UBC Teaching Practices Survey

2023 Vancouver Campus Results

Prepared October 3, 2023 by Andrea Han, Trish Varao-Sousa, Zohreh Moradi, Adriana Briseño-Garzón, Warren Code and Barbara Komlos with additional analysis support from the CTLT Indigenous Initiatives team and the Office of Indigenous Strategic Initiatives.

Responses cloud for the question "Please write one word that describes your experience of the teaching environment at UBC." Size of words indicates frequency of responses (n = 610). See section 13.4 for more detail.

THE UNIVERSITY OF BRITISH COLUMBIA

Table of Contents

1 Preface

1.1 Survey Overview and Development

In 2023, UBC ran the Teaching Practices Survey to better understand how faculty structure learning for students and to offer an opportunity for participants to provide confidential feedback on their perceptions of the teaching climate at UBC. Responses from the survey are used to inform strategic priorities and service offerings, as well as to assess change that could be attributed to institutional initiatives or outside forces such the covid-19 pandemic. The survey has been run twice previously (2014 and 2018).

The 2023 questionnaire is a streamlined and updated version of the previous questionnaires reflecting feedback from faculty, academic leadership, and a number of units that support teaching and learning across both the Vancouver and Okanagan campuses. Preserving the original 2014 format, the questionnaire consists of two parts. In the first part of the questionnaire, participants are asked to provide data about a specific course they teach. In the second part, participants are asked to share their perceptions of teaching and teaching climate in both campuses.

1.2 Deployment and Analysis

Data provided by the UBC Data and Reporting Team was used to identify faculty with active teaching responsibilities on both the Vancouver and Okanagan campuses. On May 2nd, 2023, eligible faculty were sent a unique email invitation with a link to the online survey. The survey was available until June 4th, 2023.

Across both campuses, 4758 faculty were invited to participate in the survey and a total of 855 complete responses were collected, resulting a response rate of 17.9%. This report contains findings limited to Vancouver campus where 4012 individuals were invited to participate in the survey and 714 complete responses were collected, resulting in a response rate of 17.8%. Because participants were permitted to leave some questions unanswered, the number of responses varies by question and is noted where relevant.

Data has been analyzed at both the campus and faculty level and is available in separate reports. To simplify reporting, all numbers have been rounded to the nearest whole number. This may result in slight irregularities in both the graphs and totals. For comparison, findings from both the 2014 and 2018 reports are available at https://ctlt.ubc.ca/resources/teaching-practices-survey/

1.3 Remarks

The intent of this report is to share findings based on descriptive statistics to facilitate further conversations around teaching and learning at UBC. If further analysis or additional exploration of findings is required to address specific questions, please contact the report authors.

The report formatting was selected to accommodate basic accessibility. The colour scheme used in this report was selected due to its ability to accommodate individuals with colour vision deficiencies when using divergent scales. For consistency, one colour from the scale was used to generate additional colour schemes for both categorical and continuous scales. A more fully accessible version of the report is available upon request.

2 Response Rates

2.1 By Faculty

Faculty	# Invites Sent	# Responses	Response Rate
Applied Science	358	74	21%
Arts	1220	219	18%
Business	204	23	11%
Dentistry	115	17	15%
Education	368	62	17%
Forestry	137	16	12%
Graduate Studies and Postdoctoral Studies	2	0	0%
Land and Food Systems	96	33	34%
Law	70	13	19%
Medicine	672	83	12%
Pharmaceutical Sciences	87	11	13%
Science	667	156	23%
Vantage	16	6	38%
Participant did not indicate their Faculty	N/A	1	N/A
UBCV Total	**4012**	**714**	**18%**

2.2 By Appointment

Appointment	# Invites Sent	# Responses	Response Rate
Professor of Teaching	41	30	73%
Associate Professor of Teaching	149	70	47%
Assistant Professor of Teaching	101	39	39%
Professor	1142	214	19%
Associate Professor	600	77	13%
Assistant Professor	472	65	14%
Lecturer	341	93	27%
Sessional Lecturer	866	86	10%
Postdoctoral Teaching Fellow	142	15	11%
Other	158	19	12%
Participant did not indicate their appointment	N/A	6	N/A
UBCV Total	**4012**	**714**	**18%**

3 Participant Demographics

Only information about appointment and teaching experience was collected.

3.1 Faculty

Distribution of Responses by Faculty

Faculty	%
Applied Science	10%
Arts	31%
Business	3%
Dentistry	2%
Education	9%
Forestry	2%
Land and Food Systems	5%
Law	2%
Medicine	12%
Pharmaceutical Sciences	2%
Science	22%
Vantage	1%

3.2 Appointment

Distribution of Responses by Appointment

Appointment	%
Professor of Teaching	4%
Associate Professor of Teaching	10%
Assistant Professor of Teaching	6%
Professor	30%
Associate Professor	11%
Assistant Professor	9%
Lecturer	13%
Sessional Lecturer	12%
Postdoctoral Fellow	2%
Other	3%

3.3 Years Teaching Experience

Years Teaching at the University-level

This is my first year	1-4	5-9	10-14	15-19	20+
3%	11%	16%	14%	17%	38%
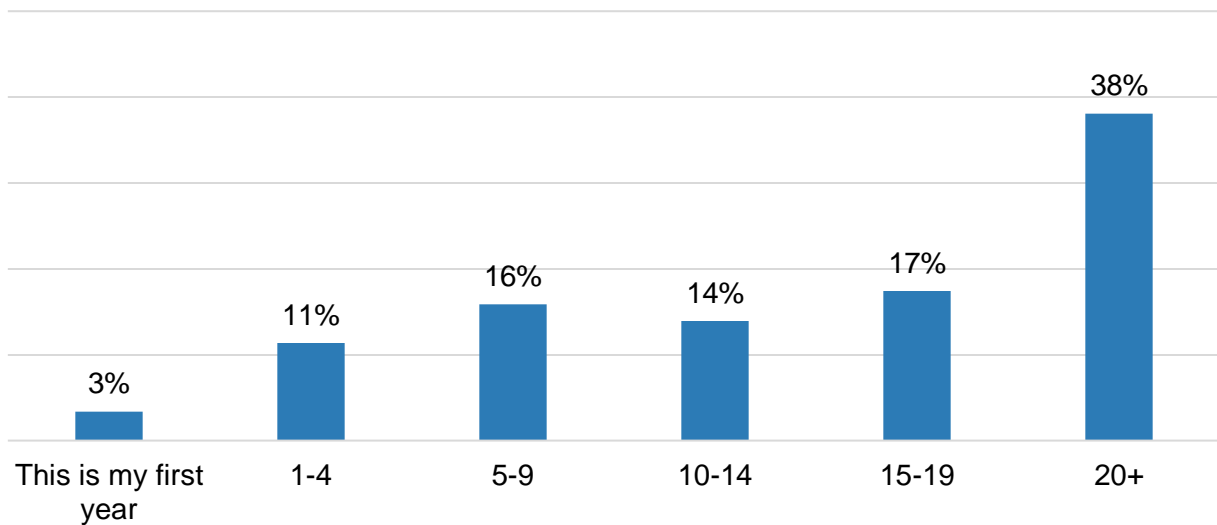
90% of participants indicated that they taught a course between May 2022 and April 2023. These individuals were invited to provide more information about the course they felt was most representative of their teaching. The remaining 10% were directed to the second half of the survey where they provided feedback about their perceptions of specific teaching practices and the teaching climate at UBC.

4 Characteristics of Course Most Representative of Teaching

Participants were asked to provide information about the course they felt was most representative of their teaching.

4.1 Course Level, Enrolment and Delivery Mode of Course Most Representative of Teaching

Course Level

Course Level	Percentage
500-level or higher	22%
400-level	22%
300-level	29%
200-level	15%
100-level	13%

Course Enrolment

Enrolment	Percentage
1-50	53%
51-100	20%
101-199	14%
200+	13%

Mean: 85.8

Standard Deviation: 86.4

Median: 50
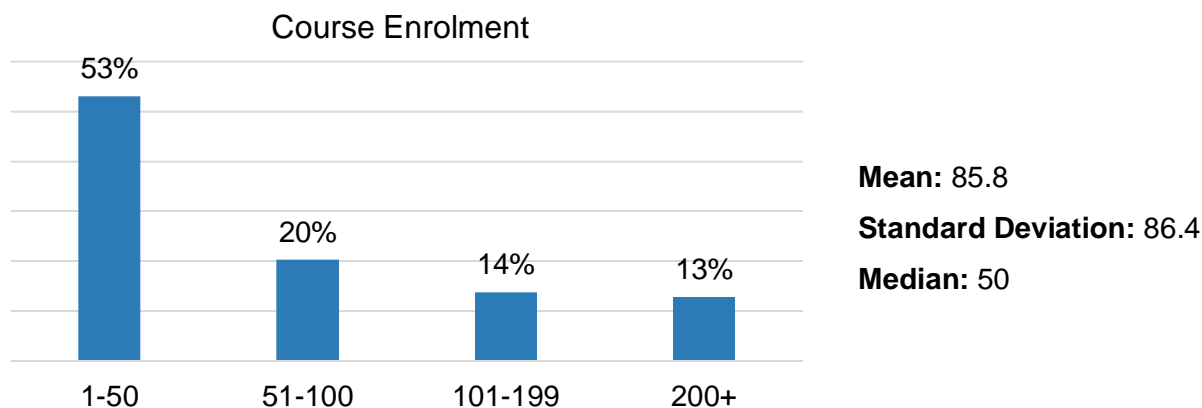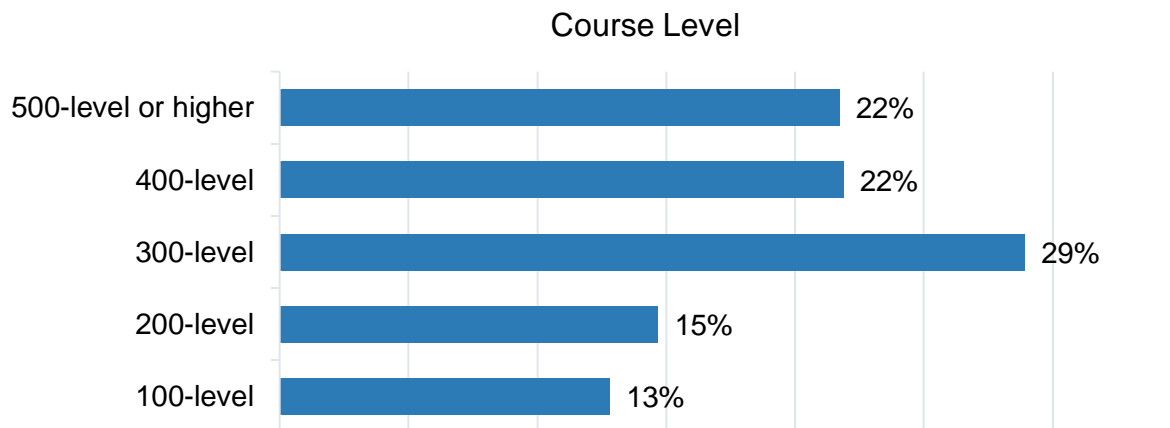
Course Delivery Mode	Count	Percentage
All course activity was online. However, there may have been a requirement for on-campus or invigilated exams.	43	7%
Online activity reduced the number or length of in-person meetings. For example, a course scheduled to meet 3 days a week might have only met in-person one day a week.	52	8%
Class meetings occurred simultaneously in-person and online. Students were able to choose how they attended.	57	9%
Class meetings occurred in-person (classroom, lab, field, etc.). Students may have completed activities online, but this did not reduce the number or length of class meetings.	489	76%

4.2 Participant Experience Teaching Course Most Representative of Teaching

84% of participants taught the course at least once prior to 2022.

16% taught the course for the first time between May 2022-April 2023.

