

2011 UBC China Census

Prepared for the office of the
Vice President Research and International
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Results Current as of Jan. 23, 2012

Objectives

The second UBC China Census began in September 2011. The Census was intended to target UBC faculty members across all disciplines and aimed to identify their professional or academic interests and connections to China.

The major objectives of the China Census were threefold:

- (1) to create a listing that would assist faculty and staff in identifying colleagues with common or parallel interests and connections;
- (2) aid the university in mapping its strategic priorities and identifying opportunities for collaboration and fund raising; and
- (3) help the Institute of Asian Research act as a communications hub, and director of events and activities that have campus-wide value.

Methodology

In order to distribute the invitation to participate in the 2011 China Census, we sent an email to various department representatives and mailing list administrators, asking them to please distribute the invitation to their list members. We also sent the invitation to individual faculty whose names had been gathered in 2010 (from systematic searches of UBC departmental websites for information indicating interest in China), but who had not responded in to the previous year's survey.

Survey Design

The 2011 China Census was created using the Survey monkey website. The individual survey questions can be seen in Appendix 1.

The online survey began by asking faculty some general questions about themselves: their contact information, their faculty and department, and their specific area of research.

The heart of the survey was focused on three areas deemed to be of particular importance to UBC faculty: (1) professional interests, (2) network connections, and (3) teaching/training activities. Questions allowed faculty members to rate the strength of their activities in these three areas, on a five-point scale from very weak to very strong, but also included open-ended questions aimed at accumulating specific details about these activities.

The last section of the survey included the option to join relevant mailing lists, and to give feedback to UBC regarding how it can better facilitate China-related activities.

Survey Results

Since the China Census was conducted in 2010 and 2011, this report will include results from both years.

Overview of 2010/2011 Responses		
2010 China Census	TOTAL RESPONDENTS:	158
2011 China Census	TOTAL RESPONDENTS:	117
	2011 New Respondents	57
	2011 Repeat Respondents (people who also replied to 2010 census)	60
Total Number of unique respondents across 2010/2011:		218

In both 2010 and 2011, the Faculty of the Arts was the best represented faculty, but we also received significant responses from Science, Applied Science, Forestry and Education. Thus, while the standard Faculties and their respective departments (Asian Studies, History, the IAR and so on) continue to have strong connections to China, the results also demonstrate that there are other faculties with significant and growing connections to China.

Figure 1 shows the faculty/school breakdown of respondents for the 2010 and 2011 Censuses combined. In the 2011 Census, faculty were allowed to choose more than one faculty or school; sixteen respondents did so [Appendix 1 lists a more detailed the departmental breakdown of the 2010/2011 China Census respondents. Note that not every respondent specified their exact department or division.]

Figure 2 shows the breakdown of appointment types for respondents to the 2010 and 2011 China Censuses combined. Figure 3 shows the top connections by city as specified by the 2010/2011 respondents. Note that many respondents only stated they had connections to 'Taiwan' or 'Mainland China,' and did not specify an exact city or location. This is visible in the figure. The columns are colour-coded to distinguish between the regions of Mainland China, Hong Kong and Taiwan.

