



## Table of Contents

1	Preface.....	4
1.1	Survey Overview and Development .....	4
1.2	Deployment and Analysis.....	4
1.3	Remarks .....	4
2	Response Rates .....	5
2.1	By Faculty.....	5
2.2	By Appointment.....	5
3	Participant Demographics .....	6
3.1	Faculty .....	6
3.2	Appointment .....	6
3.3	Years Teaching Experience.....	7
4	Characteristics of Course Most Representative of Teaching .....	8
4.1	Course Level, Enrolment and Delivery Mode of Course Most Representative of Teaching ....	8
4.2	Participant Experience Teaching Course Most Representative of Teaching .....	9
4.3	Faculty/School Offering Course Most Representative of Teaching .....	9
5	Class Time and Perceptions of Effectiveness.....	10
5.1	Time Spent on Synchronous Learning .....	10
5.2	Structure of Synchronous Learning .....	10
5.3	Perception of Effectiveness of Active and Passive Teaching Practices .....	11
5.4	Time Spent on Asynchronous Learning.....	11
6	Instructional Practices Supporting Strategic Priorities.....	13
6.1	Academic Integrity.....	13
6.2	Experiential and Peer Learning.....	13
6.3	Strategies to Promote Student Well-Being.....	14
7	Integrating Indigenous Topics, Perspectives and Worldviews .....	15
7.1	Indigenous Components in the Course Most Representative of Teaching.....	15
7.2	Sources of Feedback or Support .....	15
7.3	Approaches to Integrating Indigenous Topics, Perspectives and Worldviews .....	16
7.4	Challenges Integrating Indigenous Topics, Perspectives and Worldviews.....	17
7.5	Interest in Professional Development in this Area.....	18
8	Equity, Diversity, and Inclusion .....	19
8.1	Practices and Attitudes .....	19
8.2	Interest in Professional Development in this Area.....	19
9	Feedback and Assessment.....	20

9.1	Feedback .....	20
9.2	Assessment Practices .....	20
10	Teaching Assistants.....	21
10.1	TA Training .....	21
10.2	TA Responsibilities.....	21
11	Learning Analytics.....	22
12	Affordability of Course Materials and Open Educational Resources .....	23
13	Instructor Experience .....	24
13.1	Workload .....	24
13.2	Factors that Help Manage Teaching-Related Workload .....	25
13.3	Perceptions of Identity and Respect .....	26
13.4	Perceptions of the Teaching Climate at UBC .....	26
14	Teaching Practice Development.....	28
14.1	Engagement in Practice Development Activities .....	28
14.2	Factors Influencing Teaching Practice Improvement .....	29
15	Perceptions of Whether Teaching Is Valued at UBC .....	30
15.1	Perception of Institutional Recognition of Importance of Teaching.....	30
15.2	Personal Priorities .....	30
16	Contact Information.....	31
17	Appendix A – Approaches and Challenges to Integrating Indigenous Content.....	32
18	Appendix B – Managing Teaching-Related Workload .....	37
19	Appendix C – Improving Teaching .....	40

# 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 was previously run on the Vancouver campus in 2014 and 2018 and on the Okanagan campus in 2018.

The 2023 questionnaire is a streamlined and updated version of the previous questionnaire 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 2<sup>nd</sup>, 2023, eligible faculty were sent a unique email invitation with a link to the online survey. The survey was available until June 4<sup>th</sup>, 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 Okanagan campus where 746 individuals were invited to participate in the survey and 141 complete responses were collected, resulting in a response rate of 18.8%. 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 the 2018 report are available at <https://ctl.t.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	Count of Invites Sent	Count of Responses	Response Rate
Arts and Social Sciences	176	32	18%
Creative and Critical Studies	138	24	17%
Education	31	7	23%
Engineering (Applied Science)	128	22	17%
Health and Social Development	81	12	15%
Management	30	6	20%
Science	162	37	23%
Participant did not indicate their Faculty	N/A	1	N/A
<b>UBCO Total</b>	<b>746</b>	<b>141</b>	<b>19%</b>

### 2.2 By Appointment

Appointment	Count of Invites Sent	Count of Responses	Response Rate
Professor of Teaching	7	2	29%
Associate Professor of Teaching	40	13	33%
Assistant Professor of Teaching	18	11	72%
Professor	105	16	15%
Associate Professor	141	36	26%
Assistant Professor	101	15	15%
Lecturer	80	19	24%
Sessional Lecturer	221	18	8%
Postdoctoral Teaching Fellow	28	5	18%
Other	5	5	100%
Participant did not indicate their appointment	N/A	1	N/A
<b>UBCO Total</b>	<b>746</b>	<b>141</b>	<b>19%</b>

### 3 Participant Demographics

Only information about faculty, appointment and teaching experience was collected.

