



SUBJECT	10 Years of the Educational Leadership Stream at UBC: An Impact Study
SUBMITTED TO	Learning and Research Committee
MEETING DATE	November 20, 2024
SESSION CLASSIFICATION	Recommended session criteria from Board Meetings Policy: OPEN
REQUEST	For information only - No action requested
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PRIOR SUBMISSIONS

The subject matter of this submission has not previously been considered by the Learning and Research Committee.

EXECUTIVE SUMMARY

The Educational Leadership (EL) stream at the University of British Columbia was established in 2012 following agreement in Collective Bargaining in 2010. 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 teaching-focused 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

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 – and many still are 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 contributions with a rank equivalent to Full Professor. EL was left as a broad umbrella term with some initial articulation of what it constituted as provided in the Senior Appointments Committee (SAC) guide for the 2010-12 Collective Agreement, mirroring the expectations for research and scholarship in the professoriate stream.

The aims of the EL stream 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, and also introduced revised expectations for Instructors and Senior Instructors in terms of engaging in EL activities.

A little over a decade on, following substantial investment in this stream across both campuses, it was an appropriate time to assess what impact this has had in terms of teaching quality, learning experience, curriculum innovation, and teaching and learning culture. This impact study sought to evaluate the impact of the EL stream over this period, utilizing a mixed-methods approach, undertaken during the administrative leave of the Vice-Provost and AVP Teaching and Learning in 2023-24. The methodology involved collecting disparate quantitative data on faculty demographics and appointment timelines alongside quantitative and qualitative insights gleaned

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

through 24 structured interviews with current and former academic leaders at UBC, faculty surveys (N=500), and focus group discussions (engaging over 100 participants). The research engaged a wide range of stakeholders, including current and past leaders who played pivotal roles in implementing the EL stream, and faculty in all ranks and streams, in order to capture a comprehensive view of impact and areas for future improvement. Summary findings are highlighted below, with further details available in the accompanying presentation and the supplementary information for this item.

Growth: 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%), with a greater representation of those from historically, persistently, or systemically marginalized (HPSM) groups compared with the professoriate.

Impact: The synthesis of perspectives from the faculty stakeholders consulted through the various methods used in this work highlighted that the EL stream has significantly and 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, with unit leaders (heads, deans) reporting a change in the culture around teaching and learning within their units. There is also significant evidence of a tangible impact beyond the institution as well. In addition to several interviewees indicating that UBC was seen as an exemplar in advancing a commitment to research-informed teaching, benchmarking of faculty perceptions of teaching culture and importance in career advancement processes with a global network of institutions suggests that UBC's ethos around teaching and learning is indeed distinct. In the Canadian context, the 3M National Teaching Fellowship is the highest individual award for teaching excellence, with only 10 fellowships offered per year. During the period 2012-23, no other Canadian institution has a greater number of elected fellows than UBC (9); more than half of them are members of the EL stream.

Future: Despite these positive impacts, there is further work to do. 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. The study has identified a number of broad thematic areas that act as a frame to both celebrate achievements and successes and also to anchor a series of recommendations for the future. Each thematic area carries a blend of both successes and challenges, reflecting the diverse contexts and perspectives sampled from across the institution.

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.

THEME 2: ESTEEM AND REPRESENTATION - 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.

THEME 3: CLARITY OF REQUIREMENTS - 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.

THEME 4: WORKLOAD AND EQUITY - To create greater consistency in workload, visibility, and reward for the work done by EL faculty, while remaining cognizant of diversity within local contexts and histories.

THEME 5: SUPPORT SYSTEMS - 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.

PRESENTATIONS

1. EL@10: An Impact Study

SUPPLEMENTAL MATERIALS

1. A number of versions of the report for this impact study (full, abridged, short) are available at <https://academic.ubc.ca/el-10>

EL@10: AN IMPACT STUDY

10 YEARS OF THE EDUCATIONAL LEADERSHIP STREAM AT UBC



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FACULTY TITLES AND ROLE RESPONSIBILITIES

'Research stream' (formally, 'Research and Teaching' faculty).

