Report on Inclusive Excellence in Educational Leadership at UBC

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September 2021

THE UNIVERSITY OF BRITISH COLUMBIA

Inclusive Excellence in Educational Leadership

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1 Executive Summary

This document reports on the formation, process and recommendations from a survey led by Karen Ragoonaden, Senior Faculty Advisor to the President (Okanagan) in consultation with faculty members in the Educational Leadership (EL) stream at the University of British Columbia (Vancouver and Okanagan campuses) between January 2021 and August 2021.

In recognition of arising issues relating to the definition and application of Educational Leadership, the mandate of the survey was to gain a greater understanding of roles and responsibilities of faculty in this rank (section A of the survey), to identify systemic supports and systemic barriers impacting career progression of EL faculty and to proceed with a request for self-identification to determine who populates this stream (section B of the survey).

The survey consisted of an eight-item questionnaire that included demographic information as well as measures pertaining to work roles, value of the work, opportunities, supports, and resources. Included in the survey were two open-ended questions where participants were invited to elaborate on challenges and rewards. All responses were recorded anonymously.

This survey is positioned in the Equity, Diversity and Inclusion initiatives from the UBC President's Office. The work was guided and conducted through a lens of anti-racism, human rights and social justice. Along with the Faculty Senior Advisor to the President, four executive members of the Educational Leadership Network Engagement Team (ELNET) served on a working committee to define the parameters of the survey, to participate in the analysis of the responses and to collaboratively develop the recommendations.

Faculty members in the Educational Leadership (EL) rank were invited to complete the survey between April and May 2021.

This report details the results of the survey and provides recommendations and actions to support the professional and academic experiences of tenure-track and tenured Educational Leadership stream faculty.

Within the context of the survey responses, priority was given to the clarification of what EL is and how it is understood by the campus community. Further understandings about the wide breadth of Educational Leadership activities emerged. Consideration given to how EL relates to (but is distinct from) service in teaching and learning activities arose as well. Lastly, suggestions about the documentation of the impact of EL activities along with the evidence used to support narratives of impact were evident.

Three recommendations arose from the survey responses:

Theme 1: Promote Workload Sustainability for Educational Leadership Faculty

Theme 2: Develop Shared Understandings of the Educational Leadership Stream

Theme 3: Support the Scholarship of Teaching and Learning and Disciplinary Research in the Educational Leadership Stream

The Faculty Senior Advisor to the President (Okanagan) and a working group comprised of members below led this initiative.

Karen Ragoonaden, Senior Faculty Advisor to the President (UBC O)

Silvia Bartolic, Co-Chair, UBC Educational Leadership Network (UBC V)

Jannik Haruo Eikenaar, Co-Chair, UBC Educational Leadership Network (UBC O)

Ayaka Yoshimizu, Communication and Membership Coordinator, UBC Educational Leadership Network (UBC V)

Sally Stewart, Mentorship Coordinator, UBC Educational Leadership Network (UBC O)

Elizabeth Saville, Project Manager, Ph.D. candidate UBC

Context

Response Rate

45%

Of 405 Educational Leadership Faculty across UBC Vancouver and UBC Okanagan, 183 survey responses were received representing a 45% response rate.

According to UBC Factsheet (2019-2020), a total of 6282 faculty work across both UBC campuses: 5,711 professors are on the Vancouver campus and 571 professors are on the Okanagan campus. Of the 6282 professors, 405 faculty, that is 6.4%, across both UBC's campuses are in the Educational Leadership stream. On the UBC Vancouver campus, 348 faculty, that is 6.1% of faculty, are in the EL stream. On the Okanagan campus, 57 faculty, that is 10% of faculty, are in the EL stream. One hundred and eighty-three (183) EL faculty members responded to this survey. This 45% response rate is considered to be exceptional and indicative of the importance of this work.

In terms of self-identification across both campuses, of the 105 survey respondents who selected to identify gender diversity, fifty-eight (55.2%) identified as women, forty-two (40%) as men, five (4.8%) as non-binary. One (0.95%) of those respondents further identified as transgender. Of the 103 respondents who selected to identify sexual diversity, nineteen (18.4%) respondents self-identified as LGBTQT. Upon further analysis, percentages of self-identification according to gender and sexual diversity remained consistent across each campus. However, since 37% of respondents chose not to identify their campus, this distinction is not always represented in the data.

Additionally, out of 112 survey respondents who selected to self-identify according to ethnicity, six (5.3%) identified as Indigenous, twenty-eight (25%) as racialized and sixteen (14.3%) identified as persons with disabilities. These numbers varied across campuses. Of those participants who also identified as working at the Vancouver campus, 5% selected to self-identify as Indigenous, 39% as racialized and 22% as persons with disabilities. Alternately, for those who also identified working on the Okanagan campus, 9% selected to identify as Indigenous, 33% as racialized and 4% as persons with disabilities.

According to the UBC Employment Equity Report (2019) and the Canadian University Teachers (CAUT) Report on Equity and Diversity (2018), these findings represent a slightly to much higher percentage of equity-deserving designated groups amongst the Educational Leadership faculty.

2 Introduction

At the University of British Columbia (UBC), tenure-track faculty are hired in one of two streams: Professoriate (focus on research, teaching, service) and Educational Leadership (focus on educational leadership, teaching, service).

Effective July 1, 2011, the rank of Professor of Teaching was introduced into the Educational Leadership stream. Comprised of the ranks of Assistant Professor of Teaching, Associate Professor of Teaching, and Professor of Teaching, this new stream reflected the commitment of the University to provide evidence of excellence in teaching, demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives. It was expected that faculty in the EL stream would keep abreast of current developments in their respective disciplines, in the field of teaching and learning and that these meritorious actions would be recognized and rewarded. (Professor of Teaching, Guidelines, p. 1. See Appendix B; UBC Collective Agreement 2019-2022, articles 3.03; 3.04; 3.05).

The University recognized the lack of experience in interpreting and applying the criteria of the Educational Leadership stream to promotion and tenure processes. While guidelines were provided to offer assistance in supporting faculty and academic units, criteria were suggestive in nature and not intended to be exhaustive or directive. Evidence supporting merit and promotion varied, depending on the discipline and the Faculty. In fact, each discipline had its own specific interpretation of the criteria for career progression. At that time, there existed an anticipation that the expectations for this new rank would evolve and develop as cases came forward and are considered. Ten years later, the interpretation and application of the criteria are still variable and suggestive in nature.

This survey intends to explore the impact of the suggestive nature of guidelines associated with workload and career progression of faculty in the Educational Leadership rank.

3 Summary of Recommendations

The following table provides an overview of recommendations based on survey responses. For a more elaborate discussion of recommendations, please refer to Section 7 Recommendations.

RECOMMENDATIONS	
Theme 1: Promote Workload Sustainability for Educational Leadership Faculty	1) Support work-life balance 2) Improve perception of Educational Leadership 3) Reduce teaching loads in favor of Educational Leadership initiatives
Theme 2: Develop Shared Understandings of the Educational Leadership Stream	1) Provide and improve access to on-going, high quality, relevant mentorship for Educational Leadership faculty 2) Recognize accomplishments/initiatives of Educational Leadership faculty 3) Support nominations for Teaching and Educational Leadership Awards
Theme 3: Support for the Scholarship of Teaching and Learning and Disciplinary Research	1) Increase funding for Scholarship of Teaching and Learning and for disciplinary research 2) Develop and support awards focused on Educational Leadership 3) Support and advance disciplinary research 4) Provide membership in the Faculty of Graduate and Postdoctoral Studies and the College of Graduate Studies

4 Definitions of Key Terms

Educational Leadership (EL):

At UBC, Educational Leadership is defined as "an activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one's classroom." This agreed-upon definition is the result of a collective agreement between the University of British Columbia and the Faculty Association of UBC. https://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/

According to the UBC's Collective Agreement 2019-2022, Part 4, article 4.04:

a) Educational leadership includes but is not limited to such things as:
- application of and/or active engagement in the scholarship of teaching and learning;
- significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation and other initiatives that extend beyond the member's classroom and advance the University's ability to excel in its teaching and learning mandates;
- teaching, mentorship and inspiration of colleagues;
- formal educational leadership responsibility within Department/Program/Faculty;
- organization of and contributions to conferences, programs, symposia, workshops and other educational events on teaching and learning locally, nationally and internationally
- contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals, or other resources; and
- other activities that support evidence-based educational excellence, leadership and impact within and beyond the University.

b) Judgment of educational leadership is based mainly on the quality and significance of the individual's contributions.

Educational Leadership Faculty Ranks:
https://www.facultyassociation.ubc.ca/members/educational-leadership-stream/

Assistant Professor of Teaching:

Appointment to this rank typically requires the completion of academic qualifications, evidence of ability and commitment to teaching and the promise of educational leadership. An Assistant Professor of Teaching who is in the fifth year of appointment can be promoted to the rank of Associate Professor of Teaching.

Associate Professor of Teaching:

Appointment to this rank requires evidence of excellence in teaching, demonstrated educational leadership, involvement in curriculum development and innovation, and other teaching and learning initiatives. An Associate Professor of Teaching can be promoted to Professor of Teaching in the fifth or subsequent years in rank.

Professor of Teaching:

Appointment at or promotion to the rank of Professor of Teaching requires evidence of outstanding achievement in teaching and EL, distinction in the field of teaching and learning, sustained and innovative contributions to curriculum development, course design and other initiatives that advance UBC's ability to excel in its teaching and learning mandate.

UBC Educational Leadership Network:

A community of Assistant Professors of Teaching, Associate Professors of Teaching, and Professors of Teaching at the University of British Columbia committed to the celebration of educational leadership, innovation and excellence in teaching and learning sharing of information, resources, expertise, and ideas within the university community and beyond support and promotion of the Educational Leadership stream.

Educational Leadership Network Engagement Team (ELNET):

The Educational Leadership Network Engagement Team (ELNET) is made up of Assistant Professors, Associate Professors, and Professors of Teaching at UBC committed to:

- promote the exchange of teaching and learning practices across the university and beyond
- facilitate mentorship among colleagues
- host events that showcase teaching and learning and foster professional development and engagement with the Scholarship of Teaching and Learning.