#### 3.1 Faculty

Faculty	Count of participants selecting option	% of Responses
Arts and Social Science	32	23%
Creative and Critical Studies	24	17%
Education	7	5%
Engineering (Applied Science)	22	16%
Health and Social Development	12	9%
Management	6	4%
Science	37	26%

#### 3.2 Appointment

Appointment	Count of participants selecting option	% of Responses
Professor of Teaching	2	1%
Associate Professor of Teaching	13	9%
Assistant Professor of Teaching	11	8%
Professor	16	11%
Associate Professor	36	26%
Assistant Professor	15	11%
Lecturer	19	14%
Sessional Lecturer	18	13%
Postdoctoral Fellow	5	4%
Other	5	4%

### 3.3 Years Teaching Experience

Years teaching at university level	% of Responses
This is my first year	6%
1-4	20%
5-9	20%
10-14	14%
15-19	11%
20+	29%

**54%** of participants had 10 or more years of experience teaching at the university level.

**97%** 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 3% 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	% of Responses
100-level	24%
200-level	16%
300-level	36%
400-level	17%
500-level or higher	7%

### 4.2 Course Enrolment

**Mean:** 90.8

**Standard Deviation:** 86.1

**Median:** 50

Distribution of responses

Enrolment	% of Responses
1-50	51%
51-100	17%
101-199	16%
200+	15%

### 4.3 Course Delivery Mode

Course Delivery Mode	Count	Percentage
All course activity was online. However, there may have been a requirement for on-campus or invigilated exams.	18	13%
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.	13	10%
Class meetings occurred simultaneously in-person and online. Students were able to choose how they attended.	8	6%
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.	96	71%



#### 4.4 Participant Experience Teaching Course Most Representative of Teaching

**78%** of participants taught the course at least once prior to 2022.

**22%** taught the course for the first time between May 2022-April 2023.

#### 4.5 Faculty/School Offering Course Most Representative of Teaching

Faculty	% of Responses
Arts and Social Science	21%
Creative and Critical Studies	18%
Education	6%
Engineering (Applied Science)	15%
Health and Social Development	9%
Management	4%
Science	28%

\*Note that 2 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:** 3.6 hours

**Standard Deviation:** 3.1 hours

**Median:** 3 hours

Distribution of Responses

Hours	% of Responses
0-2	12%
2.5-3	70%
3.5-6	11%
6.5-17	5%
18+	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	51%
Whole class discussion	13%
Students solving problems/ performing/producing work	12%
Small group discussion	10%
Students presenting or leading instruction	4%
Students completing assessments	5%
Students reviewing each other's work	3%
Other	1%

### 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	% of Responses
Strongly Agree	7%
Agree	34%
Neutral	26%
Disagree	24%
Strongly Disagree	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	% of Responses
Strongly Agree	51%
Agree	43%
Neutral	4%
Disagree	1%
Strongly Disagree	0%

**73%** reported interest in support for exploring how to adapt their teaching to different modalities and learning spaces, 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:** 5.0 hours

**Standard Deviation:** 2.9 hours

**Median:** 5 hours

Distribution of responses

Hours	% of Responses
0-4.5	50%
5-9	44%
10-14	6%
15+	1%

## 6 Instructional Practices Supporting Strategic Priorities

### 6.1 Academic Integrity

**82%** report agreement with the statement “It is part of my job to discuss academic integrity with students in my classes. (52% strongly agree, 31% agree)

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

Option	% of Responses
I currently do this in the course.	79%
I currently do not have plans to do this in the near future.	5%
I do not currently do this, but I intend to in the near future.	16%

**63%** 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	56%	21%	22%
Students participate in community engaged learning	17%	15%	68%
Students participate in fieldwork or field trips	13%	4%	83%
Students participate in experiential-based learning	49%	11%	40%

## 6.3 Strategies to Promote Student Well-Being

### 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.	87%	5%	8%
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.	92%	4%	4%
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.	66%	11%	23%
During class time, I share resources to help students manage their wellbeing.	60%	13%	27%

**92%** report agreement with the statement “My teaching practices have an impact on student wellbeing” (63% strongly agree, 29% agree).

