SUBJECT	Update on Actions from the 'Beyond COVID' Consultations for Teaching and Learning
SUBMITTED TO	Learning & Research Committee
MEETING DATE	November 17, 2022
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 was previously considered on September 8, 2021 (OPEN SESSION Learning & Research Committee).

EXECUTIVE SUMMARY

The 'Beyond COVID' project began in summer 2021, drawing together nearly 100 faculty, staff and students from across both campuses to consider what we had learned during the prior two years of significant disruption and challenge to our traditional model of teaching and learning at UBC, and how that experience may influence and shape the evolving future of teaching and learning beyond the most significant restrictions imposed by the global pandemic. This briefing is provided in response to a request from the Chair of the Learning & Research Committee for an update on progress since September 2021. A survey was also conducted in 2020 to assess the impact of COVID-19 on UBC Vancouver tenured faculty; this final report is attached as Appendix 2 to this briefing.

The initial considerations were collated into a phase one draft report that served as the basis for a broad consultation during the fall of 2021 with stakeholder groups, committees and units that were not part of the initial conversations during the summer months. These consultations added valuable perspectives into the four thematic areas that emerged:

1. **Innovation and flexibility** – in addition to the significant challenges, the period since March 2020 has seen significant pedagogical experimentation and innovation at scale, and online and hybrid delivery has introduced new flexibility for learners.
2. **Inclusion and well-being** – pre-COVID there was considerable institution-wide momentum and progress towards core priorities of inclusion and well-being, and these were brought into sharp focus during periods of fully online learning, with stressors unevenly distributed across the UBC community.
3. **Technology and support for faculty and student success** – our ability to navigate the challenges of COVID relied on digital tools for connection, communication and collaboration, and this has given us new insights as to the role and affordances of such tools, together with the support needed to deploy them effectively.
4. **Processes and policies** – multiple cycles of rapid change placed significant pressure on faculty, staff and students operating in policy and process frameworks that were designed for exclusively in-person learning.

Priority Actions

As we approach the start of the 2022-2023 academic session, the University and its community are still in a period of 'rebalancing' after more than two years of near-constant and significant change, challenges and stress. As we contemplate actions to move forwards, we must be cognizant of appetite, capacity and resource limitations, align with institutional and provincial priorities, and leverage existing structures and activities where we can. To that end, we have initiated a series of priority actions across each of the thematic areas outlined above[1], each of which is described briefly below.

1. Innovation and flexibility

1.1 Course activity types

Working with Senate Curriculum Committees on both campuses, as well as the IRP student team, we have agreed on 4 modalities that define the delivery of 'course activity types' (the components of a course, such as 'lecture', 'lab', 'seminar' etc.). These 4 modalities are: in-person; online; hybrid (an instructor-determined mix of whole-cohort in-person or online sessions); and multi-access (permitting student choice of attending in person or online). These are now implemented in the SIS (and will be in workday), with student-facing descriptors[2].

1.2 Experiments in coordinated hybrid and multi-access learning

On the Vancouver campus, a portion of the 2022-2023 Large TLEF funding has been reserved for multi-course experiments in hybrid and multi-access learning. The aim is to encourage and support teams whose goal is to redesign multiple courses within a program to maximize flexibility and accessibility for students by combining both in-person and online elements within and/or across course activities[3]. Around $1M will be made available to support funded projects in this round, and at the time of writing 13 initial Letters of Intent have been moved to full proposal development, to be adjudicated for funding in the fall of 2023, with funding provided from April 2023.

1.3 CLAF funding for non-credit learning opportunities

The Continuous Learning Advancement Fund (CLAF, formerly the Online Learning Advancement Fund) is the non-credit equivalent of the long-standing TLEF program to support credit courses and programs. The 2022 adjudication process is now completed and has supported 8 Faculty projects, intending to develop a range of non-credit certificates and micro-credentials designed for career and professional learners, in priority areas for the institution, including sustainability, Indigenous language revitalization, health data science, and ocean management.

2. Inclusion and well-being

2.1 Universal Design for Learning (UDL) fellows cohort

A portion of the small TLEF funding for 2022/23 will be used to establish a UDL Fellows cohort program. The cohort program will comprise ~15 faculty per year across different academic units to build institutional capacity to support course design / redesign aligned with UDL principles. This cohort program provides course buyouts for faculty for 2 terms, followed by supporting a follow-on project in their home department implementing UDL principles.

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[1] A summary of actions envisaged, May 2022 is online at https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Learning%20and%20Teaching%20Looking%20Forward%20Actions%20June%202022.pdf

[2] https://students.ubc.ca/enrolment/courses/course-modes-delivery

[3] https://tlef.ubc.ca/application/special-call/hybrid-and-multi-access-course-redesign-projects/

2.2 Accessibility of digital learning materials.

Over the last few years, courses have increasingly developed and curated a broad range of digital materials to support student learning. We are piloting the use of a tool to assess the accessibility of such digital learning materials (e.g. Blackboard Ally, which sits on top of Canvas) with a range of courses, including a full Faculty pilot with the Faculty of Education. This will enable us to assess how best to support faculty while making their materials more accessible for learners. As the BC Accessibility Legislation is developed over the coming years, it is likely that accessibility of digital learning materials will be one of its standards.

2.3 Student-centred syllabus toolkit for faculty

The experiences of teaching and learning during COVID have expanded the range of options for course activities, modalities, and expectations. The course syllabus is a key resource for communicating the choices that went into designing courses. There is a syllabus policy at UBCV that provides basic requirements for what must be included in syllabi, as well as information about when and how changes to the syllabus can be made after the course begins. Working with a group of faculty over the summer of 2022, we have created a student-centred syllabus toolkit as a companion to the formal policy requirements. This toolkit provides further advice and suggestions for instructors to consider as they create syllabi that fit their own courses and contexts, framed in an approach to foreground student inclusion and participation in the learning community of the course. The toolkit[4] has been shared through Dean's offices, and is CC licensed to encourage adaptation, revision and incorporation into departmental or faculty level guidance.

3. Tools and supports for faculty and student success

Our efforts to better understand the affordances (and limitations) of tools and platforms that support digital learning, together with the supports needed to ensure their successful and effective deployment, are informed by related projects underway within and beyond UBC. The Digital UBC[5] framework under development aligns with and supports these efforts in the domain of teaching and learning. There is considerable overlap with (and contributions to) the Ministry of Advanced Education & Skills Training Digital Learning Strategy[6], published in draft form in the Spring of 2022, with consultation on-going and implementation to follow over the coming academic session.

3.1 Moving towards a single Enterprise Video Platform

Applications to support the creation, capture and streaming of media to support learning have been a feature of the learning landscape for many years, but the reliance on these applications through the period of COVID disruption have given us new insights to review and reimagine the role and use of video to support learning. There is a patchwork landscape of media creation, capture and distribution systems in use that have evolved organically over time. We have initiated an Enterprise Video Platform project, funded through the IT Capital Planning Fund, to stabilize and better integrate the two core platforms (Kaltura and Panopto) whilst at the same time conducting a scan to assess other tools in this space, with a goal to move towards a single Enterprise Video Platform in 2 years. Guidance for faculty and students on the implications of classroom recordings have been developed[7], along with a discussion paper of some of the affordances and limitations of such recordings[8].

[4] To appear on the CTLT website; link to follow
[5] https://cio.ubc.ca/about-ocio/digital-ubc
[6] https://etug.ca/2022/06/30/digital-learning-strategy/
[7] https://ctlt-act-2020.sites.olt.ubc.ca/files/2021/10/Principles-ClassRecordings.pdf
[8] https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/Class%20recordings%20discussion%20paper_LTAG_8July2022.pdf

3.2 Understanding support needs through evaluation of COVID Block funding

To support faculty efforts in multiple cycles of course redesign over the duration of the pandemic, we provisioned a series of 'block funding' grants to faculties, pro-rated based on student program FTEs, totalling $14.2M between the period of April 2020 and April 2022. We have undertaken a mixed-methods evaluation of the usefulness and impact of this funding, through direct survey of faculty and input from Deans offices[9]. A deeper understanding of the tools and supports that were effective (and those less so) will assist in tailoring support better towards needs.

3.3 Ethical guidelines for use of learning technology tools.

Based on COVID experiences, and reinforced by feedback from those involved in Academic Integrity work and input from the Anti-Racism Task Force, there is an imperative to consider the ethical implications of increased technology use beyond regulatory / privacy compliance, with a particular focus on how technology use can specifically impact equity-deserving students, faculty, and staff. Ethical guidelines are in development and this work is being undertaken in parallel with a working group from the MAEST Digital Learning Strategy.

4. Policies and processes

4.1 Academic integrity; education and misconduct process

Increased attention on cheating during the period of enforced online learning during the pandemic has made longstanding issues more visible around how academic integrity is taught and promoted and around how academic misconduct cases are managed and experienced by various stakeholder groups. A project was started to in early 2021 to look at academic integrity at UBC, and it provided a starting point to considering what academic integrity supports should be available and how those supports should be delivered. Work at UBC across both campuses has been exploring ways to enrich and optimize the academic integrity cycle, from education and awareness to dealing with academic misconduct with an increasingly educative and restorative approach. The focus of the project will continue through an Academic Integrity Hub for the Vancouver campus. The purpose will be to centralise resources around academic integrity and academic misconduct as well as develop new resources to support faculty and students.

4.2 Central TA training funding review

Some of the most valuable support to learners during the pandemic came through an expansion of the number and scope of roles undertaken by Teaching Assistants, both graduate and undergraduate. As Faculties consider effective ways in which this enhanced TA support can be sustained within courses, we have initiated a review of how Departmental TA training programs are supported (and funded) from the VPA, with an intention to overhaul a grant funding process that has been in place unchanged for well over a decade. This work will engage Departmental staff and faculty who support and organize TA training programs within their academic units, and will be completed by Sept 2023.

APPENDICES

1. Learning and Teaching Beyond COVID – Phase One Project Report
2. Pandemic Tiers: How the COVID-19 Pandemic Affected UBC Vancouver Tenured Faculty

[9] A report is in preparation and will be hosted on the VPA website.

Learning and Teaching Beyond COVID

Phase one project report

This project report is the collaborative effort of a group of faculty, staff and students from discussions taking place from June-Oct 2021. A full list of contributors is shown in the Appendix.

Version Phase 1

Contents

Executive Summary

Over the past 18 months, the challenges and disruption brought by COVID have raised questions as to what the future of teaching and learning in higher education could and should look like. During this period of disruption, our faculty, staff and students have seen unprecedented change and responded with creativity and resilience. Building on the shift to remote learning in the last 18 months we began a conversation in May 2021 with approximately 100 faculty, students and staff across all levels of seniority, from both campuses, to understand what went well during this period, what should we keep and how we might improve for the future.

Six working groups were convened to consider a range of areas from flexibility in course, program and assessment design through to technology improvements and aspects of inclusion and wellbeing for all on our campus. While we recognise the focus was mainly on undergraduate programs there will be relevance to Graduate programs and students at UBC. From these working groups a set of recommendations were put forward, which have been grouped under four thematic areas that emerged during subsequent discussions. A number of the original working group recommendations intersected – wellbeing for all working, learning and teaching in our community; the need to sustain enhanced support in the teaching environment; attention and focus on the types of technological tools deployed to support teaching and learning.

The four thematic areas are:

Theme 1 Innovation and flexibility: How can we continue to innovate in learning and teaching post-COVID, in ways that retain some of the flexibility and other benefits that emerged during these enforced changes?

Theme 2 Inclusion and well-being: How may we continue to build inclusive learning environments that allow all students to achieve their potential, whilst at the same time paying attention to the well-being of all those engaged in the enterprise of teaching and learning?

Theme 3 Technology and support for faculty and student success: The COVID period saw unprecedented investments in tools and supports for learners and educators. How do we retain these in a way that can be sustainable?

Theme 4 Processes and policies: How might we re-examine the processes, practices and policies around aspects of teaching and learning that have (often, inadvertently) raised barriers or challenges for educators and / or learners?

This report provides a summary of the origins and process of the project; the recommendations grouped into four thematic areas and details of the next phase of the project. Recognising that we still have work to do on engaging a wider number of strategic priority groups and individuals, this next phase will entail a broader consultation process and alignment to key institutional activities already underway, to refine and prioritize recommendations that have emerged to date. There is full list of the groups and individuals we will be reaching out to for discussion and reflections on the report to date and what is needed for the next phase. An update from this work will be highlighted in a phase 2 project report prepared in early 2022.

1. An overview of the 'Beyond COVID' project

The scale of the changes to our teaching and learning activities since March 2020, in response to the challenges of COVID-19, have been immense. As an institution, we have been through multiple cycles of having to rethink and redesign how we support the continuity of learning and teaching for our students and faculty. The past 18 months have required remarkable and sustained individual and collective efforts, commitment and resilience on the part of faculty, staff and students. In April this year, whilst there remained still many questions about the return to campus for the fall, we took the opportunity to begin a conversation with our academic community about how we might imagine teaching and learning will be different in a beyond-COVID environment.

The period since March 2020 has also seen a number of other activities move forwards within UBC[1] and powerful movements for social change globally, inspired by the Black Lives Matter protests and on-going climate emergency issues. The lens through which this work was viewed centred on the significant changes in the teaching and learning context brought about by the COVID-19 pandemic, but was situated in the context of broader events and priorities. As we have moved through this period, it is also now looking almost certain that there will be no sharply-defined endpoint when we can declare we are 'beyond COVID', but rather a process of transitions back to a 'new normal' over an extended period of time, with accompanying significant changes to university operations (including but not limited to teaching and learning). The resumption of work and study on campus at scale at the start of the current academic year is certainly an important milestone in this process.

Rather than settle back into whatever versions of 'a new normal' might emerge entirely organically, we have engaged a group of nearly 100 faculty, staff and students from both campuses, in a short timeline and focussed conversation about what post-COVID learning and teaching *could* and *should* look like. Recognising that we would use this work as the basis for broader consultation and engagement within the wider University community. What have we learned? What has worked, even perhaps better than we might have thought possible in pre-COVID times? What has not? And what might work better, if we enact it under different conditions or with adjustments? Thoughtful answers to these questions represent a significant opportunity for pedagogical enhancement and innovation. One of the advantages a large scale move online has been flexibility: but how much of this flexibility do students want to retain in their learning in a new normal? Does this align with, or is it at odds with, the wishes of faculty and the needs of programs? What are the implications for faculty and student workload? And, for all of these questions, what are the implications for our spaces (both physical and digital), our academic processes (scheduling, degree requirements, etc.), and the supporting staff members involved throughout?

