

This document is the abridged version of the final public report for this work. It contains all sections from the full report, but contains only a subset of quotes from interviews, surveys and focus groups used in the full report. It also omits Appendices, which are available as a separate document.

EL@10:

An impact evaluation of 10 years of the Educational Leadership stream at UBC

Simon P Bates

Debbie Hart

Antonia Tykei

Glory Apantaku

April 2024



THE UNIVERSITY OF BRITISH COLUMBIA

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
HISTORY AND CONTEXT	5
RESEARCH QUESTIONS AND METHODOLOGY	7
EL AT UBC, BY THE NUMBERS	10
OVERALL GROWTH, OVER TIME	10
M/F SEX DATA	15
TIME TO TENURE	15
LEADERSHIP PERSPECTIVES	17
INSTITUTIONAL LEVEL IMPACTS	18
FACULTY / UNIT LEVEL IMPACTS	21
INDIVIDUAL LEVEL IMPACTS	24
FACULTY MEMBER PERSPECTIVES	28
SURVEY DATA - QUANTITATIVE	28
SURVEY AND FOCUS GROUP DATA – QUALITATIVE	32
SYNTHESIS AND RECOMMENDATIONS	41
THEME 1: TEACHING AS AN EQUAL PRIORITY	41
THEME 2: ESTEEM AND REPRESENTATION	42
THEME 3: CLARITY OF REQUIREMENTS	44

THEME 4: WORKLOAD AND EQUITY	45
THEME 5: SUPPORT SYSTEMS	47
PROJECT TEAM AND ACKNOWLEDGEMENTS	50

EXECUTIVE SUMMARY

The Educational Leadership (EL) stream at the University of British Columbia was established in 2012 following agreement in Collective Bargaining in 2010. The shared aims were to build capacity for UBC to excel in the delivery of its educational mandate and to enhance the career progression for faculty who were Instructors / Senior Instructors. Establishing the new rank of Professor of Teaching served to recognize and promote teaching excellence parallel to research excellence, an approach that broke new ground in Canadian higher education at the time. The creation of the EL stream also introduced revised expectations for instructors and senior instructors in terms of engaging in educational leadership activities.

A little over a decade on, this study sought to evaluate the impact of the EL stream over this period, utilizing a mixed-methods approach conducted in four overlapping phases. The methodology involved collecting quantitative data on faculty demographics and appointment timelines, alongside quantitative and qualitative insights through structured interviews, faculty surveys, and focus group discussions. The research engaged a wide group of stakeholders, including current and past leaders who played pivotal roles in implementing the EL stream, and faculty in all roles and streams, in order to capture a comprehensive view of impact and areas for future improvement.

The EL stream saw significant growth in faculty appointments over the last decade, from around 200 in 2012 to nearly 350 in 2023. Most of the growth occurred in Faculties with low numbers of EL faculty in 2012, representing a diversification of roles within Faculties and units. A majority of EL faculty identify as female (58%), and this proportion is substantially greater than in the research stream (41%).

The evaluation of perspectives from the stakeholders consulted through the various methods used in this work highlighted that the EL stream has positively influenced teaching quality, curriculum innovation, and the broader student experience. Faculty feedback consistently supported the view that EL roles contributed significantly to

educational enhancement at UBC. Despite this positive impact, there remains a perception of disparity in the esteem and value accorded to EL roles compared to research roles. This perception aligns with findings from similar studies in other academic contexts, suggesting a need for ongoing efforts to elevate the recognition of teaching-focused roles in academia.

Our study sets forth 10 recommendations for the future. These are presented fully and in context in the final section of the report, and include a focus on enhancing recognition of educational excellence, ensuring adequate representation, increasing clarity in career progression requirements, ensuring equitable workloads, and improving support systems for EL faculty. Progress towards these recommendations will ensure that the EL stream remains a vibrant and integral part of UBC's academic landscape, and will support the institution realizing its current and future strategic goals.

HISTORY AND CONTEXT

In the 2010 round of collective bargaining between the Faculty Association and the University, the University tabled a proposal to make changes to the career path for instructors, with the aim to:

“Create a more deliberate career progression for the Instructors (i.e. create a third rank in addition to the ranks of Instructor and Senior Instructor) to encourage and recognize their development as teachers, in a way that reflects the career progression for members of the professoriate.”¹

This proposal followed a period of discussion and consultation about the possible focus of a new tenure-track stream, which included discussions with a group of UBC 3M National Teaching Fellows. During bargaining, the two parties reached a tentative agreement in late 2010, that was subsequently ratified and the 2010-2012 Collective Agreement for Faculty² introducing a new article describing the rank of Professor of Teaching, along with amendments to those for Instructor and Senior Instructor ranks. These new and amended articles contained descriptions of expectations for ‘educational leadership’ across these three ranks: ‘promise of educational leadership’ for the rank of Instructor; ‘demonstrated educational leadership’ for appointment at or promotion to Senior Instructor; and ‘evidence of outstanding achievement in educational leadership’ for appointment at or promotion to Professor of Teaching.

In early 2012, both Senates considered proposals from their respective Academic Policy Committees to designate the rank of Professor of Teaching as equivalent to those ranks set out in the definition of “Faculty Member” found in the University Act and make subsequent changes to voting membership in Faculties. The first Professors of Teaching were appointed in July 2012: only four initially, across the Faculties of Science (3) and Applied Science (1). The first Professor of Teaching at UBCO would follow a few years later, in 2014.

The introduction of the rank of Professor of Teaching (and the associated changes to the ranks of Instructor and Senior Instructor) broke new ground at the time in Canadian Higher Education. Teaching-focused roles at many other institutions were not tenured faculty roles. There were no other institutions that had conceived of a teaching-focused stream that explicitly referenced a requirement for something other than teaching and service

¹ <https://www.facultyassociation.ubc.ca/collective-agreement/bargaining-2010/university-proposals-2010/> (Accessed Sept 10th 2023)

² <https://www.facultyassociation.ubc.ca/collective-agreement/bargaining-2010/> (Accessed Sept 10th 2023)

contributions. There were, therefore, no exemplary institutions to refer to during initial discussions and consultations. 'Educational leadership' (EL) was left as a broad, umbrella term, with some initial articulation of what constituted EL provided in the Senior Appointments Committee (SAC) guide for the 2010-12 Collective Agreement³, very clearly designated as the 'third leg of the stool', mirroring the expectations for research and scholarship in the professoriate stream. The first cases that were considered for promotion helped to refine and sharpen the criteria and expectations for educational leadership at a level appropriate for the terminal rank of the stream, Professor of Teaching.

The issue of 'what constitutes EL?' was a focus of discussion over the early years of the EL stream. Whilst retaining a general term like 'educational leadership' was helpful for the flexibility to apply to diverse disciplinary contexts and activities, it brought with it a lack of specificity and a wide variation in understanding. The 'bumper sticker' definition ("Impact beyond one's classroom") was helpful to distinguish EL from teaching excellence and practice as it made it clear that the locus of impact was to be beyond one's individual practice as an educator. Further work focused on disentangling EL from 'educational management'⁴ – roles and responsibilities to ensure that a teaching program operates effectively and efficiently. Whilst certainly providing a platform for undertaking educational leadership, such role assignments (committee responsibilities, for example) are more aligned with our understanding of service contributions. At the heart of EL as practice are notions of influence, esteem, enhancement and innovation.

Titles and names, it turns out, matter a great deal. In the original Senate documentation, the stream was referred to as 'the tenure-track teaching stream'. Over time, the terminology 'educational leadership stream' became more widely used (though by no means universally), to emphasize that expectations for progression through the ranks required more than just excellence in teaching. There was a similar evolution – albeit slow paced – in rank titles. It was not until the 2019 round of Collective Bargaining that rank titles in the EL stream were amended, with Instructor / Senior Instructor being replaced with Assistant / Associate Professor of Teaching, an issue that both parties felt was important to better reflect the scholarly nature of the EL stream⁵. These changes came into effect in July 2020.

³ Archive copy of SAC guide 2011-2012 obtained from Faculty Relations.

⁴ Kotter, John P. "Management is (still) not leadership." *Harvard Business Review* 9.1 (2013).

⁵ <https://ubcfa.wpengine.com/wp-content/uploads/New-CA-communique-2019-2022-Final.pdf> (Accessed 10th Aug 2023)

RESEARCH QUESTIONS AND METHODOLOGY

The over-arching goal of this work was to evaluate the impact of the Educational Leadership (EL) stream at UBC, a little over a decade after instantiation in its' present form. Exploration of different dimensions of impact enabled the identification and highlighting of successes over this period, as well as future impact opportunities not yet fully realized.

More specifically, the goals of the work were to:

1. Analyze the growth and distribution of EL faculty positions across the UBC-V and UBC-O campuses over the period 2012-2022, in relation to other faculty streams during the same period. (Sub-goal – what, if any, inter-campus and inter-faculty differences are there?)
2. Understand the various impacts of 10 years of the EL stream at UBC across dimensions of teaching, learning, the student experience, curriculum innovation and Departmental / institutional culture. (Sub-goal – How consistent are these impacts across campuses / Faculties?)
3. Identify opportunities for future alignment and support of key UBC strategic priorities, including but not limited to future academic planning (post-COVID), strategic institutional commitments such as the ISP, StEAR framework etc.

The project work was conducted over a sequence of 4 conceptually distinct (but overlapping in time) phases:

Phase 1: Oct 2022 – April 2023

- BREB application preparation and submission for approval
- Quantitative data retrieval, curation and analysis in collaboration with PAIR (Goal 1)

Phase 2: Jan 2023 – Sept 2023

- Structured 1:1 interviews with current and former academic leaders (Goal 2)
- Thematic analysis of 1:1 interviews (Goal 2, 3)
- Survey preparation and survey governance approvals

Phase 3: Sept 2023 – Dec 2023

- All-faculty survey on perspectives on the EL stream on teaching practice, teaching culture
- Follow on focus groups interviews from expressions of interest at end of survey

- Analysis of survey and focus group data (Goal 3)
- Triangulation with Teaching Practices Survey (2023)⁶ analysis

Phase 4: Oct 2023 – July 2024

- Report / article writing (Goal 3)
- Dissemination activities (internal and external).

During Phase 1 of the project, we worked closely with colleagues from Planning and Institutional Research (PAIR) to extract data and customize existing data dashboards, particularly to disaggregate research / EL stream faculty data.

In Phase 2, between April and September 2023, we held 24 one-on-one leadership interviews. The interviewees were chosen from across a wide spectrum of leadership roles and across a timespan of positions held prior to 2012 through to current postholders. We interviewed individuals in roles including President, Provost, Dean, and Head of Departments. The interview guide is available in [Appendix 1](#). The interviews were recorded through Zoom and an automated transcript made to allow for text analysis. Themes emerging from the transcripts were used to focus the survey questions on key points of interest.

Drawing on themes identified during the individual interviews, a Qualtrics survey was constructed and sent to all faculty (tenure, pre-tenure, non-tenure track) on 18 Sept 2023. A single reminder email was sent to non-responders on 3 Oct with a closing date of the 9 Oct. The survey questions used are available in [Appendix 2](#) and all responses were anonymous. We had an overall response rate from tenure-stream faculty (research and EL) of 15%. Total responses were 467 completed surveys and 158 partially-completed. Only fully complete surveys were used for subsequent analysis. Of the completed surveys 79 were from the Okanagan and 363 from Vancouver campus with the remaining from clinical locations. There are a total of 2862 tenure stream faculty members in both research and educational leadership across both campuses. Overall, there were completed responses from 223 of research stream faculty and 126 educational leadership stream and all Faculties were represented in the responses.

The final question of the survey also allowed individuals to indicate if they would like to sign up for a more detailed discussion in a focus group, and if so, their contact details were captured in a separate survey to maintain anonymity of their survey responses. We received 136 responses to contribute to focus groups, with a total of 60 faculty

⁶ <https://ctlit.ubc.ca/resources/teaching-practices-survey/> (Accessed Jan 10th 2024)

ultimately participating in 8 online groups and 4 people joining an in person focus group on the Okanagan campus. Questions used in the focus groups are provided in Appendix 3. The split of focus group participation between the two campuses was 48 Vancouver and 16 Okanagan. The split between research stream and EL stream participants was 22 / 30 with the remaining 12 from other faculty roles (lecturer, clinical etc.).

The 1:1 interviews, survey and focus group sessions generated rich qualitative data. We employed an inductive approach to the thematic analysis of data captured from these three different courses. The inductive approach to thematic analysis involved the identification of descriptive themes through the analysis of the data with no prior assumptions or analytic framework. The analysis occurred in two main phases. First, all team members (SB, DH, GA) conducted an initial review of transcripts from a given data source (e.g., interview data) to identify key themes. Next, GA conducted a deeper dive into transcripts to identify a broader set of themes and sub-themes and develop the coding framework using NVivo, a qualitative analysis software. The coding framework was reviewed iteratively as more data was collected and new themes were identified. The team also met regularly to discuss and fine-tune emerging themes.

