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<b>SUBJECT</b>	UBC-Vancouver Tenure Track Faculty Survey on The Effects of COVID-19: Preliminary Findings
<b>SUBMITTED TO</b>	Learning and Research Committee
<b>MEETING DATE</b>	September 10, 2020
<b>SESSION CLASSIFICATION</b>	OPEN
<b>REQUEST</b>	For information only - No action requested

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<b>LEAD EXECUTIVE</b>	Andrew Szeri, Provost and Vice-President Academic, UBCV
<b>SUPPORTED BY</b>	Moura Quayle, Vice-Provost and Associate Vice-President Academic Affairs

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**EXECUTIVE SUMMARY**

**UBC-Vancouver Tenure Track Faculty Survey on the Effects of COVID-19** was initiated in response to requests made by diverse faculty and administrators who are seeking data to assist UBC to identify the range of faculty experiences. How has COVID-19 affected the ability of faculty members to do their job effectively? The survey seeks to learn about faculty members’ experiences, as UBC develops improved supports to help enable their work. This will be used to identify the needs and priorities to support all faculty. The survey will inform the operationalization of the Indigenous Strategic Plan and the Inclusion Action Plan, paying close attention to potential barriers for systemically disadvantaged groups.

UBC-Vancouver tenure-track faculty<sup>1</sup> (2,323) were surveyed between June 19 and July 10, 2020. 1,094 (47%) completed the survey, an excellent response rate. For example, the 2017 UBC Work Experiences Survey had a 27% response rate. The survey asked about the effects of COVID-19 on faculty’s: overall ability to work; teaching; research; service; and, caregiving. The survey also captured equity data, including work climate and experiences. Respondents came from all 11 faculties -- 44% women, 49% men. Respondent included assistant professors (22%), associate professors (31%), full professors (47%) and academic administrators (18%).

This report outlines preliminary high-level overview findings only with no results by demographic groups at this point. Several open-ended questions require coding and close to 50 respondents signed up for focus groups that will be held in the Fall to follow-up on the findings. It is important to note that the survey took place in June and July – and since then a number of initiatives have been put in place to support faculty members such as a wide range of CTLT courses and financial support for more teaching assistants.

The preliminary findings indicate substantial increases in teaching workloads, service workloads, and caregiving at home. They also indicate substantial decreases in research outputs and overall ability to work. Faculty express dedication to interacting with and supporting students. In addition to increases in teaching, service, and caregiving, faculty reported the following factors reducing their ability to work such as ability to

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<sup>1</sup> UBC Okanagan chose not to deploy the survey at this time.

focus/concentrate; stress/anxiety/sadness; work space; role as a caregiver, time, hardware, personal safety concerns and household conflict.

Concerns expressed by over half the faculty scheduled to teach Fall Term (Sept – Dec) included getting to know/connecting with students, workload, having appropriate space/environment to conduct teaching, recording online lectures, and TA support for online courses.

The survey asked about the assistance required for Fall Teaching and where advice was being sought. Respondents reported getting assistance from peers/colleagues; school/faculty-based instructional support units; CTLT and/or LTHub; workshops sessions offered through CTLT and/or LTHub.

Respondents report that service work increased for most faculty members and caregiving for children, adult family members, and others also increased substantially.

It is critical to note that the following factors reduced research output: additional time required for on-line teaching; home environment for remote work; trainee progress and output; time needed to be a care provider; and trainee availability. Faculty said they would require more of the following resources than usual to get their research back on track: trainee and team support; knowledge exchange; partnership development; interdisciplinary collaboration; library access; international students; facility/office access; time; and, childcare support.

The survey team including Ninan Abraham, Jennifer Berdahl, Sara-Jane Finlay, Minelle Mahtani, Sheryl Staub-French, Naznin Virji-Babul and Moura Quayle look forward to reporting to this Committee and the Board of Governors when the detailed survey analysis is complete and insights can be drawn to assistant faculty members in the future.



# UBC-Vancouver Tenure Track Faculty Survey on The Effects of COVID-19: Preliminary Findings

September 10, 2020

**Moura Quayle, Vice-Provost and Associate  
Vice-President, Academic Affairs**



# COVID-19 Faculty Survey Task Force



- Ninan Abraham, Associate Dean, Equity and Diversity, Faculty of Science
- Jennifer Berdahl, Professor of Sociology
- Sara-Jane Finlay, Associate Vice President, Equity & Inclusion Office
- Minelle Mahtani, Senior Advisor to the Provost on Racialized Faculty
- Sheryl Staub-French, Associate Dean of Equity, Diversity and Inclusion, Faculty of Applied Science
- Naznin Virji-Babul, Senior Advisor to the Provost on Women and Gender-Diverse Faculty
- Moura Quayle, Vice-Provost and Associate Vice-President, Academic Affairs

# Overview



- Survey deployed June 19 - July 10 at UBC-Vancouver\*
- 2,323 UBC-Vancouver tenure-track faculty\*\*
- 1,094 (47%) completed the survey, a good response rate
- Survey asked about the effects of COVID-19 on faculty's:
  - Overall ability to work
  - Teaching
  - Research
  - Service
  - Caregiving
- The survey also captured equity data, incl. work climate and experiences

\*UBC Okanagan chose not to deploy a survey at this time

\*\*A survey to sessional faculty and lecturers at UBC Vancouver was deployed late July

# Survey Respondents



- Representative of the UBC-Vancouver tenure-track faculty
- All 11 faculties
  - Arts, Science, Medicine, Applied Science, Education, Business, Forestry, Law, Land & Food Systems, Dentistry, Pharmaceutical Sciences
- 44% women, 49% men
- 22% assistant profs, 31% associate profs, 47% full profs
  - 18% admin (41 assoc heads, 32 heads, 25 assoc deans, 5 deans, 88 "other")
- Other demographics (ancestral origin, sexual orientation, etc.)