[1] Academic Integrity Project, Digital Strategy, Inclusion Action Plan, Indigenous Strategic Plan, UBC Anti-Racism Initiative, UBC Task Force on Anti-Racism and Inclusive Excellence, UBC Presidents Priorities

Some initial discussions are in progress around academic scenario planning in the 10 - 20 year horizon, where we imagine how UBC can not only succeed with learnings from COVID but also thrive given the evolving challenges of the future. The 'Beyond COVID' project represented a deeper dive into the realm of teaching and learning that can take emerging ideas from the different scenarios and test their viability with stakeholders. The work for this project started in May 2021 with a call for chairs and membership of six thematic Working Groups (WGs) by reaching out through academic networks, previous membership for the guiding principles work in 2020, student leadership and Associate Deans. Expand explicit connections here – mental wellness, anti-racism, EDI etc

The WGs explored the following thematic topics / areas:

- **WG1: Implications for the design of courses:** What are the implications for the way courses are designed, in the light of the past 18 months of predominantly online teaching during COVID?
- **WG2: Teaching activities** (care and compassion in development of pedagogy, course delivery, applications of policies, accommodations and concessions)**:** Care and compassion became a repeated refrain as faculty, staff and students grappled with markedly changed environments for teaching and learning. Aligned with the institution's commitment to EDI, how do we retain this spirit as we move forwards?
- **WG3: Rethinking approaches to assessment** (aligned to work already underway on both campuses on academic integrity)**:** 'Assessment drives learning' as the saying goes and the large scale move online surfaced new challenges in assessment design, delivery and integrity, as well as concerns over the role of remote invigilation. How can we understand the impacts on students and faculty?
- **WG4: Implications for flexible curriculum and program design:** How might the experiences of the past 18 months influence the design of curricula; are there new, potentially online or blended possibilities to explore, to build curricular choice and flexibility?
- **WG5: Learning Technology tools**: affordances, limitations and requirements considering the capabilities (and potentially, functional gaps) of the tools we currently have, how can these be used more effectively and what are new opportunities in this space?
- **WG6: Teaching as a collaborative effort**: More than ever over the last 18 months, we have seen that teaching is truly a collaborative effort, with GAAs/TAs having been intimately involved with the designing, building and delivery of courses, together with pedagogical and Learning Tech support staff. Thinking across both in-person and virtual classrooms, how can we ensure these collaborations endure and are appropriately resourced and recognized?

In addition to the WGs, we convened a small project planning team with cross-campus and student leadership membership. During the summer from June to August, the WGs each met between 4 - 6 times. Membership of these groups is included as Appendix 1and the general terms of reference as Appendix 2. The WGs contained representation from many different faculty ranks, roles and disciplines, professional staff as well as student perspectives, enabling diverse perspectives and discussions relevant to all who teach and learn at UBC.

2. Project phases and timeline

WGs met several times over June, July and early part of Aug 2021 discussing their experiences over the past year, how this impacted their teaching and informed their understanding of what would continue to benefit students and faculty going forward. Over several of the meetings, group members and guest speakers provided additional information on topics both University wide and focused in specific areas to support the formulation of the recommendations from the WGs.

Prior to the commencement of the WGs, we had assembled a significant amount of data to inform their work: UBC surveys across both campuses, literature and other commentary on the effect of the pandemic on post-secondary education. Supplementing this with significant data gathering and analysis that has continued over the summer, additional data sources have included:

- (UBCV) Faculty of Arts student survey (Conducted in April 2021, >3000 responses);
- (UBCV) Faculty of Science Faculty survey (June 2021, >250 faculty responses);
- (UBCV) AMS / GSS student surveys (July 2021, 8000+ responses);
- UBCV survey of new / returning international students in direct-entry programs (Aug 2021, N=7000).
- (UBCO) Student survey of online (Nov 2020)
- (UBCO) September Restart Student Survey (Mar 2021)
- (UBCO) Faculty survey (Dec 2020 – Jan 2021)

WGs were tasked with formulating recommendations for their particular thematic areas, paying attention to alignment with institutional priorities, identifying key stakeholders on campus that would need to be engaged as the recommendations were developed and considering some low-resource 'easy wins'. These are synthesized below in Section 3 into thematic areas with access to the full recommendations from the working groups on request.

This report will serve as the basis for further consultation, prioritization and refinement of recommendations during the winter terms of 2021 with an engagement plan for faculty, academic leaders, Senate committees and student leaders outlined in Section 5. The project will conclude in early 2022, with a phase 2 project report that highlights priority recommendations for implementation.

3. Emergent themes

Following consideration of the 'raw' recommendations emerging from WG discussions during summer 2021, the following themes were distilled, offering a way to cluster and refine recommendations. Note that the categorizations are deliberately broad and not intended to be hard-walled. As we consider prioritization and implementation of these recommendations, the need to have relevant and up-to-date data together with an understanding of work already underway in these areas will be essential. It is also critical that we take a measured and incremental approach to these recommendations: asking people to do more or different at a time when they are exhausted by the experiences of the pandemic over the last 20 months is not feasible or desirable.

Theme 1 (T1): Innovation and flexibility

The experience of teaching and learning over the past 18 months has resulted in hard-earned insights as to what has been effective and what has not, from the different perspectives of individual teachers and learners, academic units and the institution (see, for example, Bartolic et al., 2021). Dhawan (2020) suggests that ultimately this experience can be marshalled into making the teaching–learning process more student-centered, more innovative, and even more flexible. Undoubtedly, faculty had to learn new tools, new approaches and be generally far more responsive to uncertain and changing environments; these experiences will inform, and in some cases, fundamentally change their approach to their work as educators. Similarly, students lost a great deal of the experience of being a member of the academic community over the past 18 months, and had a much more solitary and (literally) remote learning experience, yet nonetheless appreciated some elements of the flexibility afforded by online instruction. For instance, Yang, B., & Huang, C. (2021) have highlighted that some students appreciate saving commuting time, and that the 'replay' and 'fast-forward' functions enhance their 'control' over learning. Departments and units thinking about development of new programs or renewal of existing curricula have new possibilities in terms of course and program design.

As a learning institution, we must reflect on these experiences to understand the implications for what flexibility looks like, and how it can be manageably incorporated into courses post-COVID. There is an important opportunity to scale up innovations that enable many active, interactive, and experiential modes of education delivery (Salmi, 2020). Yet, we cannot offer total choice to students to 'choose their own adventure' in how and where they engage in courses due to a wide variety of practical and workload constraints. However, we can consider: a) how to make learning experiences more accessible to all learners, where inequities are a large part of what we try to solve as we consider pivoting to blended learning (Doucet et al., 2020), b) capitalize on the significantly expanded levels of cooperation and experience-sharing among instructors across academic departments, schools, and faculties that would typically occur (Salmi, 2020), and c) consider ways to further expand who contributes to and benefits from these learning experiences.

Combining the long history and deep capability for educational innovation at UBC, in service of supporting more flexible approaches to course and program design, is at the heart of the transformative learning mission of the institution. These are themes that carry over into this work from the UBC Strategic Plan.

Theme 2 (T2): Inclusion and well-being

The challenges posed by COVID-19 required a renewed focus on care and compassion within teaching and learning: it was 'principle zero' of the guidance to support teaching online developed at the start of the pandemic and it continues to resonate as a foundational guiding principle as we emerge from this period. With university students already at increased risk of experiencing mental health stressors (Patterson et al. 2021; Prowse et al. 2021), additional, and potentially unfamiliar, situations, challenges, and issues that arose over the past 18 months were diverse, numerous and complex. During that time,

many more students reported, in Faculty and other UBC surveys, that they experienced accessibility issues and significant challenges to feeling 'part of the class'.

These accessibility issues and sense of disconnectedness were also keenly felt by faculty and staff, with impacts not distributed equitably during the pandemic (VanLeeuwen et al., 2021; Watermeyer et al., 2021).

Jenkins et al. report that "..our analyses uncovered differential mental health impacts by gender, sexual orientation, household income, ethnicity, mental health status, and disability status." As such, it is not surprising that teaching and learning experiences during the COVID pandemic exposed inadequacies, inequities and inequalities in some of our approaches and practices, compounded for those experiencing marginalization. Faculty reported doing the very best they could under difficult circumstances, but sometimes may still have felt that they were falling short for their students. Evidence supports the assertion that students reveal health issues to instructors, because they are proximate (Heim & Heim, 2021; Patterson et al., 2021), adding pressure to those in teaching roles and emphasizing the importance of instructors and student services professionals being able to promote, and refer students to, supports (Patterson et al., 2021) or participate personally in their delivery (Heim & Heim, 2021).

Striving to maintain a balance between work / study and home / personal lives became an acute problem for many of us (as discussed in VanLeeuwen et al., 2021), with the student-age population being particularly impacted, exacerbated by the loss of usual social and family contacts for long periods of the pandemic. This loss of social and family contact (also sometimes described in the context of "loneliness") was one of the main stressors noted in several studies conducted during the relevant time period (Linden et al., 2021; Patterson et al., 2021; Ma & Miller, 2021; Browning et al., 2021). Creating a more inclusive and welcoming learning environment, which allows students to achieve their full potential, whilst paying attention to the well-being of all those engaged in the teaching and learning enterprise, has been articulated as a core priority for UBC. A spirit of innovation and flexibility (Theme 1) can support bringing core priorities of inclusion and well-being to life in our academic programs, with a focus on historically marginalized groups. Effective supports and resources are also a necessary contributor towards UBC's goals to support well-being, guided by the Okanagan Charter.

Theme 3 (T3): Technology and support for faculty and student success

Rising to meet the challenges of the COVID-19 pandemic saw an unprecedented draw on resources – particularly human (people, support, collaboration) and digital (tools, applications and technologies). Recognizing that we were entering a period of emergency remote teaching faced with the knowledge that "effective online education requires an investment in an ecosystem of learner supports" (Hodges et al., 2020), additional personnel supported course design and delivery activities, as well as providing front line consultation and support in both central and local units. Teaching Assistants (TAs) and Graduate Academic Assistants (GAAs) took on new activities within their roles; many courses utilized undergraduate students to support and build community within learner cohorts. Faculty within and across departments engaged in regular and sustained conversations about teaching and learning as part

of a collaborative and collective effort. We greatly expanded the range and uptake of applications and digital tools that were licensed to support teaching and learning, opening up new pedagogical spaces but also highlighting significant ethical and academic integrity issues that go beyond regulatory compliance around privacy.

A challenge moving forwards is how to maintain these structures and approaches in a sustainable way, in ways that support students using new tools to enhance their learning, without overwhelming them with the sheer number of different tools. Studies show that a multitude of factors affect the benefits of learning technologies, including use of appropriate pedagogies, curriculum design, instructor effectiveness, and student agency. Adequate resourcing and support are key underpinning enablers for innovation to thrive; without it we fail to deliver the transformative learning our students deserve, and fail to equip faculty with 'best of breed' tools and applications to realize their teaching and learning goals (Laufer et al., 2021). A particular focus has emerged around assessment practices (St-Onge et al., 2021; Montenegro-Rueda et al., 2021), with both a need to guide and provide affordable ways to resource both from a people and technology perspective the enhancements in this space, together with the appropriate recognition for all those (staff, students and faculty) who take on this work.

Theme 4 (T4): Processes and policies

A period of several cycles of rapid redevelopment and change has placed enormous pressures on faculty, staff and students (VanLeeuwen et al., 2021; Watermeyer et al., 2021; Patterson et al., 2021): faculty have had to redesign effectively all courses (often more than once) to accommodate the changing circumstances of the pandemic; support staff have been dealing with both increased volumes and complexity of urgent support requests; students have been the recipients of just-built, untested course designs in challenging contexts (see, for example, Keegan & Bannister, 2020; Hill et al., 2020; Galloway et al., 2020). Arrangements for assessments have been brought into particularly sharp focus (St-Onge et al., 2021; Montenegro-Rueda et al., 2021). Coming out of this, we need to re-examine our processes and policies around aspects of teaching and learning that have (often, inadvertently) raised barriers or challenges. This can include local practices ('small p policies'), including ongoing work to decolonize curriculum, as well as those developed through academic governance channels.

A component of this will be to re-examine how teaching activities are planned at a unit level, balancing instructor autonomy with program / unit needs and institutional constraints, including reflection on the impact of novel approaches and pedagogies on the workloads of students across a portfolio of courses they are taking. It is important to consider the ethical implications of digital learning tool use (see, for example, Coghlan et al., 2021), and recognize that academic intellectual property increasingly lives in new digital spaces where existing guidelines and legal protections do not fully anticipate the effects of ease of dispersal of these materials.

Faculty innovation (Theme 1) and effective support and resourcing (Theme 3) will fail to achieve their full promise if there are institutional or local processes and policies that do not support and may even act in opposition to these goals.

4. Recommendations linked to themes

Theme 1 (T1): Innovation and flexibility

Recommendations in this theme span multiple scales of teaching and learning activities; from the innovation and flexibility built into individual courses through their design, to aspects across courses within our community of scholars, through to unit-level roles and responsibilities in the design of programs. Taking this opportunity to continue and support the ongoing work over time of decolonizing curriculum across programs.

<table>
<tr><th colspan="2">T1.1 Intentionally promote & encourage principles of Universal Design for Learning (UDL)</th></tr>
<tr><td colspan="2">UDL is a framework to improve and optimize teaching and learning for all learners based on scientific insights into how humans learn. It includes consideration and accommodation for non-traditional barriers to access as foundations for course design. Some faculty are intentionally and through teaching practice embodying components of this already, but it – and other research-based learning frameworks – can be used to support innovation in course design activities that:

• Reassess options for course modalities - Combining online and face-to-face teaching, as well as synchronous and asynchronous instruction to understand how elements of course design align with the larger learning outcomes, competencies and skills we are trying to teach, relevant to disciplinary approaches, course level, size, and topic.
• Build a strong sense of community in courses, through both class activities and technology such as discussion forums, office hours, and/or other opportunities for increased interaction — so that students are more likely to connect with each other, with the instructor(s), and with TA(s).
• Facilitate student-to-student interaction - through use of class time, modes of engagement and class materials / assessments.</td></tr>
<tr><td>Actions:</td><td>1. Intentionally promote and build-out resources
• Intentional promotion of UDL fundamentals and resources through various channels
• Clear communication that UDL should be appreciated as a goal, a process that can be implemented in incremental steps
• Awareness regarding not only accessibility barriers but also fundamentals of UDL
• Provide (and more intentionally promote) user-friendly resources for learning about, and implementing, UDL
2. Support and create opportunities that innovate course designs:
• Workshops for faculty seeking to incorporate online and in-person elements into their courses moving forward, building on resources already created / curated through CTL/T
• Incorporate UDL approaches into course redesign programs (e.g., Teaching and Learning Enhancement Fund (TLEF) funding, Students as Partners, Alt2040 funding opportunities) and consider ‘special calls’ of these</td></tr>
</table>

	3. Create a representative group of faculty and staff members from across disciplines as UDL experts and practitioners for ongoing consultation, furthering this conversation from a place of lived experience, as course designers and instructors. Including liaising with Indigenous Strategic Plan leadership / CLT Indigenous initiatives to ensure respectful and appropriate guidelines for engaging Indigenous community members. 4. As part of larger initiative for recognising contributions for Inclusive Teaching, support a rewards and recognition program recognising excellence in practice by faculty, instructional designers, educational developers, and instructional support staff.