## 7 Integrating Indigenous Topics, Perspectives and Worldviews

### 7.1 Indigenous Components in the Course Most Representative of Teaching

Source	% of Responses
Land acknowledgement in the syllabus, class meetings or other materials	59%
Assignments/assessments that allow for the inclusion of indigenous perspectives	33%
Indigenous perspectives, world views, and contemporary realities relevant to the subject area	33%
Case studies or examples involving indigenous communities or individuals	31%
Positionality statement on Decolonizing and/or indigenizing in the context of the course	21%
Opportunities to connect with Indigenous communities	6%
Opportunities to generate research or knowledge in partnership with indigenous communities	1%

### 7.2 Sources of Feedback or Support

Source	% of Responses
Other faculty/colleagues in my Department	34%
Other faculty/colleagues outside my Department	23%
I have not engaged in this work	13%
Centre for Teaching, Learning and Technology (CTLT - UBCV)	6%
Community members/organizations	18%
Department Head, Director, Associate Dean, etc.	8%
Centre for Teaching and Learning (CTL - UBCO)	13%
Other	11%
I have not sought feedback or support to do this work	16%

### 7.3 Approaches to Integrating Indigenous Topics, Perspectives and Worldviews

Participants were asked 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) and any challenges you have faced.” Approaches mentioned by participants are listed below. Percentage indicates the fraction of mentions based on the total responses received for this question (n = 55). There were 26 responses analyzed that included more than one theme.

- 39%** Content integration (36 mentions)
- 29%** Expertise (27 mentions)
- 10%** Course design (9 mentions)
- 9%** Facilitation and Student Support (8 mentions)
- 9%** Limited or no way to Indigenize (8 mentions)
- 2%** Not doing yet but plan to (2 mentions)
- 2%** Challenges without mention of approaches (2 mentions)

For representative feedback, please see [Appendix A](#).



## 7.4 Challenges Integrating Indigenous Topics, Perspectives and Worldviews

Challenges mentioned by participants in response to the question above are listed below. Percentage indicates the fraction of mentions based on the total responses (n = 25). Twenty-three of the 25 also mentioned approaches in the previous section. There were 6 responses analyzed that included more than one theme.

- 24%** course content challenging to integrate in meaningful way (6 mentions)
- 20%** needing connections to community members, including for field experiences (5 mentions)
- 20%** student resistance/disinterest (5 mentions)
- 16%** adapting/creating/accessing authentic materials/assessments (4 mentions)
- 16%** limited time to include, sufficiently integrate (4 mentions)
- 12%** being non-Indigenous; lack of knowledge/confidence (3 mentions)
- 12%** lack of understanding of campus community, including leadership, regarding complexities of Indigenous & Métis realities and colonialism (3 mentions)
- 4%** lack of campus/faculty vision/guidance/support regarding "Indigenization of the curriculum" (1 mention)
- 4%** needing financial resources (honoraria and gifts for speakers) provided at university level (1 mention)

For representative feedback, please see [Appendix A](#).

## 7.5 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.	22%	38%	8%	33%
Facilitating class discussions around topics such as equity, diversity, race, the history and contemporary impacts of colonialism in Canada, etc.	22%	34%	8%	36%
Integrating Indigenous knowledges, perspectives and worldviews into the course(s) that I teach.	35%	30%	14%	21%

## 8 Equity, Diversity, and Inclusion

### 8.1 Practices and Attitudes

Use of inclusive teaching practices.

Practice	% of Responses
I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities.	54%
I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.	74%
I provide flexibility and options in assessment approaches to address the needs of a diverse student body.	67%
I use materials or provide examples that include diverse experiences, identities or perspectives.	87%

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.	53%	35%	7%	5%	1%
It is my responsibility to foster a respectful learning environment.	83%	13%	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.	30%
I would like asynchronous online resources in this area.	36%
I would both attend a workshop and would like asynchronous online resources in this area.	16%
I am not interested or do not need support in this area.	18%

## 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	% of Responses
Required	30%
Optional	24%
Not a component	46%

**98%** provide feedback to students at multiple point in the course.

**98%** report agreement with the statement “It is important to provide students with timely feedback on their work. (73% strongly agree, 25% agree)

### 9.2 Assessment Practices

Students regularly complete an assessment of their understanding before class meetings.