EL AT UBC, BY THE NUMBERS

OVERALL GROWTH, OVER TIME

Table 1 illustrates the growth of EL faculty headcount over time, along with comparative data for the Research and Teaching (hereafter, R) and Lecturer (L) streams. Both raw data and data normalized to that stream's 2012 data (the year of the first appointment to the rank of Professor of Teaching) are presented, as well as a breakdown by campus.

These changes in faculty headcount are in the context of a period of rapid growth in student numbers over the same period across both campuses. Between 2012 and 2022, student numbers have grown by 35% at the Vancouver campus and 44% for the Okanagan (from 49338 to 60607 for Vancouver; from 8312 to 11978 for Okanagan, data taken from relevant enrolment reports⁷).

System-wide, EL faculty numbers increased by a little over 70% during this period (more than doubling at UBCO, though absolute numbers are smaller). This represents a 50% increase in the proportion or 'share' of faculty shown in Table 1 (EL, R and L), rising from 7.2% of this population in 2012 to 10.2% of it in 2022. A striking feature of the data in Table 1 is the growth in Lecturer (L) positions over the same time period, both in absolute numbers and in the proportion of faculty shown in Table 1, more than doubling from 6% in 2012 to 12.5% in 2022. Figures 1 and 2 show this relative growth in graphical rather than tabular format, with the slope of the lines giving a visual sense of rate of growth over time. The growth of Lecturers at UBCO is particularly striking, in 2022 1 in 6 of the faculty population shown in Figure 2 is Lecturer at UBCO.

There are, as would be expected, variations between Faculties within a given campus. Figure 3 illustrates data for a subset of the Faculties on the Vancouver campus. There is no 'right' profile here: the growth of faculty positions within a Faculty over time is a complex function of balance of faculty roles (clinical, adjunct, tenure-stream, lecturers and sessionals), opportunities to hire, program diversity and complexity, as well as disciplinary pedagogies and course designs. However, it is not surprising that the larger Faculties follow the same trend as the overall campus-wide data in Figure 2. The Faculty of Arts shows an interesting profile, especially when contrasted with the Faculty of Science. Arts had relatively few EL faculty in 2012 for its' size (34, in roles of Instructor and Senior Instructor, as they were at

⁷ Data from enrolment reports, accessed via <https://pair.cms.ok.ubc.ca/wp-content/uploads/sites/145/2023/03/UBC-Annual-Enrolment-Report-2022-23.pdf> and https://senate.ubc.ca/files/va_2013w_enrolment_report.pdf (Accessed 20th Aug 2023)

the time). Steady and significant growth in EL positions over the next decade, presumably coupled with a recognition of what these roles could add to an overall faculty complement, took that number to 73 in 2022.

SYSTEM-WIDE						
Year	EL (raw)	EL (norm)	L (Raw)	L (norm)	R (raw)	R (norm)
2012	202	1.00	176	1.00	2425	1.00
2013	219	1.08	191	1.09	2429	1.00
2014	235	1.16	228	1.30	2403	0.99
2015	241	1.19	259	1.47	2378	0.98
2016	250	1.24	301	1.71	2319	0.96
2017	265	1.31	281	1.60	2301	0.95
2018	283	1.40	310	1.76	2312	0.95
2019	298	1.48	331	1.88	2369	0.98
2020	315	1.56	341	1.94	2398	0.99
2021	336	1.66	379	2.15	2492	1.03
2022	346	1.71	409	2.32	2516	1.04
VANCOUVER						
Year	EL (raw)	EL (norm)	L (Raw)	L (norm)	R (raw)	R (norm)
2012	171	1.00	166	1.00	2116	1.00
2013	182	1.06	176	1.06	2115	1.00
2014	196	1.15	207	1.25	2097	0.99
2015	199	1.16	234	1.41	2077	0.98
2016	205	1.20	272	1.64	2025	0.96
2017	217	1.27	251	1.51	2012	0.95
2018	235	1.37	270	1.63	2016	0.95
2019	246	1.44	291	1.75	2062	0.97
2020	257	1.50	287	1.73	2082	0.98
2021	274	1.60	315	1.90	2157	1.02
2022	282	1.65	330	1.99	2182	1.03
OKANAGAN						
Year	EL (raw)	EL (norm)	L (Raw)	L (norm)	R (raw)	R (norm)
2012	31	1.00	10	1.00	309	1.00
2013	37	1.19	15	1.50	314	1.02
2014	39	1.26	21	2.10	306	0.99
2015	42	1.35	25	2.50	301	0.97
2016	45	1.45	29	2.90	294	0.95
2017	48	1.55	30	3.00	289	0.94
2018	48	1.55	40	4.00	296	0.96
2019	52	1.68	40	4.00	307	0.99
2020	58	1.87	54	5.40	316	1.02
2021	62	2.00	64	6.40	335	1.08
2022	64	2.06	79	7.90	334	1.08

Table 1: Faculty headcount by stream (EL: Educational Leadership / L: Lecturer / R: Research & Teaching) over time. Normalized values are relative to that stream's 2012 value)

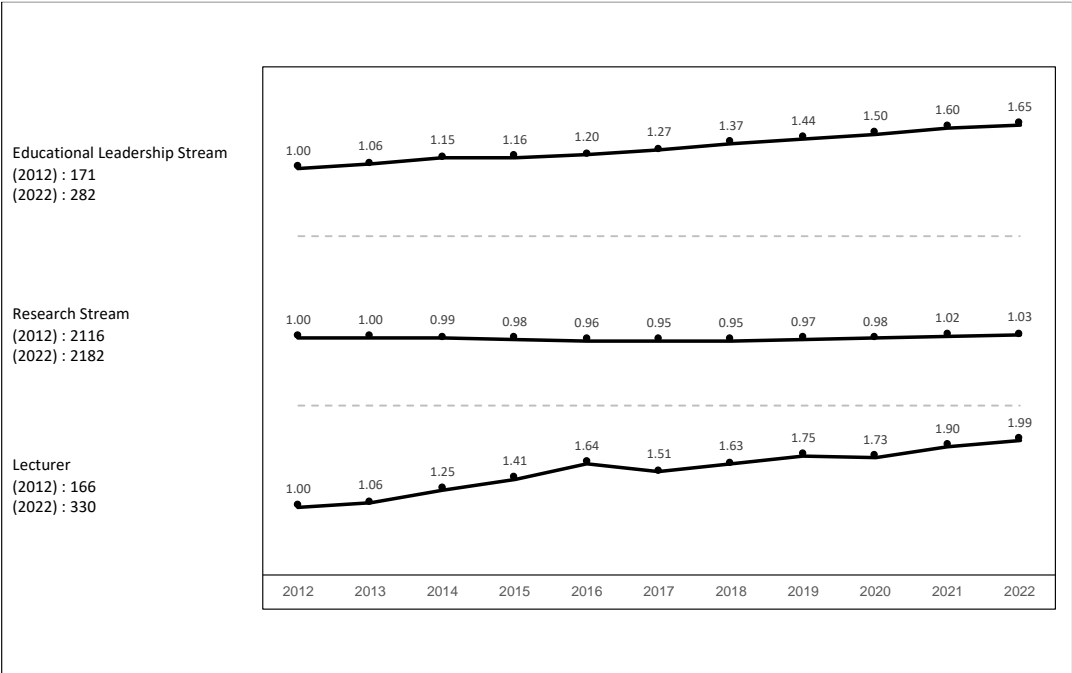


Figure 1: (UBCV) Relative growth in faculty appointments by steam (EL / R / L) over time, normalized to stream value in 2012

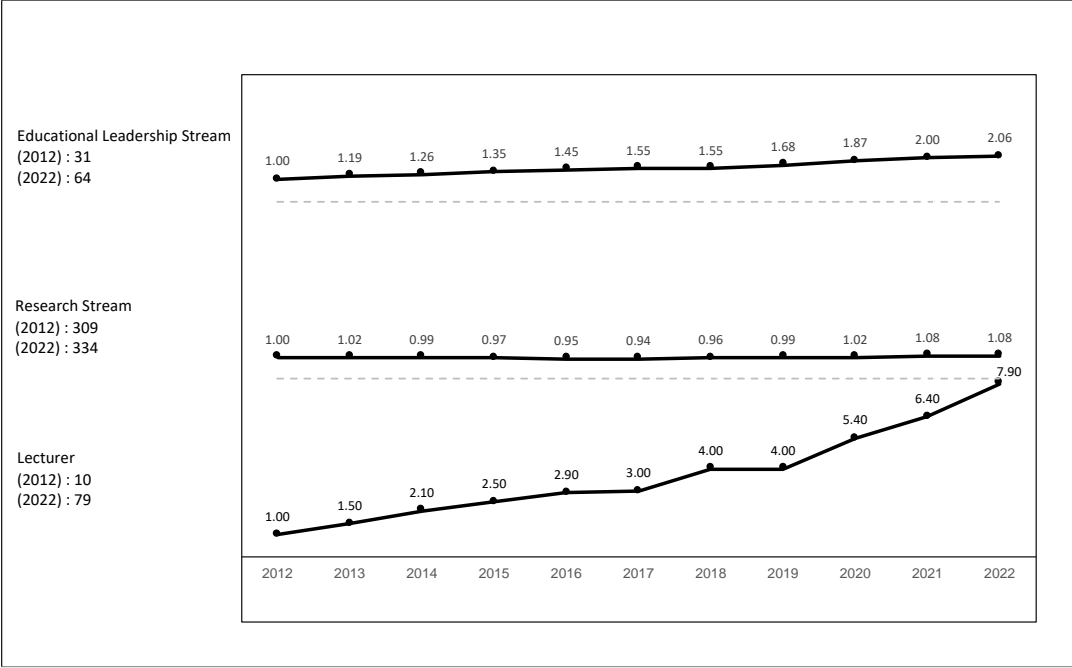


Figure 2: (UBCO) Relative growth in faculty appointments by steam (EL / R / L) over time, normalized to stream value in 2012

Growth in numbers of EL faculty has not been solely a feature in the larger faculties. Figure 3 illustrates the profile for the Allard School of Law. Although the absolute numbers are still small, they still provide for a significant critical mass of expertise in EL to support the School's programs and their development. Other smaller Faculties have seen even larger growth (data not shown in Figure 3): Forestry now has 10 EL faculty compared with 81 Research faculty; Pharmaceutical Sciences has 16 EL compared with 70 Research. These represent significant fractions of the faculty complement.

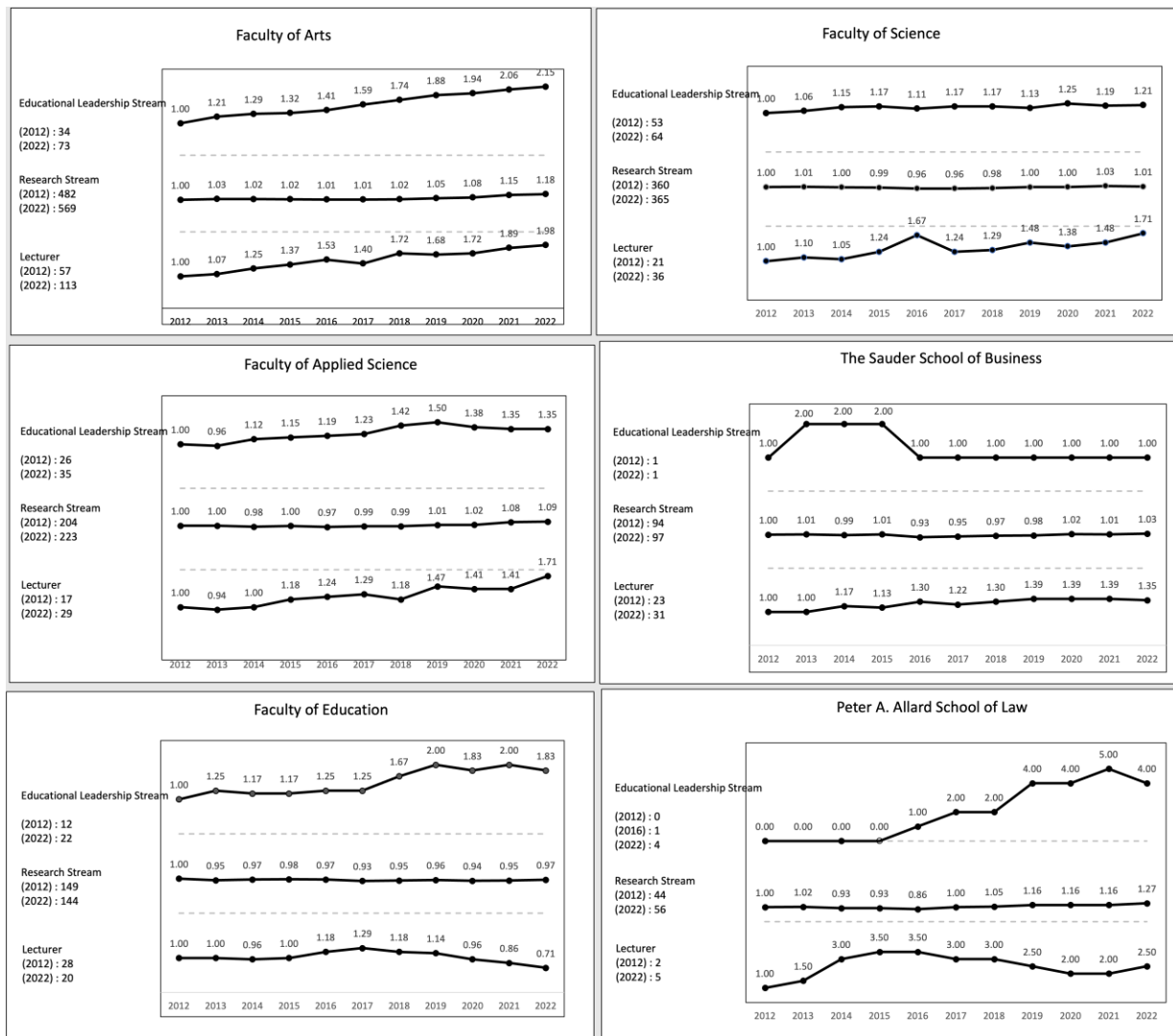


Figure 3: (UBCV) Relative growth in faculty headcount by stream (EL / R / L) over time for selected Faculties. Normalized data is relative to that stream's 2012 value in that Faculty (except for EL in Law, which was normalized to 2016 value)

Another way to slice overall growth numbers is by disciplinary groupings, which is presented in Figure 4 (with system-wide disciplinary group membership detailed in [Appendix 4](#)). Aligned with previous comments about the Faculty of Arts in Figure 3, we see the disciplinary groupings of Humanities and Social Sciences have growth rates of EL positions that exceed the other streams (Lecturer, Research) within that disciplinary group. The other three disciplinary groupings (Science, Engineering, Health Sciences) all show a trend where the relative growth of EL positions is significant over time, but is slower than the relative growth in Lecturer positions within that disciplinary grouping.