Figure 1. Breakdown of 2010/2011 China Census Respondents by Faculty or School

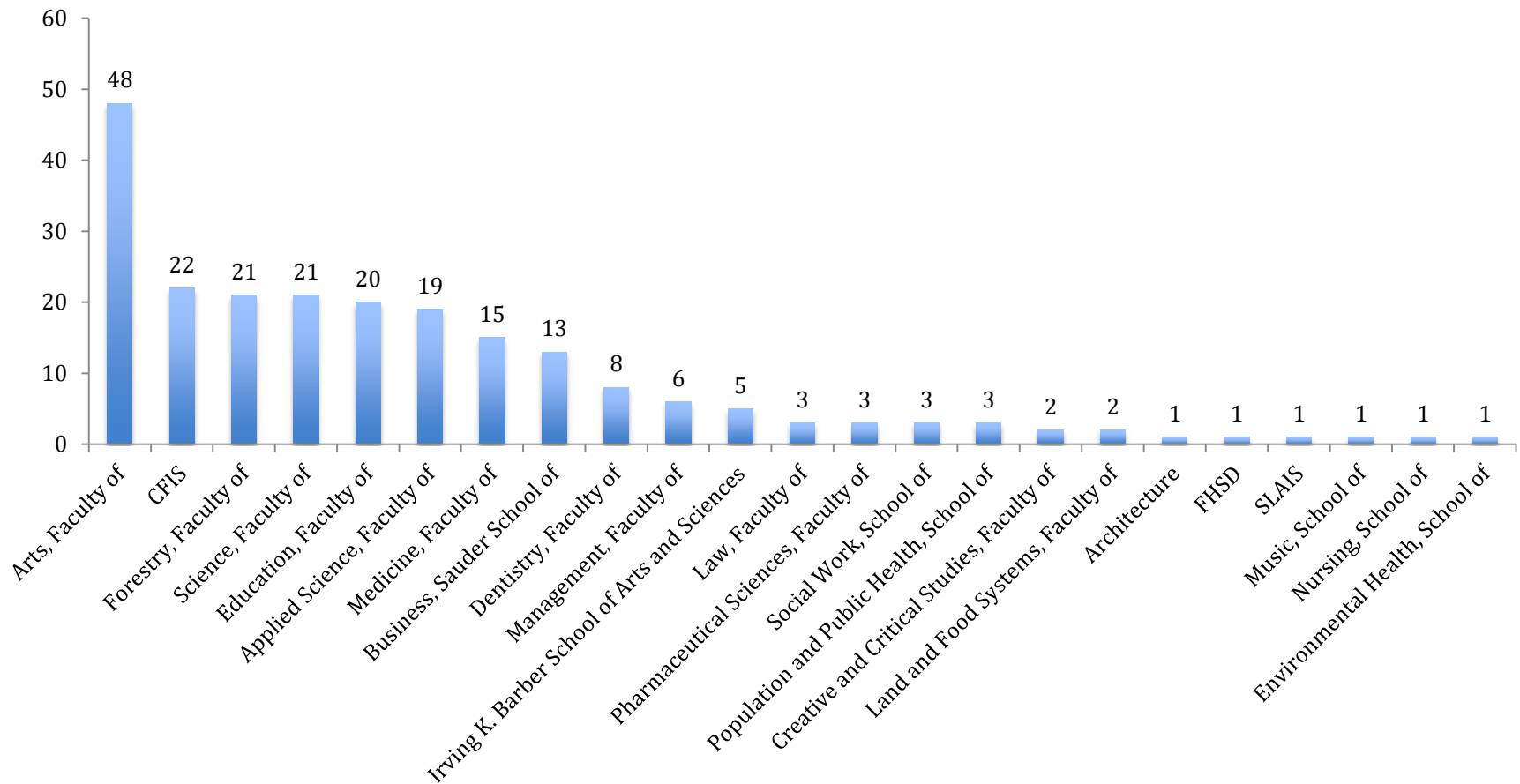


Figure 2. Appointment Breakdown for 2010/2011 China Census Respondents

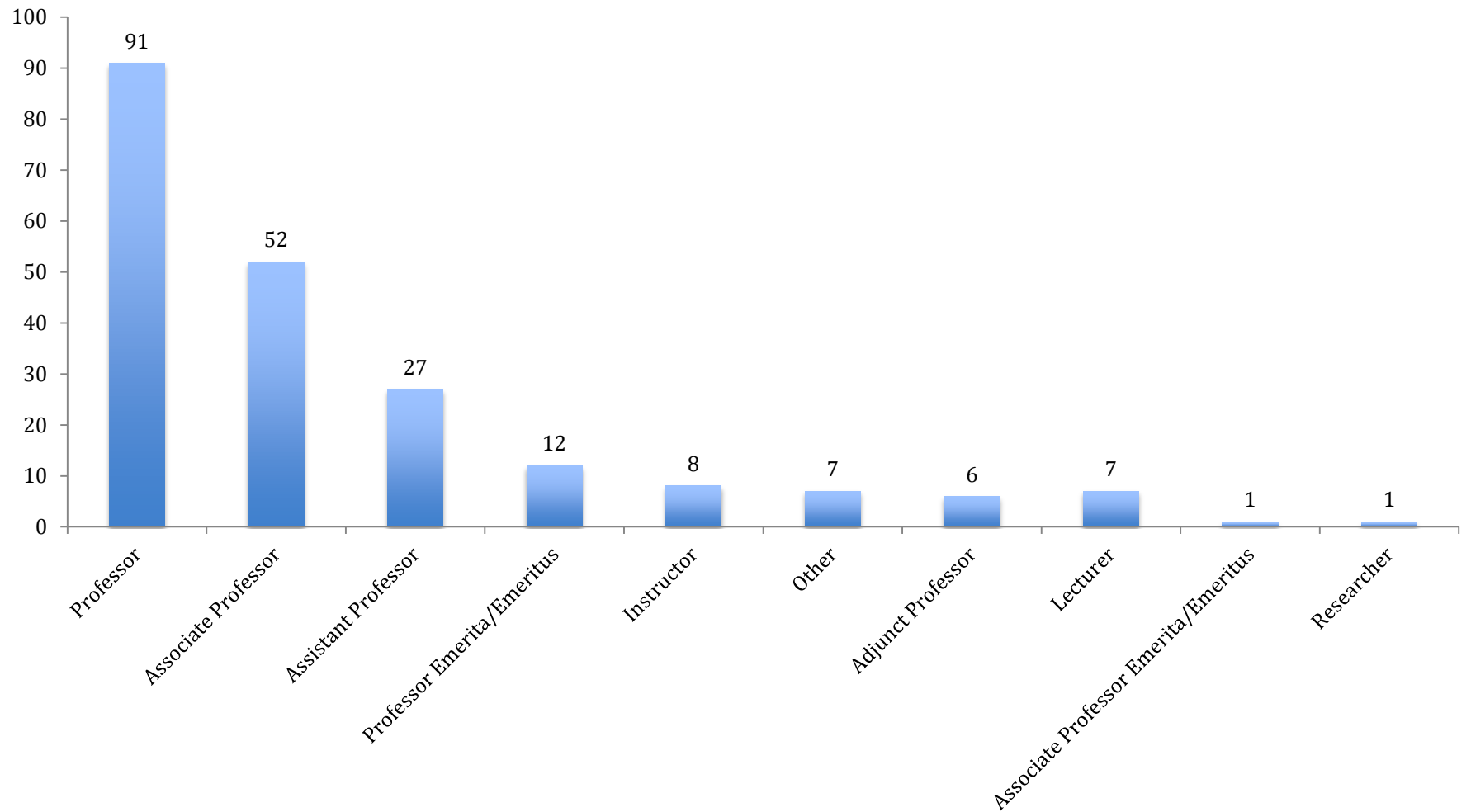
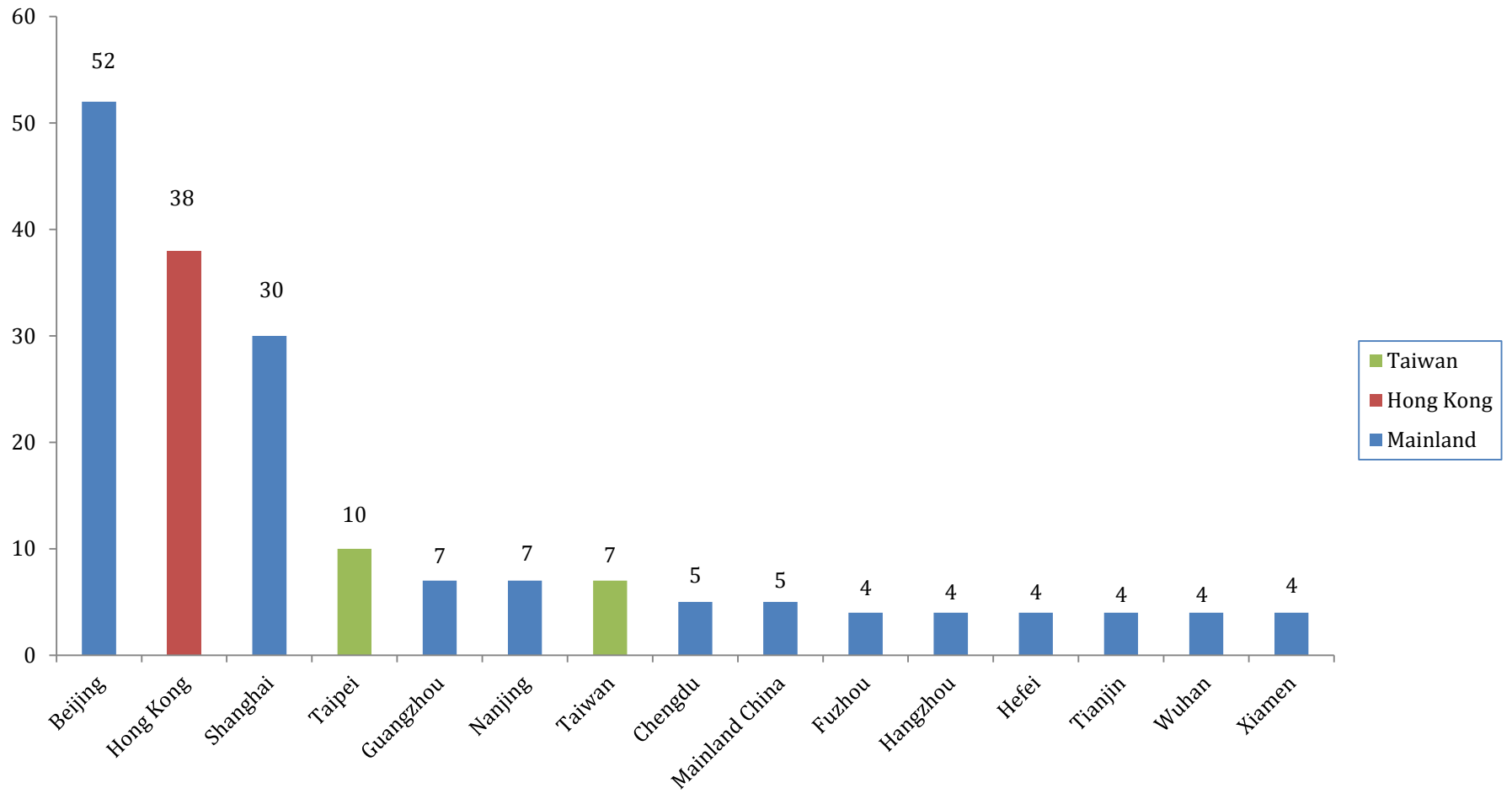


Figure 3. Top Connections by City among the 2010/2011 China Census Respondents



Figures 4-7 will provide a visual breakdown of the remaining 2010/2011 China Census results. The question in Figure 4 was only posed in the 2011 Census, and therefore there is no figure for the 2010 results. Figures 5-7 merge results from 2010 and 2011 China Censuses into single figures with any variations between question choices indicated by the year in brackets on the x axes.

