UBC Teaching Practices Survey

2018 Faculty of Land and Food Systems Results

Prepared September 28, 2018 by Andrea Han, Adriana Briseño-Garzón and Gülnur Birol

Responses to the question "Please write one word that describes your experience of the teaching environment at UBC." N =22

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 the Faculty of Land and Food Services where 66 individuals met the survey inclusion criteria and were invited to participate in the survey. 27 responses from this group were deemed complete resulting in an overall response rate of 40.9%. In the Faculty of Land and Food Services, 2 participants provided responses to part 1, but did not complete part 2 (resulting in a 37.8% 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. 2014 data was included in select cases for reference purposes.

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 Appointment

Response Rates by Appointment*
Vertical axis indicates response rate.
Numbers above the bars indicate actual number of responses.
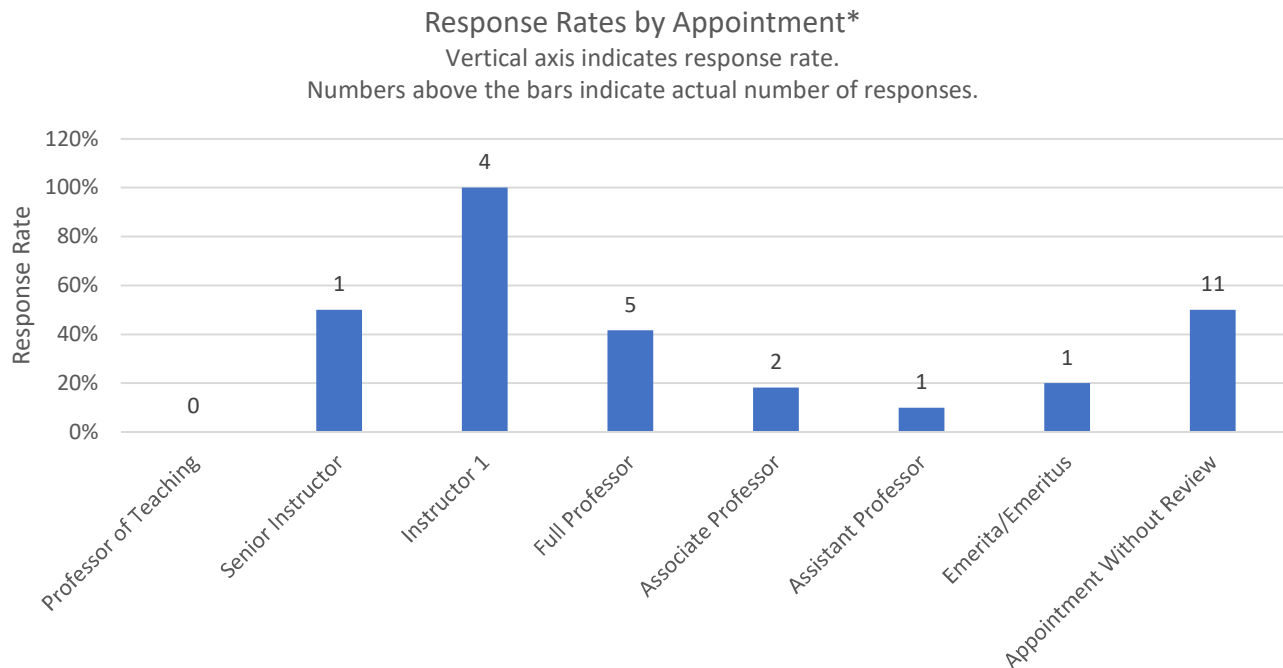
*2 respondents did not answer this question so actual response rates for some appointments are higher.

2.2 Representativeness of Data

Response Distribution by Appointment
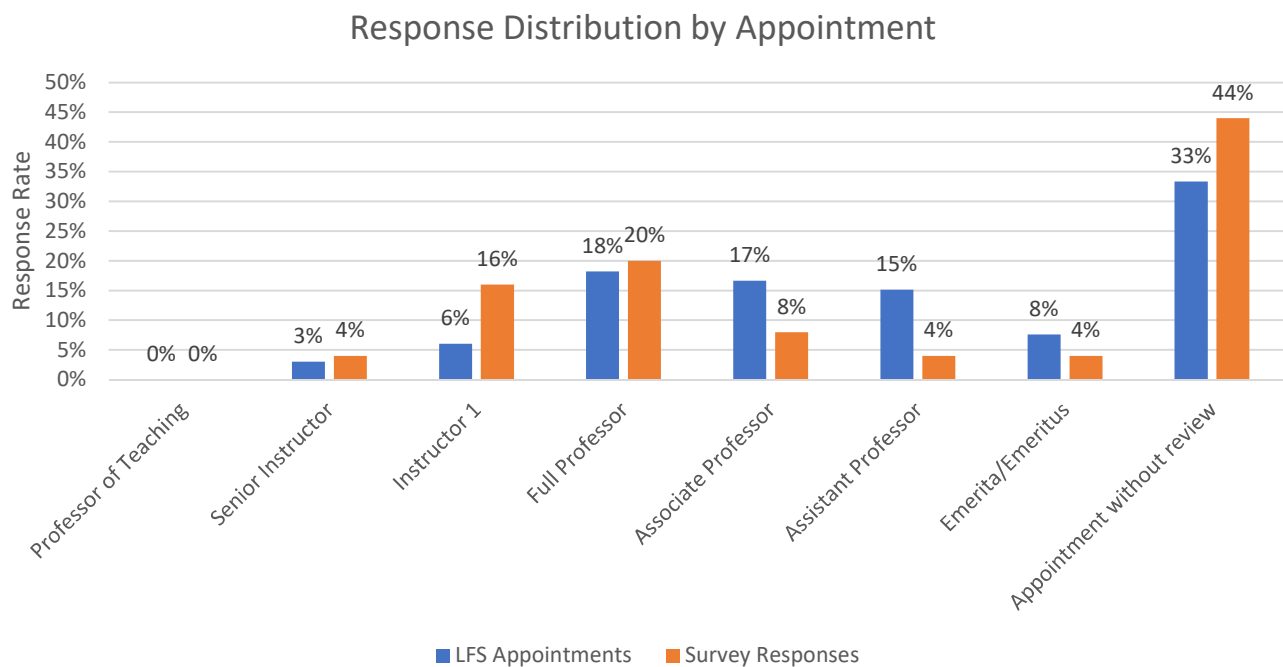
3   Course Characteristics

In the first half of the questionnaire, participants were asked to provide responses on a specific course they teach. At UBC Vancouver, participants were randomly assigned to provide feedback on either their highest enrolment course or the course that was most representative of their teaching. In this report, the label HE is used to represent data related to the highest enrolment responses and MR for most representative responses.

3.1   Course Level, Setting and Enrolment

Question: Please select the course level.

Overall Distribution of Courses by Level
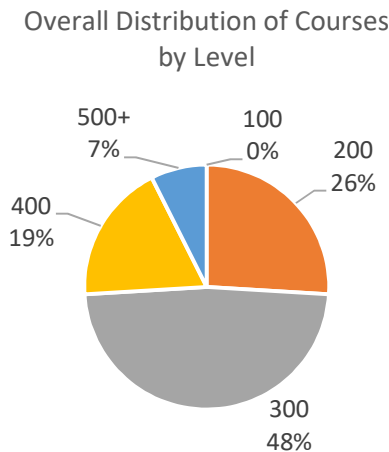
Distribution of Course Level by Course Type Assigned by Survey			
Level	Overall	HE	MR
100	0	0	0
200	7	4	3
300	13	8	5
400	5	3	2
500+	2	1	1

Question: Select the option below that best describes the setting in which [course type assigned by survey] is taught:

Course Setting by Course Type Assigned by Survey			
Setting	Overall	HE	MR
In Person	89%	94%	82%
Partially Online	0%	0%	0%
Fully Online	11%	6%	18%

Question: Please enter the approximate student enrolment in [course type assigned by survey]. 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
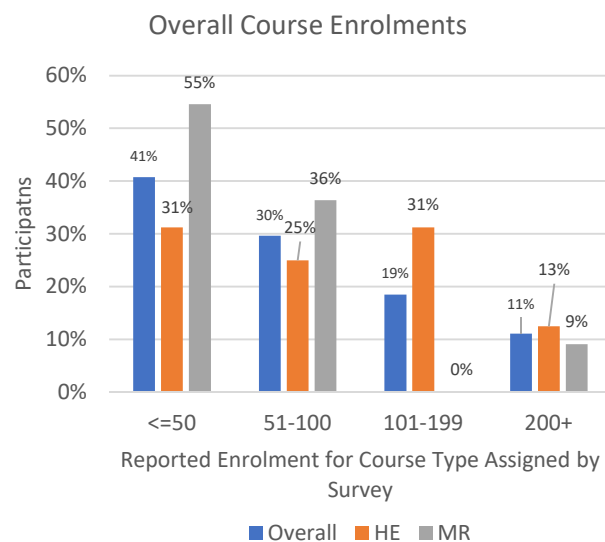
3.2 Collaborative Teaching

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

Course Instruction
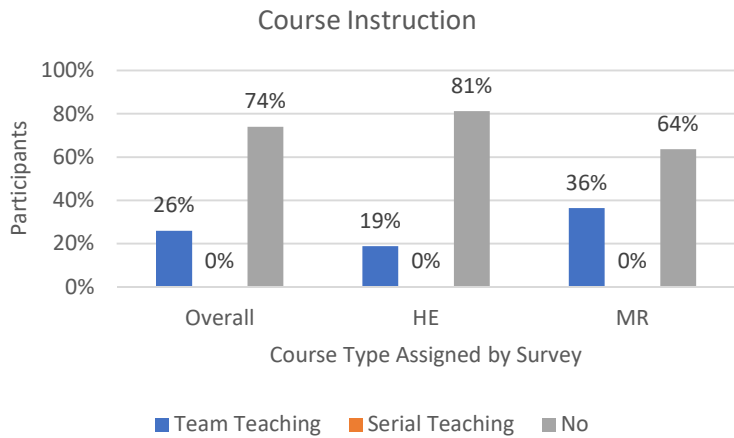
Team Teaching - a team works collaboratively throughout the term