T1.2 Promote collaborative approaches to teaching (team teaching, teaching resource sharing, and community partnerships)	
Further support and enhance the use of teaching teams and teaching resource sharing within and across departments and faculties to foster consistency and alignment in program objectives, coordination in the use of pedagogical tools and assessment strategies across programs. Considerations of wellbeing and belonging as part of collegial interaction among colleagues while ensuring the impact is focused on reducing redundancy and unnecessary workload.	
Actions:	1. At a Faculty / unit level, coordinate and review support needs for teaching teams for first- and second-year courses (undergraduate) and for multi-section courses taught by sessional instructors. 2. Develop guidance for assessment of teaching that includes expectations and standards around collegial contributions to teaching activities (working in tandem with the Evaluation of Teaching policy group established through Senate Learning and Teaching (UBCV) and Learning and Research (UBCO)

T1.3 Broaden opportunities for community participation to enhance the UBC student experience	
Collate and review the modes and methods through which community partners contribute to taught courses, considering technical challenges of merging in person and online experiences, making appropriate suggestions for respectful community engagement and speaker compensation, and review linkages to campus groups with shared interests like the UBC Alumni Association.	
Action:	1. Create a campus-wide working group that would: • Determine best practices for inviting, hosting, support with technology etc., and compensating external speakers to UBC. These best practices should be documented and disseminated to departments via the Associate Deans and student representatives. • Coordinate approaches with Indigenous Strategic Plan (ISP) leadership / Indigenous Research Support Initiative (IRSI), leaders, elders and knowledge keepers from across the ethno racial community to ensure respectful and appropriate guidelines for engaging community members. • Establish linkages to campus groups with shared interests like the UBC Alumni Association.

T1.4 Promote flexibility in program design

Provide opportunities for the integration of flexible program design within and across departments and faculties while meeting program objectives and national/international accreditation standards. Flexible program design may include offering courses in a variety of modalities (face to face, online, hybrid, hyflex) or developing competency based programs and micro-credentials that are stackable across programs and disciplines (e.g. to upgrade a skill such as learning introductory level Python). This recommendation is aimed at the integration of flexibility in both of these areas (modalities and micro-credentials).	
Actions:	1. Policy discussion around the development of for credit micro-credentials and to aid in coordination of these micro-credentials, aligned to the recent BC Micro-credential framework. 2. Subsequently, support for development of micro credential options: • Funding to support design and development of flexible open options • Ability to track accumulation of credentials.

Theme 2 (T2): Inclusion and well-being

Recommendations in this thematic area are intended to support and sustain campus wide momentum and progress towards core priorities of inclusion and well-being in our academic programs; creating both welcoming and healthy spaces for all those who teach and learn to thrive.

T2.1 Establish and resource a UBC Disability Task Force	
Building off the work already well-underway through the Gender Diversity Task Force and the Task Force on Anti-Racism and Inclusive Excellence, establish a similar group, aligned to priorities developed as part of strategic projects undertaken across UBC, to consider the needs of disabled members of the entire university community, with a particular focus on teaching and learning. Recommended Key Principles for the UBC Disability Task Force: 1. Foundational to the work of the UBC Disability Task Force should be building of trust and safety with the community, with utmost respect for confidentiality. 2. Steps should be taken to ensure work of the UBC Disability Task Force is structured with accessibility and flexibility across all members of the disability community at the core of the engagement. 3. The UBC Disability Task Force should be structured to evolve in its membership, mandate, and scope.	
Actions:	1. Central leadership to establish and resource a UBC Disability Task Force – to provide guidance for all students, faculty and staff. There should be fair and reasonable compensation and/or recognition (e.g. credit for service) for each participating member of the UBC Disability Task Force. 2. The Disability Task Force to develop a more equitable and inclusive plan for working on campus including creation of an accommodation policy for faculty and staff centering the need for autonomy and flexibility in determining what constitutes safe return to

	campus for disabled people. The plan must also prioritize the safety of students, and the UBC Disability Task Force must consider the needs of disabled members of the entire university community. 3. The UBC Disability Affinity Group has already expressed full support of this recommendation, so this will optimistically serve to advance the initiative quickly, in collaboration with the Equity & Inclusion Office (EIO). 4. The UBC Disability Task Force be informed and led by members of the UBC Community from diverse backgrounds with lived, diverse experience of disability including, but not limited to, physical, learning, intellectual disability, chronic illness, mental illness, and neuro-divergence. 5. As best practice, we further recommend UBC Disability Task Force representation include space for those with intersectional identities (e.g., women, gender diverse individuals, those who identify as 2SLGBTQIA+, Indigenous, Black, People of Colour, as well as religious and cultural minorities).

T2.2 Integrate well-being and compassion as foundational values for teaching, curriculum development, and professional development	
Integrate visible well-being elements into program and curriculum paths for students, and into faculty/staff professional development opportunities, using a positive, collaborative approach, in order to support well-being as a foundational priority for all in the learning environment. Working with existing well-being resources and programs on campus, strategic collaboration and coordinated efforts need to be expanded to prioritize well-being and integrate it into our campus community and culture.	
Actions:	1. One option for some students would be a health based course (e.g., HEAL 100) as part of their program requirements/options/electives; and/or having direct enrollment into the Canvas wellbeing module; and/or standardizing campus wellbeing resource information on course syllabi/in Canvas courses. 2. For faculty/staff, this may work best by integrating and giving the opportunity to participate in health related professional development through faculty meetings, teaching retreats, CTL/T workshops, online short course offerings, and establishing guiding principles for such PD development that are supported at the faculty and departmental levels.

Theme 3 (T3): Technology and support for faculty and student success

Technological tools to support teaching and learning have been a feature of the learning landscape for decades, but the reliance on learning applications over the past 18 months in a rapidly-changing digital environment have given us new insights to review and reimagine the role and use of technology. A fundamental guiding principle is the use of technology in pedagogically-effective and ethical ways to align to student-centered learning.

T3.1 Balance innovation in technology with consistency for students

There is an inherent tension between innovation and experimentation using different learning tools and the consistency of the learning environment for students. Where it is possible and appropriate to do so, there should be a degree of standardization in instructional software with preference for widely-transferable solutions that integrate with the existing Learning Management Systems (LMS) (e.g., Canvas) to reduce the time and effort required by students, staff, and faculty to use them. A key factor is considering affordability of and financial cost to students and the institution which can be mitigated to some extent by prioritizing appropriate open source, public domain, and UBC developed resources.	
Actions:	1. Review principles for adoption of Learning Technology tools, initially developed in 2015 to ensure -- wherever possible – we prioritize teaching and learning technology and content that has minimal financial cost to students, faculty, and the institution including open source, public domain, and UBC developed resources. 2. Gather feedback from students regarding variety in learning tool use across courses to understand issues and affordances.

T3.2 Scaffold and support students when introducing different learning technologies in the classroom	
When you use learning technology that students are not familiar with, provide scaffolding which supports learning through demonstrations, instructions and peer student supports. Ensuring adequate supports are in place for all will help avoid a situation where students spend more time figuring out the technology rather than engaging with the subject matter.	
Action:	1. Centrally develop tools and guidance for instructors and TAs that can be incorporated into courses (so that faculty / course teams do not have to generate these individually). This guidance can include: • Provide links to resources showing how to use the tools • Provide specific instruction on how to use the tool in your classroom context • Partner with student support to provide support for students to use specific tools. • Gather data on how tools are being used to support pedagogy

T3.3 Provide a framework to support innovation in assessments	
There should be enhanced guidance and support for well-designed, innovative, and effective assessment practices for faculty members creating and deploying these kinds of assessments. This should include recognition of the time investments faculty members make when developing assessments and the different, often evolving, best practices for assessment in different disciplines – particularly when they diverge from standard summative assessment practices (e.g., exams, letter grades, etc.). Most critically, this must recognize the need for appropriate teaching and educational support.	
Actions:	1. Faculty-led development of framework, recognizing the diverse disciplinary contexts and needs across UBC. 2. Articulation of supports needed for innovation of assessment practices and alignment of funding sources to support these.

T3.4 Conduct authentic (online) assessments at scale	
There is demand for spaces, technologies, and administrative support for large, "at-scale," assessments, particularly new and emerging computer-supported assessment technologies, and large in-person classes. These systems should not only facilitate the administration of assessments, but also provision of useful feedback to students and faculty.	
Actions:	1. Conduct a needs assessment for computer-based assessments across faculties and evaluate use of platforms currently under-development or in pilot (PrairieLearn, PLOM, JupyterHubs) 2. Develop funding model to support digital systems and physical infrastructure needed for implementation. 3. Evaluate and implement a solution for barcode scanning of student IDs for in-person assessments.

T3.5 Actively consider the ethical use of learning technology tools and how student data is collected and used	
There are both legal and ethical dimensions to the selection of learning technology tools and the data that they capture, and how that data is used in support of teaching and learning. Compliance with privacy requirements is a bare minimum and should be supplemented by an understanding of the ethical uses of the tool, together with transparent details about how student data is collected and used. As we transition back into the classroom, we have a renewed opportunity to intentionally make decisions about which tools we use and how we use them.	
Action:	1. Develop principles to guide the selection and implementation of learning tools that incorporate considerations of ethical use and how data is collected, stored and used.

Theme 4 (T4): Processes and policies

Recognize, support, and incentivize teaching and leadership activities that reflect collaboration, inclusion, and compassion. With teaching being upheld as one of the core priorities in UBC Strategic Plans, it is important that there be sufficient investment in teaching activities and demonstration of care and compassion for not only students but also teaching faculty and staff.

T4.1 Recognize, support, and incentivize teaching and leadership activities that reflect collaboration, inclusion, and compassion
Develop and share stories of how these activities have supported student learning through the pandemic (building on the current Keep Teaching series). Ensure that these activities (care, compassion, collaborative course and program design, inclusive teaching approaches) are foregrounded in programming, guidance and resources to support formal evaluations and other processes, such as awards, merit, promotion, and performance evaluation. Raise awareness of the workload implications of these approaches, with particular attention to those in precarious employment situations (e.g., Lecturers, Sessionals, Adjuncts).

Actions:	1. Intentional promotion of awareness regarding equity, diversity and inclusion as a key principle of teaching excellence. 2. A stakeholders meeting should be organized aimed at reviewing and enhancing models for support of TA training and development at UBC. In addition, we should work towards guidance for units in the development of teaching assistants, including discussions around appropriate compensation for professional development at the undergraduate level and graduate levels. 3. CTL/T groups to coordinate annual meetings at UBCV and UBCO to sustain the conversation and facilitate collaboration between faculty members, resource centres, and TAs/students to address existing systemic barriers around accessible course design, accommodation policies, and communication between stakeholders. 4. Review the TA training program to ensure it meets the current needs of TAs, students, faculty and departments. Create opportunities to increase directed TA training as part of their development and paid element of the role.

T4.2 Create a pool of UBC student auditors working 'from the margins' to audit selected policies and processes at UBC and identify those that foster accessibility and inclusion at UBC	
UBC aims to include diverse students in the intellectual life of the university, including those working 'from the margins' who more often experience barriers to learning due to differences in physical/mental ability (e.g., visual, auditory, mobility, affective, cognitive), language (e.g., English as an additional language), ethnicity/race (e.g., BIPOC), gender/sexual identity (e.g., LGBTQ+), living conditions (e.g., rural, remote, children at home, elders cared for at home), and access to technology (e.g., shared computer, outdated computer, smart phone only, unreliable internet). As UBC transitions into post-COVID learning/teaching environments, the affordances and constraints of these circumstances need to be more thoroughly and systematically mapped — by those working with them first hand (e.g., UBC students and faculty) and uniquely positioned to speak to their capacity perpetuate or alleviate experiences of exclusion at UBC.	
Action:	1. Establish auditing process and group and identify 2-3 areas to work on; an example well-aligned to other recommendations would be access to technology and affordances / limitations of specific teaching and learning tools.

T4.3 Assess academic policies around assessment and evaluation at UBC	
UBC (both UBCO and UBCV) has a surprisingly large number of formal academic regulations which discuss, limit, prohibit, or otherwise interact with the assessment of students. It is timely to (re-) assess if and how these might need to be reconsidered in a post-COVID teaching and learning environment. This would be a useful pre-cursor to a broader conversation on the nature of grading in courses at UBC.	
Action:	1. Undertake an assessment of Calendar policies and processes regarding assessment and assessment tools, to ensure they are consistent with best practices for assessment and UBC's strategic priorities regarding learning and inclusion.

5. Consultation plan and next steps

The second phase of the project will seek input and feedback on the themes and recommendations, with a goal of refining, developing and prioritizing recommendations provided above.

Alignment with institutional priorities, articulated by the President, will be a key element at the start of our consultation and engagement process. This includes open, ongoing and honest dialogues to ensure we are reflecting appropriately the priorities within the Indigenous Strategic Plan, Taskforce and Anti-Racism and Inclusive Excellence Report, Inclusion Action Plan and the priorities within the Academic Integrity project report among others.

The following stakeholder groups will be part of the engagement and consultation process:

- Academic leadership on both campuses (Deans, Associate Deans, Heads and Directors)
- Center for Accessibility (UBCV) and Disability Resource Centre (UBCO)
- CTL/T offices across the Okanagan and Vancouver campuses
- Elected student leadership
- Equity & Inclusion Office
- Faculty and student groups (to be determined how best to do this; town hall meetings, focus groups, workshops etc.)
- Faculty Association / Faculty Relations
- Indigenous Strategic Plan leadership
- Senate sub-committees (Learning and Teaching UBCV, Learning and Research UBCO) and potentially (at the suggestion / desire of these committees) full Senate discussions.
- Staff in roles that support teaching and learning activities
- Student Senate Caucus across both campuses
- Task Force on Anti-Racism and Inclusive Excellence leadership
- UBC Health leadership
- UBC Wellbeing portfolio
- UBC Ombuds office
- Vice President Students portfolio

A phase 2 project report, incorporating the feedback from these various consultations, and prioritizing recommendations for action and resourcing, will be prepared early 2022.

