

## 2018 Okanagan Campus Results

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Responses to the question "Please write one word that describes your experience of the teaching environment at UBC." N = 100



THE UNIVERSITY OF BRITISH COLUMBIA

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# 1 Preface

## 1.1 Survey Overview & Development

UBC ran the Teaching Practices Survey in 2014 and in 2018 to better understand how individuals with teaching responsibilities structure learning for students and to offer an opportunity to 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.

The 2014 Teaching Practices Survey was developed by the Centre for Teaching, Learning and Technology (CTLT, UBC Vancouver) and the Science Centre for Learning and Teaching (Skylight, UBC Vancouver). The 2018 questionnaire is a streamlined and updated version of the 2014 questionnaire where redundancies were removed, difficult-to-interpret questions were either reworded or eliminated, and extra questions were added to inform university initiatives (e.g., Student Diversity Initiative, Health Promotion & Education, CTLT Indigenous Initiatives, and Open UBC). The questionnaire was presented to an *ad hoc* committee including representatives from the UBC Associate Deans with teaching and learning responsibilities and Provost's Office, and their feedback was integrated into the final version which was then validated with faculty from across disciplines. Institutional ethics review and approval was sought to conform to research standards.

Preserving the 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 provide responses on their perceptions of teaching and teaching climate in both campuses.

## 1.2 Deployment & Analysis

The survey was open between February 27, 2018 and April 16, 2018. UBC Human Resource Management System (HRMS) data was used to identify all individuals with active teaching responsibilities on both the Vancouver and Okanagan campuses. Every eligible individual was sent a unique email invitation with a link to the online survey. There were 17 instances of the questionnaire, incorporating faculty-specific variations as requested.

Out of 3833 invited to participate in the survey, total of 888 participant responses were collected. However, 91 of these responses were considered incomplete and excluded from calculations resulting in an overall response rate of 20.7%. This report contains findings limited to Okanagan campus where 459 individuals met the survey inclusion criteria and were invited to participate in the survey. 138 responses from this group were deemed complete resulting in an overall response rate of 30.0%. On the Okanagan campus, 137 participants provided responses to both parts of the questionnaire. No participant provided responses to part 1 only (29.8% response rate for part 1), while an additional 1 participant only provided responses to part 2 since they reported not having taught in the past two years (30.0% response rate for part 2).

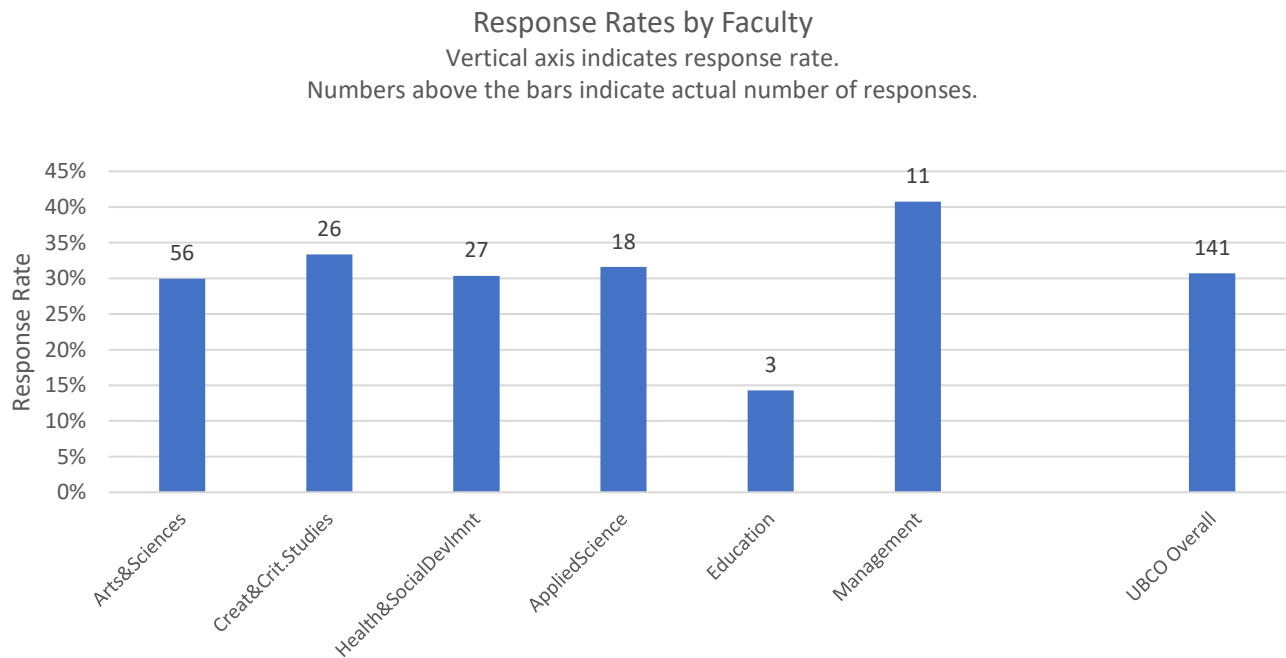
Data has been analyzed at the university, campus and faculty level and is available in separate reports. To simplify reporting, all numbers have been rounded to the nearest whole number. This may result in slight irregularities in both the graphs and totals.

## 1.3 Remarks

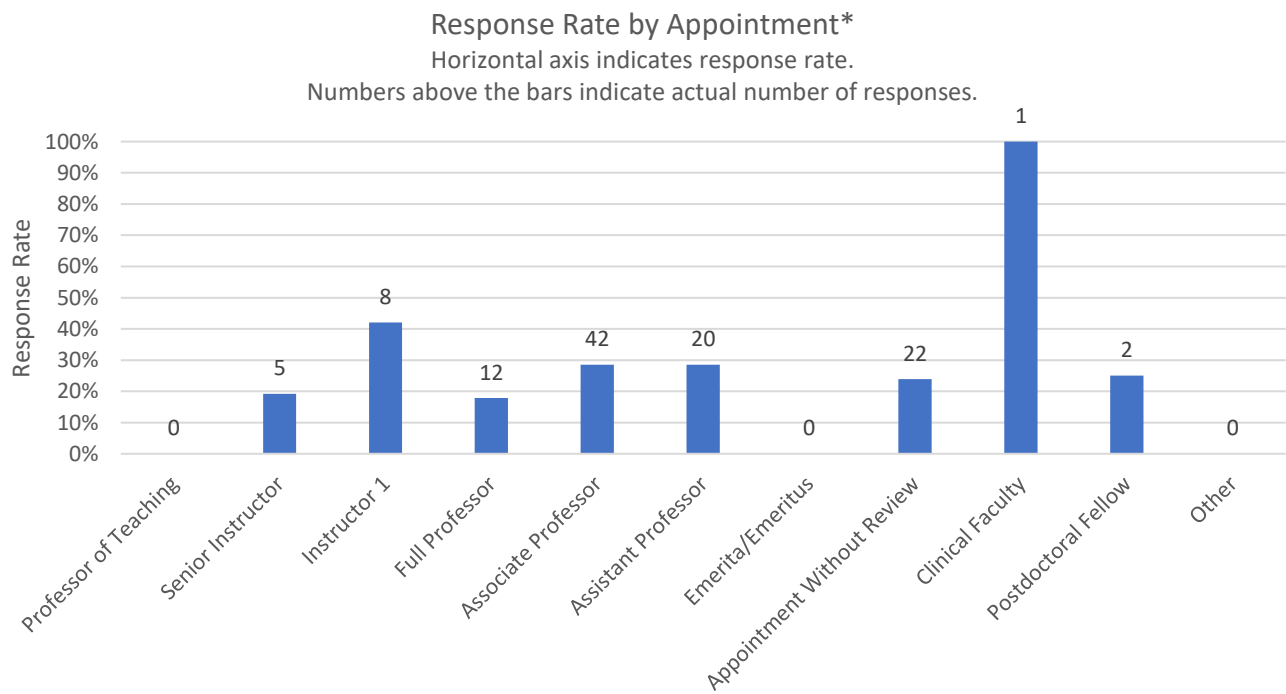
The intent of this report is to share findings based on descriptive statistics to facilitate further conversations around teaching and learning at UBC. We understand that it would require a thorough knowledge of the local context to draw meaningful conclusions or interpret these findings, and for that reason, we will leave it to the discretion of the units to draw their own conclusions. We are, however, available to present and discuss findings, to offer our services to further analysis if requested, and to provide support for additional exploration of findings to address specific questions.

## 2 Response Rates and Representation

### 2.1 By Faculty

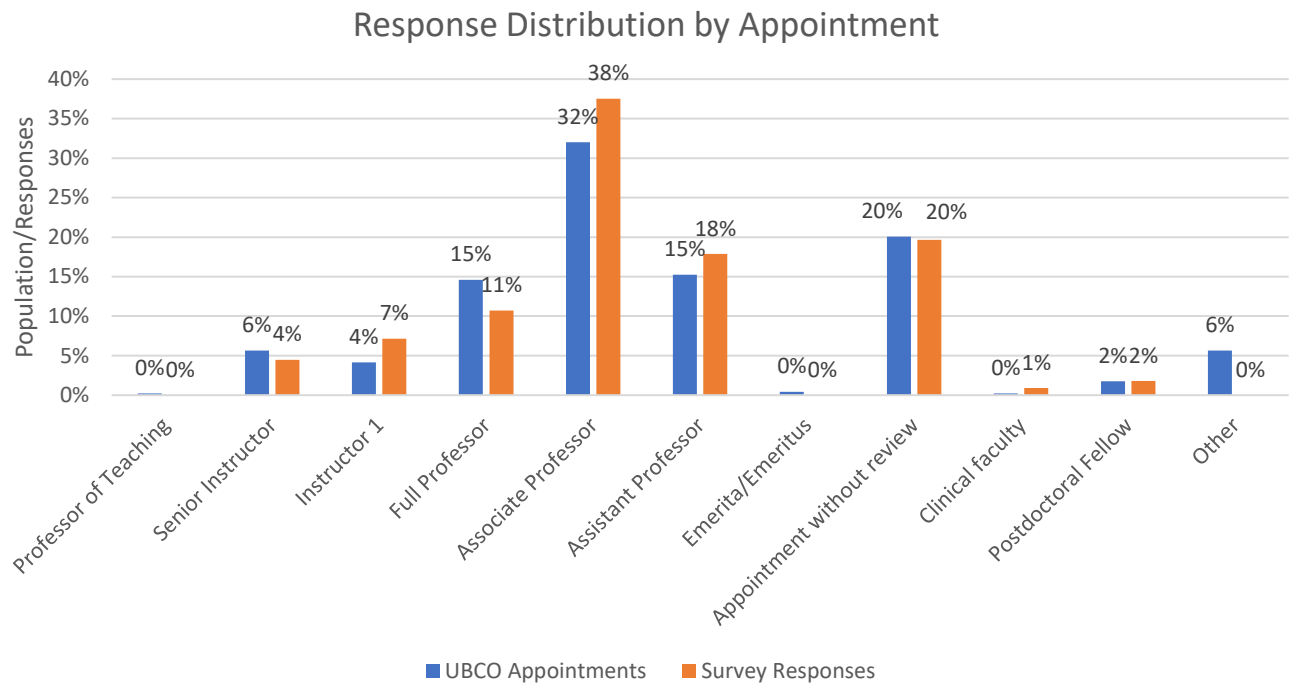


### 2.2 By Appointment



\*26 respondents did not answer this question so actual response rates for some appointments will be higher.