- Assistant, Associate and Full Professor ranks
- Expectations of 40/40/20 T/R/Service (widely accepted as long-term average distribution of responsibilities)

Educational Leadership stream ('Professor of Teaching stream')

- Assistant, Associate and Full Professor ranks
- Expectations typically (60/20/20) T/ Educational Leadership / Service, but with far less consistency and variable understanding

Lecturer

- Used to be "12-month lecturer" appointments, now up to 5y renewable
- Typically 80/20 T / Service

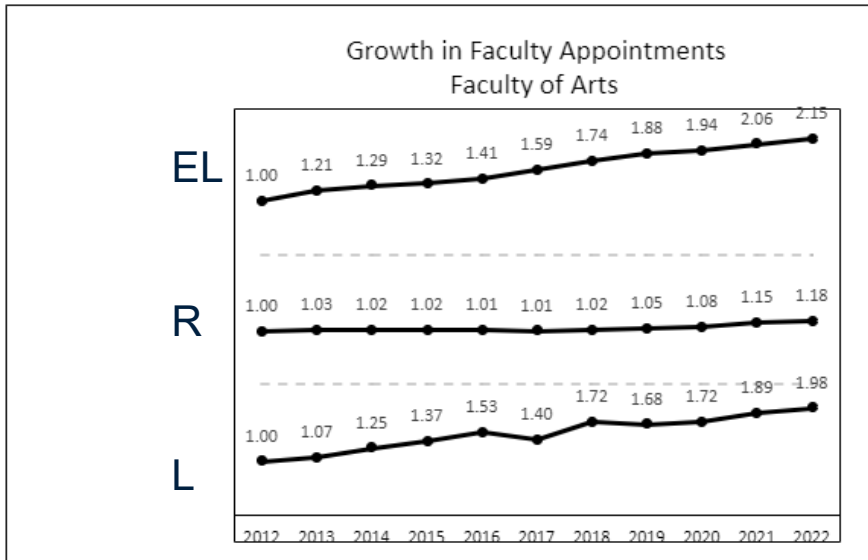


EL@10: PROJECT GOALS

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.

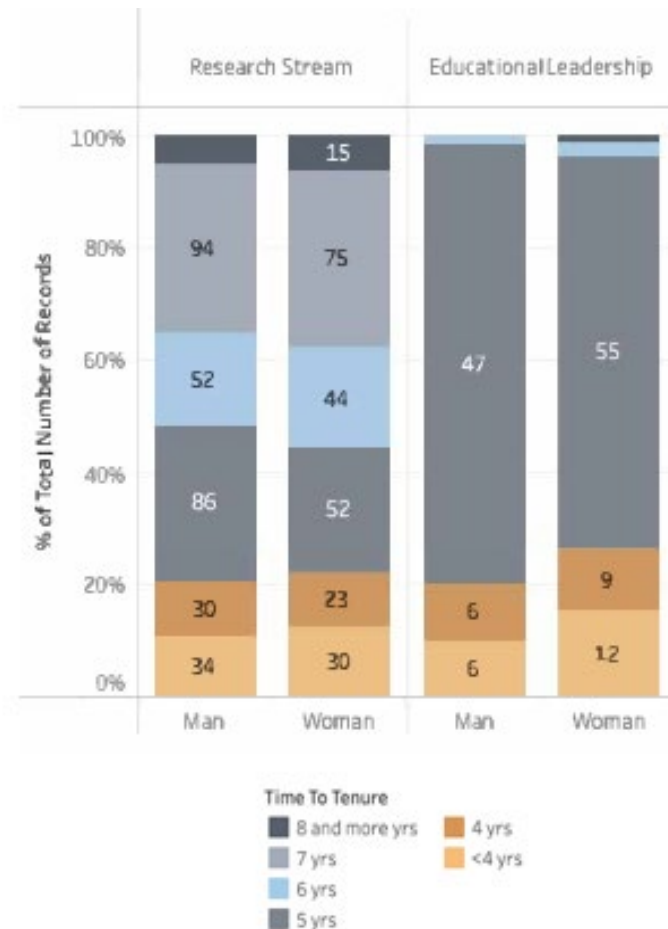


EL@10: COMPOSITION AND GROWTH OVER TIME



Some headlines:

- Headcount increased from 202 (2012) to 346 (2022)
- Relative growth greatest in Humanities and Social Sciences (cf Science, Eng, Health)
- 58% of EL faculty identify as female (cf 41% in T&R stream)
- 95% of EL Asst Prof reach tenure within 5 years.