Option	% of Responses
Required	21%
Optional	21%
Not a component	57%

## 10 Teaching Assistants

**53%** of participants reported having TAs (or others serving in a similar role) in the course most representative of their teaching.

### 10.1 TA Training

**58%** of participants indicated TAs are required to attend Faculty, department or course-specific training before or shortly after the start of the term.

**90%** of participants reported believing TAs need training in teaching and learning.

**3%** 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	% of Responses
TAs provide support to students outside scheduled class hours, (office hours, drop-in clinics, etc.).	60%
TAs are responsible for assisting with online/hybrid course moderation (managing online discussions, chats, etc.).	22%
TAs teach at least part of the course on their own.	25%
TAs are responsible for assisting with learning technology support (setup, recording, managing zoom, etc.).	14%

#### Marking expectations for TAs

Expectation	% of Responses
I meet with TAs regularly throughout the term to discuss marking.	88%
TAs do at least half of the marking for the course.	83%

## 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	% of Responses
Strongly Agree	15%
Agree	32%
Neutral	32%
Disagree	15%
Strongly Disagree	5%

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	% of Responses
Strongly Agree	6%
Agree	20%
Neutral	39%
Disagree	23%
Strongly Disagree	13%

## 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	% of Responses
Strongly Agree	56%
Agree	31%
Neutral	10%
Disagree	1%
Strongly Disagree	1%

Instructor expectations for students regarding course materials:	% of Responses
Use learning materials licensed through the UBC library or LOCR such as journal articles or eBooks.	60%
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.	54%
Purchase, rent, or pay to access learning materials (either digital or print) such as textbooks or other books.	40%
I do not require students to use third-party learning resources or assessments as part of this course.	17%
Use non-Canvas based homework or quiz systems that are free for students such as WeBWorK, H5P, PrairieLearn, etc.	9%
Purchase access to homework or assessment platforms like WileyPlus, Pearson MyLabs, or MacMillian Launchpad.	5%

**65%** 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	% of Responses
Strongly Agree	21%
Agree	20%
Neutral	27%
Disagree	27%
Strongly Disagree	5%

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

	Mean	Standard Deviation	Median
Preparing for class	59.3	54.3	50
Designing assignments and exams	20.3	19.2	15
Marking assignments and exams	46.9	57.7	47
Meeting in person with students outside regular class hours	20.1	16.7	20
Engaging online with students outside regular class hours	18.2	16.8	18

Comparison of time spent by years teaching experience.

Activity	First year teaching	10+ years teaching experience
Preparing for class	89	53
Designing assignments and exams	25	22
Marking assignments and exams (include marking calibration activities).	35	50
Meeting in-person with students outside regular class hours	7	24
Engaging online with students outside regular class hours	9	22



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	% of Responses
Strongly Agree	16%
Agree	35%
Neutral	15%
Disagree	25%
Strongly Disagree	9%

### 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 = 102).

% of participants mentioning element	Element
16%	More and better TA support
10%	Reduced teaching loads
8%	Administrative/clerical support with Workday, academic concessions/misconduct, course coordination, etc.
7%	Smaller classes
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
6%	Consistent and early course assignments, match courses with instructor’s qualifications
7%	Protected time for teaching improvement
12%	Improved course scheduling (e.g., time of day, calendar)
8%	Reduced non-teaching duties (e.g., service, research, clinical)

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	% of Responses
Strongly Agree	32%
Agree	34%
Neutral	22%
Disagree	11%
Strongly Disagree	<=2%

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

Level of Agreement	% of Responses
Strongly Agree	27%
Agree	59%
Neutral	8%
Disagree	4%
Strongly Disagree	<=2%

### 13.4 Perceptions of the Teaching Climate at UBC

Listed below are the top words (word that received more than 2 responses) 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 109 participants shared 85 unique words.

Word	Count
supportive	7
difficult	3
diverse	3
hectic	3
busy	2
changing	2
crowded	2
exhausting	2
massive	2
mediocre	2
overloaded	2
quality	2
rigid	2
traditional	2
unequal	2
unsupported	2

## 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	% of Responses
Strongly Agree	25%
Agree	46%
Neutral	16%
Disagree	11%
Strongly Disagree	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	48%	35%	16%
Connecting with a mentor or other person for advice about teaching	49%	28%	23%
Observing someone else's teaching	52%	33%	15%
Having a peer observe and provide feedback on my teaching	36%	36%	28%

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

Option	Percent
Optional	40%
Not a component	37%
Required	22%

## 14.2 Factors Influencing Teaching Practice Improvement

The top eleven 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).

