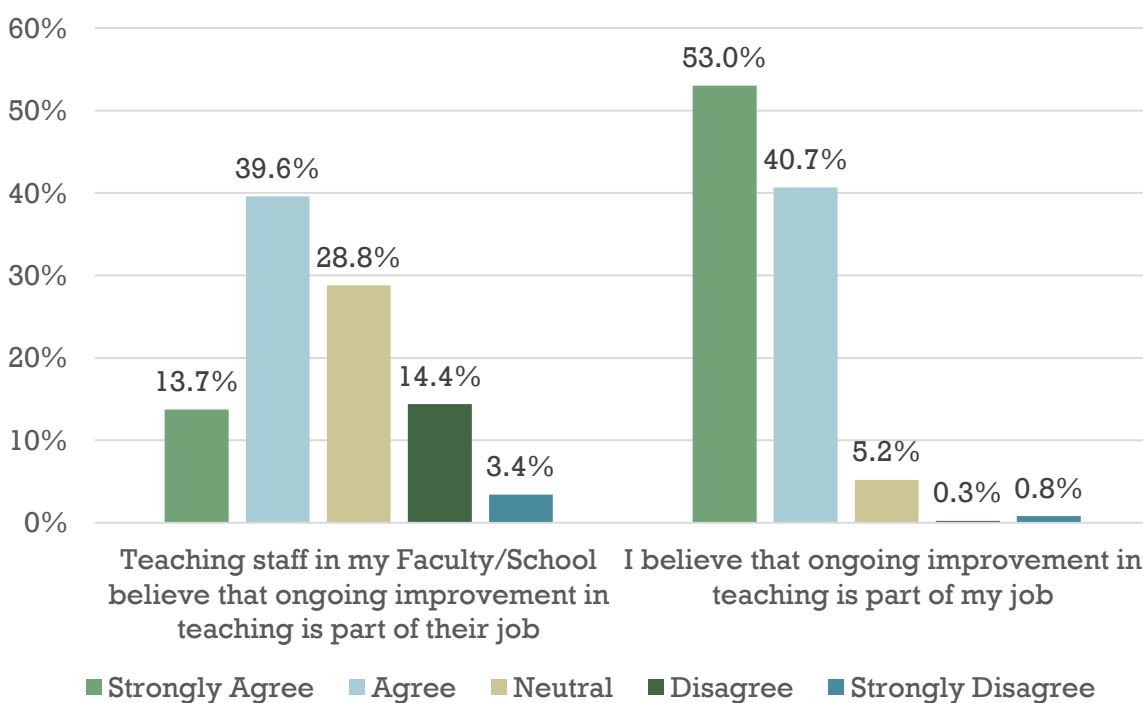
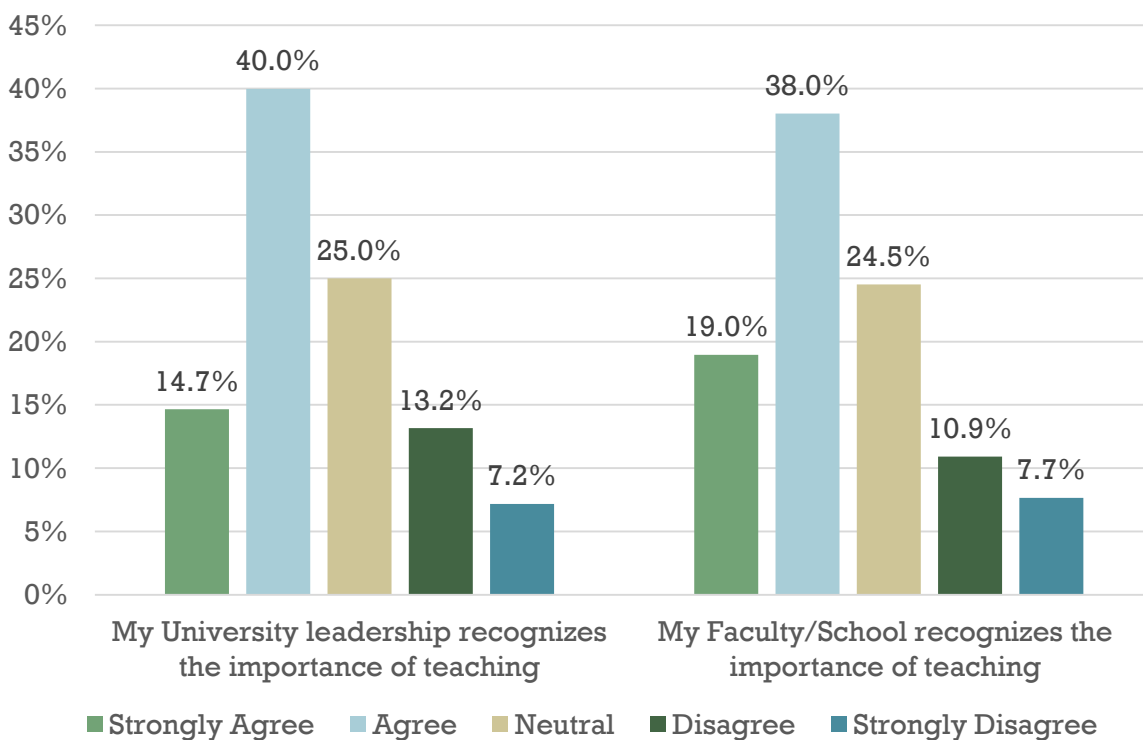
	SA	A	N	D	SD
A	77.3%	20.5%	2.3%	0.0%	0.0%
B	56.8%	38.0%	4.4%	0.4%	0.3%
C	50.0%	43.6%	5.5%	0.0%	0.9%
D	40.0%	51.4%	8.6%	0.0%	0.0%
E	47.2%	46.1%	5.0%	0.7%	1.1%
F	56.8%	39.7%	3.4%	0.0%	0.0%
G	47.0%	42.6%	7.0%	0.9%	2.6%
H	49.1%	43.6%	5.5%	0.0%	1.8%
Avg.	53.0%	40.7%	5.2%	0.3%	0.8%

