

Institutional Support for Teaching, Learning and Technology During COVID-19

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THE UNIVERSITY OF BRITISH COLUMBIA
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Executive Summary

In response to the COVID-19 pandemic, between June 2020 and March 2022 the UBC Vancouver Provost Office distributed over \$14 million across Faculties, known as “block funding”, to support academic continuity. Faculties also put forward internal funding and redeployed human resources to assist the teaching needs of faculty during this period. Feedback collected from faculty members through an online faculty survey (FS) and Associate Deans Academic and Students (ADs) of the Faculties offers insights into the utilization and impact of the funds provided. This report summarizes the findings from the faculty survey (681 respondents) and ADs reports (12 Faculties).

Feedback on the support provided was generally positive, with 66% of faculty members indicating on the faculty survey they were satisfied (reporting “Very Satisfied” or “Somewhat Satisfied”) with the support they received. Likewise, 62% were in agreement (reporting “Strongly Agree” or “Somewhat Agree”) that UBC has done a good job helping faculty adapt to the changing teaching environment during COVID-19.

Supports offered via the block funding were categorized as human resources (e.g., staff support, Teaching Assistants (TA), etc.), software/equipment, and other institutional supports (e.g., workshops, resources and financial aids). Across Faculties, ADs reported that the majority of block funding and internal funding were used to support human resources. For faculty respondents, the top three supports/tools that were utilized (by block funding or otherwise) were:

1. Staff providing learning technology support
2. Software
3. Workshops, webinars, online resources or support sessions related to online teaching

While ADs indicate funding was put in place for additional staff and students to support course design, moderation, and marking, many faculty members did not report using these resources. Across both the ADs and faculty respondents, the top three tools/supports that were the most valuable were identical: student support, software/tools/equipment and learning technology (LT)/information technology (IT) support.

The eight most common items that faculty respondents listed as additional supports/tools that would have helped with making teaching more effective were:

1. Recognition for hard work
2. Course release/reduced workload (e.g., time)/merit for extra work
3. More student support (Teaching Assistants (TA)/Graduate Academic Assistants (GAA))
4. Specific equipment/licenses/classroom upgrades
5. Tech support (personnel/workshops)
6. PD for learning design (e.g., student engagement, redesign)
7. Equipment for home office compensation (e.g., internet, hardware)
8. Consistent and timely communication about expectations

ADs indicated that block funding helped support many specific teaching practices (e.g., active/passive learning practices; wellbeing and accessibility). Many faculty respondents also reported an increase in these specific teaching practices, which may correlate with the increased support via block funding.

Faculty respondents broadly thought the available technology either supported their teaching practices or at least partially did (57% and 37%, respectively). Many participants reported favourable experiences with Zoom, Canvas and Camtasia. There were also shared challenges, including issues related to student engagement or replicating active teaching/learning practices online, with large class sizes exacerbating these challenges.

Faculty respondents were divided in their opinions about classroom spaces. For those for whom the physical spaces supported their teaching practices, the main reasons included: available technology allowed both in-person and remote students to actively participate in class and safety concerns were addressed (e.g., ventilation, physical distancing) Alternatively, when physical spaces did not support their teaching practices, the following reasons were provided: hybrid teaching was unsupported by ongoing audio/visual issues, intermittent connectivity, malfunctioning/old hardware; safety issues were present; and (inter)active learning was hindered by the classroom setup.

It was clear that both ADs and faculty respondents believed the pandemic was a catalyst for changes to teaching and learning that would have lasting effects in the following areas: flexibility in teaching modalities, assessment practices, reusability of learning resources, and collaborations between faculty, staff and students.

Faculty respondents across many of the survey questions shared comments around the recurrent themes of:

- Increased workload and perceived lack of institutional recognition
- Disparities and inequalities in the access to support across appointment types and disciplines
- A negative impact on teaching derived from unclear and untimely central communications
- The toll on faculty members' wellbeing due to the emotional labour of caring for students

A note about next steps: Information from this report was shared with the Associate Deans Academic/Associate Deans Students from the Faculties and their feedback incorporated. Discussions about the information presented here will continue to involve UBC stakeholders and leadership groups. Next steps will be generated through these discussions.

Introduction

In response to the COVID-19 pandemic, between June 2020 and March 2022 UBCV's Provost Office distributed over \$14 million across Faculties, known as "block funding", to support academic continuity. Faculties also put forward internal funding and redeployed human resources to assist the teaching needs of faculty during this period. Feedback collected from faculty members and Associate Deans Academic and Students (ADs) of the Faculties offers insights into the utilization and impact of the funds provided.

A campus-wide survey collected feedback from faculty members who had teaching responsibilities from September 2020-December 2021. This 13-item online survey was deployed in March 2022 and invited participants from across Faculties to share their experiences and perceptions around: teaching practices pre/post-COVID-19, usefulness/usage of teaching and learning tools/supports, additional supports desired, benefits and challenges of technologies and physical spaces, and overall satisfaction with UBC's support for teaching during the pandemic.

In March 2022, an 8-item report was requested from the ADs of the 12 Faculties and Colleges at UBCV that received block funding between June 2020-March 2022. This report requested feedback on how institutional supports were utilized, the impact of those supports, and overall experiences.

This report summarizes the findings from the faculty survey (FS) and ADs reports (AD).

Survey Implementation

When completing the survey, participants were randomly assigned to respond to questions based on the September 2020-April 2021 or September-December 2021 teaching period. However, with little to no difference in response patterns found, the data in this report is presented for both periods combined. In the few places where differences were found, this is noted. A total of 5,128 faculty members were invited to participate, with 784 responses collected; however, 103 of these responses were deemed incomplete¹ and not included in the analyses. At a 95% confidence level, the margin of sampling error for the final sample of 681 respondents is $\pm 2.35\%$. Based on their experiences in the September 2020-April 2021 teaching period, 277 participants responded, and 404 responded based on the September-December 2021 teaching period. Table 1 presents the distribution of responses and response rates based on Faculty. Table 2 shows responses and response rates based on appointment type.

¹ Any entries with less than the first two items of the survey completed were considered incomplete as these only asked about teaching periods and thus the data collected was irrelevant to actual experience with teaching.

Table 1. Distribution of total survey invites and response rates by Faculty.

Faculty	Total survey invites	Sample size (n)	Response rate (%)
Allard School of Law	212	12	6%
Applied Science	662	60	9%
Arts	1,270	217	17%
Dentistry	57	13	23%
Education	604	75	12%
Forestry	175	17	10%
Land and Food Systems	130	22	17%
Medicine	928	80	9%
Pharmaceutical Sciences	95	17	18%
Science	722	130	18%
Sauder School of Business	250	34	14%
Vantage	23	4	17%

Table 2. Distribution of total survey invites and response rates by appointment.

Appointment	Total survey invites	Sample size (n)	Response rate (%)
Educational leadership stream	274	104	38%
Research stream	1,981	340	17%
Other appointments (non-tenured)	2,873	237	8%

Content analysis was used to examine open-text responses collected in the survey and the ADs reports. Quotes from these open-text responses are included in this report to illustrate themes and sentiments shared by participants. In some cases, there are minor edits to provide grammatical clarity or ensure respondent confidentiality when quotes contain identifying information.

Distribution of Funds

From June 2020-January 2022, a total of \$14,317,000 was distributed across UBCV Faculties as part of the “block funding.” Tables 3 and 4 display a breakdown of funding distributions across Faculties and contribution sources.

Table 3. Distribution of block funding support across Faculties.