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Appendix

Appendix 1 – Membership

Appendix 2 – Working Group Terms of Reference

Appendix 1 – Membership

WG1: Implications for the design of courses				
Name	**Role**	**Department / School / Unit**	**Faculty**	**Campus**
Catherine Corrigall-Brown, **Chair**	Associate Head, Associate Professor	Sociology	Arts	Vancouver
Brett Couch	Associate Professor of Teaching	Departments of Botany and Zoology	Science	Vancouver
Chris Crowley	Manager, Learning Design	CTLT		Vancouver
Seckin Demirbas	Assistant Professor of Teaching	Mathematics	Science	Vancouver
Shona Ellis	Professor of Teaching	Botany	Science	Vancouver
Nina Langton	Associate Professor	Languages and World Literatures	CCS	Okanagan
Kari Marken	Full-Time Lecturer	Entrepreneurship & Innovation / Law & Business Communications	Sauder	Vancouver
Jana Martin	Lecturer	Management	Management	Okanagan
Jeff Miller	Senior Associate Director	CTLT		Vancouver
Malida Mooken	Lecturer	Management	Management	Okanagan
Jason Myers	Faculty Liaison	CTLT/Arts ISIT	CTLT/Arts	Vancouver
Lindsay Rogers	Lecturer	Biochemistry and Molecular Biology	Medicine	Vancouver
Gina Whitaker	Lecturer	Health & Exercise Sciences	Health & Social Dev.	Okanagan
Ayaka Yoshimizu	Assistant Professor of Teaching	Asian Studies	Arts	Vancouver

WG2: Teaching Activities (care/compassion, app. of policies, accommodations & concessions)				
Name	Role	Department / School / Unit	Faculty	Campus
Tamara Ebl, **Chair**	Lecturer / Senator	Management	Management	Okanagan
Julia Burnham	MA student/ Senator/ GSS	Educational Studies		Vancouver
Emmanuel Cantiller	Arts Student Senator	Political Science	Arts	Vancouver
Rachel Cheang	Recent graduate/ Student staff/ RA	Geography, SPPH and Climate Hub	Arts	Vancouver
Brendan D'Souza	Lecturer	Biology	IKB FoS	Okanagan
Hannah S. Facknitz	Masters Student/GAA/GRA/GTA	History	Arts	Vancouver
Tanya Forneris	Associate Professor of Teaching	Health & Exercise Sciences	Health & Social Dev	Okanagan
Pam Garcia	Student Engagement Advisor	CSIC		Vancouver
Marcia Graves	Asst. Prof of Teaching	Microbiology and Immunology	Science	Vancouver
Sarah Gumpinger	Lecturer	Management	Management	Okanagan
Paul Kennedy	Associate Director UG Affairs	Kinesiology	Education	Vancouver
Melissa Lee	Assistant Professor of Teaching	Statistics	Science	Vancouver
Morgan Lorenz	Senator	Education/Kinesiology	Education	Vancouver
Anna Mylvaganam	UG student/ Teaching Assistant	Psychology	Arts	Vancouver
Dory Nason	Assoc. Prof of teaching	CIS/GRSJ	Arts	Vancouver
Gabriel Potvin	Associate Professor of Teaching	Chemical and Biological Eng	APSC	Vancouver
Bean Sherman	Science education specialist	EOAS	Science	Vancouver
Laia Shpeller	Student	Biomedical Engineering	APSC	Vancouver
Mohammed Tiznobaik	Lecturer	School of Engineering	APSC	Vancouver
Hanae Tsukada	Partnership Strategist	Equity and Inclusion Office		Vancouver
Kristen Walker	Assistant Professor of Teaching	Applied Biology Program	LFS	Vancouver
Rachel Wilson	Lecturer	Zoology and Botany	Science	Vancouver

WG3: Re-imagining approaches to assessment (aligned to work underway on academic integrity)				
Name	**Role**	**Department / School / Unit**	**Faculty**	**Campus**
Jonathan Graves, **Chair**	Assistant Professor of Teaching	Vancouver School of Economics	Arts	Vancouver
Adriana Briseno-Garzon	Snr Manager, Research & Evaluation	CTLT		Vancouver
Anita Chaudhuri	Instructor	English & Cultural Studies	CCS	Okanagan
Jan Cioe	Associate Professor	Psychology/Management		Okanagan
Bruce Dunham	Professor of Teaching	Statistics	Science	Vancouver
Cinda Heeren	AH Undergrad	CPSC	Science	Vancouver
Shirley Hutchinson	Sessional Instructor	Psychology	IKB FoS	Okanagan
Carol Jaeger	Associate Dean/ PoT	APSC/ ECE	APSC	Vancouver
Sina Kheirkhah	Assistant Professor	School of Engineering	APSC	Okanagan
David Kind	Student / Facilitator of Student Seminar	Psychology	Arts	Vancouver
Celeste Leander	Prof of Teaching	Botany/zoology	Science	Vancouver
Barry Mason	Associate Professor of Teaching	CPS	Medicine	Vancouver
Firas Moosvi	Lecturer	Computer Science, Mathematics, Physics and Statistics	IKB FoS	Okanagan
Andrew Rechnitzer	Professor	Mathematics	Science	Vancouver
Jackie Stewart	Associate Professor of Teaching	Chemistry	Science	Vancouver

WG4: Implications for flexible curriculum and program design				
Name	**Role**	**Department / School / Unit**	**Faculty**	**Campus**
Silvia Bartolic, **Chair**	Associate Professor of Teaching	Sociology	Arts	Vancouver
Andrew Almas	Assistant Professor of Teaching	Forest Resources Management	Forestry	Vancouver
Neil Armitage	Lecturer	Sociology	Arts	Vancouver
Judy Chan	Faculty Associate, MFS Advisor Sessional Lecturer	CTLT/ LFS		Vancouver
Alon Eisenstein	Assistant Professor of Teaching	School of Engineering	APSC	Okanagan
Kathryn Gretsinger	Associate Professor	School of Journalism Writing & Media	Arts	Vancouver
Susan Grossman	Director	Centre for Community Engaged Learning	VPS	Vancouver
Andrea Han	Associate Director, Curriculum Services	CTLT		Vancouver
Tara Ivanochko	Academic Director USI, Director Environmental Science	USI / EOAS	Science	Vancouver
Gabrielle Lam	Assistant Professor of Teaching	Materials Engineering and School of Biomedical Engineering	APSC	Vancouver
Barb Marcolin	Associate Professor	Management	Management	Okanagan
Aisha Ravindran	Senior Instructor	English & Cultural Studies	CCS	Okanagan
Amber Shaw	Instructor	Vantage College	Academic English Program	Vancouver
Sally Stewart	Associate Professor of Teaching	Health & Exercise Sciences	Health & Social Dev	Okanagan

WG5: Learning Technology tools: affordances, limitations and requirements				
Name	**Role**	**Department / School / Unit**	**Faculty**	**Campus**
Stephen Michaud, **Chair**	Senior Manager, Learning Applications, Integrations, and Analytics	Centre for Teaching, Learning and Technology		Vancouver
Rebecca Carruthers Den Hoed	Assistant Prof. of Teaching	School of Journalism, Writing, and Media	Arts	Vancouver
Bhushan Gopaluni	Associate Dean	Chemical and Biological Engineering	APSC	Vancouver
Ramon Lawrence	Professor	Computer Science	IKB FoS	Okanagan
Maki Sumitani	Support Analyst I	LT Hub		
Rie Namba	Educational Resources Developer	CTLT		Vancouver
Patrick Pennefather	Assistant Professor	Theatre & Film/Design and Production	Arts	Vancouver
John Sasso	Assistant Prof of Teaching	Health & Exercise Sciences	Health & Social Development	Okanagan
Zoe Soon	Associate Professor of Teaching,	IKB Faculty of Science	Biology	Okanagan
Ray Taheri	Professor of Teaching	School of Engineering	APSC	Okanagan
Greg Werker	Full-time Lecturer	Operations and Logistics division	Sauder	Vancouver
Lucas Wright	Senior Educational Consultant: Learning Technologies	CTLT		Vancouver

WG6: Teaching as a collaborative effort: perspectives from GAAs/TAs				
Name	Role	Department / School / Unit	Faculty	Campus
David Oliver, **Chair**	Associate Professor of Teaching	Microbiology and Immunology	Science	Vancouver
Jacqueline Barnett	Ph.D. Candidate	Center for Microbiome & Inflammatory Research		Okanagan
Adrija Chakrabarti	Student Directed Seminar Course Coordinator/Developer (ISCI 490)	ISCI/PSYC	Science	Vancouver
Claudia Diaz	Educational Consultant: Indigenous Initiatives	CTLT		Vancouver
Maja Krzic	Associate Professor	Forest Sciences	Forestry	Vancouver
Moberly Luger	Assistant Prof of Teaching (and CAP Chair)	English Language and Literatures, Coordinated Arts Program (CAP)	Arts	Vancouver
Em Mittertreiner	Student Directed Seminar Student Coordinator (ASTU400B)	Psychology, Institute of Gender, Race and Social Justice	Arts	Vancouver
Maya Pilin	PhD Student/TA 4 Years	Psychology	Arts & Social Sciences	Okanagan
Riley Petillion	PhD candidate, student senator		Science	Vancouver
Sarin Raj Pokhrel	TA & CTL Learning Design Intern	School of Engineering	Applied Science	Okanagan
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Alex Santos	PhD Student/TA 4 Years	Health & Exercise Sciences	Health & Social Dev	Okanagan

Project Planning Advisory Group			
Name	Title	Unit	Campus
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Heather Berringer, Co-chair (May-Aug 2021)	Chief Librarian and Associate Provost, Learning Services	Provost Office	Okanagan
Eshana Bhangu	AMS, Vice-President Academic and University Affairs UBC Vancouver Senator	Student	Vancouver
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Development and integration of the bibliography - Library Services UBC Okanagan			
Kim Buschert. Robert Janke, Vanessa Kitchin, Sajni Lacey, Barbara Sobol			

Appendix 2 – Working Group Terms of Reference - General

Purpose:

Across the working groups, we will be sharing and building on our collective experiences in the working group (WG) thematic area, drawing on background materials (surveys, reports etc.) gathered during the past year. Our outputs at the end of a focussed couple of months of discussions will be a small number of recommendations on what things in the WG thematic area *could* and *should* look like in the future. The outputs of this work will enable further conversations towards being more deliberate about what we might want to retain, do differently or reject, as a result of our collective experience over the last year or so.

Key Terms of Reference:

WGs will:

1. Share group members' own and disciplinary perspectives and experiences over the past year, in relationship to the WG thematic area.
2. Consider a synthesis of student / faculty survey data gathered over the past year, together with summary insights gained from other reports on the post-COVID teaching and learning environment, as it relates to their WG area.
3. Keep front of mind current key UBC priorities and goals (including the Inclusion Action Plan and anti-racism activities, the Indigenous Strategic Plan, Climate Action initiatives etc.), together with the pressure points that have arisen from COVID (e.g. workload and work location issues, for faculty, staff and students).
4. Distil key questions facing UBC in the thematic WG area, focussing on both challenges and opportunities.
5. Propose small number (~ 3) recommendations for action that balance bold aspiration with practical realities and resource constraints.

Working Group Themes:

WG1: Implications for the design of courses – What are the implications for the way courses are designed, in the light of the past 18m of predominantly online teaching during COVID?

WG2: Teaching activities (care and compassion in course delivery, applications of policies, accommodations and concessions) – Care and compassion became a repeated refrain as faculty, staff and students grappled with markedly changed environments for teaching and learning. Aligned with the institution's commitment to EDI, how do we retain this spirit as we move forwards?

WG3: Rethinking approaches to assessment (aligned to work already underway on both campuses on academic integrity): 'Assessment drives learning' as the saying goes and the large scale move online surfaced new challenges in assessment design, delivery and integrity, as well as concerns over the role of remote invigilation Building on the wiki document created for last fall, the impact of academic

integrity / cheating websites, invigilation requirements and processes and understanding how these pressures How can we understand the impacts on students and faculty?.

WG4: Implications for flexible curriculum and program design – How might the experiences of the past 18m influence the design of curricula; are there new, potentially online or blended possibilities to explore, to build curricular choice and flexibility?

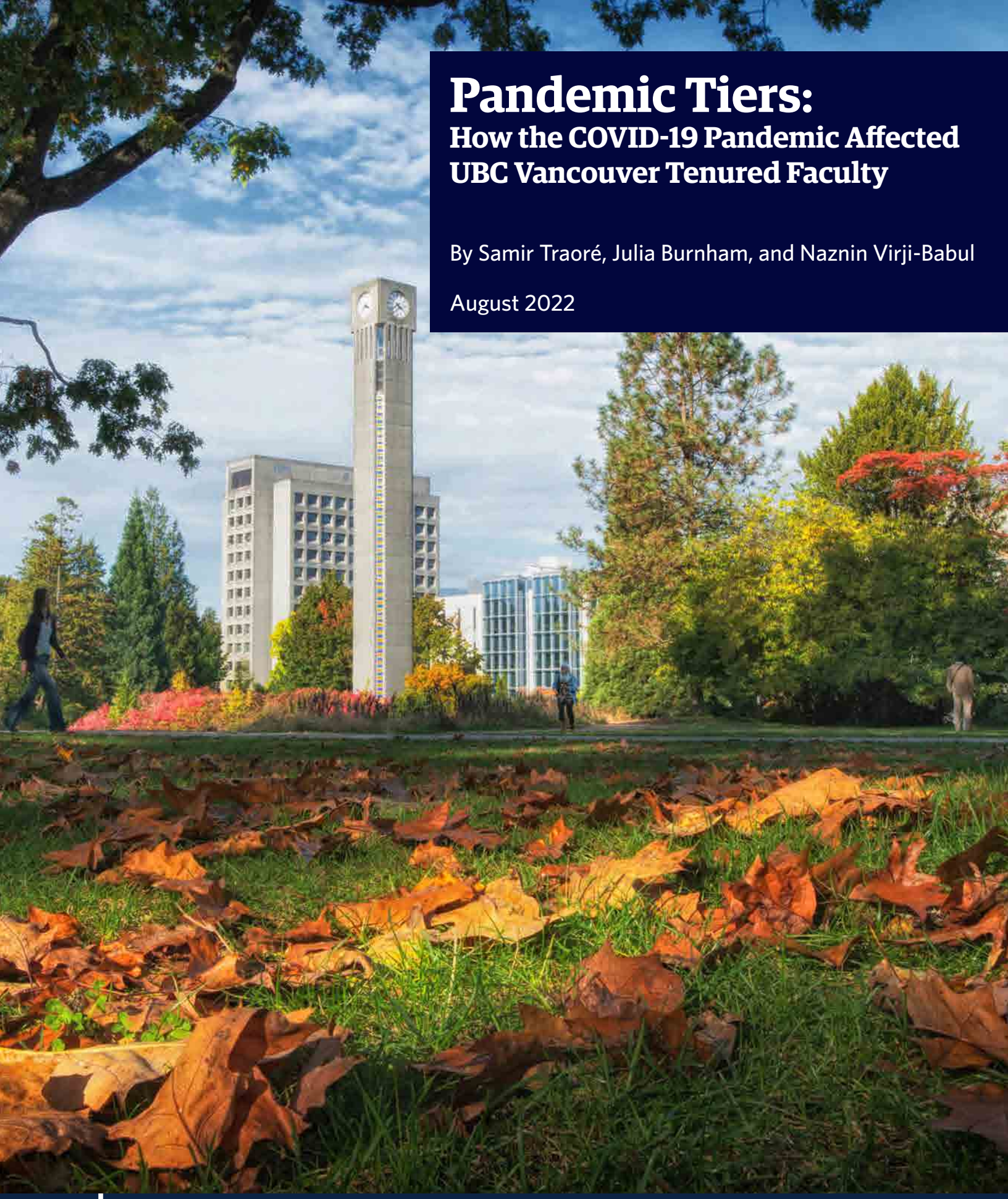
WG5: Learning Technology tools: affordances, limitations and requirements considering the capabilities (and potentially, functional gaps) of the tools we currently have, how can these be used more effectively and what are new opportunities in this space?

