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# 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 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 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://ctlr.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.

Please note that in the report, NR indicates no response was provided.

## 2 Response Rates

### 2.1 By Faculty

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

### 2.2 By Appointment

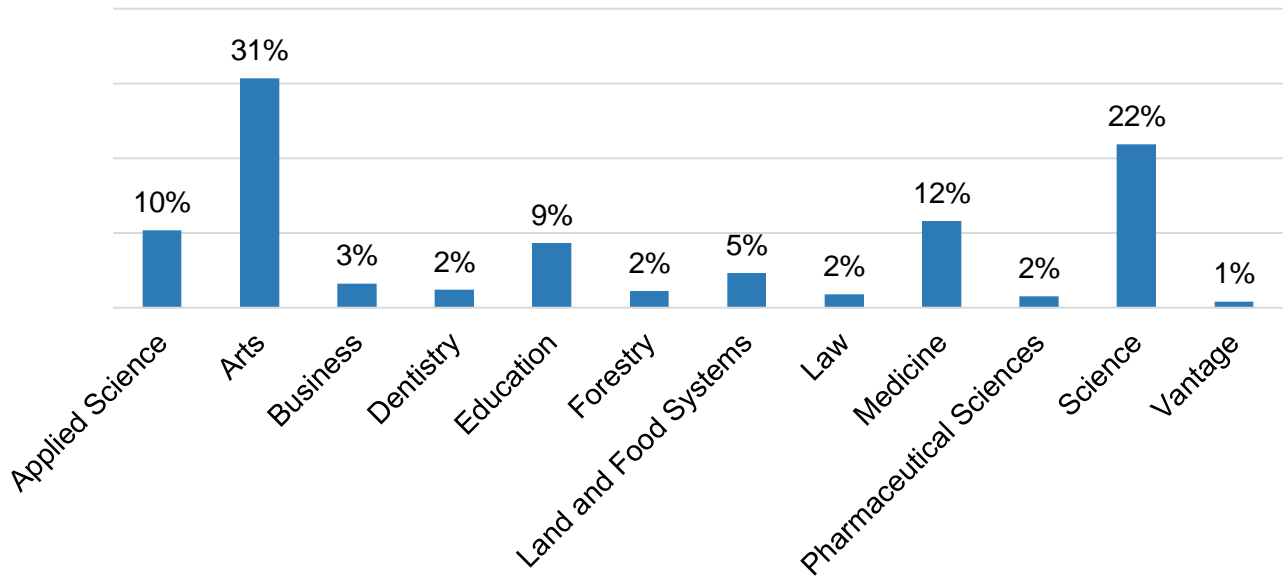
| Appointment                                    | # Invites Sent | # Responses | Response Rate |
|--|----------------|-------------|---------------|
| Professor of Teaching                          | 41             | 30          | 73%           |
| Associate Professor of Teaching                | 149            | 70          | 47%           |
| Assistant Professor of Teaching                | 101            | 39          | 39%           |
| Professor                                      | 1142           | 214         | 19%           |
| Associate Professor                            | 600            | 77          | 13%           |
| Assistant Professor                            | 472            | 65          | 14%           |
| Lecturer                                       | 341            | 93          | 27%           |
| Sessional Lecturer                             | 866            | 86          | 10%           |
| Postdoctoral Teaching Fellow                   | 142            | 15          | 11%           |
| Participant did not indicate their appointment | 158            | 19          | 12%           |
| No response                                    | N/A            | 6           | N/A           |
| <b>UBCV Total</b>                              | <b>4012</b>    | <b>714</b>  | <b>18%</b>    |

### 3 Participant Demographics

Only information about appointment and teaching experience was collected.