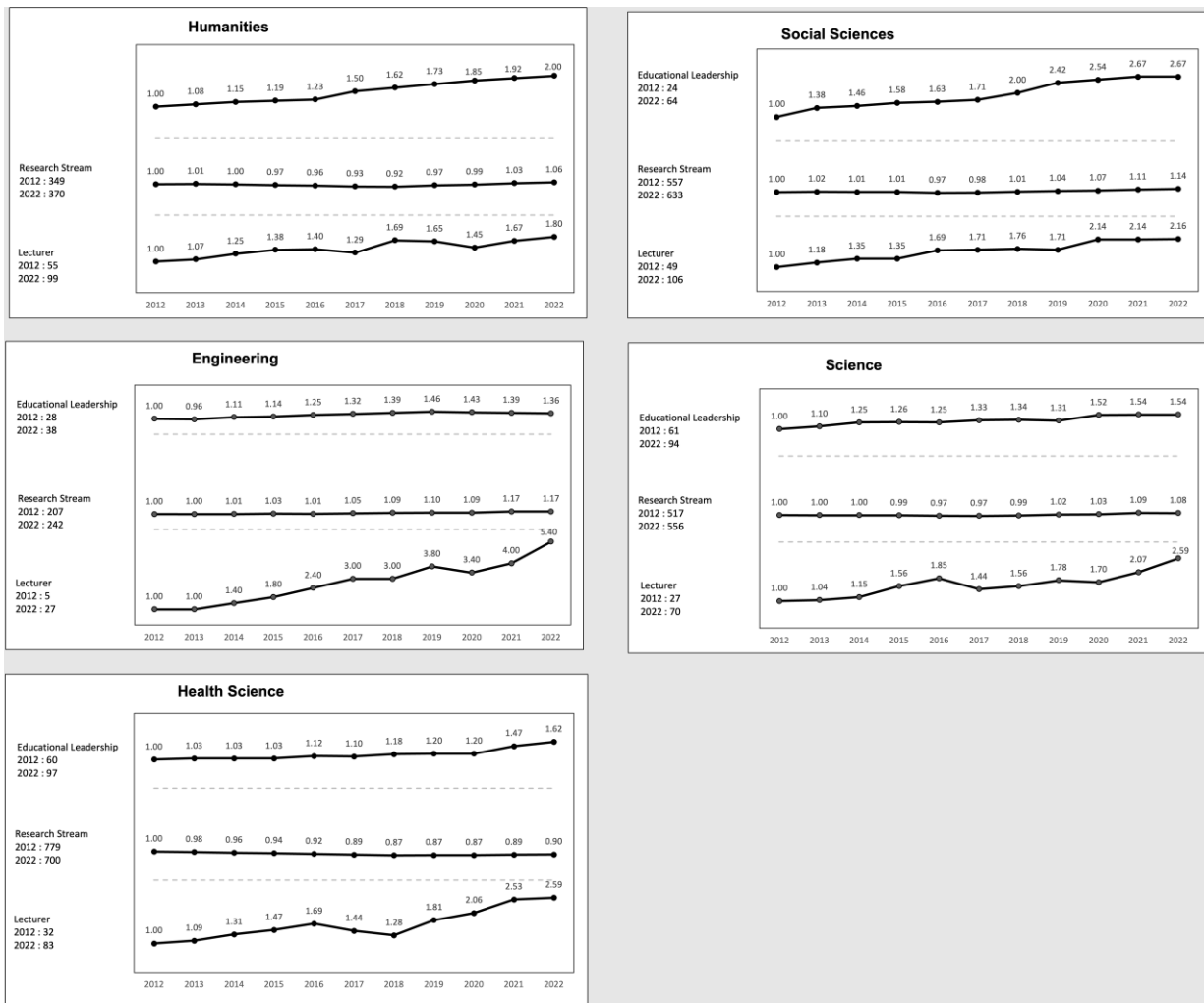


Figure 4: (System-wide) Relative growth in faculty headcount by stream (EL / R / L) over time for disciplinary groupings of academic units, as detailed in Appendix 4. Normalized data is relative to that stream's 2012 value in that disciplinary grouping.

M/F SEX DATA⁸

System wide, using 2022 data, 58% of EL faculty are female (F), in comparison to 41% F in the research (R) stream. There are small differences between campuses (61% and 42% F for EL and R faculty, respectively, at UBCO). Within individual ranks, the proportion of Assistant Profs in the EL stream is 70%, compared to 52% for the same rank in the R stream, suggesting that the overall proportion is likely to rise in the coming years (all other things being equal) as these Assistant Professors of Teaching progress through the ranks. These proportions are in alignment with that reported by Ragoonaden⁹ (2021), which captured self-reported data (including non-binary).

System-wide, there are more Female faculty than Male in all ranks of the EL stream, in contrast to the Research stream, where there are more Males than Females in Professor and Associate Professor ranks, with Assistant Professor being close to 50:50.

Ratios of M:F EL faculty over time have remained remarkably stable. For those faculty members active in the EL stream 20+ years ago (as Instructors and Senior Instructors), the split is M (47%) to F (52%). Once again, this is in contrast to the distribution in the R stream for faculty members active 20+ years ago (M (75%) to F (25%)).

Based on a survey of EL faculty across both campuses (45% response rate, N=183) Ragoonaden (2021) reports additional self-identification data for EL faculty. Of those respondents who selected to self-identify, 5% responded as Indigenous, 25% as racialized, 14% as persons with a disability, and 18% as 2SLGBTQ1A+. As noted in Ragoonaden's report, this represents a higher proportion of equity-seeking groups amongst EL faculty, when compared to UBC's own data from 2019 and the Canadian University Teacher's Report on Equity and Diversity from 2018.

TIME TO TENURE

Figure 5 illustrates system-wide data for the time to tenure, separated by tenure stream and M/F sex, for tenure decisions in the period between July 2012 and June 2022. There are no systematic differences if the data is split by campus. In addition, though there are variations in numbers of M/F EL faculty passing the tenure bar in less than 5 years, the

⁸ Data taken from PAIR repositories only reported M/F binary sex data until 2021 when more inclusive language and gender identities were introduced.

⁹ Ragoonaden, K (2021) Report on Inclusive Excellence in Educational Leadership at UBC, <https://blogs.ubc.ca/edleadershipnetwork/files/2021/09/Report.-Inclusive-Excellence-in-Educational-Leadership.September-2021.pdf> (accessed April 20th, 2023).

proportions of EL faculty passing tenure by the end of year 5 is very similar, and at or above 95% of all cases. Where there are noticeable differences, are the times to tenure within each of the two tenure streams, likely based on the different requirements of promotion in the respective streams. Promotion to Associate Professor depends “*on sustained and productive scholarly activity, on ability to direct graduate students*”; for promotion to Associate Professor of Teaching “*demonstrated educational leadership, involvement in curriculum development and innovation*” is required. An optional extension of the tenure clock was agreed between the University and the Faculty Association in April 2020 due to the disruptions from the COVID-19 pandemic¹⁰. From this data, the median time tenure for EL faculty (both M and F) was 5 years; for R faculty (both M and F) it was 6 years.

¹⁰ https://www.facultyassociation.ubc.ca/member_notice/extensions-librarians-confirmation/ (Accessed 10th Oct 2023)

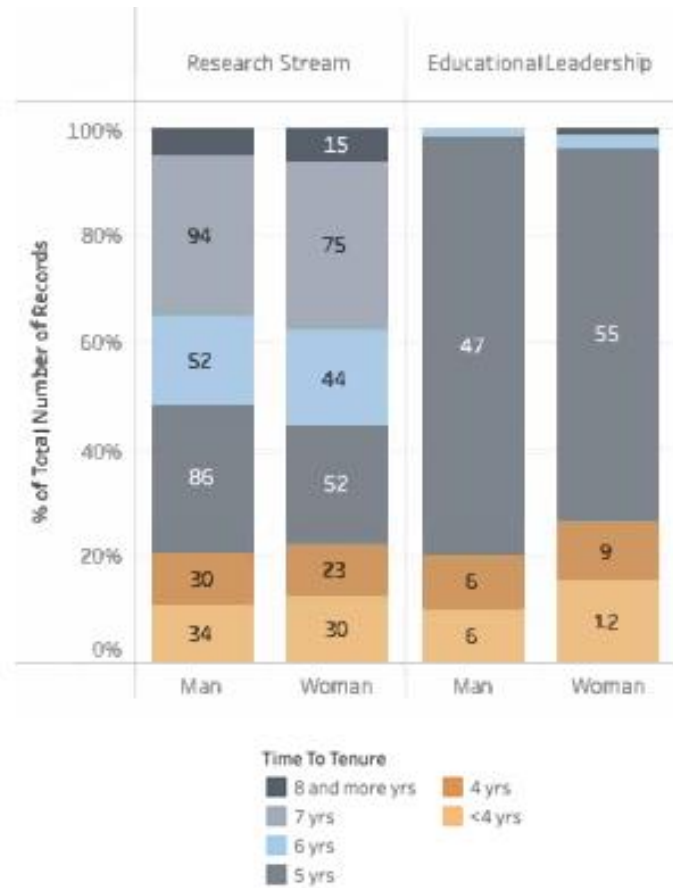


Figure 5: (System-wide, color) Time to tenure (adjusted for maternity, parental and adoption leaves) by tenure stream / sex. Numbers on bars indicate number of records. Data includes all tenure cases granted between July 2012 and June 2022.

LEADERSHIP PERSPECTIVES

We undertook a series of one-on-one structured interviews (24 in total; 14 M, 10 F), with current and former academic leaders, between April and September 2023. The interviewees included those currently / previously the roles of President, Provost, Vice-Provost, Dean, Head of Department / School, Associate Dean and Professor of Teaching. Most interviewees held / currently hold appointments as research and teaching stream faculty members.

The interview questions used to guide conversations are included in [Appendix 1](#). Interviewee perspectives ranged across various levels of impact: from those relating to impact on individuals, through impact on academic unit priorities and activities, the Faculties, the

institution as a whole and indeed beyond the institution. The analysis of the themes from the interviews considers these loci of impact, starting with broad impact at the level of (or beyond) the institution and focusing down to impacts on departments and then individuals. Within each locus of impact, there is a blend of successes to celebrate, challenges to address and aspirations for the future.

INSTITUTIONAL LEVEL IMPACTS

A theme that was present in practically every interview was the impact that the EL stream has had on recognizing (and in many cases, elevating) the importance of teaching as a core academic activity. This acknowledges and reaffirms that teaching is central to the university's mission and should be a scholarly, research-informed, collaborative profession. This has had a tangible impact beyond the institution as well, with several interviewees indicating that UBC was seen as an exemplar in advancing a commitment to research-informed teaching.

"I think it's a really important signal... for a research institution of that prominence to basically say to the entire university community globally. 'We take teaching seriously enough to employ a cadre of people ... and consciously made them equivalent for the purposes of our human resources, collective bargaining'..... Not all universities do this, certainly not at our level. And those that do are often coming to us and asking. 'How exactly did you do this again?' And I think that really is a powerful thing." (Interviewee 18)

"I don't think we were the first university on the planet to initiate this track, but we were very much an early leader in doing so, and when I was traveling around ... and had a chance to see a fair bit of the higher education world, people knew about what we were doing." (Interviewee 23).