WG6: Teaching as a collaborative effort: More than ever over the last 1m, we have seen that teaching is truly a collaborative effort, with GAAs/TAs having been intimately involved with the designing, building and delivery of courses, together with pedagogical and Learning Tech support staff. Thinking across both in-person and virtual classrooms how can we ensure these collaborations endure and are appropriately resourced and recognized.

Pandemic Tiers:
How the COVID-19 Pandemic Affected UBC Vancouver Tenured Faculty

By Samir Traoré, Julia Burnham, and Naznin Virji-Babul

August 2022



THE UNIVERSITY OF BRITISH COLUMBIA

Acknowledgments

We are deeply grateful to the previous Provost and Vice-President Academic, UBC Vancouver, Prof. Andrew Szeri, for championing and supporting this survey initiative.

We would like to thank the following members of the ad-hoc COVID-19 faculty survey committee who provided their time and expertise to ensuring the creation of a survey instrument that would be responsive to the voices of all faculty and for their support with data analysis:

- Ninan Abraham, Associate Dean, Equity and Diversity, Faculty of Science
- Elsie Achugbue, Equity & Inclusion Office
- Jennifer Berdahl, Professor of Sociology
- Denise Ferreira da Silva, Professor & Director, The Social Justice Institute
- Sara-Jane Finlay, Associate Vice-President, Equity & Inclusion Office
- Qiang Fu, Sociology
- Linc Kesler, First Nations and Indigenous Studies
- Minelle Mahtani, Senior Advisor to the Provost on Racialized faculty
- Stephanie McKeown, Chief Institutional Research Officer, Planning and Institutional Research
- Camilo Peña-Moreno, Research Analyst, Planning and Institutional Research
- Moura Quayle, Vice-Provost and Associate Vice-President, Academic Affairs
- Sheryl Staub-French, Associate Dean of Equity, Diversity and Inclusion, Faculty of Applied Science

We also acknowledge all the UBC Vancouver faculty members who completed the survey. Thank you for sharing your thoughts and stories. We acknowledge the physical and mental burden that many of you were experiencing during this time of the COVID-19 pandemic.

Lastly, thank you for to the support of the Faculty Association; you have been at the forefront of elevating the challenges experienced by faculty during the pandemic.

Table of Contents

Executive Summary

The curtailment of on-campus activities, brought on by the COVID-19 pandemic, led to a rapidly evolving series of personal and professional challenges impacting the research, teaching, and service of faculty members within and beyond UBC. To better understand and respond to these challenges, the Office of the Provost and Vice-President Academic conducted a survey in summer 2020 of UBC Vancouver faculty members' experiences of the pandemic and, more broadly, workplace climate.

The survey design emphasized the importance of gathering demographic data and using an intersectional analysis to understand the impacts of the interrelated and overlapping pandemics, including racism. While, in general, all faculty members experienced challenges that negatively impacted their ability to work within a pandemic, intersectional analysis of survey data reveals several instances where members belonging to certain socio-demographic groups report significantly greater levels of negative impact.

This report concludes with a description of steps taken to support UBCO and UBCV faculty since the beginning of the pandemic, and recommendations for addressing some glaring gaps and issues made bare by this study.

The findings of this research are presented across the following sections:

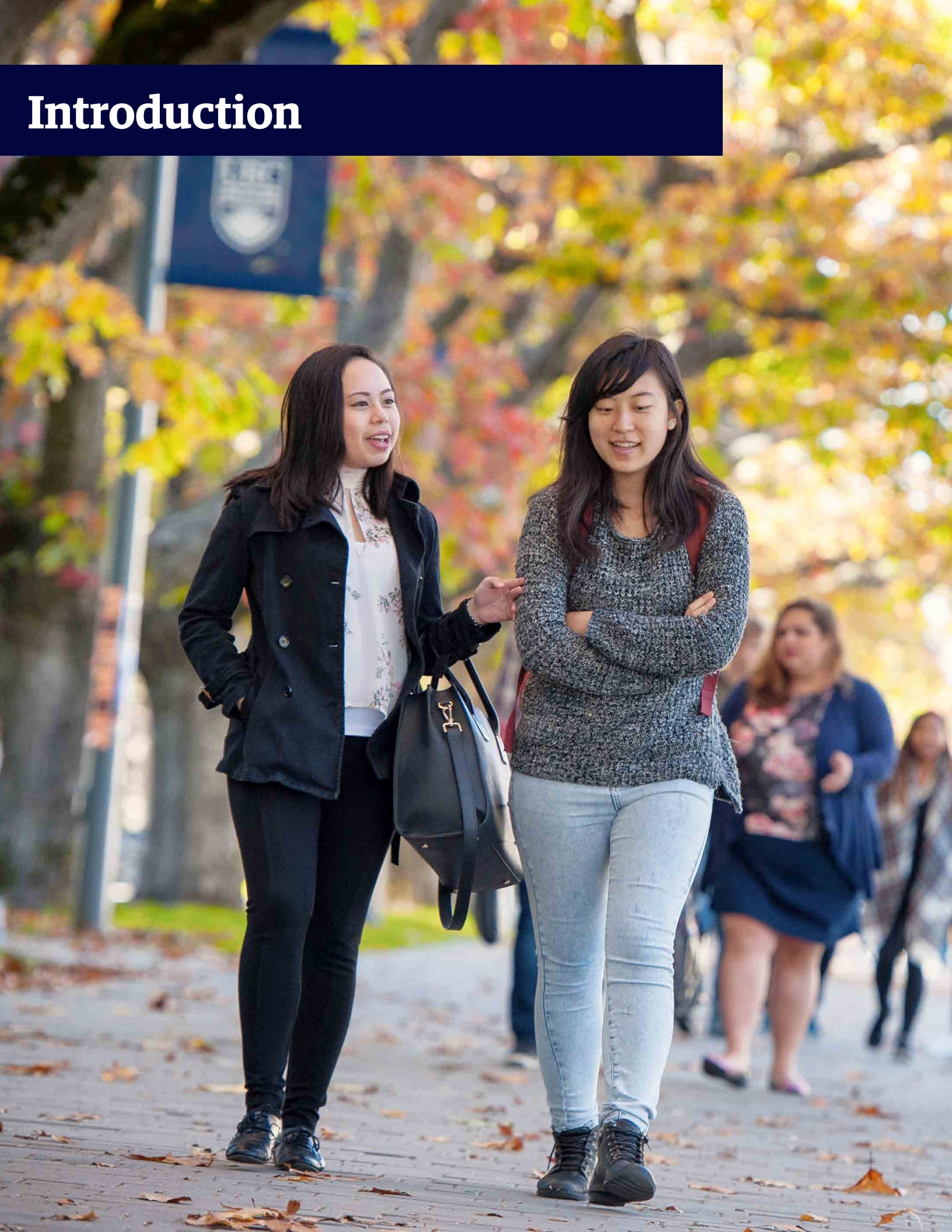
Workplace Climate Experiences of UBCV Faculty (2018-2020)

- Respondents' Demographics
- Workplace Climate Experience

Impact of the First Wave of the COVID-19 Pandemic

- Effects on Overall Ability to Work
- Effects on Teaching
- Effects on Research
- Effects on Service
- UBC Actions and Response to the Pandemic
- Recommendations

Introduction



Background

The 2019-novel coronavirus (2019-nCoV) was declared a world pandemic by the World Health Organization (WHO) on March 11, 2020. Few days later, on March 16, 2020, UBC transitioned to online classes and faculty were asked to deliver classes remotely. Shortly after, on March 24, 2020, human, laboratory and field research activity were curtailed and UBC campuses were closed to comply with federal and provincial guidelines.

Almost overnight, faculty faced a sudden transition to remote teaching and had to consider novel ways to maintain research productivity, if at all. The simultaneous closure of schools and daycare centres led to a significant increase in caregiving responsibilities for many faculty members.

Very soon after the outbreak, the Senior Advisor on Women and Gender-Diverse faculty and the Senior Advisor on Racialized faculty to the UBC Vancouver Provost and Vice-President, Academic[1] began hearing from faculty members about the effects of the lockdown on all aspects of research, learning and service, as well as on their personal lives. Increasingly it also became clear that there were differences in how faculty members across UBC were experiencing the pandemic.

With support from the Provost, UBCV a decision was made to conduct a survey to probe, understand and respond to the impacts of the pandemic on UBC Vancouver faculty. The Senior Advisors formed an ad-hoc committee[2] to develop a survey on the impact of the pandemic on UBC faculty.

While the outbreak of the COVID-19 virus pandemic brought about unprecedented challenges and disruptions, 2020 saw other major events (Statistics Canada, 2020; Wilson, 2020). Global and national incidents in 2020 highlighted the prevalence of racial discrimination and systemic racism within institutions, including higher education (Deckard et al., 2021; Universities Canada, 2019). Accordingly, the committee expanded the initial survey in order to probe faculty on their experiences of UBC's climate, including racism.

About this Report

In late 2020 and early 2021, Professor Moura Quayle presented three preliminary results of this survey to the Board of Governors, which are available online[3]. This report offers a more thorough presentation of the findings. Specifically, the purpose of this report is to:

1. document and highlight UBC's workplace climate two years prior up to and including Canada's first wave of the pandemic[4];

2. summarize how the initial period of the pandemic (March 2020-July 2020) effected the research, teaching, and service activities of faculty, and their overall ability to work;

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1 Dr. Naznin Virji-Babul and Dr. Minelle Mahtani, respectively

2 The members of the ad-hoc committee are listed in the Acknowledgments section on page 2 of this report.

3 September 20, 2020 - Tenure-Track faculty COVID-19 Survey
November 24, 2020 - UBC Vancouver faculty Survey Results by Gender
April 8, 2021 - UBC Vancouver Tenure Track faculty Survey on The Effects of COVID-19 Tenure Track faculty Race Analysis

4 For timeline of pandemic waves in Canada click here

3. provide an intersectional lens to the findings;

4. reference the actions UBC has taken to respond to the effects of the pandemic on faculty; and

5. briefly discuss the lessons learned and propose actionable solutions for moving forward.

About the Survey

The survey was distributed to all tenure-track faculty members at UBC Vancouver[5] (n=2348[6]) from June 19 to July 10, 2020 (see appendix A for the survey questionnaire). A total of 1049 survey responses were received, accounting for a response rate of 45%. In accordance with UBC's data reporting standard, results with 5 or fewer respondents are not reported in order to maintain confidentiality.

Research Caveats

An accurate interpretation of the findings necessitates that consideration be given to the following caveats:

1. Surveys that do not yield a high response rate may suffer from non-response bias. While there is no consensus on what is an acceptable response rate, online surveys have, on average, a 33% response rate (Nulty, 2008) and, generally, leading journals require a response rate no less than 30%-40% for the publication of a manuscript (Story & Trait, 2019). This survey has an acceptable response rate (45%), but because the response rate is not high, caution is required when generalizing the findings. The presented findings stem from respondents of the survey, and may or may not accurately reflect the experience of all tenured faculty. Completing surveys such as the employment equity survey is vital for developing a more accurate grasp of experiences and conditions. UBC staff and faculty are asked to complete the employment equity survey.[7]

2. Of the respondents who shared their racial identity, 14 disaggregated racial identity groups are represented. However, 5 of the 14 racial identity groups have a sample size of three or less, 6 have a sample size of seven or less, and 10 have a sample size of eighteen or less. To therefore maintain the anonymity of respondents, we aggregated the racial identity groups into three racial groups: Indigenous, Racialized, and White. As a result, different experiences between racialized groups (e.g., Arab, Black, Southeast Asian) may not be fully reflected in this report.

3. Although not a longitudinal survey, the findings are a snapshot of conditions at a particular time (June-July 2020) that reflect long-standing preexisting inequities. As such, findings on the effects of the pandemic curtailment on faculty's overall ability to work, teaching, research, and service are overlaid with other preexisting conditions evident in the workplace climate results.

4. The analysis in this report is descriptive as opposed to explanatory. In other words, it summarizes and presents the findings and shares observed patterns. A regression analysis was not performed; the report does not statistically claim which variable(s) cause or explain an outcome.

5 UBC Okanagan chose not to deploy a survey at this time

6 Source: Tenure Stream faculty by Year (Including Deans and Other Senior Admin Appointments), UBC's faculty and Staff Dashboard, 2020

7 Employment equity survey available here

Parameters of Findings

Due to the large data set, a set of rules inform the results shared in this report:

- A certain number of survey questions (n=12) and factors (n=56) were selected for reporting
- Rather than describing the response of each socio-demographic groups, we report the Faculty with the highest percentage, and the socio-demographic groups with the *top three different percentages*
- In compliance with UBC's data reporting standard, we only share findings answered by 6 or more respondents
- To determine the differential impact of the pandemic and curtailment on faculty, the results are shared by identity categories and primary faculty
- We only share results where there is a 6% or more difference between the dominant group (DG) and non-dominant group (NDG) in an identity category[8]. The DG is the reference group:
  - *racial identity*: white (DG), racialized (NDG), Indigenous (NDG)
  - *(dis)ability*: non-disabled (DG), disabled respondents (NDG)
  - *gender identity*: men (DG), women (NDG), non-binary (NDG)
  - *sexual orientation*: heterosexual (DG), 2SLGBQ+ (NDG)
  - *caregiving role*: respondents with no caregiving role (DG), respondents with caregiving role (NDG)[9]
- we also only share results where there is a 6% or more difference between the dominant group (DG) and non-dominant group (NDG) in an *intersected* identity category. For a list of the intersected identity demographics see appendix B.

Why We Are Using an Intersectional Approach

In 1989, Kimberlé Crenshaw coined the term 'intersectionality' to address the theoretical erasure of Black women in feminist theory and anti-racist politics. Drawn from her work as a legal scholar and rooted in Black feminist and critical race theories, intersectionality creates a framework to understand the way multiple forms of marginalization (e.g., racism, sexism, and classism) intersect/interact and impact people.

In this report, we use an intersectional approach to ascertain how the pandemic curtailment has impacted respondents differently. While a non-intersectional approach focuses on how membership in a social group (e.g. non-binary people) and/or inequity (e.g. racism) *separately* shape or impact a phenomenon (e.g., research interests and outcome), an intersectional approach starts from the premise that people are part of multiple social groups that can be arranged on a vertical axis denoting proximity and access to formal power. Dominant or advantaged groups are those that wield the most social power. Non-dominant

8 For example, '79% of non-disabled and 75% of disabled respondents agree to this statement' is a 4% difference between the dominant and non-dominant group.

9 'Dominant' and 'non-dominant' values are not suitable labels for the 'caregiving role' category. We acknowledge, however, that not having a caregiving role has advantages on the time available one has for work, and that the 'motherhood penalty', 'parenthood penalty', and 'fatherhood premium' is a common reality.

groups, which are "historically, persistently, or systemically marginalized groups"[10], wield different degrees of less power. The positions of groups within the axis of power are not accidental. They are the product of state-sanctioned discrimination.