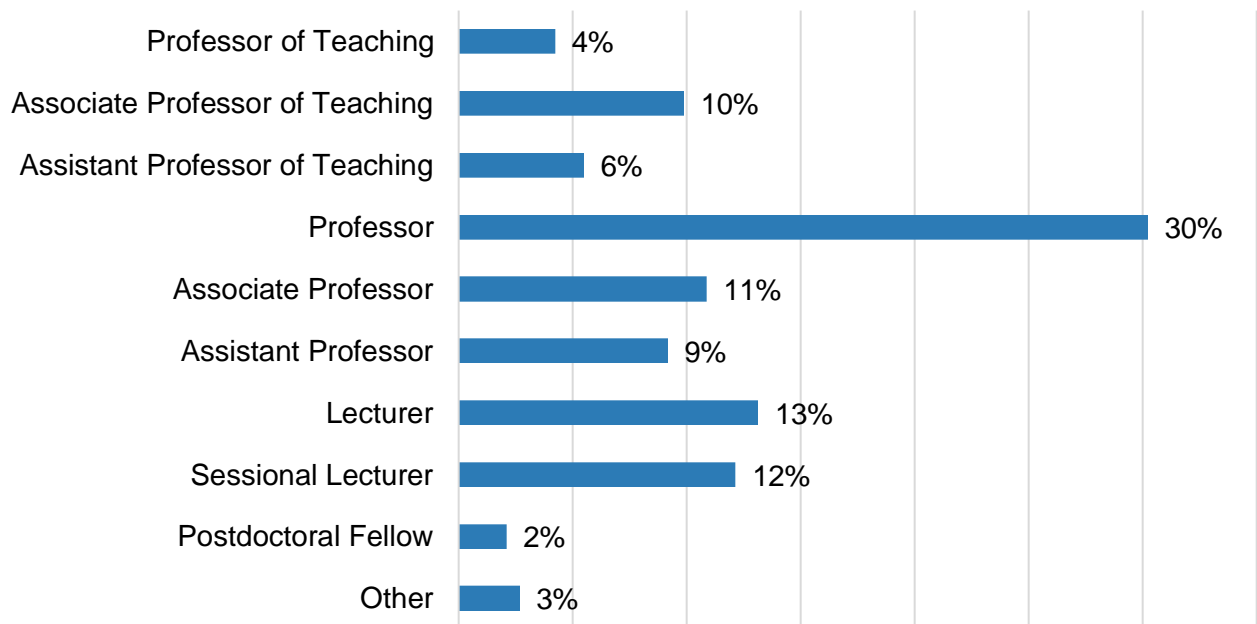
#### 3.1 Faculty

Distribution of Responses by Faculty

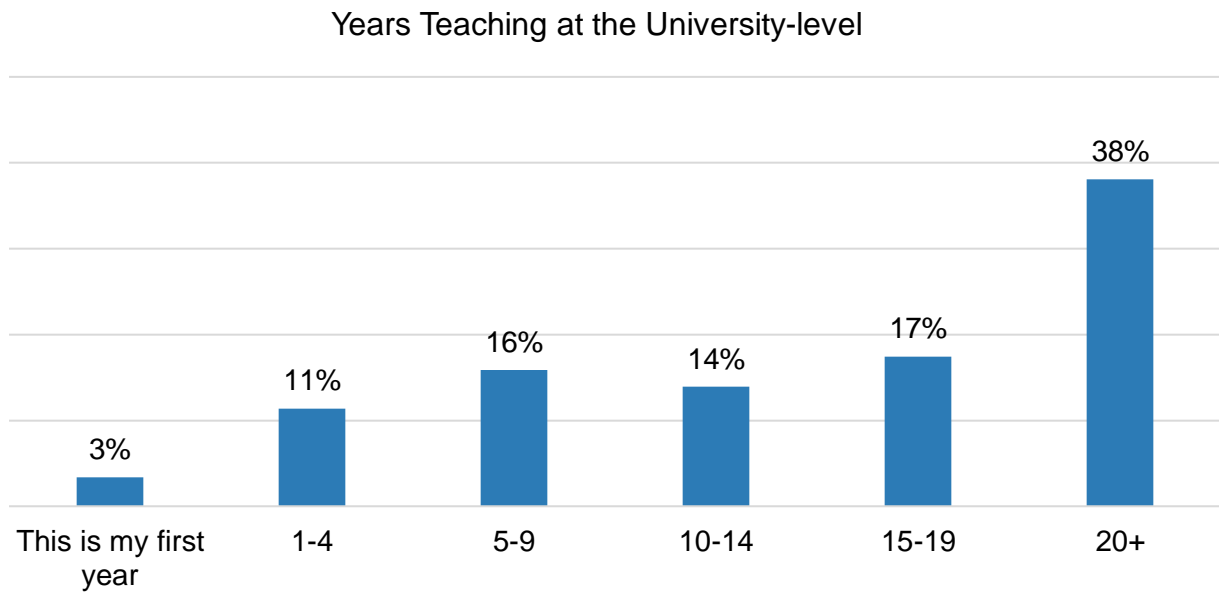


#### 3.2 Appointment

Distribution of Responses by Appointment



### 3.3 Years Teaching Experience

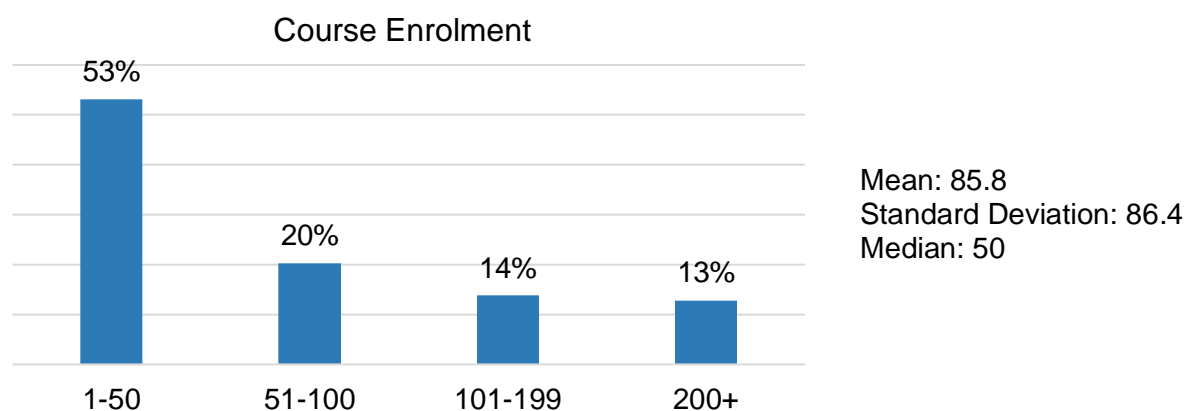
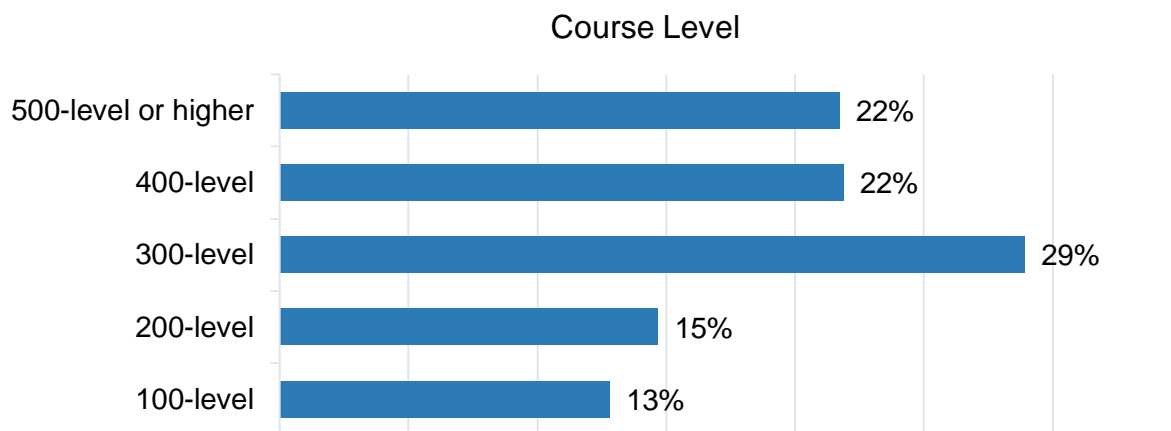


**90%** of respondents indicated that they taught a course between May 2022 and April 2023. These individuals were invited to provide more information about the course they felt was most representative of their teaching. The remaining 10% were directed to the second half of the survey where they provided 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. Questions related to this specific course are noted.