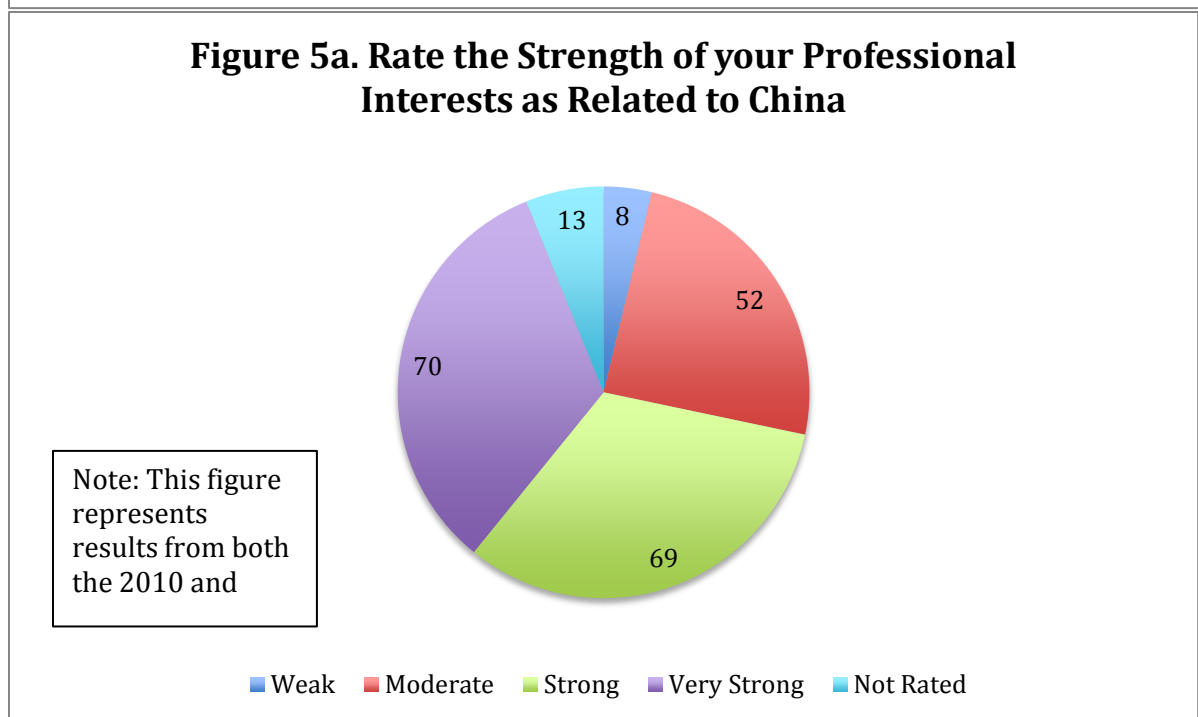
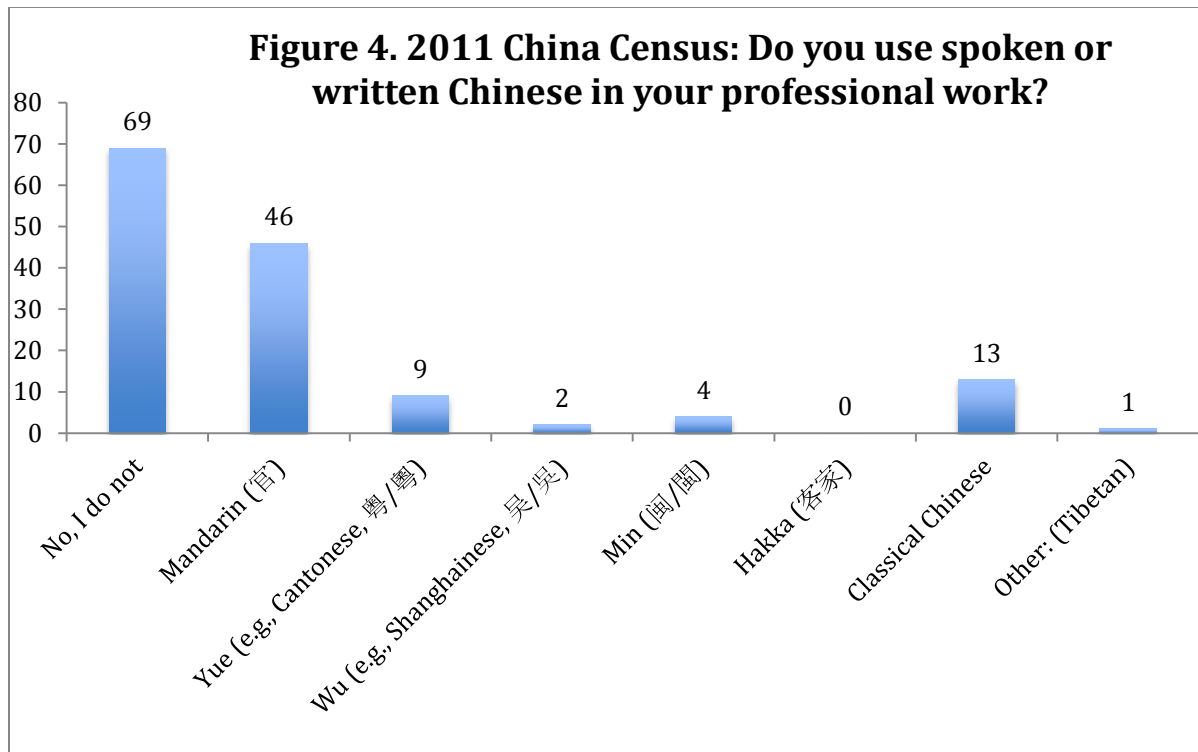


Figure 5b. 2010/2011 Censuses: Which of the following apply to your professional interests related to China?

Note: This figure represents results from both the 2010 and 2011 China Censuses.