4.3 Faculty/School Offering Course Most Representative of Teaching

Faculty of the Course Reported on*
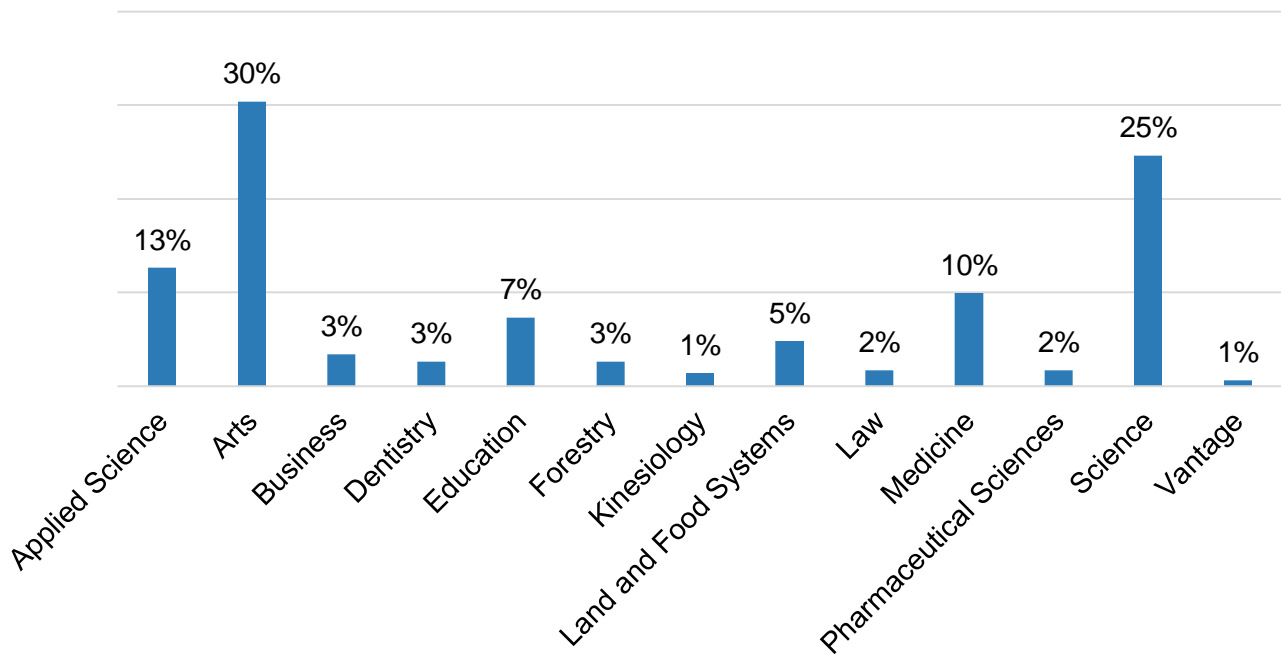
*Note that 21 participants indicated their course was listed in more than one Faculty. As a result, the numbers above total to higher than 100%.

5 Class Time and Perceptions of Effectiveness

5.1 Time Spent on Synchronous Learning

Average Hours of Synchronous Meetings per Week
Either in the physical classroom or online

Mean: 4.3 hours

Standard Deviation: 6.7 hours

Median: 3 hours

Hours	Percent
0-2	14%
2.5-3	56%
3.5-6	22%
6.5-17	6%
18+	2%
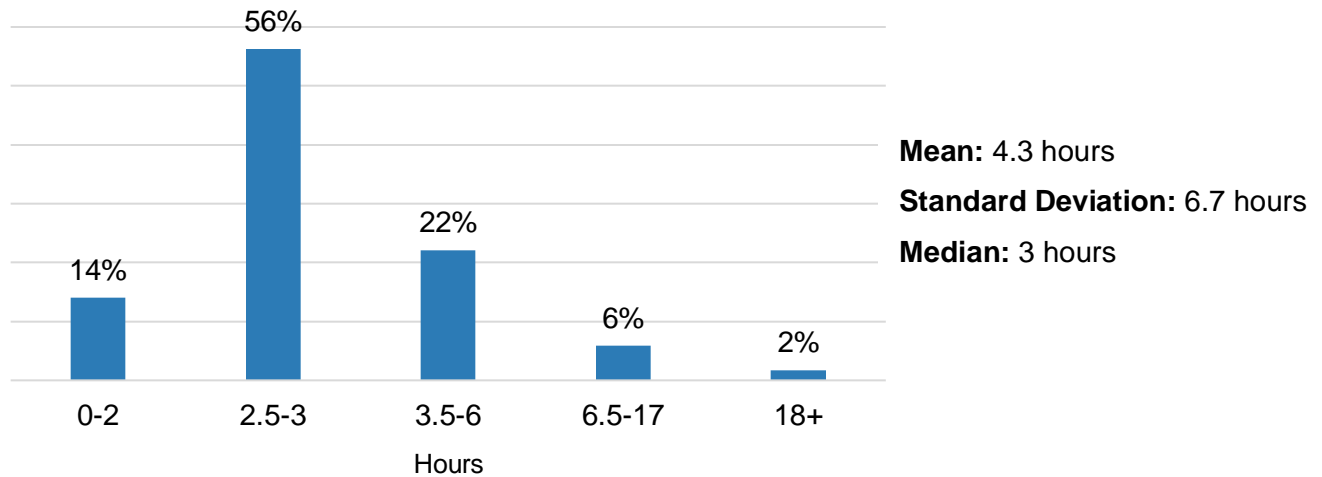
5.2 Structure of Synchronous Learning

Percent of Synchronous Class Time Devoted to Specific Activities

Activity	Time (average)
Students observing non-students	47%
Whole class discussion	14%
Students solving problems/performing/producing work	14%
Small group discussion	12%
Students presenting or leading instruction	6%
Students completing assessments	3%
Students reviewing each other's work	2%
Other	2%
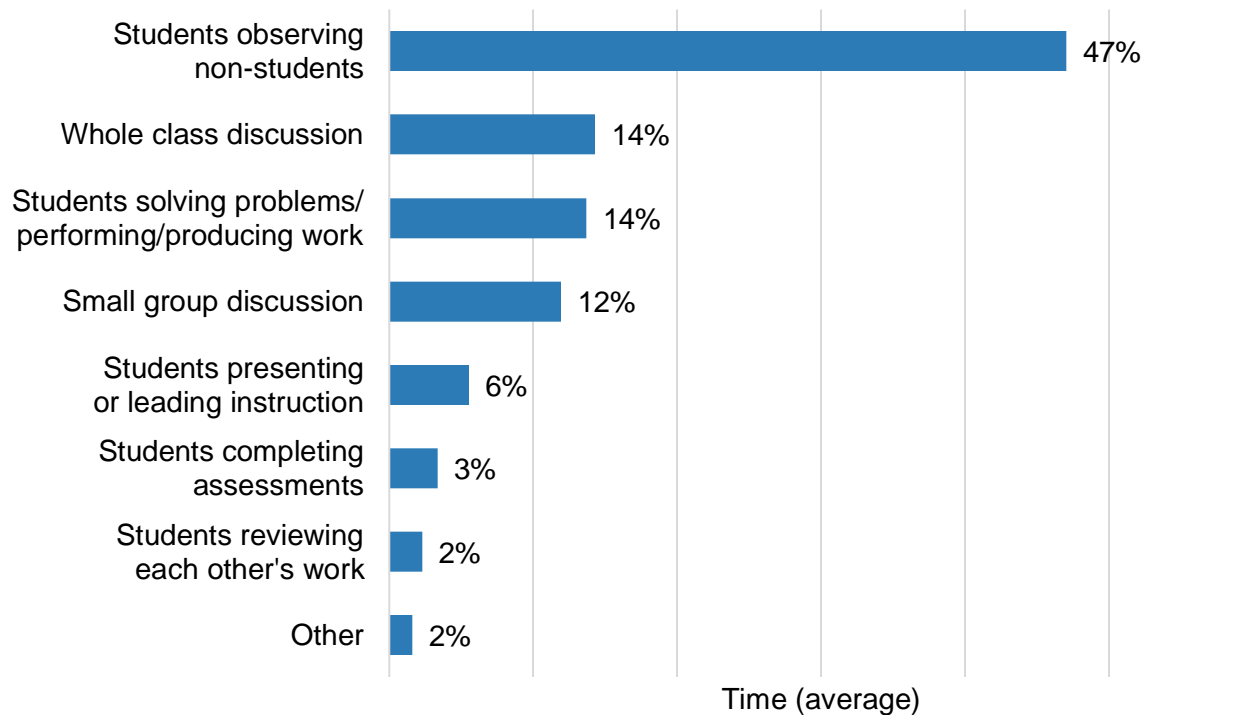
5.3 Perception of Effectiveness of Active and Passive Teaching Practices
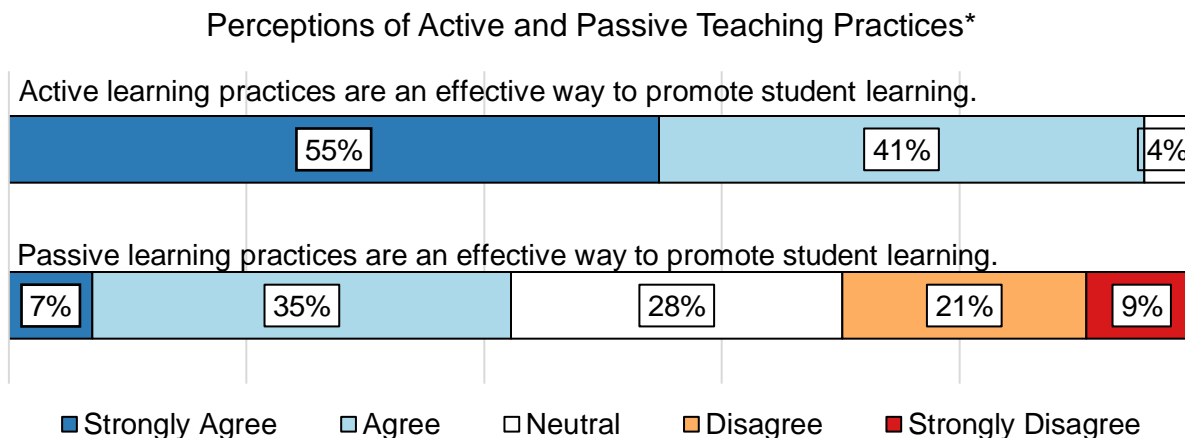
Perceptions of Active and Passive Teaching Practices*

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

Strongly Agree	Agree	Neutral
55%	41%	4%

Passive learning practices are an effective way to promote student learning.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7%	35%	28%	21%	9%

■ Strongly Agree   □ Agree   □ Neutral   ■ Disagree   ■ Strongly Disagree

* Unmarked values represent 1% or less of participants selecting that option and are not shown for readability.

62% reported interest in support for exploring active learning classrooms such as HENN 200 or MCLD 3014, with slight preference for support offered as asynchronous online resources compared to synchronous workshops.