Faculty	Total funds allocated (\$)
Applied Science	1,548,937
Arts	3,854,209
Dentistry	555,068
Education	971,369
Forestry	565,068
Land and Food Systems	565,068
Law	555,068
Medicine	971,369
Pharmaceutical Sciences	555,068
Sauder	1,135,136
Science	2,850,340
Vantage	190,300
Total funding	14,317,000

Table 4. Contribution sources to block funding support.

Funding source	Funding amount (\$)
Academic Excellence Fund	11,067,000
International Student Top Up	250,000
Student Support Initiative	1,000,000
Teaching and Learning Enhancement Fund	2,000,000
Total funding	14,317,000

Overall, 3,579.75 positions were funded via block funding support, with the majority of funding going to support TA positions. Table 5 provides a breakdown of funded positions.

Table 5. Positions funded via block funding support.

Position type	Total positions funded
Faculty	214
Graduate Academic Assistant (GAA)/ Undergraduate Academic Assistant (UAA)	949
Graduate Research Assistant (GRA)/Undergraduate Research Assistant (URA)	15
Staff	99.25
Teaching Assistant	2,302.5
Total	3,579.75

Findings

Findings from the survey and ADs reports are interwoven to present them as a dialogue between the perspectives and opinions of faculty members and leaders in the Faculties and Colleges. For clarity, the data sources are marked as FS (faculty survey) or AD (ADs reports).

Overall Satisfaction

Figure 1a. Overall satisfaction levels with the support received. (FS)

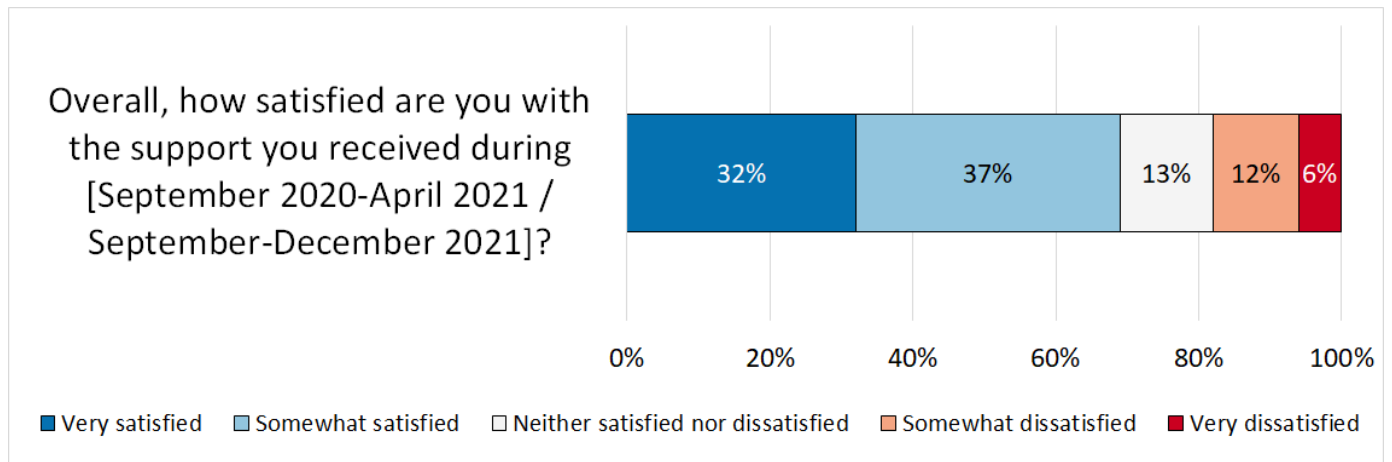


Figure 1b. Overall satisfaction levels with the support received, broken down by Faculty. (FS)

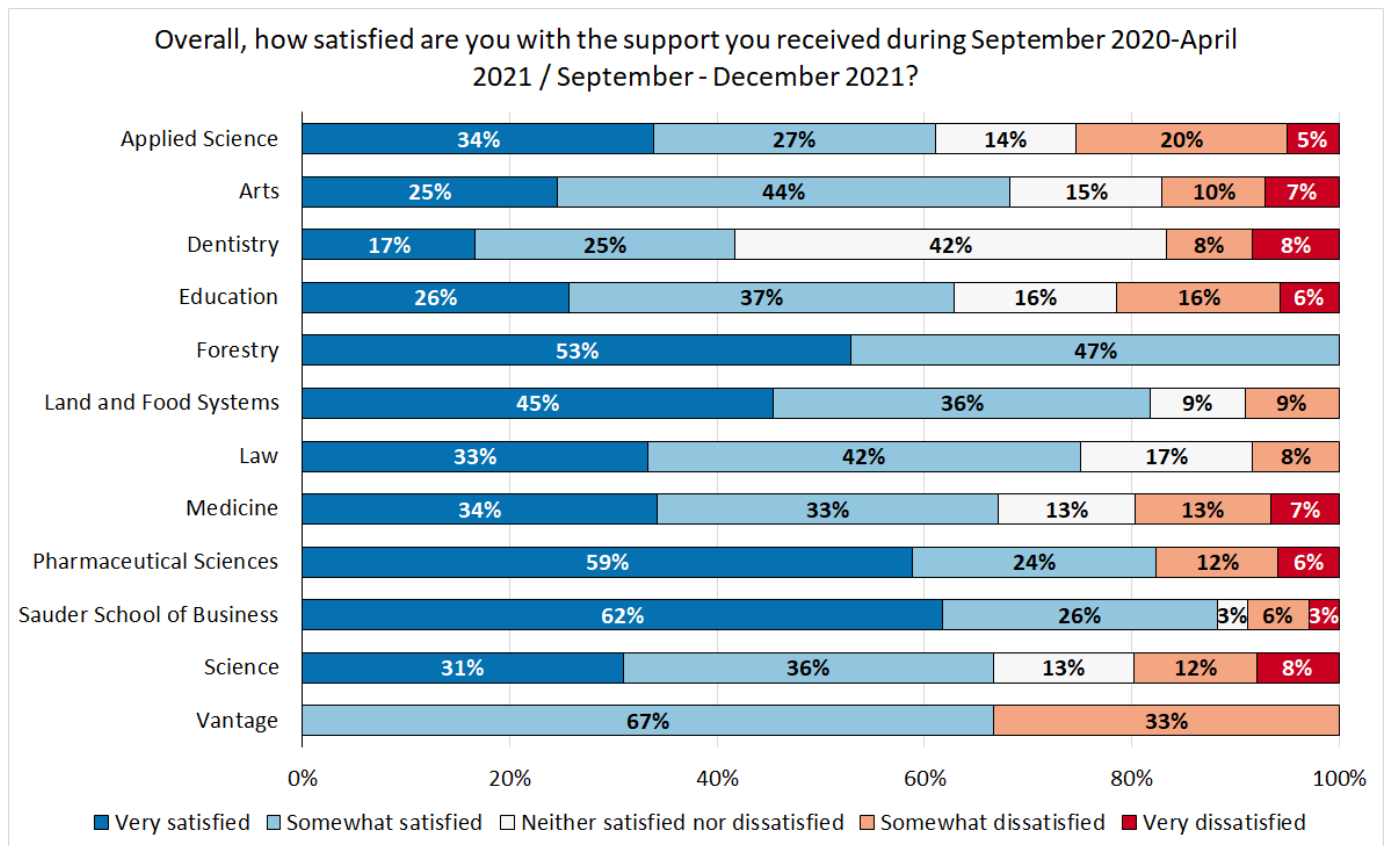


Figure 2a. Overall agreement that UBC did a good job helping faculty adapt during COVID-19. (FS)