External indicators of esteem bear this out further. The 3M National Teaching Fellowship, administered by the Society for Teaching and Learning in Higher Education, awards up to 10 Fellowships per year, and is the highest individual award for teaching in HEIs in Canada¹¹. An analysis of Fellowships awarded between 2013 and 2023 indicates that UBC has more than any other institution in that period and that 50% of UBC awards of Fellowship were to faculty in the EL stream.

¹¹ 3M National teaching Fellowship, STLHE, accessed March 4th 2024 <https://www.stlhe.ca/awards/3m-national-teaching-fellowship/>

Other interviewees spoke about the importance of the EL stream in their interactions with their profession, as a visible commitment to the core purpose of the institution.

“So we had a lot of discussions with people from industry, and what is interesting is when you ask these people 'What is the reason (for the) existence of the <...> department at Ubc?’ And they clearly told me that your mission is to educate the absolute best engineers, not only for BC but for the world. And, of course, we expect you to be excellent in doing research, but if you fail on the education mission you've absolutely failed. The public is a public institution, so they expect from us absolute excellence in training of engineers. So that's a very powerful message.” (Interviewee 12)

Many interviewees spoke about how the introduction of the EL stream has built capacity for excellence and enhancement over time, by diversifying the faculty complement. The fact that some faculty can focus on the institution’s educational mandate ‘*across the whole of their desk*’ can not only improve academic programs but also play a role in “*changing the culture towards greater respect and acceptance of teaching-focused roles within the academic community*” (Interviewee24).

“At UBC we have so many people who do amazing work. If somebody is a lab specialist who is solving childhood cancer, I don't really want them to be spending additional time focusing on their teaching. Do what you gotta do to make the world a better place!

In the same vein, interviewees mentioned the capacity-building support that EL faculty can provide to new faculty in their department, particularly junior faculty:

“It allows us to improve teaching and learning without anyone feeling threatened by it, because the educational leadership folks have an evidence-based practice ... bringing data to the table, which otherwise would not be necessarily happening, because people don't have time.

I think it makes teaching and learning improvement sensible and aligned with the belief system of the people involved who may not have had pedagogical training and are nervous about that, and don't feel adequate down deep down. But now they can be guided by these experts, and that relieves the situation in a lot of ways.” (Interviewee 14).

Several research faculty member interviewees talked about the ways they and their teaching endeavors have benefited from close-at-hand EL colleagues:

“I guess the other thing that strikes me is that and I say this from the perspective of being a research stream faculty member myself is that I... many of us are, you know, understandably, concerned with the teaching dynamics in our own classrooms. But I don't feel that that many of my research colleagues have a lot of the sort of bandwidth to think about, sort of the larger infrastructure of teaching at UBC. ... I think we very much need faculty and resources that are devoted to

studying pedagogy and understanding how it can kind of transform teaching across units and across faculty...I think both of those things are really, really important.” (Interviewee 21)

All of this is in service of an excellent student learning experience in taught programs. Many interviewees talked about how teaching and student learning had demonstrably improved over time:

“I think we are just now beginning to see the payoffs in a big way, it has moved the needle in terms of the quality of our teaching in this faculty.” (Interviewee 19).

“I've seen that (improvement). It's their contribution on the curriculum accreditation, technology, pedagogy, whatever, you just name it, we have people who have done amazing job. So I personally feel that it's a success story for UBC O” (Interviewee 20).

Excellence in teaching and learning at UBC existed well before the introduction of the EL stream in 2012. However, the strong sense from the interviewees is that the introduction of the stream has both initiated and catalyzed innovation and enhancement in education, as well as build capacity within units to respond to changing landscape within teaching and learning. For those with a long history of labor to support and advance teaching and learning at the institution, it has allowed us *“to lose some of that inferiority complex” (Interviewee 23).*

Interviewees highlighted the establishment of the EL stream as a strategic way to enhance teaching and learning excellence without detriment to research capacity, and in a financially sustainable way. They noted an understanding of what the EL stream brought was particularly at-risk during moments of leadership change within the institution. This risk was felt (though differently) at several levels of leadership; when appointing a Head or Dean from outside the institution, as well as at times of transition in Executive positions, particularly President and Provost. A newly appointed leader (at any level) who may see an EL role as a consolation prize for not quite ‘making it’ as a researcher, or as a ‘teaching-only’ role, can impact culture, morale, career advancement and faculty retention.

Along a similar theme, several interviewees suggested there was, after a period of growth in EL appointments, a need to re-articulate the value proposition a cohort of EL faculty members bring to a department. This is particularly true after a period of growth (and improved contract arrangements) for Lecturers. According to one interviewee:

“The USP of EL faculty is in leading teams to help departments get the most out of the entire teaching complement within the department, researchers, lecturers etc” (Interviewee 23)

Several interviewees noted the patchiness of esteem or perceived value of EL faculty, observing that although they could point to positives in their unit or faculty, they were also

keenly aware that this was not universally true across their campus, or across the whole institution. Others noted that progress was slow, but when made was significant, highlighting the change of titles in 2019 and acceptance over time:

“They (change in titles) led to changes in voting rights at the department level, and that was so very important that just want to flag like such a good thing, (which) made it so that you know you really could have a say. It really brought some more power equity into the department”. (Interviewee 07).

One final topic was raised by a significant number of interviewees: pay equity, with parallels drawn from a gender pay gap analysis undertaken previously.

“Maybe about a decade ago there was that study a gender equity study, and maybe it's time to do a study like that between EL and Research faculty, and see what the differences actually are and have that information. ...

They made an assumption. Essentially, they assumed that male faculty members and female faculty members were equally productive. Right? So, you could make that assumption. They are doing different things, but they are equally productive.

And what does it look like? What's our situation right now? And is it getting any better? And I assume that it's getting better; I do assume that the people on the EL stream are being hired at higher salaries, maybe closer to the research stream starting salaries than they used to be. But I don't know that for sure.” (Interviewee 07).

FACULTY / UNIT LEVEL IMPACTS

Interviewees offered a diverse range of commentary and perspectives around issues that originate or impact at the academic unit level (across a range of academic structures such as Departments, Schools and Faculties). Those issues highlighted below included the overall balance of a faculty complement to support educational delivery; issues around appointment, tenure and promotion, and the articulation of what counts as EL in comparison with teaching and service roles. The comments span the full range of successes and challenges, across dimensions of people, processes and products.

Several interviewees commented on the balance between EL and other faculty engaged in teaching, indicating that the proportions that have evolved over time are probably appropriate, with variations depending on context:

“From the beginning, I said, you know, I think that's probably around 15% of the faculty complement in the research-intensive university... although we never suggested any quotas. Interestingly enough, when we look now at the statistics, we kind of on average land in this. ... It clearly depends on faculty, some that have

larger undergraduate programs, for example, and more programs in general may need a little more whereas faculty that are only graduate programs and smaller that percentage might be different.” (Interviewee 24)

A similar sentiment was expressed by another interviewee, with a note of caution about how much may be too much:

“There’s only so much leadership you can do so, at some point what you do is handicap the EL Stream Faculty members because they’re all climbing over each other to try and demonstrate some level of leadership. So there are clear limits....I don’t know what that is, is it 10%, or is it 20? Maybe somewhere in there. But think about how you’re teaching your courses, and where you want that extra level of sophistication and instruction.” (Interviewee 11)

A further aspect of this theme was the impact that the presence of EL faculty had with new colleagues joining the unit, and ‘raising all boats’ when it came to the overall teaching effort:

“We just finished a job search for an assistant professor in the department. The people coming in are thrilled with the opportunity to work with EL faculty. And also when I go to other institutions and tell them we have this.” (Interviewee 14)

Comments regarding the roles of EL faculty and Lecturers featured prominently, unsurprisingly so since these two roles have both seen significant growth in numbers over the past 10 years. Comments spanned issues such as hiring patterns over time, and the different value propositions that various roles bring to the teaching effort of a department:

“I’m not opposed to the (multi-year) lecturer innovation at all. I think it was a good idea, (teaching) 7 courses instead of 6, and the possibility of some alleviation of that for some service. But I do think that departments (need to) recognize that the educational leadership component is a big part of the value of the stream. And that they accept that the short-term gain of one extra course per cheaper lecturer position over the long run is actually going to be detrimental to their unit’s teaching and learning programming... and could also have a long-term impact on the energy, the drive, and the resources and capacities around teaching creativity and innovation in their unit.” (Interviewee 18)

Based on comments from interviewees, articulating the distinctions between EL and service, where one ends and the other begins, particularly in positions of formal leadership responsibility, is very much still a work-in-progress. There was recognition that formal positions relating to teaching and educational advancement provide a platform from which to have an ‘impact beyond one’s classroom’:

“Many units will have an associate head or associate director for undergraduate studies or curriculum committees. And these are these are often the kind of ideal

sort of places, I think, where we're an EL stream faculty can really have an impact on their unit. And so it's not necessarily all about a heavy teaching load and freeing up research stream faculty, but it's also about helping shape the pedagogical vision." (Interviewee 21)

In addition to a pressing need for greater clarity for all, including EL faculty themselves:

"So I think we have an opportunity. I think there's still a lot of misunderstanding and not clarity around what educational leadership actually is, and what it's comprised of. We get people who do the program administrative positions. And is that service? Is that educational leadership? ... I know sometimes it's difficult, because it is gray area. But there are a number of educational leadership faculty who don't know really what educational leadership is comprised of.... So I would like to see them have a clear picture of what educational leadership is, scholarship of teaching and learning, different things like that." (Interviewee 08)

The issues around what EL is and how to evidence it came to the fore in a series of comments by interviewees around promotion and tenure, both in terms of the processes that files progress through and the requirements and evidence for meeting rank expectations.

"We have to get the tenuring thing right you know. You mentioned that there has been leadership in SAC, but, in fact, still people often don't know how to tenure and promote in the EL stream. (We have) those conversations over and over about what's educational leadership, and what's service that sort of issue." (Interviewee 04)

What can improve and enhance understanding of expectations around EL is representation on the various levels of committee that form part of the T&P process. A particular area of focus in this regard was the composition of SAC and the fact that there is no requirement for a minimum number of EL faculty on SAC:

"There needs to be at least 2 Professors of Teaching at all times on SAC, so there can be one on each subcommittee... I appreciate that it's the Faculties who name their members to SAC, so the Provost is not in control of who gets put forward. But it seems to me that that there should be: there ought to be a way to make that happen". (Interviewee 18)

Several interviewees offered a perspective that there was a lack of clarity in the requirements for evidencing the impact of EL, as a key part of the T&P process. Part of this may be due to the inherent differences between the accepted (if imperfect) metrics for impact in disciplinary research and scholarship in comparison to impact beyond one's classroom:

"I think that might be in part due to the fact that ... there's fewer of us than research faculty....In a research setting you can often quantify things very simply.

It's maybe not the best way to do it in terms of publication numbers and reach or h-Factor...(but) it's not so easy to do that in a EL position". (Interviewee 06)

Or indeed a mismatch between expectations and reality in EL files:

"I think one of the things that is challenging about the way it's described in the collective agreement and the SAC Guide, and so on, is with the lack of requirement or expectation around scholarship. The reality is every single candidate that I've seen has a record of dissemination. And I think that that's an opportunity to kind of make that more explicit that that this actually is an expectation". (Interviewee 03)

Several interviewees commented on the way requirements have evolved over time as the expectations for advancement in the stream matures, bringing forward new challenges:

"I think it's getting a lot harder. You're going to think this is weird, but I think it's a much harder job now as a year 1 Assistant Professor of Teaching than it was when I did it 10 years ago or 11 years ago, or whatever it was... The first generation here, we picked a lot of the low-hanging fruit - we have done curriculum revisions...program rethinks, and ... some of those technologically enhanced classrooms. You know we we've done all those things, and it's a lot harder now to find your big project than it was, I think, 10 years ago. It's not impossible by any stretch, but it requires a lot more creative thinking and a lot more mentoring from people". (Interviewee 15)

One final theme to feature prominently was the roles that EL faculty take, or may be suitable to take, that are positions of leadership within units or Faculties, including Head of Department.

"The qualities we look for in a head, you know, sensitivity, ability to listen, fairness, communication skills. These do not pertain to a track.... I have appointed heads in <Faculty>. There's absolutely nothing in the collective agreement that that prevents us from doing it, and it's fully open, and it really just takes a maturation of the Departments to get to the point where they see it's not just about branding themselves with the biggest researchers they can get into that role for their reputation." (Interviewee 17).

INDIVIDUAL LEVEL IMPACTS

Comments from a number of interviewees indicated that in their view the establishment and maturation of the EL stream has been instrumental in helping EL faculty clarify their own identity within the academic community of UBC.