2.3 Representativeness of Data



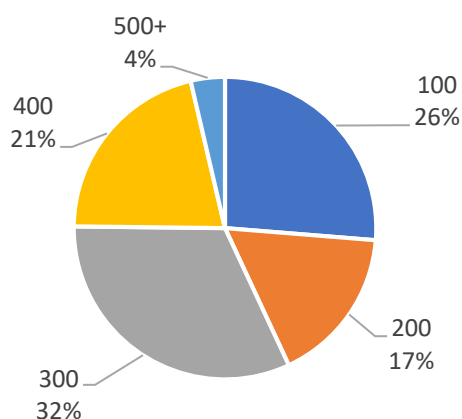
### 3 Course Characteristics

In the first half of the questionnaire, participants were asked to provide responses on a specific course they teach. At UBC Okanagan, participants were invited to provide feedback on the course that was most representative of their teaching.

#### 3.1 Course Level, Setting and Enrolment

Question: Please select the course level.

Overall Distribution of Courses by Level

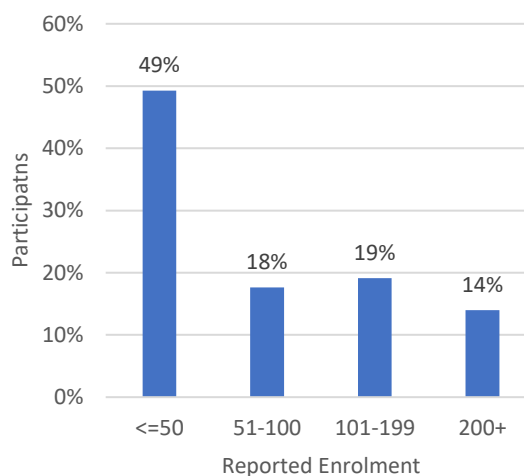


Question: Select the option below that best describes the setting in which the course most representative of your teaching is taught:

Course Setting	
In Person	97%
Partially Online	2%
Fully Online	1%

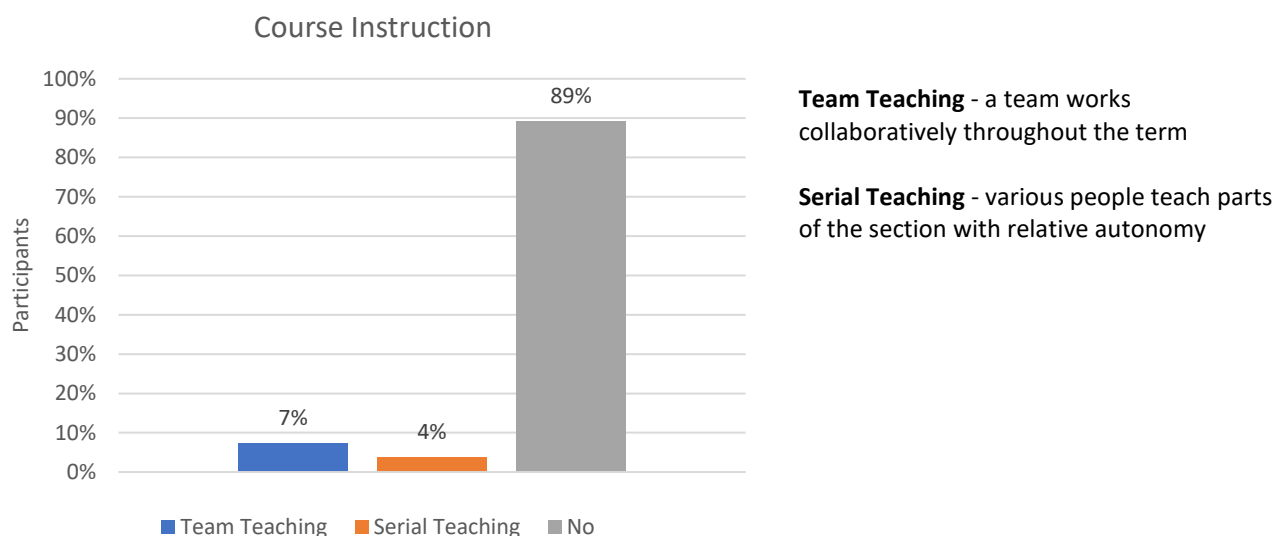
Question: Please enter the approximate student enrolment in the course most representative of your teaching. If there were multiple sections, list enrolment in your section only. If you taught multiple sections, list enrolment in your highest enrolment section.

Overall Course Enrolments

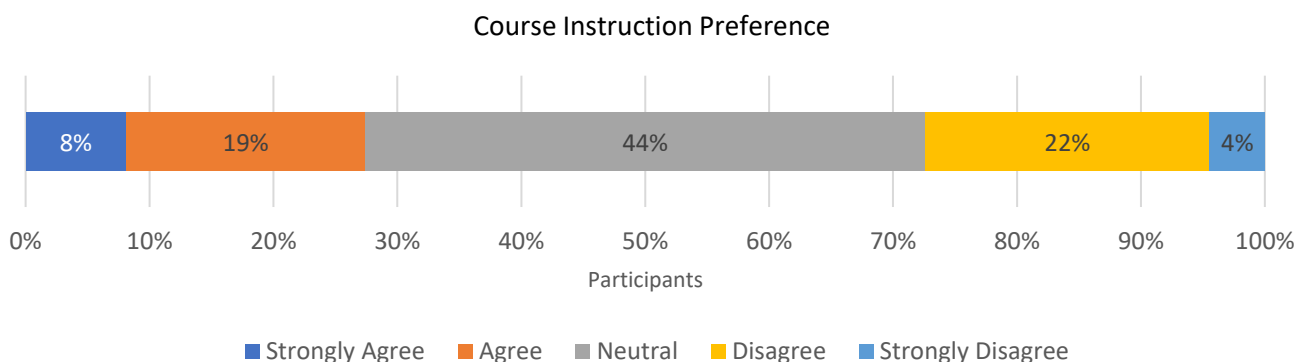


### 3.2 Collaborative Teaching

Question: Did multiple people contribute to teaching this section of the course?



Question: I prefer to teach as part of a collaborative team.



### 3.3 Instructor Expectations for Students

Question: Please indicate whether the following are required, optional or not a component in the course most representative of your teaching.

*Check all that apply.*

	Required	Optional
<b>Students work together in groups.</b>	65%	16%
<b>Students participate in community based experiential learning.</b>	11%	11%
<b>Students complete fieldwork or participate in field trips.</b>	7%	7%



## 4 Class Time

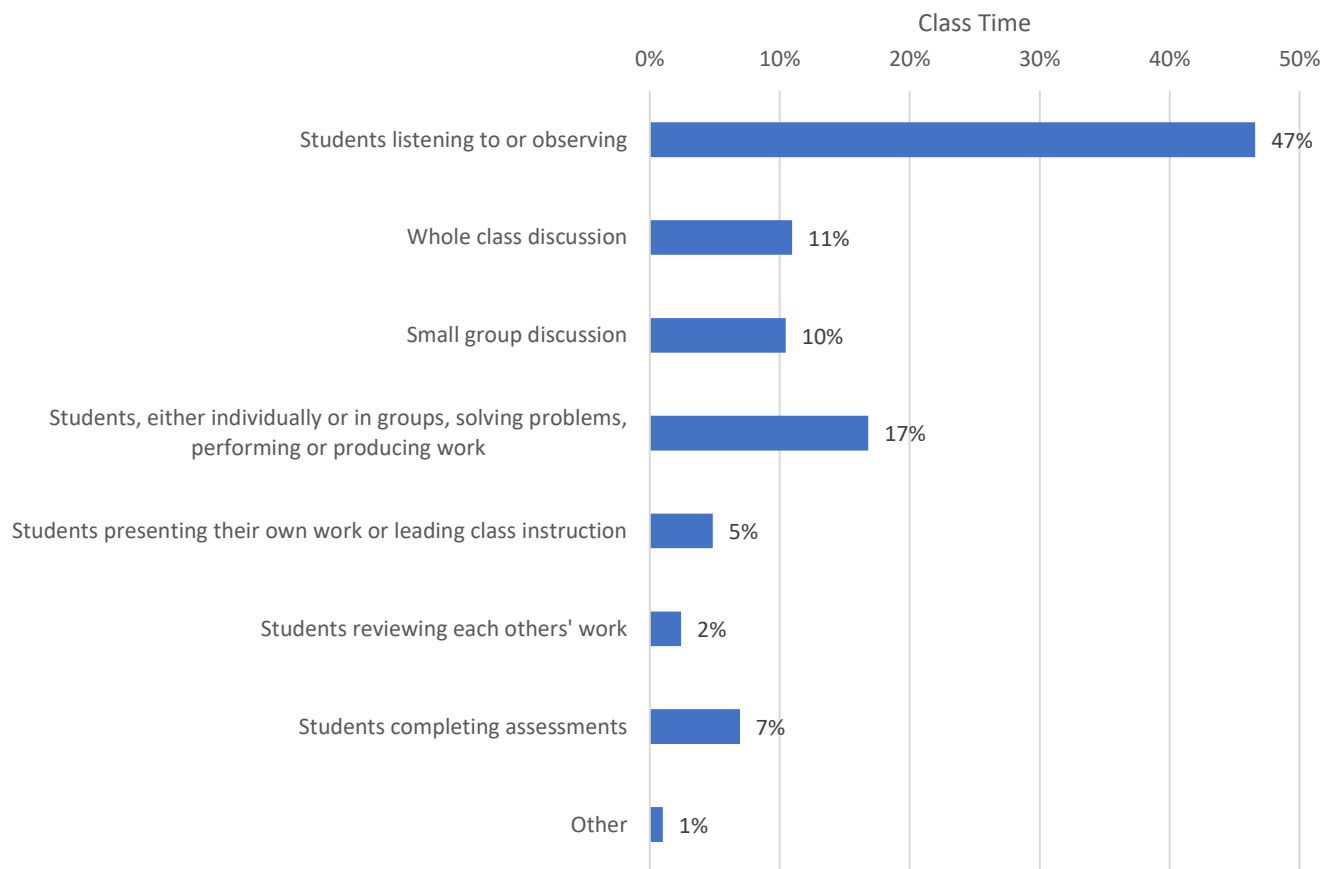
### 4.1 Structure of Class Time

Question: Please estimate how face-to-face class time is structured for students in the course most representative of your teaching.