5 Formation and Context of the Survey

The mandate of the Senior Faculty Advisor to the President (UBC O), Dr. Karen Ragoonaden, was to co-develop projects advancing the strategic plan: *Shaping UBC's Next Century 2018-2028*. Within the context of this role, the intent was to advise the President's Office on topics and issues identified by faculty at UBC O with an overarching goal to solidify relations between both UBC campuses. The EL survey is representative of this mandate and focuses on Strategy 4* from UBC's Strategic Plan: Inclusive Excellence: *Cultivate a diverse community that creates and sustains equitable and inclusive campuses.*

Objective: To cultivate equitable and inclusive spaces where respectful, reciprocal, responsible and relevant discourses and practices are present.

Proposal: Inclusive Excellence in Educational Leadership

1) Commitment to support and improve equity, diversity and inclusion (EDI) practices in the academic and professional communities of the Okanagan campus

2) Refer to anti-racism, decolonizing and Indigeneity philosophies and praxis to inform the outreach initiatives

3) Actively co-create and co-develop action-based initiatives on campus and on social media like speaker series, forums, and podcasts, and websites bringing all voices together to share experiences and resources

4) Outreach activities informed by on-going initiatives created by units and departments on the Vancouver and Okanagan campuses

5) Refer to UBC Strategic Plan, Strategy 4 (see below)

UBC Strategic Plan 2018-2028. People and Places. Strategy 4

We will review and revise policies, practices and services to reflect our commitment to diversity, equity and inclusion. **We will expand learning opportunities for staff and faculty to maximize awareness and understanding of these principles. We will assess the UBC landscape to identify areas needing focussed attention, including systems, structures and processes that can be improved to facilitate better access and success**. Enhanced diversity in leadership is a core enabler of effective university governance, and we will seek to create equitable opportunities for advancement and selection. We will promote continued research on issues connected with diversity, equity and inclusion, including disability studies. And we will establish and implement visible, system-wide accountability mechanisms and metrics that help us assess and manage our progress towards Inclusive Excellence.

6 *Process*

MEMBERSHIP	
Dr. Karen Ragoonaden	Professor of Teaching, Senior Faculty Advisor to the President (Okanagan)
Dr. Silvia Bartolic	Associate Professor of Teaching, Department of Sociology, Faculty of Arts; UBC-V
Dr.Jannik Eikenaar	Associate Professor of Teaching and EDI Advisor, School of Engineering; UBC-O
Dr. Sally Stewart	Associate Professor of Teaching, School of Health and Exercise Sciences, Faculty of Health and Social Development, UBC-O
Dr. Ayaka Yoshimizu	Assistant Professor of Teaching, Department of Asian Studies and UBC-Ritsumeikan Academic Exchange Program, Faculty of Arts, UBC-V
SUPPORT	
Elizabeth Saville	Graduate Research Assistant, Okanagan School of Education

Meetings

Jan 2021

February 2021

March 2021

April 2021
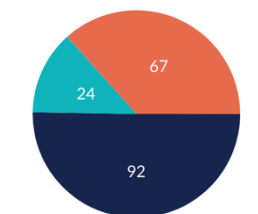
May 2021

June 2021

July 2021

August 2021

# Figure 1: Survey Respondent Constituencies

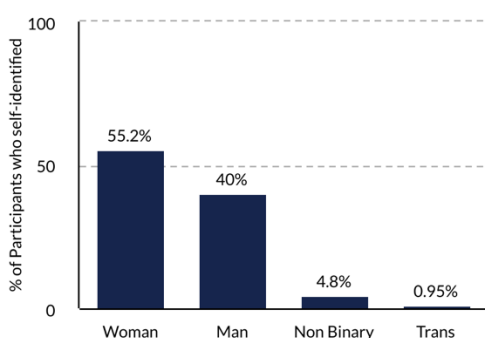## Total Survey Respondents: 183

- UBC Vancouver (50.27%)
- UBC Okanagan (13.11%)
- Campus not disclosed (36.61%)

348 faculty in the Educational Leadership stream at UBC Vancouver. There are 57 faculty in the Educational Leadership stream at UBC Okanagan. The total survey respondents represents a response rate of 45%.

Current Educational Leadership Rank
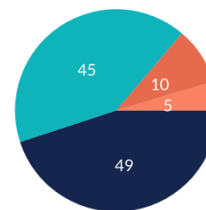
- Associate Professor of Teaching (44.95%)
- Assistant Professor of Teaching (41.28%)
- Professor of Teaching (9.17%)
- Other (4.59%)

Self Identification: Of the survey respondents who selected to gender identify, 55.2% identified as women, 40% as male, 4.8% as non-binary, and 0.95% as trans. In addition, 18.4% of respondents self identified as LGBTQT.
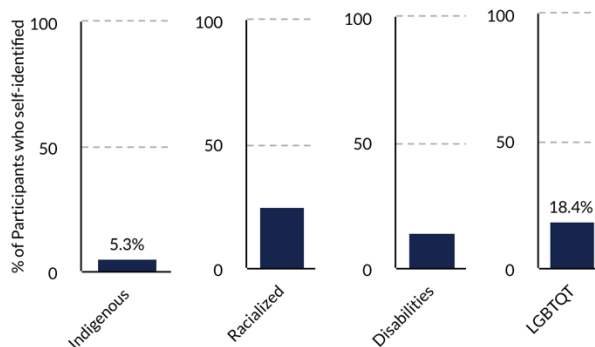
Self Identification: Of those participants who selected to self-identify, 5.3% of survey respondents identified as Indigenous, 25% as racialized and 14.3% as persons with disabilities.

Faculty Participation
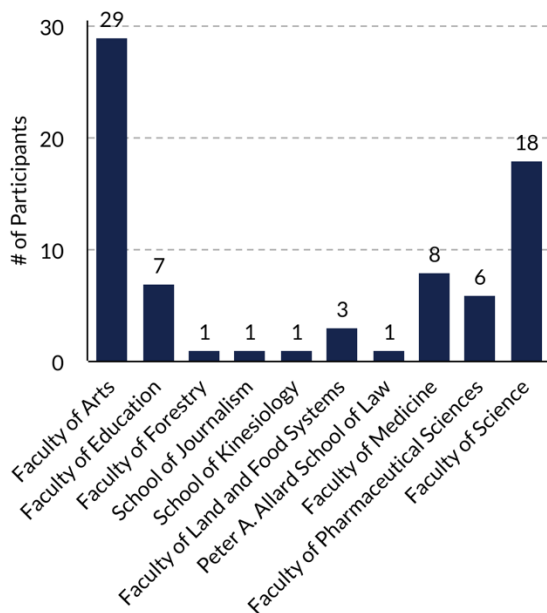
Year of Initial EL Stream Employment with UBC
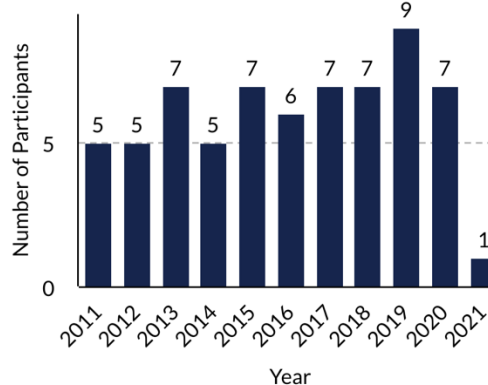
Educational Leadership faculty were reported to represent a diversity of faculties, with the Faculty of Arts and Faculty of Sciences as being the most prevalent. Survey respondents represented a broad range of initial employment.

7 *Recommendations*

Results were collated and analyzed using data gathered through the survey in April and May 2021. This information was used to develop recommendations. The recommendations are grouped into three themes:

- **Theme 1: Promote Workload Sustainability for Educational Leadership Faculty**
- **Theme 2: Develop Shared Understandings of Educational Leadership Stream**
- **Theme 3: Support for the Scholarship of Teaching and Learning and Disciplinary Research**

The recommendations are structured as descriptions of suggested changes. In the case of recommendations that are more descriptive or abstract, an action item is provided to serve as a concrete guideline for implementation. While organized thematically, the recommendations are intended to be considered simultaneously and in total.

Recommendation for Theme 1:
Promote Workload Sustainability for Educational Leadership Faculty

> *"I really love this role. I am very happy that UBC has EL faculty and that I am one of them… this is precisely the sort of work I really enjoy. But that doesn't mean some things couldn't be better."*

Actions:

1) **Support work-life balance**

2) **Improve perception of Educational Leadership**

3) **Reduce teaching loads in favor of Educational Leadership initiatives**

Survey Results

Educational Leadership faculty communicated satisfaction with being able to centre their workload and career on teaching and in working with undergraduate students. As participants explained:

> *I appreciate the teaching – it really reflects where my passion and interests lie.*

> *I really enjoy working with the students and find great energy and reward from my interactions with them.*

> *Building and teaching courses is very rewarding, but the biggest reward is the students – our undergraduate students are the best.*

However, issues relating to workload were identified. Specific mention was made of the lack of time dedicated to Educational Leadership initiatives outside of teaching and service.

Participants reported that annual workload consisted of an average of 59% teaching, 20% Educational Leadership and 21% service.

Yet, these numbers do not accurately reflect the university-wide expectations of 80% teaching and 20% service. As one survey respondent explained:

> *as far as I know our breakdown is still 80-20 (teaching-service), and there is no place for doing EL in there, so we are stuck with part of our job that we don't have time to complete*

Educational Leadership Reported Workload

21% Educational Leadership

20% Service

59% Teaching

Another participant described this disconnect as:
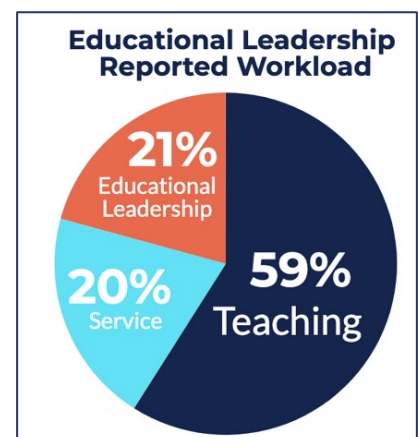
there doesn't seem to be a system at UBC to quantify workload, so Ed Leadership opportunities/services commitments just sort of pile up on top of other responsibilities

The expectations for tenure and promotion in this stream, were perceived by many respondents to be unrealistic given the required teaching load. As one participant described, "I am expected to produce EL for promotion and tenure, but my workload allocation is 80% teaching and 20% service - zero EL."