“Many of them (EL faculty) that I've talked to would say, ‘it's helped me find a comfortable answer to the question, who am I here?’ And by comfortable I mean not just one that sits well with me, but if somebody asks me who I am, and I tell them they don't look at me and say ‘Oh, yeah.. They have some idea, they value it, they respect it. And that helps me reinforce my identity.” (Interviewee 23).

However, there was also the acknowledgement that the Departmental or Faculty context plays an important role in shaping this identity. EL faculty who were singletons or few within a given Department could face challenges related to perception of their value and isolation. Several leaders spoke about the importance of creating community within the EL stream faculty, where support and mentorship opportunities, even if informal, were available. These communities could be within or between Faculties, or at a campus or institutional level (e.g., the Educational Leadership Network, ELNet). Key aspects of these communities were to facilitate professional development, sharing practices and challenges, and navigating promotion or tenure processes.

“I think it has been exceptionally positive, because we have found each other. There are some folks in led who have started a little network within the Faculty of <X>. I was very kindly invited to join them. I enjoy going to the meetings. We talk about issues and advocacy when it came time to put forward names for the new Dean search that's going to be ongoing. There was a conversation about who was interested in putting their name forward as an EL track faculty member to make sure that that voice was part of the hiring committee. So there is an element of strategizing and conversation that's happening at the grassroots level. That, I think, is going to have a very positive impact, not only on how we do our job and the things that we're talking about, but also how we choose to advocate for ourselves and make sure that our voices are part of the larger tables that set the strategic initiatives for the department or faculty” (Interviewee 04).

Several interviewees indicated that the support needed was quite different at the approach to different promotion hurdles.

“And I think we're probably doing a good job on the people at the Assistant level. But it's the jump from Associate to Full (Professor of Teaching) perhaps where (we could strengthen mentorship of faculty). And I mean it's sort of natural ... you don't have the cadre of people to provide that mentorship. But I think that that may be an area to work on.” (Interviewee 03).

Other comments built on this idea, suggesting that there were different options to enhance and formalize mentorship and support arrangements. One suggestion was the possibility of EL faculty taking a more formal role (recognized as a EL contribution) in the mentoring of faculty new to teaching (including lecturers). Another was for ELNet to take a more visible role in mentorship activities to build on the grass roots support currently provided.

Resources needed to be able to undertake EL work featured prominently, with aspects relating to both money and time being raised as issues by a significant fraction of interviewees. Several leaders indicated how in their units, EL faculty received startup funding, with opportunities to support dissemination of work done or conference in addition to faculty PD funding.

"We give them a start-up. We don't give them a lot, but we give them some, but then there's it's not renewed. They've got the Pd funds and what I've said to our faculty members is just come see me if you need something. Come, talk to me, and we'll figure out a way to pay for it". (Interviewee 11)

Others commented on how the range of internal grant funding to support teaching and learning enhancement has expanded over the past 10 years, and the positive impact this has had, alongside a central (or Faculty-based) learning support unit to provide additional expertise:

"One thing that seems to have happened in parallel is that there are lots of interesting and more nuanced opportunities for funding in the educational space, and that has grown a lot in over the last decade. I don't really know whether (this was) linked? ... If we're going to have this EL stream, we have to find ways to support all kinds of activities. I don't know if that was explicit, but it seems as though the opportunities have grown in parallel with that transformation of the Faculty stream". (Interviewee 07).

Internal funding supports certain types of expenses for teaching enhancement and innovation, and not others, and not at the same scale as external granting opportunities from the Tri-Councils.

"But I think what's lost a little bit is the significance and value of having a cadre of people who have major research grants in the area of teaching and learning. The University has been wonderfully supportive with the TLEF and units like Skylight. They have been terrific facilitators, but nothing replaces the enormous significance, both professionally, but also in terms of outcomes that a major SSHRC grant brings. You pull in a \$200,000 grant; you can do things with that. And I think I'd like to see that happen more."

An additional critical resource is time; time to accomplish meaningful EL work that is a requirement of advancement through the ranks. Workload discrepancies, between stream responsibilities (teaching, EL, service) as well as between units and between streams surfaced in several conversations:

I don't believe currently, at least from my perception of the workload, it is equitable. Equitable between EL faculty and different units too. That's actually quite dramatic in my experience. Speaking to someone else in a department in in

<Faculty> who has a mega load of teaching, I've seen it. But it also exists to some degree, I think, between EL and research." (Interviewee 06)

A final theme that was present in many conversations related to the way individuals in the EL stream are viewed by their peers, in terms of respect and esteem (aspects to which we return in a later section when analyzing survey and focus group responses from individual faculty). Despite the stream's achievements, there is an ongoing challenge with recognition comparable to traditional research stream faculty. Some commented that this will always be the case given the asymmetry between the roles within each stream. Research impact is predominantly esteemed externally (peer reviews, granting agencies etc.). Teaching, and its institutional enhancement is an internally focused activity, without the same established metrics of impact. Additionally, EL faculty do certainly not hold the monopoly on excellent teaching: sessionals, lecturers, research stream faculty and EL faculty all receive Killam Teaching Awards and are respected for their experience and expertise in teaching by students and peers.

Some interviewees suggested that the pathway towards parity of esteem lies in the external review of promotion cases:

"I think that we do imagine that the EL faculty have to be darn good teachers. But I think to become a professor on the research side, you have to have an international reputation. Maybe we don't have to be that demanding, because education is something that is very different, but I think that it's necessary to have a reputation outside of UBC. And we still see that a majority of the letters that we see, for your faculty members are from colleagues at UBC. And we have to get beyond that, I think, because we surely wouldn't accept that at all on the research side". (Interviewee 13).

Others suggested that the pathway lies more towards a co-appreciation of the different ways in which faculty in different streams support and advance the key academic mission of the university, in teaching and learning and in research:

"Maybe there are good reasons for the fact that a remarkable discovery in a discipline may always have a brighter light shone on it than anything we can do in teaching. That may just be the way it is, and I learned long ago not to lose sleep over that. You keep working in your domain. You believe that there is a critical mass of people on the campus who care about student learning, and we took it from there. And that's still the case. And in fact, maybe even more so the case". (Interviewee 23).

FACULTY MEMBER PERSPECTIVES

SURVEY DATA - QUANTITATIVE

Our analysis of faculty member perspectives from survey data employed the 467 fully complete survey responses obtained (77% and 17% from faculty based at UBC V and UBC O respectively). All Faculties were represented in the data set of responses, but six of the 18 Faculties recorded single digit response numbers).

In terms of faculty roles, the three largest respondent roles were faculty in the research and teaching stream, the EL stream and lecturers. Collectively these roles contributed three-quarters of all respondents (34%, 23% and 16%, for research stream, EL and lecturers, respectively). Positions of formal academic leadership responsibility were held by an additional 13% of respondents.

Regarding rank in tenure-track roles, the distribution of responses from Assistant, Associate and full Professor (research stream and EL combined) was 43%, 37% and 20% of those ranks. According to PAIR data, the split across these roles for all tenure-track faculty as of Nov 2023 is 55%, 21% and 24%. Our survey responses thus slightly over sampled Associate Professors and slightly under sampled other ranks, but not significantly so compared with the full tenure-track population. Interestingly (and partly as a consequence of a relatively strong response from full and Associate Professors) more than half (53%) of all respondents had more than 10 years teaching experience at UBC.

The survey contained several quantitative questions, the results of which we present here, before moving to consider the themes emerging from the qualitative comments. A series of three questions asked respondents to agree / disagree (5-point Likert scale) with statements of the form “*The EL stream has had a positive impact on <X> in your unit*” where X was “*teaching quality*”, “*wider student experience*” and (with slightly different wording, but the same intent) “*curriculum innovation*”. The results are shown in Figure 6, with a response profile that is both overwhelmingly positive and remarkably consistent across the three statements. Between 68-70% of respondents agreed or strongly agreed with these statements (14%-15% disagreeing).

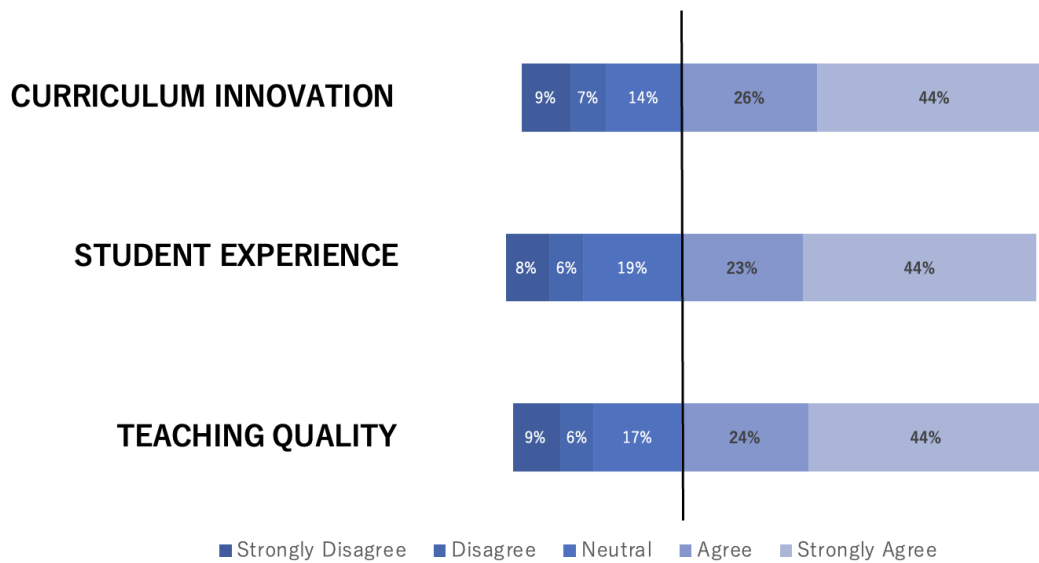


Figure 6: (color) Distribution of responses for the statements “The EL stream has had a positive impact on <X> in your unit”. Numbers represent the percentage of responses in each of the 5 Likert scale categories (Strongly Agree, far right, to Strongly Disagree, far left. Responses to the right / left of the vertical line indicate positive / (neutral + negative) sentiment.

The very next question in the survey posed a related question, again as an agree / disagree statement, probing parity (or otherwise) of esteem: “Roles in the EL stream are valued equally with Research stream roles in your unit”. The response distribution is shown in Figure 7 and the difference compared with the statements asked in the previous questions (Figure 6) is distinct. On the one hand, positive impact across various dimensions of the teaching and learning enterprise is consistently reported, whilst at the same time a perception of ‘lesser than’ is strongly endorsed. This is exactly in line with the findings of other reviews and research from the UK^{12, 13}.

Of course, we do not have baseline data from 2012 to be able to compare and observe change over time. One could argue that had this question been asked about Instructor / Senior Instructor roles in 2012, the distribution of responses would have been markedly worse. In that respect, Figure 7 may indicate significant progress towards greater esteem for EL faculty.

¹² S. Smith, D. Walker. *Innovations in Education and Teaching International* (2024) 61(1), 1093-204.

¹³ A. Cashmore *et al* *Rebalancing promotion in the HE sector: is teaching excellence being rewarded?* HEA, UK (2018). Available [online](#), accessed 20th November 2023.

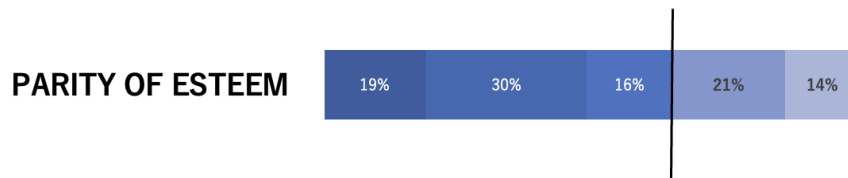


Figure 7: (color) Distribution of responses for the statement "Roles in the EL stream are valued equally with Research stream roles in your unit". Numbers represent the percentage of responses in each of the 5 Likert scale categories (Strongly Agree, far right, to Strongly Disagree, far left. Responses to the right / left of the vertical line indicate positive / (neutral + negative) sentiment.

Many (but by no means all) EL roles incorporate the dissemination of enquiry into enhancements of educational practice; scholarly work in the field of educational improvement made public. Two of the most common abbreviations to capture this kind of work include SoTL (the Scholarship of Teaching and Learning, as first conceived by Boyer¹⁴) and DBER (Discipline-Based Education Research), with different disciplinary areas using one or the other (or, sometimes, both). Three related questions asked about this type of scholarship: "The EL stream has made a significant impact across types of educational scholarship (SoTL, DBER) in your <X>" where <X> was unit, Faculty or the institution. The distribution of responses is shown in Figure 8.

Here we see a similarly consistent pattern of responses, irrespective of the locus of impact asked about (perhaps not surprising between unit and Faculty, as for some faculty members these may be one and the same). Between 53%-58% of responses agreed (or strongly agreed) with these statements. Different perspectives could argue this is encouraging or disappointing. An encouraging perspective may claim that this is actually quite good, since the funding opportunities for SoTL/DBER are rather limited (a point to which we will return later). There looks to be a growing proportion of 'neutral' responses as the locus of impact expands (from local unit to whole institution), which may be that respondents do not feel able to judge this well.

