

UBC Teaching Practices Survey 2023 Vancouver Campus Results Text-Based Version

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.



Table of Contents

1	Preface.....	4
1.1	Survey Overview and Development.....	4
1.2	Deployment and Analysis.....	4
1.3	Remarks.....	5
2	Response Rates.....	6
2.1	By Faculty.....	6
2.2	By Appointment.....	6
3	Participant Demographics.....	7
3.1	Faculty.....	7
3.2	Appointment.....	7
3.3	Years Teaching Experience.....	8
4	Characteristics of Course Most Representative of Teaching.....	9
4.1	Course Level.....	9
4.2	Course Enrolment.....	9
4.3	Course Delivery Mode.....	10
4.4	Participant Experience Teaching Course.....	10
4.5	Faculty/School Offering Course.....	11
5	Class Time and Perceptions of Effectiveness.....	12
5.1	Time Spent on Synchronous Learning.....	12
5.2	Structure of Synchronous Learning.....	12
5.3	Perception of Effectiveness of Active and Passive Teaching Practices.....	13
5.4	Time Spent on Asynchronous Learning.....	14
6	Instructional Practices Supporting Strategic Priorities.....	15
6.1	Academic Integrity.....	15
6.2	Experiential and Peer Learning.....	15
6.3	Strategies to Promote Student Well-Being.....	16
7	Integrating Indigenous Topics, Perspectives and Worldviews.....	17
7.1	Sources of Feedback/Support.....	17
7.2	Approaches to Integrating Indigenous Topics, Perspectives and Worldviews.....	17
7.3	Interest in Professional Development in this Area.....	19
8	Equity, Diversity, and Inclusion.....	20

8.1	Practices and Attitudes	20
8.2	Interest in Professional Development in this Area	20
9	Feedback and Assessment.....	21
9.1	Feedback.....	21
9.2	Assessment Practices.....	21
10	Teaching Assistants	22
10.1	TA Training	22
10.2	TA Responsibilities	22
11	Learning Analytics	24
12	Affordability of Course Materials and Open Educational Resources.....	25
13	Instructor Experience	26
13.1	Workload.....	26
13.2	Factors that Help Manage Teaching-Related Workload	27
13.3	Perceptions of Identity and Respect	28
13.4	Perceptions of the Teaching Climate at UBC	28
14	Teaching Practice Development.....	30
14.1	Engagement in Practice Development Activities	30
14.2	Factors Influencing Teaching Practice Improvement.....	31
15	Perceptions of Whether Teaching Is Valued at UBC	32
15.1	Perception of Institutional Recognition of Importance of Teaching.....	32
15.2	Personal Priorities	32
16	Contact Information	33
17	Appendix A – Approach to Integrating Indigenous Content.....	34
18	Appendix B – Managing Teaching-Related Workload	40
19	Appendix C – Improving Teaching.....	44

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 as 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 in 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://ctlit.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.

This version of the report is designed for readers who prefer a text-based summary of findings or who may find a text-based version more accessible. A version of the report with graphical summaries is also available.

2 Response Rates

2.1 By Faculty

Faculty	Count of Invites Sent	Count of 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	Count of Invites Sent	Count of 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

Faculty	Count of participants selecting option	% of Responses
Applied Science	74	10%
Arts	219	31%
Business	23	3%
Dentistry	17	2%
Education	52	7%
Forestry	16	2%
Kinesiology	10	1%
Land and Food Systems	33	5%
Law	13	2%
Medicine	83	12%
Pharmaceutical Sciences	11	2%
Science	156	22%
Vantage	6	1%

3.2 Appointment

Appointment	Count of participants selecting option	% of Responses
Professor of Teaching	30	4%
Associate Professor of Teaching	70	10%
Assistant Professor of Teaching	39	6%
Professor	214	30%
Associate Professor	77	11%
Assistant Professor	65	9%
Lecturer	93	13%
Sessional Lecturer	86	12%
Postdoctoral Fellow	15	2%
Other	19	3%

3.3 Years Teaching Experience

Years teaching at university level	Count of participants selecting option	% of Responses
This is my first year	24	3%
1-4	81	11%
5-9	113	16%
10-14	99	14%
15-19	124	17%
20+	271	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

Course Level	Count of participants selecting option	% of Responses
100-level	82	13%
200-level	94	15%
300-level	185	29%
400-level	140	22%
500-level or higher	139	22%

4.2 Course Enrolment

Enrolment mean: 85.8

Enrolment standard deviation: 86.4

Enrolment median: 50

Distribution of responses

Enrolment	Count of participants selecting option	% of Responses
1-50	335	53%
51-100	128	20%
101-199	87	14%
200+	81	13%

4.3 Course Delivery Mode

Course Delivery Mode	Count	% of Responses
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%

4.4 Participant Experience Teaching Course

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.