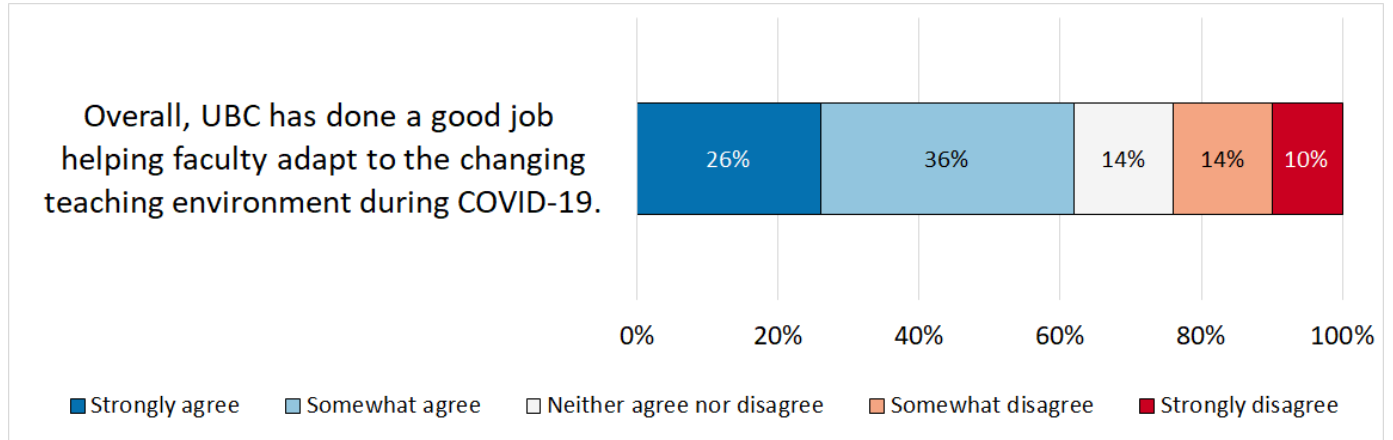
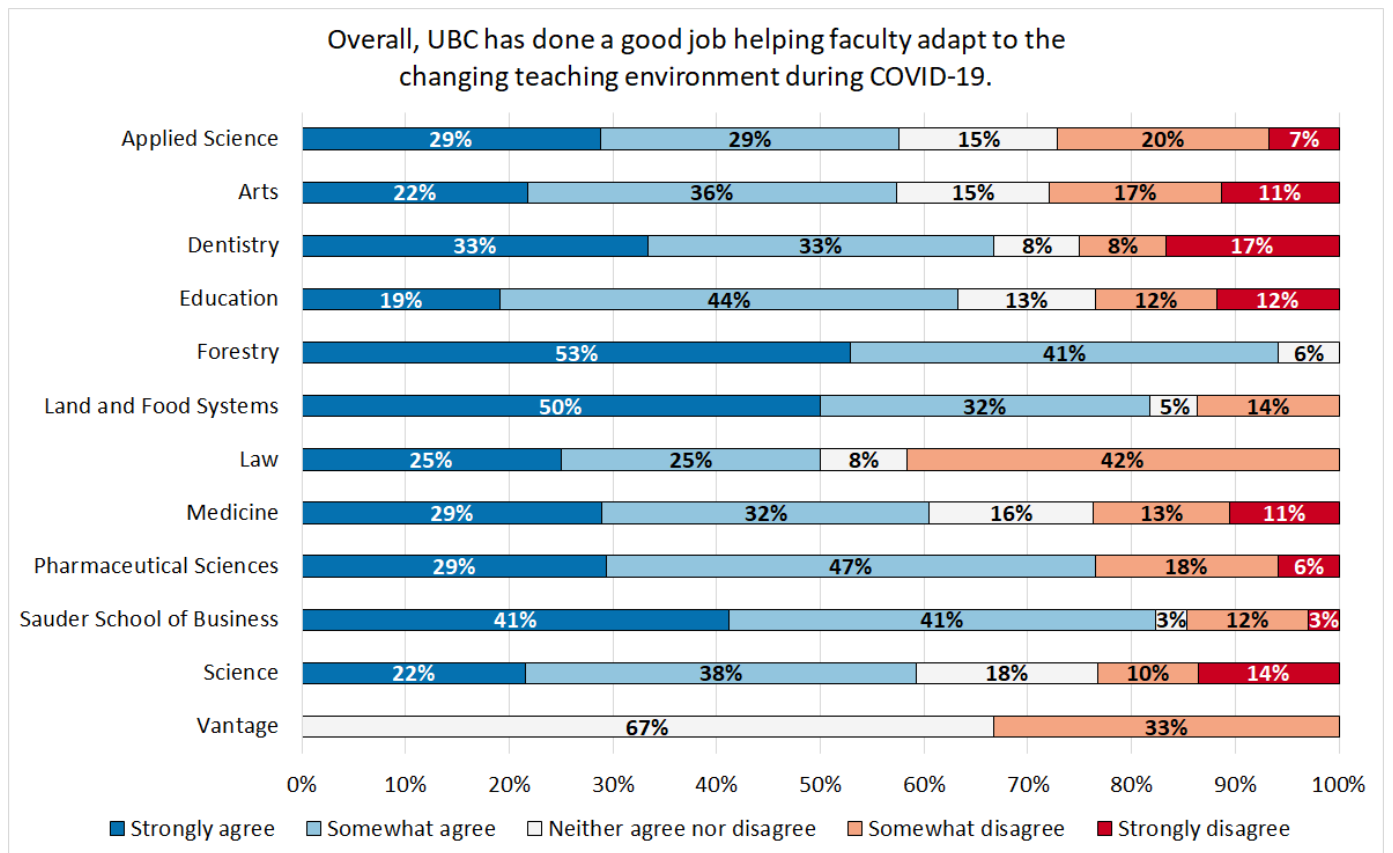


Figure 2b. Overall agreement that UBC did a good job helping faculty adapt during COVID-19, broken down by Faculty. (FS)



Supports Offered and Utilized

ADs were asked to indicate whether block funding, Faculty in-kind funding (internal funding), or a combination of funding was used to fund specific tools/supports (or indicate N/A if the tool/support was not provided). These supports are grouped into three categories: human resources (e.g., staff support, TAs, etc.), software/equipment, and other institutional supports (e.g., workshops, resources and financial aids). Table 6 shows the count of Faculties who reported providing each support. Table 7 displays how each support/tool was funded based on the 12 Faculties.

Table 6. Count of Faculties (N = 12) who made use of funding to offer the following supports/tools.

Support/Tool type	Count
Human resources:	
Additional staff providing learning technology support (e.g., local support in Department or Faculty units)	11
Additional staff providing course design/online course development support	11
Additional students to assist with online/hybrid course moderation	12
Additional students to provide course design/online course development support	12
Additional students to assist with marking	9
Additional students to assist with learning technology support	10
Software/Equipment:	
Software (e.g., lecture capture, grading software, videoconferencing, etc.)	10
Equipment for home use (e.g., media kits, video equipment, microphone, etc.)	10
Equipment for classroom/studio use (e.g., recording studios, A/V carts, etc.)	10
Lab resources (e.g., home lab kits; virtual labs)	7
Other institutional support:	
Student support/resources (e.g., support for students transitioning from secondary, wellbeing, peer mentoring, academic advisors, etc.)	7
Workshops, webinars, online resources or support sessions related to online teaching	10
TA training resources	9
Financial assistance programs (e.g., financial support for childcare)	6

Table 7. Allocation of funding for supports/tools, based on number of Faculties (N = 12).