EL@10: QUANTITATIVE SURVEY HIGHLIGHTS

The next 2 slides show distribution of responses to statements against a 5-point Likert scale (Strongly Agree, far right, to Strongly Disagree, far left).

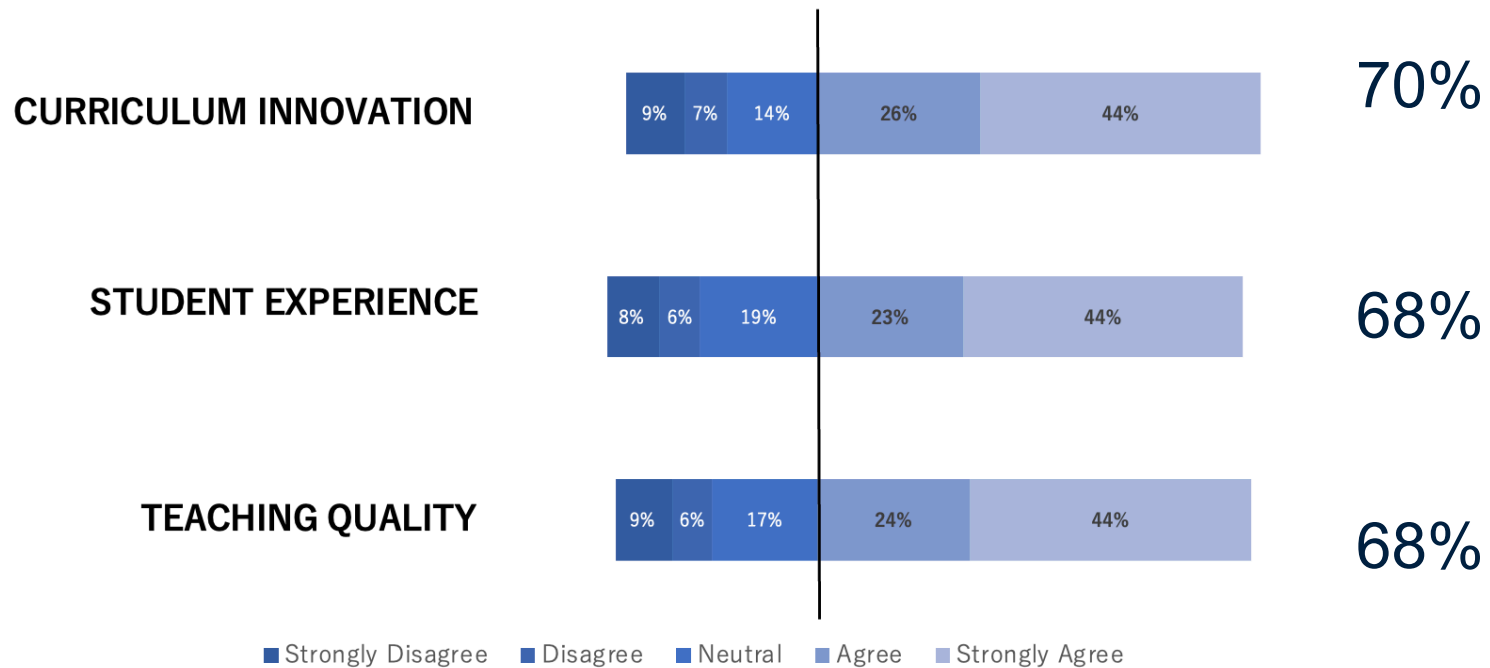
Responses to the right / left of the vertical line indicate positive / (neutral + negative) sentiment.



EL@10: QUANTITATIVE SURVEY HIGHLIGHTS

Distribution of responses for the statements

“The EL stream has had a positive impact on <X> in your unit”.



EL@10: COMPARATORS

Teaching Cultures Survey, administered by the Advancing Teaching Network (N~15,000)

"Time spent on university teaching has a positive impact on the career progression of academics at my institution"

Role	SA + A	Neutral	D + SD
Mostly / all teaching	20	29	51
Equal T&R	22	31	47



EL@10: QUALITATIVE THEMES AND INSIGHTS

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

"We have these informal feedback sessions with students about teaching and learning. Clearly, the learning has changed significantly, significantly. ... We used to have some problems with quality, etc." (Interviewee 12).

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



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.

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.



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.

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.



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.





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