<b>27%</b>	Professional development
<b>22%</b>	Student feedback (both formal and informal)
<b>19%</b>	Engagement or dialogue with colleagues around teaching
<b>10%</b>	Implementing specific teaching practices or approaches
<b>9%</b>	Experience or practice
<b>8%</b>	Personal values or perspectives on teaching and learning
<b>5%</b>	Reflection on teaching or teaching practice
<b>4%</b>	Peer review or observation
<b>4%</b>	Implementing learning technology or having received technology support
<b>4%</b>	Having the time or a reduced workload to focus on teaching
<b>4%</b>	Focusing on course design aspects

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.	17%	27%	33%	11%	12%
In my unit, effective teaching plays a meaningful role in the annual review and salary decisions for faculty in the same stream as me.	12%	31%	31%	15%	12%
Effective teaching is valued by my unit leadership.	23%	45%	17%	10%	5%
In general, faculty in my unit believe that ongoing improvement in teaching is part of their job.	16%	46%	21%	11%	5%

### 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.	73%	26%	1%	0%	0%
Research is a priority for me.	37%	40%	14%	4%	5%
Teaching is a priority for me.	57%	33%	7%	3%	0%

## 16 Contact Information

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## 17 Appendix A – Approaches and Challenges to Integrating Indigenous Content

A team on the Okanagan campus from the Centre for Teaching and Learning 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) and any challenges you have faced. Also included in the analysis were the open-ended responses to “Have you sought feedback or support from any of the following in relation to integrating Indigenous topics, perspectives, and worldviews into your course? Check all that apply. - Other (please specify)”

There were 76 blank responses for this question, 8 responses referenced having limited or no options to integrate Indigenous topics, perspectives and worldviews, 2 responses indicated that they planned to incorporate but did not have the opportunity yet. Out of the 45 responses that were analyzed for themes, **four key approaches were identified:**

- Content integration (36 mentions)
- Expertise (27 mentions)
- Course design (9 mentions)
- Facilitation and Student Support (8 mentions)

There were 28 responses analyzed that included more than one theme (for example, content integration and expertise, etc.).

Furthermore, 25 responses that described solely challenges or challenges in addition to integration were also analyzed collectively to understand areas of challenge (See Section 17.2 below).

The highlighted quotes represent views from across faculties/schools at UBC Okanagan.

### 17.1 Approaches to Integrating Indigenous Topics, Perspectives and Worldviews

#### 1. Content Integration

Responses under this theme included the following sub-themes exemplified by selected quotes:

1. incorporating voices of Indigenous experts, authors, creators; local elders & knowledge keepers (19 mentions)

“I assign scholarly sources by Indigenous scholars. I do not represent Indigenous worldviews on behalf of Indigenous communities that I am not a member of in their absence.” – Assistant Professor

2. incorporating historical representation, such as use of government documents, historical examples from textbooks, case studies, and the colonial context. Including discussions of systemic racism and systems of power (9 mentions)



“During lecture, I make an effort to use examples of course topics that show impacts (mostly historical) on indigenous populations. Additionally, I use examples of indigenous practices (when appropriate) as a way of illustrating some course topics.” – Associate Professor

3. considering Indigenous context/community perspectives, multiple worldviews; using project-based learning (8 mentions)

“Indigenous perspectives regarding the creative process, collaborative work, relationship to place.” –Associate Professor

“[S]tudents look at these [societal] issues in consideration of Indigenous populations.” –Associate Professor of Teaching

## 2. Expertise

Responses under this theme included the following sub-themes exemplified by selected quotes:

1. training in Indigenous methodologies / history / research (10 mentions)

“[Course and material design] involved educating myself as much as possible (through CTL webinars, BC Campus webinars, local museum workshops and discussion groups) about both the Indigenous culture I am focusing on, as well as the local Syilx culture.” –Associate Professor

2. Indigenous guest speaker (community members) (7 mentions)

“I invited an indigenous guest lecturer to speak about decolonizing research methods/indigenous research methods. We held the class around Truth and Reconciliation Day and students reflected on how systemic racism shapes research and how they can be more open to different ways of knowing.” –Sessional lecturer