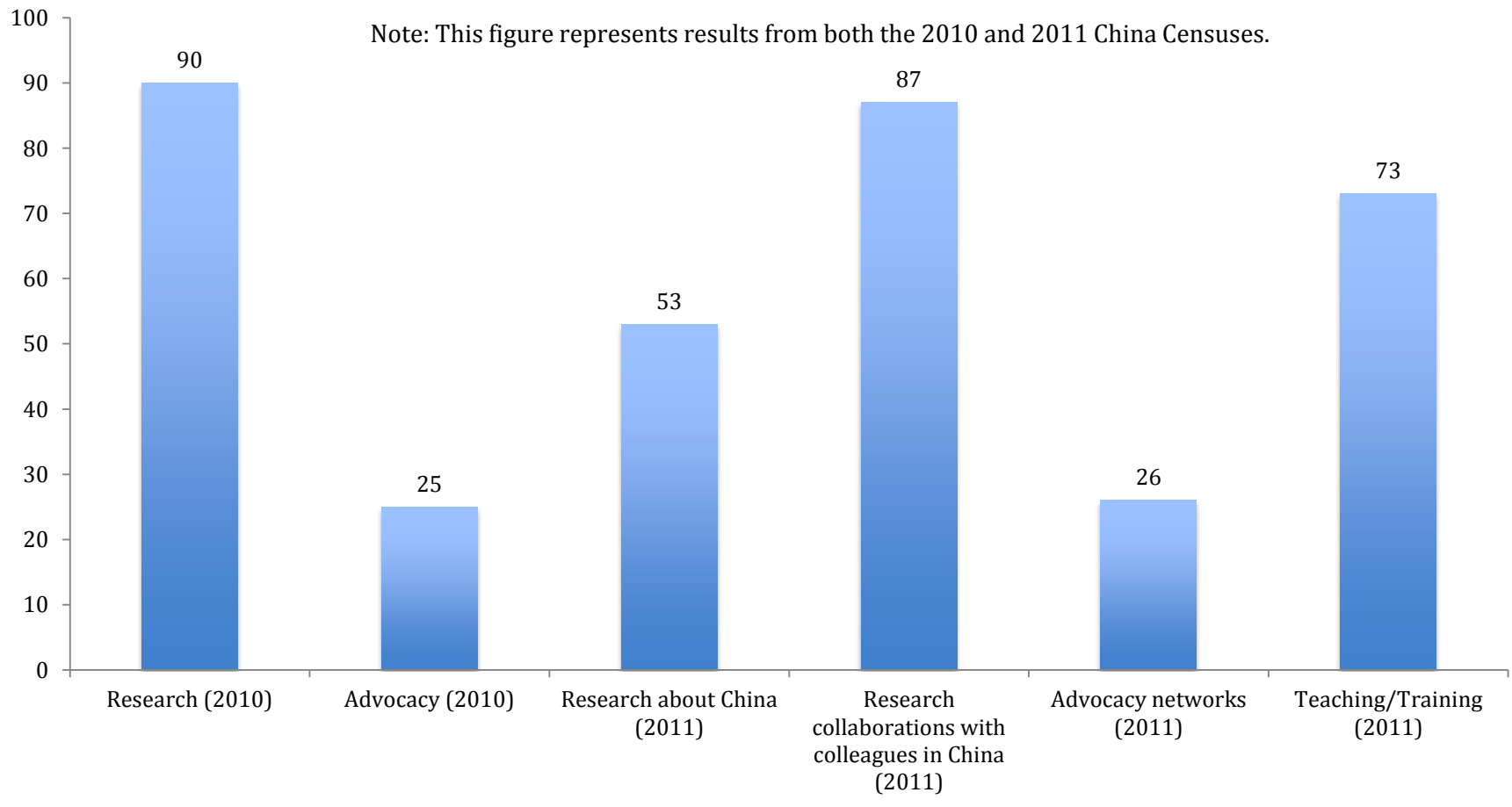
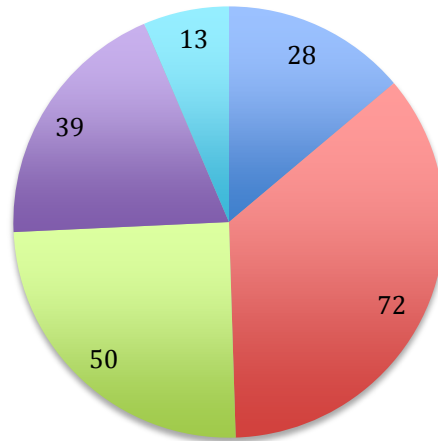


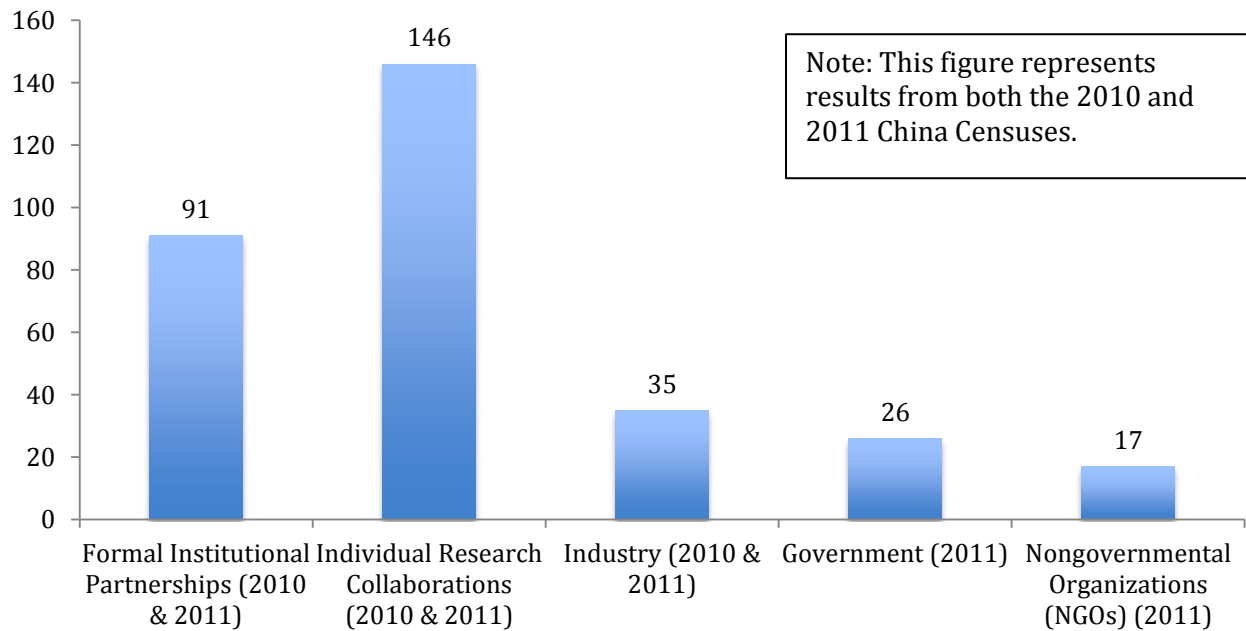
Figure 6a. Rate the Strength of your Network Connections as Related to China