Serial Teaching - various people teach parts of the section with relative autonomy

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

Course Instruction Preference
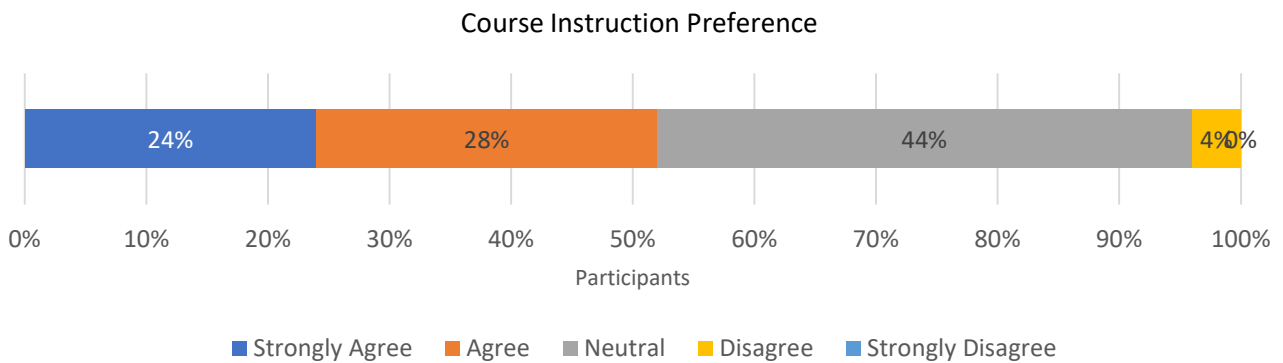
3.3 Instructor Expectations for Students

Question: Please indicate whether the following are required, optional or not a component in [course type assigned by survey].
Check all that apply.

	Overall		HE		MR	
	Required	Optional	Required	Optional	Required	Optional
Students work together in groups.	81%	4%	75%	6%	91%	0%
Students participate in community based experiential learning.	26%	26%	31%	13%	18%	45%
Students complete fieldwork or participate in field trips.	41%	11%	38%	13%	45%	9%

3.4 Funding

Question: Have any of the sources below provided funding to enhance teaching and/or student learning?

Funding to Support Teaching and Learning Enhancement
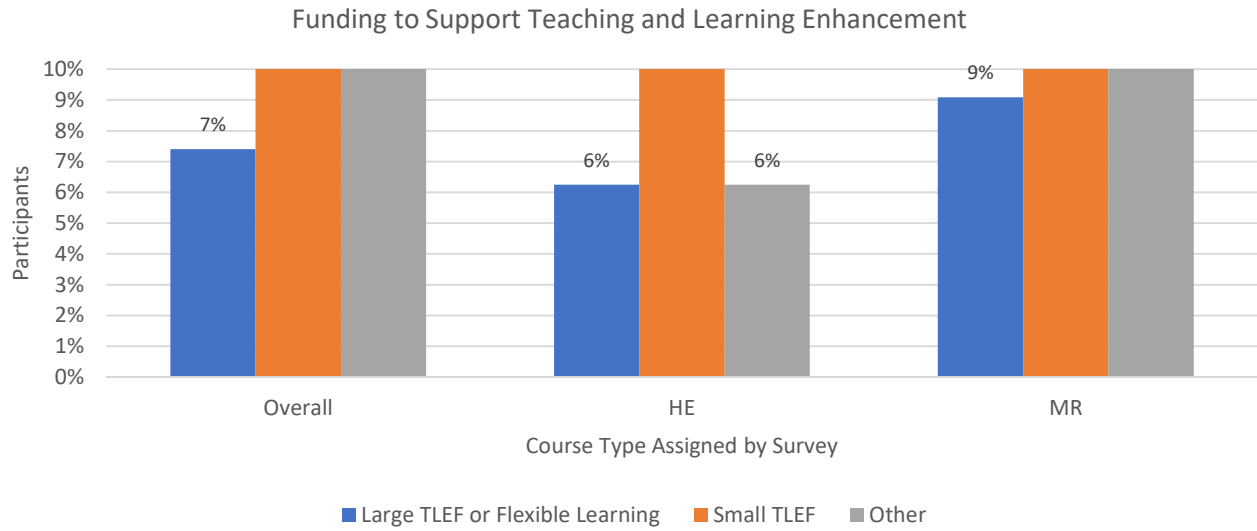
4 Class Time

4.1 Structure of Class Time

Question: Please estimate how face-to-face class time is structured for students in [course type assigned by survey].
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
Comparison of 2018 Responses by Course Type Assigned by Survey

Average % of Class Time Devoted to Specified Activities
Comparison of 2014 & 2018 Responses*

Class Time

Activity	2018	2014
Students listening to or observing	44%	41%
Whole class discussion	11%	15%
Small group discussion	11%	
Students, either individually or in groups, solving problems, performing or producing work	15%	8%
Students presenting their own work or leading class instruction	9%	20%
Students reviewing each others' work	3%	3%
Students completing assessments	5%	6%
Other	1%	7%

■ 2018   ■ 2014
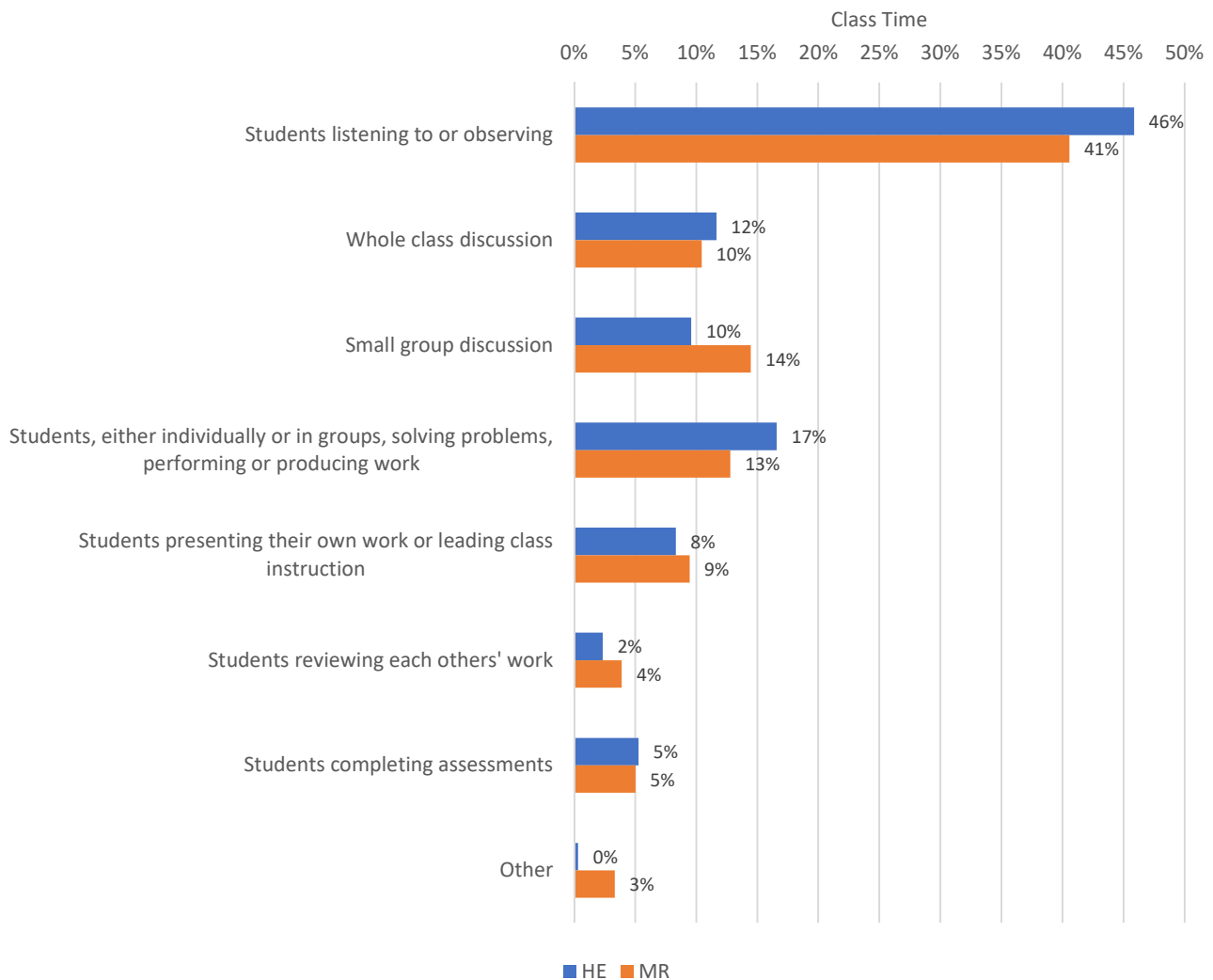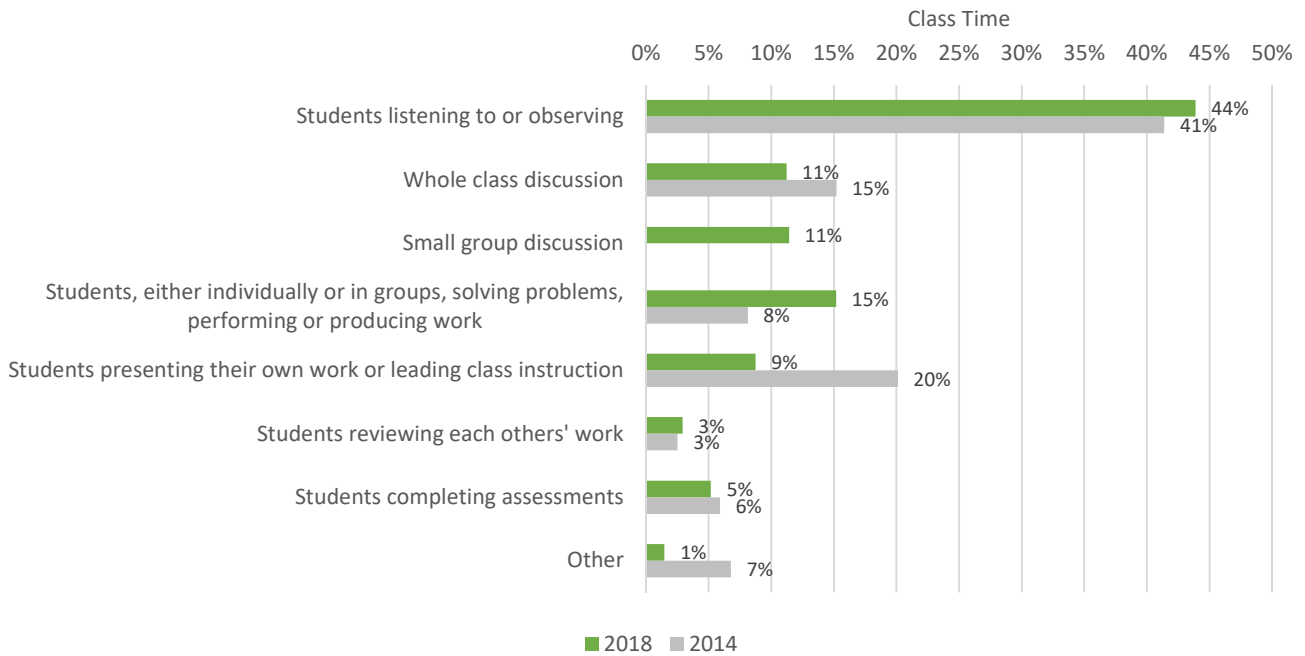
* 2014 survey only asked about discussion in general. 2018 survey asked about whole class and small group discussion as separate categories. 2014 data is listed under category "Whole class discussion".