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



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



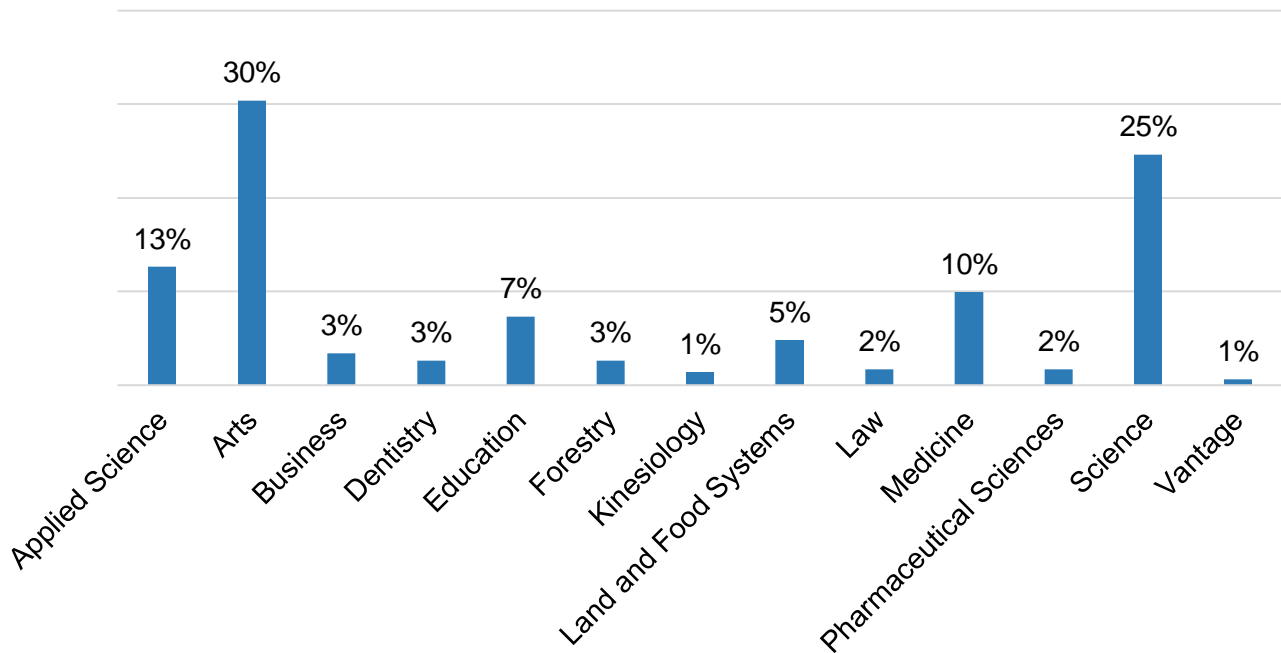
## 4.2 Participant Experience Teaching Course Most Representative of Teaching

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

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

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

Faculty of the Course Reported on\*



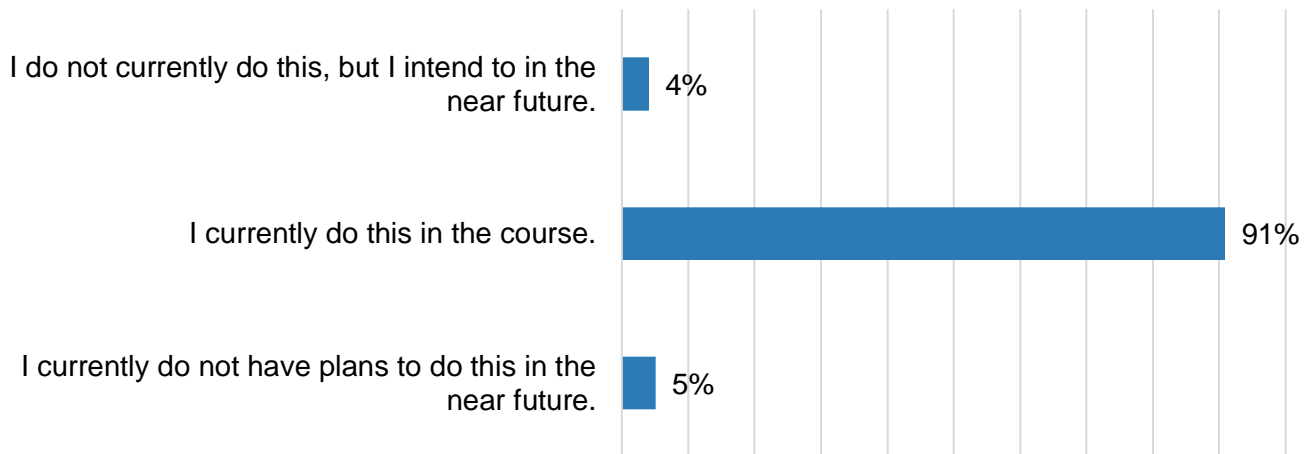
\*Note that 21 participants indicated their course was listed in more than one Faculty. As a result, the numbers above total to higher than 100%.

## 5 I intentionally build a culture of community and collaboration amongst students.

This question received a total of 589 responses. Participants were asked to respond to this question with the course most representative of their teaching in mind.

### 5.1 Overall

I intentionally build a culture of community and collaboration amongst students.