Most people are, simultaneously, members of dominant and non-dominant social groups, and thus face a unique set of unequal burdens and advantages in life. During data analysis, an intersectionality approach seeks to understand how two or more social inequities (e.g., ableism and heterosexism) shape a phenomenon, and/or how the combination of two or more social identities (e.g. disabled Indigenous people) inform and play a role in experiences and outcomes. In using an intersectional approach to analyze the findings, we are better equipped to understand and respond to the unequal effects of the pandemic (Maestripieri, 2021).

Cumulative Effects

In addition to an intersectional lens, we pay attention to the cumulative nature of positive effects and negative effects.

This concept submits that:

- People may experience various combinations of positive and negative effects within the *same* domain (e.g., research) and across domains (e.g., research, teaching, and service).
- Positive and negative effects within and across domains may *aggregate* over time and lead to large inter-group disparities.
- Positive and negative effects in one domain may directly or indirectly impact one or more other domains.
- A positive or negative effect generally reinforces a similar effect; in other words, positive effects may increase the likelihood of positive effects, and negative effects may increase the likelihood of negative effects.

Terminology

Domains: In this report, domains refer to the five areas of faculty's lives assessed in the survey: workplace climate, overall ability to work, teaching activities, research activities, and service activities.

Factors: Each domain is assessed through a number of survey questions that, in turn, assess various factors. For example, results for the workplace climate domain stem from two questions[11] that assess a total of 14 factors[12] (see appendix C for a list of the factors).

10 See UBC's Equity and Inclusion Office's glossary for more on 'historically, persistently, or systemically marginalized'

11 Question 1: Based on your experience in the past two years at UBC, please indicate the extent to which you agree or disagree with each of the following statements.
Question 2: In the past two years at UBC, how often have you experienced the following in your work environment?

12 For example: 'I am satisfied with opportunities to collaborate with faculty in my primary department'; 'My head/director/dean helps me obtain the resources I need'; and 'Exclusion from social interactions with colleagues'.

Social category and social groups: In this report, a social category refers to a demographic variable (e.g., racial identity, (dis)ability, sexual orientation, gender identity), while a social group refers to clusters of people within a category that are different from one another on the basis of the category's characteristic of interest (e.g., 'South Asian', 'Black', 'White', etc. are social groups for the category of race; 'disabled people' and 'non-disabled people' are social groups for the category of (dis)ability).

People with disability or disabled people: Person-first language (i.e. person with a disability) is a familiar practice that intends to shift the focus on impairment to the social barriers that impede full participation in the community[13]. In recent years, self-advocates and disability justice scholars have argued the limitations of this language and presented identity-first language as an alternative. Identity-first language aims to demonstrate that disability is central to how a person exists in the world, and that the distancing of disability in person-first language conveys a negative connotation of disability. There are varying perspectives and preferences within disability communities and scholarship, as language of identification is deeply personal and political. As such, it is important in individual contexts to use a person's preferred language. In the context of our report, we have chosen to use identity-first language to discuss (dis)ability category.

Ancestry or racial identity: The questionnaire uses the term 'ancestry' as a proxy for racial group identity, and differentiates 'ancestry' from birthplace, citizenship, language, and culture. In this report we use the term 'racial identity' as it is more familiar in everyday parlance.

2SLGBQ+: The survey does not use this acronym but asks respondents if they "identify as someone who is lesbian, gay, bisexual, queer, two-spirit, or an analogous term." Another survey question asks participants if they "identify as someone with trans experience". Reflecting the survey, the analysis treats these questions as separate. Since response rate of people who identify as trans is less than 6, to remain in compliance with UBC's data reporting standard, we do not report on the findings of trans people as an exclusive demographic unit.

13 Simonsen, M., & Mruczek, C. (2019, August 22). Person-first versus identity-first language. The University of Kansas: School of Education.

Findings

The findings are presented across seven sections:

1. Demographics of Respondents
2. Workplace Climate
3. Pandemic's Effects on Faculty's Overall Ability to Work
4. Pandemic's Effects on Teaching
5. Pandemic's Effects on Research
6. Pandemic's Effects on Service
7. Assessment of Cumulative Negative and Positive Effects

The results of sections 2-6 stem from an analysis of 12 questions and 56 factors (see appendix A and C). Two calculations are used to make sense of the data:

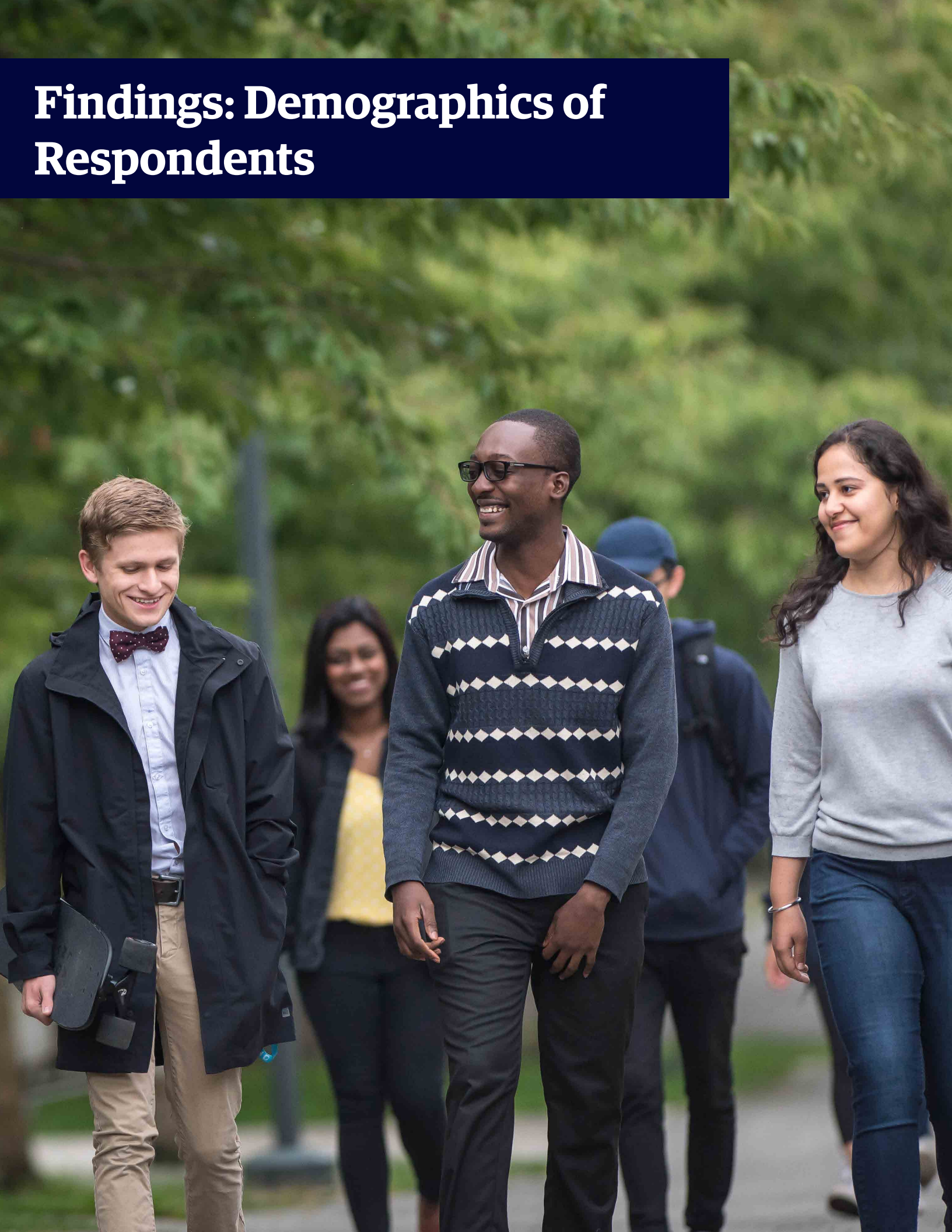
- The first calculation uses the *overall* response to a question (aka, total sample) as the denominator and the *response option* (aka, answer choices) as the numerator. In other words, this percentage is based on the number of people who chose 'agree' or 'disagree' divided by the number of people who answered the question (total sample).

- The second calculation uses the total count of a social group (e.g., women) who answered a question as the denominator, and the proportion of the social group who chose a specific response option (e.g., 'agree' or 'disagree') as the numerator. This percentage is presented in the paragraphs below the first calculation.

Lastly, some results may be considered as having a 'negative effect' and others a 'positive effect' on faculty's work experience or output. For example, a decrease in grant opportunities has a 'negative effect,' while an increase in grant opportunities has a 'positive effect' for a faculty. Where relevant, results are expressed as 'negative' or 'positive'. This is particularly useful to assess the number of negative effects or positive effects social groups experience and if there is an unequal distribution of burdens and benefits across social groups.

The designation of 'negative' and 'positive' effects cannot, however, be automatically taken to mean that those experiencing a 'negative effect' experience ***more*** of a negative experience than those labeled as experiencing a 'positive effect'. For example, Individual A who dedicated 10 hours per week *before* the pandemic for class-preparation and did not experience an 'increase' or 'decrease' in class-preparation hours *during* the pandemic is considered to have a 'positive' experience. On the other hand, Individual B who dedicated 7 hours a week *before* the pandemic and experienced a 3-hour-per-week increase in class-preparation *during* the pandemic is labeled to have experienced a 'negative effect'—although both individuals now prepare for class for the same duration (10 hours per week). Caution should thus be taken when interpreting the findings.

Findings: Demographics of Respondents



The findings in this first section describes the socio-demographic and work-demographic characteristics of respondents.

Respondents were asked to identify their racial identity, (dis)ability, gender identity, sexual orientation, and caregiving role (socio-demographics), and their primary Faculty, stream (research or educational leadership), academic title, administrative appointment, title of administrative appointment, and years working at UBC (work-role demographics).

Socio-Demographics (Single Variables):

Racial Identity (aggregate)		
White	671	64%
Racialized	204	19%
Indigenous	17	2%
N/A	157	15%

The racial identity distribution of survey respondents mirrors the racial identity distribution of tenured-faculty at UBCV captured in the employment equity survey; most are white, followed by racialized and Indigenous.

Racial Identity (disaggregate)		
White	671	64%
East Asian	87	8%
Multiracial	37	4%
South Asian	30	3%
West Asian or Middle Eastern	18	2%
Latin, South, or Central American	15	1%
Indigenous	17	2%
Arab	7	1%
African/Black	x	x
Southeast Asian	x	x
Filipino/a	x	x
Indigenous (ONA)	x	x
South Pacific Islander	x	x
N/A	157	15%

x = data suppressed due to insufficient data to report
ONA = outside of North America

White survey respondents are three times the population of racialized *and* Indigenous respondents combined (75% vs. 25%), and substantially more than the next largest racial group of respondents, East Asian (10%). More West Asian or Middle Eastern faculty responded to the COVID-19 survey than to the employment equity survey, a discrepancy that may be due to an increase in said faculty *after* the 2019-2020 employment equity survey data collection launch.

Disability		
Non-Disabled People	804	77%
Disabled People	100	10%
N/A	145	14%

11% of respondents identify as having a disability, which includes mobility, sensory, learning, and other physical or mental health impairments. Additionally, more respondents in the COVID-19 survey identify with having a disability than respondents captured in the 2019/2020 employment equity survey.

Gender Identity		
Men	491	49%
Women	433	44%
Non-Binary	11	1%
N/A	59	6%

While the gender distribution between women (44%) and men (49%) is close, only 1% of respondents identify as non-binary.

Sexual Orientation		
Heterosexual	838	84%
2SLGBQ+	85	9%
N/A	73	7%

A sizeable percentage of respondents (84%) identify as heterosexual, while 9% identify as 2SLGBQ+.

Caregiver Role		
Caregiver	793	92%
Non-Caregiver	27	3%
No Response	42	5%

The vast majority of respondents provide care to at least 1 person.

Socio-Demographics (Intersected Variables):

To perform an intersectional analysis, each of the five socio-demographic categories were combined with other socio-demographic categories, producing a set of ten intersected socio-demographic categories[14]:

14 1) Racial Identity*Disability
2) Racial Identity*Gender
3) Racial Identity*LGBTQ
4) Racial Identity*faculty
5) LGBTQ*Disability
6) LGBTQ*Gender.
7) LGBTQ*faculty
8) Gender*Disability
9) Gender*faculty
10) Disability*faculty

Socio-Demographic Categories (intersected)				
	Disability	Sexual orientation	Gender	Caregiver role
Racial Identity *and*	✓	✓	✓	✓
Disability *and*		✓	✓	✓
Sexual orientation *and*			✓	✓
Gender *and*				✓

In light of UBC's commitments to anti-racism, which includes adopting the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, the data shown below are demographics of racial identity intersected with the remaining four socio-demographic categories.

Racial Identity by Disability		
Non-Disabled White Person	560	67%
Non-Disabled Racialized Person	174	21%
Non-Disabled Indigenous Person	15	2%
Disabled White Person	70	8%
Disabled Racialized Person	19	2%
Disabled Indigenous Person	x	x
x = data suppressed due to insufficient data to report		

Racial Identity by Sexual Orientation		
White Heterosexual Person	584	68%
Racialized Heterosexual Person	182	21%
White 2SLGBQ+ Person	65	8%
Indigenous Heterosexual Person	12	1%
Racialized 2SLGBQ+ Person	12	1%
Indigenous 2SLGBQ+ Person	x	x
x = data suppressed due to insufficient data to report		

Racial Identity by Gender		
White Men	332	38%
White Women	320	37%
Racialized Men	115	13%
Racialized Women	80	9%
Indigenous Men	8	1%
Indigenous Women	7	1%
White Non-Binary Person	x	x
Racialized Non-Binary Person	x	x
Indigenous Non-Binary Person	x	x
x = data suppressed due to insufficient data to report		

Racial Identity by Caregiver Role		
White Faculty Caregiver	523	73%
Racialized Faculty Caregiver	160	22%
White Person with no Caregiving Role	15	2%
Indigenous Caregiver of One or More Persons	13	2%
Racialized Person with no Caregiving Role	6	1%
Indigenous Person with no Caregiving Role	x	x
x = data suppressed due to insufficient data to report		

Work-Role Demographics (Single Variables):

The next set of demographics are of respondents' work-roles and status: primary Faculty, academic stream, academic title, administrative appointment, title of administrative appointment, and years working at UBC.

Primary Faculty		
Arts	290	28%
Science	215	20%
Medicine	181	17%
Applied Science	105	10%
Education	77	7%
Business (Sauder)	36	3%
Forestry	32	3%
Law	21	2%
Land and Food Systems	19	2%
Dentistry	17	2%
Pharmaceutical Sciences	15	1%

All 11 UBC faculties are represented in the findings, with respondents from Arts Science, and Medicine accounting for 65% of respondents' home Faculty.