Support/Tool type	Block funding	Internal funding	Combination of funding	N/A
Human Resources:				
Additional staff providing learning technology support (e.g., local support in Department or Faculty units)	1	2	8	1
Additional staff providing course design/online course development support	2	1	8	1
Additional students to assist with online/hybrid course moderation	5	0	7	0
Additional students to provide course design/online course development support	6	0	6	0
Additional students to assist with marking	2	0	7	0
Additional students to assist with learning technology support	4	1	5	2
Software/Equipment:				
Software (e.g., lecture capture, grading software, videoconferencing, etc.)	2	4	4	2
Equipment for home use (e.g., media kits, video equipment, microphone, etc.)	4	3	3	2
Equipment for classroom/studio use (e.g., recording studios, A/V carts, etc.)	3	0	7	2
Lab resources (e.g., home lab kits; virtual labs)	1	2	4	5
Other institutional support:				
Student support/resources (e.g., support for students transitioning from secondary, wellbeing, peer mentoring, academic advisors, etc.)	3	4	0	5
Workshops, webinars, online resources or support sessions related to online teaching	0	4	6	2
TA training resources	0	5	4	3
Financial assistance programs (e.g., financial support for childcare)	2	1	5	4

In addition to the items from the list provided, the Associate Deans reported the following items as “Other” tools/supports offered with the funding provided:

- Masks and other personal protective equipment (combination of funding)
- AV studio for recording lectures (combination of funding)
- Sessional lecturers and temporary faculty hires (combination of funding)
- Faculty buyouts/course release (combination of funding)

Survey respondents indicated which of the supports they used. The categorization of supports/tools is the same as the AD report. Table 8 shows the proportion of respondents who reported using each support.

Table 8. Proportions of overall faculty respondents who made use of the support/tools. (FS)

Support/Tool type	% respondents
Human Resources:	
Staff providing learning technology support (e.g., LT Hub, local support unit)	85%
Staff supporting the redesign of course materials/resources for online learning	59%
Additional students to assist with online/hybrid course moderation	48%
Additional students to assist with redesigning course materials/resources for online learning	40%
Additional students to assist with marking	43%
Additional students to assist with learning technology support	73%
Software/Equipment:	
Software (e.g., lecture capture, grading software, videoconferencing, etc.)	86%
Equipment for home use (e.g., media kits, video equipment, microphone, etc.)	58%
Equipment for classroom/studio use (e.g., recording studios, A/V carts, etc.)	51%
Lab resources (e.g., home lab kits; virtual labs)	17%
Other institutional support:	
Student support/resources (e.g., support for students transitioning from secondary, wellbeing, peer mentoring, academic advisors, etc.)	54%
Workshops, webinars, online resources or support sessions related to online teaching	77%
TA training resources	42%
Financial assistance programs (e.g., financial support for childcare)	19%

Usefulness of Supports Offered

Faculty respondents who indicated using a support made available through central funding, rated the level of usefulness of such tools/supports. Respondents who indicated that they did not use a support were not asked to rate its usefulness. Figures 3a-c display the ratings of the usefulness of these tools/supports.

Figure 3a. Ratings of usefulness for human resources. (FS)

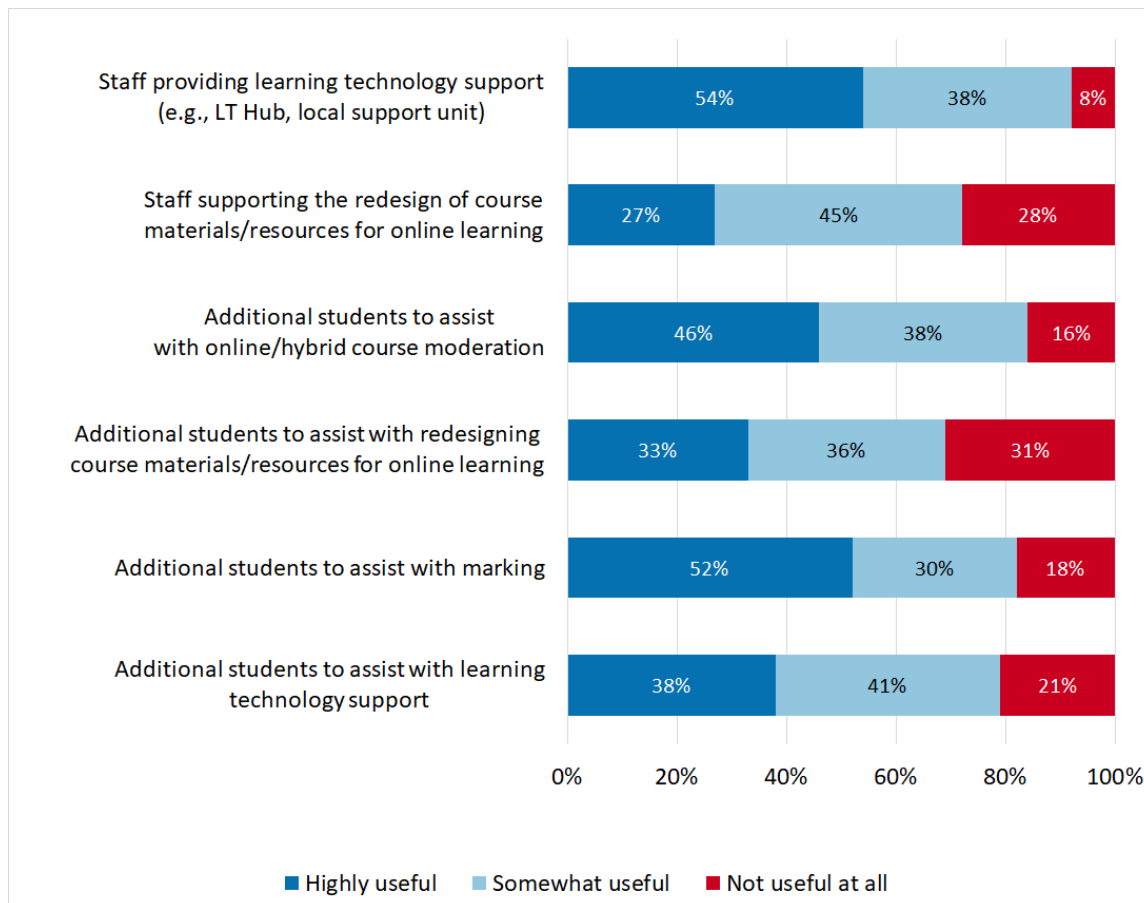


Figure 3b. Ratings of usefulness for software/equipment. (FS)