4.5 Faculty/School Offering Course

Faculty	Count	Percent
Applied Science	81	13%
Arts	195	30%
Business	22	3%
Dentistry	17	3%
Education	47	7%
Forestry	17	3%
Kinesiology	9	1%
Land and Food Systems	31	5%
Law	11	2%
Medicine	64	10%
Pharmaceutical Sciences	11	2%
Science	158	25%
Vantage	4	1%

*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

Distribution of Responses

Hours	Count	% of Responses
0-2	88	14%
2.5-3	354	56%
3.5-6	139	22%
6.5-17	37	6%
18+	11	2%

5.2 Structure of Synchronous Learning

Percent of synchronous class time devoted to specific classroom activities, averaged across all responses.

Classroom activity	% of Time (Averaged)
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

Distribution of agreement with the statement “Passive learning practices (students observing a lecture, demonstration, video, etc.) are an effective way to promote student learning.”

Level of agreement	Count	% of Responses
Strongly Agree	46	7%
Agree	230	35%
Neutral	182	28%
Disagree	134	21%
Strongly Disagree	61	9%

Distribution of agreement with the statement “Active learning practices (students solving problems, collaborating with one another, generating knowledge, etc.) are an effective way to promote student learning.”

Level of agreement	Count	% of Responses
Strongly Agree	356	55%
Agree	266	41%
Neutral	25	4%
Disagree	3	1%
Strongly Disagree	1	0%

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.

Mean: 5.1 hours

Standard deviation: 4.0 hours

Median: 4 hours

Distribution of responses

Hours	Count	% of Responses
0-4.5	314	51%
5-9	253	41%
10-14	39	6%
15+	9	1%

6 Instructional Practices Supporting Strategic Priorities

6.1 Academic Integrity

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)

Distribution of responses to the statement “During class time, I talk with students about academic integrity.”

Option	Count	% of Responses
I currently do this in the course.	457	78%
I currently do not have plans to do this in the near future.	87	15%
I do not currently do this, but I intend to in the near future.	43	7%

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

Use of strategies to promote experiential and peer learning.

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

6.3 Strategies to Promote Student Well-Being

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

Use of Strategies to Promote Student Well-Being

Strategy	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.
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 such as short-term illness, life events, etc.	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%

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	Count	% of Responses
Other faculty/colleagues in my Department	281	39%
Other faculty/colleagues outside my Department	167	23%
I have not engaged in this work	117	16%
Centre for Teaching, Learning and Technology (CTLT - UBCV)	111	16%
Community members/organizations	110	15%
Department Head, Director, Associate Dean, etc.	63	9%
Centre for Teaching and Learning (CTL - UBCO)	8	1%
Other	75	10%
I have not sought feedback or support to do this work	91	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 Centre 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

Professional Development Topic	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.
Creating a welcoming and respectful learning environment for students.	23%	38%	9%	30%
Facilitating class discussions around topics such as equity, diversity, race, the history and contemporary impacts of colonialism in Canada, etc.	25%	29%	11%	34%
Integrating Indigenous knowledges, perspectives and worldviews into the course(s) that I teach.	32%	32%	14%	21%

8 Equity, Diversity, and Inclusion

8.1 Practices and Attitudes

Use of inclusive teaching practices.

Practice	Count	% of Responses
I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities.	304	59%
I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.	349	68%
I provide flexibility and options in assessment approaches to address the needs of a diverse student body.	350	68%
I use materials or provide examples that include diverse experiences, identities or perspectives.	390	76%

Agreement with statements regarding diversity and inclusion.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is important to take into account the experiences of equity-denied groups when designing course materials and activities.	45%	37%	13%	4%	1%
It is my responsibility to foster a respectful learning environment.	87%	12%	0%	0%	0%

8.2 Interest in Professional Development in this Area

Type of professional development	% indicating interest
I would attend an in-person or online workshop in this area.	28%
I would like asynchronous online resources in this area.	34%
I would both attend a workshop and would like asynchronous online resources in this area.	13%
I am not interested or do not need support in this area.	25%

9 Feedback and Assessment

9.1 Feedback

Students receive instructor or TA feedback and redo/revise work before submitting for a grade or to improve a grade.

Option	Count	% of Responses
Required	174	29%
Optional	150	25%
Not a component	267	45%

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.

Option	Count	% of Responses
Required	155	26%
Optional	92	16%
Not a component	343	58%

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	Count	% of Responses
TAs provide support to students outside scheduled class hours, (office hours, drop-in clinics, etc.).	299	81%
TAs are responsible for assisting with online/hybrid course moderation (managing online discussions, chats, etc.).	159	43%
TAs teach at least part of the course on their own.	107	29%
TAs are responsible for assisting with learning technology support (setup, recording, managing zoom, etc.).	75	20%

Marking expectations for TAs

Expectation	Count	% of Responses
I meet with TAs regularly throughout the term to discuss marking.	299	81%
TAs do at least half of the marking for the course.	294	80%

11 Learning Analytics

Distribution of agreement with the statement “Reviewing course analytics (Canvas/Moodle usage statistics, quiz statistics, aggregate course activity, etc.) is a productive use of my time.”

