

This document contains the Appendices removed from the  
PUBLIC SHORT and PUBLIC ABRIDGED versions of this work.

# EL@10:

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

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April 2024



THE UNIVERSITY OF BRITISH COLUMBIA

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# APPENDICES

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# APPENDIX 1: STRUCTURED LEADERSHIP INTERVIEW QUESTIONS AND PROTOCOL

## Qualitative Study of the Impact of 10 years of the Educational Leadership Stream

### Individual Semi-Structured Interview Guide Process

#### **Turn ON Recording**

#### **Turn ON closed captions**

#### **Turn ON audio recording – automatically on with recording**

Will then have separate files at end of zoom call (audio, video, transcript)

Once participant is in meeting, lock meeting from others joining – security button, lock meeting

#### **Welcome and thank you blurb**

**Prior to conducting the interview**, review the Interview consent form with the participant. If the individual is willing to participate and has signed the consent form then we will begin the interview.

**Intro:** This research study is to understand the impact of the introduction of Educational Leadership at UBC. We are working with PAIR on understanding, at an anonymized level, the quantitative impact of the educational leadership stream. This will include: numbers of faculty increased over time, (other things). For this next phase of the project have invited UBC leads, from over the past decade, who have held leadership positions that have worked closely to support / advance educational leadership at UBC. The timeframe we are looking at is over the past 10 years from 2012-2022

The approach for the interview will follow a central theme of SOAR (Strengths, Opportunities, Aspirations and Results).

#### **Recording of the interview:**

- The interviewer will ask the participant if they are ready to begin and will note that they will begin recording the interview. Reminding the participant that all quotes used will be anonymous and framed in light of 'Administrator or Faculty member'. If at any time they do now wish for their quotes to be used these will be deleted from the outputs.

- A member of the research team will **ensure closed captions are ON** and have the transcription/captions open on their screen, allowing them to periodically hit '**Save Transcription**' button. Recommend hitting Save Transcription many times throughout the interview and again at the end. (the transcript will not save without doing this)
  - Naming convention for recording files: ID# - 2023.MM.DD

### Interview Questions:

1. Please outline the scope / timing of your role to support / advance EL at UBC?
2. What, in your view, are the **strengths** of the EL stream?
3. What **opportunities** do these strengths present for units / Faculties / institution?
4. What would be your **aspirations** for the EL stream in next 5 years?
5. And what would UBC look like as a result of that? (**Results**)?
6. What challenges / issues do you think might impede realising some of these goals or aspirations?
7. How, in your view, should the institution respond in order to address these?
8. How would you characterize the development of the EL stream in your Dept / Faculty / area of responsibility over the last 10 years?
9. Do you think that the EL stream influenced the culture of teaching and learning in your unit or faculty. If so, how?
  - *Interviewer notes:* teaching quality, curriculum development, pedagogy, support & prof dev, navigating COVID)
10. Are you aware of ways in which the EL stream at UBC is perceived by other institutions (Canada or internationally?)
11. What Q have we not asked you about the EL stream that you think we should have?
12. Any other comments you would like to make, or things that you feel we know that are relevant to this project?

Thank you and if they remember any other elements they would like to share after then interview please send them via email to Simon Bates or Debbie Hart.

**SAVE TRANSCRIPT – Hit the button!**

End meeting

# APPENDIX 2: SURVEY QUESTIONS

## Qualitative Study of the Impact of 10 years of the Educational Leadership Stream

**Online Survey Questions** - [The only required question on questionnaire will be consent. Numbers are provided for reference only and will not appear in the actual questionnaire. Digital page breaks are not reflected in this copy of the questionnaire. This questionnaire will be formatted in a similar way but administered through Qualtrics].

The purpose of this survey is to evaluate the impact of the introduction of the Educational Leadership stream, identifying and celebrating successes and reflecting on challenges over this period and, to highlight future opportunities to support UBC's strategic goals.

Please note that we are requesting details of your role and rank to enable more fine-grained analysis of responses: in some cases, particularly smaller units, this may make the individual indirectly identifiable to the study team, please note these questions are optional.