Question: Please estimate how online class time is structured for students in [course type assigned by survey].
Response numbers for this question are too small to report breakdown by course type assigned by survey.

Average % of Time Instructor Expects Students to Spend on Specified Course Activites
Comparison of 2018 Responses for Partially and Fully Online Course

Class Time

Activity	Fully Online
Students reading, listening to or watching course materials	34%
Students engaging in online discussions	5%
Students participating in synchronous course meetings	0%
Students, either individually or in groups, solving problems,...	52%
Students presenting their own work or leading class...	0%
Students reviewing each others' work	1%
Students completing assessments (e.g. quizzes, tests, exams)	8%
Other	0%

■ Fully Online

4.2   Perception of the Effectiveness of Passive and Active Learning

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

Perceptions of Teaching Practices

Active learning practices are an effective way to promote student learning.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2018	80%	20%		0%	
2014	59%	30%	8%	1%	1%

Passive learning practices are an effective way to promote student learning.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2018	4%	36%	32%	24%	4%
2014	17%	43%	28%	9%	3%

■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

4.3   Academic Integrity

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

Use of Class Time to Discuss Academic Integrity

Course Type Assigned by Survey	Participants
Overall	70%
HE	69%
MR	64%
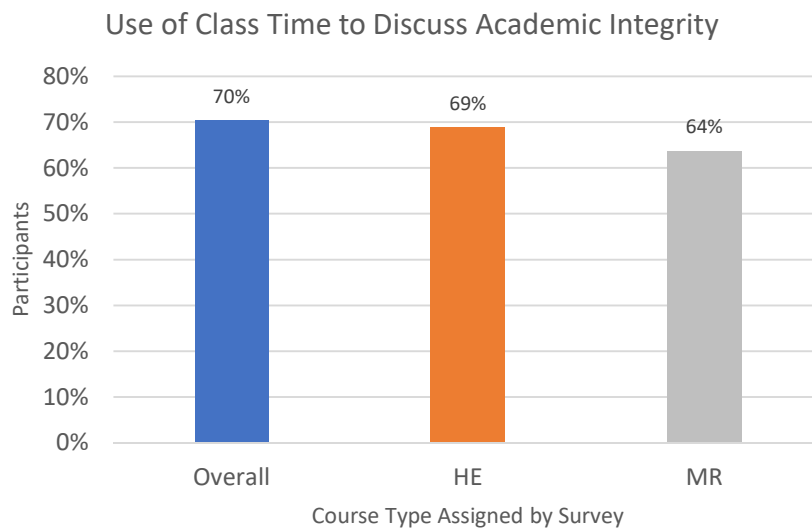
96% report agreement with the statement "It is important to discuss academic integrity with students." (48% strongly agree, 48% agree)

4.4 Strategies to Promote Student Well-Being

Question: During class time, I...

Use of Strategies to Promote Student Well-Being
% Positive Responses by Course Type Assigned by Survey

suggest to students time management strategies for the course.
- MR: 64%
- HE: 69%
- Overall: 70%

suggest to students study strategies for the course.
- MR: 36%
- HE: 56%
- Overall: 52%

openly discuss well-being topics with my students in this course.
- MR: 64%
- HE: 75%
- Overall: 74%

Participants: 0% 10% 20% 30% 40% 50% 60% 70% 80%

■ MR ■ HE ■ Overall

52% indicate knowing "most or all of my students' names in this class." (44% HE, 55% MR)
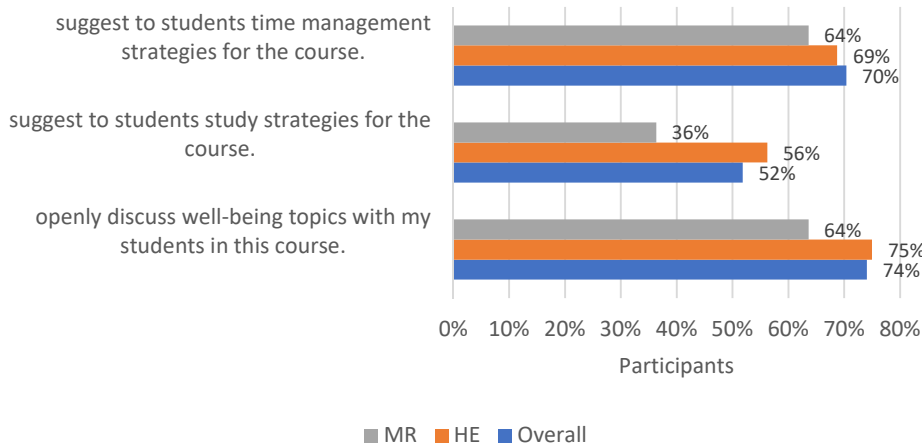
100% report agreement with the statement "My teaching practices have an impact on student well-being." (72% strongly agree, 28% agree)

4.5 Teaching Spaces

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

Satisfaction with Physical Spaces and Ability to Support Teaching Practices

- No, 56%
- No Response, 0%
- Yes, 44%
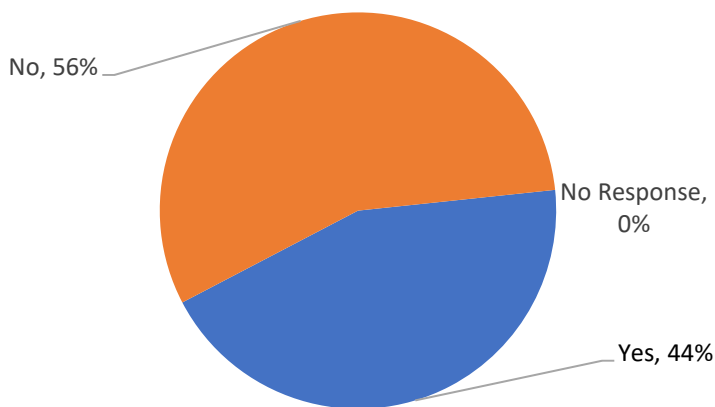
See UBC Vancouver Campus Report for feedback provided to the prompt "Why or why not?" Faculty specific feedback may be available by request.

5 Feedback and Assessment

5.1 Feedback

Feedback to Students
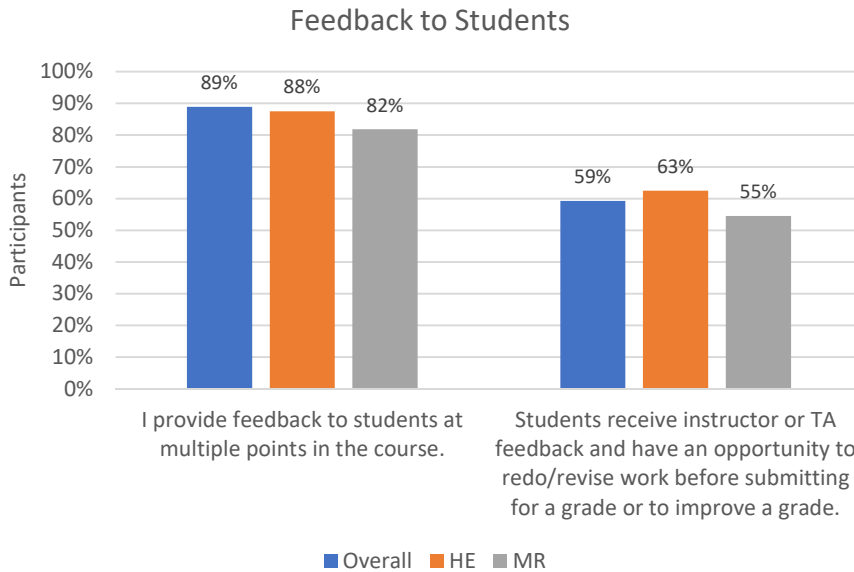
~100% report agreement with the statement "It is important to provide students with feedback at multiple points in a course." (86% strongly agree, 32% agree)

5.2 Assessment Practices

Assessment Practices

5.3   Feedback on Teaching

Question: Students complete a midterm teaching evaluation or midterm survey about the course.