5.4 Time Spent on Asynchronous Learning

Average Time Faculty Expect Students to Spend (per week) on Course Activities Outside of Synchronous Class Meetings

Hours	Percentage
0-4.5	51%
5-9	41%
10-14	6%
15+	1%

Mean: 5.1 hours
Standard Deviation: 4.0 hours
Median: 4 hours
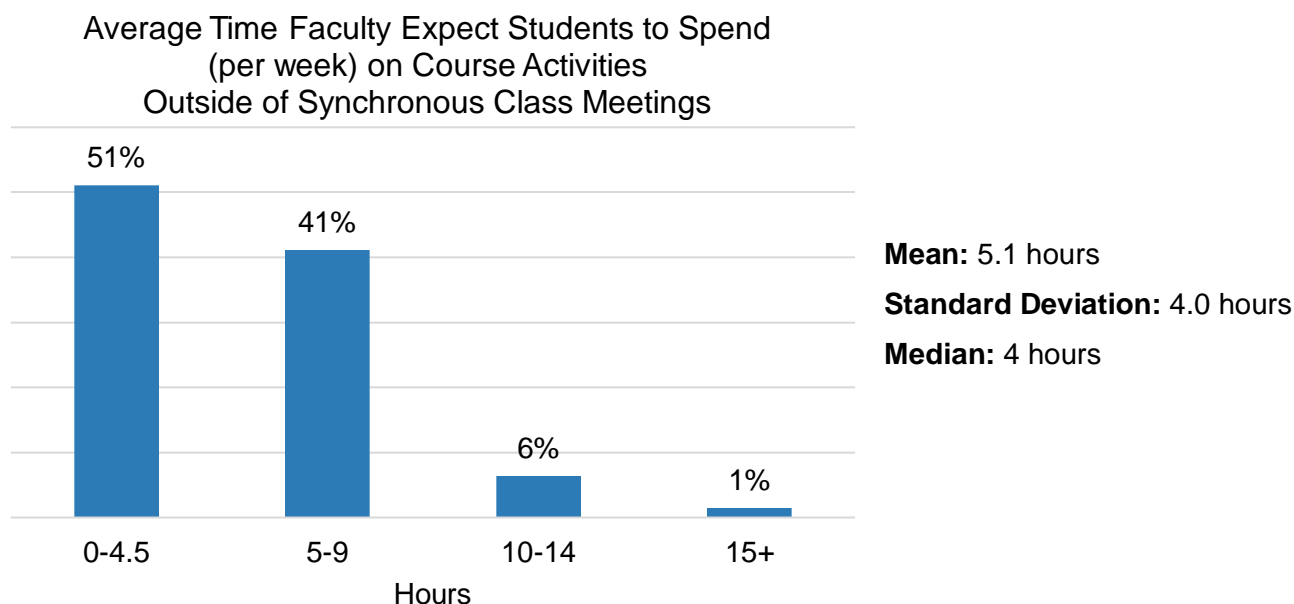
6 Instructional Practices Supporting Strategic Priorities

6.1 Academic Integrity

Use of Class Time to Discuss Academic Integrity

Response	Percentage
I currently do this in the course.	78%
I currently do not have plans to do this in the near future.	15%
I do not currently do this, but I intend to in the near future.	7%
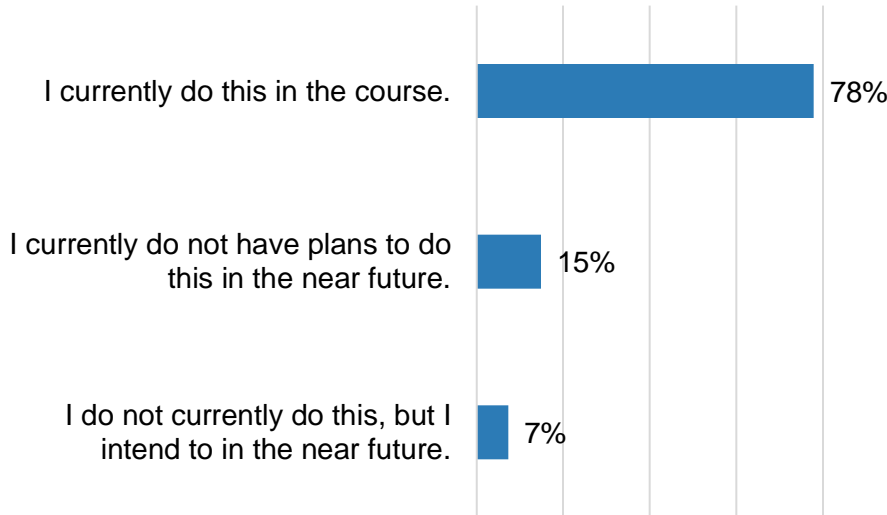
85% report agreement with the statement "It is part of my job to discuss academic integrity with students in my classes. (47% strongly agree, 38% agree)

69% reported interest in support related to teaching students about academic integrity, with a preference for asynchronous online resources compared to synchronous workshops.

6.2 Experiential and Peer Learning

Social Learning Activities

Activity	Required	Optional	Not a component
Students participate in fieldwork or field trips	14%	9%	77%
Students participate in community engaged learning	19%	19%	62%
Students work in groups	64%	23%	13%

■ Required ■ Optional ■ Not a component
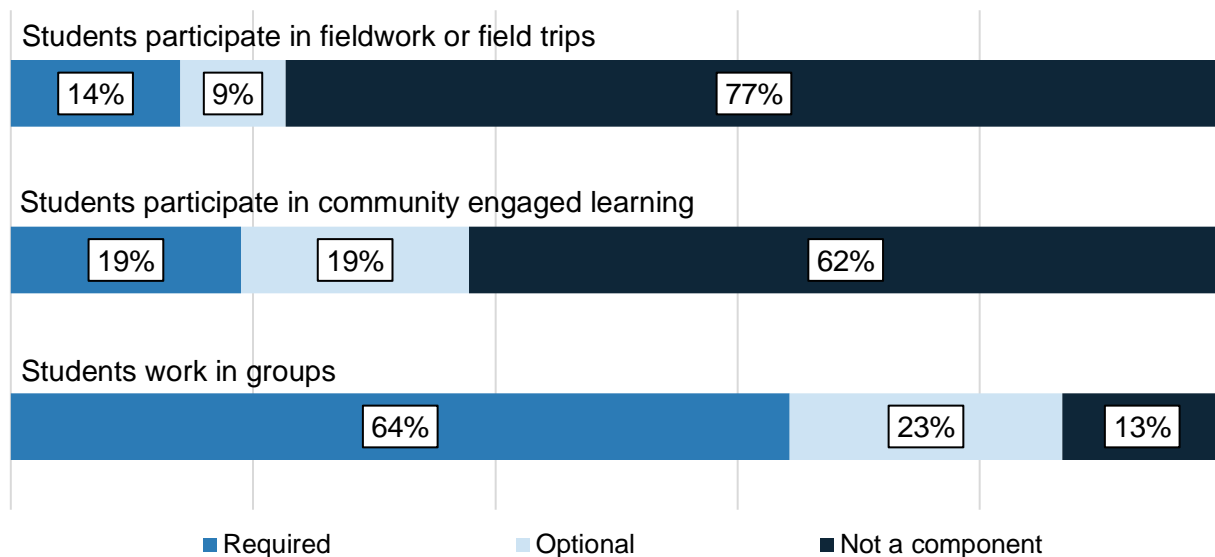
6.3 Strategies to Promote Student Well-Being

Use of Strategies to Promote Student Well-Being

I intentionally build a culture of community and collaboration amongst students.
91% | 4% | 5%

I communicate to students that they can consult me directly if they need temporary adjustments to course requirements for things not covered by the Centre for Accessibility.
87% | 4% | 9%

During class time, I share study strategies for the course with students.
83% | 7% | 10%

During class time, I discuss wellbeing topics with my students.
56% | 14% | 31%

During class time, I share resources to help students manage their wellbeing.
50% | 18% | 32%

- ■ I currently do this in the course.
- ■ I do not currently do this, but I intend to in the near future.
- ■ I currently do not have plans to do this in the near future.

93% report agreement with the statement "My teaching practices have an impact on student wellbeing" (63% strongly agree, 30% agree).

7 Integrating Indigenous Topics, Perspectives and Worldviews

7.1 Sources of Feedback/Support

Sources from which Participants Sought Feedback or Support for this Work

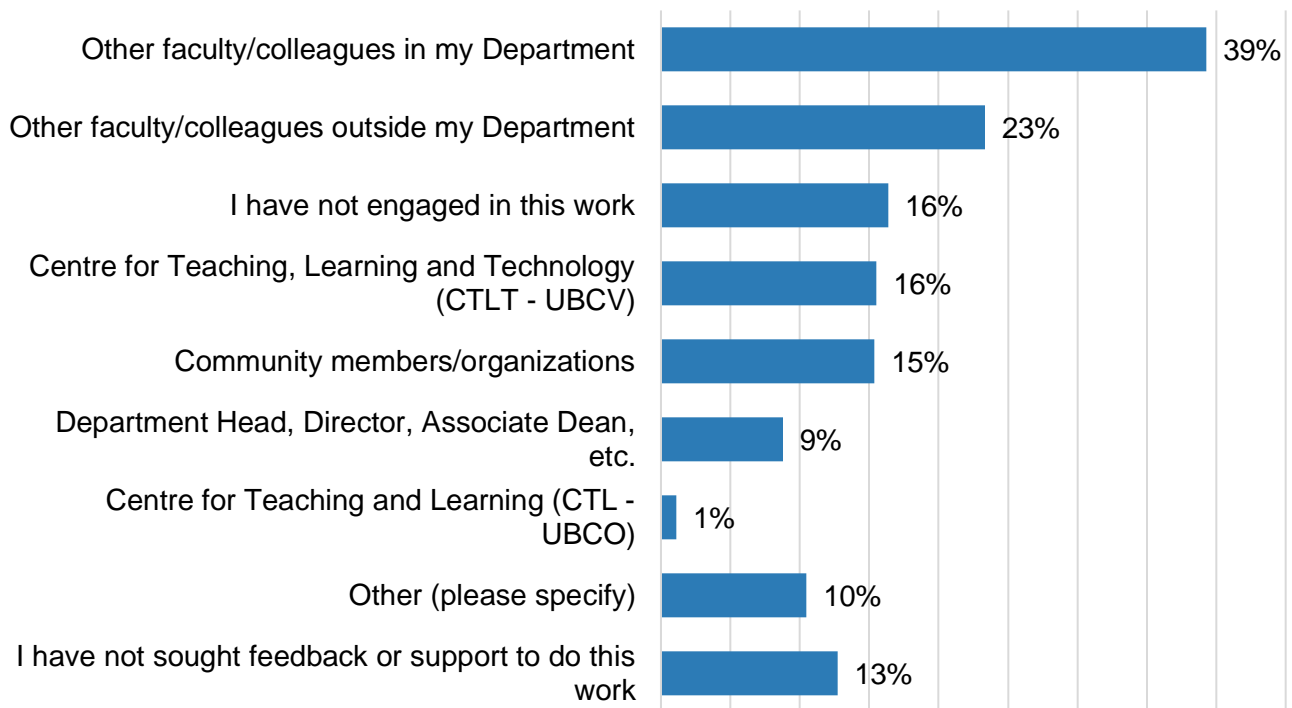| Source	Percentage
Other faculty/colleagues in my Department	39%
Other faculty/colleagues outside my Department	23%
I have not engaged in this work	16%
Centre for Teaching, Learning and Technology (CTLT - UBCV)	16%
Community members/organizations	15%
Department Head, Director, Associate Dean, etc.	9%
Centre for Teaching and Learning (CTL - UBCO)	1%
Other (please specify)	10%
I have not sought feedback or support to do this work	13%

7.2 Approaches to Integrating Indigenous Topics, Perspectives and Worldviews

The top approaches mentioned by participants in response to the question "If you have integrated Indigenous topics, perspectives and worldviews into your course, please describe your approach to doing this work (i.e., your decision-making process, decisions around support/resources sought)" are listed below. This question was analyzed by the CTLT Indigenous Initiatives team and the Office for Indigenous Strategic Initiatives. Percentage indicates the fraction of mentions based on the total responses received for this question (n = 280). There were 68 responses analyzed that included more than one theme.

56%   Content integration (158 mentions)

"I am an Indigenous person and I follow my Indigenous teachings and approaches to learning, creating community, and leading ceremony. We invite other Indigenous guest speakers, knowledge holders to be guest speakers. Course readings, resources, videos privilege Indigenous voices. Assessment approaches also incorporate Indigenous pedagogies."

23% Consultation (63 mentions)

"...My approach is to lean heavy on my colleagues who are taking the lead on the ISP initiative (asking them for advice, troubleshooting when issues arise)."