Full wording of response options (in order presented below):

- Students listening to or observing an instructor, TA or other non-student lecturing, performing a demonstration, recorded content, etc.
- The instructor/TA asking the entire class questions or students asking the instructor/TA questions
- Students participating in small group discussion
- Students, either individually or in groups, solving problems, engaging in experiential learning, performing or producing work (e.g. writing, field work, lab experiments, simulations, studio time, worksheets, etc.)
- Students presenting their own work or leading class instruction
- Students reviewing each other's work
- Students completing assessments (e.g. quizzes, tests, exams)
- Other

Average % of Class Time Devoted to Specified Activities

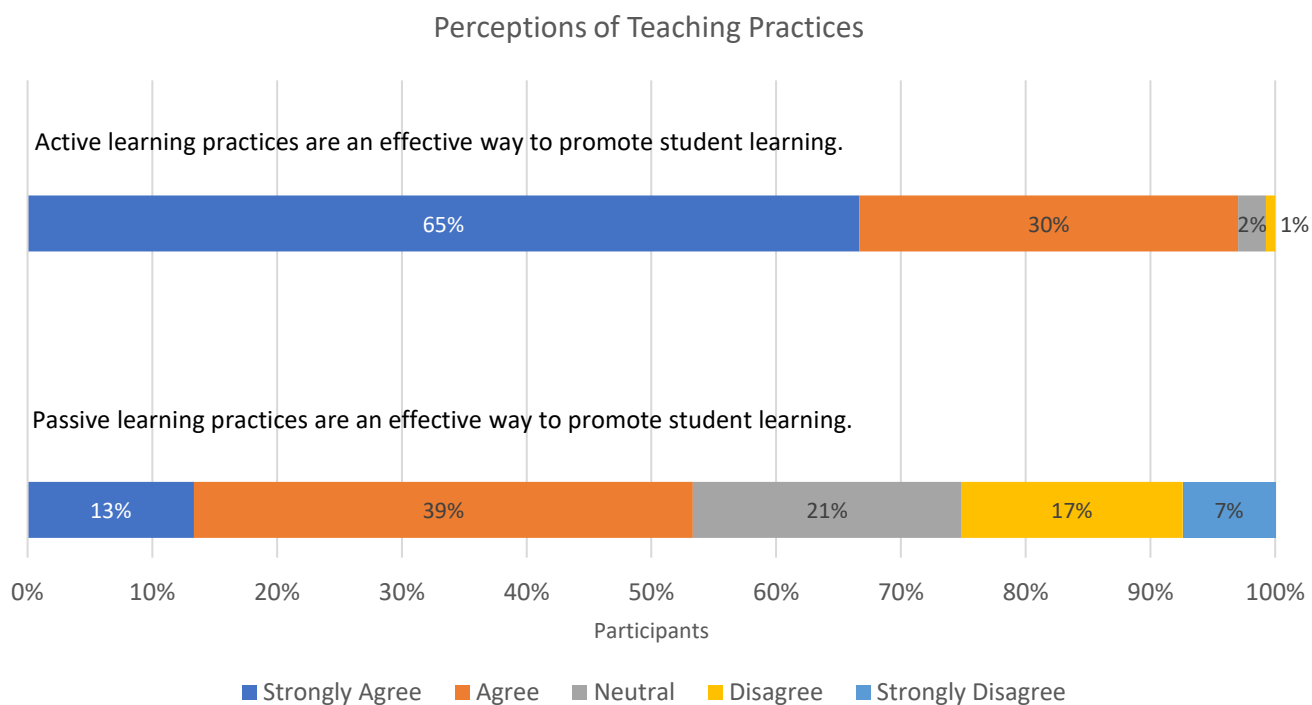


Question: Please estimate how online class time is structured for students in the course most representative of your teaching.

*Response numbers for this question are too small to report.*

## 4.2 Perception of the Effectiveness of Passive and Active Learning

Question: Please rate your level of agreement with each of the statements below.



## 4.3 Academic Integrity

Question: During class time, I talk with students about academic integrity.

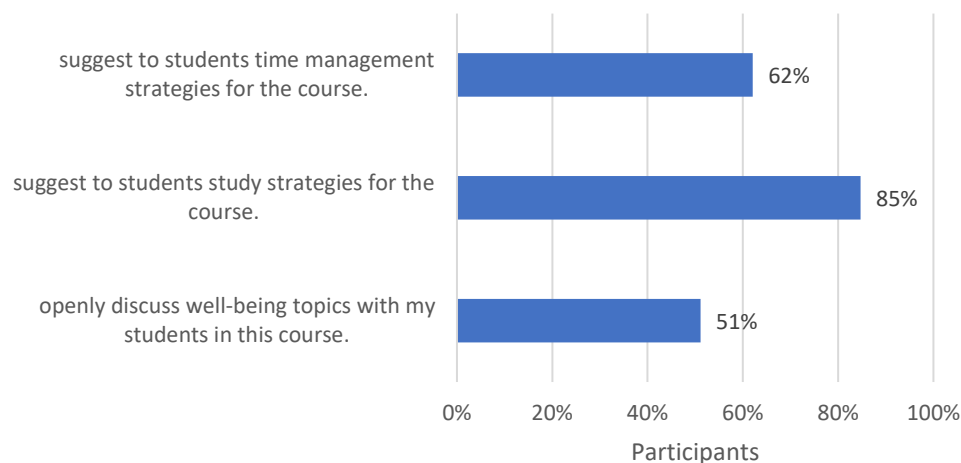
**68%** report talking to students about academic integrity during class time.

**91%** report agreement with the statement "It is important to discuss academic integrity with students." (56% strongly agree, 35% agree)

## 4.4 Strategies to Promote Student Well-Being

Question: During class time, I...

Use of Strategies to Promote Student Well-Being



**57%** indicate knowing "most or all of my students' names in this class."

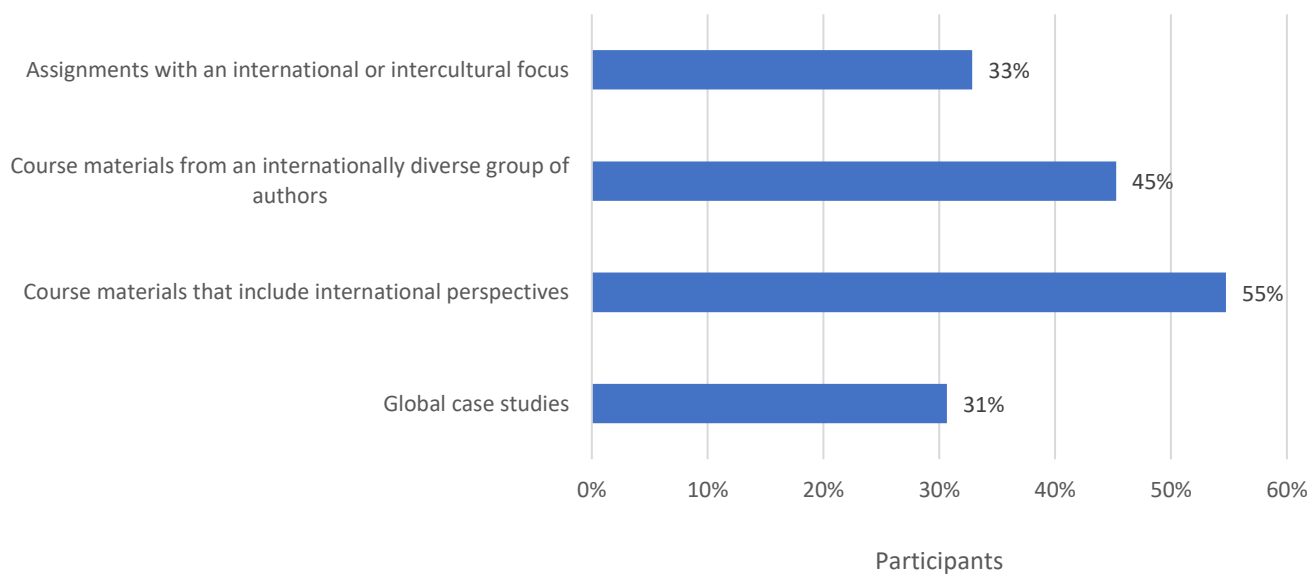
**89%** report agreement with the statement "My teaching practices have an impact on student well-being." (46% strongly agree, 43% agree)

## 4.5 Internationalization

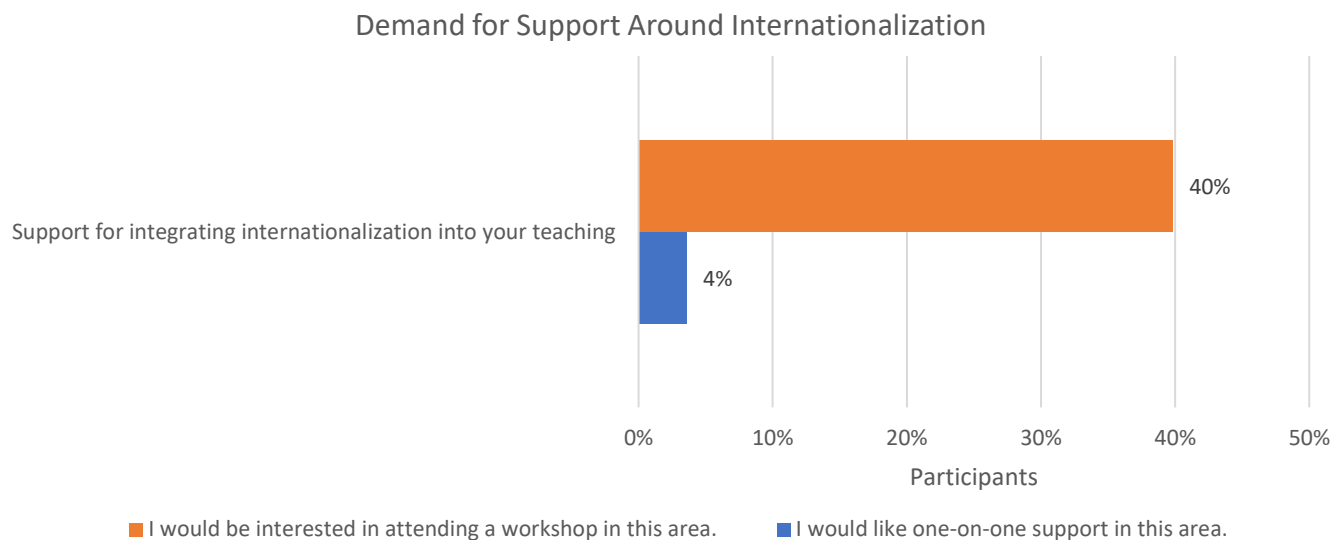
Question: Does the course most representative of your teaching practice contain any of the following Internationalization components?