Note: This figure represents results from both the 2010 and 2011 China Censuses.

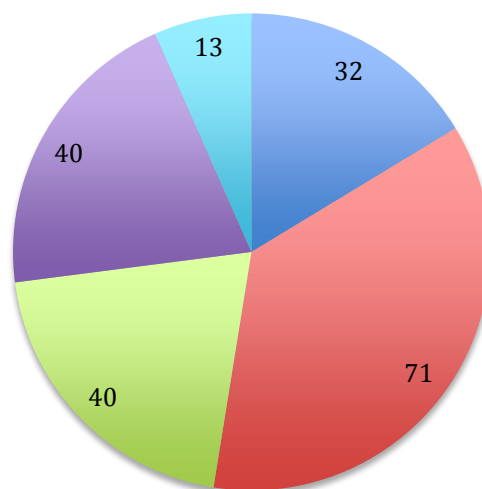
Weak Moderate Strong Very Strong Not Rated

Figure 6b. Which of the following apply to your network connections related to China?



Note: This figure represents results from both the 2010 and 2011 China Censuses.

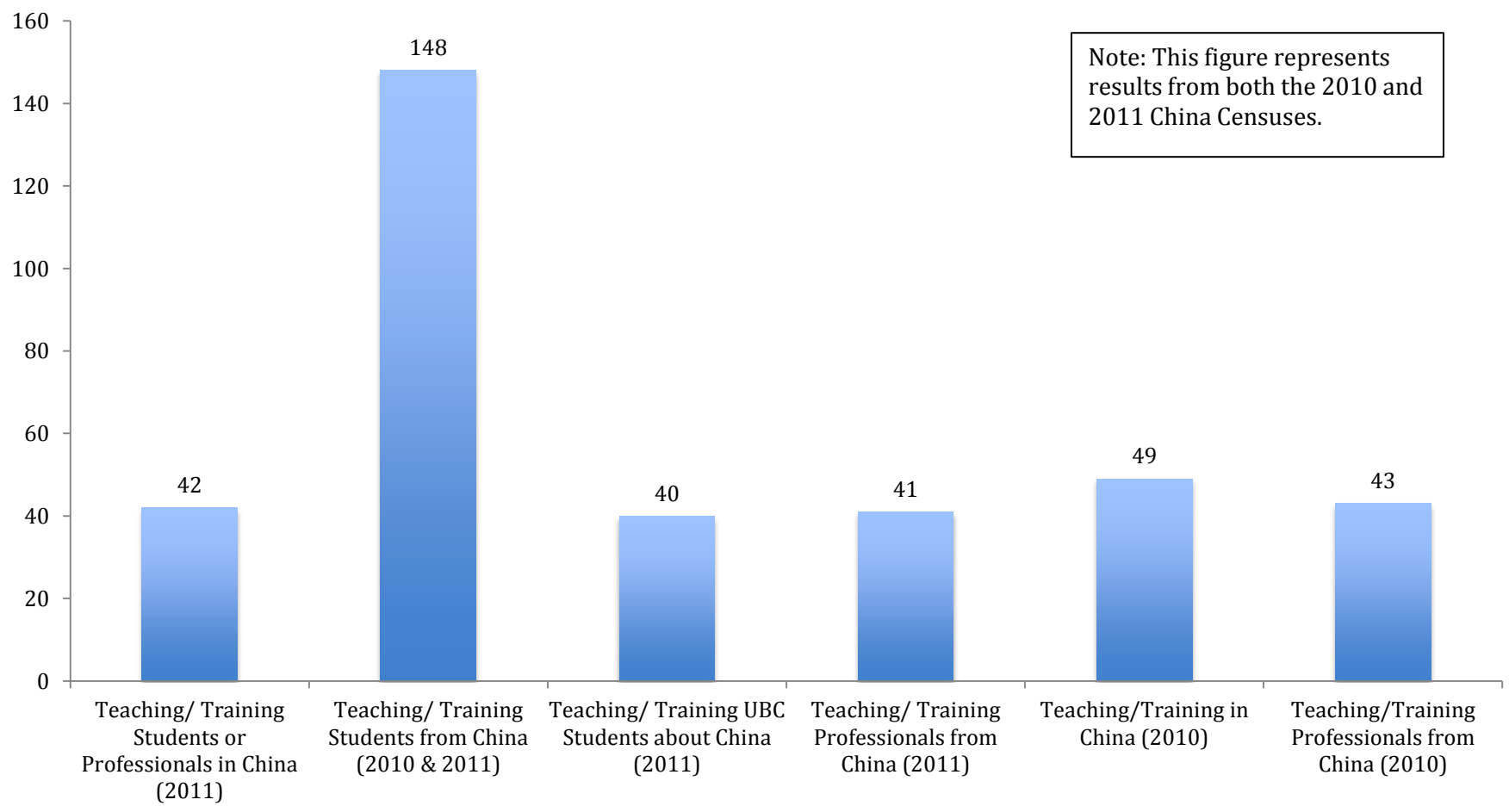
Figure 7a. Rate the Strength of your Teaching/Training Activities as Related to China



Note: This figure represents results from both the 2010 and 2011 China Censuses.