16% Professional development (45 mentions)

"I have completed several Professional Developmental programs/opportunities to support my integration of Indigenous topics, perspectives, voice including the San'yas Cultural Safety training for healthcare providers, UBC 23/24 facilitator training, 15-hour Health Professional Education Program Learning Circles & ongoing CoP participation, and the CTLT Indigenous Initiatives Design Series (12 hours)…"
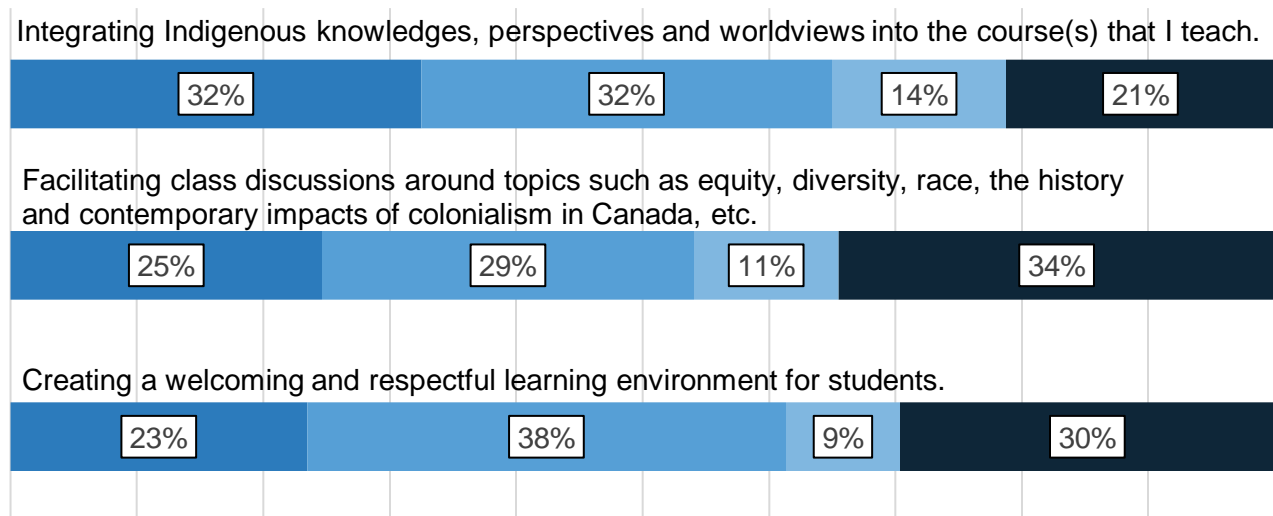
12% Inviting guest speakers (33 mentions)

"I weave Indigenous topics, perspectives and views throughout my course, with Indigenous experts contributing guest lectures, acting as discussion leaders, hosting field trips..."

We encourage readers to review the expanded analysis in Appendix A.

7.3 Interest in Professional Development in this Area

Interest in Professional Development

Integrating Indigenous knowledges, perspectives and worldviews into the course(s) that I teach.

| 32% | 32% | 14% | 21% |

Facilitating class discussions around topics such as equity, diversity, race, the history and contemporary impacts of colonialism in Canada, etc.

| 25% | 29% | 11% | 34% |

Creating a welcoming and respectful learning environment for students.
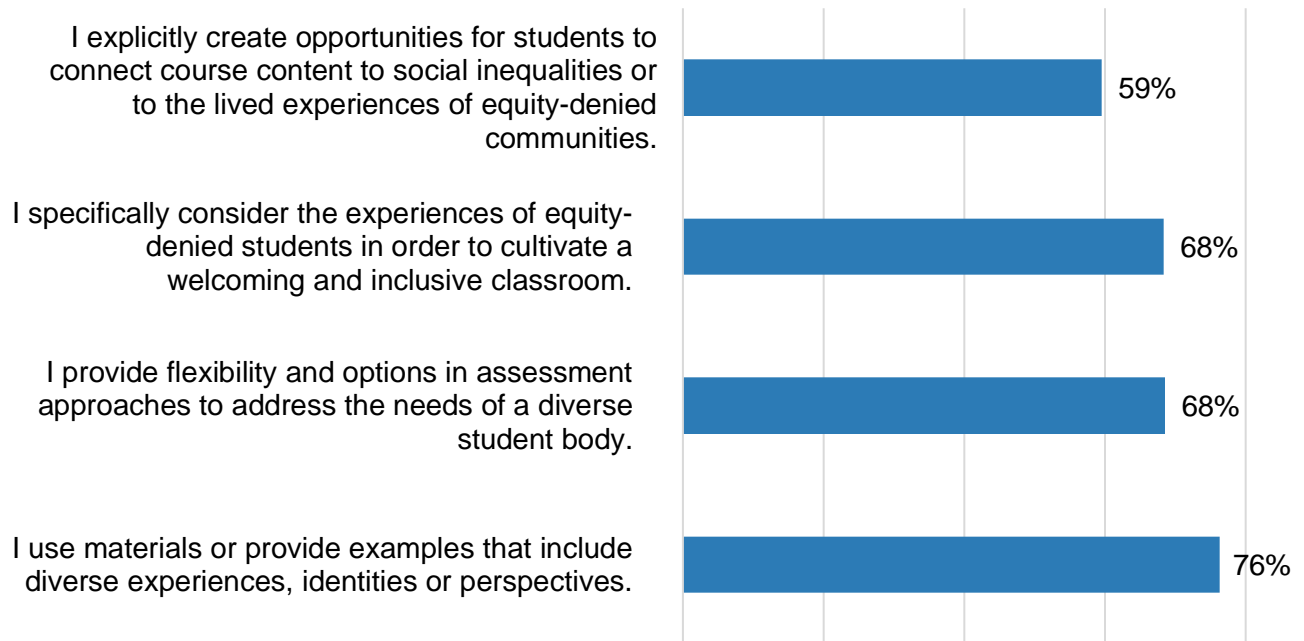
| 23% | 38% | 9% | 30% |

■ I would attend an in-person or online workshop in this area.

■ I would like asynchronous online resources in this area.

■ I would both attend a workshop and would like asynchronous online resources in this area.
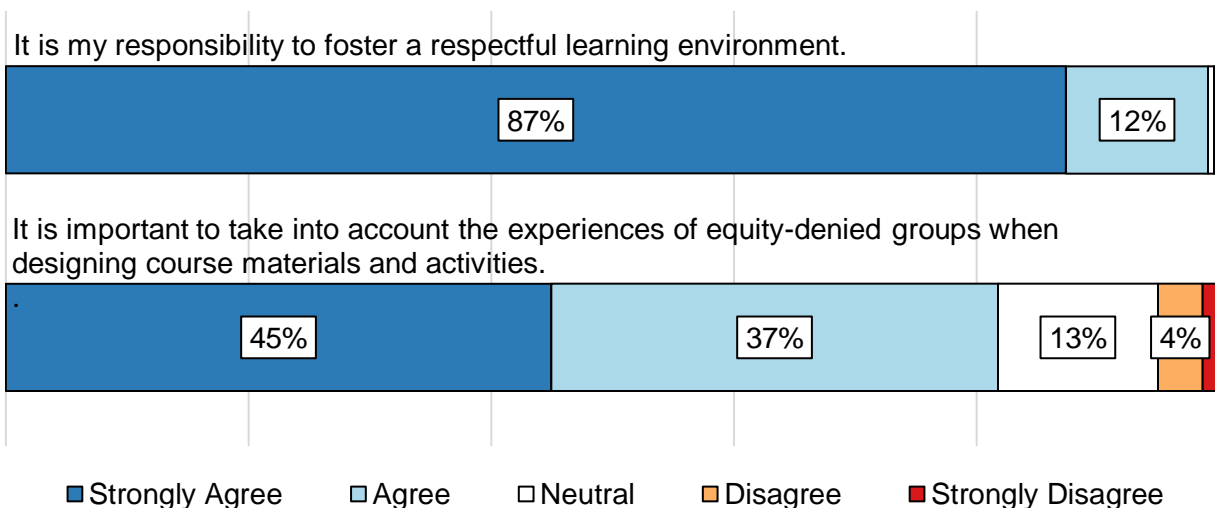
■ I am not interested or do not need support in this area.

8 Equity, Diversity, and Inclusion

8.1 Practices and Attitudes

Inclusive Teaching Practices

I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities. — 59%

I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom. — 68%

I provide flexibility and options in assessment approaches to address the needs of a diverse student body. — 68%

I use materials or provide examples that include diverse experiences, identities or perspectives. — 76%

Attitudes Towards Diversity*

It is my responsibility to foster a respectful learning environment.

Strongly Agree	Agree
87%	12%

It is important to take into account the experiences of equity-denied groups when designing course materials and activities.

Strongly Agree	Agree	Neutral	Disagree
45%	37%	13%	4%

■ Strongly Agree ■ Agree □ Neutral ■ Disagree ■ Strongly Disagree

* Unmarked values represent 1% or less of participants selecting that option and are not shown for readability.

8.2 Interest in Professional Development in this Area

Interest in Professional Development

Making my teaching and course materials more inclusive of the experiences of equity-denied groups.
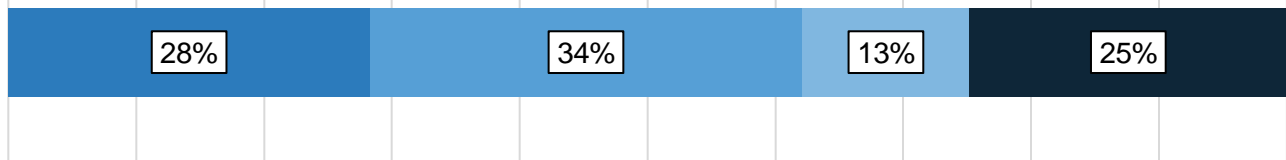
28%	34%	13%	25%

- ■ I would attend an in-person or online workshop in this area.

- ■ I would like asynchronous online resources in this area.

- ■ I would both attend a workshop and would like asynchronous online resources in this area.

- ■ I am not interested or do not need support in this area.

9 Feedback and Assessment

9.1 Feedback

Students Receive Unstructor or TA Feedback and Redo/revise Work Before Submitting for a Grade or to Improve a Grade
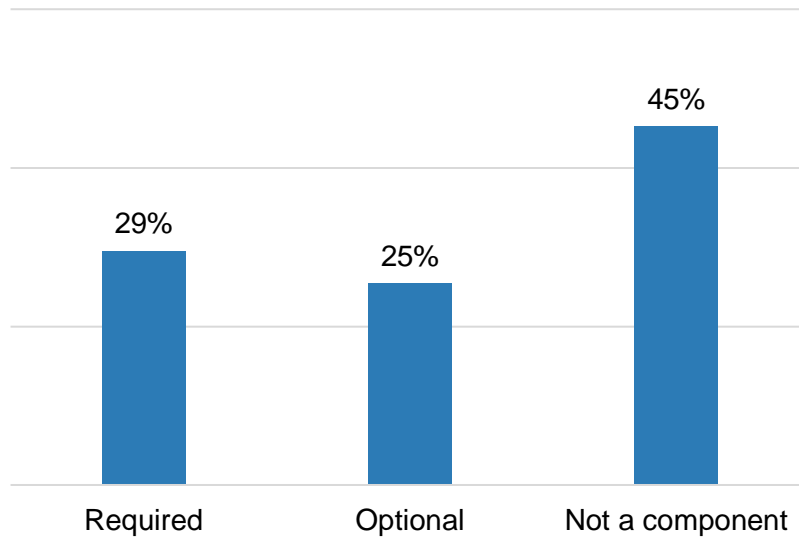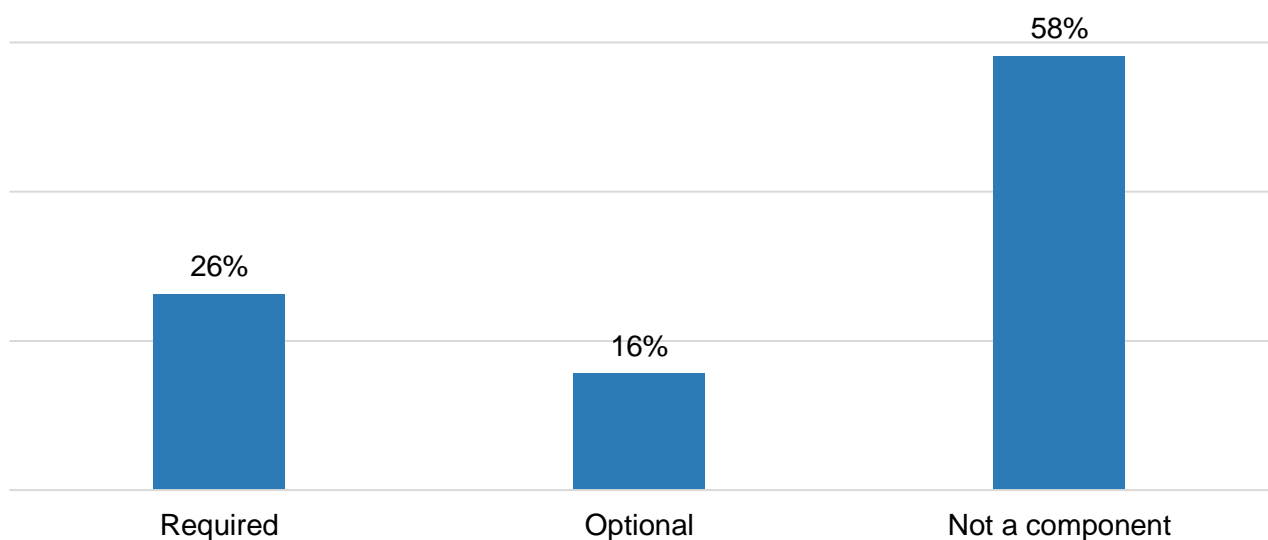

94% provide feedback to students at multiple points in the course.

