This document is the shortened version of the final public report for this work. It contains the summary, background, methodology, EL snapshot data, and synthesis and recommendation sections from the full report.

For brevity, it omits qualitative and quantitative analysis of the interview, survey and focus group data, as well as the Appendices, which are available as a separate document.

# EL@10:

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

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**THE UNIVERSITY OF BRITISH COLUMBIA**

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# 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.

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# 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 Faculty[2] 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

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[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 Agreement[3], 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 stream[5]. These changes came into effect in July 2020.

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[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 METHODOLGY

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

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[6] https://ctlt.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 reports[7]).

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

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[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)*
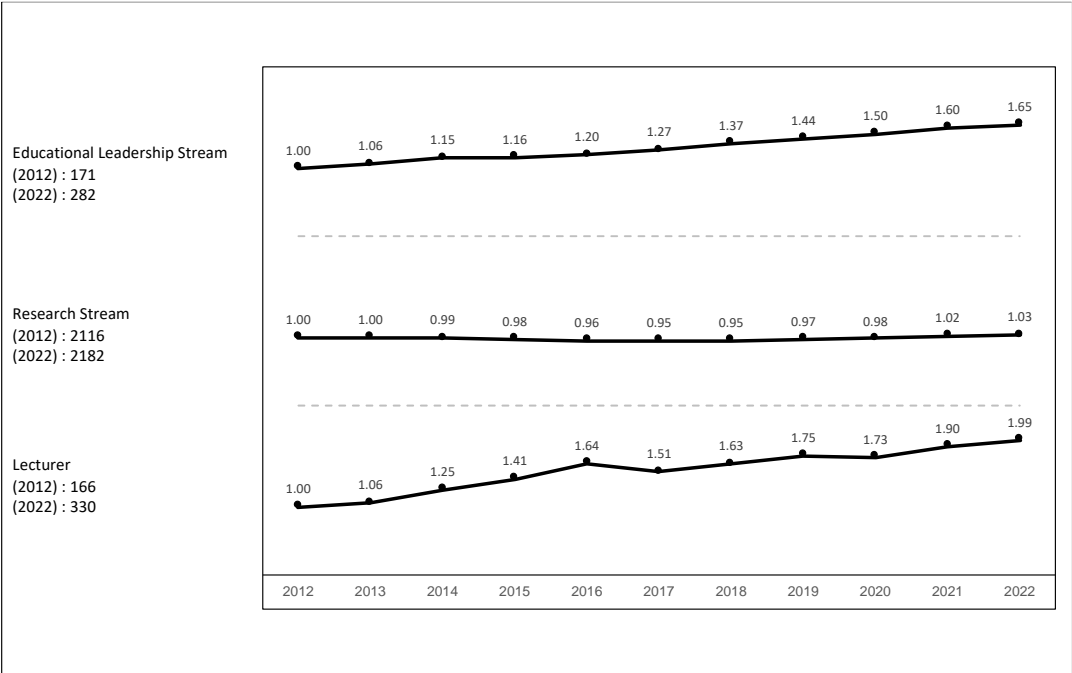
10