Questions also asked about changes in perceptions over time, as well as in absolute terms. In addition to the 'parity of esteem' question reported in Figure 7, we asked about how perceptions have changed over the last 10 years, specifically with respect to the understanding of the EL stream (and, by association, the work that they do) in the unit and the extent to which the work of those in the EL stream is respected within the unit. The distribution of responses is shown in Figure 9.

¹⁴ Boyer, Ernest L. *Scholarship reconsidered: priorities of the professoriate*, Carnegie Foundation for the Advancement of Teaching, Jossey-Bass (1990).

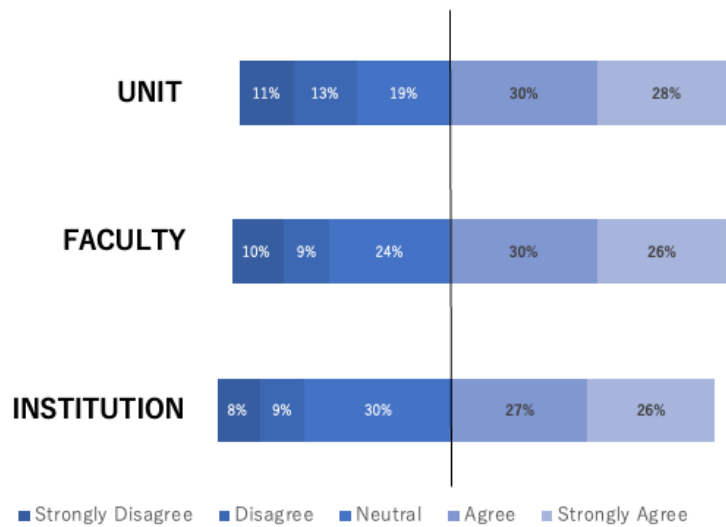


Figure 8: (color) Distribution of responses for the statement ‘The EL stream has made a significant impact across types of educational scholarship (SoTL, DBER) in your <X>’ where <X> was unit, Faculty or the institution. Numbers represent the percentage of responses in each of the 5 Likert scale categories (Strongly Agree, far right, to Strongly Disagree, far left. Responses to the right / left of the vertical line indicate positive / (neutral + negative) sentiment.

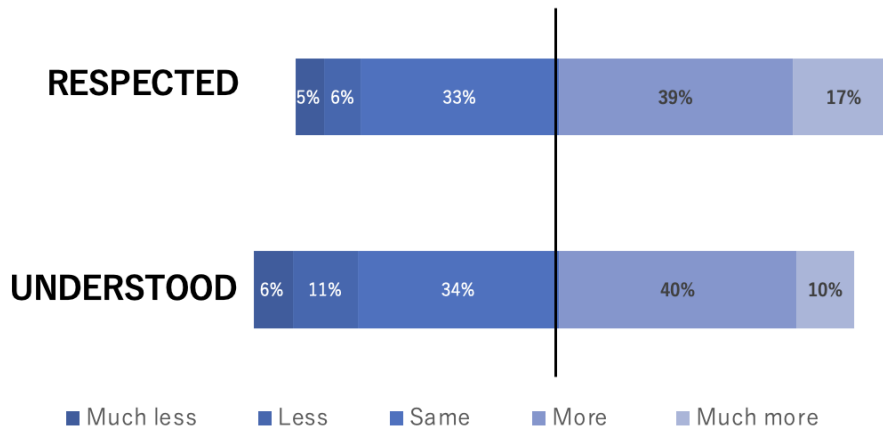


Figure 9: (color) Distribution of responses for the statement ‘In the last 10 years, I feel that the work of the EL stream is _____ <X> in unit’. where <X> was ‘respected’ and ‘understood’. Numbers represent the percentage of responses in each of the 5 scale categories (Much more, far right, to Much less, far left. Responses to the right / left of the vertical line indicate positive / (neutral + negative) sentiment.

The two statements have similar, though not identical, response profiles. Around half (or a little more) of respondents expressed sentiments of ‘more’ / ‘much more’. For both statements, a third of the responses indicated that little had changed one way or the other over the past decade. Respect of the work that EL faculty do – and how that has changed over time -- is not necessarily expected to yield the same distribution as shown in Figure 7 for the esteem in which they are held compared to research faculty; parity of esteem may convey an implication of ‘equivalence’. Understanding of what EL faculty do, though, should be a solvable problem and it is hard to see the profile of responses in Figure 9 as anything other than a signal that there is still much to be done to articulate the work that EL faculty undertake and the value of it (beyond simply more teaching).

SURVEY AND FOCUS GROUP DATA – QUALITATIVE

Several open-ended text questions and comment boxes on the survey yielded nearly 1000 individual comments totaling over 35,000 words of commentary. These rich and detailed comments were thematically analyzed, as a basis for presentation, but also to guide questions and discussion in subsequent focus groups.

Table 3 below presents the themes from survey responses categorized as strengths and challenges, with the frequency of occurrence of those themes, split by campus. Note that these numerical values are just how often a particular emergent theme was captured in a comment (or part of a comment, as some comments could be categorized as pertaining to multiple themes). Not all comments were coded to a theme, and not all themes are captured in Table 3. These numerical values are intended as a guide to the prevalence of the theme in the entire body of comments. The same themes and their proportions are illustrated schematically in Figure 10 (strengths and challenges, respectively).

Analysis of the focus group discussions did not generate any new themes. Instead, they provided a deeper dissection of certain themes, the extent to which they applied (or did not) in diverse departmental and campus locations and an opportunity to add additional context and experiences around particular themes. The quotes used to amplify or illustrate certain themes were all taken from the survey quotes, but the more conversational discussions of the focus groups certainly helped shape a deeper understanding of the issues touched on within themes.

Table 2: Themes identified as strengths and challenges in survey comment analysis, expressed as number and percentage share of all comments, split by main campus.

Themes	UBC-V (number) % share	UBC-O (number) % share
STRENGTHS		
Improved teaching, student experience and mentoring	(58) 32%	(22) 39%
Job creation and security	(28) 15%	(8) 14%
Curriculum and program development and improvement	(27) 15%	(7) 13%
Increased recognition of the value of high-quality teaching	(34) 19%	(9) 16%
EL faculty excel in leadership / administrative roles	(14) 8%	(7) 13%
CHALLENGES		
EL faculty undervalued and overworked	(82) 26%	(20) 17%
Vague, inequitable standards for tenure and promotion	(46) 15%	(26) 21%
Lack of understanding what EL means	(38) 12%	(16) 13%
Lack of clarity on workload and balance between EL & teaching	(38) 12%	(14) 12%
Lack of clarity on workload and the balance between teaching and other duties	(26) 8%	(14) 12%
Unseen work that support students, teaching practice and grassroots initiatives is undervalued	(22) 7%	(12) 10%
Creation of a multi-tiered system	(20) 6%	(6) 5%

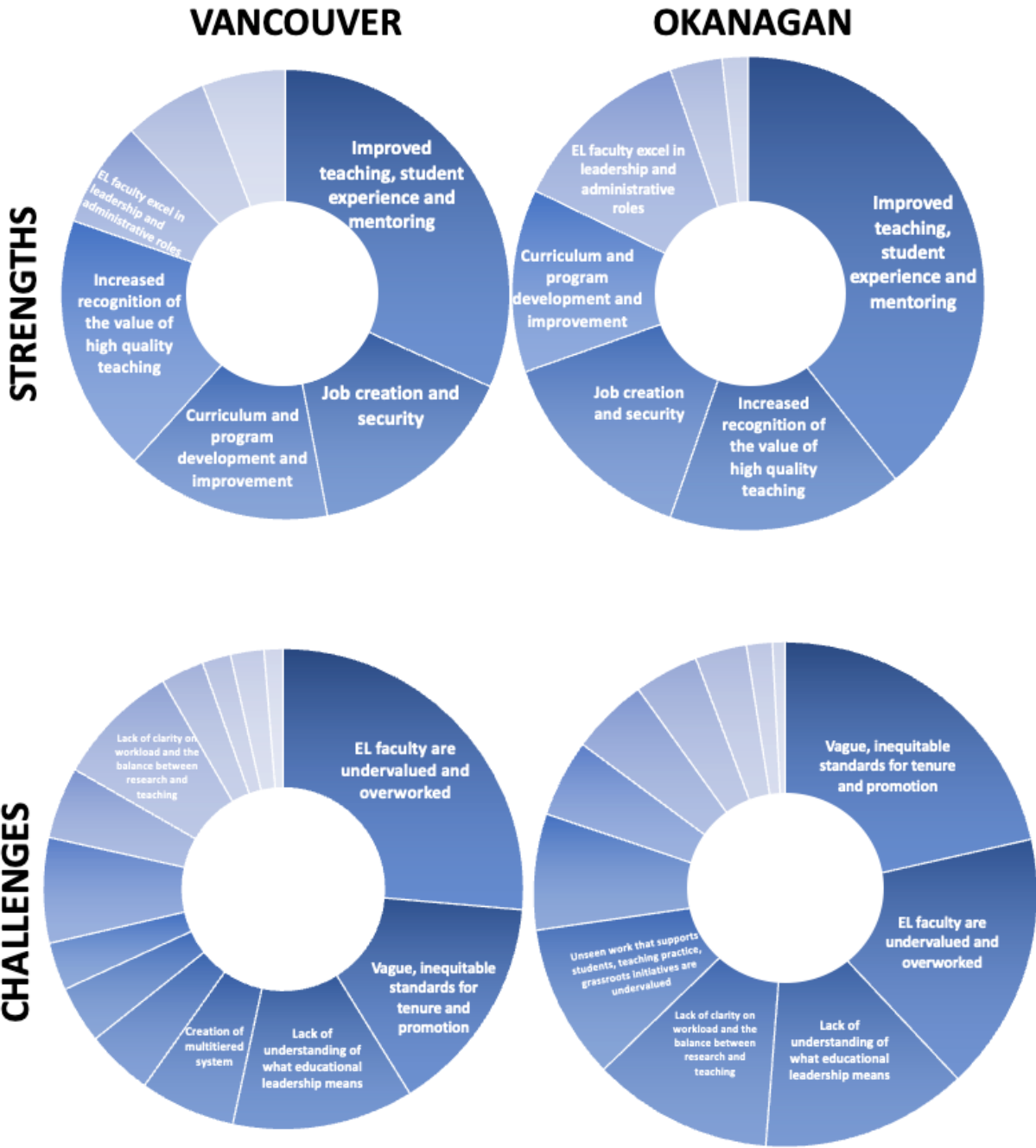


Figure 10: (color) Schematic of the most prevalent themes in the qualitative analysis of survey comments. Angles of wedges correspond to the frequencies in Table 3. The left and right columns show Vancouver and Okanagan data, respectively and the top / bottom panel represents strengths and challenges, respectively.

Emerging themes were categorized as ‘strengths’ and ‘challenges’, reflecting the framing of the questions presented in the survey (included as [Appendix 2](#)). Many of the other comments could be coded as ‘for future consideration’ which have been woven into the presentation of themes that follows, and to which we return in the following section (Synthesis and Recommendations).

Beginning with a consideration of the strengths of the EL stream, as reported by respondents, we found many comments embodied more than one theme, with the most prominent of these compound comments relating to: **increased recognition of the value of high-quality teaching**, coupled with a **clear improvement in teaching quality, student experience, success and mentoring**:

“The high points include the rich pedagogical development that the EL faculty bring to teaching in the unit as well as the department and Faculty. EL faculty are at the forefront of innovations in teaching especially in the areas of EDI.”

“My unit’s EL stream faculty have been critical in a number of ways, especially during the pandemic (support with online learning), helping research stream faculty navigate the process to add new courses, and through providing certain key supports to our undergraduate students.”

Some comments indicated how this sits within the broader balance between teaching and research, (a theme that will recur prominently in discussion of challenges) and the benefits to students of this focus on their success:

“A small (very workable) amount of tension remains in my unit between EL and research-stream faculty, due to the overly strong emphasis that UBC in general - and my unit in particular - places on research productivity and grant dollars.”

Capacity and expertise to lead curriculum development, reform and improvement was also frequently cited as a real strength of having these roles, together with the impact this had during the disruption of the COVID-19 pandemic:

“The educational leadership team has been pivotal in revolutionizing our curriculum, championing novel development endeavors, and fortifying the growth and well-being of our undergraduate faculty students. Their expertise and unwavering dedication were our anchors during the tumultuous times of the pandemic. Today, as we navigate the complexities of modern technology integration, their role has only grown in significance.”

Other strengths of the stream highlighted the opportunities created for faculty to pursue their passions (educational development, innovation and leadership) rather than pure or applied research, and in a role that is not just seen as ‘doing more teaching’. Several comments highlighted the issue of the articulation of the value proposition of an EL role compared to a lecturer position:

"I fear the EL stream will disappear as the lecturer stream becomes more established. They do more teaching than us, and so unless departments really value EL (which I'm not sure they do-- maybe this survey will prove me wrong?), why would a department spend time/money on EL when they can hire a lecturer instead? My department has not hired a new EL in nearly a decade but have hired several lecturers."