Work-Life Balance

Within these parameters, work-life balance was hard to achieve. One participant described engaging in "70-80-hour weeks [which were] not uncommon given 3 courses + EL + service." Another recounted spending "a lot of time with teaching and service tasks, and educational leadership tasks are often done off the side of my desk." As one participant explained:

> *Expectations that we do educational leadership activities without adequate time to actually do them. We have higher teaching loads than research faculty, which is okay since teaching is an important part of our roles, but at the same time sometimes it seems like we are expected to do a very high amount of educational leadership on top of that. It means a great deal of overwork just to live up to expectations for merit, tenure, promotion.*

Improve Perception of Educational Leadership

When asked to describe which aspects of their workload held departmental value in terms of merit and/or promotion, responses included variations based on their understandings of what constitutes Teaching, Service and Educational Leadership.

Most consistently, participants referred to the increased value placed on educational leadership and excellence in teaching, and a decreased value placed on service. For example:

> *"My dept. is very balanced in its recognition of service and teaching in consideration of merit, but I believe that as I go up for promotion the focus will shift to evidence of educational leadership impact in and outside of our department."*

> *Department considers all aspects: Teaching (mostly through [Student Evaluation of Teaching] SEoT scores, awards, etc), [Educational Leadership] EL ([Scholarship of Teaching and Learning] SoTL publications, course development, etc) and service to a lesser extent (committee work, outreach, etc).*

Interestingly, only 46% of participants rated the amount of departmental service that was expected from EL faculty to be as least somewhat reasonable.

Many participants perceived Educational Leadership (EL) to hold more value than teaching. For example, one respondent explained,

> Educational leadership is weighted as heavily or more so than teaching in terms of both merit and promotion. My teaching load has not changed to accommodate these expectations. What constitutes meaningful educational leadership is often research since I am evaluated by research faculty.

Research in EL was described to include both scholarship and publications. This focus on the value of research as EL was echoed by other respondents. As another participant described:

> I think EL is the most valued specifically in the form of publications. I'm not sure teaching scores help with merit… Service feels thankless.

> My dept is very balanced in its recognition of service and teaching in consideration of merit, but I believe that as I go up for promotion the focus will shift to evidence of educational leadership impact in and outside of our department.

Focus on Teaching

In contrast, other participants recounted the value that teaching holds over EL to merit and promotion within their departmental contexts. In particular, Student Evaluations of Teaching were described to hold significant value for many in determining levels of excellence in teaching. As another respondent recounted:

> I think the formal leadership of programs within the department is valued, as well as teaching (primarily around teaching eval scores) and some curriculum development. I think my department does not well understand (therefore does not value as much) contributions to SOTL, faculty development, applications of new learning technology, applications of SOTL, etc.

Lack of Time to Engage in Educational Leadership

A consistent theme across survey responses was a perceived lack of time within EL faculty schedules to engage in the Educational Leadership related work valued in career advancement:

> The thing I would need the most, and have the least of, is time.

In total, **54% of respondents disagreed that they are provided adequate resources to advance their careers** and often cited unsustainable workloads as the factor that most limited the quality and scope of their work. As one participant recounted:

> I believe I have regularly been passed over for leadership opportunities in my faculty because my capacity is considered limited due to an unsustainable workload and I have been told when I advocate for a sustainable workload,

support, and other opportunities that I should stop doing any other work outside my clinical role (ie: not engage in Educational Leadership - the very work that will advance my career and ensure I make Full Professor of Teaching - or that if I do not do this work then I will just be forcing another Indigenous person to do it because I am not willing to and/ or cannot seem to cope.

Even when funding opportunities were available, time allocation continues to be a constraint on ability to advance careers. For example, one participant explained how a shift in teaching time might allow for a greater emphasis on the Educational Leadership work that is valued in career advancement:

There are funding opportunities available, and I appreciate how the University has made undergraduate teaching a priority. Unfortunately, I do not have the time to apply or carry out these projects! A course load of five courses, as well as teaching multiple sections of the same course, would radically change my workload and allow for educational leadership to take a more central role.

Perceived Reasonableness of Workload

Figure 2. Survey Data: Perceived Reasonableness of Workload
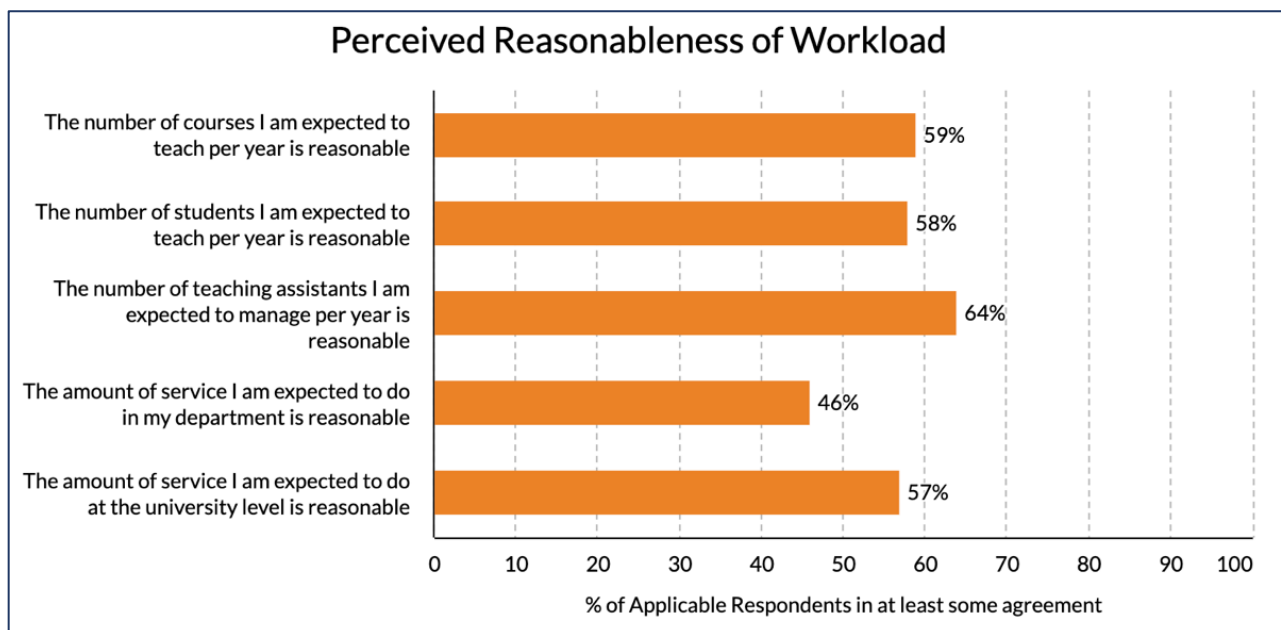
While 59% of participants reported that the number of courses they are expected to teach per year is reasonable, qualitative data collected included perceptions that teaching load should be reduced. As one respondent explained:

The EL job changed when the Prof of Teaching rank was introduced and EL was required for tenure and promotion. Many of my research faculty colleagues do not understand the job, but think they do. This creates a lot of frustration for me. Some departmental colleagues have made it clear recently that they only value our

teaching and do not want to support any EL activities via releases or funding. Our teaching load is the same as it was before EL was an expectation, and our class sizes are WAY bigger. Something's got to give. Right now the job expectations do not match the resources we are given alongside our teaching load.

Those in the EL stream described feeling stretched and exhausted.

I feel like I am doing the job of 2-3 people, and I am so very, very tired

I get a lot of awards and recognition. I get merit all the time. I feel like I'm very well respected. I'm just tired now.

Reduce Teaching in Favor of Educational Leadership

As a result, many respondents identified needed changes in the teaching requirements of educational stream faculty to protect EL faculty time for engagement in a thoughtful approach and actions to progress EL development. Participants suggested actions such as reducing course loads even by a single class, making course release more available to EL faculty, or introducing UBC-wide guidelines for the types and number of courses in terms of perpetuating an equitable EL faculty workload. For example, participants suggested:

Protected time in terms to pursue and thoughtfully engage in educational leadership endeavors

Reducing my expected teaching load so I can afford to spend time on EL activities (rather than doing them in addition to a full teaching load)

A lighter course load, and incorporating consideration of the nature of those courses in terms of workload if we want this stream to excel and for the University to be a national and global leader in education as well as research

Time release from teaching could be more readily available

Setting realistic expectations would help

Recommendation for Theme 2:

Develop Shared Understandings of the Educational Leadership Stream

> *"I appreciate all the work that has been done to create this very important category…It is unfortunate that there is still a lack of understanding both within and outside of UBC as to what these roles are really about and how Educational Leadership is defined."*

Actions

1. **Provide and improve access to on-going, high quality, relevant mentorship for EL faculty**
2. **Recognize accomplishments/initiatives of Educational Leadership faculty**
3. **Support nominations for Teaching and Educational Leadership Awards**

Survey Results

Throughout survey responses, survey participants described perceived individual, departmental and UBC-wide confusion around what constitutes Educational Leadership contributions. Further, respondents often attributed the confusion to a devaluation of the role. Broad conceptions of Educational Leadership were described to lead to a "lack of understanding about the value of what we do." As one participant explained:

> *There is also confusion about what is an EL contribution and what isn't - leading to a depreciation of the value of the stream and of the kinds of contributions.*

Participants described that when departmental leaders and colleagues do not understand what Educational Faculty do and are expected to do. EL faculty receive minimal guidance and support from leadership and are often left feeling undervalued in difficult work environments.

Survey respondents suggested that increased departmental training in the requirements for tenure, promotion and merit in the EL stream and indicated a need for both departmental leadership and research stream faculty to become more knowledgeable about the educational leadership content of the EL faculty contract. As one participant described:

> *there needs to be more of a university-wide initiative to make sure that all Heads/Directors understand what the Ed Leadership stream is and how to support their faculty and to make visible the work that we already do.*

Survey respondents further suggested the promotion of EL onboarding activities to provide necessary mentorship, connections, and support for EL faculty members. For example, one participant recommended:

> a series of workshops on EL that feature seasoned EL faculty sharing advice, projects, stories" and explain that "this would not only help orient new faculty, but help faculty in their first 5 years re-connect with the EL community.