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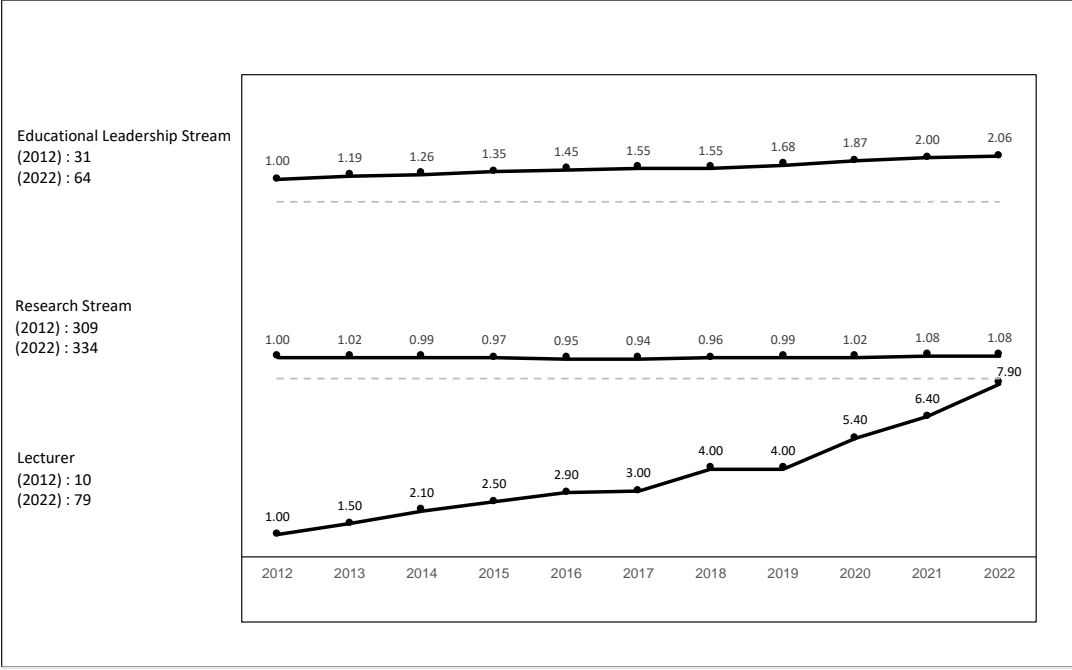


*Figure 2: (UBCO) Relative growth in faculty appointments by steam (EL / R / L) over time, normalized to stream value in 2012*

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.
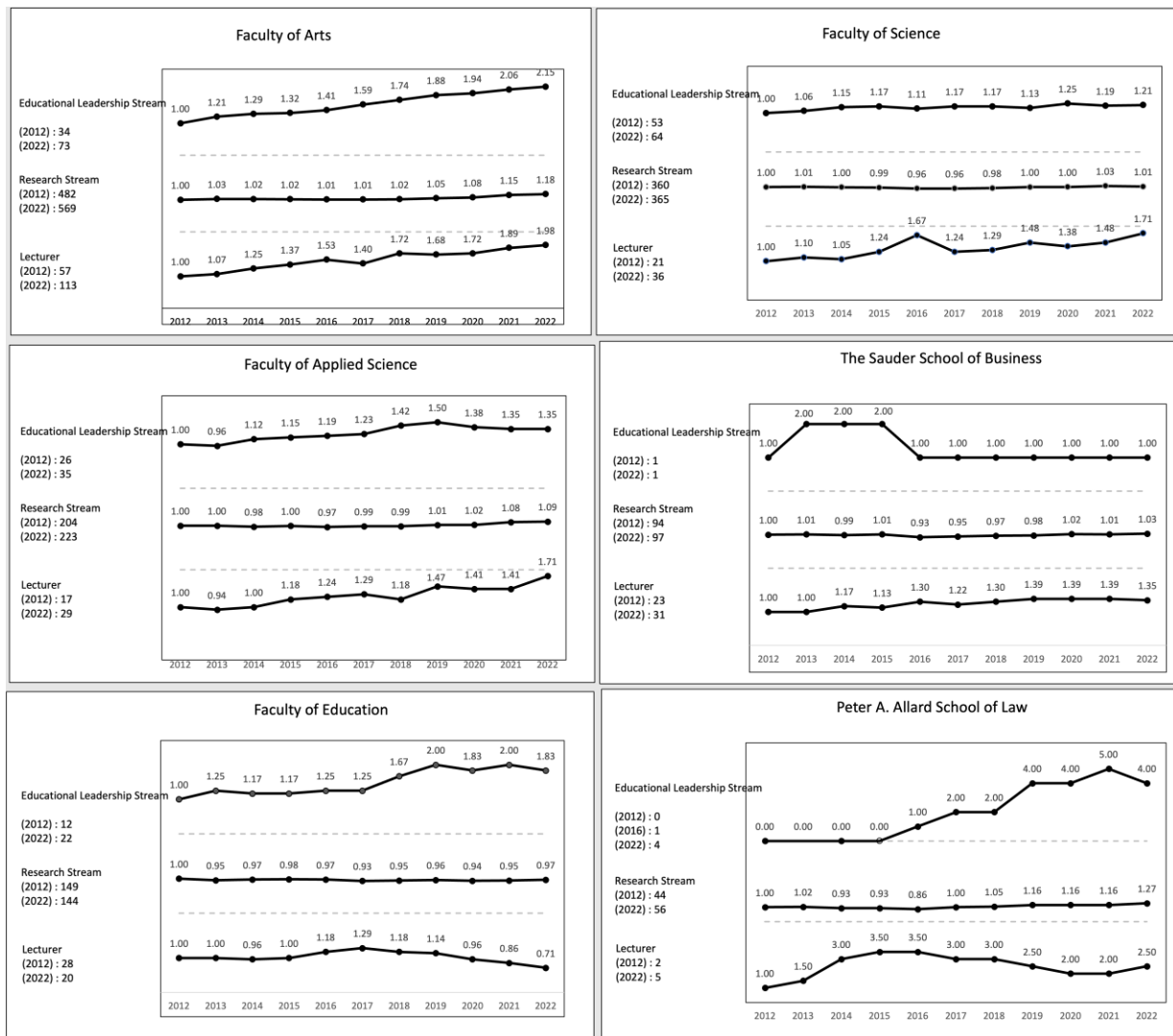