99% report agreement with the statement "It is important to provide students with timely feedback on their work." (72% strongly agree, 27% agree)

9.2 Assessment Practices

Students Regularly Complete an Assessment of Their Understanding Before Class Meetings

10 Teaching Assistants

64% of participants reported having TAs in the course most representative of their teaching.
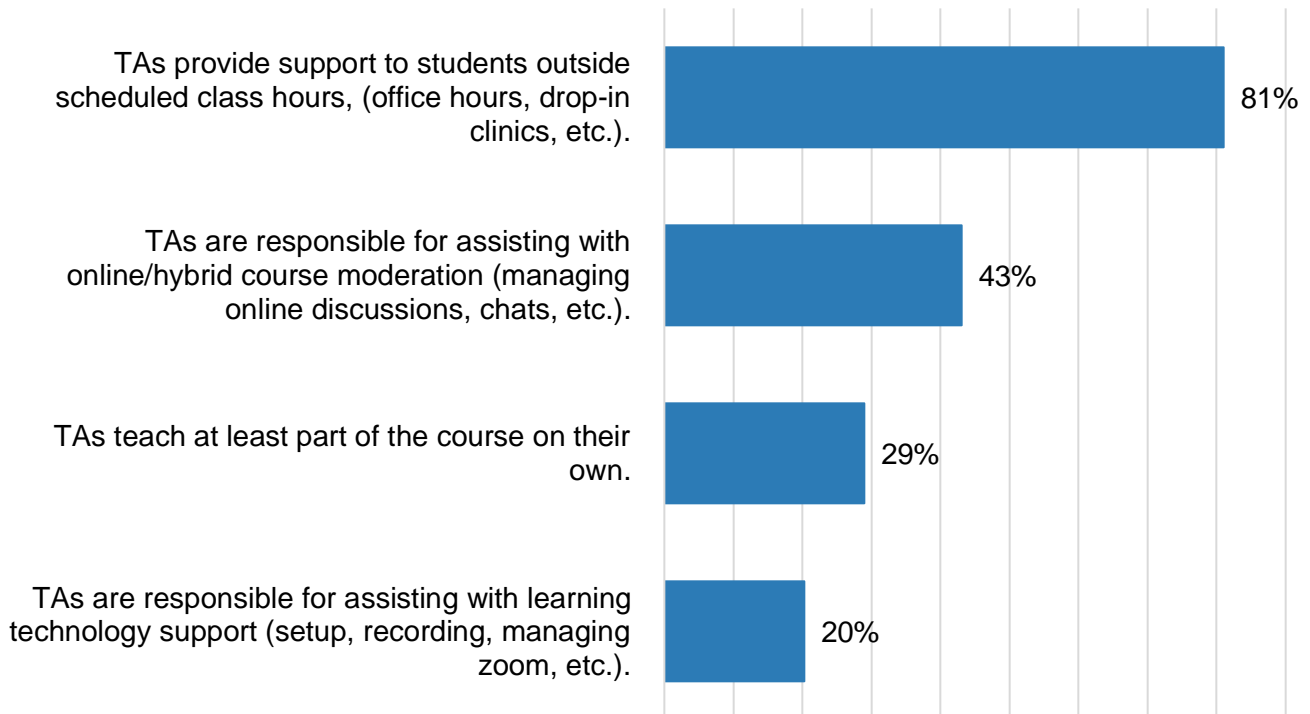
10.1 TA Training

62% of participants indicated TAs are required to attend Faculty, department or course-specific training before or shortly after the start of the term.

85% of participants reported believing TAs need training in teaching and learning.

4% believe TAs do not need training in teaching and learning; they can learn what they need to know on the job.

10.2 TA Responsibilities

Instructional Expectations for TAs

Expectation	Percentage
TAs provide support to students outside scheduled class hours, (office hours, drop-in clinics, etc.).	81%
TAs are responsible for assisting with online/hybrid course moderation (managing online discussions, chats, etc.).	43%
TAs teach at least part of the course on their own.	29%
TAs are responsible for assisting with learning technology support (setup, recording, managing zoom, etc.).	20%

Marking Expectations for TAs

80% ████ TAs do at least half of the marking for the course.

81% ████ I meet with TAs regularly throughout the term to discuss marking.
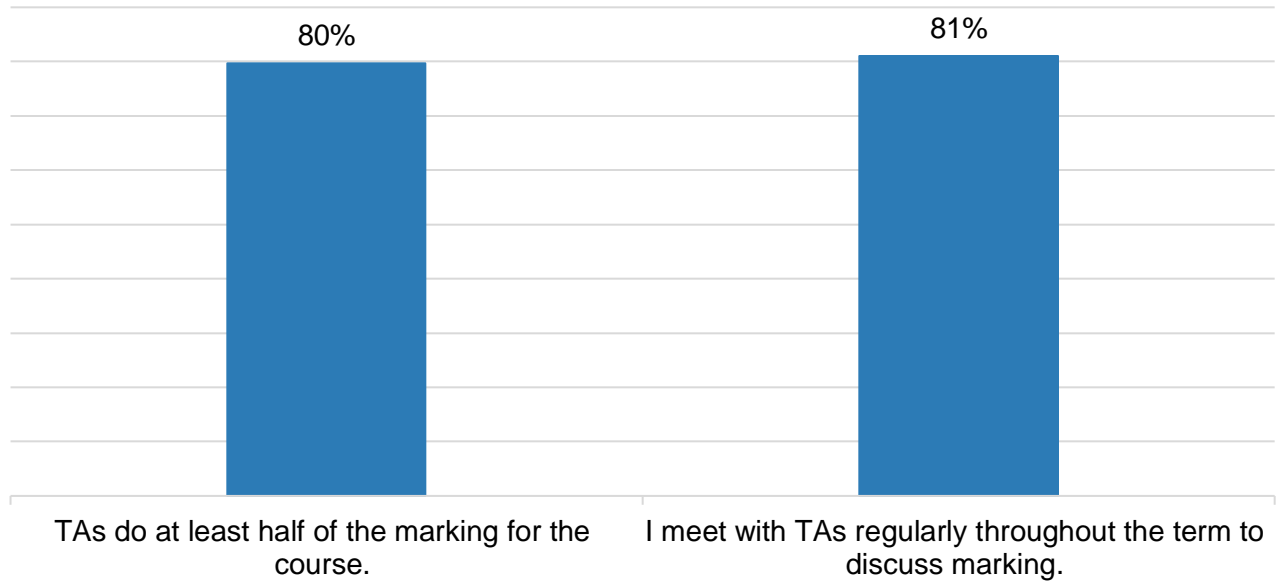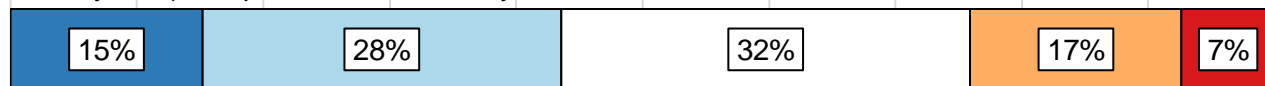
11 Learning Analytics

Analytics

Reviewing course analytics (Canvas/Moodle usage statistics, quiz statistics, aggregate course activity, etc.) is a productive use of my time.

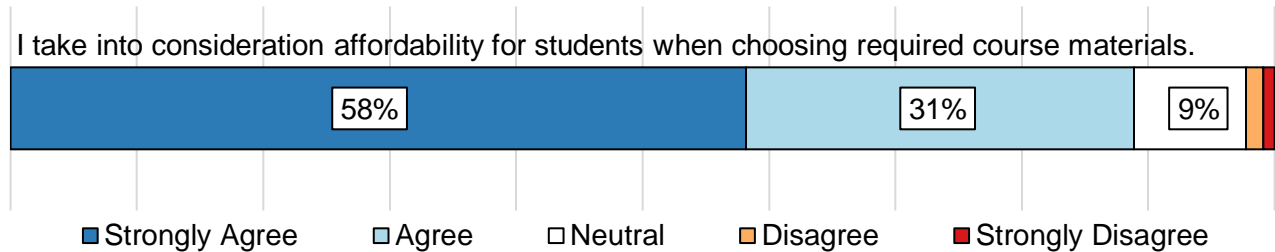| Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15%	28%	32%	17%	7%

I find it difficult to access course analytics that I'd like to use (Canvas/Moodle usage statistics, quiz statistics, aggregate course activity, etc.).

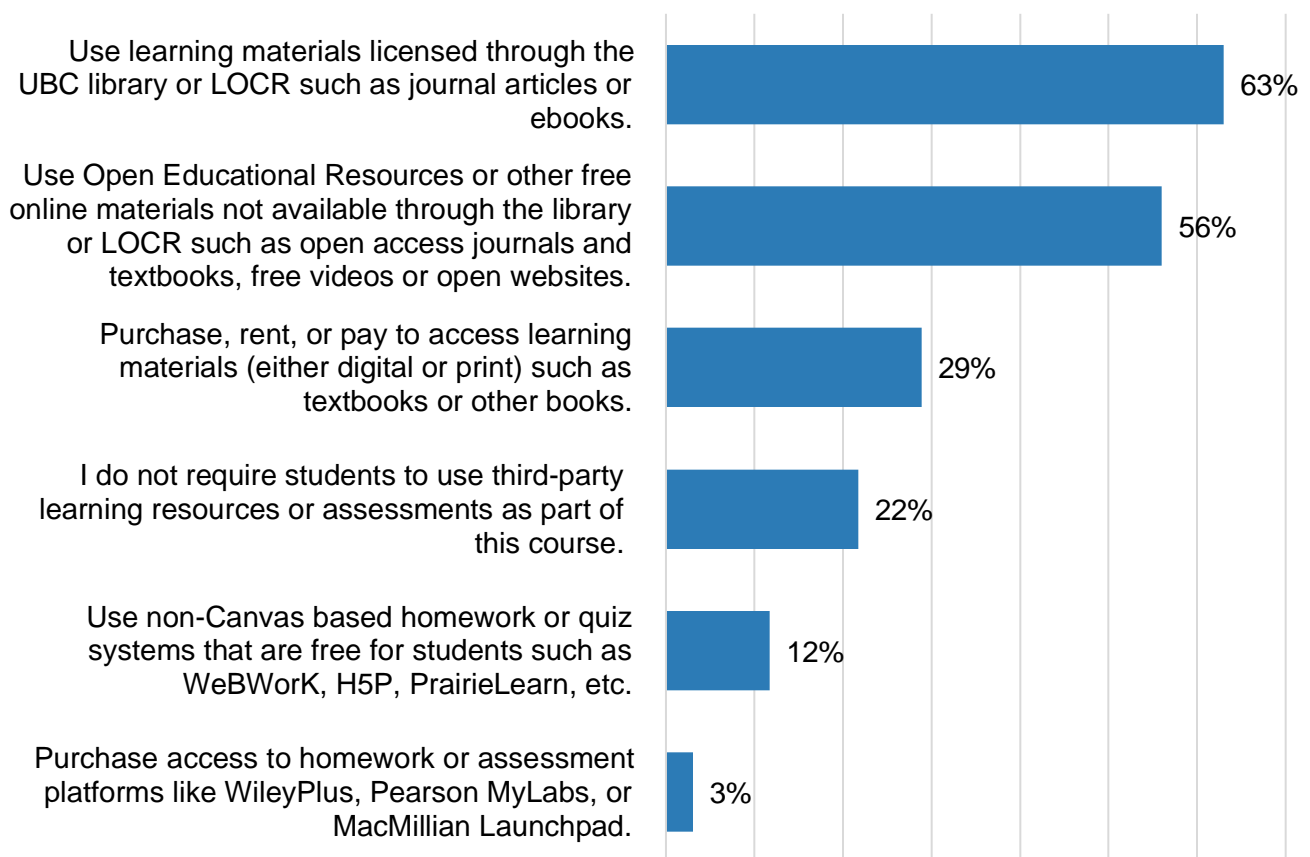| Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6%	20%	43%	23%	10%
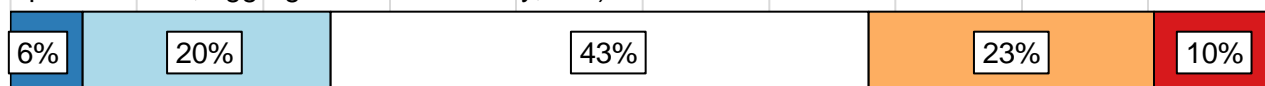
■ Strongly Agree □ Agree □ Neutral □ Disagree ■ Strongly Disagree

12 Affordability of Course Materials and Open Educational Resources

Affordability of Course Materials*

I take into consideration affordability for students when choosing required course materials.

| 58% | 31% | 9% | | |

■ Strongly Agree   □ Agree   □ Neutral   ■ Disagree   ■ Strongly Disagree

* Unmarked values represent 1% or less of participants selecting that option and are not shown for readability.