Midterm Feedback to Instructor

6 Equity and Diversity

6.1 Diversity

Question: Please indicate if any of the following are descriptive of your teaching in [course type assigned by survey]. *Check all that apply.*

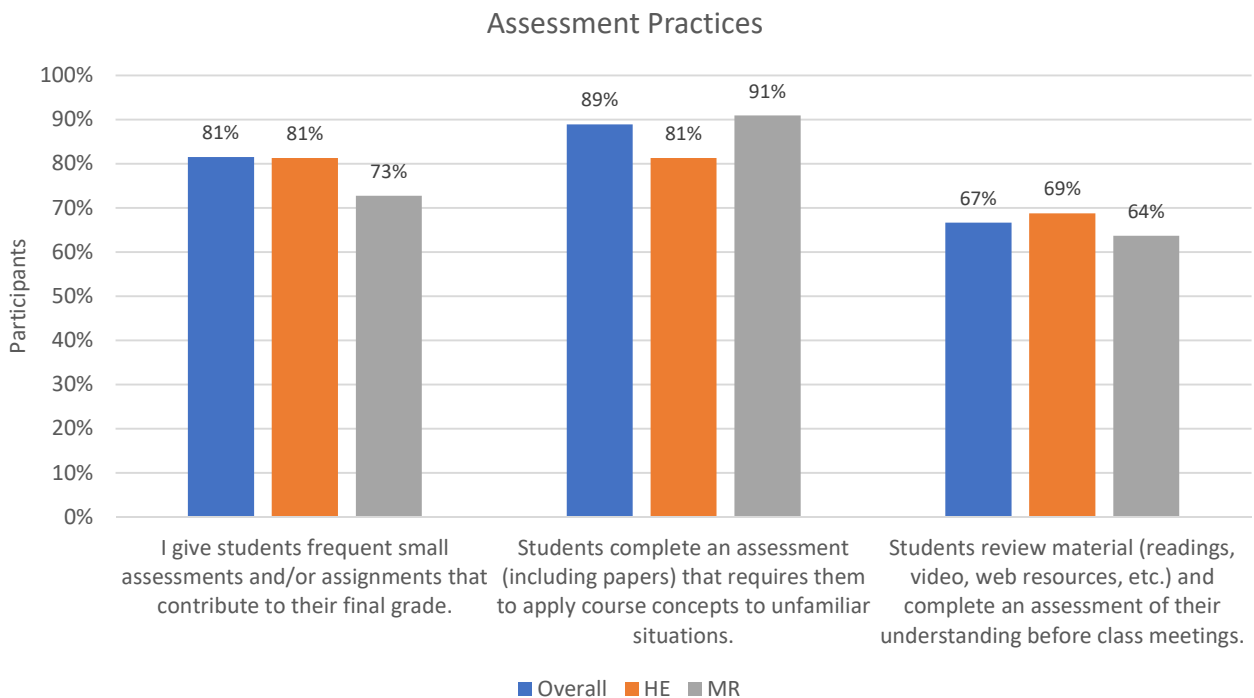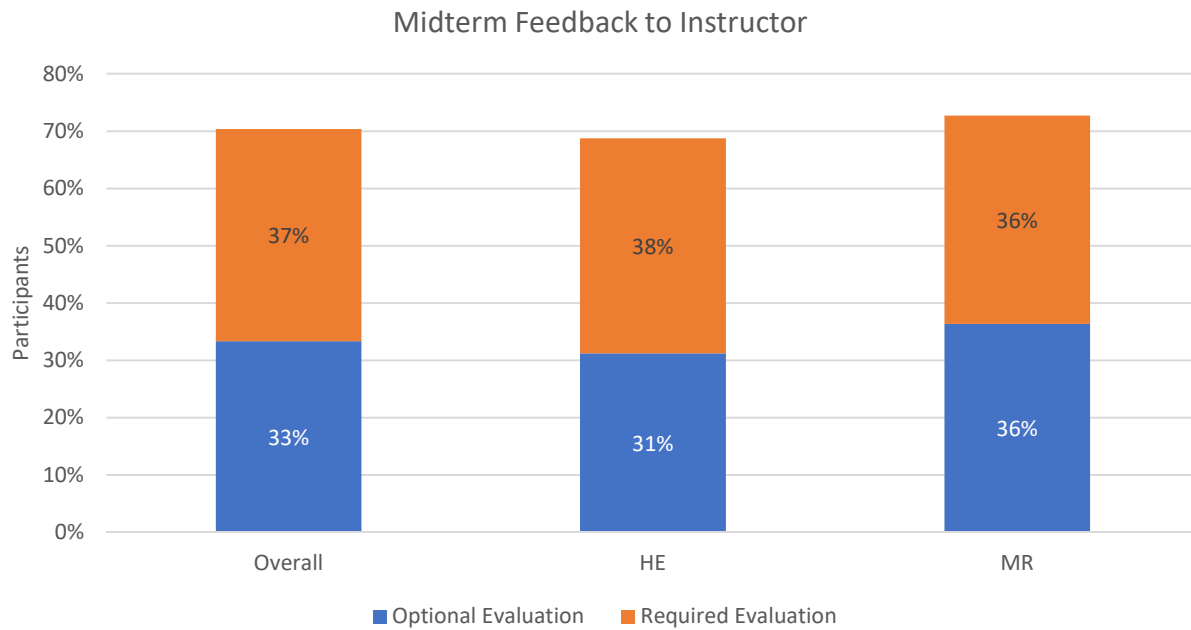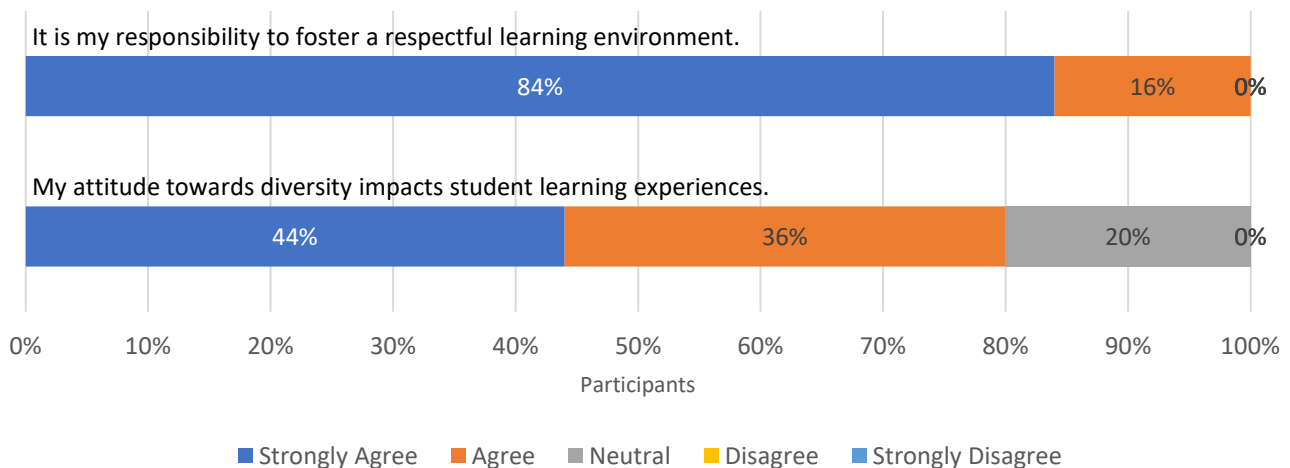|	Overall	HE	MR
I include materials or provide examples that reflect a range of diversity.	56%	50%	64%
I actively work to promote a classroom environment where diverse students feel included.	70%	69%	73%
I deliberately design my course materials, assignments and assessments to be accessible to students with diverse learning needs.	41%	44%	36%

Attitude and Perceptions of Responsibility

It is my responsibility to foster a respectful learning environment.
- Strongly Agree 84%
- Agree 16%
- 0%

My attitude towards diversity impacts student learning experiences.
- Strongly Agree 44%
- Agree 36%
- Neutral 20%
- 0%

Participants

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

6.2 Indigeneity

Question: Please indicate if any of the following are descriptive of your teaching in [course type assigned by survey]. *Check all that apply.*

	Overall	HE	MR
Land acknowledgments in the syllabus, class meetings, or other materials.	22%	25%	18%
Case studies or examples involving Indigenous communities or individuals.	33%	31%	36%
Indigenous perspectives, world views, and contemporary realities relevant to the subject area.	22%	25%	18%
Opportunities to connect with Indigenous communities.	11%	6%	18%
Opportunities to generate research or knowledge in partnership with Indigenous communities.	7%	6%	9%