Weak Moderate Strong Very Strong Not Rated

Figure 7b. Which of the following apply to your teaching/training activities related to China?

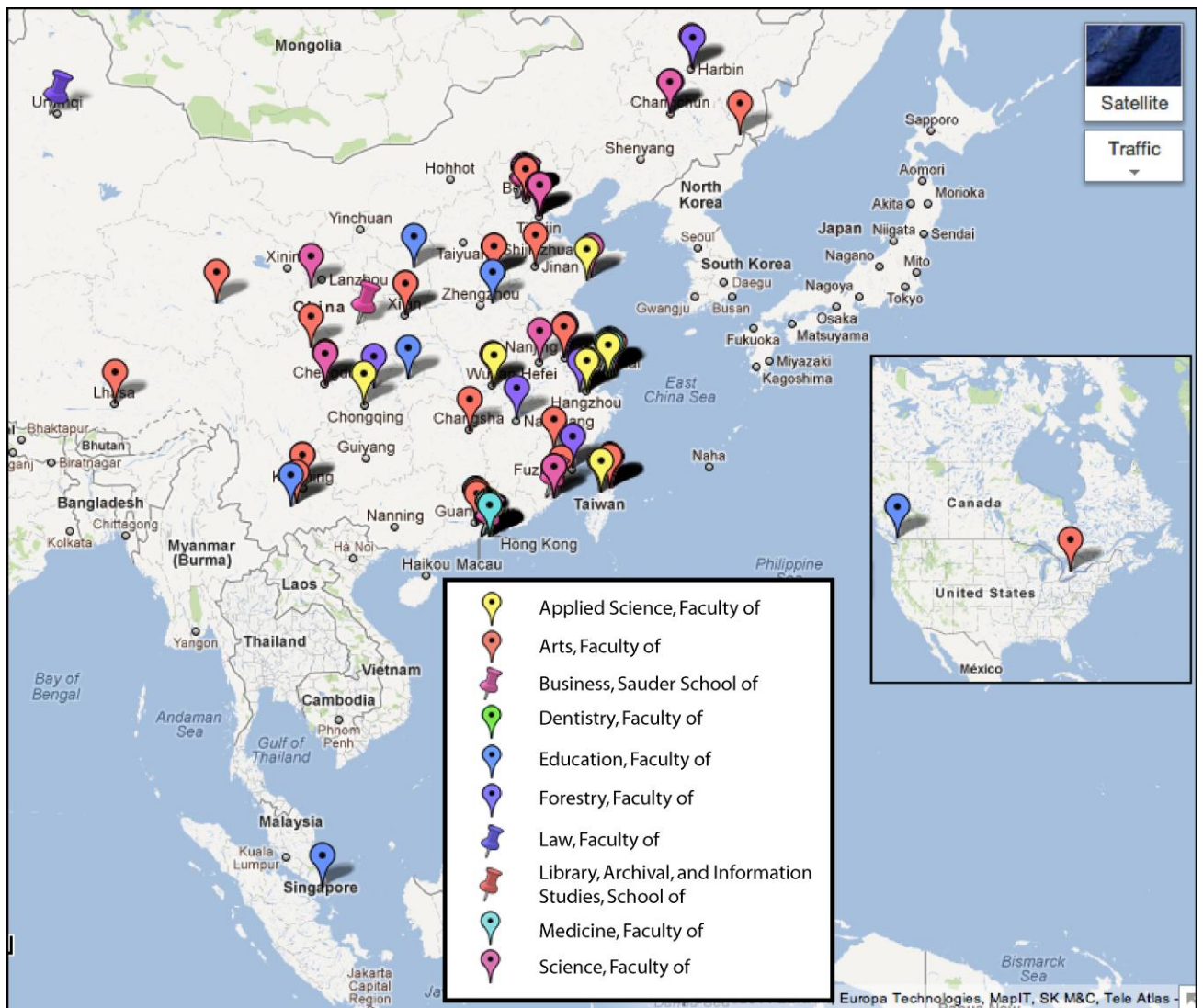


Digital Map of Faculty Responses

In both 2010 and 2011 some survey respondents provided extra detail about their activities in China or related to the Chinese diaspora. Certain respondents gave specific geographic locations and/or details about collaborations or other activities. This information has been mapped onto an online Google Map file.

A screenshot of the overall map, as well as a legend for the map marker colour-coding is provided on the following page. The purpose of this screenshot is to give the reader a feel for UBC connections related to China or the Chinese diaspora. However, the annotated Google map is designed specifically for online viewing, not for hard copy printing. It thus contains many details that cannot be properly represented in print form (for example, the online map allows a viewer to zoom in for further detail or to read about faculty activities). It is thus highly recommended that readers go to the following link to view the map in its intended form.