In my Faculty/School, effective teaching plays a meaningful role in the annual review and salary decisions for teaching staff

	SA	A	N	D	SD
A	6.8%	18.2%	25.0%	29.5%	20.5%
B	13.4%	26.8%	35.2%	14.9%	9.7%
C	N/A	N/A	N/A	N/A	N/A
D	14.3%	25.7%	17.1%	28.6%	14.3%
E	2.8%	13.2%	25.6%	30.2%	28.1%
F	19.3%	47.2%	19.3%	9.0%	5.2%
G	3.5%	7.9%	36.8%	19.3%	32.5%
H	9.3%	25.9%	35.2%	13.0%	16.7%
Avg.	9.9%	23.6%	27.7%	20.6%	18.1%

In my Faculty/School, effective teaching plays a meaningful role in the promotion processes for teaching staff

	SA	A	N	D	SD
A	9.1%	18.2%	25.0%	20.5%	27.3%
B	18.5%	32.2%	30.1%	11.5%	7.6%
C	1.8%	21.8%	25.5%	20.0%	30.9%
D	14.7%	14.7%	20.6%	26.5%	23.5%
E	3.6%	19.2%	27.8%	25.3%	24.2%
F	11.2%	37.9%	31.9%	12.1%	6.9%
G	3.5%	7.0%	33.3%	23.7%	32.5%
H	9.1%	32.7%	23.6%	14.5%	20.0%
Avg.	8.9%	23.0%	27.2%	19.3%	21.6%



Briefly describe what you consider to be the biggest challenge to your teaching.

Challenge	U21 weighted score¹	Total comments
Workload and time	69	579
Value of teaching	57	295
Student engagement and enthusiasm	53	186
Student centered pedagogies	36	126
Class size	30	193
Funding and resources	29	174
Student preparedness	24	94
Curriculum and course content	23	84
Administrative support	18	22
Leadership	14	13
Professionalism	10	9
Rigor	10	16
Technology	9	85
Assessment	8	71
Experience and practice	8	11
Other	8	16
Student feedback	4	9
Facilities and space	3	7

¹ Themes are listed based on their relative prevalence. To determine U21 weighted score, the theme with the highest number of comments at each institution was assigned 10 points, the theme with the second highest number of comments was assigned 9 points and so on. The points assigned to each theme were then added (middle column) and sorted from highest to lowest.