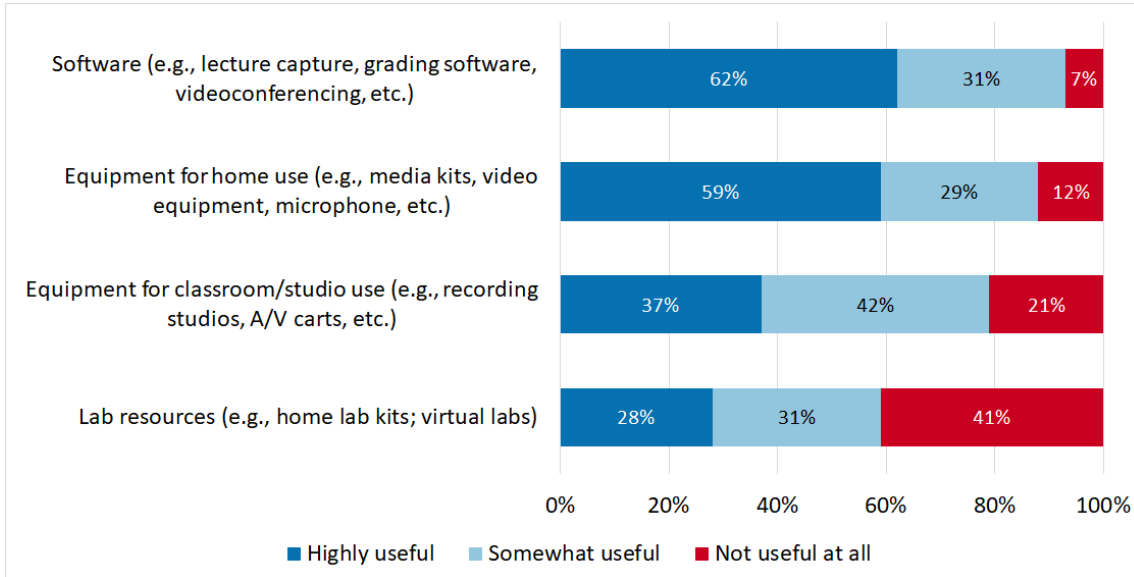
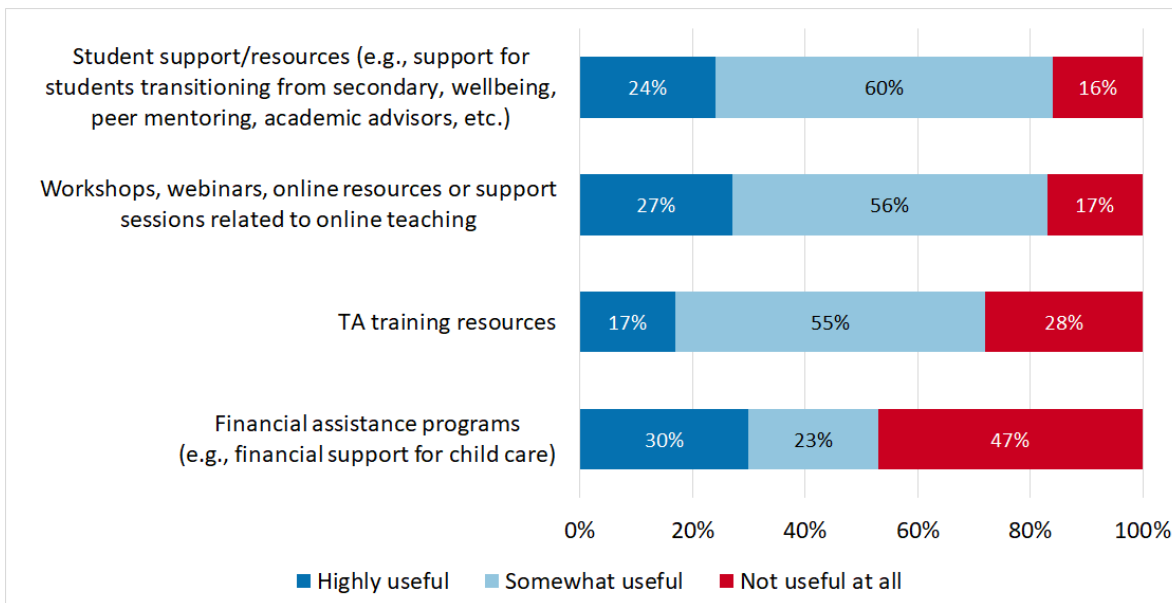


Figure 3c. Ratings of usefulness for other institutional supports. (FS)



Most Helpful Tools/Supports Provided

Across both the ADs and faculty respondents, the top three tools/supports that were the most valuable were identical: student support, software/tools/equipment, and LT/IT support.

Student Support (TAs/GAAs/UAs)

“Developing expertise among discipline-specific graduate students was not only essential but has continued to be a sustainable pool of knowledge and development of materials. Faculty found this to be more accessible and relevant to their teaching than attending more generic information sessions or digging through online resources.” (AD)

“GTAs aided teaching, assessments, and facilitated learning activities both online and in-person (i.e., in classrooms and the field), as well as ensuring that public safety protocols were met and maintained in numerous field-based courses and laboratories. GAAs played a vital role in the planning and development of flexible learning resources that can be taught in both hybrid and online modalities.” (AD)

“My workload increased dramatically with online teaching. Being able to hire an additional TA to help with marking was the most helpful – although my workload was still overwhelming.” (FS)

Software/Tools/Equipment

“UBC would not have survived without the tools we got. Canvas, Zoom and Collaborate Ultra (first year), and the other learning technologies tools such as [Faculty-supported tools]. These tools were fundamental and without them the additional Human Resources wouldn't have been able to serve faculty and students as well as they did. These tools are now deeply embedded in our practices and the knowledge base of our staff teams.” (AD)

“We invested heavily in upgrades in our AV capabilities, workshop development around using such technology, and as well as numerous improvements to our online materials (ranging from 3D models, 360-degree videos, online sample repositories), all of which were essential.” (AD)

“The integration of Zoom into Canvas was indispensable. The 'Keep Teaching' website was also handy, especially because it was produced so promptly.” (FS)

“IT provided portable video conferencing technology for hybrid teaching, which was quite helpful.” (FS)

LT/IT Support

“Additional staff support was critical both at the Faculty level and in some departments who chose to use Block Funding for local LT support. We hired [staff] who assisted instructors with using LT systems, helped resolve tickets, supported creating online resources, designed and conducted test case scenarios, tested new systems or setups, and analyzed results so the LT team could advise people well.” (AD)

“On several occasions, I used the online [...] tech support, they were present, responsive, helpful. I usually had a solution within 24-48 hours.” (FS)

Other supports frequently mentioned as helpful include (in order of frequency mentioned) (FS):

1. PD/training opportunities
2. Other resources (e.g., web resources, home lab kits)
3. Available discretionary funds
4. Conversations with colleagues
5. Head of unit support/flexibility/clear communication
6. Other (e.g., previous experience with online teaching; practicing kindness and patience)
7. Student support services

Additional Support that Would Have Helped with Teaching More Effectively

The eight most common items that faculty respondents listed as additional supports/tools that would have helped make teaching more effective during September 2020-April 2021 or September 2021-December 2021² were:

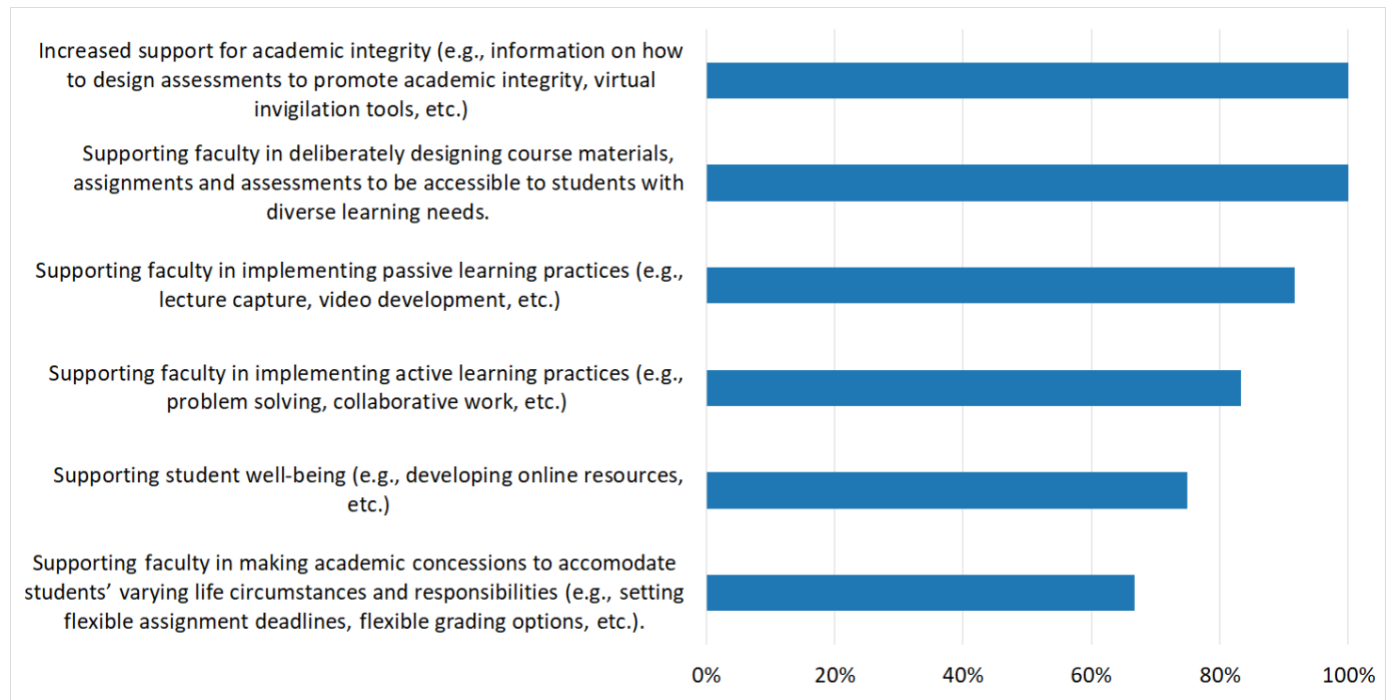
1. Recognition for hard work
2. Course release/reduced workload (e.g., time)/merit for extra work (*"Reduction in teaching to allow for additional workload as we transitioned online, including course redesign, huge increase in email/admin, and supporting students with wellbeing, stress-load, and use of technology."*)
3. More student support (TA/GAA) (*"More TA supports to accommodate the increased teaching demands and time required to assist so many students in crisis would have helped tremendously."*)
4. Specific equipment/licenses/classroom upgrades (*"Zoom equipped classrooms rather than Panopto would have been so much better and made for seamless back and forth from in-person to remote to in-person and the reality that we are very much hybrid."*)
5. More support for the use of learning technologies (e.g. personnel, workshops)
6. More PD for learning design (e.g., student engagement, redesign)
7. Equipment for home office compensation (e.g., internet, hardware)
8. Consistent and timely communication about expectations

² At the term level, there were some differences in the ranking of items (although all items listed here were the eight most commonly mentioned). Specifically, during the September 2020-April 2021 period, there were more mentions of needing learning design support and course release compared to the September 2021-December 2021 period. In line with the return to in-person teaching, concerns about classroom upgrades were higher in the September 2021-December 2021 period.

Teaching Practices During COVID-19

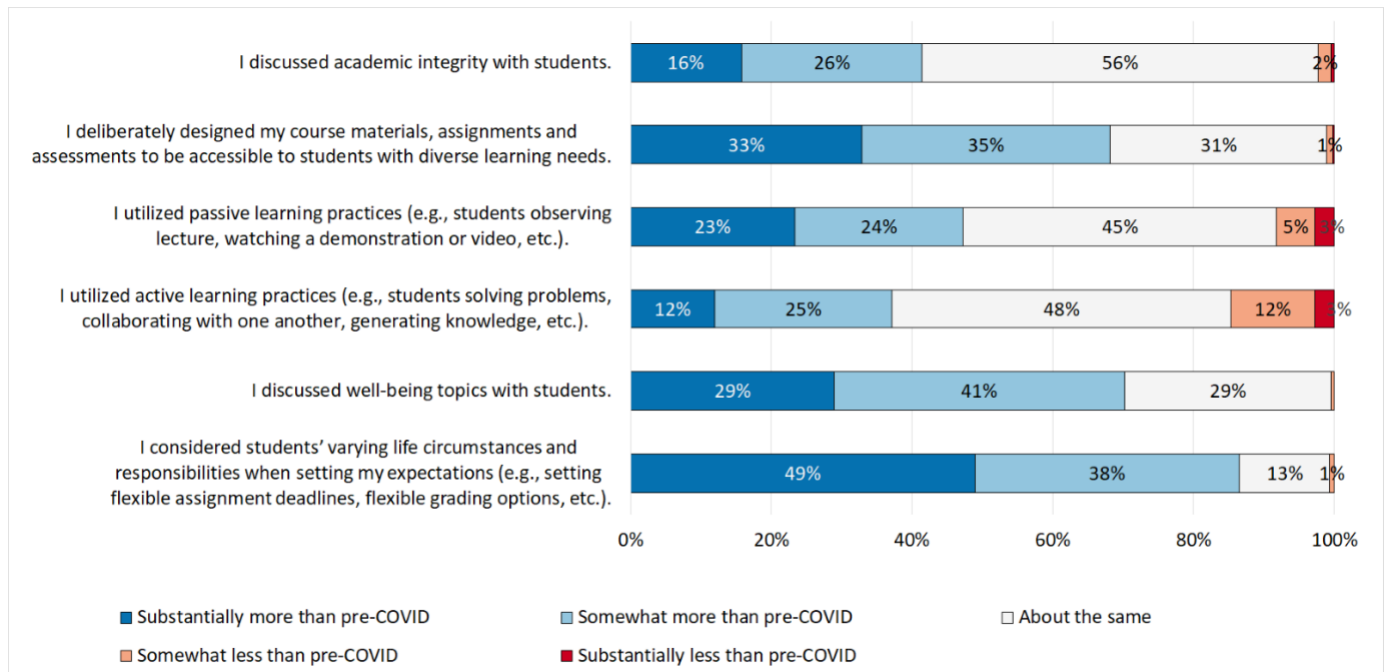
Associate Deans reported whether block funding was used to support specific teaching practices. Figure 4 reflects the proportion of Faculties indicating support for these areas.

Figure 4. Teaching practices supported by block funding (AD).



Building on this, faculty respondents (FS) who indicated that they had taught at a post-secondary level prior to the COVID-19 pandemic (97% of participants) reflected on whether specific teaching practices had changed while teaching during the pandemic. As shown in Figure 5, many faculty members reported an increase in these specific teaching practices—which may be associated with the increased support via block funding.

Figure 5. Participant responses indicating the extent to which each activity occurred in their courses compared to prior to COVID-19 teaching (FS).



Feedback on Online Tools and Classroom Resourcing

Technology supports

Overall, many faculty respondents reported that the available technology either supported their teaching practices or at least partially did (57% and 37%, respectively). Many participants mentioned Zoom favourably (“Zoom actually worked amazingly well.”) with several also mentioning Canvas (“Canvas came with reasonably good resources to hold online lectures and online exams.”), Camtasia (“Camtasia was my main software to pre-record lectures, and it was fantastic (almost no training needed).”), and a smaller percentage mentioning tools like Gradescope or non-supported technologies such as Miro and Padlet.

Several participants in these groups also shared challenges, with many referencing issues related to student engagement or replicating active teaching/learning practices online. In addition, several specifically mentioned these challenges being exacerbated by large class sizes.

“It was very difficult to engage students through Zoom despite using polls and breakout room sessions. Students simply didn’t engage regardless of the pedagogical methods I employed. They only engaged if there were marks attributed to that engagement, making me have to change my evaluation components in my course to align with that.”

“Some things worked really well for classes of 20-50 students but were too unwieldy for larger classes (for example, in smaller classes, having students annotate my slides was a great way to get them actively involved in

problem-solving, but once class size increased beyond about 50, there just wasn't space on the slides for all students to participate).