1. What is your main place of employment?
  - UBC - Vancouver
  - UBC - Okanagan
  - Other: \_\_\_\_\_
2. Please indicate your Faculty: [List of Faculties – have as checkboxes]
3. Please indicate your Department/Unit: [List of Department/Unit – have as checkboxes]
4. What is your principal current role?
  - Educational Leadership stream faculty member
  - Research stream faculty member
  - Position of leadership (e.g., Dept Head, Curriculum chair, AD, Dean, VPAO etc.)
  - Lecturer / Sessional Lecturer
  - Other: \_\_\_\_\_ (e.g., Visiting, Clinical, Emeritus, Postdoc, etc.)
5. What is your current rank at UBC?  
*Branched questions only appear if an individual selects Educational Leadership or research stream faculty member.*
  - Professor
  - Associate Professor
  - Assistant Professor
6. When did your employment with UBC start? [Select Year]

*In evaluating the impact that the Educational Leadership (EL) stream has had on teaching and teaching culture, we have developed questions that ask you to reflect on the strengths, opportunities, aspirations and results (SOAR) of Educational Leadership. The next series of questions ask you to reflect on the EL roles and activities that they have had / can have on teaching and teaching culture.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. In your opinion, the EL stream has had a positive impact on teaching quality in your unit.					
8. In your opinion, the EL stream has had a positive impact on the wider student experience in your unit.					
9. In your opinion, the EL stream has supported (actively engaged in or led) curriculum innovation in your unit.					
10. In your opinion, roles in the EL stream are valued equally with Research stream roles in your unit.					

11. In your opinion, the EL stream has made a significant impact across all types of scholarship (SOTL, discipline based educational research, etc.) in your institution/faculty/department/unit.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Department/Unit					
Faculty					
Institution					

12. What have been the high and low points over the last 10 years of the EL stream being introduced in your unit/department and Faculty?

13. What are the current challenges that, when addressed, would help progress the EL stream?

14. How and where are issues related to the EL stream activities and successes discussed within your unit / dept / faculty?

15. What aspirations does your unit leadership have for the EL stream for the next 5 years?

16. What are some challenges that may impede meeting these aspirations?

17. What aspects of EL work are particularly visible and / or valued by your department?

18. What aspects of EL work *not* particularly visible and / or valued by your department?

The next **two** questions ask you to reflect on what has changed within the EL stream over the last 10 years. [If individual indicates their employment started before 2012 then Q19 & Q20 will be added to their survey]

19. In the last 10 years, I feel that the work of those in the EL stream is \_\_\_\_\_ respected in my department or faculty.

- Much more
- Somewhat more
- About the same
- Somewhat less
- Much less

20. In the last 10 years, I feel that the work of those in the EL stream is \_\_\_\_ understood by my peers.

- Much more
- Somewhat more
- About the same
- Somewhat less
- Much less

### **Focus Groups**

We will be running some focus groups or interviews to help us further understand the impact of 10 years of the Educational Leadership stream at UBC across dimensions of teaching, learning, student experience, and Department and institutional culture. There will also be the opportunity to discuss future alignment and support of key UBC strategic priorities.

If you are interested in participating in a focus group or interview, please select 'yes' below.

If you select Yes, you will be taken to a different survey where you can share your contact information.

Sharing your contact information will not mean that the responses are associated or linked with your contact details (i.e., survey responses are still anonymous).

- Yes (link to second survey)
- No

Thank you for your participation. If you have any questions or concerns, please contact:

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# APPENDIX 3: FOCUS GROUP INTERVIEW GUIDE AND QUESTIONS

## Qualitative Study of the Impact of 10 years of the Educational Leadership Stream

### Focus Group Interview Guide

**Context:** As part of the online survey the opportunity to participate in a follow up focus group to further discuss the impact of the Educational Leadership stream was offered. These focus groups will be for 8-10 people and held online or in person, reliant on sufficient participant numbers.