Sample comments from participants:

Workload and time

“Finding the time to read, test ideas etc. in relation to teaching and balancing this with research and admin.” (Institution A)

“Having enough time to prepare and be truly engaged with students learning experience, given other obligations such as research and administration.” (Institution B)

“Time to think and engage effectively with my students. Too much emphasis on administrative duties. I would love to have the time to focus on my teaching methodologies, study, evaluate and publish what I learn and amend accordingly in an endeavour to enhance student engagement.” (Institution C)

“There is no enough time for me to do my teaching work.” (Institution D)

“Compared to other international colleagues our teaching load is very high (i.e. 297 hours a year with a multiplier of 4), and I seriously don't think that I will be able to sustain this heavy workload in the long-run. Around me I am seeing a lot of colleagues who are suffering from anxiety and stress and, as a result, they are forced to take time off work.” (Institution E)

“The workload creeping up is a big challenge. Good teaching requires several times more effort than average teaching, and such effort does not reduce over time. However, the workload continue to increases over time, particularly from the services component.” (Institution F)

“Finding time for adequate preparation; finding time to interact with students outside of class time.” (Institution G)

“Not enough hours in the day to prepare and do all the things I know I could be doing.” (Institution H)

Value of teaching

“The School in which I work is primarily focused on research, so some academic staff are reluctant to do anything more than the minimum when it comes to teaching.”
(Institution A)

“Inequality in assessing teaching (good and less so) and recognizing (and rewarding) good teaching for any other than tenure-track faculty.” (Institution B)

“Teaching is not valued in terms of promotion or in the research world, and this discourages me from spending more time and effort on improving my teaching.”
(Institution C)

“Connection of teaching performance to the career promotion.” (Institution D)

“Research is considered the most important factor for progression, I believe that education should be the driving component of higher education institutions. I feel that passion for teaching is not rewarded and it challenges my desire to put effort in it.”
(Institution E)

“General stress on faculty in a research-intensive university where there's certainly lip service given to teaching, but where one knows that tenure and promotion decisions will ultimately be based on research.” (Institution F)

“Being in a research intensive institution that plays lip service to valuing teaching.”
(Institution G)

“Lack of valuing of teaching at the faculty/ university level.” (Institution H)

Student engagement and enthusiasm

“Outlier students who are disappointed that learning requires their effort.” (Institution B)

*“Students not engaging sufficiently with the material despite all the innovations.”
(Institution C)*

“To involve students and make they be interested in the subjects and content of the courses.” (Institution D)

“Students not taking their studies seriously and not understanding how much work is involved in full time study.” (Institution E)

“Most students are final exam-oriented. They do not concern any other things which are not relevant to the final exam. This is a big challenge in making them to be active learners.” Institution (F)

*“Student unwillingness to be challenged intellectually instead of being entertained.”
(Institution G)*

“Lack of participation from the students.” (Institution H)

Student centered pedagogies

“Difficulty among some colleagues about how students learn and recourse to procedural and mechanistic approaches to teaching.” (Institution A)

“Using extensive experiential learning and essay/project based assignments in large classes, especially without any TA assistance provided; the desire to implement ambitious and interesting projects that involve reaching out to organisations and community (e.g., Service Learning) but not having the dedicated programme/admin assistance to help me do so.” (Institution C)

“Change the conventional manners of teaching.” (Institution D)

“Changes take too long to implement (and get support for at the faculty), to remodel students from passive recipients to active participants is hard since too many courses do not involve the students in creating the course. Students' personal and professional experiences are rarely made part of the course.” (Institution E)

Class size

“Increasing class sizes - we can't run field schools or field labs, or even many discussion groups the way they need to be run for maximum experiential learning and for actual safety in the field ones. The learning experience in many of our courses has diminished in the 20 years since I have been teaching here as a result of this.” (Institution B)

“Lack of small group teaching opportunities as a result of large student numbers and too few teaching staff.” (Institution C)

“Class size makes teaching into a performance. Students in large groups are unwilling to speak out. While this true in other counties it is much more so in [country].” (Institution F)

“Dealing with very large student numbers. Not only large classes (and trying to get students involved) but the volume of student queries and emails this leads to.” (Institution G)

Briefly describe one factor that has improved your teaching.