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
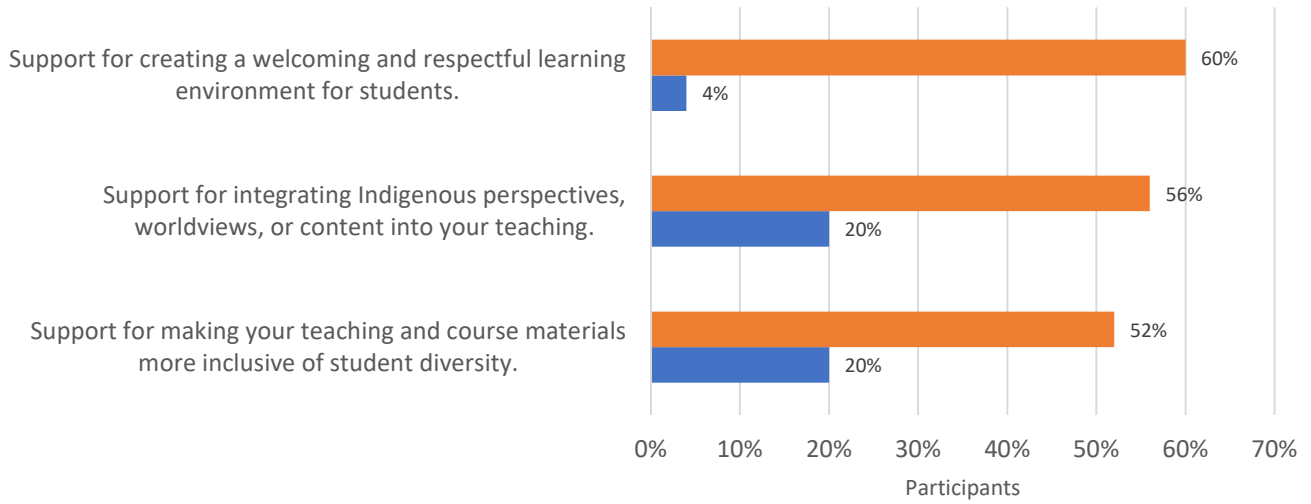
	Workshop	One-on-one
Support for creating a welcoming and respectful learning environment for students.	60%	4%
Support for integrating Indigenous perspectives, worldviews, or content into your teaching.	56%	20%
Support for making your teaching and course materials more inclusive of student diversity.	52%	20%

■ I would be interested in attending a workshop in this area.   ■ I would like one-on-one support in this area.

7 Instructor Time

Question: During a typical teaching term, please estimate the hours per term you spend on the following teaching-related activities in [course type assigned by survey].

Instructor Time Spent on Course-Related Activites
Comparison of 2014 & 2018 Responses
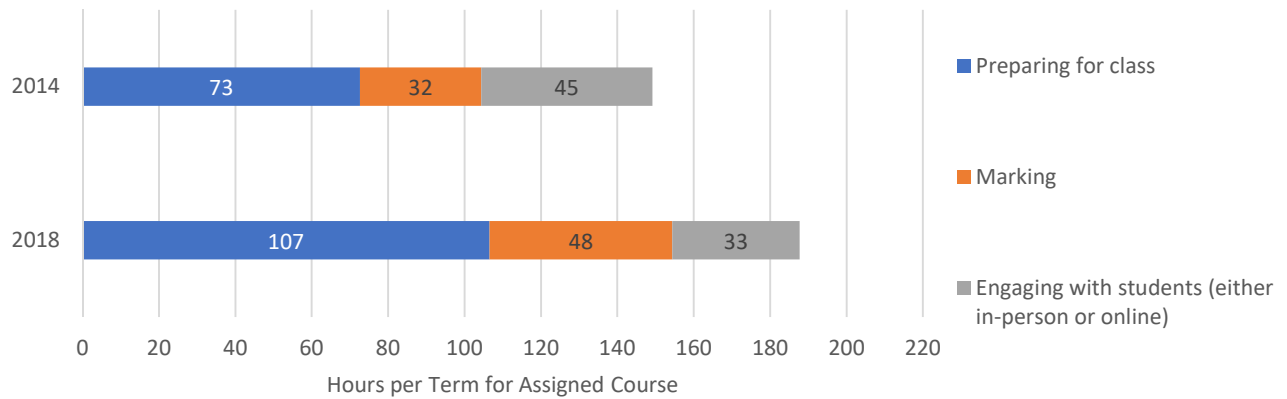
Year	Preparing for class	Marking	Engaging with students
2014	73	32	45
2018	107	48	33

Hours per Term for Assigned Course

- Preparing for class
- Marking
- Engaging with students (either in-person or online)

Instructor Time Spent on Course-Related Activites
Comparison of 2018 Responses by Course Type Assigned by Survey

Course Type	Preparing for class	Marking	Engaging with students
MR	138	50	32
HE	84	46	34

Hours per Term for Assigned Course

- Preparing for class
- Marking
- Engaging with students (either in-person or online)
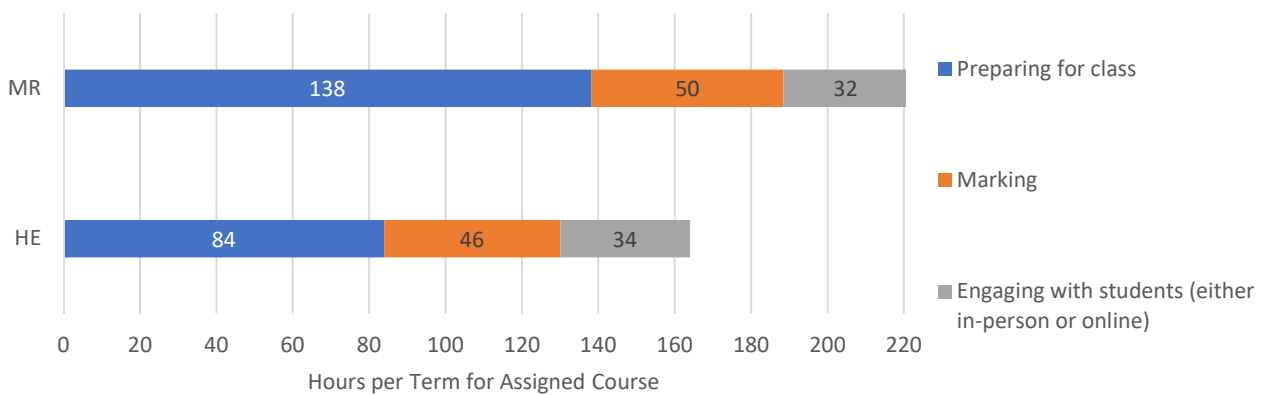
8 Teaching Assistants

78% of respondents reported having TAs (or others serving in a similar role) in the course they were assigned to provide data on by the survey (88% HE, 64% MR).

8.1 TA Responsibilities

Marking Expectations for TAs
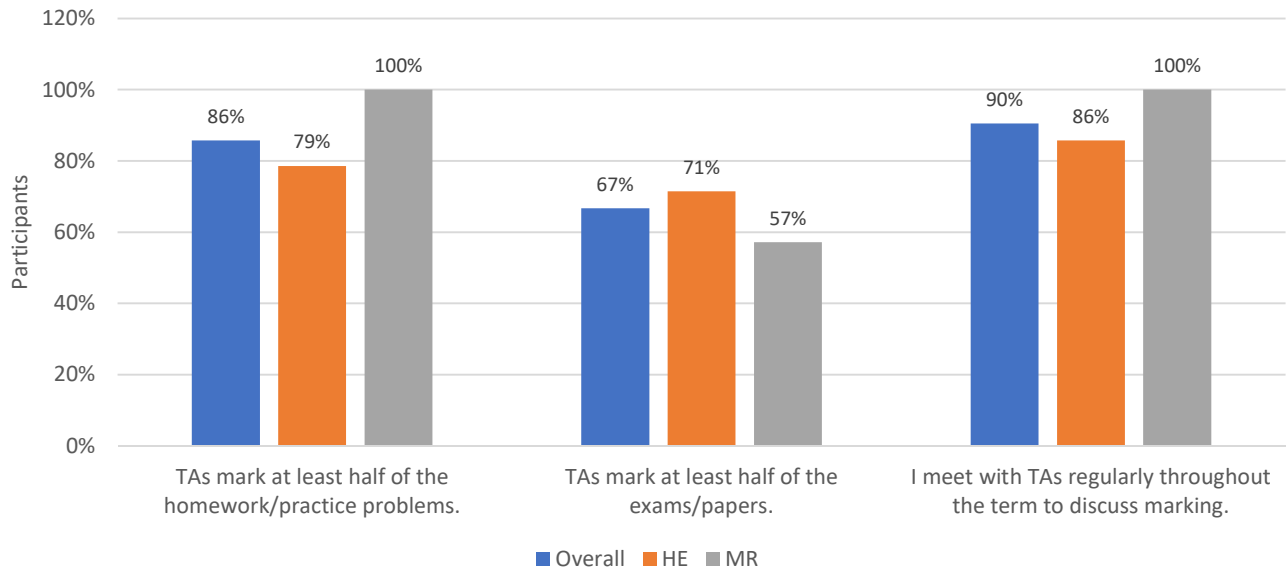
Instructional Expectations for TAs
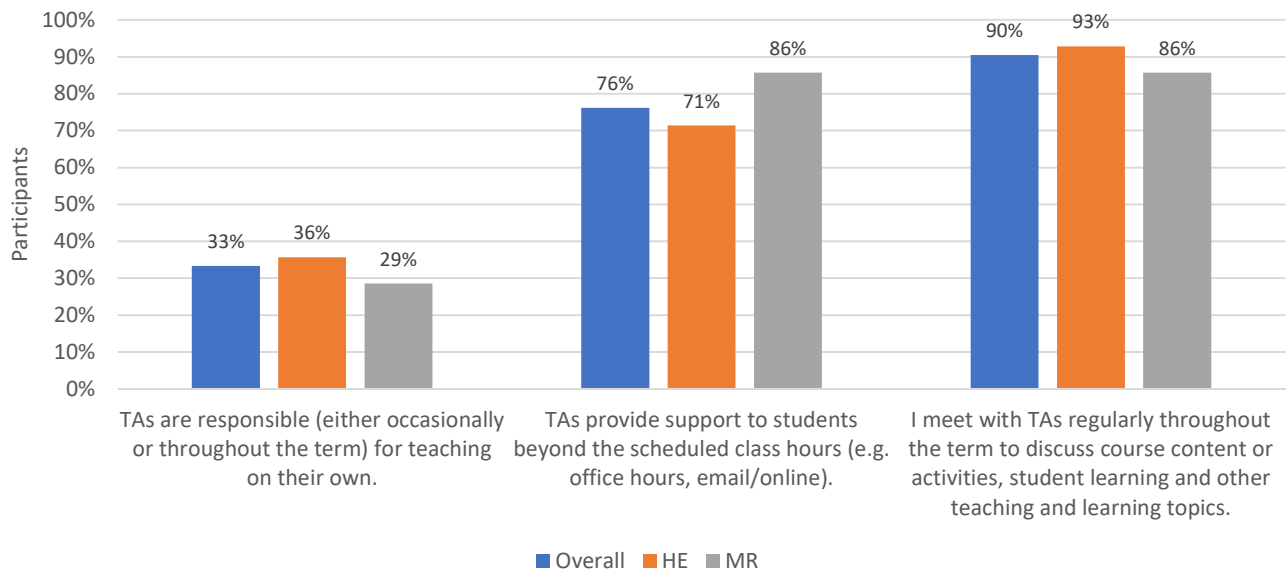
8.2 TA Training