The following questions outline a script for the interviews, with the central theme of a SOAR (Strengths, Opportunities, Aspirations and Results) approach used to guide responses. These questions will be used as a general guide to lead the discussion on Educational Leadership. Below the questions in italics, we have included some additional notes /prompts for the interviewer. Focus group members will not receive a copy of this guide.

Prior to conducting the interview, a member of the research team will review the consent forms with the participants. If the individuals are willing to participate and have signed the consent form then we will begin the focus group. The interviewer will ask the group if they are ready to begin and will note that they will begin recording the discussion.

1. What in your view have been the high points / achievements of the EL stream at UBC over the last 10 years?  
*(Probe for alignment with survey themes: mentoring support, start up and ongoing support, educational leadership at a Faculty/Department/Unit level)*
2. And what about the low points or challenges?  
*(Probe for alignment with survey themes: mentoring support, start up and ongoing support, educational leadership at a Faculty/Department/Unit level)*
3. How and where are issues related to teaching activities that the EL stream play a prominent role in (e.g., teaching / curriculum innovation, scholarship etc.) discussed within your unit / School / Faculty?
4. Are you aware of aspirations / plans that your unit / School / Faculty has for the EL stream (or development of educational offerings) over the coming years?
5. What aspects are EL work are particularly visible and valued within your unit?

6. And are there aspects of the work EL faculty do that are less visible and / or valued?
7. Overall, our survey data showed more than half of respondents felt that the work of faculty in the EL stream is much / somewhat more respected now. Does this accord with your own experience, and if not, why not?
8. Our survey data also showed that across dimensions of teaching quality, student experience and curriculum innovation, the EL stream has had a positive impact (agree / strongly agree percentages of 68%, 66% and 69% respectively). Are you surprised by this data and or how consistent it is?
9. However, when we asked about parity of esteem between research and EL streams, the fraction of respondents who agreed or strongly agreed that there was parity of esteem fell to 35%. How would you reconcile the differences between positive impacts on learning and student experience with perceptions of parity of esteem.
10. If you were to design (or redesign) the EL stream, what would be your top priorities for the stream?
11. Is there anything relevant to your experience or this topic that we have not asked about, and you feel like you wish to share.

## APPENDIX 4: DISCIPLINARY GROUPINGS USED FOR FIGURE 4

<p><b>ENGINEERING:</b> Includes all Engineering programs (Faculty of Applied Science except for Nursing). The following Departments were categorized into this discipline.</p>	
<p>Chemical and Biological Engineering Civil Engineering Community and Regional Plan, School of Electrical and Computer Engineering Faculty of Applied Science Institute for Computing, Information and Cognitive Systems</p>	<p>Materials Engineering Mechanical Engineering Mining Engineering School of Architecture and Landscape Architecture UBCO - Faculty of Applied Science</p>
<p><b>HEALTH SCIENCES:</b> Includes UBCV faculties of Medicine; Pharmaceutical Sciences; Dentistry and School of Kinesiology. UBCO Faculty of Health &amp; Social Develop except Social Work. The following Departments were categorized into this discipline.</p>	
<p>Allergy and Immunology Unit Anesthesia, Pharmacology and Therapeutics Audiology and Speech Sciences Biochemistry and Molecular Biology Biomedical Engineering, School of Cardiology Division Cellular and Physiological Sciences College of Health Disciplines Critical Care Medicine Dermatology and Skin Science Division of Social Medicine Emergency Medicine Endocrinology and Metabolism Division Faculty of Dentistry Faculty of Pharmaceutical Sciences Family Practice Gastroenterology Division General Internal Medicine Geriatric Medicine Division Hematology Division Human Early Learning Partnership Infectious Diseases Division Medical Genetics Medical Oncology Division Medicine Department Midwifery Program</p>	<p>Nephrology Division Neurology Division Nursing, School of Obstetrics and Gynecology Occupational Science and Occupational Therapy Ophthalmology Oral Biological and Medical Sciences Oral Health Sciences Orthopedics Pathology Pediatrics Physical Therapy Population and Public Health, School of Psychiatry Radiology Rehabilitation Medicine Division Respiratory Medicine Division Rheumatology Division School of Human Kinetics Surgery UBCO - Faculty of Health and Social Development UBCO - Nursing UBCO - School of Health and Exercise Science Urologic Sciences W. M. Young Centre, Applied Ethics</p>