Respondents also indicated a need for open and explicit support by UBC for EL faculty. One participant suggested that:

> having a directive from the university or faculty level to support EL faculty members would allow timid department leadership to enact it, as department leadership could then deflect responsibility to the faculty level.

Respondents to this survey strongly indicated a general lack of understanding about the role and expectations of Educational Leadership faculty by university leaders, departmental leaders, research stream colleagues, undergraduate and graduate students, and even by those in the role themselves.

These mixed understandings about the roles and expectations of EL faculty contributed to a lack of awareness about the type of work required in this stream. This was described by EL faculty as "unclear expectations and understanding of the role" and "unclear understanding of how educational leadership activities compare with research expectations" and the "distribution of teaching/administrative leadership and service assignments".

EL leaders themselves reporting confusion over their faculty role. For example, one participant explained:

> I think the biggest thing I find is that my overall purpose is really not clear. Research faculty it is clear what the expectations are. They can do anything they want, anywhere, as long as it produces papers, grants, HQP etc... That can be local, global, with UBC colleagues, or not, whichever leads to the greatest output and success. Ed Leadership, it is really not clear. There is not real clarity over the whole education research question. I feel there is an unwritten assumption that the educational leadership we do is to be done inside of UBC to improve UBC. Or, more so, even inside your own department even. It is not clear if I have equal freedom to do educational leadership work anywhere I want, with anyone I want, at UBC or not.

Lack of mentorship

Misunderstanding of the impact of EL faculty within campus and beyond campus was attributed in survey responses to a **lack of departmental support and mentorship**. While some respondents recounted instances of strong departmental support and

mentorship, only 42% of respondents agreed that they have been provided adequate opportunities to receive mentorship in the areas of teaching and learning and only 23% agreed that they have been provided mentorship in their areas of research. Finding strong EL mentorship was identified as a challenge, as many departmental leaders themselves do not understand the role. Participants described their challenge in finding sufficient mentorship:

> *I have very little peer support. I was lucky to find a mentor from the research stream that understood what the EL stream is meant to be and could champion for me in certain promotion decisions.*

> *The biggest challenge, especially early on, was a lack of clear guidance on what I should be doing and how it should be valued.*

> *EL is not yet clearly defined, it would be good to have training and collaborations with others who have gotten tenure.*

Respondents attributed a lack of mentorship to a disconnect in understanding the differing mentorship needs of the Educational Leadership stream and the Research stream at the departmental level. For example, one participant explained:

> *There is also a fundamental lack of understanding about what the Ed Leadership stream entails from folks in Research Streams which makes it harder to negotiate support or mentorship at the department level and requires us to seek it out ourselves - this is often a lot more work in an already overwhelming workload.*

Figure 3. Survey data: Perceptions of Mentorship
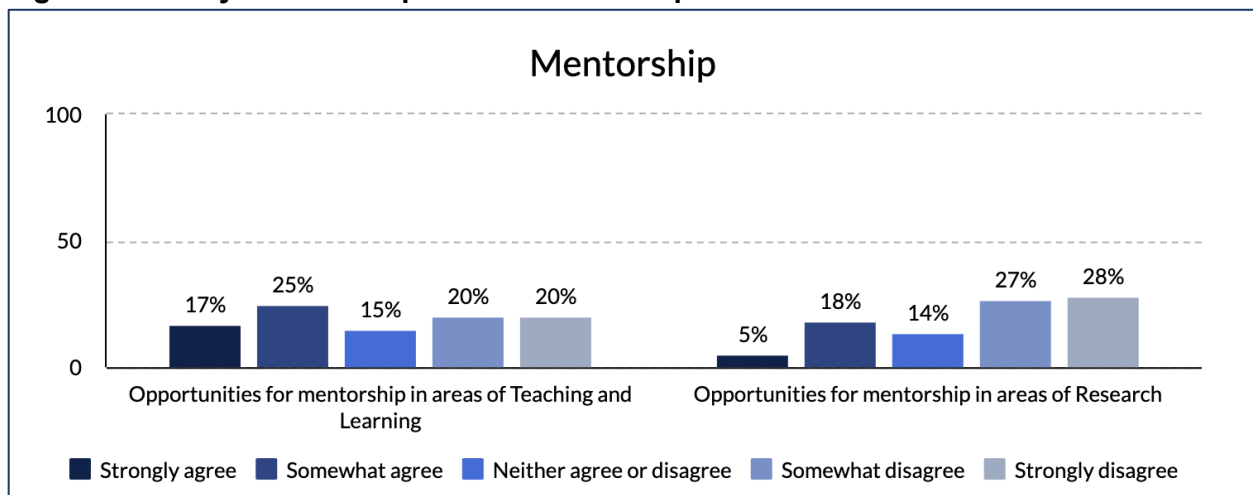
While a few respondents recounted instances of strong mentorship within their own faculties, many described a lack of assigned mentorship targeted to the demands of the Educational Leadership stream. As another respondent described:

I feel that there was a lack of appropriate mentoring upon entering the role. It felt more like research faculty trying to tell me what to do in the role without having a proper understanding of educational leadership.

While 67% of survey respondents agreed that they felt supported by their department chair, some attributed a lack of support, once again, to a misunderstanding of the role of the Ed Leadership stream. Departmental Head support was described to pertain more to the person in the role than to departmental standards. As participants described:
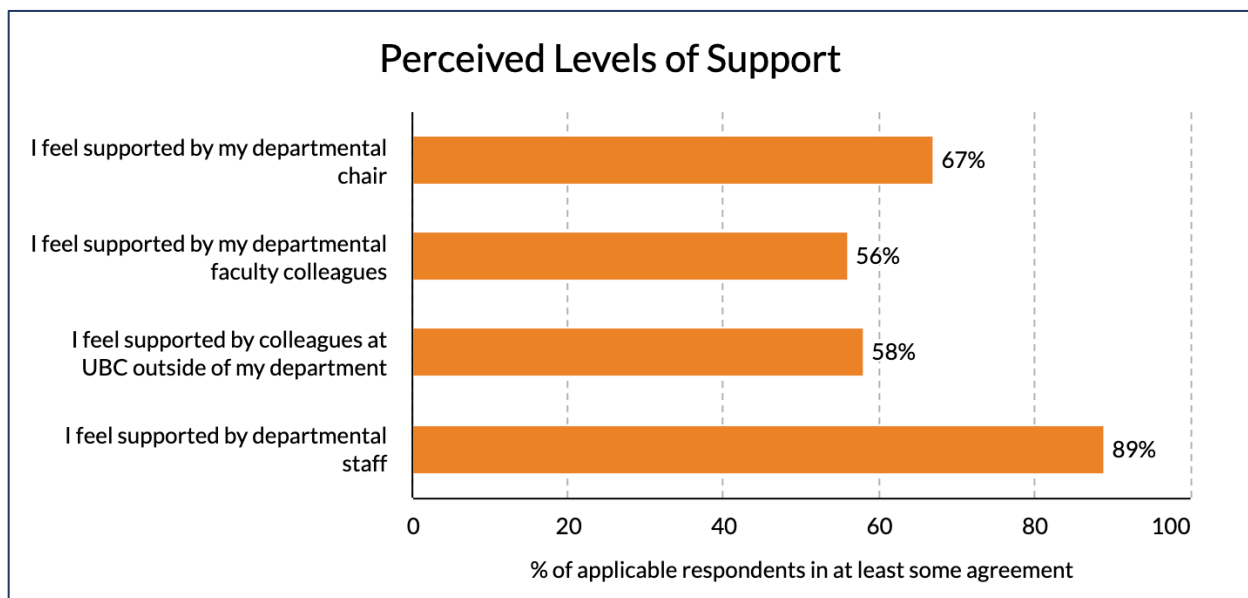
I have one chair (in my small teaching-focused unit) who is wonderfully supportive and respected (also EL). I have another chair (of a large dept) who makes me feel disrespected and misunderstood.

I think my departmental chair/head is tasked with too much to adequately understand my actual contributions to my department. I think it is difficult for that person to demonstrate real respect and support when the number of tasks on their plate exceeds their ability to really know what each faculty member (especially in the EL stream) is contributing. So this can feel unsupportive & disrespectful but I don't think it is the chair/head's fault per se - I don't expect them to work at super human level to accomplish all that they have to do.

My faculty needs extensive education on what Educational Leadership means and what counts as EL. I need to not be treated as a second-class faculty member (ie: "just a teacher"). I require as much interest and support as research faculty receive in their roles. For example, why isn't there an Associate Dean of Educational Leadership? Or, at the very least the Associate Dean of Academic Affairs and Associate Dean of Research (which should include support for EL research opportunities) should be required to take mandatory training on EL and how to support EL faculty.

Lack of support

Confusion over the role of EL faculty was also attributed in survey responses to the decreased levels of perceived contextual support. While some respondents described feeling connected to EL colleagues and experiencing a sense of "community and collaboration among EL faculty than research faculty," this was not the majority of experiences. For example, quantitative survey results indicated the least amount of UBC related support and respect to come from departmental faculty colleagues.