### 5.2 Breakdown by Years Teaching in Higher Education

|   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|---|-----------------------|-----|-----|-------|-------|-----|-------------|
| I currently do not have plans to do this in the near future.    | 10%                   | 3%  | 6%  | 4%    | 3%    | 6%  | 0%          |
| I currently do this in the course.                              | 85%                   | 96% | 88% | 94%   | 93%   | 89% | 100%        |
| I do not currently do this, but I intend to in the near future. | 5%                    | 1%  | 6%  | 3%    | 4%    | 5%  | 0%          |

### 5.3 Breakdown by Appointment

|   | Research | Teaching | Contract | Other | No response |
|---|----------|----------|----------|-------|-------------|
| I currently do not have plans to do this in the near future.    | 8%       | 2%       | 3%       | 4%    | 0%          |
| I currently do this in the course.                              | 89%      | 92%      | 95%      | 83%   | 100%        |
| I do not currently do this, but I intend to in the near future. | 4%       | 6%       | 2%       | 13%   | 0%          |

## 5.4 Breakdown by Course Level

|   | 100-level | 200-level | 300-level | 400-level | 500-level or higher |
|---|-----------|-----------|-----------|-----------|---------------------|
| I currently do not have plans to do this in the near future.    | 3%        | 12%       | 2%        | 8%        | 3%                  |
| I currently do this in the course.                              | 96%       | 81%       | 91%       | 89%       | 95%                 |
| I do not currently do this, but I intend to in the near future. | 1%        | 7%        | 7%        | 3%        | 2%                  |

## 5.5 Breakdown by Course Enrolment

|   | 1-50 | 101-199 | 200+ | 51-100 | No response |
|---|------|---------|------|--------|-------------|
| I currently do not have plans to do this in the near future.    | 5%   | 5%      | 5%   | 6%     | 13%         |
| I currently do this in the course.                              | 93%  | 90%     | 88%  | 89%    | 88%         |
| I do not currently do this, but I intend to in the near future. | 3%   | 5%      | 7%   | 5%     | 0%          |

## 6 Equity-Focused Teaching Practices

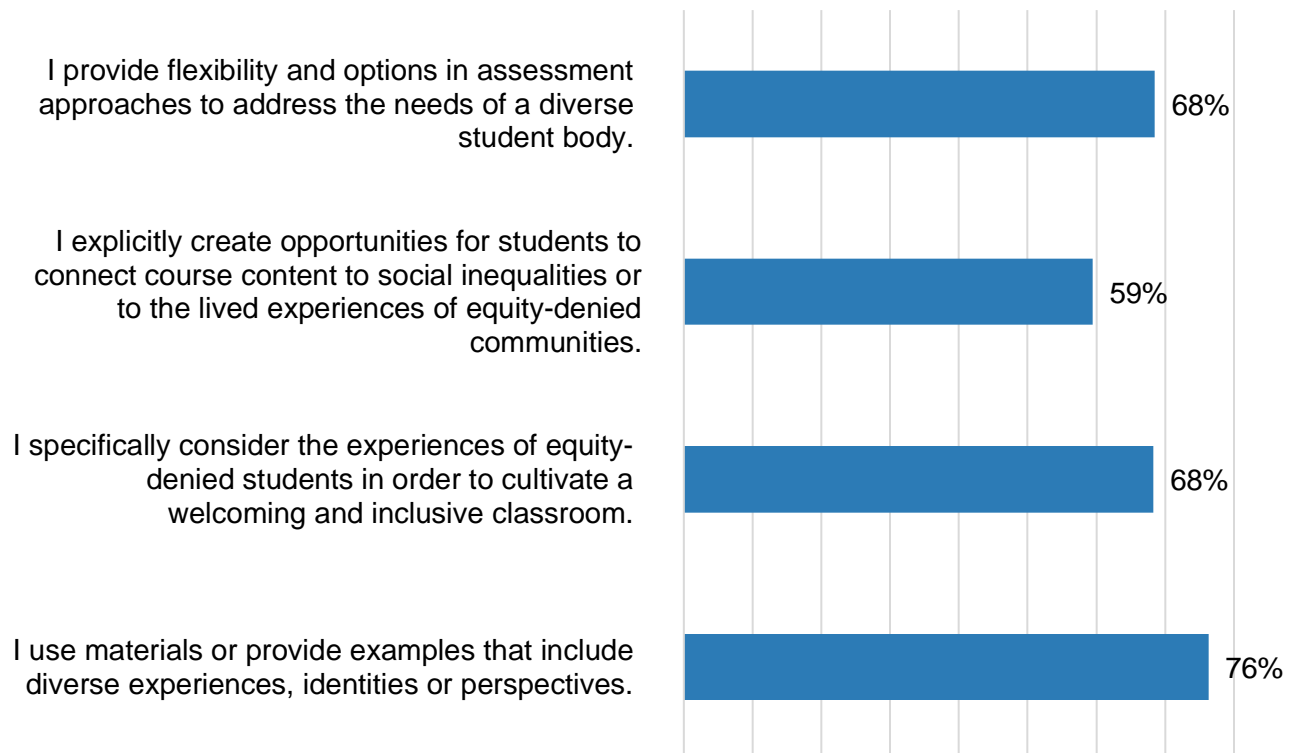
This question received a total of 511 responses. With the course most representative of their teaching in mind, participants were asked to respond to the question:

Please indicate if any of the following are descriptive of the course **most representative of your teaching**. *Check all that apply.*

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

### 6.1 Overall

Please indicate if any of the following are descriptive of the course most representative of your teaching.



