



CSL INSTRUCTORS EVALUATION REPORT

2013-2019

RAZAK ODURO

Instructors Survey Evaluation Report

Introduction

This brief evaluation provides insight into CSL instructors' end of term survey over the past seven years (2013 – 2019). We report here the faculty position of our instructors, how instructors actively seek support from CSL staff, and the kinds of support provided by CSL staff.

Method of Evaluation

The CSL Evaluation Coordinator used SPSS version 24 to analyze the quantitative data. The analysis included calculating and comparing frequencies over the past seven years.

Results:

Faculty position of instructors

Instructors were asked about their faculty position. Table 1 shows the composition of CSL instructors for the past seven years.

Table 1. Faculty position of instructors

Position	Frequency	Percentage
Academic Teaching Staff (ATS)	120	52%
Graduate Student	12	5%
Assistant Professor	21	9%
Associate Professor	56	24%
Full Professor	24	10%
Total	233	100%

Support received from CSL Staff

Although CSL pro-actively offers a range of supports to every CSL instructor before and during their courses, we were also interested in how often instructors actively sought support from CSL staff in the course of their instruction. In particular, from 2016 onwards, instructors

were given the option to select Yes or No. Table 2 presents how often the CSL instructors actively sought support from the CSL staff in the course of their course preparation, teaching and evaluation.

Table 2. Seeking support from CSL staff

Sought support from CSL staff	Frequency	Percentage
Yes	52	57%
No	40	43%
Total	92	100%

Over half of the CSL instructors call upon the CSL team to assist them in the course of their teaching (57%) beyond the usual CSL supports to their courses (partnership matching, orientation, syllabus resources, reflection and assessment models and templates, partner check-ins).

Kinds of support received from CSL staff

If the instructors chose ‘yes’ to actively seeking support, they were subsequently asked to note the kinds of support they received. They had the opportunity to choose more than one type of support. Table 3 illustrates the kinds of support requested by instructors and provided by CSL staff.

Table 3. Kinds of support instructors requested and received from CSL staff

Kinds of Support (multiple selection)	Frequency	Percentage
Ethics for course-based research	45	17%
One-on-one help with syllabus	25	9%
Opportunities to share ideas with other CSL instructors	49	18%
Opportunities to share ideas with community partners	56	21%
Support for CSL in large classes	11	4%
Support for CSL research	29	11%
Technical support (e.g. portfolios)	28	10%
Other (e.g. coordinating class presentations)	24	9%
Total	267	100%

The types of support requested were varied, spread across curriculum, IT portal support, community engaged research opportunities, designing ethics applications, and most significantly the desire to engage further with community partners.

Kinds of support and Faculty position

A further level of analysis was conducted to find out the particular needs of differently positioned instructors.

Table 4. A cross tabulation of faculty position and kinds of support requested and received

Kinds of support * position									
			What is your position?					Totals	
			Academic Teaching Staff (ATS)	Graduate student	Assistant Professor	Associate professor	Full professor		
Kinds of support	Ethics for course-based research	Count	5	0	1	2	3	11	
		%	46%	-	9%	18%	27%	100%	
	Opportunity to share ideas with other CSL instructors	Count	3	4	3	5	1	16	
		%	19%	25%	19%	31%	6%	100%	
	Opportunity to share with ideas community partners	Count	2	3	0	0	1	6	
		%	33%	50%	-	-	17%	100%	
	Technical support	Count	3	3	1	1	4	12	
		%	25%	25%	8%	8%	34%	100%	
	Other	Count	5	4	0	3	0	12	
		%	42%	33%	-	25%	-	100%	
	Totals		Count	18	14	5	11	9	57
			%	32%	25%	8%	19%	16%	100%

Of the 57% of CSL instructors who sought support from CSL staff **since 2016**, ATS instructors did so most frequently (32%), followed by Graduate Student instructors (25%), Associate Professors (19%) and Full Professors (16%). Assistant Professors (8%) were least likely of all CSL instructors to call on CSL staff for support in their courses.

Although the numbers are small, we observe the ATS instructors were most likely to call on assistance for ethics questions and processes within CSL, followed by the opportunity to share ideas with community partners. Graduate students were most likely to seek assistance in connecting with community partners and other CSL instructors. Also, when Assistant Professors did seek support from the CSL team, they were most likely to seek assistance in connecting with community partners. Associate Professors were mostly looking for assistance connecting with other CSL instructors, and Full Professors called upon the CSL team for assistance most often for help with the technical components of building the CSL course (portal, eClass etc.).

Conclusion

The evaluation has identified the key areas of support CSL instructors are concerned about and seek assistance with in the course of their CSL instruction. Over half of CSL instructors are seeking CSL support for a range of activities beyond that provided as a matter of course by the CSL team, particularly to connect further with the community partners partnering with their courses, and to connect with other CSL instructors.

Our data on Assistant Professors and their engagement with CSL is noteworthy. The comparatively low rate at which they take on CSL pedagogies seems to suggest there may be more structural impediments to their participation. For instance, it is likely that pedagogical innovation and community engagement activities are not as important for Assistant Professors as compiling research publications for Faculty Evaluation Committees in order to gain tenure. The low take up rate by Assistant Professors of CSL in our program would make sense if this was indeed the case. Of course, that reality would not be unique to UAlberta. Although CSL can and should work to provide new opportunities to support these academics, this reality of contemporary academic life is not something that is within the control of CSL alone to change.

More qualitative research seems warranted on the experiences of Assistant Professors of CSL who *do* choose to teach in partnership with the CSL team.