3. own Indigenous worldview (4 mentions)

4. Indigenous student contributors (3 mentions)

“Inclusion of students of Indigenous backgrounds as knowledge keepers.” –Professor

“My Indigenous students give their perspectives and team projects capture it.” –Associate Professor

5. non-Indigenous colleagues (team-teaching, scholars outside of UBC) (2 mentions)

6. Indigenous colleagues (1 mention in reference to asking colleagues to review approaches or to ask for help if needed)

### 3. Course Design

Responses under this theme included the following sub-themes exemplified by selected quotes:

1. Indigenization / Decolonization (Inclusion of Indigenous themes & topics for student choice, designing around TRC Calls for Action, land acknowledgments, positionally, using Indigenous methods / research) (5 mentions)

“My course brings in Indigenous ways of knowing. Additionally, often student groups choose indigenous topics to facilitate to the rest of the class.” –Professor of Teaching

“A number of course topics engage directly - privilege/power/positionality, bias/discrimination in the [area of society of focus].” –Assistant Professor of Teaching

“I developed this course with consideration of the TRC calls to action and [discipline-specific standards]...I have also shifted to a new Canadian open access textbook that incorporates more Indigenous perspectives.” –Assistant Professor of Teaching

2. consultation with Indigenous community members (2 mentions)

“Explicit engagement of Indigenous leaders in course sessions together with follow-up examination of ideas introduced” –Professor

3. creation / use of culturally relevant OER materials (2 mentions)

“Indigenous studies is one of my research areas and so I have drawn largely on work from within that field when designing my courses.” –Assistant Professor

### 4. Facilitation or Student Support

Responses under this theme included the following sub-themes exemplified by selected quotes:

1. teaching using / modelling Decolonizing methods (4 mentions)

“We also start off the class by acknowledging our social location as it relates to the context in which we are learning. I ensure that I explicitly tell students my positionality and explain how and why I am bringing in non-Western perspectives. I purposely challenge them not to center the Western perspective, but to hold all ways of knowing as equal.” - Assistant Professor

“One of the key new elements of learning is decentering the Western perspective that prioritizes some identities over others.” - Assistant Professor

“[A]s a settler scholar who devotes time to unpacking my own complicity in structure of domination and paths of least resistance I hope to model for students an "otherwise" that they might not have considered...I teach this course using the campus and surrounding areas as sites of everyday colonialism where we can walk about and

contest exalted settler practices and look for signs of social progress within the neoliberal academy.” - Associate Professor of Teaching

“I include information on Indigenous approaches at the onset of my course (and then throughout) with explicit instruction to students that decolonial approaches will be drawn on throughout the course where Indigenous perspectives and experiences will be included (through readings, videos, guest speakers, etc. by and with Indigenous people), and we also closely examine settler colonialism and how it functions historically and presently.” - Assistant Professor

2. organizing Indigenous-focused field trips (2 mentions)

3. providing psychological safety (includes monitoring discussions, meeting 1-1 with students) (2 mentions)

## 17.2 Challenges with Integrating Indigenous Topics, Perspectives and Worldviews

Out of the 25 responses analyzed for this question, nine areas were identified with six responses that identified more than one challenge.

- course content challenging to integrate in meaningful way (6 mentions)
- needing connections to community members, field experiences (5 mentions)
- student resistance/disinterest (5 mentions)
- adapting/creating/accessing authentic materials/assessments (4 mentions)
- limited time to include, sufficiently integrate (4 mentions)
- being non-Indigenous; lack of knowledge/confidence (3 mentions)
- lack of understanding of campus community, including leadership, regarding complexities of Indigenous & Métis realities and colonialism (includes Indigenous knowledge as being invalid) (3 mentions)
- lack of campus/faculty vision/guidance/support regarding "Indigenization of the curriculum" (1 mention)
- needing financial resources (honoraria and gifts for speakers) providing at university level (1 mention)

Below are selected quotes to illustrate the five key areas.

### 1. Course content

Responses in this area referred to challenges with integrating Indigenous approaches in meaningful way.

“There is a logical limit from perspective as to what could be included within this epistemology.”  
–Associate Professor

“I haven't seen a way to include indigenous topics in a genuine way, and I won't do it in a token way.” –Associate Professor

## 2. Connections to community members

Responses in this area mentioned challenges with connecting to community members, including sustaining field experiences.