## 6.2 Breakdown by Years Teaching in Higher Education

|   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|---|-----------------------|-----|-----|-------|-------|-----|-------------|
| I use materials or provide examples that include diverse experiences, identities or perspectives.   | 68%                   | 79% | 88% | 74%   | 69%   | 75% | 100%        |
| I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.                              | 63%                   | 76% | 76% | 61%   | 75%   | 62% | 100%        |
| I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities. | 53%                   | 60% | 66% | 52%   | 65%   | 57% | 100%        |
| I provide flexibility and options in assessment approaches to address the needs of a diverse student body.  | 89%                   | 69% | 67% | 75%   | 75%   | 62% | 0%          |

## 6.3 Breakdown by Appointment

|   | Research | Teaching | Contract | Other | No response |
|---|----------|----------|----------|-------|-------------|
| I use materials or provide examples that include diverse experiences, identities or perspectives.   | 77%      | 76%      | 76%      | 78%   | 67%         |
| I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.                              | 69%      | 65%      | 69%      | 70%   | 67%         |
| I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities. | 60%      | 61%      | 54%      | 59%   | 100%        |
| I provide flexibility and options in assessment approaches to address the needs of a diverse student body.  | 65%      | 73%      | 70%      | 78%   | 67%         |

## 6.4 Breakdown by Course Level

|   | 100-level | 200-level | 300-level | 400-level | 500-level or higher | No response |
|---|-----------|-----------|-----------|-----------|---------------------|-------------|
| I use materials or provide examples that include diverse experiences, identities or perspectives.   | 82%       | 75%       | 73%       | 72%       | 83%                 | 0%          |
| I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.                              | 78%       | 72%       | 68%       | 59%       | 69%                 | 0%          |
| I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities. | 58%       | 51%       | 58%       | 58%       | 70%                 | 0%          |
| I provide flexibility and options in assessment approaches to address the needs of a diverse student body.  | 60%       | 64%       | 72%       | 71%       | 69%                 | 100%        |

## 6.5 Breakdown by Course Enrolment

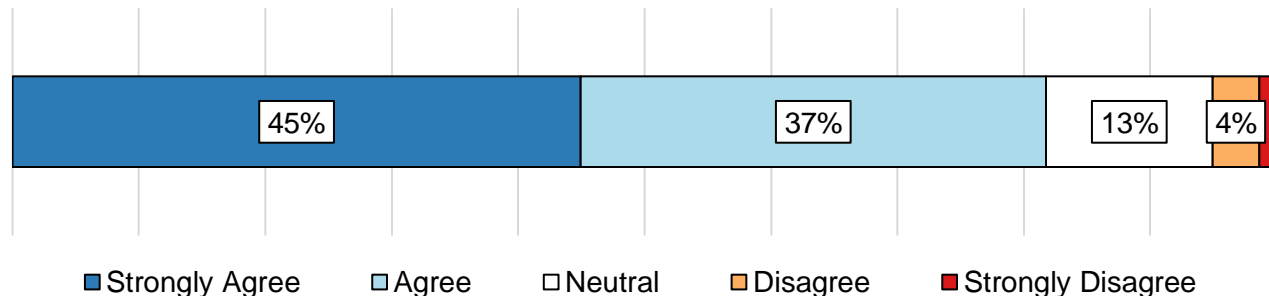
|   | 1-50 | 51-100 | 101-199 | 200+ | No response |
|---|------|--------|---------|------|-------------|
| I use materials or provide examples that include diverse experiences, identities or perspectives.   | 77%  | 78%    | 74%     | 74%  | 67%         |
| I specifically consider the experiences of equity-denied students in order to cultivate a welcoming and inclusive classroom.                              | 72%  | 66%    | 57%     | 71%  | 33%         |
| I explicitly create opportunities for students to connect course content to social inequalities or to the lived experiences of equity-denied communities. | 65%  | 67%    | 44%     | 43%  | 67%         |
| I provide flexibility and options in assessment approaches to address the needs of a diverse student body.  | 69%  | 68%    | 65%     | 69%  | 67%         |

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

This question received a total of 652 responses.

### 7.1 Overall

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



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

### 7.2 Breakdown by Years Teaching in Higher Education

|                   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|-------------------|-----------------------|-----|-----|-------|-------|-----|-------------|
| Strongly Agree    | 67%                   | 53% | 53% | 46%   | 49%   | 35% | 50%         |
| Agree             | 29%                   | 36% | 30% | 39%   | 33%   | 42% | 0%          |
| Neutral           | 5%                    | 7%  | 11% | 10%   | 12%   | 18% | 50%         |
| Disagree          | 0%                    | 3%  | 7%  | 5%    | 5%    | 2%  | 0%          |
| Strongly Disagree | 0%                    | 1%  | 0%  | 0%    | 1%    | 3%  | 0%          |

### 7.3 Breakdown by Appointment

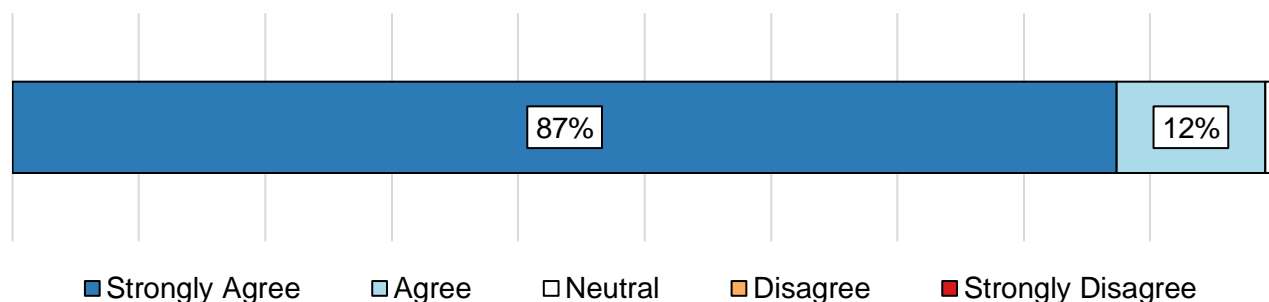
|                   | Research | Teaching | Contract | Other | No response |
|-------------------|----------|----------|----------|-------|-------------|
| Strongly Agree    | 38%      | 52%      | 53%      | 50%   | 40%         |
| Agree             | 37%      | 40%      | 34%      | 39%   | 0%          |
| Neutral           | 18%      | 5%       | 10%      | 11%   | 40%         |
| Disagree          | 5%       | 3%       | 2%       | 0%    | 0%          |
| Strongly Disagree | 2%       | 0%       | 1%       | 0%    | 20%         |

## 8 It is my responsibility to foster a respectful learning environment.

This question received a total of 656 responses.