I Require Students to ...

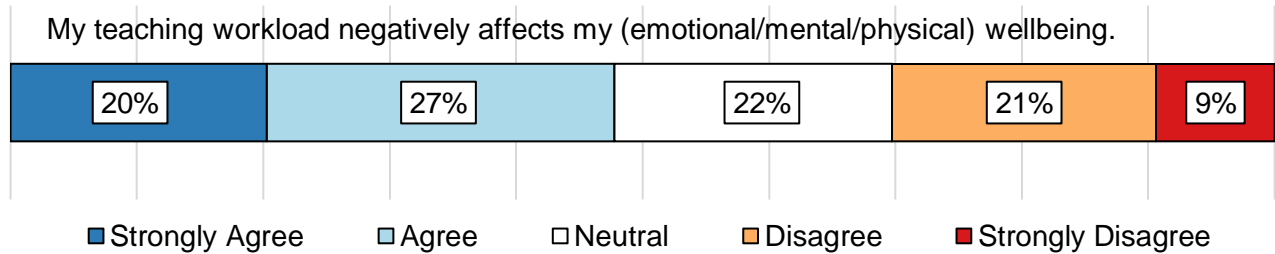|	
Use learning materials licensed through the UBC library or LOCR such as journal articles or ebooks.	63%
Use Open Educational Resources or other free online materials not available through the library or LOCR such as open access journals and textbooks, free videos or open websites.	56%
Purchase, rent, or pay to access learning materials (either digital or print) such as textbooks or other books.	29%
I do not require students to use third-party learning resources or assessments as part of this course.	22%
Use non-Canvas based homework or quiz systems that are free for students such as WeBWorK, H5P, PrairieLearn, etc.	12%
Purchase access to homework or assessment platforms like WileyPlus, Pearson MyLabs, or MacMillian Launchpad.	3%

57% of the participants would like asynchronous online resources or would attend an in-person or online workshop in this area.

13 Instructor Experience
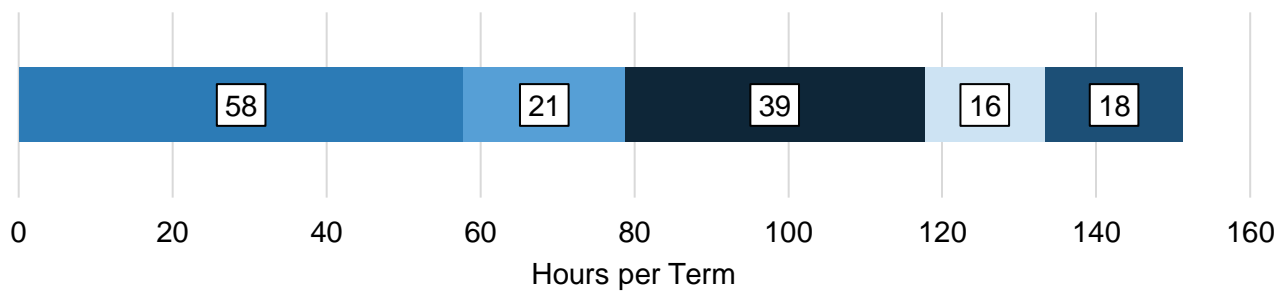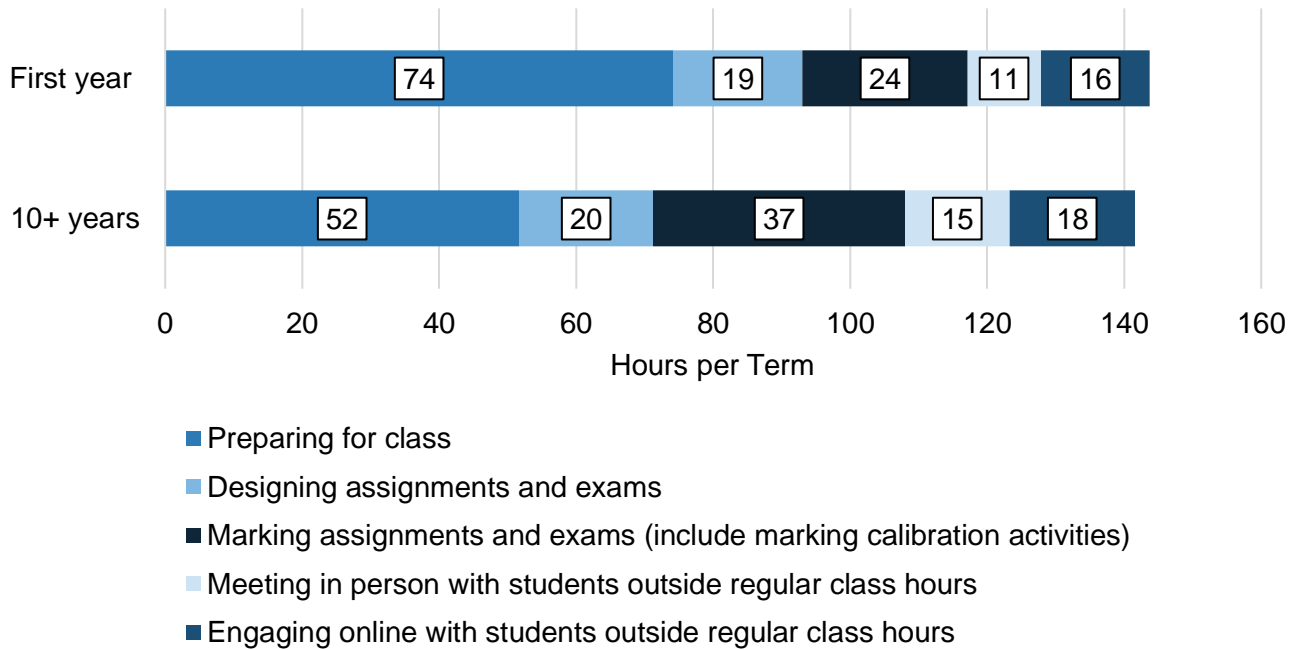
13.1 Workload

Impact of Workload on Wellbeing

My teaching workload negatively affects my (emotional/mental/physical) wellbeing.

| 20% | 27% | 22% | 21% | 9% |

■ Strongly Agree   ■ Agree   □ Neutral   ■ Disagree   ■ Strongly Disagree

Instructor Time Spent on Teaching-Related Activities
In course most representative of their teaching

| 58 | 21 | 39 | 16 | 18 |

Hours per Term
(0, 20, 40, 60, 80, 100, 120, 140, 160)

■ Preparing for class
■ Designing assignments and exams
■ Marking assignments and exams (include marking calibration activities)
■ Meeting in person with students outside regular class hours
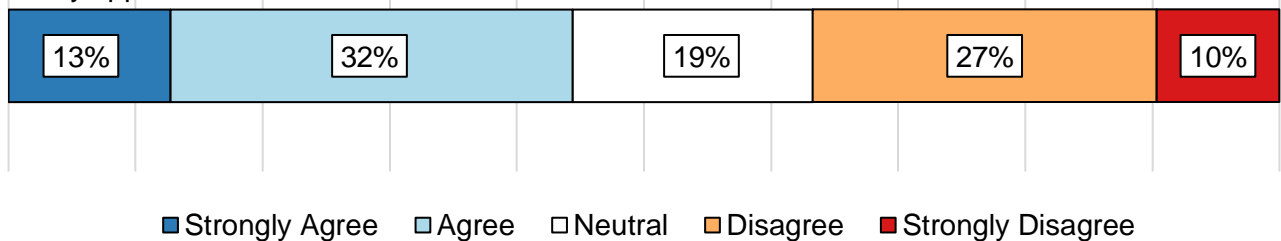■ Engaging online with students outside regular class hours

	Mean	Standard Deviation	Median
Preparing for class	58.0	67.4	40
Designing assignments and exams	21.0	26.6	14
Marking assignments and exams	38.9	92.3	20
Meeting in person with students outside regular class hours	15.7	15.0	12
Engaging online with students outside regular class hours	17.9	24.0	10

Instructor Time Spent on Teaching-Related Activities
by Years of Teaching Experience
In course most representative of their teaching

Years	Preparing for class	Designing assignments and exams	Marking assignments and exams	Meeting in person	Engaging online
First year	74	19	24	11	16
10+ years	52	20	37	15	18

Hours per Term (x-axis: 0, 20, 40, 60, 80, 100, 120, 140, 160)

- ■ Preparing for class
- ■ Designing assignments and exams
- ■ Marking assignments and exams (include marking calibration activities)
- ■ Meeting in person with students outside regular class hours
- ■ Engaging online with students outside regular class hours

Impact of Workload on Teaching Innovation

I find it difficult to incorporate innovative or new teaching practices due to the other requirements of my appointment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13%	32%	19%	27%	10%

- ■ Strongly Agree
- ■ Agree
- ■ Neutral
- ■ Disagree
- ■ Strongly Disagree

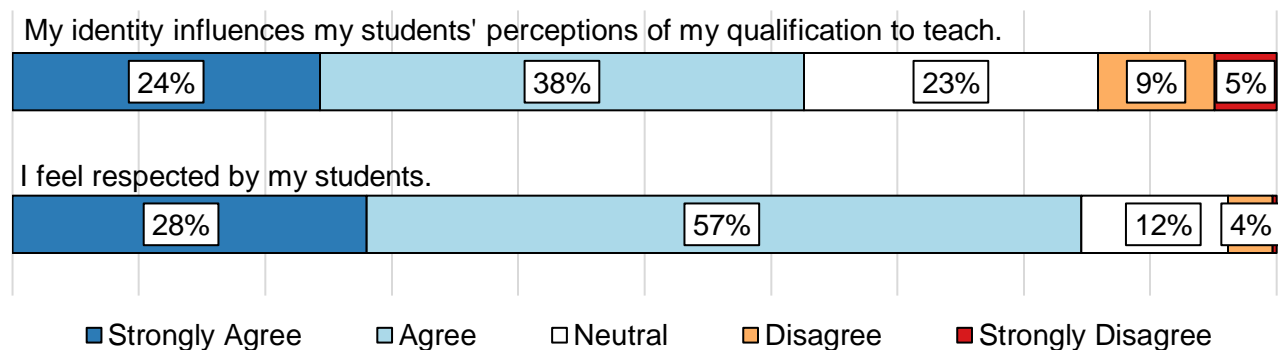## 13.2 Factors that Help Manage Teaching-Related Workload

The top ten elements mentioned by participants in response to the question "Name one thing that would help you manage your teaching-related workload." are listed below. Percentage indicates the fraction of mentions based on the total responses received for this question (n = 561).

21% More and better TA support

12% Reduced teaching loads

10% Administrative/clerical support with Workday, academic concessions/misconduct, course coordination, etc.