*Check all that apply.*

Use of Strategies to Promote Internationalization



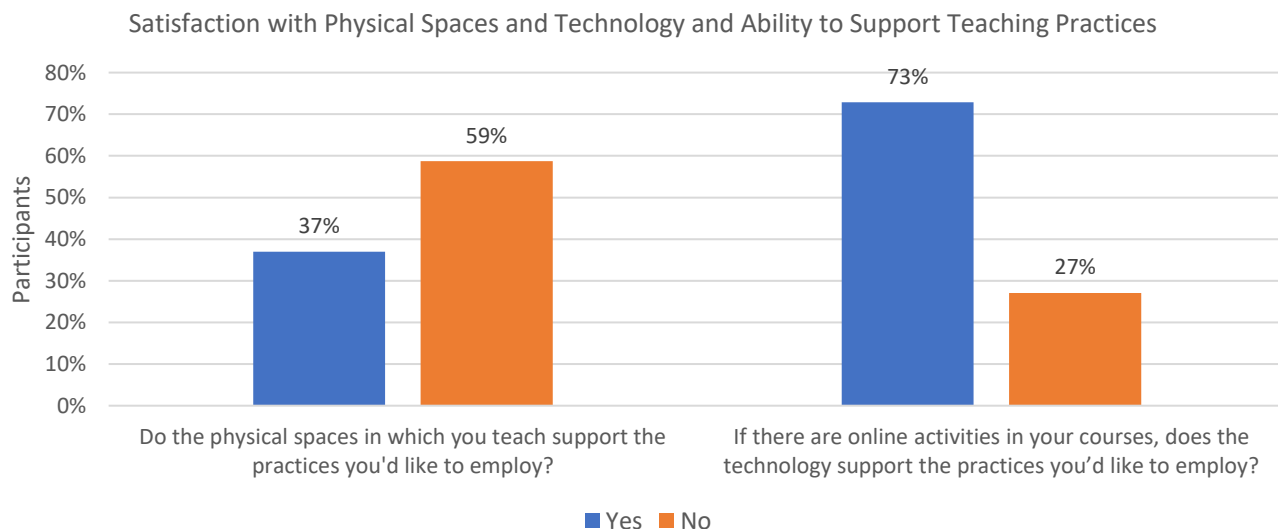
Question: Please indicate your interest in the following types of support:



## 4.6 Teaching Spaces

Question: Do the physical spaces in which you teach support the practices you'd like to employ?

Question: If there are online activities in your courses, does the technology support the practices you'd like to employ?



Physical Spaces - Open-ended responses to "Why or Why not?" For participants responding "yes", the top five reasons provided:

1. Participant reported adapting teaching practices to room
2. Space is well equipped, comfortable (temperature, lighting, acoustics), modern, good design or set up
3. Space has the right technology and AV
4. Space allows (inter)active learning activities (e.g. movable furniture, good acoustics)
5. Labs are well resourced or equipped

Physical Spaces - For participants responding “no”, the top five reasons provided:

1. Space does not allow (inter)active learning activities (e.g. fixed furniture facing forward, bad acoustics, lecture style halls)
2. Space is poorly equipped (not enough black/whiteboards, chairs), uncomfortable (safety issues, noise, dark, cold, too hot), old, has bad design or set up (small screens, high boards, unable to use both board and screens at the same time)
3. Space is either too small or too big (overcrowded or empty classrooms interfere with student interaction and engagement)
4. Space is lacking or has outdated technology and AV
5. Labs are outdated or not well equipped

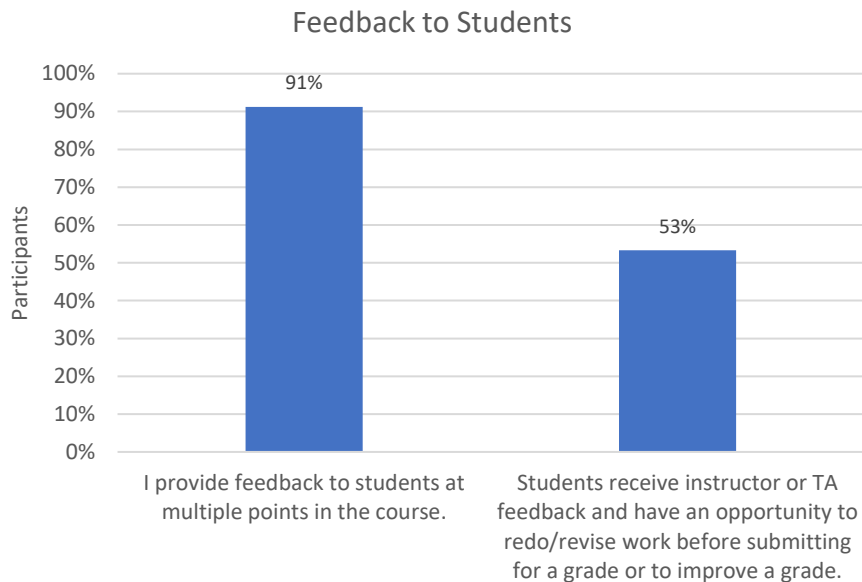
Technology - Open-ended responses to “Why or Why not?” For participants responding “yes”, main reason provided is that technology (e.g. Canvas) allows for desired activities and covers teaching needs (e.g. online quizzes, homework system).

Technology - Open-ended responses to “Why or Why not?” For participants responding “no”, main reasons provided:

1. Technology (e.g. Canvas) does not allow for desired activities and needs (e.g. team work in large classes, iPeer, iClickers)
2. Wireless network is often not available
3. Canvas not working fully on mobile devices

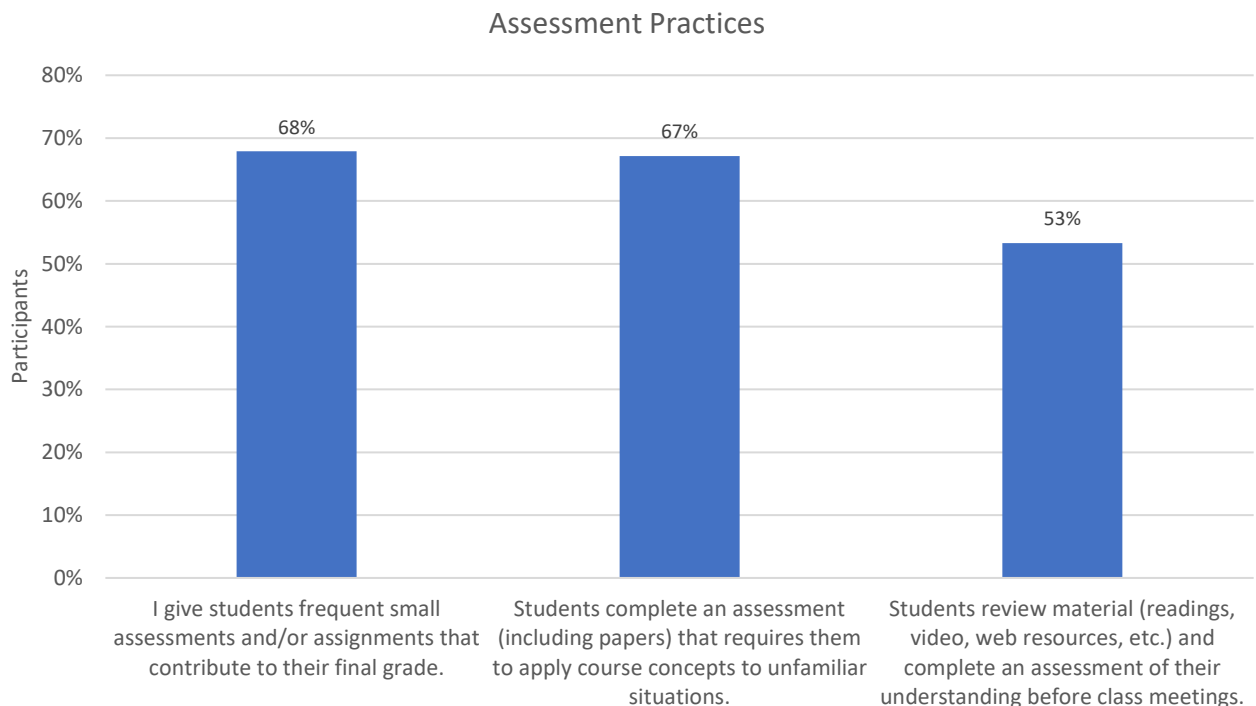
## 5 Feedback and Assessment

### 5.1 Feedback



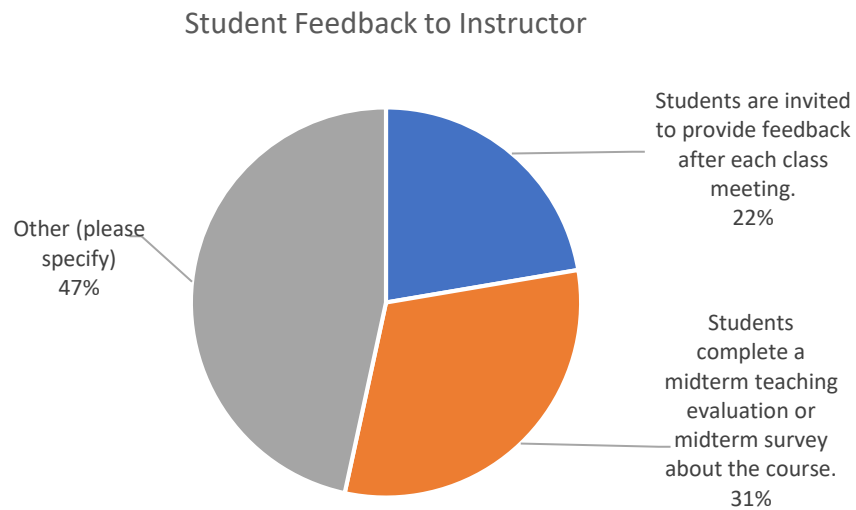
**96%** report agreement with the statement “It is important to provide students with feedback at multiple points in a course.” (67% strongly agree, 29% agree)

### 5.2 Assessment Practices



### 5.3 Feedback on Teaching

Question: Do you gather student feedback about your teaching and their learning experiences in your course?