Figure 4. Survey data: Perceived Levels of Support

Perceived Levels of Support

I feel supported by my departmental chair — 67%
I feel supported by my departmental faculty colleagues — 56%
I feel supported by colleagues at UBC outside of my department — 58%
I feel supported by departmental staff — 89%

% of applicable respondents in at least some agreement

Lack of Respect

While, many respondents recounted the supporting nature of the communities both within UBC and beyond and exclaimed their gratefulness to work with supportive and exceptional colleagues and staff, qualitative responses further attributed a perceived difference in support and respect between research stream and EL stream colleagues to a disconnect in terms of understanding the role of EL stream faculty. As one participant described:

> *I feel a difference in terms of respect/support from EL colleagues and from research colleagues. I feel more respected/supported from EL colleagues than from research colleagues.*

> *My experience is that many faculty (research stream) are unclear of EL and what constitutes it, this can make it difficult to gain support.*

> *While I feel supported by the vast majority of my colleagues and feel accepted, there are a few who still openly demean EL and EL-stream faculty*

> *My colleagues who are my friends or who are in the same stream have no issues. But I know that there are others in the research stream who think less of us*

Figure 5. Survey data: Perceived Levels of Respect

Perceived Levels of Respect

- I feel respected by my departmental chair — 76%
- I feel respected by my departmental faculty colleagues — 63%
- I feel respected by colleagues at UBC outside of my department — 62%
- I feel respected by departmental staff — 93%
- I feel respected by my undergraduate students — 89%
- I feel respected by my graduate students — 80%

% of applicable respondents in at least some agreement
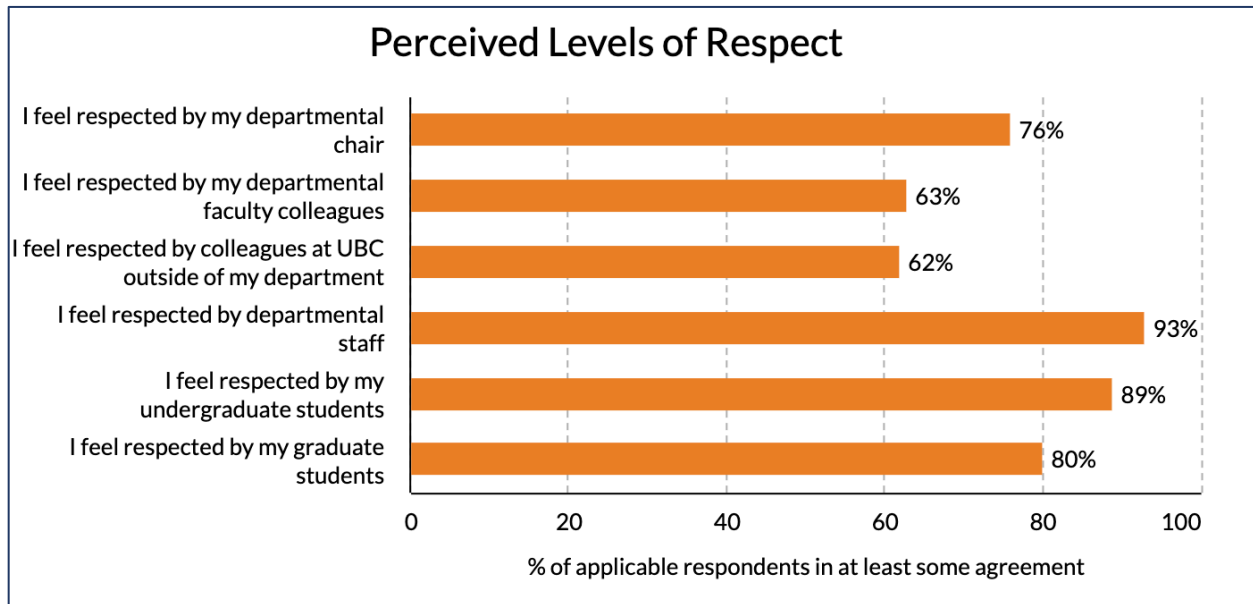
Recognize accomplishments of Educational Leadership faculty

Educational leadership stream faculty survey respondents reported needing to feel supported and valued by their departmental leadership teams and peers for the important roles they play in the University. Survey participants reported a diversity of experiences towards opportunities to be a part of unit and/or departmental awards.

Figure 6. Survey data: Recognition and Awards

Recognition and Awards

Opportunities to be a part of unit/departmental Awards

- Strongly agree — 16%
- Somewhat agree — 20%
- Neither agree or disagree — 27%
- Somewhat disagree — 17%
- Strongly disagree — 16%
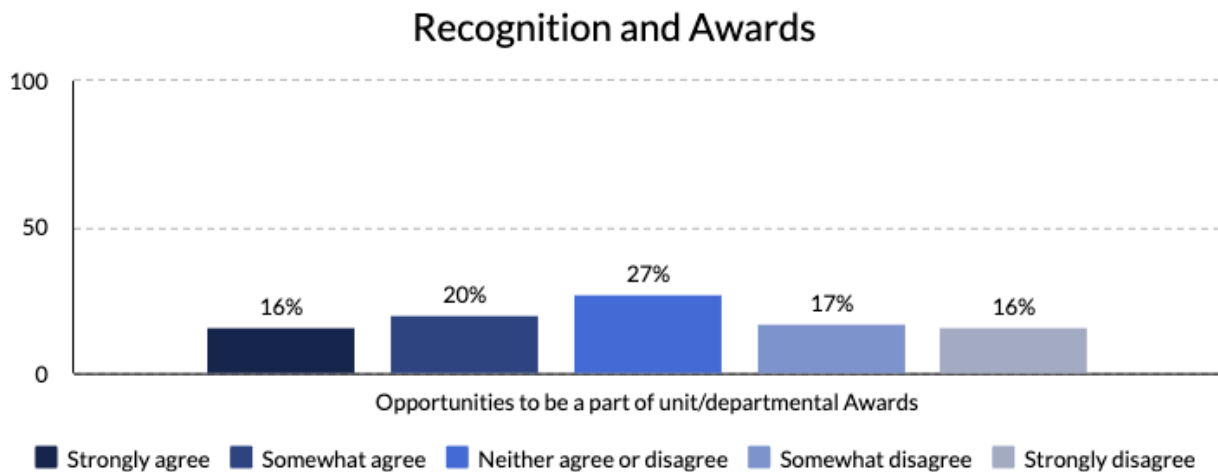
One participant recounted a perception that their own departmental awards committee:

seems very focused on nominations for research-stream folks, despite numerous proddings to widen the 'portfolio' to include nominations for teaching and SoTL award.

Overall, Educational Leadership respondents emphasized the importance of advancing and being supported by their departments through nominations for Teaching Awards.

Recommendation for Theme 3:

Support for Scholarship of Teaching and Learning and Disciplinary Research

> *"One challenge EL faculty face is to get funds for research and conferences. The PD fund we get is not sufficient on its own and we often need to decide between conferences and equipment."*

Actions:

1. **Increase funding for Scholarship of Teaching and Learning and for disciplinary research**
2. **Develop and support awards focused on Educational Leadership**
3. **Support and advance disciplinary research**
4. **Provide membership in the Faculty of Graduate and Post-Doctoral Studies and the College of Graduate Studies**

Survey Results

Finally, survey respondents recognized significant challenges in gaining departmental and UBC support for research and scholarship, specifically in engaging in research related to the scholarship of teaching and learning (SoTL) and for disciplinary research. This impacted on professional development and keeping up with relevant developments in specific areas of specialization.

Lack of financial support

Participants identified difficulty in trying to remain relevant in one's disciplinary research field since research contributions are not counted towards tenure and promotion in the EL stream[1]. **With little financial support, time or recognition for research, participants felt they were being asked to completely give up disciplinary research**. As one participant suggested:

> *We should not be asked to give [research] up completely or do that as something extra given our large workloads. UBC should acknowledge that staying relevant in one's research field is important and count research contributions (outside of SoTL) towards EL tenure and promotion.*

Another explained that:

---

[1] For full job description and processes for tenure stream Educational Leadership appointments (with review) see: https://hr.ubc.ca/working-ubc/faculty-titles-ranks-and-descriptions/tenure-stream-appointments-review

the meager university-level support for attending relevant conferences or disseminating one's work makes it prohibitive to keep up with that aspect of professional development and education leadership.

Of the educational leadership faculty participants in this survey, 35% agreed in some way that there was adequate financial support for teaching and learning scholarship and only 13% agreed that there was adequate financial support available for research related activities.

Figure 7. Survey data: Financial Support
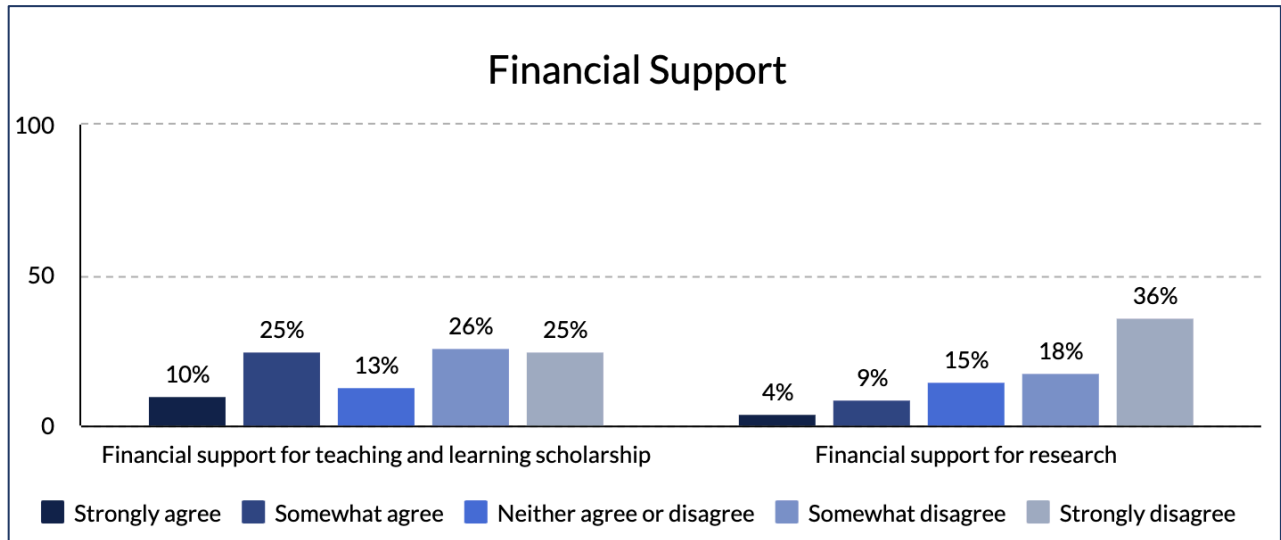
While some participants described being supported in part by Scholarship of Teaching and Learning (SoTL) seed grants, Teaching and Learning Enhancement Funds (TLEF), Open Educational Resources grants (OER), Centre for Health Education Scholarships (CHES), Skylight development grants, Innovation grants, SoEL scholarships, Teaching Assistant and Graduate Research/Academic Assistant funding and through departmental professional development funds, many respondents felt that **the funding was competitive, limited and insufficient**. For example, one participant described:

More financial support would be appreciated for participation in conferences since that is a major way in which to engage in EL. Current support barely covers 1 major conference a year (even while being careful with money), and yet I produce enough material to make valuable contributions to 2-4 conferences a year).

Another respondent explained:

There has been a lack of financial support for research in teaching and learning at the institution for quite some time. Even small amounts of money, like $5000 or less, could make a big difference. But the TLEF doesn't support research, and

internal research grants seem focused on either very large projects or projects aimed at applying for large tri-council grants later.