<p>HUMANITIES includes the following Departments from the Faculty of Arts, UBCO Faculty of Creative and Critical Studies, UBCO - Barber School of Arts &amp; Sciences, and UBCO - Barber - Faculty of Arts and Social Sciences.</p>	
<p>1st Year Programs  Ancient Mediterranean and Near Eastern Studies  Art History, Visual Art and Theory  Arts One Program  Arts Studies Research &amp; Writing  Asian Research, Institute of  Asian Studies  Central, Eastern, Northern European Studies  Classical, Northeastern and Religion Studies  Coordinated Arts Program  English  First Nations Languages Program  French, Hispanic and Italian Studies  History Humanities 101 Program</p>	<p>Institute for European Studies  Linguistics  Philosophy  School of Creative Writing  School of Information  School of Music  Theatre and Film  Theatre and Film (Film)  UBCO - Creative Studies  UBCO - English and Cultural Studies  UBCO - Faculty of Creative and Critical Studies  UBCO - IKBSAS - History and Sociology  UBCO - Language and World Literature</p>
<p>SCIENCES Includes faculties of Science (UBCO &amp; UBCV), Land and Food Systems and Forestry. The following Departments were categorized into this discipline.</p>	
<p>Applied Biology  Botany  Chemistry  Computer Science  Department Forest and Conservation Science  Department of Wood Science  Earth and Ocean Sciences  Faculty of Forestry  Faculty of Land and Food Systems  Faculty of Science  Food and Resource Economics  Food, Nutrition and Health  Forest Resources Management</p>	<p>Institute for Resources, Environment &amp; Sustainability  Institute for the Oceans and Fisheries  Integrated Sciences Program  Mathematics  Michael Smith Labs  Microbiology  Physics and Astronomy  Wine Research Centre  Zoology  UBCO - Biology  UBCO - Chemistry  UBCO - Computer Science, Mathematics, Physics &amp; Statistics  UBCO - Earth, Environment &amp; Geosciences</p>
<p>SOCIAL SCIENCES includes the Peter A. Allard School of Law, The Sauder School of Business and the following departments from the Faculty of Education, Faculty of Arts, UBCO Barber School of Arts and Sciences, UBCO Faculty of Health and Social Development and UBCO Barber Faculty of Arts and Social Sciences</p>	
<p>Allard School of Law  Anthropology  Asian Canadian and Migration Studies  Cognitive Systems Program  Department of Curriculum and Pedagogy  Department of Educational Studies  Early Childhood Education</p>	<p>Psychology  Public Policy, School of  Sauder - Accounting and Information Systems  Sauder - Diploma in Accounting  Sauder - Entrepreneurship and Innovation Group  Sauder - Finance Division  Sauder - Law and Business Communications Group</p>

Economics	Sauder - Marketing Division
Educational & Counseling Psychology & Special Ed	Sauder - Operations and Logistics
Faculty of Education	Sauder - Organizational Behavior and HR
First Nations Indigenous Studies	Sauder - Strategy Business Economics
Geography	Social Work
Grad Programs & Research	Sociology
Indigenous Teacher Education Program	The Sauder School of Business
Institute for Critical Indigenous Studies	Women and Gender Studies
Institute of Gender, Race, Sex and Social Justice	UBCO - Faculty of Education
Journalism, Writing, and Media	UBCO - Community, Culture and Global Studies
Language and Literacy Education	UBCO - Economics, Philosophy and Political Sciences
Liu Inst. for Global Issues	UBCO - IKBSAS - Psychology
Master of Educational Technology	UBCO - Social Work
Political Science	
Professional Development and Community Engagement	