Many also made positive references to the support provided. Still, some highlighted issues with support provided by students (*"Good professional support from UBC technicians but cannot rely on inexperienced/untrained students to assist with some video/course design"*).

Participants who indicated the available technology did not support the practices they wanted to employ provided a variety of reasons, but most referenced issues with classroom technology. Some mentioned Panopto specifically (*"Panopto occasionally worked. I wish I owned the videos that were made on Panopto and that I could edit them (or delete them)."*) while others shared challenges with hardware (*"Mics were too heavy to be worn by a petite woman who does not always wear pants. Camera did not track me."*).

Across all responses, participants also referenced the amount of time and personal costs (*"I had to get some of my own equipment and figure out how to sync it with IT support--it took a lot of time."*)

Physical spaces

Faculty respondents were also asked whether the physical spaces in which they taught supported their teaching practices. When considering September-December 2021, the timeframe in which most faculty members had returned to teaching on-campus, 69% said the spaces supported their teaching practices. In explaining their ratings on this question, faculty respondents included information about both physical teaching spaces on campus and the spaces in which they taught in general during the pandemic. This section of this report only includes responses pertaining to physical spaces on campus.

Participants were divided in their opinions about classroom spaces. Those indicating that the physical spaces supported their teaching practices included the following as reasons (in decreasing order of frequency):

- **Available technology/AV met faculty and students' needs allowing in-person and remote students to actively participate in class** (*"My classrooms were equipped with built-in live lecture capture function, and students could also use the equipment for presentations."*, *"Audio amplification was helpful in the classroom I taught in."*)
- **Safety concerns addressed (e.g., ventilation, physical distancing)** (*"We were able to adjust occupancy limits and flow through the teaching space."*, *"Lecture room was good, and it appeared ventilation was fine."*)
- **(Inter)active learning supported by classroom setup** (*"One classroom had a lot of whiteboards where students could practice working with datasets."*, *"I used team-based learning format for my in-person tutorials. The room I was in had moveable desks allowing for team formation."*)

Alternatively, faculty indicating that the physical spaces in which they taught did not support their teaching practices provided the following reasons (in decreasing frequency):

- **Available technology/AV did not meet their needs** – Hybrid teaching is unsupported by ongoing audio issues, fixed cameras that inhibit the possibility of moving around in the classroom or the use of whiteboards, intermittent connectivity, malfunctioning/old hardware, etc. (*"Ancient technology does not allow for effective hybrid teaching."*, *"It was way too difficult to set up a recording in most classrooms I taught in, and very difficult to get help from someone to do that."*)

- **Safety issues were present (e.g., ventilation, physical distancing)** (“Classroom was too small for effective social distancing.”, “Ventilation insufficient (CO2 levels 1100-1200ppm consistently during lectures); not even great for learning much less prevention of airborne infectious disease spread.”)
- **(Inter)active learning hindered by classroom setup** – Fixed chairs/desks that do not allow for group work and other active learning (“The classrooms are also poorly built, in that most are not flexible spaces and hence you are stuck in a lecture class format that inhibits discussion.”)

Long-term Impacts

“We are now at a point where we have had a lot of experience with living online. The benefits have included flexibility with respect to travel, locations, learning modes, the ability to bring in outside speakers, room scheduling and many others. The shortcomings include fatigue from constant screen time and the lack of social contact. Online has become another tool that needs to be better understood. Where is online a better fit than others? Where is online inappropriate? How will we accommodate mixed-mode or hybrid teaching going forward?” (AD)

Across the feedback provided by both Associate Deans and faculty respondents, it was clear that both groups believed the pandemic was a catalyst for changes to teaching and learning that would have lasting effects. Feedback around these long-term effects fell into the following four categories: flexibility in teaching modalities, assessment practices, reusability of learning resources, and collaboration between faculty, staff and students.

1. **Flexibility in teaching modalities** – Online, hybrid and other delivery modes or instructional practices implemented during the pandemic will likely remain. This flexibility will require rethinking how resources (time and finances) are allocated.

“I can't imagine any of our academic units going back to 100% in-person teaching, so we need to develop activities and strategies (both cross-campus and Faculty-specific) that will allow us to leverage what we've learned and assess the pieces that had a positive impact on learning and wellbeing.” (AD)

“Teaching and assessing in a fully remote environment for such an extended period of time allowed instructors to understand new ways of teaching, assessing and communicating with their students. Many instructors are much more comfortable in trying new technologies in the sessions, as well as blended learning and flipped classroom designs.” (AD)

“It looks like hybrid learning is here to stay. Students are going to continue to want all lectures recorded and have the option of participating remotely in the class session. This is more work for instructors. UBC admin appears to be very disconnected from the realities of course instruction.” (FS)

2. **Assessment practices** – The UBC community was pushed to rethink marking and assessment practices. Some positive aspects emerged, but others require further consideration.

“The move to online testing was advantageous in some cases [...] The challenge is academic integrity. [...] The benefits [of online testing] include reduced TA time required for grading in auto-graded assessment formats,

reduced paper usage, secure electronic storage of student exam data, [and] increased ability to mine exam data for accreditation purposes.” (AD)

“Live lectures went well; recorded videos went well; testing was a challenge” (FS)

“Better online testing options (I used Canvas quizzes and found it ... barely adequate) – with this I'm concerned about the capabilities and question types available; not the ability to test online.” (FS)

3. **Reusability of learning resources** – Learning resources developed during the pandemic may be useful for future class offerings regardless of delivery mode (this theme only emerged in the feedback provided by the Associate Deans).

“Video assets and online demonstrations have lasting value and are being used again this year in many cases. Some demonstrations and teaching techniques developed during 2020 actually had advantages and we are looking to preserve those where possible (examples: lab and/or electronics demonstrations that could not easily be done in a class, lightboard lectures – live rather than pre-recorded).” (AD)

4. **Collaboration** – Increased collaboration between faculty, staff and students was highly beneficial for many aspects of work (e.g., developing and designing workshops, resources, surveys, etc.) and should be maintained.

“Prior to COVID, our learning designers were mostly engaged in fully online course development and revision. Our learning technologists, on the other hand, were primarily engaged in troubleshooting. Now LDs and LTs are consulting about the use of digital learning applications across all courses -- in person, hybrid, and online -- and are increasingly engaged in discussions of good learning design and innovative use of learning applications.” (AD)

Recurrent Themes and Additional Feedback

At the AD level, when given the opportunity to provide additional feedback, numerous respondents flagged the value of the block funding to the Faculties' ability to address teaching and learning challenges caused by the pandemic:

“There were many components of our academic programs that were very challenging to transition and most of us were unfamiliar and may have been somewhat uncomfortable with the use of technology to this extent in the delivery of our curriculum. The funding allowed the faculty and staff the opportunity to develop the knowledge, skills, and confidence to effectively deliver a virtual program under very extraordinary circumstances.” (AD)

For faculty respondents, across many of the survey questions, including one that invited participants to provide any additional feedback, four recurrent themes were identified:

1. **Workload** – Participants reported a significant increase in workload and a perceived lack of institutional recognition.

“Other institutions have offered course release to recognize the additional workload we encounter. All the supports in the world don't take away that additional workload. Only course release does.” (FS)

“There has never been a proper recognition of the increased workload we faced to provide excellent instruction online. Very disappointed in UBC. In fact, we are now expected to continue to do more. Is anyone going to address the burnout we are facing? It's not all about technology or extra TA resources (also finite, and also facing burnout).” (FS)

2. **Disparities in the access to support** – The availability of support to teach during COVID-19 was not equally accessible to faculty across appointment types and disciplines.