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

Expectations Regarding TA Training

Perception Regarding the Necessity of TA Training

TAs do not need training in teaching and learning; they can learn what they need to know on the job.

- ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
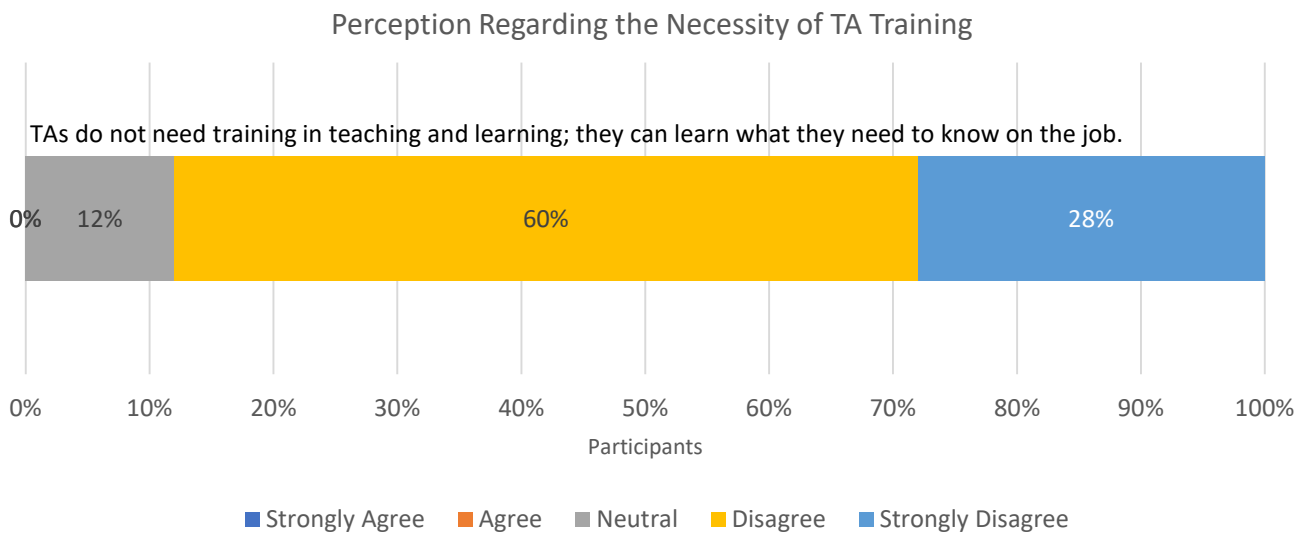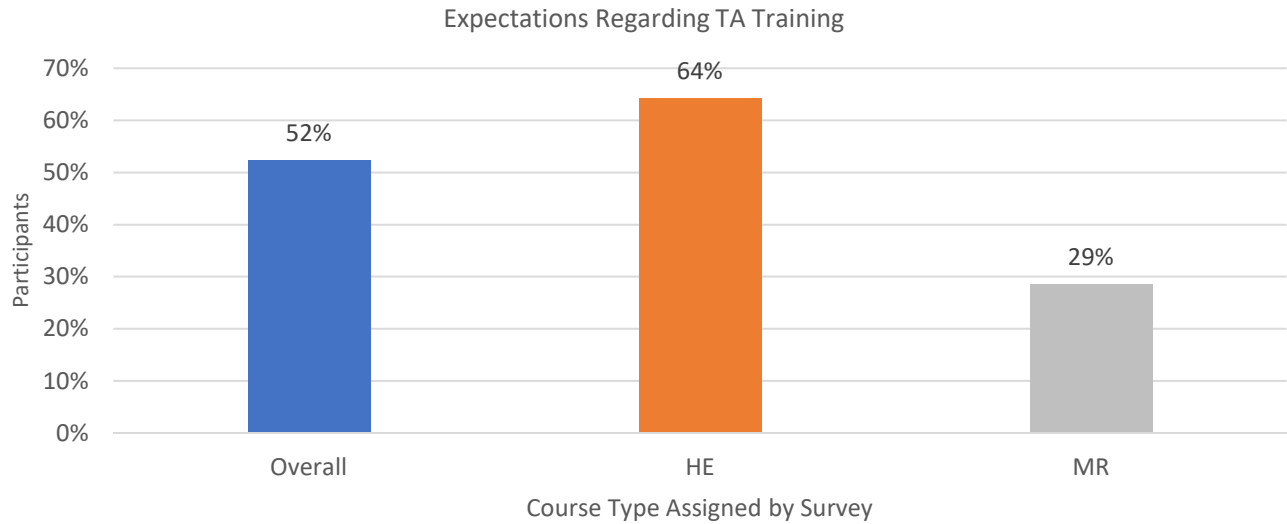
9   Analytics

Perceptions Regarding Analytics
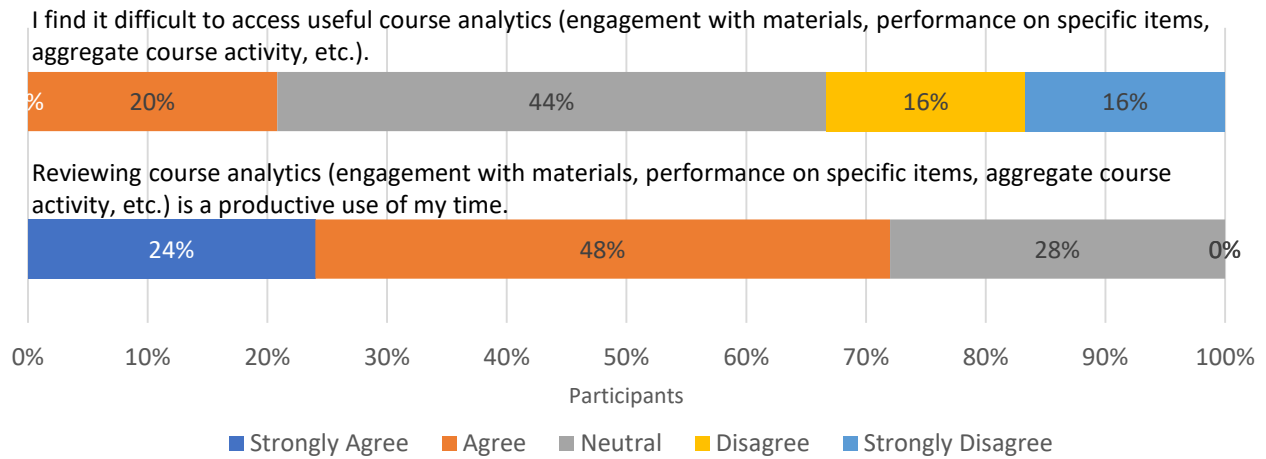
I find it difficult to access useful course analytics (engagement with materials, performance on specific items, aggregate course activity, etc.).

%	20%	44%	16%	16%

Reviewing course analytics (engagement with materials, performance on specific items, aggregate course activity, etc.) is a productive use of my time.

24%	48%	28%	0%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Participants

■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

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

Support for using course analytics (engagement with materials, performance on specific items, aggregate course activity, etc.) to inform my teaching.