“I would need a very close connection to Indigenous knowledge keepers in order to find out perspectives on this particular topic.” –Associate Professor of Teaching

## 3. Student disinterest and/or resistance

Responses in this area mentioned contending with student disinterest and resistance to Indigenization.

“...students object to any content related to Indigenous knowledge and some...have expressed the opinion that Indigenous knowledge is not "science.” –Professor

“Some students are resistant to this form of decolonizing education that asks them to reflect on their position in relation to power and I tend to some students drop out early in the term or provide cranky review of course. While other students will years later contact me asking for a reading that landed with them and that they found really useful in their education or careers.” –Associate Professor of Teaching

“Students rate me poorly on evaluations for attempting to include anything in my...course that is not strictly [in the discipline]. This includes indigenous topics, as well as ethics, diversity, inclusivity, etc. Since student evaluations are part of how my case for tenure is supported, this has a direct impact on my own career.” –Assistant Professor of Teaching

## 4. Authentic materials/assessments

Responses in this area mentioned challenges with adapting, creating, accessing authentic materials and/or assessments.

“Challenges were designing assignments that truly practiced "nothing about us without us" - examples were included but connection to actual Indigenous communities and perspectives was severely lacking.” –Assistant Professor of Teaching

## 5. Time

Responses under this theme mentioned having limited time to include or sufficiently integrate (including allotting time for Indigenous scholars in course schedule).

“It was somewhat challenging to fit [Indigenous considerations] into the content of a course I had never taught before that needed to meet a long list of outcomes in the course...(I generally had pacing issues) but important to include.” –Sessional lecturer

## 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=109).

The highlighted quotes represent views from across faculties/schools at UBC Okanagan.

### 1. More and better TA support

“Access to TA's with higher skill levels, previous experience in Canadian university teaching, and professionalism.” – Assistant Professor of Teaching

“More support for training/managing TAs. Recognition that 200+ student courses with labs and 6 TAs to manage are not the same investment as a ~20-40 person seminar course.” - Assistant Professor of Teaching

### 2. Improved course scheduling (e.g. time of day, calendar)

“Course scheduling at UBC-O is a major problem, where departments have no control over our teaching schedules. I teach at incredibly inopportune times and have no mechanisms for changing my schedule even though it is impacting my well-being as an employee. It is that much more difficult to manage a heavy workload, including teaching-related tasks, if one is consistently tired because of the terrible teaching timeslots that have randomly been assigned by a computer.” – Assistant Professor

“Being assigned courses that meet on corresponding days to reduce the hours coming and going to campus.” – Sessional

### 3. Reduced teaching loads

“Not having to teach seven courses a year.” – Lecturer

“A lower per term course requirement.” – Assistant Professor of Teaching

### 4. Reduced non-teaching duties (e.g. service, research, clinical)

“It is not necessarily the teaching related workload - it is the other workloads that put time pressure on the teaching part.” – Assistant Professor of Teaching

“Decreased service requirements/expectations during busy teaching times.” – Assistant Professor of Teaching

## 5. Administrative/clerical support with Workday, academic concessions/misconduct, course coordination, etc.

“DRC involves way too much work, entering and re-entering similar content for multiple students / opening separate exam envelopes, etc.” – Professor

“Less administrative duties.” – Associate Professor

## 6. Smaller classes

“Smaller classes. I'm teaching two sections next year, each capped at 400. I'll have TAs, but training them will be time-consuming. I expect to be communicating with students constantly, in person, via Zoom, and through email. I'm not sleeping at night thinking about how I'll manage.” – Associate Professor

“Smaller class sizes. We have very large classes in education--which makes space and resources a problem.” – Associate Professor

## 7. Protected time for teaching improvement

“Sabbatical or course release like tenured faculty receive. As a term employee who has been in a teaching appointment since 2008, I have to manage a high teaching load that leaves little time to keep up with pro-d and research on best practices.” – Lecturer

“Protected time to prepare course delivery and updating of materials.” – Assistant Professor of Teaching

## 8. Better learning technology (e.g. LMS, Gradescope) and support for using it

“A less clunky teaching platform.” – Associate Professor of Teaching

“Institutional support of tools like Prairie Learn (and iclickers) is needed.” – Associate Professor of Teaching

## 9. Support for course preparation, including access to materials from previous instructors

“The availability of resources before the start of the semester is an issue. My course requires a University subscription to a cloud-based platform [...]. To allow the instructor ample time to improve the course from the previous iteration, they should have access to [platform] a month before the start of the semester.” – Sessional

“Access or ability to connect with previous instructor about previously used course materials.” - Postdoctoral Fellow

## 10. Consistent and early course assignments, match courses with instructor's qualifications

“Having more time to prep before the courses, which means having my workload assignment earlier.” – Lecturer

“Assistant professors need to be more protected from teaching. They should not be teaching courses that are not directly aligned with their research.” – Assistant Professor

## 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=101).

The highlighted quotes represent views from across faculties/schools at UBC Okanagan.