Participants described needing to make big decisions between attending conferences and purchasing much needed equipment. As another participant described:

One challenge EL faculty face is to get funds for research and conferences. The PD fund we get is not sufficient on its own and we often need to decide between conferences and equipment.

Other participants communicated frustration around research expectations and lack of funding for research activities:

There seems to be a growing expectation of publications, but not a simultaneous funding model that would support such work. Research faculty have grad students to work with, we don't (generally). Without money to hire any RAs, it's very difficult to do SoTL on top of our teaching and service.

Need for financial support for Scholarship of Teaching and Learning and for disciplinary research

Educational leadership faculty in this survey described perceptions of themselves as scholars and pedagogical innovators. As one participant explained

[EL faculty] need time for our scholarly (EL) projects as much as research faculty do for their scholarly activities.

Participants placed importance on maintaining their skills in their own fields in order to teach and suggested that including EL faculty in research (improving skills in one's field) activities and making provision for this via funding, mentorship, facilities, etc. would support the growth of EL faculty members.

Acknowledging variance between individual departmental contexts, some respondents also indicated challenges in being eligible for teaching graduate level courses and supervising graduate students. One participant explained the importance of graduate supervision to Educational Leadership:

Supervision of graduate students (especially those who envision working within an EL role / want to advance their teaching / learning) increase[s] our ability to contribute to improved teaching in young academics.

Participants suggested that UBC level actions to support EL research initiatives are needed to support EL stream professional development and relevancy. As one participant specifically suggested:

there should be research allocations / permissions that are not only SoTL in nature- which is an 'education' discipline of research and often narrows the scope

of EL faculty's ability to also contribute to content-specific knowledge advancement.

Need for Specific Awards for Educational Leadership

Finally, survey participants identified a need to incorporate Educational Leadership specific awards to support and recognize the work and contributions of EL stream faculty. As one respondent explained:

> *UBC has awards for research excellence that are exclusively for Research-Stream faculty members but there is no award where EL faculty members can compete amongst themselves.*

Overall, departmental respect and support through recognition for educational leadership contributions was perceived by survey participants to play important roles in supporting the careers of educational leadership stream survey participants. As one participant aptly described:

> *Let's take on the idea of educational impact and develop new metrics that make our work valued and visible on campus. This is the time, and we should grab the opportunity!*

Setting the Context for Recommendations

Recognizing that 6.4% of faculty at UBC's campuses are in the EL stream, the following items set the context for recommendations:

1) Teaching and Supervision
2) Faculty Development and Advancement
3) Service to Department
4) Service to UBC
5) Service beyond UBC

1) Teaching and Supervision

Educational Leadership faculty from UBC-V and UBC-O reported significant engagement with both undergraduate and graduate teaching and training.

95% of survey respondents reported teaching at least a moderate number of undergraduate courses. Additionally, 76% of respondents reported involvement in some capacity with undergraduate supervision and mentorship (e.g. journals, clubs, camps).

Insights

Student Teaching and Training

95% of respondents teach at least a moderate number of **undergraduate courses**

76% of respondents are involved in some way with **undergraduate supervision**

43% of respondents reported at least a moderate amount of **additional teaching and training** of students

55% of respondents reported teaching at least one **graduate course**

52% of respondents are involved in some way with **graduate supervision**

Alongside teaching undergraduate courses, 55% of survey respondents reported teaching at least one graduate course, and 52% of survey participants engaged in some level of graduate supervision. Supervision opportunities were described to include graduate student training and supervision, mentoring and pedagogical training for teacher assistants (TA), graduate student academic assistant (GAA) mentorship and professional development, mentorship and training of post-doctoral students and student adjunct faculty, training of contract and clinical student faculty.

For example, one respondent recounted ongoing engagement with undergraduate and graduate students through engagement as a:

> *faculty supervisor for 3 undergraduate student design teams, coach [for] students on things like 3MT, developed a teaching training program for TAs, faculty supervisor for graduate student teaching training programs, coach for undergraduate student competitions, judges at competitions, etc.*

Finally, respondents spoke of the extensive time and efforts put towards **online teaching and training for students over the transition to online learning at the onset of the Covid-19 pandemic.**

2) Faculty Development and Advancement

Of the Educational Leadership faculty members that responded to this survey, 75% of respondents reported at least some engagement in faculty development and advancement. Faculty engagement was described to include formal and informal faculty mentorship, coaching and peer review and providing professional development for fellow faculty members (e.g. curriculum and pedagogy, online teaching and learning, instructional skills, tenure and promotion, building capacity for educational scholarship, equity, diversity and inclusion, Indigenous engagement and cultural safety). The graphics below demonstrate the level of faculty engagement in curriculum development, service, pedagogy and SoTL.
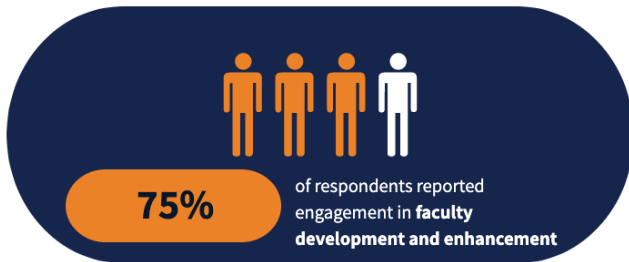
75% of respondents reported engagement in **faculty development and enhancement**

85% reported moderate engagement in **curriculum development**

73% reported moderate engagement in **curriculum service**

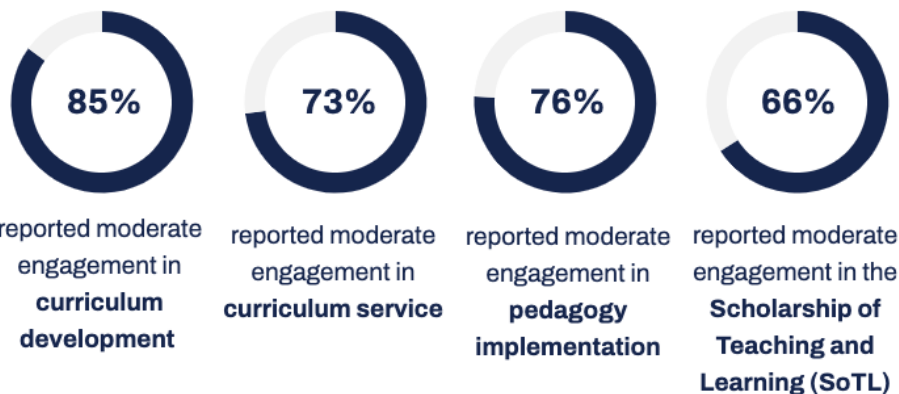**76%** reported moderate engagement in **pedagogy implementation**

66% reported moderate engagement in the **Scholarship of Teaching and Learning (SoTL)**

3) Service to Department

Finally, 94% of survey respondents reported involvement in service to their departments. This service was described by participants to include extensive involvement in **multiple departmental committees.** Participants also described **program leadership and administrative roles** including course scheduling and planning and holding **departmental directorship, chair, and coordinator roles**

94% of respondents reported engagement in **service to their departments**
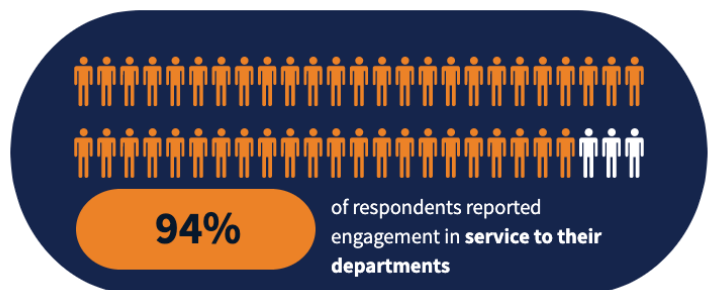
4) Service to the University

88% of survey respondents reported at least some level of service to the university as a whole, with 42% of total respondents reporting a lot, or a great deal of involvement. Service-related work was described in diverse ways. For example, one educational leader recounted:

> *I participate in outreach events such as: Destination UBC, Experience UBC and Town Hall meetings. I serve on thesis defense committees, judge in the 3MT and provide experience at ENLET Promotion and Tenure workshops.*

Another participant described her service engagement to UBC committees and furthering equity, diversity and inclusion:

> *I contribute to university wide committees to do with EDI and inclusive teaching, conferences, etc. For example, this year I have contributed to the development of a resource for inclusive conferences/learning gatherings at UBC.*

Upon review, **service to the university** reported by the EL faculty in this survey fell within the six categories displayed below. These categories included (1) university and faculty level committees, (2) outreach, career fairs and alumni relations, (3) research, workshops and presentations, (4) UBC Health engagement, (5) adjudications, (6) Decolonization and Equity, Diversity and Inclusion (EDI).
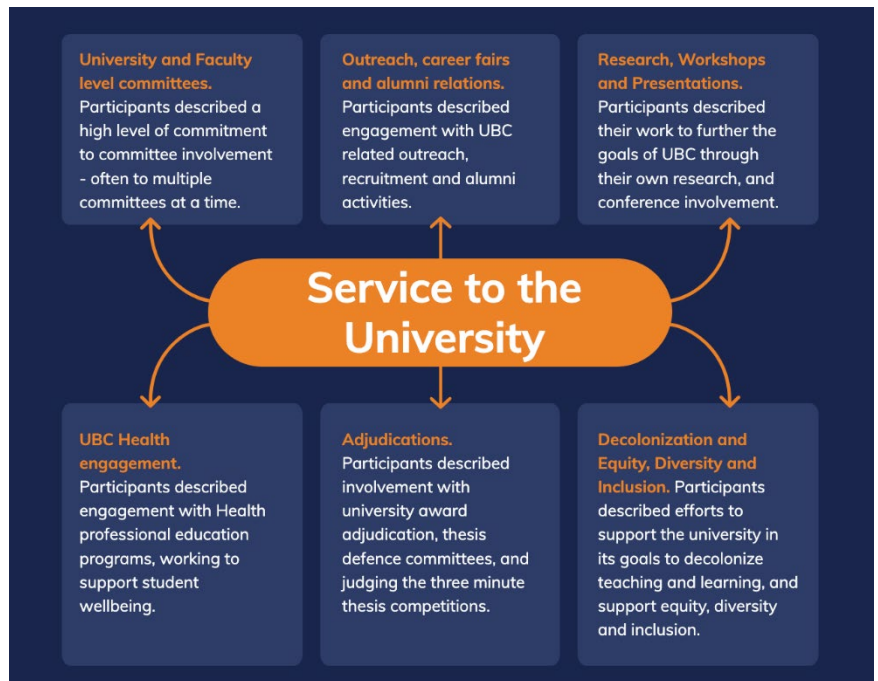
5) Service beyond UBC

Ninety-one (91%) of the EL faculty who responded to this survey reported at least some engagement in service beyond UBC, indicating a high level of commitment to extending their educational leadership related work to their local and international communities. For example, a participant recounted a diverse commitment to engagement in service outside UBC by explaining:

> *I am regularly invited to participate in projects for the legal community in BC and Canada, as well as advise and consult with governments (provincial and federal) on various projects, including legislative reform. I also regularly provide*

educational workshops and webinars to various groups, including the legal community, Indigenous communities, government (provincial and federal), and non-profit organizations. I am also regularly invited to present on academic work.