Map for the 2010/2011 China Censuses: <http://bit.ly/Awlza1>



Hotspots

Based on the survey results, certain departments have particularly strong links to Asia. The departments of Wood Science, Forest Resource Management, Mathematics, and Curriculum & Pedagogy (Education) appear to have such connections. Thus, these departments have been identified as potential hotspots of Asia-related activity. The faculties of Forestry, Applied Science (Engineering), and Medicine appear to have certain groups or individuals with strong connections to China.

Faculty Suggestions for How UBC can better facilitate China-related Activities

To read a list of all faculty suggestions, please refer to Appendix 2. There were many varied suggestions, but a brief overview of suggestions is as follows:

1. Provide more funding for China-related Research, particularly for travel
2. Work towards increasing faculty knowledge of extant institutional connections between UBC and various departments (and helping faculty better understand how they can make use of such connections)
3. Improve inter-campus awareness of what work is being done related to China, and thereby improve communication and collaboration between researchers across campus. (In this manner, faculty might better be able to help one another tap into already established research networks, rather than each individual researcher having to start fresh).
4. More Cultural/Language Training help for Faculty
5. Better linkages between China Specialists and Non-Specialists working in and with China.
6. Bring in more visiting scholars or graduate students to UBC from China.
7. More Administrative Support

Recommendations and Lessons Learned

The best way to distribute survey invitations, or connect with faculty as a whole, is to send survey invitations electronically to all members of the target group at once.

For this survey, we sent an email to various department representatives and mailing list administrators, asking them to please distribute the invitation to their list members. We also sent the invitation to individual faculty whose names had been gathered in 2010 (from systematic searches of UBC departmental websites for information indicating interest in China), but who had not responded in to the

previous year's survey. Sending out an invitation to all faculty, while potentially annoying, could result in a better variety of responses.

Reminders are an effective way to boost the number of responses. We were unable to send out a reminder email, but we may have garnered more responses had we been able to do so.

The 2010 Asia Census survey design was not very effective at capturing people whose work centers on Asian-Canadian or Asian-American studies. The 2011 Census was marginally more effective, in that the wording of the invitation specifically asked those who work on diaspora studies to please consider also responding. In future, it might be useful to consider refining the survey design so that there is a separate branch of questions aimed at those faculty who work on Asian-Canadian or Asian-American studies.

**Appendix 1 – Breakdown of 2010/2011 China Census
Respondents by Department or Division (Note: not all
respondents entered a specific dept. or div. and some entered
more than one)**

Department/Division Name	Number of Responses
Asian Studies	14
Institute of Asian Research	12
Geography	7
History	7
Mathematics	7
Wood Science	7
Curriculum and Pedagogy	6
Forest Resources Management	6
Chemistry	5
Educational Studies	5
Electrical and Computer Engineering	5
Forest Sciences	5
Sociology	5
Anthropology	4
Chemical & Biological Engineering	4
Earth & Ocean Sciences	4
Oral Health Sciences	4
Fisheries Centre	3
Human Kinetics	3
Language & Literacy Education	3
Liu Institute for Global Issues	3
Mechanical Engineering	3
Nursing	3
Oral Biology and Medicine	3
Political Science	3
Accounting Division	2
Art History	2
Civil Engineering	2
Music	2

Physics and Astronomy	2
Psychiatry	2
Resources, Environment & Sustainability, Institute for	2
Zoology	2
Animal Science	1
asia pacific foundation of canada	1
Asian Library	1
Cellular and Physiological Sciences	1
Co-operative Education Program	1
Community, Culture & Global Studies	1
Creative Writing	1
Critical Studies	1
Dermatology and Skin Science	1
Earth and Environment, UBCO	1
Earth and Environmental Sciences	1
Education & Counselling Psychology and Special Education	1
Educational Leadership and Administration	1
eHealth Strategy Office	1
Engineering	1
English	1
Food and Resource Economics	1
Marketing	1
Materials Engineering	1
Neurology	1
Obstetrics and Gynecology	1
occupational science and occupational therapy	1
Office of Faculty Development	1
Okanagan School of Engineering	1
Operations & Logistics Division	1
Oral Medical & Biological Sciences	1
Pathology and Laboratory Medicine	1
Pediatrics	1
Physical Therapy	1
Psychology	1
Sauder Executive Education	1
statistics	1
Strategy and Business Economics Division	1

Sustainable Forest Management Research Group	1
Theatre and Film	1
UBC Continuing Studies Centre for Intercultural Communication	1
UBC-based International Centre for Criminal Law Reform and Criminal Justice Policy	1
University Library, Collections	1
Urologic Sciences	1
Voice Division	1
Women's and Gender Studies	1
Clean Energy Research Centre	1
Advanced Materials and Process Engineering Laboratory	1
Brain Research Centre	1
Centre for Applied Conservation Research	1
Centre for Health Services and Policy Research	1
Centre for Human Settlements	1
Div of oral and maxillofacial radiology	1
Division of Oral Medicine, Oral Pathology & Oral Diagnostics	1
ELDERS Group	1
Family Medicine	1
Laboratory of archaeology	1
Microbiology & Immunology	1
Opera Division	1
Botany	1

Appendix 2 – Granular Materials for the 2011 China Census

Due to formatting restrictions, the granular materials from the 2011 China Census have been collected into a single excel file, available by request.

There is also an excel file available that contains region/city-specific information about UBC faculty connections to China.