The skills and abilities of EL faculty to take on Faculty or University level positions of leadership or influence were also consistently cited:

"Another high would be the outstanding leadership and participation that we're seeing from EL folks as associate deans and in senate. Really remarkable, considering the % of the professoriate that is made up of this stream."

"There are now several outstanding EL faculty who are making their mark administratively, especially at the faculty level."

Perhaps unsurprisingly, there were many more comments that could be categorized as describing visible challenges and frustrations compared to celebrating strengths and successes. That said, and before discussing the prominent themes within these, it is important to note that in an environment as diverse as UBC, there will very likely be counter-examples to many if not all of these. Some may read some of the quotes that follow and think 'well, that doesn't align with my experience in *my unit*', yet others will feel it most certainly does. Context is both significant and highly varied.

Probably the most entangled series of themes centered around perceptions of EL faculty being undervalued and overworked; issues of teaching loads, pay inequity, expectations around what constitutes the work of EL and representation were all common, with example quotes highlighted below.

Many comments highlighted issues related to teaching loads, variously the volume of teaching expected, the disparities between units, and comparison to loads of faculty in the research stream:

"Teaching loads are typically very heavy, with many viewing this as the "teaching stream." This leaves little time for educational leadership work (which, in my experience and that of many others, means that work that is essential for tenure and promotion is taking place at night and on weekends, for years on end. Far too many people burn out, become ill, and/or find the workload unsustainable. Because of the continuous heavy teaching load (and the urgency that confers), there is never an opportunity to "catch one's breath" in the way that colleagues in the traditional professoriate can pace their research activities according to their capacity at various times."

"I see a qualitative difference in how research stream and educational leadership stream faculty are treated. I find that institutional structures seem to be

(implicitly) set up to value and protect the research work of research stream faculty more than the EL work of EL stream faculty."

There were a significant number of impassioned appeals to bring greater consistency to workload expectations, with a desire to see the same kind of heuristic that is universally known (if not actually written down) for the research and teaching stream ("40/40/20") developed for EL faculty:

"Clarity on workload - from what I hear workload for currently untenured Ed Lead faculty varies widely between people doing "80/20" teach/ service, with Ed Lead expected to be off the side of their desk, to folks who are closer to the "40/40/20" of research stream people. I think university, or at least campus-level, direction on what workload is would be good. ... Overall, I think having more equality / transparency in workload between faculties / departments would be helpful."

"We SERIOUSLY need to address the workload issue or there will continue to be burnout amongst EL faculty."

Pay differentials, discussed in an earlier section of this report, elicited some of the most frank comments on the worth attributed to these roles, including a good proportion of comments made by research and teaching faculty:

"EL stream should have pay on similar scale as research faculty (I am a well-paid research faculty member myself)."

"We need to get the salaries -- especially at the beginning on par with the research stream. I would advocate for us treating the EL and the Research Stream the same -- in terms of salary (market forces would probably indicate that an economist EL and RS would both be higher than the rest of us!). And we need to respect that the work of the EL is equivalently important and relevant to UBC. So the groups should be treated the same. It might take more time to get there -- but that should be our goal."

Several comments highlighted the issues around representation and participation, in different contexts such as supervision of honors students or service on doctoral committees or as supervisors:

"Being discouraged from running SOTL projects with interested undergraduate honors students."

"The scholars who have assumed positions in this role are highly competent people. My observation is not about that, rather it is the institutional barriers to inviting these faculty members to serve on doctoral committees or be examiners of doctoral dissertations. Currently these faculty are not considered members of the UBC-V Faculty of Graduate studies and inviting these faculty to serve in these roles requires special permission and the submission of their CVs. In my view, this

reflects a narrow vision of scholarship, as if scholarship of teaching somehow lies outside of other areas of research.”

A second common theme was around the perceptions of vague and inequitable standards for tenure and promotion, encompassing the criteria, artefacts required and evaluation process. Example quotes illustrating this for the requirements, metrics and process follow:

“Based on discussions with colleagues, the criteria for promotion to Professor of Teaching needs to be reviewed. The list in the CA and in SAC is dated and, according to the footnote, came from a completely different university back in 2009. The list is limiting. The definition of Formal Leadership should be clarified, especially if reviewers and SAC do not consider certain roles actual examples, even if they are clearly leadership roles in higher education. Just because they would be service for a research professor, doesn’t mean there aren’t aspects of EL involved.”

“T&P issues are massive, with unclear expectations and dissemination of expectations. I’ve seen both ways, exceptionally competent EL person whose dept voted negative on a file (higher levels strongly support tenure and promotion), and strong departmental support but negative votes higher up. So it is clear there’s very patchy and different understanding of T&P standards.”

In reference to this, several comments posed the question of whether the separation of tenure-track / tenured roles into two distinct themes was now an artificial – and perhaps unnecessary – distinction? Should EL titles need “of Teaching” appended to the end (the observation was made that this distinction is virtually invisible to students). Some quoted other institutions where ‘blended cases’ for promotion and tenure were implemented with success.

“It would be ideal if faculty could pursue the appropriate balance of research, teaching, and service for themselves and that the ARPT process and institutional culture were robust enough to evaluate faculty within this continuum.”

“I also strongly believe that unnecessary and harmful to require that we put "of teaching" with our titles. This is important only for load/pay etc and not needed elsewhere. If we wanted to be treated more equitably then why highlight this in our titles and not in the research stream?”

A third theme was a persisting lack of clarity and understanding about what constitutes EL, and the challenges to disentangle EL and service contributions:

“I would say that generally speaking Dept X still views EL faculty members as lecturers with their sole purpose being to lighten the teaching load of "real researchers.”

“Need to lose the perception that EL faculty must have a large teaching load because “that’s what they are supposed to do”. Overload occurs resulting in burnout.”

Related to this are comments around the ways in which EL work should be – and can be – made visible and some contrasting examples of how this has been approached:

“The former ADR would put up SoTL publications from EL stream members along with other publications in the display case. We also have an event each year to celebrate publications and creative outputs and everyone is invited if they have something.”

“Recently, our department was posting information/excerpts publications on a common notice board but EL folks were missing and when this was raised, I was asked only for research publications, not other things. As EL stream don’t have the same expectations around publications or has other form of public engagement this can make our work invisible and just reinforces the idea that we are workhorses instead of researchers and academics.”

Two further themes that emerged prominently are worthy of discussion, related to the nature of scholarship in education (and its intersection with EL) and the resources to support such activities, particularly the dissemination of work outside the institution. The Scholarship of Teaching and Learning (SoTL) has long been a recognized area of research and scholarship for career advancement within the research and teaching stream. More recently, over the last decade, SoTL has been accepted as one of several ways that educational leadership activities can be realized. This has proven to be appealing to many EL faculty (and their department / faculty leadership). This is partly, perhaps, due to a history and tradition of pedagogical scholarship and / or discipline-based education research within these domains and a familiarity with the outputs and metrics of impact: conference proceedings, journal articles and citations and so on.

Several comments spoke to the fact that this overlap – the ability to be promoted on the basis of SoTL in *either* stream – and the way that expectations have evolved over the course of the last 10 years:

“One main challenge is tied in with SoTL. Most of us in the EL stream do not have a background in SoTL or a PhD from Education. However, and especially for promotion to Professor of Teaching, there is a heavy emphasis on SoTL research or the application of SoTL research. Somehow we become members of this stream and they have to teach ourselves how to research conduct in this field if we want our work to “count”. Meanwhile, faculty members in the Department of Education or Curriculum Studies are typically in the research stream. If they are experts and conducting SoTL research, shouldn’t they be in the EL stream? To me this doesn’t make sense.”

Irrespective of where scholarship in education should 'sit' or if it should be required (or optional) for promotion to the Professorial rank, responses were extremely consistent with regard to lack of funding opportunities to meaningfully engage in scholarship in education contexts that can be disseminated:

"Limited funding beyond the institution for any kind of scalable pedagogical research beyond our immediate classroom. SSHRC and NSERC are not really equipped to support EL research."

"More support to make contributions to SoTL. I use my PD fund to travel for conferences and give talks but it's limited. We have some teaching postdocs in math but it would be helpful to have more people to work with. It seems that everyone is always just so busy teaching courses and doing essential curriculum renewal and design at the department level that it's unfeasible to do any big picture SoTL research. There are TLEF grants but they can't be used for course buyouts or conferences or to hire postdocs."

Supporting the dissemination of educational innovations or enhancements (when a faculty member does not have a tri-council grant to draw on) is an area where startup funding can make a big difference. During the course of our work, we came to learn that there are one-time startup funding arrangements in place for EL faculty appointed into most (but not all) of the Faculties on the Vancouver campus: amounts varied greatly (between \$7.5K and \$25K) and in two Faculties there were opportunities to apply for additional funds to support EL work. Equipment and office setup costs were considered part of startup, and beyond these one-time funds, UBC Faculty PD funds were the annually recurring support relied on. Some Okanagan Faculty members in the EL stream reported in the focus groups that they had received one-time start up, but the provision appeared to be sparser and more inconsistent compared to Vancouver faculty.

SYNTHESIS AND RECOMMENDATIONS

In this section, we draw together a synthesis of the various themes emerging from this work, acknowledging the diverse set of perspectives, data and inputs across a broad range of stakeholder groups that have contributed to it. We have distilled a number of broad thematic areas that will act as a frame to both celebrate achievements and successes and also to anchor a series of recommendations for the future. These are not themes from any one particular instrument (e.g., interview, survey, focus group) but reflect an analysis across all. Nor are they simplistically 'positive' or 'negative'; all carry a blend of both successes and challenges, reflecting the diverse contexts and perspectives sampled from across the institution.

Each thematic area contains one or more recommendations that stem from the feedback described in the previous section. Discussion of each thematic area starts with a goal statement; an expression of where we want to get to, with the recommendations serving as practical actions to move us towards that goal. Many of the recommendations span multiple themes, but we anchor each of them in a principal thematic area, with an additional table to show how the recommendations cut across multiple themes.

THEME 1: TEACHING AS AN EQUAL PRIORITY

Goal: to be **renowned for teaching excellence and innovation** in education alongside research excellence, and to celebrate both as key factors of our institutional distinctiveness.

Recommendation 1: Consider ways to **further enhance institutional recognition and celebration of educational excellence and impact**, through awards, events or fellowships that demonstrate esteem, value and significance.

Excellence in teaching and learning, as a key part of the student experience at UBC, it is a fundamental institutional goal. Achieving and sustaining it, against a changing landscape of curricula, pedagogy, and technology, is by no means the exclusive responsibility of EL faculty but a goal to which all who teach at UBC strive. Data from the

Teaching Practices Survey⁶ indicates more than 90% of respondents agree that teaching is a priority for them, and on-going improvement in teaching is part of their job. In this work, there is strong evidence that genuine forward progress has been made in the last decade towards elevating and making more visible the importance of teaching as a core part of our academic mandate.

Many of our respondents indicated how this has held us up as an example to national and international peers, and we are held in high esteem for this. Within the context of individual academic units, there was a sense that the growing footprint of EL faculty, and the work they have led beyond their own classroom instruction has ‘raised all boats’ within the teaching effort of a unit. The disruptions brought by COVID were highlighted repeatedly as a critical time when EL faculty were relied upon for their expertise (“I can help you with that”) and networks (“I know who can help us with that”). Several times, the leadership roles – at unit, Faculty and institutional levels – taken up by EL faculty were highlighted as making significant positive contributions.

There is also ample evidence to indicate that there is still a way to go in some areas, with respondents pointing out the disjoint between what we articulate that we value, and what we actually do value, shown through visibility, celebration, recognition and reward. Though there is definite acknowledgement of progress made, there is still a sense of imbalance and that more could be done to address that. In some respects, this sentiment represents an over-arching consideration that runs through all other thematic areas.

THEME 2: ESTEEM AND REPRESENTATION

Goal: To appropriately **value and respect the distinctive contributions, expertise and scholarship of teaching-focused faculty**, recognizing the benefits this brings to our overall academic mission.

Recommendation 2: Revisit the policy language around the eligibility of **EL faculty for supervisory and co-supervisory membership of the Faculty of Graduate and Post-Doctoral Studies (Vancouver)**

Recommendation 3: Evaluate different options to ensure **adequate representation** (at absolute minimum, two) **of EL faculty as members of the Senior Appointments Committee.**

Over the past decade, respect for the work of EL faculty has certainly grown. The positive impacts this has had on teaching and learning, curriculum development and renewal activities, and the broader student experience were widely acknowledged by our respondents. Parity of esteem lags behind, perhaps in part due to the fundamentally different nature of EL and research activities. Amidst the general consensus of progress, some respondents indicated that this was patchy and inconsistent, with some perceptions still firmly fixed in that of a two-tier system, with lesser value attached to 'teaching only' roles. Many respondents highlighted the alignment of role titles with the research and teaching stream in 2019 as a significant milestone, both symbolically and practically. The suggestion that came forwards in survey responses that the two tenure-track streams are now sufficiently close that we could consider dropping the "...of Teaching" distinction.