“I am frankly shocked to find out that these supports were available to some faculty. The only support that has trickled down to the actual course level for me was the credit for home equipment and software (which came to me directly from UBC). [...] I had no support for redesigning courses for online learning [...] Where did this support go? It didn't go to the faculty teaching courses on the ground. This is the first I'm hearing of the vast majority of these supports.” (FS)

“There were great disparities between departments and instructors in being able to access some of the most helpful supports such as TA support for managing online courses and grading.” (FS)

3. **Communications** – There is a general sentiment that unclear and untimely central communications had a negative impact on faculty's teaching and wellbeing.

“The lack of communication/meta-communication has been excruciating. We had no idea, for example, going in to Sept. of 2021 what in-person learning would look like, who would be responsible for cleaning, providing PPE, microphones, recordings, who would make decisions about attendance, etc.” (FS)

“IT support was mostly good. Messaging/communication from central was generally pretty awful. We mostly found out what was happening by looking on [social media] to see what the president had tweeted.” (FS)

4. **Wellbeing and emotional labour** – Faculty reported feeling ‘burnt out’ due to an increase in workload and from the emotional labour of caring for students and themselves.

“The main issue was juggling students' expectations and physical and emotional wellbeing and needs. [...] I felt like teaching was a smaller part of my job and had to navigate accommodations for students and just a lot of "care" work. My own wellbeing was challenged. We have resources for mental health but little time to pursue them.” (FS)

“Faculty stress is at an all-time high. We've doubled our working hours to support student wellbeing at the cost of our own.” (FS)

Appendix A: Faculty Survey

Please indicate which time periods you taught a UBC Vancouver credit-bearing course (or a part of a course). Select all that apply:

- September 2020-April 2021
- September 2021-December 2021
- I did not teach during either of these time periods

Please consider your experience with teaching during **PERIOD**. While you may have taught multiple courses during this time, please think about your **OVERALL** experience with teaching during this time period. Please respond to all questions with this time period in mind.

Did you teach at post-secondary level prior to the COVID-19 pandemic? (Yes/No)

Please indicate the extent to which you did the following into your course(s) during September 2020-April 2021 compared to pre-COVID-19: (*Matrix: Substantially more than pre-COVID, Somewhat more than pre-COVID, About the same, Somewhat less than pre-COVID, Substantially less than pre-COVID*)

- I deliberately designed my course materials, assignments and assessments to be accessible to students with diverse learning needs.
- I considered students' varying life circumstances and responsibilities when setting my expectations (e.g., setting flexible assignment deadlines, limiting the amount of time required for course activities outside class time, offering flexible grading options, etc.).
- I discussed well-being topics with students.
- I discussed academic integrity with students.
- I utilized passive learning practices (e.g., students observing lecture, watching a demonstration or video, etc.).
- I utilized active learning practices (e.g., students solving problems, collaborating with one another, generating knowledge, etc.).

Please indicate how useful each of the following tools/supports were for your teaching practice. If you did not access a tool/support, please select N/A. (*Matrix: Highly useful, Somewhat useful, Not useful at all, N/A*)

- Staff providing learning technology support (e.g., LT Hub, local support unit)
- Staff supporting the redesign of course materials/resources for online learning
- Additional students to assist with online/hybrid course moderation
- Additional students to assist with redesigning course materials/resources for online learning
- Additional students to assist with marking
- Additional students to assist with learning technology support
- Software (e.g., lecture capture, grading software, videoconferencing, etc.)
- Equipment for home use (e.g., media kits, video equipment, microphone, etc.)
- Equipment for classroom/studio use (e.g., recording studios, A/V carts, etc.)
- Lab resources (e.g., home lab kits; virtual labs)
- Student support/resources (e.g., support for students transitioning from secondary, wellbeing, peer mentoring, academic advisors, etc.)
- Workshops, webinars, online resources or support sessions related to online teaching
- TA training resources
- Financial assistance programs (e.g., financial support for child care)

Of the support provided during September 2020-April 2021, what did you find most helpful? List up to three items.
[Open text]

What additional support would have helped you teach more effectively during September 2020-April 2021? [Open text]

Did the available technology support the practices you wanted to employ? (Yes/No/Partially)

Why or why not? [Open text]

Did the physical spaces in which you taught support the practices you wanted to employ? (Yes/No/I did not teach in a physical classroom)

Why or why not? [Open text]

Overall, how satisfied are you with the support you received during **PERIOD**? (Very satisfied/Somewhat satisfied/Neither satisfied nor dissatisfied/Somewhat dissatisfied/Very dissatisfied)

Overall, UBC has done a good job helping faculty adapt to the changing teaching environment during COVID-19. (Very satisfied/Somewhat satisfied/Neither satisfied nor dissatisfied/Somewhat dissatisfied/Very dissatisfied)

If you have any additional feedback to share, please include it here: [Open text]

Appendix B: Report Completed by Associate Deans in the Faculties

Report submitted by (Faculty/Name/Email address):

For each of the tools/supports, please indicate if you used block funding, Faculty in-kind funding, or both to support it. If this tool/support was not provided, please select N/A. (*Matrix: Block funding; Internal funding; Combination of funding; N/A*)

- Additional staff providing learning technology support (e.g., local support in Department or Faculty units)
- Additional staff providing course design/online course development support
- Additional students to provide learning technology support
- Additional students to provide course design/online course development support
- Additional students to assist with online/hybrid course moderation
- Additional students to assist with marking
- Software (e.g., lecture capture, grading software, videoconferencing, etc.)
- Equipment for home use (e.g., media kits, video equipment, microphone, etc.)
- Equipment for classroom/studio use (e.g., recording studios, A/V carts, etc.)
- Lab resources (e.g., home lab kits; virtual labs)
- Student support/resources (e.g., support for students transitioning from secondary, wellbeing, peer mentoring, academic advisors, etc.)
- Workshops, webinars, online resources or support sessions related to online teaching
- TA training resources, such as workshops or online information
- Financial assistance programs (e.g., financial support for child care)
- Other (please specify):

From the matrix above, please indicate the top 3 tools/supports that you feel were the most valuable use of the block funding in your faculty. For each, provide a short summary or example (250-500 words) to highlight what you did and the impact the support had in your faculty. [Open text]

In your faculty, was the block funding used to directly support any of the following? (Check all that apply)

- Supporting faculty in designing course materials, assignments and assessments to be accessible to students with diverse learning needs.
- Supporting faculty in making academic concessions to accommodate students' varying life circumstances and responsibilities (e.g., setting flexible assignment deadlines, limiting the amount of time required for course activities outside class time, offering flexible grading options, etc.).
- Supporting student well-being (e.g., developing online resources, etc.)
- Increased support for academic integrity (e.g., information on how to design assessments to promote academic integrity, virtual invigilation tools, etc.)
- Supporting faculty in implementing passive learning practices (e.g., lecture capture, video development, etc.).
- Supporting faculty in implementing active learning practices (e.g., problem solving, collaborative work, etc.).

How many people did you fund between June 2020 and March 2022 using block funding? Please provide a numeric breakdown according to these roles:

- GRA/URA:
- GAA/UAA:

- TAs:
- Staff:
- Faculty:

In hindsight, is there anything that you would have done differently with the block funding? Are there things you would do in addition to what you did or things that you might not do, knowing now the impact of the support that was offered? If so, what would you do/not do and why? [Open text]

How will the strategies you used to support teaching and learning through this period influence planning/priorities going forward? Please describe any significant activities or strategies you developed during this period that you intend to sustain on-going (beyond COVID-19) as well as your plans for sustainment funding. [Open text]

Please provide any additional feedback that you would like to share about the block funding activities or support in your Faculty. [Open text]