“Other” includes: Student Evaluations of Teaching, regular student feedback via surveys or informal conversations (but not after each class, and in-class feedback (e.g. iClickers).

## 6 Equity and Diversity

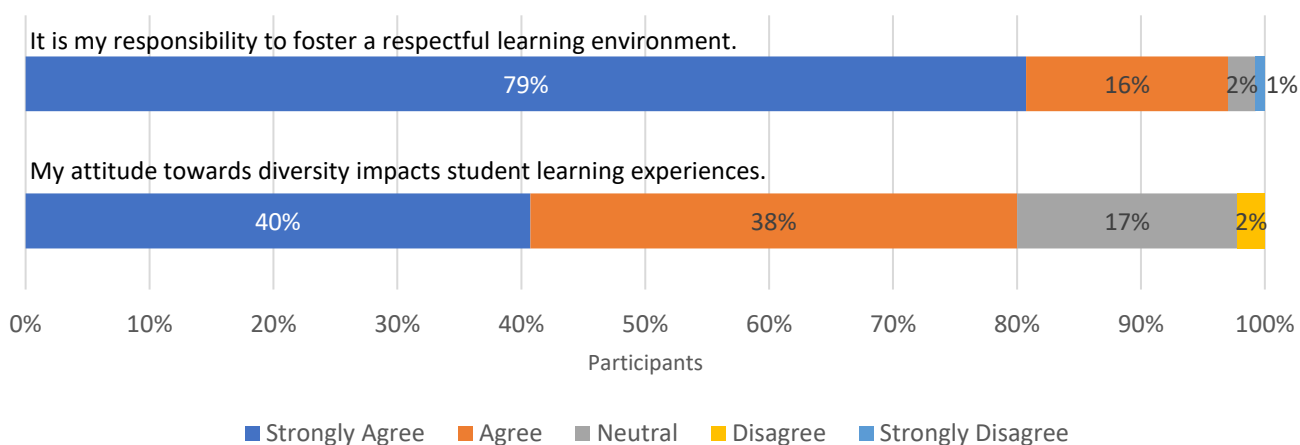
### 6.1 Diversity

Question: Please indicate if any of the following are descriptive of your teaching in the course most representative of your teaching practice.

*Check all that apply.*

I include materials or provide examples that reflect a range of diversity.	62%
I actively work to promote a classroom environment where diverse students feel included.	73%
I deliberately design my course materials, assignments and assessments to be accessible to students with diverse learning needs.	53%

### Attitude and Perceptions of Responsibility



### 6.2 Indigeneity

Question: Please indicate if any of the following are descriptive of your teaching in the course most representative of your teaching practice.

*Check all that apply.*

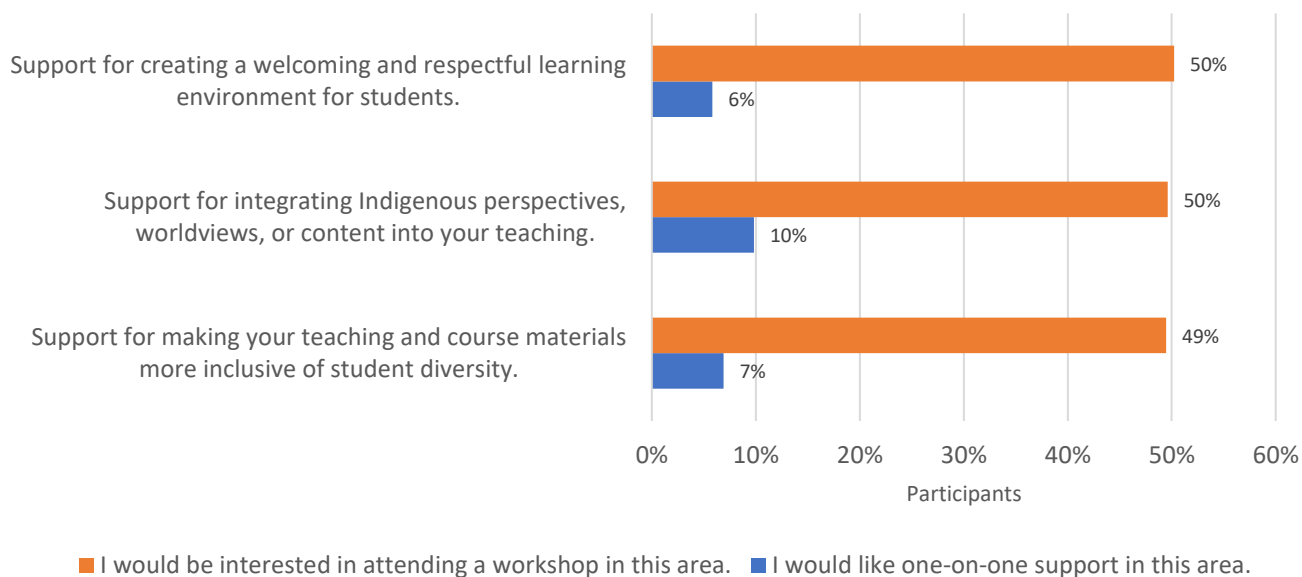
Land acknowledgments in the syllabus, class meetings, or other materials.	20%
Case studies or examples involving Indigenous communities or individuals.	30%
Indigenous perspectives, worldviews, and contemporary realities relevant to the subject area.	27%
Opportunities to connect with Indigenous communities.	7%
Opportunities to generate research or knowledge in partnership with Indigenous communities.	5%



### 6.3 Demand for Support

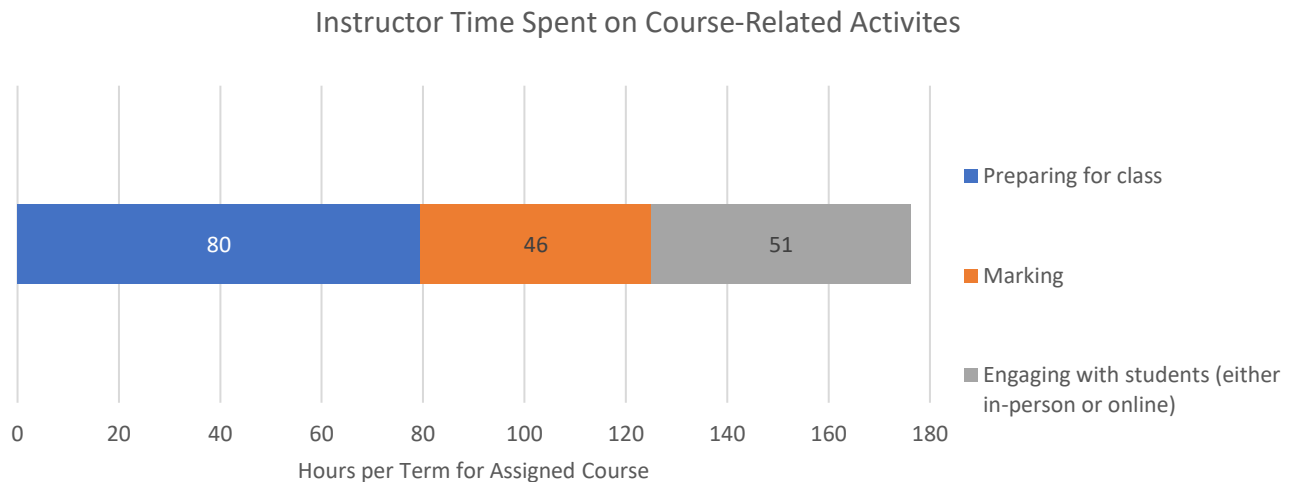
Question: To help inform professional development opportunities, we'd like to better understand the faculty interest in specialized support. Please indicate your interest in the following types of support.

Demand for Support Around Diversity and Inclusion

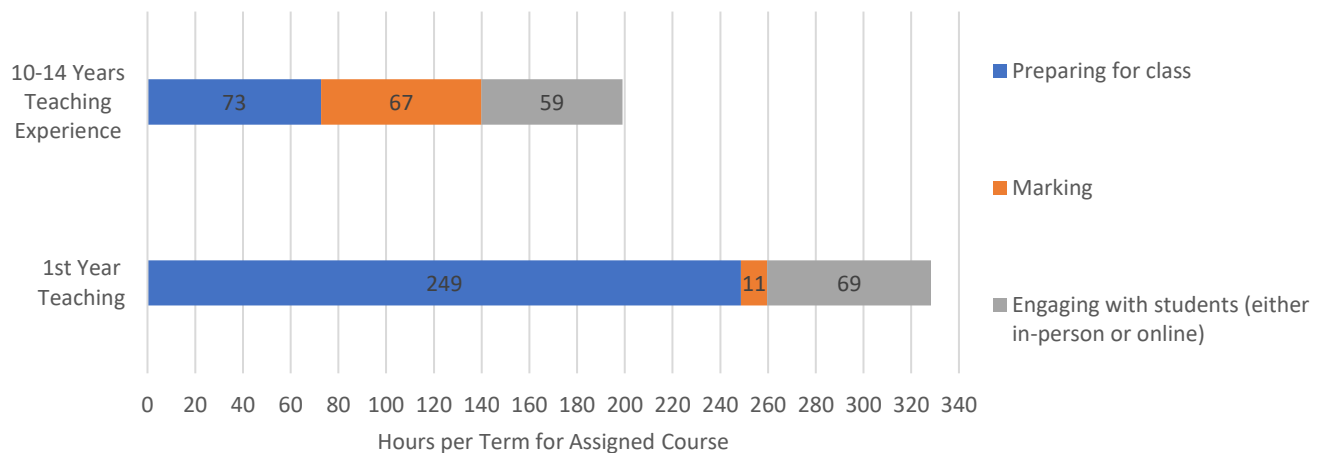


## 7 Instructor Time

Question: During a typical teaching term, please estimate the hours per term you spend on the following teaching-related activities in the course most representative of your teaching practice.