9% Smaller classes

8% Institutional recognition, value and reward for teaching (e.g. fair compensation, promotion and tenure)

6% Better learning technology (e.g. Canvas, Gradescope) and support for using it

6% Support for course preparation, including access to materials from previous instructors

5% Consistent and early course assignments, match courses with instructor's qualifications

4% Protected time for teaching improvement

4% Equity in workload between streams, ranks and units

For representative feedback, please see Appendix B.

13.3 Perceptions of Identity and Respect

Perceptions of Identity and Respect

My identity influences my students' perceptions of my qualification to teach.

| 24% | 38% | 23% | 9% | 5% |

I feel respected by my students.

| 28% | 57% | 12% | 4% |

■ Strongly Agree ■ Agree ☐ Neutral ■ Disagree ■ Strongly Disagree

13.4 Perceptions of the Teaching Climate at UBC

Listed below are the top words provided by participants in response to the question "Please write one word that describes your experience of the teaching environment at UBC." Minor edits to spelling or case may have been made to responses. This information is also shared as a word cloud on the cover page of this report. A total of 610 participants shared 238 unique words.

Word	Count
supportive	32
busy	21
stressful	19
diverse	14
intense	14
good	13
challenging	11
overwhelming	11
exhausting	10
complex	9
engaging	9
siloed	9
demanding	8
excellent	8
flexible	8
innovative	8
undervalued	8
hectic	7
quality	7
traditional	7
variable	7
active	6
big	6
difficult	6
isolated	6
large	6
welcoming	6
exciting	5
ok	5
overcrowded	5
pressure	5
respectful	5

14 Teaching Practice Development

14.1 Engagement in Practice Development Activities

Research informed Teaching Practice

I use research about student learning to refine my teaching practice.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23%	44%	21%	10%	2%
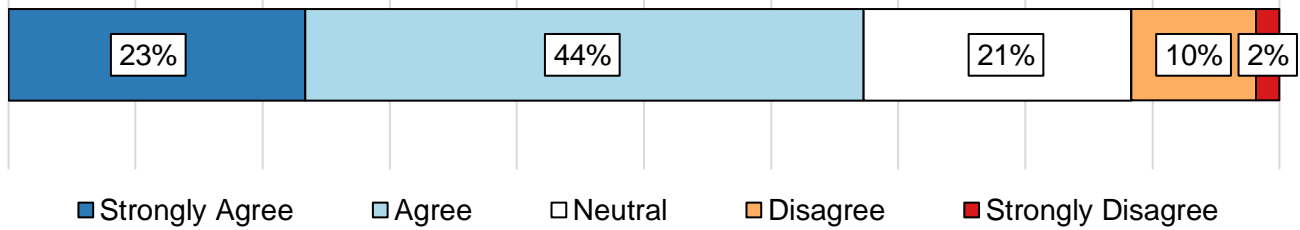
Engagement in Specific Practice Development Activities

Having a peer observe and provide feedback on my teaching.

Yes	No, but I'd like to	No, I am not interested in this
37%	39%	24%

Observing someone else's teaching.

Yes	No, but I'd like to	No, I am not interested in this
57%	31%	12%

Connecting with a mentor or other person for advice about teaching.

Yes	No, but I'd like to	No, I am not interested in this
50%	27%	23%

Connecting with a cohort of peers interested in improving teaching and learning.

Yes	No, but I'd like to	No, I am not interested in this
47%	33%	20%

Students Provide Formative Teaching Feedback During the Course
(feedback in addition to the SEI).

39%	35%	26%
Optional	Not a component	Required
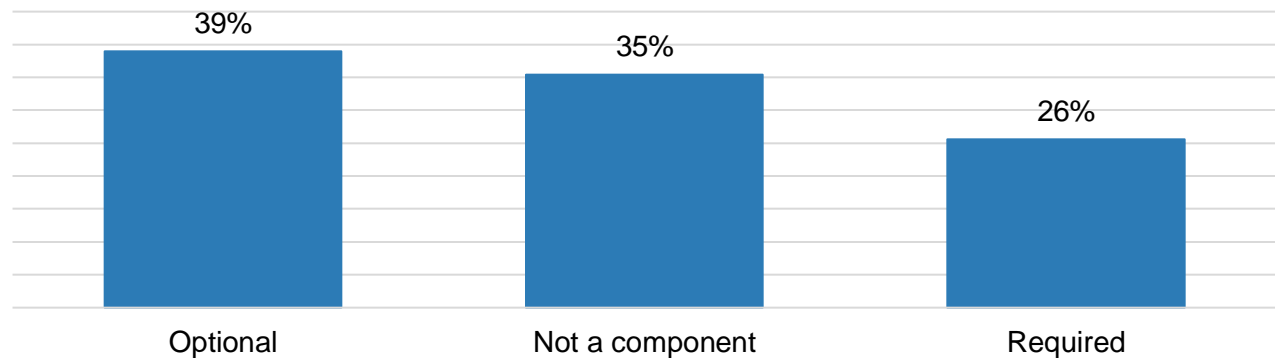
14.2 Factors Influencing Teaching Practice Improvement

The top ten elements mentioned by participants in response to the question "Briefly describe one thing that has improved your teaching." are listed below. Percentage indicates the fraction of mentions based on the total responses received for this question (n=581).

21% Professional development

20% Implementing specific teaching practices or approaches

19% Student feedback (both formal and informal)

11% Engagement or dialogue with colleagues around teaching

9% Implementing learning technology or having received technology support

8% Experience or practice

7% Peer review or observation

6% Focusing on course design aspects

5% Scholarly activity

4% Personal values or perspectives on teaching and learning

In addition, a meta theme around the COVID-19 pandemic was identified in 4% of responses. All but one response indicated the pandemic (or being forced to teach online) improved their teaching. For representative feedback, please see Appendix C.

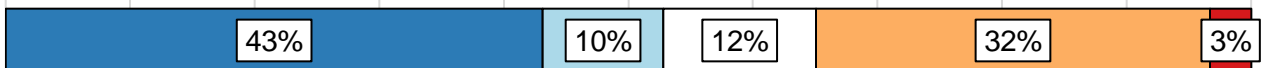# 15 Perceptions of Whether Teaching Is Valued at UBC

15.1 Perception of Institutional Recognition of Importance of Teaching

Perception of Institutional Recognition of Importance of Teaching

In general, faculty in my unit believe that ongoing improvement in teaching is part of their job.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21%	47%	17%	13%	3%

Effective teaching is valued by my unit leadership.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
43%	10%	12%	32%	3%

In my unit, effective teaching plays a meaningful role in the annual review and salary decisions for faculty in the same stream as me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19%	32%	25%	14%	10%

In my unit, effective teaching plays a meaningful role in the promotion and tenure processes for faculty in the same stream as me.

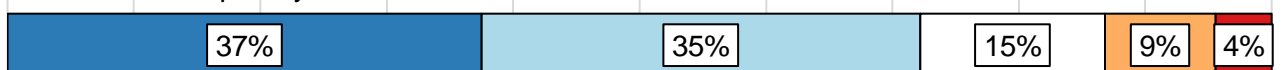| Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22%	33%	24%	12%	9%

■ Strongly Agree □ Agree □ Neutral ■ Disagree ■ Strongly Disagree

15.2 Personal Priorities

Personal Priorities*

Teaching is a priority for me.

Strongly Agree	Agree	Neutral
57%	35%	6%

Research is a priority for me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37%	35%	15%	9%	4%

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

Strongly Agree	Agree
78%	19%

■ Strongly Agree □ Agree □ Neutral ■ Disagree ■ Strongly Disagree

* Unmarked values represent 2% or less of participants selecting that option and are not shown for readability.

16 Contact Information

For more information about general findings contained in this report, please contact one of the report authors below:

Andrea Han | andrea.han@ubc.ca

Adriana Briseño-Garzón | adriana.briseno@ubc.ca

For more information about findings related to Section 7 - Integrating Indigenous Topics, Perspectives and Worldviews, please contact either:

Paulina Semenec | paulina.semenec@ubc.ca

Claire Sarson | claire.sarson@ubc.ca

17 Appendix A – Approach to Integrating Indigenous Content

The CTLT Indigenous Initiatives team and the Office for Indigenous Strategic Initiatives collaboratively analyzed responses to the open-ended question "If you have integrated Indigenous topics, perspectives and worldviews into your course, please describe your approach to doing this work (i.e., your decision-making process, decisions around support/resources sought)."

There were 434 blank responses for this question, 8 responses indicated "N/A", and 13 responses indicated that they did not incorporate Indigenous topics, perspectives and worldviews because they were not deemed relevant to the particular course/subject being taught. Out of the 280 responses that were analyzed for this question, **four key approaches were identified:**

- Content integration (158 mentions)
- Consultation (63 mentions)
- Professional development (45 mentions)
- Inviting guest speakers (33 mentions)

There were 68 responses analyzed that included more than one theme (for example, content integration *and* consultation, etc.).

Data Highlights

Many of the participant responses indicate promising moves forward in terms of engaging with Indigenous topics, perspectives and worldviews in courses at UBC. While the analysis highlights 4 common approaches, it is important to note that many survey participants are embedding more than one approach into their teaching contexts. For instance, content integration, was often coupled with consultation, as it is often understood that meaningful content integration also involves drawing on a network of relationships (both on and off campus) to ensure that the material is relevant to the context and place. The ongoing nature of learning about Indigenous topics, perspectives and worldviews is reflected in the high number of survey participants who indicated their continuous need and desire to engage in self-learning, and as UBC faculty continue to engage with the ISP, areas of support in this area will continue to be important. Finally, recognizing the importance of Indigenous perspectives and worldviews, many faculty are seeking out experts, including Indigenous colleagues and community members to support student learning in the classroom. While it was the least common theme identified in the data (33 mentions), it is important to note that inviting guest speakers is an approach that requires relationship building or the establishment of connections to speakers.

In order to ensure survey participants' anonymity, information about faculty appointment type and Faculty are not included in the quotes presented in the sections below.

1. Content integration

Responses under this theme included mention of incorporating readings and other course material by Indigenous scholars, and/or an intentional incorporation of Indigenous voices and perspectives as well as materials related to colonialism and decolonization.

> *"I am an Indigenous person and I follow my Indigenous teachings and approaches to learning, creating community, and leading ceremony. We invite other Indigenous guest speakers, knowledge holders to be guest speakers. Course readings, resources, videos privilege Indigenous voices. Assessment approaches also incorporate Indigenous pedagogies."*

> *"I deliberately try to build in awareness of how learning/teaching is culturally and socially situated (and the importance of building inclusive teaching practices) as a key theme that permeates the course. In particular, from day 1 and each day I make sure to weave in attention*

to a decolonizing point of view, Indigenous ways of knowing, and the First Peoples' Principles of Learning. We always start with a territorial acknowledgement but in a way that bridges into and is integrated into the day's topic in a meaningful way (vs. a stand alone routine)…"

Several survey participants spoke to the importance of incorporating Indigenous perspectives and voices through changes/additions to content in their courses as well as some of the challenges and doubts they feel in doing so.

> *"So far, I have just integrated two examples with indigenous topics. I am still not very comfortable doing this, so I am looking for opportunities to learn more."*

> *"I have included materials related to decolonization (a reading, quiz, materials in Canvas), but have not explicitly integrated Indigenous perspectives and worldviews (in part because I am not sure how to approach this most effectively as a non-Indigenous person)."*

Some survey participants spoke to how the integration of Indigenous content also informed their reflections on teaching and their approaches to pedagogies and relations with students in the classroom.

> *"I include readings from Indigenous authors in each of the 6 weeks of my summer term 1 course... I've read widely about Indigenous pedagogies and classroom issues (ex. Sandra Styres, Sheila Cote-Meek, Gregory Younging, Chelsea Vowel, Leanne Betasamosake Simpson, Elissa Washuta, Keavy Martin) in an effort to make my class welcoming to all students."*

> *"...In including Indigenous content I am careful to acknowledge my status as a settler and to interrogate the ways in which I actively strive to decolonize my teaching, and how academic discourse often privileges colonial ways of knowing over indigenous ways of knowing. I design in flexibility to engage in these topics and to provide alternate ways to demonstrate learning outcomes and knowledge. I use guidelines from an anti-racist and decolonizing teaching toolkit created in my unit, and I seek out workshops and learning opportunities to grow my own knowledge and challenge my own internalized biases..."*

5 responses also included mention of seeking out and integrating Musqueam specific resources into their courses and teaching.