### 1. Professional development

“Attending a discipline specific educational conference in summer” –Assistant Professor

Taking the Course Design Intensive through the CTL and applying growth-based mindset in the classroom. –Assistant Professor

### 2. Student feedback (both formal and informal)

“Listening to students and being humble. I don’t know everything. If I listen, they will tell me what they really need.” –Sessional Instructor

“Having the students do an optional muddiest point exercise (muddiest point and most interesting point) has allowed me to gauge class interest in different topics and address frustrations in a more timely manner.” –Associate Professor of Teaching

“Answering student questions in my office and keeping good stats on the exam questions performance helps a great deal in identifying concepts that I am not getting through to the students on and what in need to improve for the second half of the semester or what needs better emphasis the next year.” –Associate Professor

“Asking students to do monthly check-in throughout the term so I can tweak and improve the course based on their needs.” –Lecturer

### 3. Engagement or dialogue with colleagues around teaching

“Joining community of practice discussing online teaching strategies” –Professor

“Being part of a national community of educators and researchers that values and supports teaching excellence, and that undertakes and shares results from educational research and teaching/learning scholarship.” –Associate Professor

### 4. Implementing specific teaching practices or approaches

“Activities where students perform an exercise and then the results are discussed in class with everyone have allowed students to accumulate experience/practice and get more involved in the discussion.” –Sessional Instructor



“Employment of active-learning techniques that encourage/require students to meaningfully engage with the course materials in a peer-led environment.” –Associate Professor of Teaching

“Flipped class room and hybrid teaching (with substantial online material including a robust discussion board) has dramatically improved the class offering in terms of student experience/practice.”  
–Professor

## 5. Experience or practice

“Just getting in the classroom and trying things! I think a lot of learning (and teaching) is from doing.” –Sessional Lecturer

“Conversations with colleagues on teaching practices and learning from mistakes or things that did not go as well as expected.” –Assistant Professor

## 6. Personal values or perspectives on teaching and learning

“Opening myself up to learning from my students.” –Lecturer

“I truly believe that we need to understand what our students feel and expect. I don't think our students can learn effectively in a stressful environment. Creating a respectful, safe, inclusive, and "inviting" learning environment is critical and crucial.” –Associate Professor, Management

“My humble devotion to life-long learning within and outside the academic world” –Assistant Professor of Teaching

## 7. Reflection on teaching or teaching practice

“Self-reflection after every class in the form of a journal. This allows for iterative improvement as a course is taught multiple times.” –Professor

“Conducting a reflection on what went well and not so well after each semester” –Associate Professor

## 8. Peer review or observation

“Peer review of my teaching” –Associate Professor of Teaching

“Observing classes in my field taught by a 3M Teaching Fellow” –Associate Professor of Teaching

## 9. Implementing learning technology or having received technology support

“Using auto-graded assessment tools free up my (and TA) time to improve other aspects of the course.” –Assistant Professor of Teaching

“Having support with technology” –Associate Professor of Teaching

## **10. Having the time or a reduce workload to focus on teaching**

“I have so many emails and meetings with students, from September to April, that I've pretty much given up on doing any writing or research. But, as I say, I've accepted that this is how university teaching is done these days.” –Associate Professor

“I teach more courses per term now than I did before, which also has a significant impact on my ability to find time to create innovative teaching activities and practices, or conduct studies to see how my work is impacting students.” –Assistant Professor of Teaching

## **11. Focusing on course design aspects**

“...learning how to learn online so that I could redesign for online classes and realiz[ing] that I don't have that budget and resources but I can story my teaching to students online.” –Assistant Professor of Teaching

“I had to re-design the course and had to spend more time than I expected. However, the experience/practice was valuable.” –Postdoctoral Fellow