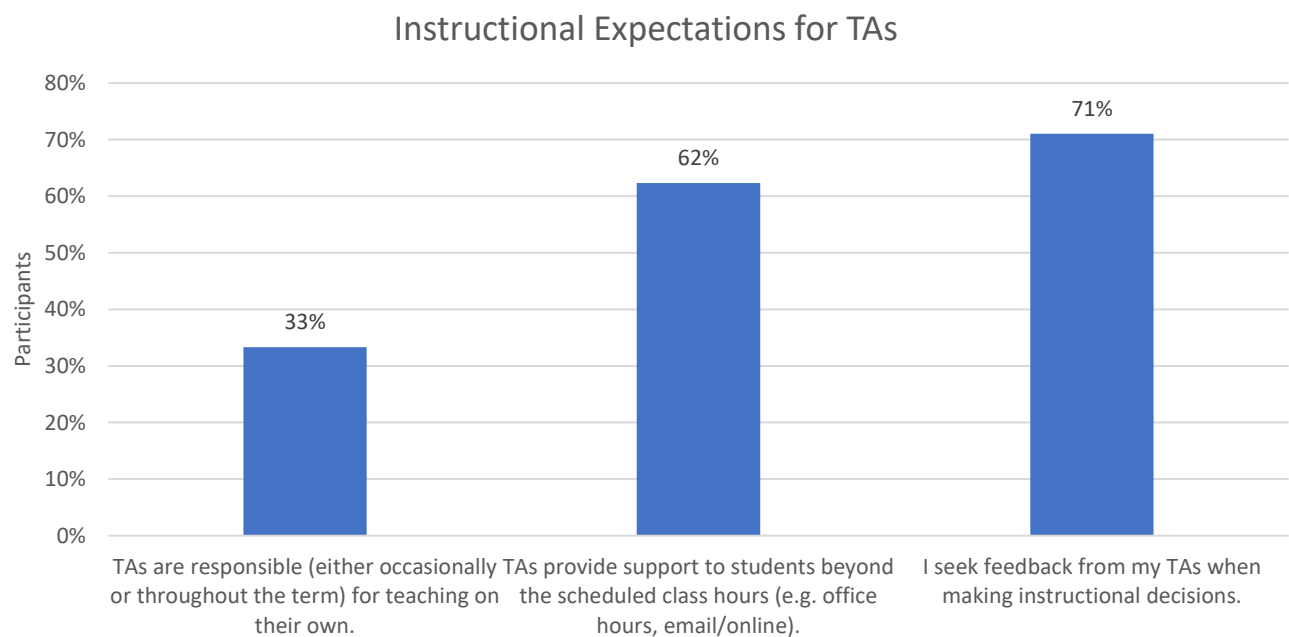
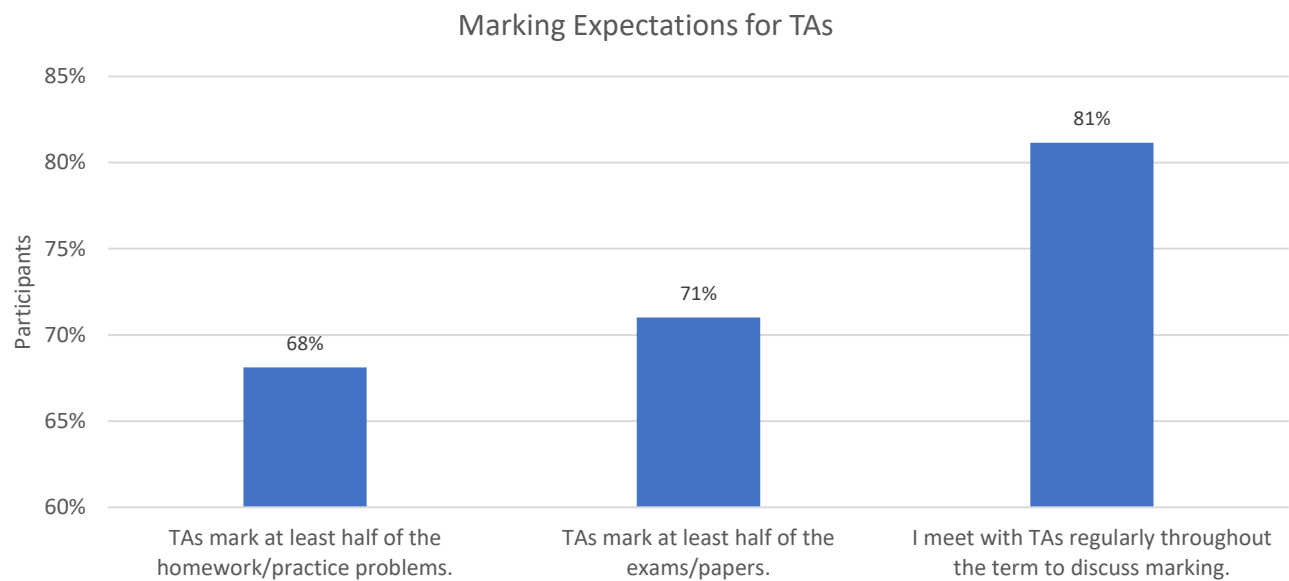
Instructor Time Spent on Course Related Activities  
Comparison of Responses by Years Teaching Experience



## 8 Teaching Assistants

**50%** of respondents reported having TAs (or others serving in a similar role) in the course most representative of their teaching practice.

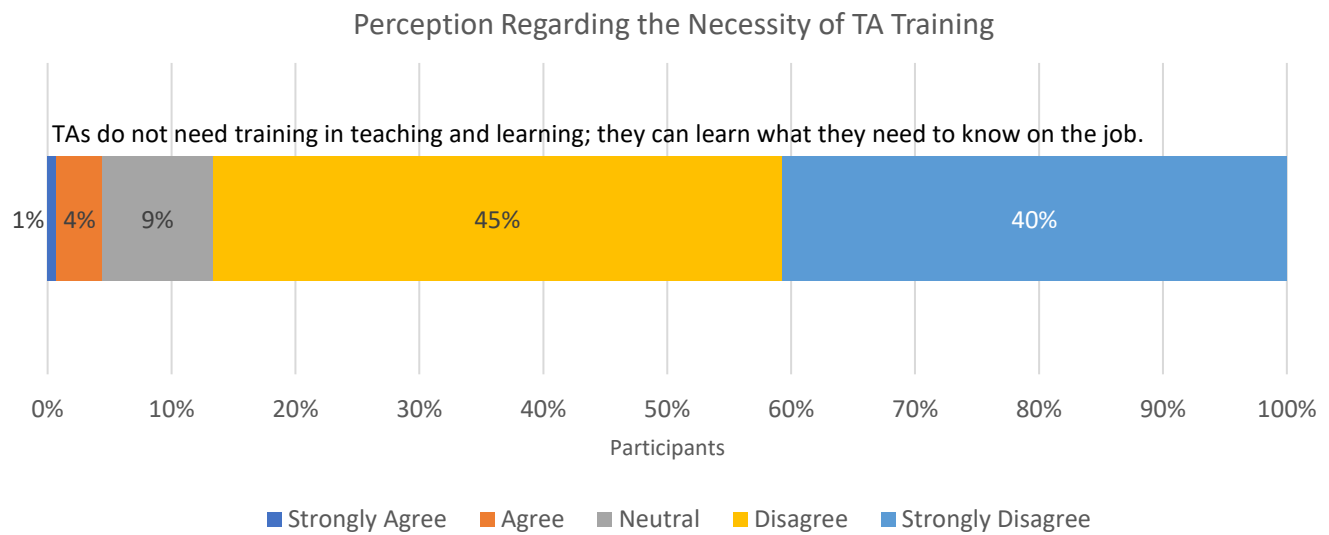
### 8.1 TA Responsibilities



## 8.2 TA Training

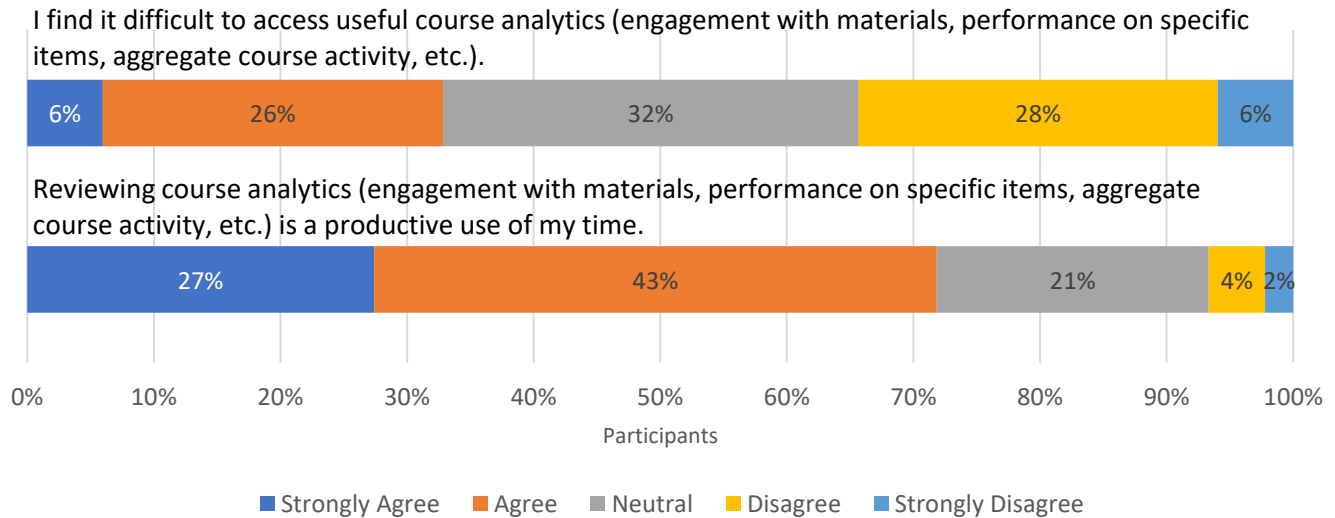
Question: TAs are required to attend either general or course-specific training before or shortly after the start of the term.

**42%** of respondents reported TAs are required to attend either general or course specific training before or shortly after the start of the term.



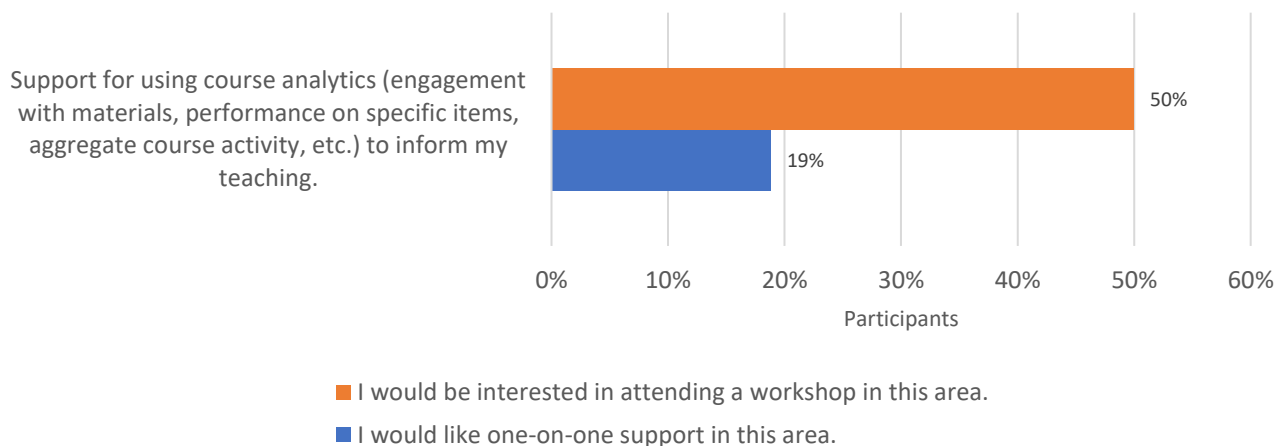
## 9 Analytics

### Perceptions Regarding Analytics



Question: To help inform professional development opportunities, we'd like to better understand the faculty interest in specialized support. Please indicate your interest in the following types of support.