*Figure 3: (UBCV) Relative growth in faculty headcount by stream (EL / R / L) over time for selected Faculties. Normalized data is relative to that stream's 2012 value in that Faculty (except for EL in Law, which was normalized to 2016 value)*

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.
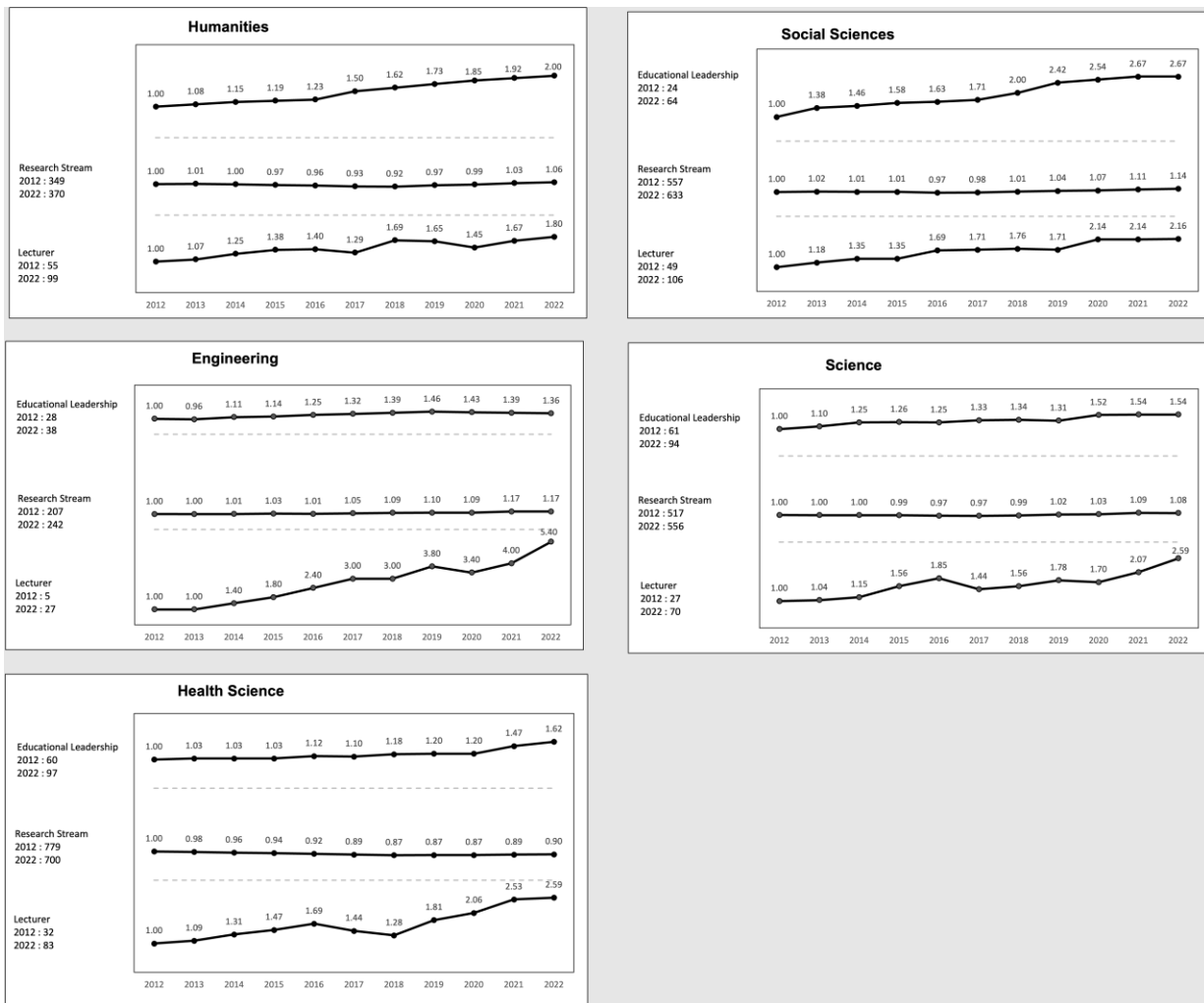