Faculty Stream		
Research stream	863	86%
Educational leadership stream	135	13%
Other	10	1%

Academic Title (Research Stream)		
Assistant Professor	173	20%
Associate Professor	238	28%
Professor	445	52%
Other (please specify)	x	x
x = data suppressed due to insufficient data to report		

Academic Title (Education Leadership Stream)		
Instructor/Assistant Professor of Teaching	44	33%
Senior Instructor/Associate Professor of Teaching	72	54%
Professor of Teaching	18	13%

Administrative Appointment		
No	794	80%
Yes	198	20%

Administrative Appointment Title		
Associate Head	41	21%
Head	32	17%
Associate Dean	25	13%
Dean	x	x
Other (please specify)	88	46%
x = data suppressed due to insufficient data to report		

Time at UBC		
2 years or less	97	10%
3-5 years	100	10%
5-10 years	159	16%
10-20 years	383	38%
More than 20 years	264	26%

Socio-Demographics x Work-Role (Intersected Variables):

The tables below show the distribution of *racial identity* by each work-role variable. Considering the large data set, excluded from this report is the distribution of the remaining four socio-demographics individually by each of the work-role variables, and the intersected racial identity variables by the work-role variables.

Racial Identity by Primary Faculty						
	Indigenous		Racialized		White	
Applied Science	x	x	24	12%	56	8%
Arts	x	x	54	27%	204	31%
Business	x	x	15	7%	16	2%
Dentistry	x	x	x	x	9	1%
Education	x	x	12	6%	50	7%
Forestry	x	x	6	3%	21	3%
Land and Food Systems	x	x	x	x	14	2%
Law	x	x	x	x	10	1%
Medicine	x	x	37	18%	123	18%
Pharmaceutical Sciences	x	x	x	x	9	1%
Science	x	x	41	20%	155	23%
x = data suppressed due to insufficient data to report						

Racial Identity by Faculty Stream				
	Research		Education Leadership	
Indigenous	12	71%	135	x
Racialized	175	87%	30	12%
White	574	86%	90	13%
x = data suppressed due to insufficient data to report				

Racial Identity by Academic Title (Research Stream)						
	Assistant Professor		Associate Professor		Professor	
Indigenous	x	x	x	x	7	58%
Racialized	49	28%	50	29%	76	43%
White	102	18%	160	28%	309	54%
x = data suppressed due to insufficient data to report						

Racial Identity by Academic Title (Education Stream)						
	Instructor / Assistant Professor		Senior Instructor / Associate Professor		Professor	
Indigenous	x	x	x	x	x	x
Racialized	13	52%	10	40%	x	x
White	23	26%	52	58%	14	16%
x = data suppressed due to insufficient data to report						

Racial Identity by Administrative Appointment				
	Yes		No	
Indigenous	x	x	11	73%
Racialized	32	16%	170	84%
White	140	21%	516	79%
x = data suppressed due to insufficient data to report				

Racial Identity by Administrative Appointment Title										
	Associate Head		Head		Associate Dean		Dean		Other	
Indigenous	x	x	x	x	x	x	x	x	x	x
Racialized	7	23%	x	x	x	x	x	x	18	58%
White	28	20%	28	20%	16	12%	x	x	61	45%
x = data suppressed due to insufficient data to report										

Racial Identity by Time at UBC										
	2 years or less		3-5 years		5-10 years		10-20 years		More than 20 years	
Indigenous	x	x	x	x	x	x	7	41%	x	x
Racialized	34	17%	25	12%	37	18%	77	38%	31	15%
White	53	8%	61	9%	101	15%	259	39%	194	29%
x = data suppressed due to insufficient data to report										

Findings: Workplace Climate

Workplace climate refers to the overall quality of a workplace produced by characteristics including the physical environment, organizational values, norms, guidelines, decisions and actions, management style, organizational culture, relations between employees, etc. Generally, large organizations have an all-encompassing climate that exists alongside divisional-level climates. For varying reasons, employees' perception and experience of the climate may differ.

Results for the workplace climate domain stems from two survey questions that ask respondents to reflect on their experiences across 14 factors over the last two years (summer 2018 - summer 2020).

- Based on your experience in the past two years at UBC, please indicate the extent to which you agree or disagree with each of the following statements.
- In the past two years at UBC, how often have you experienced the following in your work environment?

Based on your experience in the past two years at UBC, please indicate the extent to which you agree or disagree with each of the following statements.[15]

My colleagues value my research/scholarship

Agree (72%) = Positive Effect

72% of respondents agree that their colleagues value their research/scholarship. Respondents in Business (89%), non-caregivers (89%), 2SLGBQ+ respondents (82%), non-binary respondents (82%), and men (77%) are the highest single-variable demographic groups to agree with this statement. When intersected, heterosexual faculty with no caregiving role (95%), white respondents with no caregiving role (93%), and non-disabled respondents with no caregiving role (90%) are the top three groups to agree that their colleagues value their research/scholarship.

Disagree (18%) = Negative Effect

Conversely, 1 in 6 (18%) respondents disagree that their colleagues value their research/scholarship, with disabled respondents (28%), faculty with a caregiving role (19%), heterosexual respondents (18%), and respondents in Forestry (30%) disagreeing the most. When intersected, disagreement is highest for faculty with a disability, more specifically, disabled racialized respondents (37%), disabled men (33%), and disabled faculty caregivers (28%).

I am satisfied with opportunities to collaborate with faculty in my primary department

Agree (68%) = Positive Effect

Most respondents (68%) are satisfied with opportunities to collaborate with faculty in their primary department. This is especially so for men (73%), white respondents (71%), and non-disabled respondents (70%), as well as respondents in Business (92%). When intersected, non-disabled men (75%), white men

15 There are 7 response options to this question. We combined 6 into two separate bins and omitted 1 response option. Bin one, **Disagree**, combines 'strongly disagree', 'disagree', and 'disagree somewhat'. Bin two, **Agree**, combines 'strongly agree', 'agree', and 'agree somewhat'. Omitted from this presentation is the 'neither agree nor disagree' response option.

(74%), men faculty caregivers (73%), and heterosexual men (73%) are the top groups to report being satisfied with opportunities to collaborate with faculty in their primary department.

Disagree (20%) = Negative Effect

1 in 5 (20%) respondents report dissatisfaction with opportunities to collaborate. Indigenous faculty (35%), disabled faculty (28%), and women faculty (24%) report the highest disagreement, as well as respondents in Education (38%). When socio-demographic groups are intersected, disagreement is highest for faculty with a disability, more specifically, disabled racialized faculty (42%), disabled faculty caregivers of at least 1 recipient (32%), and disabled men (29%).

I feel excluded from an informal network in my department

Agree (31%) = Negative Effect

About 1 in 3 respondents (31%) feel excluded from an informal network in their department. Respondents from Education (53%) report the highest level of exclusion, followed by disabled respondents (48%), women (40%) and Indigenous respondents (35%). When intersected, agreement is highest for faculty with a disability, more specifically, disabled racialized respondents (53%), disabled faculty caregivers (48%), disabled heterosexual respondents (47%), and disabled women (47%) report the highest feelings of exclusion from informal department networks.

Disagree (52%) = Positive Effect

Conversely, persons with no caregiving role (67%), men respondents (61%), and non-disabled faculty (55%), as well as respondents from Business (75%), disagree the most with this statement. When intersected, relative to their population, Indigenous men (75%), heterosexual faculty with no caregiving role (74%), and men with no caregiving role (72%) are the most to disagree that they feel excluded from informal department networks.

I have to work harder than my colleagues to be perceived as a legitimate scholar

Agree (37%) = Negative Effect

More than 1 in 3 respondents (37%) agree that they have to work harder than their colleagues to be perceived as a legitimate scholar. Agreement with this statement is highest for Indigenous (59%), non-binary (55%), racialized (48%), disabled (48%) and women (48%) respondents, as well as faculty in Land and Food Systems (56%). When intersected, disabled racialized respondents (74%), Indigenous faculty caregivers (69%), and disabled 2SLGBQ+ respondents (67%) are the most likely to report having to work harder than their colleagues to be perceived as a legitimate scholar.

Disagree (40%) = Positive Effect

Conversely, faculty with no caregiving role (52%), men (51%), and white faculty (45%), as well as respondents from Business (58%), are significantly more likely to disagree with this statement. When intersected, disagreement is highest for faculty with no caregiving role, more specifically, heterosexual persons with no caregiving role (58%), non-disabled persons with no caregiving role (57%), and men with no caregiving role (56%) were the top three demographic groups to disagree having to work harder than their colleagues to be perceived as a legitimate scholar.

My department is a place where individual faculty may comfortably raise personal and/or family issues

Agree (59%) = Positive Effect

About 3 in 5 (59%) respondents agree that their department is a place where individual faculty may comfortably raise personal and/or family issues. Persons with no caregiving role (67%), men (64%) and white (62%) respondents, as well as faculty in Forestry (75%) are the top groups to agree that their department is a place where faculty may comfortably raise personal and/or family issues. When intersected, white respondents with no caregiving role (80%), men with no caregiving role (72%), and 2SLGBQ+ women (69%) are the top three groups to agree with this statement.

Disagree (26%) = Negative Effect

Conversely, non-binary (55%), Indigenous (53%), disabled (32%), and women (32%) respondents are the top demographic groups to disagree with this statement, as well as faculty from Dentistry (63%). When intersected, Indigenous heterosexual respondents (67%), non-binary faculty caregivers (60%), and disabled 2SLGBQ+ respondents (58%) are the most likely to disagree with this statement.

My head/director/dean creates a collegial and supportive environment

Agree (73%) = Positive Effect

73% of respondents agree that their head/director/dean creates a collegial and supportive environment. Respondents with no caregiving role (81%), men (78%), and non-disabled respondents (75%), as well as faculty in Business (92%), are the top demographic groups to agree that their head/director/dean creates a collegial and supportive environment. When intersected, agreement is highest for faculty with no caregiving role, more specifically, white respondents with no caregiving role (93%), Indigenous women (86%), and heterosexual non-caregivers (84%).

Disagree (16%) = Negative Effect

Conversely, about 1 in 6 (16%) disagree that their head/director/dean creates a collegial and supportive environment. Relative to their population, disabled respondents (23%), women (19%), and faculty with a caregiving role (17%) report the highest levels of disagreement with this statement, including respondents in Dentistry (63%). When intersected, disabled racialized respondents (42%) are by far the most likely to disagree with this statement, followed by disabled faculty caregivers (25%) and 2SLGBQ+ faculty caregivers (24%).

My head/director/dean helps me obtain the resources I need

Agree (66%) = Positive Effect

Most respondents (66%) agree that their head/director/dean helps them obtain the resources they need. Men (70%) and non-disabled faculty (68%) are the most likely to agree with this statement, including faculty in Business (92%). When intersected, white persons with no caregiving role (80%), men with no caregiving role (78%), and racialized men (77%) agree the most with this statement.

Disagree (19%) = Negative Effect

Close to 1 in 5 (19%) disagree with this statement. Indigenous respondents (41%) report significantly greater levels of overall disagreement, followed by disabled (24%) and 2SLGBQ+ (23%) respondents. Dentistry (50%) and Land and Food Systems (50%) report the highest levels of disagreement among faculties. When intersected, disabled racialized respondents (47%), Indigenous faculty caregivers (46%), and 2SLGBQ+ faculty caregivers (29%) disagree the most with this statement.

I have a voice in the decision-making that affects the direction of my department/school

Agree (70%) = Positive Effect

Most respondents (70%) agree that they have a voice in the decision-making that affects the direction of their department/school. Non-binary faculty (82%), faculty with no caregiving role (78%), and men (75%) agree the most with this statement, including faculty in Business (81%). When intersected, men with no caregiving role (89%), non-disabled non-binary respondents (86%), and heterosexual faculty with no caregiving role (84%) are the top three demographic groups to agree having a voice in decision-making that affects the direction of their department/school.

Disagree (22%) = Negative Effect

Close to a quarter (22%) do not agree with this statement. Disabled respondents (30%) and women (25%) report the highest levels of overall disagreement with this statement, including respondents in Land and Food Systems (56%). When intersected, disagreement is highest for faculty with a disability, more specifically, disabled racialized respondents (42%), disabled women (30%), disabled faculty caregivers (30%), and racialized women (26%) disagree the most that they have a voice in department/school decision-making.

I am reluctant to bring up issues that concern me about the behaviour of my colleagues

Agree (35%) = Negative Effect

More than 1 in 3 (35%) of respondents agree that they are reluctant to bring up issues that concern them about the behaviour of their colleagues. Disabled (45%), women (43%) and racialized (42%) respondents, including faculty in Law (60%) agree the most with this statement. When intersected, racialized women (51%), heterosexual Indigenous respondents (50%), and disabled racialized respondents (47%) report the most reluctance to bring up issues about the behaviors of their colleagues that concern them.

Disagree (45%) = Positive Effect

Conversely, non-binary respondents (55%), 2SLGBQ+ respondents (53%), and men (52%), including respondents from Business (69%), are the most groups to disagree with this statement. When intersected, racialized 2SLGBQ+ respondents (67%), men with no caregiving role (61%), and non-binary faculty caregivers (60%) report the highest disagreement with this statement relative to their populations.

In the past two years at UBC, how often have you experienced the following in your work environment?[16]

Exclusion from social interactions with colleagues

Some or More Times (31%) = Negative Effect

Overall, about 1 in 3 (31%) respondents report experiencing exclusion from social interactions with colleagues at least sometimes (i.e. sometimes, often, or all the time). Non-binary (55%), Indigenous (53%), and disabled (49%) respondents report the highest experience of interpersonal exclusion, including respondents in Education (55%). When intersected, disabled 2SLGBQ+ respondents (58%), disabled racialized respondents (58%), Indigenous faculty caregivers (54%), and disabled caregivers (51%) report the most experience of interpersonal exclusion.

Never (42%) = Positive Effect

Conversely, faculty with no caregiving role (56%), men (53%), and white faculty (45%), including respondents from Land and Food Systems (56%), are the uppermost demographic groups to report never experiencing exclusion from social interactions with colleagues. When intersected, men with no caregiving role (72%), heterosexual faculty with no caregiving role (63%), and white men (57%) report never experiencing interpersonal exclusion the most.

Being left out of the loop on important information that other colleagues got

Some or More Times (38%) = Negative Effect

More than 1 in 3 (38%) respondents experience being left out of the loop of important information that other colleagues got *at least* sometimes. Indigenous (59%), non-binary (55%), 2SLGBQ+ (50%) and disabled (50%) respondents, including faculty in Dentistry (56%), report significantly greater experiences of being left out of the loop. When intersected, Indigenous women (86%), disabled racialized respondents (79%), and disabled 2SLGBQ+ faculty (67%) are the foremost to report experiencing information exclusion some or more times.

Never (29%) = Positive Effect

Conversely, faculty with no caregiving role (52%), men (36%), and non-disabled (31%) respondents, including faculty in Business (50%), report never being left out of the loop on important information the most. When intersected, faculty with no caregiving role report never experiencing this the most; with the top three being men with no caregiving role (61%), heterosexual faculty with no caregiving role (58%), and white persons with no caregiving role (53%).