> *"I typically start with resources that speak to UBC engagement with Musqueam and/or were developed in partnership (ie. from the Indigenous Portal) and then expand my search from there."*

> *"...I use resources produced by Indigenous people as much as possible (Indigenous scholars in field, Indigenous Nations and community members, etc); I use Musqueam-produced teaching resources when possible and relevant; I check about permissions and rights for educational usage and appropriateness for my courses, and draw my students' attention to all of these points as part of the teaching work..."*

2. Consultation
Responses under this theme included mention of consultation with department heads, non-academic units, fellow faculty, students, teaching assistants, and Indigenous communities/colleagues.

> *"...My approach is to lean heavy on my colleagues who are taking the lead on the ISP initiative (asking them for advice, troubleshooting when issues arise)."*

"I have sought to consult people who work closely with Indigenous communities in addition to select members of Indigenous communities to see how to best incorporate different viewpoints so that the information is accurate, informative, engaging, and reflective."

"I consulted with colleagues in my program and in another department about which resources to use; I worked with a colleague to connect Indigenous students in the course with an Indigenous community mentor for a major course project involving community collaboration."

"Work with Indigenous students, community leaders, or professionals who work in Indigenous communities to identify the most relevant topics to my discipline, and then start adjusting the course content accordingly."

While these consultations are impactful some participants mentioned consultation specifically with Indigenous colleagues as an approach taken. In reflecting further on this approach, it may be worth exploring how this labour is/could be held more broadly by units engaging in Indigenization work.

3. Professional development

Responses under this theme included mention of attending workshops, seminars, as well independent/self-led learning on the topic of Indigenous worldviews, perspectives and/or histories.

"I have completed several Professional Developmental programs/opportunities to support my integration of Indigenous topics, perspectives, voice including the San'yas Cultural Safety training for healthcare providers, UBC 23/24 facilitator training, 15-hour Health Professional Education Program Learning Circles & ongoing CoP participation, and the CTLT Indigenous Initiatives Design Series (12 hours)…"

"I have taken workshops and participated in the Indigenous Initiatives drop-in virtual coffee and face to face meetings, to discuss ideas with others. I have consulted with Indigenous Initiatives about teaching ideas. I have also sought to educate myself on Indigenous approaches to science..."

"Our department provides much of this support in regular professional development meetings and faculty visits to campus resources for Indigenous topics..."

While a less common example of professional development, there were 7 responses that referred to UBC's Indigenous Strategic Plan (ISP) as a way of guiding one's learning around Indigenous knowledge and perspectives in relation to teaching and learning. For example, there were some participants who had gone through the ISP with their department or were leading the ISP implementation process.

4. Inviting guest speakers

Responses under this theme include mention of inviting guest speakers into the classroom, particularly to speak to Indigenous issues/topics covered in the course.

"I weave Indigenous topics, perspectives and views throughout my course, with Indigenous experts contributing guest lectures, acting as discussion leaders, hosting field trips..."

"...I...have a course guest from a local First Nation who presents on work [they] are doing around First Nations planning and policy."

"I introduce the concept of diverse ways of knowing early in the course and include readings by Indigenous scholars, as well as guest lectures (i.e. my non-UBC collaborators, by Zoom) where the students have previously read their work."

18 Appendix B – Managing Teaching-Related Workload

Listed below are the top ten factors mentioned by participants when asked to "Name one thing that would help you manage your teaching-related workload." Percentage in parentheses indicates the fraction of mentions based on the total of responses received for this question (n=561).

1. More and better TA support (21%)

"More TA. I currently only get one lecture TA for a class of 240 students." - Assistant Professor

"Qualified TAs, which only come around once in a while in my school because of the subjects I teach." - Professor

2. Reduced teaching loads (12%)

"Having my load reduced to 2 courses per term instead of 3 (or at least in one term, so I can give my students the time and attention they deserve)." - Professor of Teaching

"Teaching fewer courses with enough time to put into making them as engaging as possible for students (putting more love into the material of a few things instead of just being involved in more things)." - Assistant Professor of Teaching

3. Administrative/clerical support with Workday, academic concessions/misconduct, course coordination, etc. (10%)

"Support staff. I spend WAY too much time on clerical matters, like photocopying, editing, filing, that should be done by someone expert in these matters." - Professor

"Help managing all the student accommodations that arise across a term. When teaching 300+ students, the e-mail volume is so overwhelming, it can take hours to just clear my inbox every day." - Sessional

4. Smaller classes (9%)

"Smaller classes. I do not want to decrease the level of engagement that I have with my students (class, office hours, marking, piazza). I do want to bring down my total hours doing these tasks, and # of incoming emails, etc." - Sessional

"Smaller classes, such that one could learn every student's name and a bit about them. That implies a move away from a butts-in-seats funding model." - Professor

"Have smaller classes - it is difficult to teach over 200 students." – Sessional

5. Institutional recognition, value and reward for teaching (e.g. fair compensation, promotion and tenure) (8%)

"If the university thought about teaching as a form of intellectual work, instead of as something to "catch" people through - there is insufficient support for teaching, and there is a culture of avoiding being "bad" at it, but nothing more." - Associate Professor

"Being appropriately compensated for the time I spend on teaching. We all want to do a good job and that means putting in crazy hours. I accept this and actually enjoy it to an extent, but it would be nice to be recognized with financial compensation." – Lecturer

"Being paid a fair wage for my expertise and hard work so I don't have to work overtime for each course and volunteer in every committee though I don't get paid for it as a non-tenure-track faculty member." – Lecturer

6. Better learning technology (e.g. Canvas, Gradescope) and support for using it (6%)

"Having access to Gradescope to mark exams. It would save me hours of work." - Lecturer

"Better support with Canvas tools and all the other online components that have ballooned since covid." - Associate Professor

7. Support for course preparation, including access to materials from previous instructors (6%)

"Figuring out how to reduce the time it takes to create suitable assignments and exam questions (from scratch, usually requiring digging through primary materials for usable data) -- in my discipline such things are not available from third parties, and it is often hard to re-use them from past courses." - Associate Professor

"In my context, I am referring to a new course I was given at the last minute. It would have been enormously helpful to receive more materials from the colleague who taught the course before me. Instead, there was a hurried hand off and that was it." - Sessional

8. Consistent and early course assignments, match courses with instructor's qualifications (5%)

"Being assigned same course twice in a year or for two years running. Our teaching assignments are done year by year so a ton of work can go into a course that I never teach again." - Professor

"The timing of receiving a contract is too close to the teaching date which leaves preparation too late. The last two years I received the contract the day class started." - Sessional

"Let me teach what I am most qualified to teach, instead of using politics to assign courses." - Professor

9. Protected time for teaching improvement (4%)

"Course releases/more time provided for course preparation and design (especially in regards to decolonization, Indigenization, antiracism, disability, equity denied groups) and for professional development. If teaching is a value at UBC (particularly for educational leadership faculty) then there should be more time for the learning and preparation and also SoTL research of our own." - Assistant Professor of Teaching

"Periodic protected time (e.g. buy-out) to develop / apply new teaching methods." – Professor

10. Equity in workload between streams, ranks and units (4%)

"Fewer courses to teach. As an EL faculty, the amount of work we're expected to shoulder over and above the mandated teaching load is frankly disrespectful. Bare minimum, we should be teaching the same load as research faculty." - Associate Professor of Teaching

"Equity of teaching loads across the university - my faculty requires more teaching credits than others" - Associate Professor of Teaching

19 Appendix C – Improving Teaching

Listed below are the top ten factors mentioned by participants when asked to "Briefly describe one thing that has improved your teaching." Percentage in parentheses indicates the fraction of mentions based on the total of responses received for this question (n=581).

1. Professional development (21%)

"Participating in Rock the Boat made me more aware and sensitive to the challenges faced by equity deserving groups and power imbalances with respect to graduate student supervision and teaching. I would recommend it to all Faculty." - Professor

"PD opportunities including the ISW, UDL workshops, CTLT institutes, and outside PD." - Lecturer

2. Implementing specific teaching practices or approaches. (20%)

"Disclosing to my students that I am a disabled faculty member has greatly enhanced my teaching practice especially as relates to fostering an inclusive environment and community of care in my classrooms." - Lecturer

"Integrating student's personal interests into the course content and evaluation - Professor

"Incorporation of flexible deadlines to help students who are experiencing challenges" - Lecturer

"Learning about the principles of Universal Design for Learning and ungrading - Sessional

"Decreasing the amount of material I cover in each course." - Professor

"Figuring out ways to provide feedback in a 500 person course" - Professor

3. Student feedback (both formal and informal) (19%)

"My students! My students have done the most to improve my teaching. I offer multiple opportunities throughout each term to give feedback on pedagogical style, assignment structure, classroom culture, etc., and I adjust accordingly." - Assistant Professor

"I provide students an opportunity mid-way through the term to provide relatively open ended (prompted by broad questions) anonymous and voluntary feedback. I consistently get high response rates, and have received invaluable input and perspectives from students, especially from with range of learning styles and challenges, that I've integrated into the course that I believe consistently improves how I teach." - Assistant Professor

4. Engagement or dialogue with colleagues around teaching (11%)

"Collaborating and seeking feedback from colleagues. The course design intensive was a scaffolded

way where I could be intentional about designing my course, but continuing to connect with colleagues has been very helpful to improve and adjust my teaching strategies - focusing on

the student learning environment also has helped improve my teaching substantially.” -
Assistant Professor of Teaching

*“Interactions with Educational Leadership stream faculty in my department on individual and
group assessment strategies.”* - *Professor*

5. Implementing learning technology or having received technology support (9%)

*“Using Canvas discussions as a platform for students to share ideas and post questions when
not together synchronously.”* - *Associate Professor of Teaching*

*“Resources and big ideas available through CTLT and local technical support from my own
Faculty”* - *Sessional*

6. Experience or practice (8%)

*“experience/practice. This was my first time teaching and I had to develop the course mainly
from scratch. Therefore, I think my teaching ability improved the further into the course. If I
teach this course again, I can draw upon past experience/practice and remember what worked
and what didn't work.”* - *Sessional Lecturer*

*“The single most mentionable thing that has improved my teaching over the years is
experience/practice - repeating the material year after year, focusing on key learning objectives
to emphasize, and perfecting content delivery.”* - *Associate Professor*

7. Peer review or observation (7%)

*“A program I did years ago where I was filmed teaching and then I went over the film with a
senior faculty member was very useful.“* - *Professor*

*“Watching excellent teachers in action on numerous occasions (e.g. multiple times a week)-
this has allowed me to see effective "tricks", practices, activities, and even language and
implement it in my own class.“* - *Associate Professor of Teaching*

8. Focusing on course design aspects (6%)

*“Paying "backwards design" (so-called) greater attention, i.e. thinking about what I want
students to know/be able to do by the end of the course and using that to plan classroom time,
readings, assignments, etc.“* - *Associate Professor*

*“Having access to previous course materials/lectures/powerpoints in order to help shape - or
transform - my own course“* - *Sessional Lecturer*

9. Scholarly activity (5%)

*“Performing evaluation/SoTL related to teaching and learning projects - makes me think about
what could/should be impacted and how I could determine if it has been.“* - *Associate
Professor of Teaching*

“Engagement with the educational literature.“ - *Associate Professor of Teaching*

10. Personal values or perspectives on teaching and learning (4%)

Values mentioned include, among others, compassion, curiosity, flexibility, honesty, humility, humour, integrity, love, openness, patience, and radical kindness.

In addition, a meta theme around the **covid-19 pandemic** was identified in 4% of responses. All but one participant indicated the pandemic (or being forced to teach online) improved their teaching.

> *"As challenging as it was, the COVID-19 pandemic has challenged me to rethink assessments, policies around deadlines, and accessibility." - Associate Professor of Teaching*

> *"Honestly, the challenge of the pandemic -- as awful as it was in many ways -- pushed me to quickly develop way more tools in my toolkit alongside thinking deeply about how to use them effectively to support students." - Professor of Teaching*

However, one response merely indicated that the thing that most improved their teaching was "*Returning to in-person instruction*".