### Demand for Analytics Support



## 10 Practice Improvement

### 10.1 Engagement in Practice Improvement Activities

Question: Please indicate if you have engaged in the following activities:

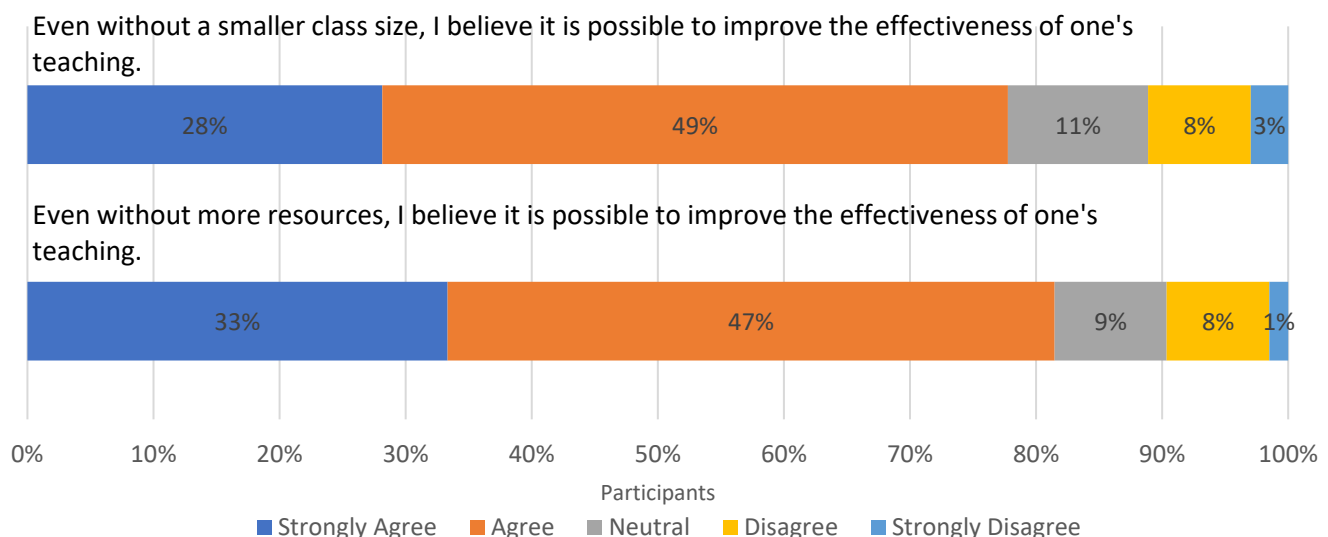
	Yes, in the past 12 months	Yes, but not in the past 12 months	No, but I'd like to
Teaching development events (i.e. talks, workshops, seminars)	49%	28%	13%
Teaching and learning-focused conferences	28%	31%	25%
Having a peer observe and provide feedback on your teaching	30%	40%	16%
Observing someone else's teaching	46%	27%	20%
Connecting with a mentor or other person to go for advice about teaching	43%	21%	22%
Connecting with a cohort of peers interested in improving teaching and learning	42%	20%	22%

**80%** agreement with the statement “I use research about student learning to refine my teaching practice.” (40% strongly agree, 41% agree)

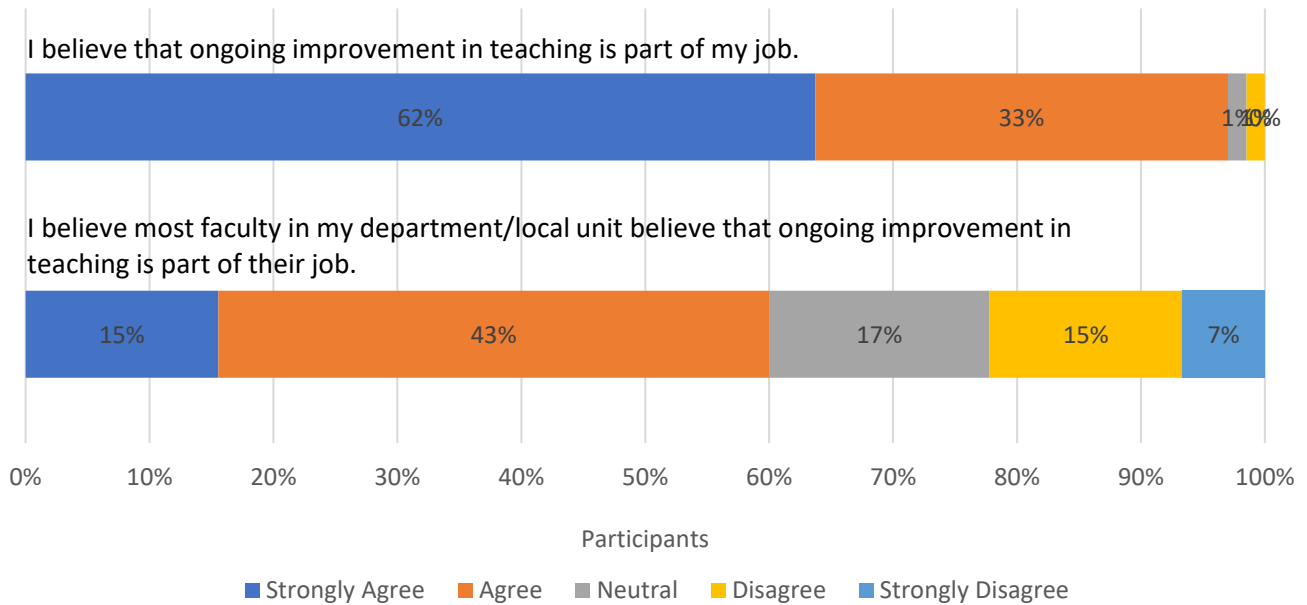
**38%** agreement with the statement “I find it difficult to incorporate innovative or new teaching practices due to the other requirements of my appointment (service, research, etc.).” (11% strongly agree, 28% agree)

### 10.2 Perceptions of the Accountability for and Factors Influencing Practice Improvement

#### Perceptions of Factors Influencing Ability to Improve Teaching



### Perceptions of Accountability for Teaching Improvement



### 10.3 Factors Influencing Teaching Practice Improvement

Question: Briefly describe one factor that has improved your teaching.

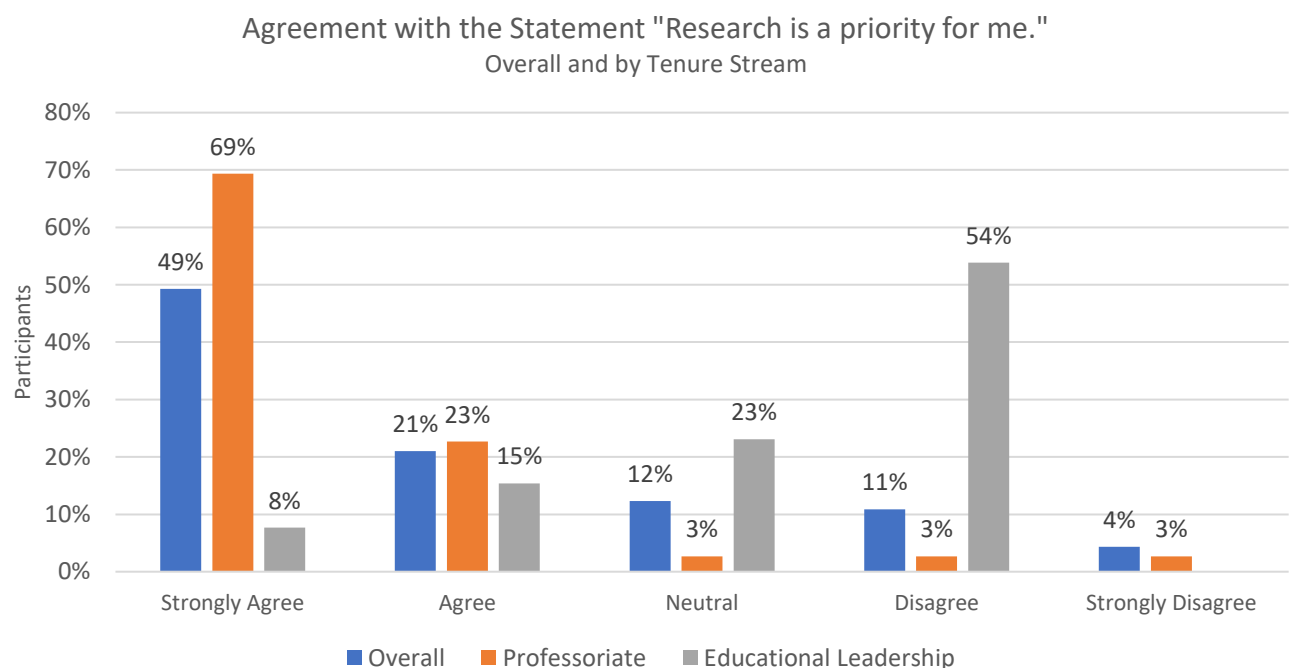
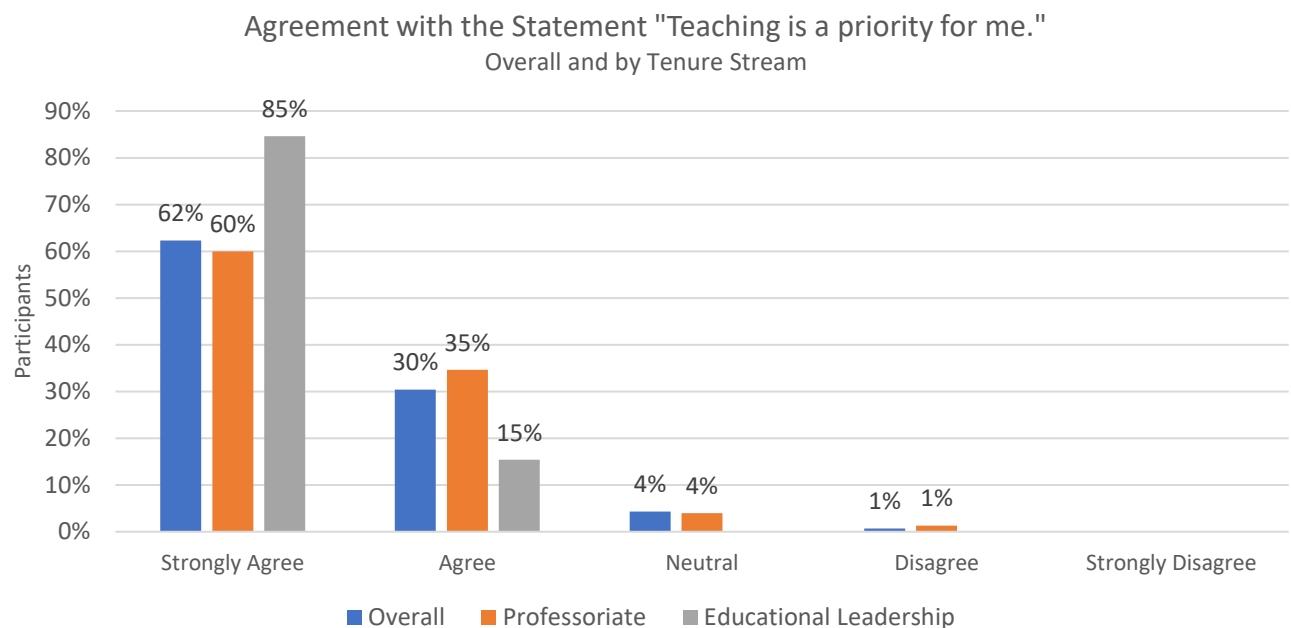
*The top five factors for improvement cited by participants are listed below. Percentage indicates the fraction of mentions based on the total responses received for this question (n=110).*