48%

32%

0%   10%   20%   30%   40%   50%   60%

Participants

■ I would be interested in attending a workshop in this area.
■ I would like one-on-one support in this area.
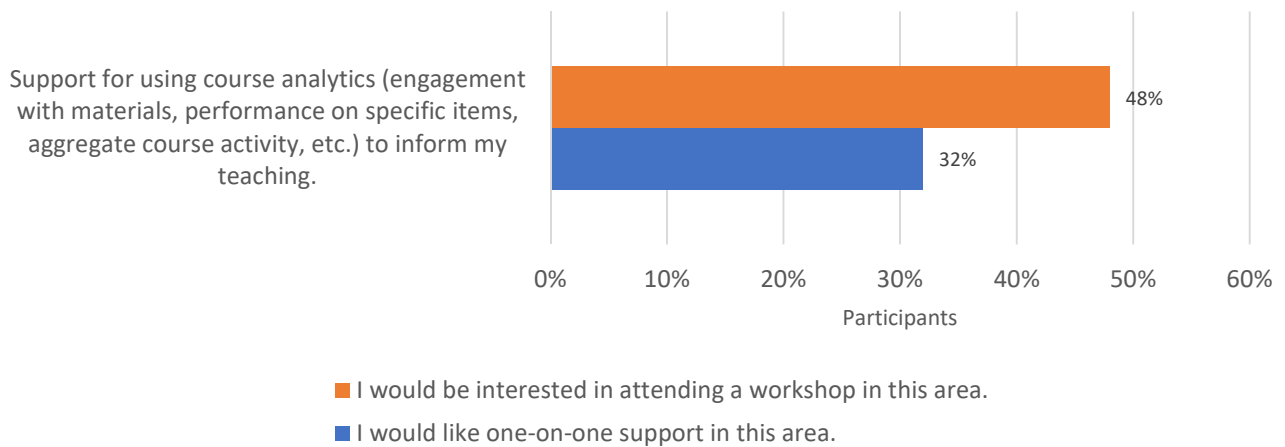
10 Practice Improvement

10.1 Engagement in Practice Improvement Activities

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

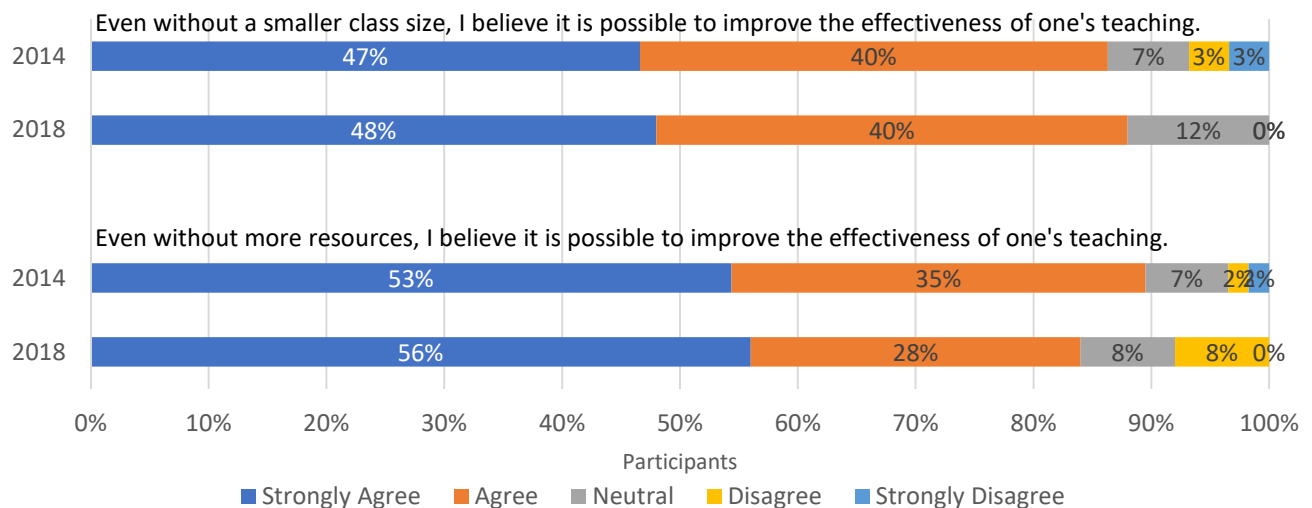|	Yes, in the past 12 months	Yes, but not in the past 12 months	No, but I'd like to
Teaching development events (i.e. talks, workshops, seminars)	56%	28%	12%
Teaching and learning-focused conferences	20%	28%	40%
Having a peer observe and provide feedback on your teaching	32%	28%	28%
Observing someone else's teaching	44%	24%	24%
Connecting with a mentor or other person to go for advice about teaching	32%	24%	32%
Connecting with a cohort of peers interested in improving teaching and learning	32%	28%	36%

92% agreement with the statement "I use research about student learning to refine my teaching practice." (32% strongly agree, 60% agree)
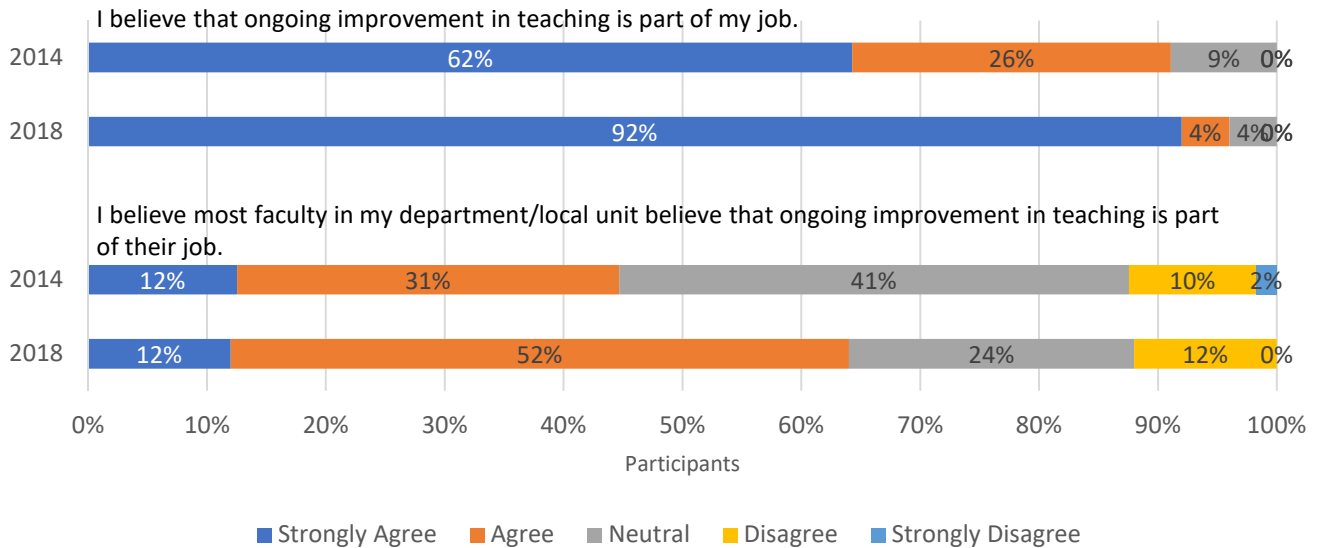
28% agreement with the statement "I find it difficult to incorporate innovative or new teaching practices due to the other requirements of my appointment (service, research, etc.)." (12% strongly agree, 16% agree)

10.2 Perceptions of the Accountability for and Factors Influencing Practice Improvement

Perceptions of Factors Influencing Ability to Improve Teaching

Even without a smaller class size, I believe it is possible to improve the effectiveness of one's teaching.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2014	47%	40%	7%	3%	3%
2018	48%	40%	12%	0%	

Even without more resources, I believe it is possible to improve the effectiveness of one's teaching.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2014	53%	35%	7%	2%	2%
2018	56%	28%	8%	8%	0%

Participants

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Perceptions of Accountability for Teaching Improvement

I believe that ongoing improvement in teaching is part of my job.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2014	62%	26%	9%	0%	
2018	92%	4%	4%	0%	

I believe most faculty in my department/local unit believe that ongoing improvement in teaching is part of their job.

Year	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2014	12%	31%	41%	10%	2%
2018	12%	52%	24%	12%	0%