*Figure 4: (System-wide) Relative growth in faculty headcount by stream (EL / R / L) over time for disciplinary groupings of academic units, as detailed in Appendix 4. Normalized data is relative to that stream's 2012 value in that disciplinary grouping.*

# M/F SEX DATA[8]

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 Ragoonaden[9] (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

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[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 pandemic[10]. 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.

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[10] https://www.facultyassociation.ubc.ca/member_notice/extensions-librarians-confirmation/ (Accessed 10th Oct 2023)
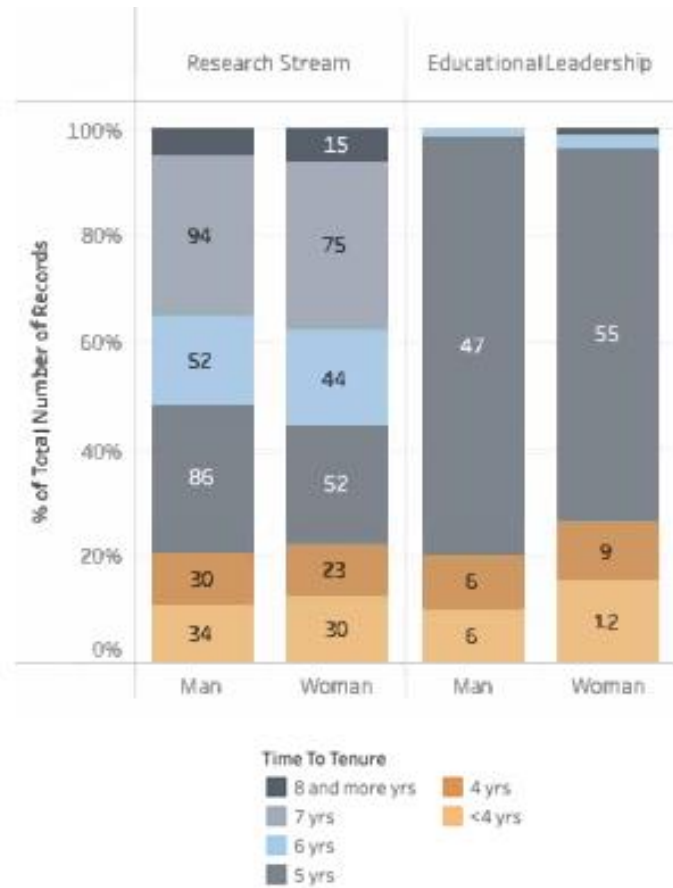
*Figure 5: (System-wide, color) Time to tenure (adjusted for maternity, parental and adoption leaves) by tenure stream / sex. Numbers on bars indicate number of records. Data includes all tenure cases granted between July 2012 and June 2022.*

# 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 Survey[6] 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.

# 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.

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.

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 roles[11] 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

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

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[11] For example, the framework developed by a consortium our European universities (e.g., https://www.teachingframework.com/framework/)

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) results[6] 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 2021[9] 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., ELNet[12]), 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 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

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[12] UBC Educational Leadership Network, https://elnet.sites.olt.ubc.ca, (accessed 9th May 2023)

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.

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