### 8.1 Overall

It is my responsibility to foster a respectful learning environment.\*



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

### 8.2 Breakdown by Years Teaching in Higher Education

|                   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|-------------------|-----------------------|-----|-----|-------|-------|-----|-------------|
| Strongly Agree    | 95%                   | 92% | 86% | 80%   | 86%   | 89% | 100%        |
| Agree             | 5%                    | 7%  | 13% | 20%   | 14%   | 10% | 0%          |
| Neutral           | 0%                    | 1%  | 1%  | 0%    | 0%    | 0%  | 0%          |
| Disagree          | 0%                    | 0%  | 0%  | 0%    | 0%    | 0%  | 0%          |
| Strongly Disagree | 0%                    | 0%  | 0%  | 0%    | 0%    | 1%  | 0%          |

### 8.3 Breakdown by Appointment

|                   | Research | Teaching | Contract | Other | No response |
|-------------------|----------|----------|----------|-------|-------------|
| Strongly Agree    | 86%      | 84%      | 92%      | 93%   | 80%         |
| Agree             | 13%      | 15%      | 8%       | 7%    | 20%         |
| Neutral           | 1%       | 1%       | 0%       | 0%    | 0%          |
| Disagree          | 0%       | 0%       | 0%       | 0%    | 0%          |
| Strongly Disagree | 1%       | 0%       | 0%       | 0%    | 0%          |

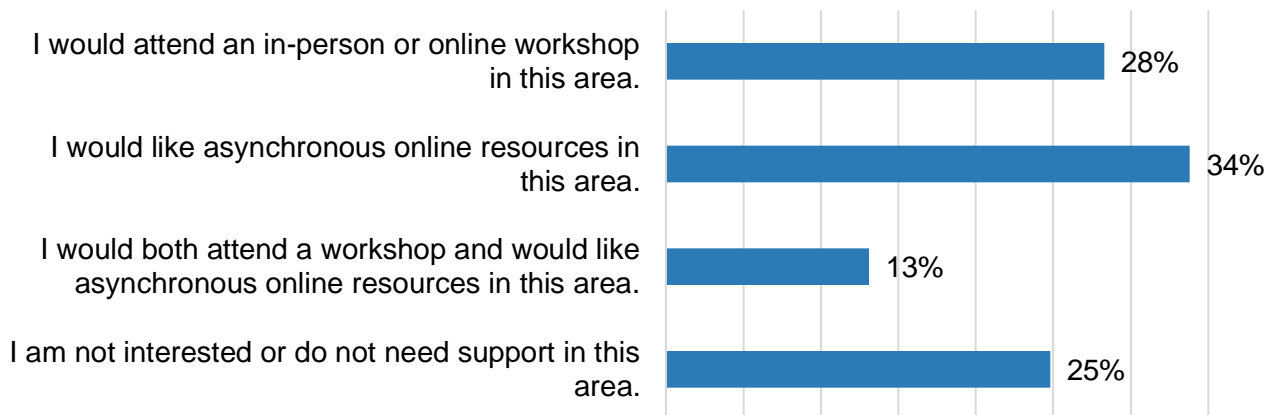


## 9 PD: Making my teaching and course materials more inclusive of the experiences of equity-denied groups.

Participants were asked to indicate their interested in professional development opportunities related to equity-focused teaching practices. This question received a total of 633 responses.

### 9.1 Overall

#### PD: Making my teaching and course materials more inclusive of the experiences of equity-denied groups.



### 9.2 Breakdown by Years Teaching in Higher Education

|   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|---|-----------------------|-----|-----|-------|-------|-----|-------------|
| I would attend an in-person or online workshop in this area.                              | 15%                   | 30% | 34% | 30%   | 36%   | 23% | 0%          |
| I would like asynchronous online resources in this area.                                  | 55%                   | 34% | 28% | 27%   | 30%   | 38% | 50%         |
| I would both attend a workshop and would like asynchronous online resources in this area. | 30%                   | 17% | 18% | 17%   | 11%   | 9%  | 0%          |
| I am not interested or do not need support in this area.                                  | 0%                    | 19% | 20% | 26%   | 23%   | 31% | 50%         |

### 9.3 Breakdown by Appointment

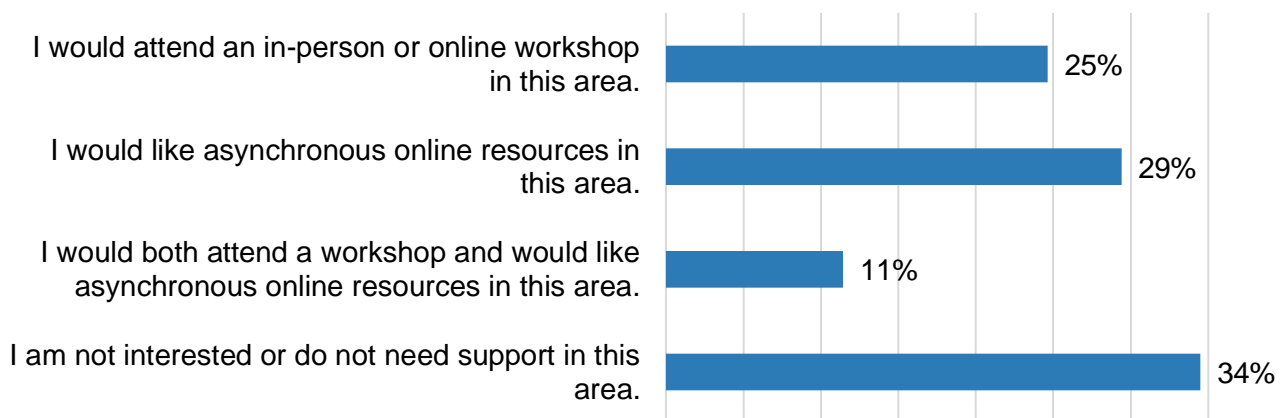
|   | Research | Teaching | Contract | Other | No response |
|---|----------|----------|----------|-------|-------------|
| I would attend an in-person or online workshop in this area.                              | 21%      | 38%      | 38%      | 17%   | 20%         |
| I would like asynchronous online resources in this area.                                  | 37%      | 24%      | 32%      | 48%   | 60%         |
| I would both attend a workshop and would like asynchronous online resources in this area. | 8%       | 22%      | 16%      | 22%   | 0%          |
| I am not interested or do not need support in this area.                                  | 34%      | 16%      | 14%      | 13%   | 20%         |

## 10PD: Facilitating class discussions around topics such as equity, diversity, race, the history and contemporary impacts of colonialism in Canada, etc.