Improvement	U21 weighted score¹	Total comments
Engagement with colleagues	65	338
Experience and practice	56	266
Student feedback	56	256
Formal PD	53	223
Student centered pedagogies	45	204
Technology	41	171
Self-reflection, motivation	39	121
Scholarly practice	32	91
Student engagement and enthusiasm	19	19
Value of teaching	17	12
Funding and resources	16	61
Other	16	14
Professionalism	13	71
Curriculum and course content	12	5
Leadership	10	2
Collaborative teaching	9	15
Assessment	4	3
Administrative support	2	1
Class size	2	1
Facilities and space	2	1
Rigor	2	13
Workload and time	2	1

¹ Themes are listed based on their relative prevalence. To determine U21 weighted score, the theme with the highest number of comments at each institution was assigned 10 points, the theme with the second highest number of comments was assigned 9 points and so on. The points assigned to each theme were then added (middle column) and sorted from highest to lowest.

Sample comments from participants:

Engagement with colleagues

“Seeing other good teachers in action, and stealing their ideas.” (Institution A)

“Support from my own departmental faculty members who have encouraged me and helped me grow as a teacher.” (Institution B)

*“Peers’ innovative approaches and learning about best practice from them.”
(Institution C)*

“Peer support.” (Institution D)

“Following the teaching of colleagues and learning how they handle problems that I have had.” (Institution E)

“Learning from other good teachers what works and does not work (e.g. reading about it, listening to their sharing).” (Institution F)

“Speaking with colleagues about their practices.” (Institution G)

“A collegial team of student-centred academics who love teaching.” (Institution H)

Experience and practice

“Experience, and being old enough to be less influenced by fear of management when I want to do the right thing.” (Institution A)

“Teaching the same course more than once has allowed me to improve the course itself and ideally my teaching as well.” (Institution B)

“Trying things out. If it works, great. If it needs to be improved, that's perfect. If it doesn't work, recognising that this too had some value.” (Institution C)

“Experience: by talking in public for decades, I have learnt ways to communicate that make students listen and want to learn from me. And of course knowing my field well.” (Institution E)

“Keeping the same course for many years.” (Institution G)

“Getting older and knowing my discipline more deeply.” (Institution H)

Student feedback

“After receiving a poor teaching evaluation early in my career, I implement a mid-course teaching review process with my students (years before the current student lead initiative). The feedback helps inform my teaching focus and started a dialogue with the class regarding their expectations, which has been very helpful.” Institution (B)

“Listening carefully to student feedback and trying to change at least one thing on my modules each year in response to student feedback.” (Institution C)

“Feedback form students.” (Institution D)

“Positive feedback from students. But also constructive feedback when something is less appreciated.” (Institution E)

“End of semester verbal student feedback, the single best way to know which teaching approaches are effective and where improvement is necessary.” (Institution F)

*“Consideration of student evaluation of mine and other staff’s teaching styles.”
(Institution H)*

Formal PD

“Doing the [program] and currently doing the [program], which has prompted me to reflect on my teaching, try out new tools, and getting a better understanding of the wider university context including students various backgrounds and concomitant different approaches to learning. Professional development in teaching/learning should be a requirement of all teaching staff and we should be both paid and recognised for doing so.” (Institution A)

“[Unit] workshops and all of the [program] support and guest speakers that we have had talking about innovative teaching techniques have improved my teaching.” (Institution B)

“Undertaking a professional qualification in T&L opened up a new world of expert practice in education.” (Institution C)

“Training.” (Institution D)

“Every time I have had the opportunity to attend a pedagogy course organised by [unit] I have been feeling more confident and empowered.” (Institution E)

“The [unit] course has provided a sound overview of teaching practices and has encouraged me to introduce new initiatives which have improved student engagement and performance.” (Institution G)

“Education! Studying the [program].” (Institution H)

Student centered pedagogies

“Shifting away from more purely lecture-based instruction and incorporating more peer-to-peer interactive tasks during “lecture” time.” (Institution B)

“Allowing students to give feedback on each other’s assignments.” Institution (E)

“Facilitating students’ learning, rather than providing teacher-centred lecture-style teaching.” (Institution F)

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We would like to thank the Universitas 21 Network, participating institutions, teaching and learning centres at participating institutions, and all the faculty who either participated in the survey or offered their time and insights.