# Data Analysis Just Beginning



- Preliminary high-level overview findings only
- No results by demographic groups at this point
- Several open-ended questions that require coding
- Assembling focus groups

# Preliminary Findings



Survey respondents report:

- Substantial increases in:
  - Teaching workloads
  - Service workloads
  - Caregiving at home
- Substantial decreases in:
  - Research outputs
  - Overall ability to work
- Faculty express dedication to interacting with & supporting students

# Factors Reducing Overall Ability to Work



- In addition to increases in teaching, service, and caregiving, faculty reported the following factors reduced their ability to work:

Factor	% Faculty saying this factor reduced their ability to work during COVID-19
Ability to focus/concentrate	73%
Stress/anxiety/sadness	73%
Work space	63%
Role as a caregiver	57%
Time	57%
Hardware	57%
Personal safety concerns	36%
Household conflict	31%

# Teaching



- Faculty who taught Winter Term (January to April) and/or Summer Term 1 (May and June) reported an average increase in their usual teaching workload of almost half (to **145% of usual load**).
- All aspects of teaching became more difficult (in order of difficulty):
  - Interaction with students
  - Class discussion
  - Facilitating class activities
  - Class preparation
  - Lecture delivery
  - Communication with students
  - Managing assessment

# Teaching Concerns



- Concerns expressed by over half the faculty scheduled to teach Fall Term (Sept – Dec):

Concern	% Faculty expressing this concern
Getting to know/connecting with students	89%
Workload	72%
Having appropriate space/environment to conduct teaching	62%
Recording online lectures	56%
TA support for online courses	54%

# Whether Faculty Sought Advice/Assistance for Teaching Fall Term



	% Faculty
From peers/colleagues (at UBC or beyond)	73%
From my school/faculty-based instructional support unit	54%
Workshop sessions offered through CTLT and/or LTHub	37%
Asking CTLT and/or LTHub	35%
Haven't sought advice/assistance but will	14%
Won't need to seek advice/assistance	7%

# Service



- Service work increased for most faculty
  - 62% of faculty reported an increase in service work
  - 46% of faculty were *asked* by their department, unit, Faculty, or UBC to take on *more* service responsibilities and roles during the pandemic
- Increases in service were especially high for (in descending order):
  - Student support/mentoring
  - Administrative duties
  - Committee work

# Caregiving

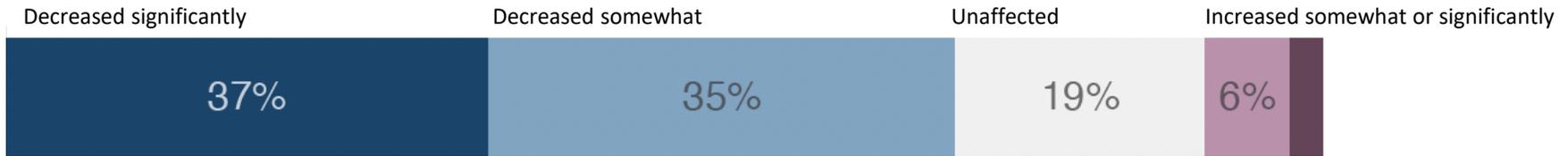


Caregiving role	% Faculty with role	% Increase in caregiving
Child(ren) under 18	47%	70%
Adult in need of care (e.g., family member with illness, elderly parent(s), friend, neighbor, etc.)	58%	50%
<i>Both</i> child(ren) and adult(s)	26%	85%
<i>Either</i> child(ren) or adult(s)	78%	56%
No caregiving role	22%	1%

# Research



- 72% of faculty reported a decrease in research outputs (publications, presentations, etc.)



- Percent of faculty indicating a reduction in research outputs due to the following factors:
  - Additional time required for on-line teaching (68%)
  - Home environment for remote work (68%)
  - Trainee progress and output (59%)
  - Time needed to be a care provider (53%)
  - Trainee availability (51%)

# Research Needs



Research faculty said they require more than usual of the following support to get their research back on track:

- Trainee and team support (53%)
- Knowledge exchange (38%)
- Partnership development (34%)
- Interdisciplinary collaborations (34%)
- Other (59%)
  - Library access
  - International students
  - Facility/office access
  - Time
  - Childcare support

# Summary



Survey respondents report:

- Increases in teaching, service, caregiving
- Decreases in research output and overall ability to work
- Concerns about interacting with & supporting students
- Need for additional time and resources for teaching and research
- Analyses of survey data are just beginning; there is much more to be learned about equity and other issues from the information gathered
- Next steps: focus groups, deeper analysis and report back in December