Participants were asked to indicate their interested in professional development opportunities related to incorporating open educational resources or other freely available materials into their courses. This question received a total of 629 responses.

### 10.1 Overall

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



### 10.2 Breakdown by Years Teaching in Higher Education

|   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|---|-----------------------|-----|-----|-------|-------|-----|-------------|
| I would attend an in-person or online workshop in this area.                              | 30%                   | 27% | 31% | 34%   | 27%   | 17% | 0%          |
| I would like asynchronous online resources in this area.                                  | 30%                   | 27% | 32% | 14%   | 29%   | 34% | 100%        |
| I would both attend a workshop and would like asynchronous online resources in this area. | 30%                   | 19% | 17% | 15%   | 11%   | 5%  | 0%          |
| I am not interested or do not need support in this area.                                  | 10%                   | 27% | 21% | 36%   | 33%   | 45% | 0%          |

### 10.3 Breakdown by Appointment

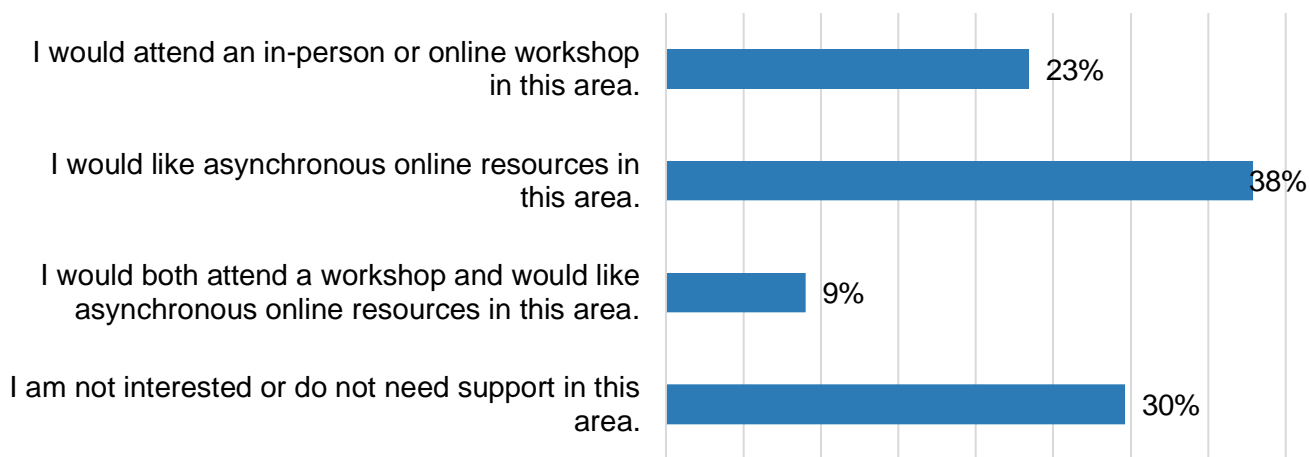
|   | Research | Teaching | Contract | Other | No response |
|---|----------|----------|----------|-------|-------------|
| I would attend an in-person or online workshop in this area.                              | 20%      | 27%      | 32%      | 29%   | 20%         |
| I would like asynchronous online resources in this area.                                  | 30%      | 23%      | 32%      | 25%   | 60%         |
| I would both attend a workshop and would like asynchronous online resources in this area. | 6%       | 18%      | 16%      | 21%   | 0%          |
| I am not interested or do not need support in this area.                                  | 43%      | 32%      | 20%      | 25%   | 20%         |

## 11 PD: Creating a welcoming and respectful learning environment for students.

Participants were asked to indicate their interested in professional development opportunities related to incorporating open educational resources or other freely available materials into their courses. This question received a total of 631 responses.

### 11.1 Overall

#### Creating a welcoming and respectful learning environment for students.



### 11.2 Breakdown by Years Teaching in Higher Education

|   | This is my first year | 1-4 | 5-9 | 10-14 | 15-19 | 20+ | No response |
|---|-----------------------|-----|-----|-------|-------|-----|-------------|
| I would attend an in-person or online workshop in this area.                              | 10%                   | 26% | 22% | 21%   | 32%   | 22% | 0%          |
| I would like asynchronous online resources in this area.                                  | 65%                   | 37% | 38% | 34%   | 28%   | 41% | 100%        |
| I would both attend a workshop and would like asynchronous online resources in this area. | 15%                   | 14% | 13% | 15%   | 6%    | 5%  | 0%          |
| I am not interested or do not need support in this area.                                  | 10%                   | 23% | 27% | 29%   | 34%   | 32% | 0%          |

### 11.3 Breakdown by Appointment

|   | Research | Teaching | Contract | Other | No response |
|---|----------|----------|----------|-------|-------------|
| I would attend an in-person or online workshop in this area.                              | 21%      | 28%      | 26%      | 17%   | 0%          |
| I would like asynchronous online resources in this area.                                  | 38%      | 32%      | 40%      | 42%   | 60%         |
| I would both attend a workshop and would like asynchronous online resources in this area. | 5%       | 13%      | 13%      | 17%   | 0%          |
| I am not interested or do not need support in this area.                                  | 35%      | 26%      | 21%      | 25%   | 40%         |

## 12 Open-ended mentions

Several of participants also provided feedback related to equity and diversity in their open-ended responses. Selected examples are included below. This selection does not include comments related to faculty specific concerns such as lack of diversity among faculty, experiences of IBPOC faculty, and equity in teaching loads.