- 17%** Active engagement and discussion with other faculty
- 16%** Continuing interaction with students, responding to formal and informal student feedback
- 14%** Adding or adjusting approaches, pedagogies, or resources
- 11%** Teaching experience, personal and professional maturity
- 8%** Considering teaching a serious commitment and responsibility

For representative feedback, please see Appendix A.

# 11 Perceptions of Whether Teaching Is Valued at UBC

## 11.1 Personal Priorities

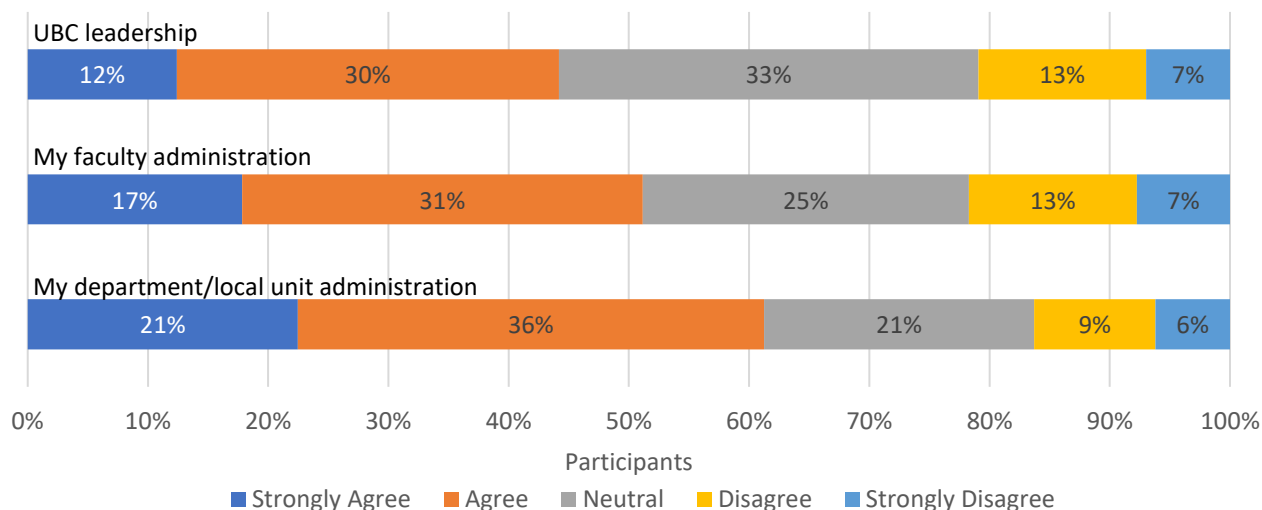




## 11.2 Perception of Institutional Recognition of Importance of Teaching

Question: \_\_\_\_ recognizes the importance of teaching by supporting faculty who want to improve their teaching

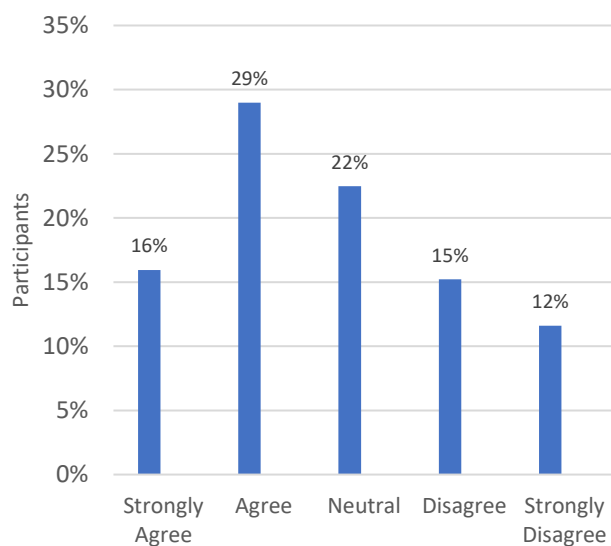
Perception of Institutional Support for Teaching Improvement



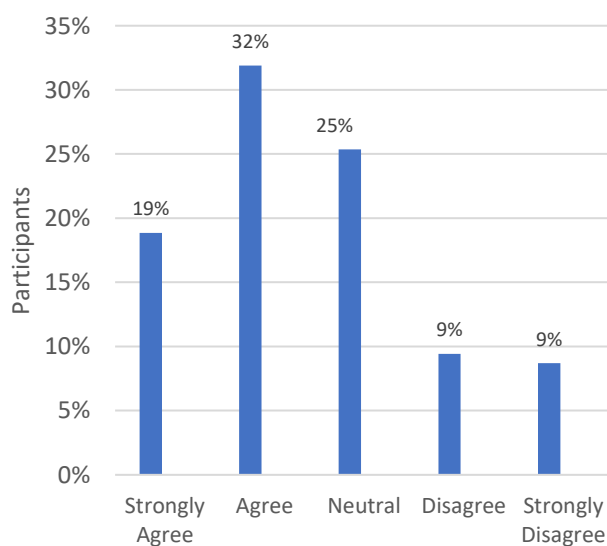
Question: In my unit, effective teaching plays a meaningful role in the annual review and salary decisions for faculty in the same stream as me.

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

Perception of Teaching's Impact on Annual Review and Salary Decisions



Perception of Teaching's Impact on Tenure and Promotion Decisions



### 11.3 Recommendations for Change

Question: What changes could be made at UBC to help you teach more effectively?

*The top five recommended changes cited by participants are listed below. Percentage indicates the fraction of mentions based on the total of responses received for this question (n=97).*

- 24%** Improvement of classrooms and teaching facilities
- 19%** Reduction in number of students per class
- 11%** Reduction in competing priorities and responsibilities as well as in yearly teaching load
- 10%** Access to better teaching and learning technology
- 10%** Institutional culture move towards recognition, value, and reward of good teaching

For representative feedback, please see Appendix B.

## 12 Contact Information

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

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## 13 Appendix A

Listed below are the top five factors for improvement cited by participants when asked to “Briefly describe one factor that has improved your teaching.” Percentage in parentheses indicates the fraction of mentions based on the total of responses received for this question (n=110).

### **1. Active engagement and discussion with other faculty (17%)**

*“My colleagues believe in innovative teaching methods and want to talk about them regularly.”*

*“Peer reviews of teaching; mentoring by others (good instructors).”*

### **2. Continuing interaction with students, responding to formal and informal student feedback (16%)**

*“My teaching improved a great deal when I realized that regardless of how much I tried to neutralize my authority, students were going to see me as an authority figure. So I had to work within and from their understanding, rather try to sidestep it in my own.”*

*“Incorporating student feedback about what works for them v. what hasn't been successful enables me to improve my teaching.”*

### **3. Adding or adjusting approaches, pedagogies, or resources (14%)**

*“Integrating lecture objectives and summary questions to help focus the students on the material that will be presented and then subsequently what they should focus on in their studies.”*

*“Using iterative animation or illustration to show complicated math concepts.”*

### **4. Teaching experience, personal and professional maturity (11%)**

*“Experience. In many years of teaching, I have learned what works well, and what doesn't. Time management is really important for the courses I teach.”*

*“Having moved all over the world and taught in 4 countries in 3 continents I feel better equipped to approach a plethora of different learners, learning styles, and diverse backgrounds with my teaching.”*

### **5. Considering teaching a serious commitment and responsibility (8%)**

*“Spending more time: I'm teaching [discipline], and being careful to review everything well in advance, learning about the material, has definitely improved my teaching.”*

*“Commitment to provide students with a fulfilling, life enriching experience.”*

## 14 Appendix B

Listed below are the top five changes cited by participants when asked to “What changes could be made at UBC to help you teach more effectively?” Percentage in parentheses indicates the fraction of mentions based on the total of responses received for this question (n=97).

### **1. Improvement of classrooms and teaching facilities (24%)**

*“Classrooms set up for discussion and collaborative work rather than lecture.”*

*“Better classrooms with natural light and moveable chairs and tables.”*

### **2. Reduction in number of students per class (19%)**

*“Administrators could realize that not all courses or programs CAN have huge numbers. Some invaluable teaching and approaches can only happen in manageable numbers.”*

*“Splitting large classes into a number of sections.”*

### **3. Reduction in competing priorities and responsibilities as well as in yearly teaching load (11%)**

*“More time to improve teaching compared to other tasks.”*

*“More time in between T1 and T2 for better preparation.”*

### **4. Access to better teaching and learning technology (10%)**

*“More up-to-date technology in the classrooms. There is a vast difference between state-of-the-art classrooms in, say, the Engineering building and the decrepit Arts building at UBCO.”*

*“Keep consistent the online platform for at least 10 years.”*

### **5. Institutional culture move towards recognition, value, and reward of good teaching (10%)**

*“Align the titles of faculty in the educational leadership stream (instructor, senior instructor) with Assistant Professor and Associate Professor (of Educational Leadership) to more accurately reflect their role.”*

*“Foster a culture that actually values teaching undergraduate students and reflect this more meaningfully in the tenure/promotion process as well as the merit process.”*