One participant explained her commitment to working "with my profession's licensing body [to] provide vaccinations to British Columbians" and another explained how he/she/they "belong to several Interior Health Committees that work towards community health promotion."

Upon review of all responses, **service beyond UBC** was described to fall within the six categories including (1) Professional development, (2) Community service, engagement and outreach, (3) Field-based community work, (4) Professional leadership in the field, (5) Involvement in professional journals, and (6) Engagement with professional associations, government and organizations.

Professional Development. Participants described presenting their academic work, holding professional development sessions and master classes in the field.

Community Service, Engagement and Outreach. Participants described providing free services to the community in the form of clinics, presentations, and coaching.

Field-based community work. Participants described engagement with faculty and research related community members to further knowledge mobilization.

Service beyond UBC

Leadership in the Field. Participants described volunteering as a journal and conference peer reviewers, sitting on the Board of Directors, acting as organizational presidents, and as advisors and ambassadors in the field.

Professional Journal involvement. Participants described involvement with university award adjudication, thesis defence committees, and judging the three minute thesis competitions.

Engagement with professional associations, government and organizations. Participants described the diverse membership and leadership roles played in organizations related to their disciplines.

Of note, is the amount of service performed by Educational Leadership Faculty to the department, to UBC and beyond UBC. A future consideration would be the exploration of service within the Educational Leadership stream.

8 Limitations

A key limitation was the context in which the survey was carried out. Due to the COVID-19 pandemic, unprecedented demands on time, health, and well-being, this survey was sent out at the end of the 2020-2021 academic year.

Membership among the final roster of the working committee was limited to the Faculty Senior Advisor to the President (Okanagan) and faculty serving as executive in the ELNET. A more robust representation of faculty in the EL stream across both campuses would be advisable.

Despite these limitations, we believe that much important and helpful information was nevertheless generated through the survey.

The findings are illustrative of the perceptions and experiences of those who participated in the survey. The 45% response rate demonstrates the importance of this survey and reflects the perceptions and experiences of the Educational Leadership on both campuses.

9 Next Steps and Implementation

It is important to note that Educational Leadership faculty represent 6.4% of the academic staff at UBC's campuses. A total of 6282 faculty work across both UBC campuses: 5,711 professors are on the Vancouver campus and 571 professors are on the Okanagan campus. Of the 6282 professors, 405 faculty, that is 6.4%, across both UBC's campuses are in the Educational Leadership stream

The number of Educational Leadership faculty members who participated in the survey was high:183 out of 405. This represents approximately 45% of the total EL stream across both UBC campuses. Of the 112 participants who responded to the self-identification component of the survey, 58% identify as female, 42% identify as male, 28% as racialized, 19% as 2+LGBTQ,16% as persons with disabilities, 6% identify as Indigenous, and 1% as Trans.

According to the UBC Employment Equity Report (2019) and the Canadian University Teachers (CAUT) Report on Equity and Diversity (2018), these findings represent a slightly to much higher percentage of equity-deserving designated groups amongst faculty. Further research into demographic gaps between EL and Research streams faculty as well as their implications is needed.

This report proposes the following in the implementation of the recommendations:

Implementation Structures

The EL Working Group suggests that UBC's campuses enact a structure or processes by which the changes recommended in this report can be introduced, measured and accounted for. A practical approach to this might be to delegate the task of implementation to the Faculty Senior Advisor Okanagan campus in consultation with identified stakeholders, like ELNET, UBC Faculty Association and UBC Faculty Relations. An alternative approach would be to create an ad hoc committee with current members of the ELNET or new members assigned to the work. The Working Group is willing to provide further advice and guidance on ways to implement the recommendations, for example by identifying the responsibilities of departments and units, including the Provost's Office.

UBC could further explore ways of collaborating with other university-wide efforts and initiatives, such as the university's Task Force on Anti-Racism. Accountability processes could include an annual progress review and report, as well as specific progress updates on the ELNET and UBC Faculty Association website.

Education and Communication

Education and awareness-raising should be a top priority implementing the recommendations. These can include clear and transparent communication about changes implemented, alterations and additions to existing policies and programs, confidential or anonymous channels of feedback, open dialogue, and the publication of survey results.

This report recommends consulting EL faculty early and often regarding the direction and changes that it adopts as they pertain to the recommendations. In addition, accessible and familiar feedback mechanisms should be integrated and appropriately advertised, so that all EL faculty are able to voice their perspectives and actively participate in the growth of the stream.

On a last note, we would like to acknowledge the commitment and engagement of faculty in the Educational Leadership rank who took the time to respond to the survey.

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Appendix A: Survey Questions

EDUCATIONAL LEADERSHIP FACULTY AT WORK SURVEY

Faculty members in the Educational Leadership (EL) rank are invited to complete the following survey. This survey is positioned in the Equity, Diversity and Inclusion initiatives from the UBC President's Office. Led by EL faculty members, the aim is to examine work roles held in this rank. We would like to hear about your perspectives, experiences and suggestions.

Your participation is voluntary and anonymous. You may decline to respond to any or all of the questions. Your responses will not be linked to your name. Your participation in this survey is anticipated to take 10-15 minutes.

If you have any questions or concerns, please contact Karen Ragoonaden at karen.ragoonaden@ubc.ca or Silvia Bartolic at bartolic@mail.ubc.ca.

Thank you for your participation.

Karen Ragoonaden, Faculty Senior Advisor to the President
Silvia Bartolic, Co-Chair, UBC Educational Leadership Network
Jannik Haruo Eikenaar, Co-Chair, UBC Educational Leadership Network
Ayaka Yoshimizu, Communication and Membership Coordinator, UBC Educational Leadership Network
Sally Stewart, Mentorship Coordinator, UBC Educational Leadership Network

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Section A: Work Roles
In this section you will be asked about the work roles you occupy.

1. I engage in the following work related areas: (likert scale not at all to a lot)
   - Undergraduate teaching
   - Graduate teaching
   - Undergraduate supervision (e.g. directed studies, honours)
   - Graduate supervision (e.g. thesis, dissertation)
   - Other teaching or training of students (e.g. Teaching Assistant workshops)
     (if selected please explain (textbox)___
   - Faculty development and advancement (e.g. capacity building)
     (if selected please explain (textbox)____
   - Curriculum development (e.g. new courses, programs)
   - Curriculum service (e.g curriculum committee work)

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- Pedagogy implementation (e.g piloting new teaching technology)
- Scholarship of teaching and learning (SoTL) (e.g. dissemination of pedagogical/education studies)
- Disciplinary research (e.g dissemination of research on disciplinary topics beyond SoTL/educational studies)
- Service to the department
  please specify (textbox)____
- Service to the university
  please specify (textbox)____
- Service beyond UBC
  please specify (textbox)____

2. Are there any other work roles you engage in that were not addressed in the previous question? If yes, please explain (textbox) _____

3. What aspects of your work do you think are most valued by your department?

4. I receive adequate: (SD to SA, NA)
   - Opportunities for mentorship in areas of teaching and learning
   - Opportunities for mentorship in areas of research
   - Financial support for teaching and learning scholarship
   - Financial support for research
   - Resources to advance in the rank/advance in my career

5. What additional opportunities, support or resources do you need? (textbox)___

6. Please indicate your level of agreement to each of the following questions: (SD - SA, NA)
   - The number of courses I am expected to teach per year is reasonable.
   - The number of students I am expected to teach per year is reasonable.
   - The amount of service I am expected to do in my department is reasonable.
   - The amount of service I am expected to do at the university level is reasonable.
   - I feel respected by my departmental chair.
   - I feel respected by my departmental faculty colleagues.
   - I feel respected by colleagues at UBC outside of my department.
   - I feel respected by departmental staff.
   - I feel respected by my students.

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7. What are the challenges you face as an EL faculty member? Please share examples or suggestions specific to this aim. (textbox)

8. What are the rewards you face as an EL faculty member? Please share examples or suggestions specific to this aim. (textbox)

Section B: SELF-IDENTIFICATION
This section asks questions of a somewhat personal nature which are to be used for comparative purposes. Your name will not be linked to your responses.

1. Where is your main place of employment?
   - UBC - Okanagan
   - UBC - Vancouver
   - Other, please specify (textbox)___

2. What Faculty do you work in?
   - Arts
   - Science
   - Applied Science
   - etc.

3. What is your current rank at UBC?

O Professor of Teaching
O Associate Professor of Teaching
O Assistant Professor of Teaching
   - Other, please specify (textbox)___

4. How long have you been employed at UBC in the EL stream?
   _____ Years (textbox)

5. Do you identify as an Indigenous person from North America?

For the purpose of this survey, North American Indigenous peoples include treaty, status/non-status, registered/non-registered North American Indians or First Nations people, and Métis and Inuit (according to the Canadian Employment Equity Act).