Level of agreement	Count	% of Responses
Strongly Agree	99	15%
Agree	185	28%
Neutral	211	32%
Disagree	109	17%
Strongly Disagree	48	7%

Distribution of agreement with the statement “I find it difficult to access course analytics that I'd like to use (Canvas/Moodle usage statistics, quiz statistics, aggregate course activity, etc.).”

Level of agreement	Count	% of Responses
Strongly Agree	37	6%
Agree	127	20%
Neutral	276	43%
Disagree	146	23%
Strongly Disagree	62	10%

12 Affordability of Course Materials and Open Educational Resources

Distribution of agreement with the statement “I take into consideration affordability for students when choosing required course materials.”

Level of agreement	Count	% of Responses
Strongly Agree	381	58%
Agree	201	31%
Neutral	58	9%
Disagree	9	1%
Strongly Disagree	6	1%

Instructor expectations for students regarding course materials.

Expectation	Count	% of Responses
Use learning materials licensed through the UBC library or LOCR such as journal articles or ebooks.	371	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.	330	56%
Purchase, rent, or pay to access learning materials (either digital or print) such as textbooks or other books.	170	29%
I do not require students to use third-party learning resources or assessments as part of this course.	128	22%
Use non-Canvas based homework or quiz systems that are free for students such as WeBWorK, H5P, PrairieLearn, etc.	69	12%
Purchase access to homework or assessment platforms like WileyPlus, Pearson MyLabs, or MacMillian Launchpad.	18	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

Distribution of agreement with the statement “My teaching workload negatively affects my (emotional/mental/physical) wellbeing.”

Level of agreement	Count	% of Responses
Strongly Agree	132	20%
Agree	179	27%
Neutral	143	22%
Disagree	136	21%
Strongly Disagree	61	9%

Average estimated time spent (per term) on various activities related to the course most representative of teaching.

Activity	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

Comparison of time spent by years teaching experience.

Activity	First year teaching	10+ years teaching experience
Preparing for class	74	52
Designing assignments and exams	19	20
Marking assignments and exams (include marking calibration activities).	24	37
Meeting in-person with students outside regular class hours	11	15
Engaging online with students outside regular class hours	16	18

Impact of workload on teaching. Distribution of agreement with the statement “I find it difficult to incorporate innovative or new teaching practices due to the other requirements of my appointment.”

Level of agreement	Count	% of Responses
Strongly Agree	83	13%
Agree	206	32%
Neutral	123	19%
Disagree	176	27%
Strongly Disagree	63	10%

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).

% of participants mentioning element	Element
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

Distribution of agreement with the statement “My identity influences my students' perceptions of my qualification to teach.”

Level of Agreement	Count	% of Responses
Strongly Agree	158	24%
Agree	249	38%
Neutral	151	23%
Disagree	60	9%
Strongly Disagree	32	5%

Distribution of agreement with the statement “I feel respected by my students.”

Level of Agreement	Count	% of Responses
Strongly Agree	183	28%
Agree	369	57%
Neutral	76	12%
Disagree	23	4%
Strongly Disagree	2	0%

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

Word	Count
challenging	11
overwhelming	11
exhausting	10
complex	9
engaging	9
siloes	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

Distribution of agreement with the statement “I use research about student learning to refine my teaching practice.”

Level of Agreement	Count	% of Responses
Strongly Agree	152	23%
Agree	286	44%
Neutral	137	21%
Disagree	64	10%
Strongly Disagree	12	2%

Distribution of responses to the question “Have you engaged with any of the following in the past 12 months?”

Professional development option	Yes	No, but I'd like to	No, I am not interested in this
Connecting with a cohort of peers interested in improving teaching and learning	47%	33%	20%
Connecting with a mentor or other person for advice about teaching	50%	27%	23%
Observing someone else's teaching	57%	31%	12%
Having a peer observe and provide feedback on my teaching	37%	39%	24%

Distribution of responses to the statement “Students provide formative teaching feedback **during** the course (*in addition to the SEI*).”

Option	Count	Percent
Optional	230	39%
Not a component	209	35%
Required	151	26%

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).

% of participants mentioning element	Element
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

Agreement with statements regarding institutional recognition for the importance of teaching.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In my unit, effective teaching plays a meaningful role in the promotion and tenure processes for faculty in the same stream as me.	22%	33%	24%	12%	9%
In my unit, effective teaching plays a meaningful role in the annual review and salary decisions for faculty in the same stream as me.	19%	32%	25%	14%	10%
Effective teaching is valued by my unit leadership.	43%	10%	12%	32%	3%
In general, faculty in my unit believe that ongoing improvement in teaching is part of their job.	21%	47%	17%	13%	3%

15.2 Personal Priorities

Agreement with statements regarding personal priorities.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe that ongoing improvement in teaching is part of my job.	78%	19%	2%	0%	0%
Research is a priority for me.	37%	35%	15%	9%	4%
Teaching is a priority for me.	57%	35%	6%	2%	1%

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 Centre 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 (i.e. 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”.