**Prompt:** Briefly describe one thing that has improved your teaching.

*"Finding alternative forms of assessment that support diverse groups of learners and equity groups, students with different experiences"* - Lecturer

*"Being more flexible and open to diverse needs of students."* - Lecturer

*"We have an extraordinarily diverse student population, and it is nearly impossible to understand what and/or how to teach without having extensive experience with the unique mixture of students at UBC Vancouver / Musqueam. Unfortunately, the nature of competition - in the way UBC must necessarily operate, and in the families, cultures, identities, and nations of the students who join UBC -- creates tensions, anxieties, and nearly infinite risks of misunderstandings. UBC's existing initiatives designed to make the University more inclusive are premised on assumptions that are 1) geographically contextual and contingent, and 2) constantly changing. What this means is that every year we have students coming from various parts of the world who must navigate radical differences and relations, while also seeking to become the "best" in an institution where definitions of "best" are being challenged as inherently supremacist, hierarchical, and colonial."* - Professor

*"Learning about pedagogical approaches to diversity and accessibility"* - Lecturer

*"Considering the needs of diverse learners"* - Professor

*"Since some of my research is now focused on Diversity, Equity, Inclusion, and Belonging, these topics are at the forefront of my curriculum and course planning and have shown up in interactions with students in a more intentional way."* - Professor of Teaching

*"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

**Prompt:** Name one thing that would help you manage your teaching-related workload.

*"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. It shouldn't be something we are trying to fit in to grading and service work."* - Assistant Professor of Teaching

*"Less emphasis on EDI initiatives that seems creative more hostile environments where one has to be overly careful on what one says that stifles presentation of diverse ideas and debate."* - Professor

*“There is a growing issue of mental health related concession requests that instructors have to navigate. Most of us are not in a position to judge the validity, but we are the ones that have to try to find an equitable solution. Those solutions don't always seem fair to the student that perseveres and does not request lots of concessions.” - Professor of Teaching*

*“Clarity. UBC has become so bureaucratic -- with the best of intentions on student well-being, equity, diversity, and inclusion -- that the rules are endlessly complex and contradictory. Here is just one example. This year at an interdisciplinary Program Chairs meeting we were promised an extensive memorandum on how to handle requests for accommodations for religious holidays, because the final exam period was falling in Ramadan. The memo never arrived, although at the meeting there were reminders of UBC's detailed policies on these matters. Those policies have been in place for many, many years. But for anyone who reads them carefully and looks at the list of religious holidays -- and note that anyone can claim any holiday as sacred -- it becomes clear that an instructor is not allowed to impose any deadline on any single day of the semester without providing accommodations. When teaching a large class, enormous time and effort must be devoted to managing the endless emails asking for exceptions, accommodations, extensions, and everything else. The key here is that there must be clarity: are we allowed to require students to do anything? Are we allowed to specify a deadline that really matters? If some people get extensions and others do not, are we just replacing one kind of inequality with another? I've been teaching here long enough to have direct evidence that some students -- not many, but enough to invalidate the integrity of the system -- strategically manipulate the system to obtain extensions, as a way of optimizing competitive advantage. Not only does our system allow this kind of strategic behavior: it actively encourages it.” – Professor*

**Prompt:** Is there anything else you'd like to share?

*“Over the last three years, I have experienced a strong shift among students, in terms of their perspectives on any topics related to equity, with more push back and active resistance to anything that isn't "testable" lately.” – Lecturer*

*“More support is needed for instructors (e.g., training, TA support) given the increased time spent in dealing with complex needs of learners in the post-Covid context and the need to meaningfully engage with issues of diversity, inclusion and Indigenization.” - Sessional Lecturer*

*“I find that the current climate around teaching is hurtful to white faculty and that discussions of equity and inclusiveness focus too much on colour and gender differences without considering intersectionality and other factors that contribute to inequity such as economic classes and cultural differences within "whiteness" (white is a skin colour not a culture).” - Assistant Professor of Teaching*

*“I wish that faculty were more accountable (e.g. in terms of their salary, award, and re-appointment decisions) to professional development, learning, and teaching improvement. My immediate unit is focused on teaching quality, but the larger faculty is allowed to ignore their responsibilities to learning about important shifts in our field (e.g. related to climate and other aspects of sustainability, Indigenous topics, and social impact). The term "academic freedom" is used too loosely to give faculty an "out" to claim they don't have to do anything they don't want to do. I can understand how difficult it can be for some people's perspectives to change, especially if their life's work (read: research) has been built on ideas that are now threatened by shifts in awareness of equity, equality, sustainability, and other important social issues -- but they are being enabled to hang on to their outdated (and sometimes harmful) views. Why*



*aren't we all accountable for growth? Teaching is extremely influential, so we need to be responsible for continuously questioning and improving what we know and teach.” - Lecturer*

*“teaching here can feel isolating... there are a million expectations and they continually grow, first due to the pandemic, now rapidly increasing student accommodations, in addition increased requirements to thoughtfully and accurately address how our materials intersect with colonialism, racism, etc. All of this is of course important work, but it's work. And it's exhausting and none of the teaching supports to go along with this massive expansion in what teaching is supposed to be have grown. There are some workshops etc but we are mainly judged on our research so spending precious research time to attend them means you're less likely to get merit based awards or promotion. It feels as though your teaching is only paid attention to if the 'metrics', which are almost exclusively through SEI, don't fit your department's ideal. It can feel really isolating when you are trying your best but the expectation is you will be everything (amazing teacher, full of empathy, wisdom, instantly able to incorporate the perfect materials to address centuries of colonial oppression and racism in an appropriate manner to your course regardless of whether you have any training or knowledge to do so) without really any resources or sufficient time or even sufficient examination of what is really appropriate for student learning (which is not really reflected in SEI evaluation).” - Associate Professor*

## 13 Contact Information

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