Several perspectives were offered as to the specific value proposition of EL roles, ranging from lauding the success of a mechanism to foster capacity for innovation and capability for excellence across a unit's entire taught offerings, to an alternative where EL faculty (and Lecturers) take on not just greater volume but disproportionately the 'heavy lifting' teaching assignments to protect other's time for research. The same period that has seen an approximate doubling in the number of EL faculty has seen even greater growth in the number of Lecturer positions (with extended appointment periods) and there was some concern that the value proposition of EL faculty has been diluted due to the comparison with Lecturers (who, as one responded put it, "teach more and cost less"). Esteem concerns also surfaced as issues in academic units where there are very few EL faculty, or where Instructors / Senior Instructors may have been hired pre-2012 with different role expectations.

Representation and ability to participate in tenure, promotion and graduate supervisory committees were highlighted as specific areas for improvement. On the SAC committee, we heard that there is only one EL faculty member who currently serves on the committee, meaning that one of the sub-committees contains no EL representation for the EL tenure and promotion files that come forward for consideration. This equates to around 5% of the SAC membership (SAC has up to 20 members), far short of the representative percentage of EL faculty compared to research and teaching stream faculty. In a similar vein, respondents highlighted the different approaches on each campus towards EL faculty being considered for supervisory (or co-supervisory) membership of the Faculty of Graduate and Postdoctoral Studies (Vancouver) / College of Graduate Studies (Okanagan). Whilst 10 years ago there may well have been concerns about the expertise and capability of members of a new rank to supervise students (graduate, or undergraduate) things have clearly moved on in the intervening period. It should be possible to craft language to create the opportunity for EL faculty to undertake graduate supervision where appropriate, but not to create the expectation of graduate supervision as an automatic part of the role.

THEME 3: CLARITY OF REQUIREMENTS

Goal: To actively work to **bring greater clarity to expectations and requirements**, revising and disseminating these to faculty and administrators in order to support the work and career progression of EL faculty.

Recommendation 4: Revisit the issue of **the suitability of the UBC CV format** for documenting the activities and impacts of EL work.

Recommendation 5: **Revise the SAC guide descriptions of what constitutes EL**, with a focus on the evolving expectations for scholarly dissemination of EL activities.

Through the different conversations and submissions as part of this work, we heard a variety of levels of comfort with how what constitutes Educational Leadership has been defined within a given disciplinary context and associated set of norms. The shortform description of ‘impact beyond one’s own classroom’ is relatively well understood (and was quoted frequently in discussions) but assessing the impact that these activities have was felt to be much harder. A compelling narrative developed through dossier materials for career advancement that speaks to measures of impact, however fuzzy and imprecise compared to accepted metrics for research impact, was felt to help a great deal in this respect. There was a strong sense that EL dossiers need to be very clear on this, rather than relying on activities undertaken to ‘speak for themselves’ in demonstration of impact. This in turn relates to the ability to construct a coherent and compelling narrative within the structure of the standard UBC CV template. The CV template was modified after the introduction of the EL stream, but several faculty commented on how they ended up slicing up activities and impacts across multiple sections to fit in with the structure it prescribed. This increased volume and, in their views, decreased readability. Several comments cautioned against the increasing volume of such dossiers, which does not always permit reviewers to be able to find the real nuggets of high impact work buried within a larger volume of listed activities.

The distinction between EL and service activities continues to be an area where the boundary is blurred, and attention is needed to disambiguate these activities and roles when making the case for the impact of EL work. Some respondents suggested that the

distinction between assigned and elected service may be a useful delineation of service vs EL responsibilities, respectively. Other comments urged caution around assuming that service roles in positions of responsibility for teaching and learning (e.g., committee membership, chairing) automatically connote EL activity. Whilst it is certainly the case that such roles can provide a platform for enacting improvements, change and innovation, there needs to be a thoughtful separation between activities of impact and the roles or responsibilities that enabled it. As departmental leadership changes frequently, understanding career advancement requirements and how to most effectively support career development for EL faculty should be an on-going process through existing structures (FR/FA workshop series, ALDP etc.).

Finally in this area, the SAC guide continues to be the go-to source for practical guidance on matters of what is EL and impact, and what is required at different role boundaries. The descriptors of EL in the SAC guide are fundamentally still those from the inception of the EL stream, and would benefit from a reconsideration, particularly with a focus on evidence of impact rather than just a list of activities. Other scholarly frameworks that have been developed to support the advancement of teaching-focused roles¹⁵ will be useful inputs to such discussions.

THEME 4: WORKLOAD AND EQUITY

Goal: To create **greater consistency in workload, visibility and reward for the work done by EL faculty**, whilst remaining cognizant of diversity within local contexts and histories.

Recommendation 6: Analyze and report out on the **distribution of teaching workloads within EL roles**

Recommendation 7: Undertake a **wage equity analysis** for EL faculty salaries

¹⁵ For example, the framework developed by a consortium of European universities (eg <https://www.teachingframework.com/framework/>)

Workload was a major theme that emerged through many of our conversations as an omnibus issue with many different facets: some talked about workload in the context of teaching load, others in the context of teaching and service combined. Workload was a concern when considering the time needed to undertake EL work, with some respondents saying there was an expectation that this could be 'invisibly lumped together with teaching, as it flowed from teaching activities'. Disparity in workload (and workload expectations) amongst EL faculty in different units was highlighted, as were differential workloads compared to research faculty (even when loads are pro-rated for the expectation that EL faculty will teach more).

The dominant component of EL faculty workloads is, of course, preparation for and delivery of teaching. There appears to be less well-understood norms for an EL teaching load and how this maps to an overall proportion of an EL faculty member's time. In addition, the most common unit of measure of teaching load is the 3 credit course. Many EL faculty (but not all) do most of their teaching in the larger 100 and 200 level courses, where the workload is clearly asymmetric in comparison with upper level courses (even if the credit value is the same). We heard of local (often, unit-based) accommodations for this fact, but it is unclear the extent to which these are more widely accepted and applied. An additional facet of how this plays into workload was formal vs actual workload and the notion of 'invisible work' that is not 'counted' in workload allocation models, such as direct student support, mentoring of TAs etc which clearly increases in proportion to class size rather than course credit value.

Concerns over workload are not limited to EL faculty. The most recent Teaching Practices Survey (TPS) results⁶ indicate 45% of 714 faculty responses (Vancouver campus) highlighted difficulty in incorporating innovative or new teaching practices due to the other requirements of their appointment. The majority of these respondents held Research stream appointments (50%, a further 25% were Lecturers, 20% EL faculty). In the same survey, self-reported time spent on course related activities (including class meeting times) averaged 15-16 hours per week for each course taught, consistent across both Vancouver and Okanagan campuses.

Layered on top of the complex workload landscape are a raft of EDI issues. Ragoonaden's study from 2021⁹ established that a greater fraction of EL faculty identify as belonging to equity-seeking groups compared to research stream faculty, and this is broadly true across education-focussed roles in other institutions. We heard from female faculty in the EL stream that they are often given more of the 'caring work' of supporting students compared to their male counterparts and that other faculty faced disproportionately large service contributions given a greater focus on building committees and groups that were more diverse in their composition. Local context matters a great deal, so it is hard to make any sweeping conclusions about workloads. However, given the frequency with which a lack of transparency of what is a normal workload (teaching load) expectation, what factors might influence how that is reduced, and variation across units was raised, it will be important to gather and analyse this data.

Salary anomalies, particularly at startup, were highlighted by a number of respondents (including those who were happy to identify as members of the research stream). A number

of respondents made the observation that historically EL salaries would have been set by market conditions, but also suggested that we were in a very different position more than a decade on. This feedback, plus an admittedly crude analysis of median starting salaries over time as a function of stream and rank suggests that this is an area to do a fuller analysis on, at a case level basis. A similar approach could be used to that which undertook a gender pay gap analysis a number of years ago.

THEME 5: SUPPORT SYSTEMS

Goal: To enhance structures that **support and provide resources for EL faculty to demonstrate impact of their EL work beyond the classroom and the institution as appropriate.**

Recommendation 8: Develop guidelines to support **a consistent approach to EL faculty startup funding.**

Recommendation 9: Map **formal and informal mentoring arrangements for EL roles** and identify gap areas.

Recommendation 10: Evaluate options to support **enhanced funding for dissemination of EL activities.**

Support for EL faculty comes in many forms: from individualized and personal support (e.g., mentoring), through networks of support (e.g., ELNet¹⁶), offices and units providing support for teaching and learning (both local within faculties and centrally through CTL/CTLT) and resources of many different formats and types (guidance, workshops, events and funding for enhancement activities and dissemination). Comments from respondents touched on all of these aspects.

We heard considerable variability in terms of how on-boarding and bootstrapping EL activities played out for individuals, ranging from what sounded like extremely positive and supportive experiences (e.g., significant start-up funding, a ramp up of teaching and service duties, active

¹⁶ UBC Educational Leadership Network, <https://elnet.sites.olt.ubc.ca>, (accessed 9th May 2023)

support and mentorship programs) to the exact opposite. Start-up funding provisions, even though often relatively modest and perhaps not tapped into immediately, provides a meaningful pathway to long-term support and building of an individual's EL activities. We learned of substantial variations across faculties and campuses and whilst contexts do differ across disciplines, there is probably less variation in the resources needed to support EL activities (RA/GAA funding, conference travel for dissemination) than across the spectrum of research activities. Articulating guidelines to inform a baseline level of start-up support would be both helpful and equitable.

The routes by which EL faculty 'find their people' in terms of mentors, collaborators and networks is highly personalized and depends on local context. Appointment into a unit with a cadre of EL faculty across all ranks looks very different to starting as a singleton within a given department. Likewise, the degree to which the EL stream is understood and valued within a unit has consequences for the particular developmental trajectory of an EL faculty member. Mentorship provides a proven and powerful way to support new EL faculty in their UBC journey, and a wide variety of formal and informal mechanisms and groups provide this support across the institution. However, we heard clearly that this is uneven (in terms of opportunity) and that there are gaps. A more fulsome understanding of what systems are in place (and the timescales over which they function e.g., first year, around tenure / promotion events, on-going) will provide a better picture of where there are gaps, informing future actions.

Though support as a concept has many dimensions, it was probably most frequently articulated as a need for financial support, for the execution and dissemination of EL activities. Many faculty portrayed this as a catch-22 situation: they were expected (particularly at and beyond Associate Professor level) to demonstrate impact beyond their classroom and the institution, but found it hard if not impossible to secure funds to be able to build an external profile that could be used to demonstrate such impact. Whilst it is certainly the case that grant support for teaching and learning enhancement activities are numerous, these funding programs often specifically exclude cost of dissemination activities for faculty, in order to make always-oversubscribed funds go further. Faculty described the inadequacy of their annual PD funding to be able to support consistent (even one per year) conference or meeting attendance, and even supplementing this out of pocket so as not to lose the opportunity to attend and / or present.

Funding to support scholarly educational activities is challenging; some micro- and meso-level funding opportunities are available internally (through the SoTL Seed and SoTL Connections grants) but these are modest for the demand across EL (and other) faculty. Macro-level funding is largely absent: tri-councils rarely fund SoTL or DBER type projects, in stark contrast to the funding landscape in the US. Lobbying for any future change in this approach requires at the very least the collective will and effort of networks such as U15. UBC internal teaching and learning grant funding programs, start-up funds and investment for strategic initiatives represent the realistic option here. What this may look like requires further consideration and

consultation. However, funding for dissemination of such work cannot be left (exclusively or predominantly) to individual faculty PD funds. Without considering additional options here, we are setting expectations for career advancement for EL faculty whilst simultaneously hobbling them from achieving these.

PROJECT TEAM AND ACKNOWLEDGEMENTS

Simon Bates,

Vice-Provost and Associate Vice-President Teaching and Learning,
Office of the Provost and Vice-President Academic, UBC Vancouver
Pro-tem (Jun 2022-June 2023), on leave (July 2023-June 2024)
Professor of Teaching, Department of Physics and Astronomy
(Project PI)

Debbie Hart,

Senior Manager Strategic Projects, Office of the Provost and Vice-President
Academic, UBC Vancouver

Antonia Tykei,

Project Researcher, Masters Student, Faculty of Science, UBC Vancouver
(Sept 2022-April 2023)

Glory Apantaku,

Project Researcher, Ph.D. Candidate at the Institute for Resources, Environment, and
Sustainability (IRES), Faculty of Science, UBC Vancouver
(Sept 2023-April 2024)

This work was performed under BREB approval certificates H22-03102 and H23-00386, and funded via internal research support to the PI. During the data collection phase, interviews used the automated closed caption generation within Zoom. We did not use Generative AI tools for the data analysis or report authoring activities.

We would like to thank all the faculty and staff who have generously and openly contributed their time, thoughts and feedback to this project in support of UBC's educational mission across both main campuses.