Participants

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

10.3 Factors Influencing Teaching Practice Improvement

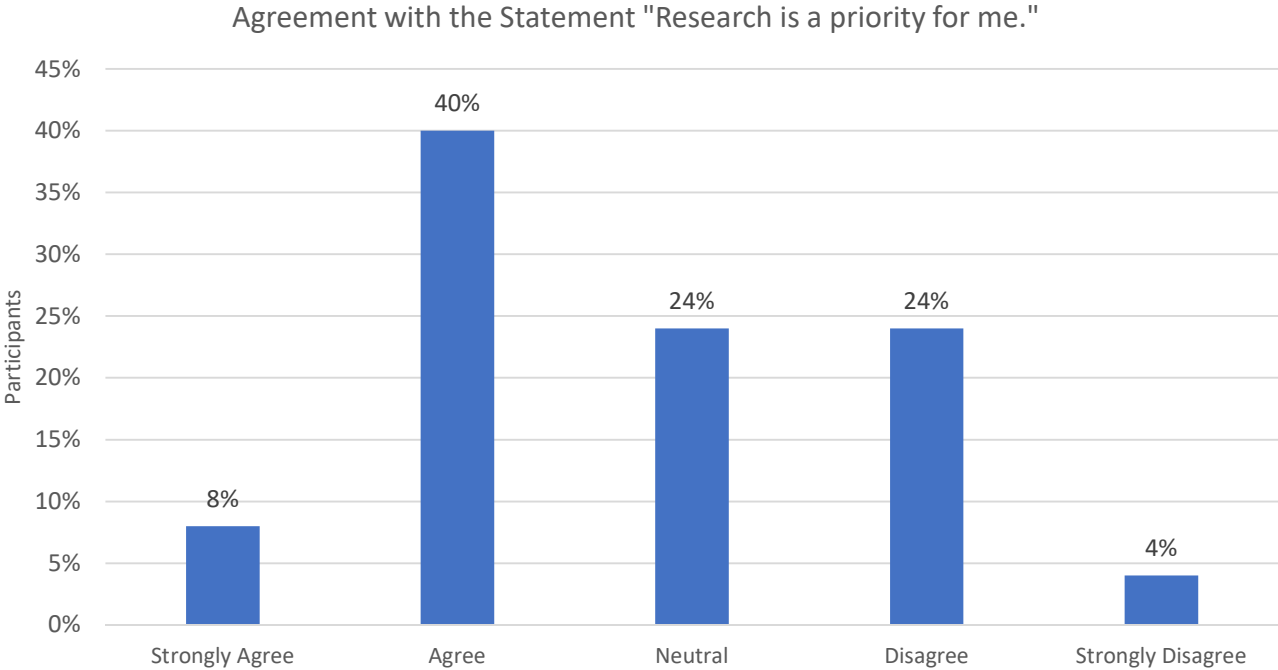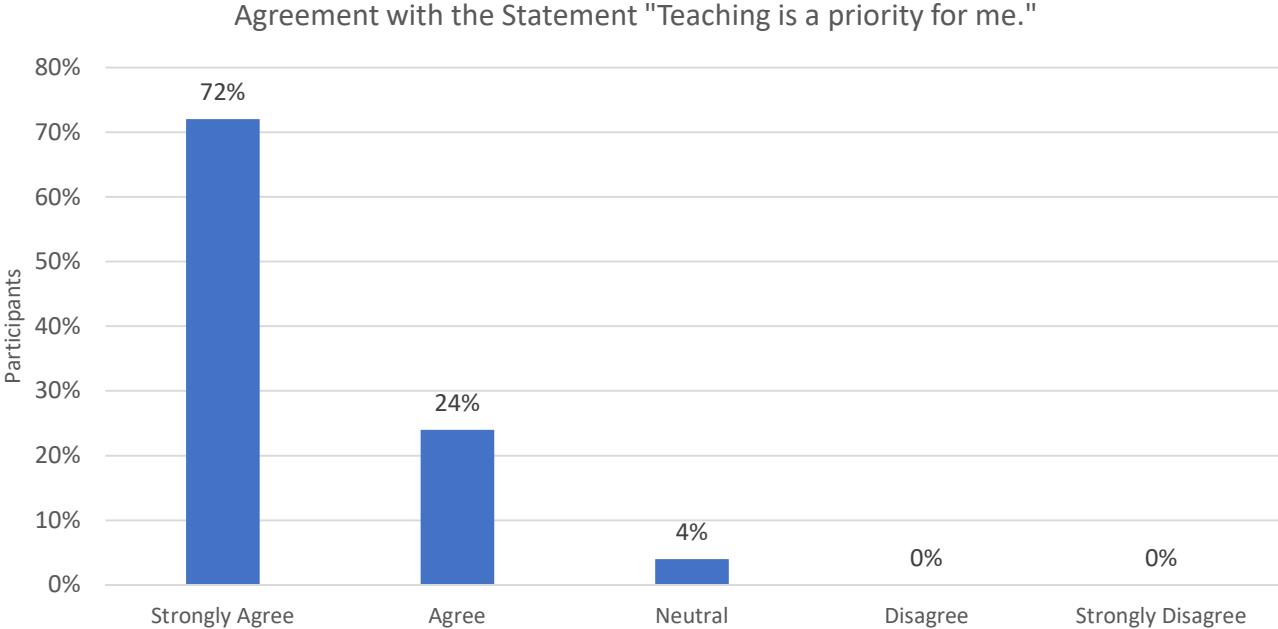Question: Briefly describe one factor that has improved your teaching.

The top ten 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=24).

25% Continuing interaction with students, responding to formal and informal student feedback

13% Teaching experience, personal and professional maturity

8% Active engagement and discussion with other faculty

8% Availability of funds and support for teaching

4% Participation in professional development activities

See UBC Vancouver Campus Report for representative feedback for this question. Faculty specific feedback may be available upon request.

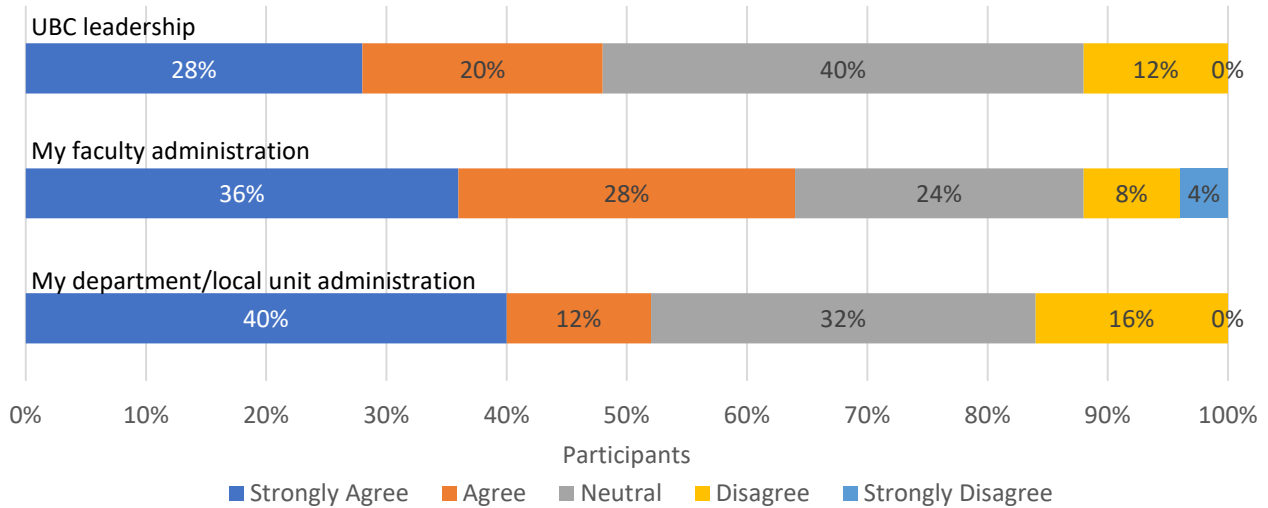# 11 Perceptions of Whether Teaching Is Valued at UBC

11.1 Personal Priorities

Agreement with the Statement "Teaching is a priority for me."

Agreement with the Statement "Research is a priority for me."

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
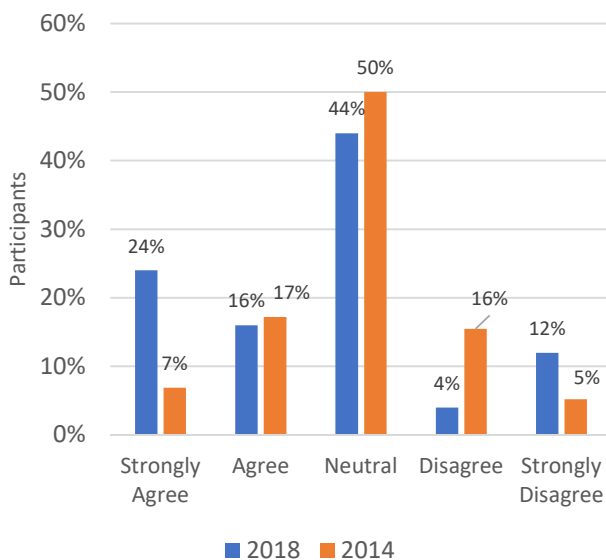
Perception of Institutional Support for Teaching Improvement

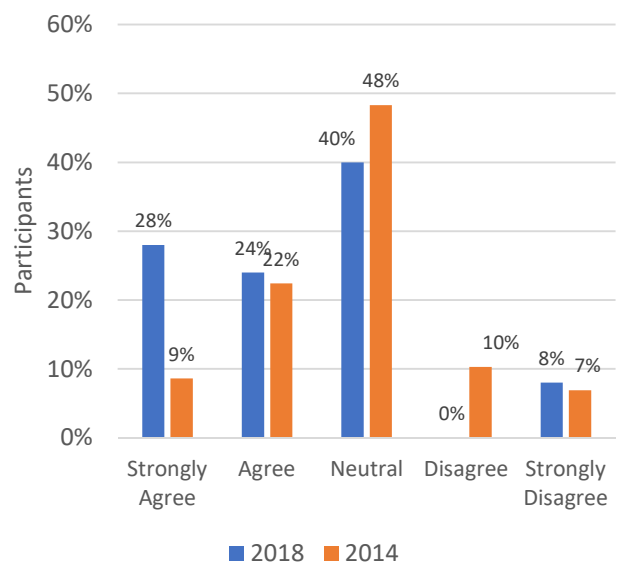|	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
UBC leadership	28%	20%	40%	12%	0%
My faculty administration	36%	28%	24%	8%	4%
My department/local unit administration	40%	12%	32%	16%	0%

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

	2018	2014
Strongly Agree	24%	7%
Agree	16%	17%
Neutral	44%	50%
Disagree	4%	16%
Strongly Disagree	12%	5%

Perception of Teaching's Impact on Tenure and Promotion Decisions

	2018	2014
Strongly Agree	28%	9%
Agree	24%	22%
Neutral	40%	48%
Disagree	0%	10%
Strongly Disagree	8%	7%

11.3 Recommendations for Change

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

The top ten 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=23).

17% A different, more reliable, and motivating approach to the evaluation of teaching

13% Increase access to funds and support for teaching

13% Increase accessibility of professional development opportunities

9% Institutional culture move towards recognition, value, and reward of good teaching

9% Improvement of classrooms and teaching facilities

See UBC Vancouver Campus Report for representative feedback for this question. Faculty specific feedback may be available upon request.

12 Contact Information

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

Andrea Han | andrea.han@ubc.ca | 604.827.8912
Adriana Briseno-Garzon | adriana.briseno@ubc.ca | 604.827.2734
Gülnur Birol | birol@science.ubc.ca | 604.827.3414