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o Yes
o No
- Prefer not to say

6. Do you identify as a member of a racialized group or visible minority, a person of colour, or an analogous term?

The term "racialized group" is used as a more current replacement of the term "visible minority" (defined by Canadian Employment Equity Act). For the purpose of this survey, members of racialized groups are persons who do not identify as North American Indigenous people (see previous question) and who do not identify as European and/or White in race, ethnicity, origin and/or colour, regardless of their birthplace or citizenship.

o Yes
o No
- Prefer not to say

7. Do you identify as a disabled person?

This survey uses 'disability' to include anyone who identifies as disabled or who has an impairment or condition associated with activity limitations and participation restrictions (e.g. pain, fatigue, mobility, mental/psychological, cognition, neurotype, sensory, environmental allergies/sensitivities, dexterity, hearing, seeing, memory, learning, communication, body shape/size, appearance, limb difference, balance, and others).

o Yes
o No
- Prefer not to say

8. Do you require any type of workplace support/job accommodation to do your job? For example, changes to physical space, technical aids, adjustments to job duties etc.).
Please answer "yes" even if your needs have already been accommodated.
o Yes
o No
- Prefer not to say

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9. How do you identify your gender?
- Woman
- Man
- Non-binary
- Other, please specify (textbox) _____
- Prefer not to say

10. Do you identify as someone who is lesbian, gay, bisexual, queer, Two-spirit, or an analogous term, etc.?
- Yes
- No
- Prefer not to say

11. Do you identify as someone with trans experience? For the purpose of this survey, trans experience means that your gender identity does not align with your sex assigned at birth.
- Yes
- No
- Prefer not to say

Is there anything else you would like us to know about your work as an EL faculty member? (textbox)

Thank you for your participation. Your responses are important to us. If you are interested in a summary of our findings, please add your email to the question found at the following link. This link will take you to a separate survey for this purpose in order to keep your responses anonymous. (link to second survey - can be done in qualtrics)

(Questions for second survey)

I am interested in a summary report of these findings.
- Yes, Please email me. (textbox)
- No_____

I am willing to share my department's merit evaluation policy for the purposes of suggesting an approach to Faculty units that do not have one in place.
- Yes, Please email me. (textbox) _____
- No

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- **Not applicable - we don't have a formal policy.**

I am willing to be participate in a follow up interview.
- **Yes, my email address is (textbox)**
- **No**

Once again, thank you for your participation in our survey.

Appendix B: Guidelines for promotion to Professor of Teaching

UBC **a place of mind**

Guidelines for Promotion to Professor of Teaching

Effective July 1, 2011, the rank of Professor of Teaching has been introduced into the teaching stream. This new rank reflects the commitment of the University to provide educational leadership, outstanding teaching, and curriculum development, and to recognize and reward it when it happens. The rank is new and while the criteria are in place there has been no experience in interpreting and applying those criteria. These guidelines are provided to offer assistance in helping faculty and academic units anticipate what is expected of the new rank, both in terms of meeting the criteria and understanding the procedures for review for promotion to the rank of Professor of Teaching. The guidelines are suggestive in nature and not intended to be exhaustive or directive. Evidence supporting a promotion will vary, depending on the discipline and the Faculty. Candidates are responsible for presenting their own case and each discipline will have its own specific interpretation of the criteria for promotion. Finally, it is anticipated that the expectations for this new rank will evolve and develop as cases come forward and are considered.

1. Introduction

The rank of Professor of Teaching is the highest academic rank for the teaching stream (which includes Instructors and Senior Instructors) and it is designed to mirror the position of Full Professor, which is the highest academic rank for the research and teaching stream (which includes Assistant Professors and Associate Professors). In both cases, outstanding achievement is required.

Specifically, appointment at or promotion to the rank of Professor of Teaching requires:

> ... evidence of outstanding achievement in teaching and educational leadership, distinction in the field of teaching and learning, sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. Initial appointments at this rank are normally tenured appointments (Art. 3.05 of the *Agreement on Condition of Appointment for Faculty*).[1]

Candidates will also be assessed on their service to the academic profession, the Department, the University and the community (Art. 4.01, 4.04).

The rank signifies a level of excellence that goes beyond the normal requirements of classroom teaching to recognize outstanding educational leadership, teaching and curriculum development, as

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[1] www.hr.ubc.ca/faculty-relations/collective-agreements/

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measured and assessed both within the University and externally through achievement and recognition in the broader academic community beyond UBC. It is focused on outstanding accomplishments in teaching and educational innovation, and their impact on student learning. Given that the Senior Instructor rank requires excellence in teaching, it follows that promotion to Professor of Teaching requires evidence of outstanding achievement in teaching. The Professor of Teaching rank does not require achievement in the scholarship of teaching and learning (which is recognized to be a form of research within the domain of the existing research and teaching stream) but scholarship of teaching and learning and its application can be used as evidence of educational innovation and teaching excellence.

2. Eligibility

Senior Instructors are eligible for a periodic review for promotion to Professor of Teaching beginning in the fifth year of appointment at or promotion to this rank (Art. 9.01(c)[2]). Candidates may request to be reviewed for promotion earlier than five years in the rank of Senior Instructor, with the approval of the Head and the Dean. The case will be reviewed on the candidate's (1) achievements in teaching, learning and educational leadership and (2) service to the academic profession, the Department, the University and the community.

3. Timeline and Process

a. Article 5.02 of the *Agreement on Condition of Appointment for Faculty* requires that the promotion review begins with the Head's meeting with the candidate, no later than June 30th of the academic year preceding the year of review.

b. Candidates must supply the necessary documentation to the Head, no later than September 15th of the review year. The documentation will include:

i. An up to date *curriculum vitae* in the UBC format

ii. The dossier of materials demonstrating educational leadership, teaching distinction and curriculum development, and service. For further discussion regarding the dossier, see item 4 below.

iii. A list of at least four potential (arm's length) referees, of which at least two will be asked by the unit to provide letters of appraisal regarding the candidate's accomplishments. At least two of the candidate's referees should be external to UBC and the remaining should be external to their unit.

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[2] *Agreement on the Conditions of Appointment for Faculty*

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c. The Department Head consults with the Department Standing Committee and selects at least two referees from the candidate's list. Normally, of the four referees, two will be external to the unit and two will be external to UBC. Then the Head solicits the reviewers for the four letters of appraisal.

d. The case will proceed through the promotion process as set out in Article 5 of the *Agreement on Conditions of Appointment for Faculty*; see also the Guide for Reappointment, Tenure and Promotion Procedures at UBC[3].

4. Candidate's Dossier

The candidate should supply a dossier to the Head that demonstrates and profiles their record of educational leadership, teaching and curriculum development, and provides evidence of distinction (i.e., confirming a record of outstanding achievement) in the field of teaching and learning, as well as the service contributions. Contributions beyond excellent teaching are required for promotion. The dossier must include the following:

> a. An up to date *curriculum vitae* in the UBC format
>
> b. A teaching portfolio that provides evidence of outstanding and innovative achievement in the field of teaching and learning, including a scholarly statement (e.g., describing the theoretical frameworks that inform the candidate's practice) regarding teaching contributions, and evidence of impact.

As part of the dossier, a candidate should include a statement regarding their teaching, educational leadership and curriculum development. Consideration should be given to including materials which demonstrate sustained and innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandates. Evidence that supports reflective teaching and learning practices, such as creating awareness, facilitating discourse, and encouraging collegial and community commitment to teaching and learning will be useful. Also useful will be evidence demonstrating that the candidate is able to work individually and collaboratively to enhance teaching and learning within their unit/the University and perhaps through larger collaborative initiatives. Developing relationships with other learning units or institutions that foster the exchange and development of information and resources on teaching and learning is also recognized as an important activity. The candidate is expected to have advanced scholarly approaches to teaching, learning and curriculum practices. Evidence of recognition/impact beyond the University (nationally and internationally) will be important. It is anticipated that weight will be given to evidence of accomplishment that connects the candidate's work at UBC to academic or professional communities beyond the University. The use of and contribution to scholarship of teaching may also be included in the dossier.

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[3] see: www.hr.ubc.ca/faculty-relations/SAC-Guide-11/12

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UBC a place of mind

At a minimum, the portfolio should include[4]:

i. Educational Leadership

- Summary of leadership contributions and their impact

- Examples of leadership taken at UBC and elsewhere to advance innovation and excellence in teaching

- As appropriate, description of leadership positions or roles within the Department, University and other institutions and evaluations of those positions

ii. Teaching

- Reflective statement regarding the candidate's teaching accomplishments

- Student evaluations of teaching

- Peer evaluations of teaching

iii. Curriculum Development and Pedagogical Innovation

- Examples of sustained and innovative contributions to curriculum development, course design pedagogy and other initiatives that advance the University's ability to excel in its teaching and learning mandates

iv. Service

- Service to the academic profession, the Department, the University and the community.

To support a case for promotion, the candidate may also include in the portfolio the following:

i. Educational Leadership

- Informal advising time with students, and its evaluation

- Teaching, mentorship and inspiration of colleagues

- Funding obtained for advising or mentoring

- Leadership and significant contributions to the Department/Faculty curriculum and learning initiatives and committees

- Formal educational leadership responsibility within Department/Program/Faculty and its evaluation

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[4] Much of this list has been taken from the Guidelines for Promotion to Professor of Pedagogy, Practice, or Performance, developed by Emory University, January 22, 2009, revised May 2010.

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- UBC Faculty Certificate on Teaching and Learning in Higher Education; SoTL Leadership Program, or significant participation in workshops and conferences to improve curricula and pedagogical practices
- The organization of conferences, symposia and other educational events on teaching and learning.

ii. *Teaching*

- Information on new courses, pedagogies, and course content

- Development of new and innovative approaches to education

- Work on interdisciplinary courses

- Mentoring of students, including supervising honors theses, internships, etc.

- Participation in the pedagogical training of other faculty and graduate students

- Examples of syllabi, lectures or presentations

- Evidence of professional development in teaching

- Teaching recognition and/or awards received.

iii. *Curriculum Development and Pedagogical Innovation*

- Description and evaluation of new or revised programs or teaching approaches (including, but not limited to: majors, minors, internships, lab courses, etc.)

- Development of innovative approaches to teaching methodology and curricula(including strategic and effective assessment of program-level learning outcomes)

- Funding obtained for courses and teaching and learning improvements, for example TLEF

- Publications such as widely used textbooks, print and electronic publications, book chapters, articles in peer-reviewed journals, book reviews, opinion articles, software, training guidelines or manuals

- Development of new assessment models

- Contributions to the scholarship of teaching and learning and resulting publications

- Explanation of the application of the scholarship of teaching and learning in curriculum development and/or pedagogy.

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