16 There are 5 response options to this question. We combined 3 into one bin, kept 1 as is, and omitted the other from this presentation. Bin one, S**ome or More Times**, combines 'sometimes', 'often', and 'all the time'. Response option, 'never', remains as is. Omitted from this presentation is the 'rarely' response option.

Someone else receiving or taking credit for your ideas or work

Some or More Times (26%) = Negative Effect

1 in 4 respondents (26%) have experienced someone else receive or take credit for their ideas or work some or more times. Relative to their population, disabled faculty (40%), women faculty (36%), and Indigenous respondents (35%), as well as faculty from Dentistry (50%), report the highest rate of someone else receiving or taking credit for their ideas or work. When intersected, the top three socio-demographics that report this experience are disabled racialized faculty (68%), disabled 2SLGBQ+ respondents (58%), and Indigenous heterosexual faulty (50%).

Never (52%) = Positive Effect

Conversely, men (62%), non-disabled faculty (54%), and white respondents (53%) are the top groups to report never having this experience, including faculty in Forestry (69%). When intersected, non-disabled men (66%), heterosexual men (63%), white men (63%), racialized men (63%) and men caregivers (59%) are the foremost to report never experiencing someone else receiving or taking credit for their ideas or work.

Gender-based insults or put-downs

Some or More Times (17%) = Negative Effect

1 in 6 (17%) respondents report experiencing gender-based insults or put-downs some or more times. Respondents in the Faculty of Law (45%), 2SLGBQ+ respondents (29%), women faculty (28%) and disabled faculty (26%) report experiencing gender-based insults or put-downs the most. Across *all* intersected demographic categories, women report this experience substantially more than men faculty. The top three reportable intersected demographic groups involving gender are disabled racialized (37%), 2SLGBQ+ women (36%), and 2SLGBQ+ caregivers (34%).

Never (68%) = Positive Effect

Conversely, faculty in Business (89%), men faculty (84%), respondents with no caregiving role (74%), and non-disabled respondents (70%) are the foremost groups to report *never* experiencing gender-based insults or put-downs. Across *all* intersected demographic categories, men report never experiencing this considerably more than women. The top three intersected demographic groups who report never experienced gender-based insults are non-disabled men (86%), heterosexual men (86%), white men (85%), and racialized men (83%).

Racist insults or put-downs

Some or More Times (8%) = Negative Effect

1 in 12 (8%) respondents report experiencing racist insults or put-downs some or more times. Indigenous (35%), racialized (19%), and disabled (14%) respondents, as well as faculty in Education (16%), report the most experience of racist insults or put-downs. When intersected, Indigenous heterosexual faculty (50%), disabled racialized faculty (47%), and Indigenous faculty caregivers (46%) are the top three demographic groups to report experiencing racist insults or put-downs at this frequency.

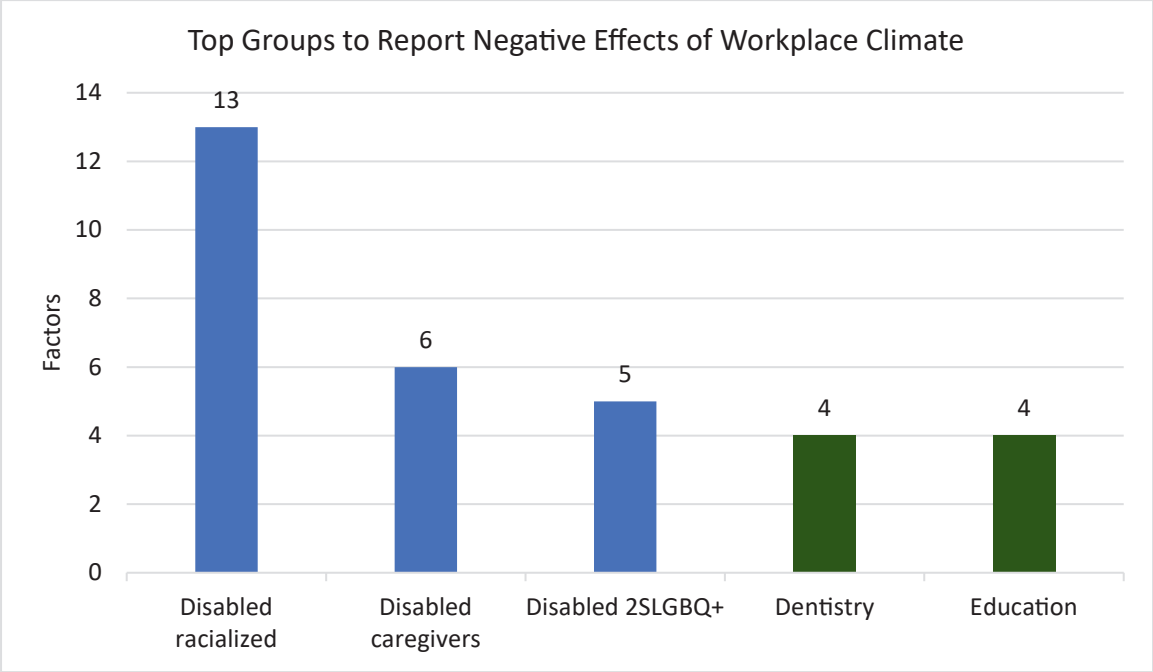
Never (82%) = Positive Effect

Overall, 82% of respondents report never experiencing racist insults or put-downs. This is especially so for faculty in Pharmaceutical Sciences (93%), white respondents (90%), men (86%), and non-disabled faculty (83%). When intersected, white men (92%), white heterosexual respondents (91%), non-disabled white faculty (91%), white faculty caregivers (89%) and white women (89%) are the top groups to report never experiencing racist insults or put-downs.

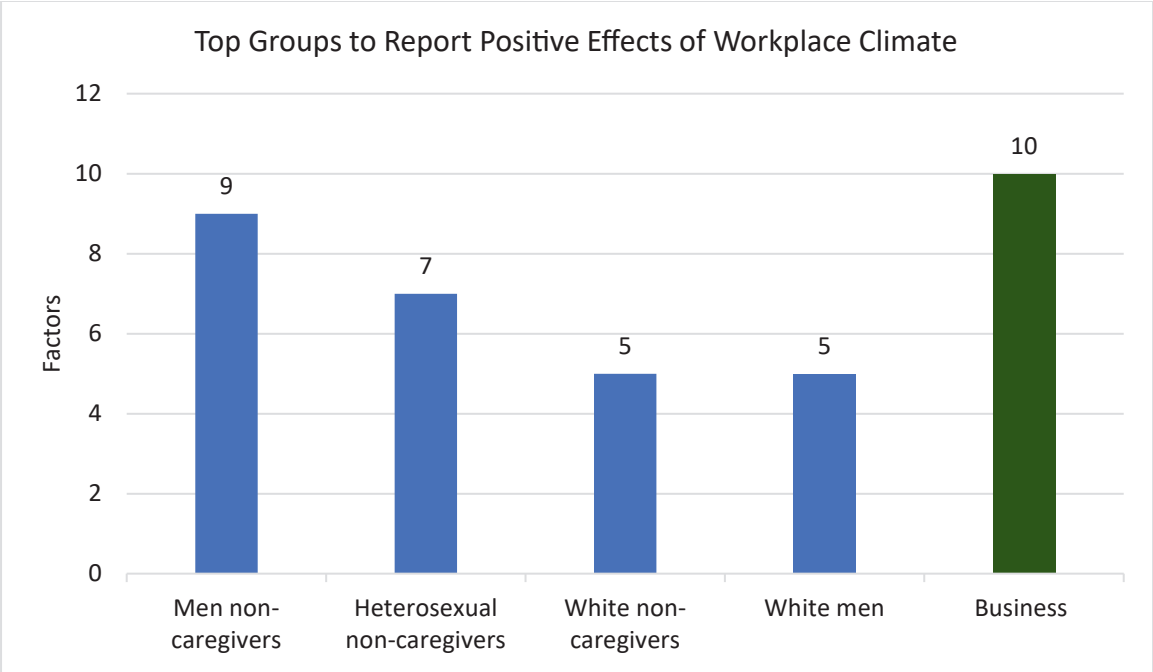
Cumulative Effects: Workplace Climate

Negative and positive effects are unequally distributed across faculty groups, with some groups experiencing more negative or positive effects than others. The patterned nature of this distribution suggests an underlying structural process that contributes and/or fails to prevent disparities in the workplace.

The results for the workplace climate domain stem from two questions and 14 factors.



The above graph presents the top socio-demographic groups and faculty who report the most counts of negative effects in the workplace. Disabled racialized faculty report negative effects across 13 factors of this domain, disabled caregivers report negative effects across 6 factors, and disabled 2SLGBQ+ faculty report negative effects across 5 factors. Among faculty, respondents from Dentistry and Education each report negative across 4 factors in this domain.



Conversely, positive effects across factors were reported mainly by non-caregivers and men; more specifically, men non-caregivers report positive effects across 9 factors of this domain, heterosexual non-caregivers across 7 factors, and white non-caregivers and white men each report positive effects across 5 factors. Among faculty, respondents from Business overwhelmingly report the highest positive effects compared to other faculty—across 10 factors.

Findings: Effects on Overall Ability to Work

This section explores the effects of the COVID-19 pandemic and curtailment on faculty's overall ability to work during the first wave of the pandemic (Jan 2020-July 2020). The findings for this domain stem from two survey questions that assess 9 factors:

- Overall, how have each of the following affected your ability to perform your work during COVID-19?
- Have any of the following reduced your ability to perform your work during COVID-19?

Overall, how have each of the following affected your ability to perform your work during COVID-19?[17]

Time available

Restricted Ability to Work (57%) = Negative Effect

Overall, 57% of faculty members report time availability as a restricting factor in their ability to work. Faculty caregivers (64%) and women (62%) report time availability as restricting their ability to perform their work the most. Among faculty, respondents from Land and Food Systems (74%) report the highest level of work performance restriction due to time availability. When intersected, the restrictive effect of time availability on work performance is, proportionally to their survey population, most acute for disabled 2SLGBQ+ faculty (75%), disabled women (65%), non-disabled faculty caregivers (65%) and heterosexual faculty caregivers (64%).

Improved Ability to Work (13%) = Positive Effect

Conversely, non-caregivers (23%), disabled faculty (18%), and faculty from Forestry (19%) were the most likely to report that time availability *improved* their ability to work. When intersected, work performance improvement is highest for disabled heterosexual persons (22%), disabled men (19%), disabled white person (19%), and disabled women (18%). The top four demographic groups to report an improvement on their work due to time availability are all disabled. This may reflect a decrease in what we may call "time or temporal inequality", whereby disabled faculty, constrained in great part by environmental, organizational, and attitudinal social barriers, expend more time navigating life outside their homes than non-abled individuals. For some disabled people, remote work reduces the time required to navigate inaccessible environments thus increasing time available for work.

Available work space

Restricted Ability to Work (63%) = Negative Effect

Sixty-three percent (63%) of respondents experience work space availability as a significant restricting factor on their overall ability to work. Racialized (73%), 2SLGBQ+ (68%) and caregiving (66%) respondents, including faculty from Applied Science (70%), report experiencing this burden the most. When intersected, racialized men (77%), racialized faculty caregivers (75%), racialized 2SLGBQ+ faculty (75%), and disabled men (71%) are the top sociodemographic groups to report work space availability as restricting their work performance ability.

17 There are 3 response options to this question. We omitted 1 response option from this presentation. 'Restricted my ability to perform my work' and 'improved my ability to perform my work' are presented as is. Omitted from this presentation is the 'no effect/NA' response option.

Improved Ability to Work (2%) = Positive Effect

Few respondents report the availability of work space as a factor that *improved* their ability to work. When intersected, disabled racialized persons (17%), disabled women (10%), and racialized 2SLGBQ+ faculty (8%) report the highest improvement to their work due to workspace availability.

Staff support

Restricted Ability to Work (44%) = Negative Effect

A sizeable portion (45%) of respondents found that (the lack of) staff support, such as administrative, teaching, and research assistants, restricted their overall ability to perform their work. Indigenous (59%), racialized (48%) and caregiving (45%) respondents, including faculty in Medicine (52%) report the highest staff support restriction. When intersected, Indigenous faculty caregivers (62%), Indigenous heterosexual respondents (58%), and disabled racialized faculty (53%) report the highest restriction.

Improved Ability to Work (7%) = Positive Effect

Very few respondents report staff support as a factor improving their overall ability to perform their work during COVID-19. Respondents in Forestry are an outlier, as 22% mention that staff support *improved* their overall ability to perform their work. In the other demographic groups, 0% to 10% report the same, including 10% of white 2SLGBQ+ faculty.

Have any of the following reduced your ability to perform your work during COVID-19?[18]

Certain factors have 'somewhat' to 'severely' reduced respondents' ability to work during COVID-19. Key factors among them are presented below.

Disability/accessibility

Reduced Performance (9%) = Negative Effect

Overall, 1 in 11 (9%) of respondents report accessibility as a factor that reduced their ability to perform their work during COVID-19. This is a factor especially for disabled respondents (39%), 2SLGBQ+ respondents (12%), and women respondents (12%), including Faculty of Law respondents (43%). When intersected, disabled 2SLGBQ+ faculty (64%), disabled women (45%), and disabled racialized faculty (44%) report accessibility issues as reducing their ability to work during COVID-19 the most.

No Effect/NA (91%) = Positive Effect

Conversely, faculty in Dentistry (100%), non-disabled respondents (96%), non-caregivers (96%), and men (95%) report accessibility issues as having *no* effect on or not applying to their ability to perform their work.

When intersected, groups containing able-bodied respondents or men are the most to report accessibility

18 There are 3 response options to this question. We combined 2 response options into one bin, and kept 1 response option as is. Bin one, **Reduced**, combines 'severely reduced my ability to perform my work' and 'somewhat reduced my ability to perform my work'. Response option, 'no effect/NA', remains as is.

issues having no effect or not applying to their ability to perform their work. The top groups include 100% of non-disabled respondents with no caregiving role, racialized respondents with no caregiving role, men with no caregiving role, and Indigenous men. This is followed by 97% of non-disabled white persons, non-disabled men, white men, and 2SLGBQ+ men, and 96% of white men, non-disabled heterosexual respondents, non-disabled women, non-disabled caregivers, and non-disabled 2SLGBQ+.

Household conflict

Reduced Performance (30%) = Negative Effect

Close to 1 in 3 (30%) respondents report household conflict as reducing their ability to perform their work during COVID-19. Indigenous (47%), racialized (41%), and caregiving (36%) respondents, and Forestry faculty (44%) report the highest rates of this impact on work performance due to household conflict. When intersected, the negative work performance impact of household conflict is most reported by Indigenous caregivers (62%), Indigenous heterosexual faculty (50%), and racialized faculty caregivers (49%).

No Effect/NA (70%) = Positive Effect

Conversely, respondents with no caregiving role (89%), white respondents (75%), and men respondents (71%), including faculty in Dentistry (88%), were the main groups to report household conflict bearing no effect on their ability to perform their work or not applying to them. When intersected, of the reportable findings, respondents with no caregiving role are the most to report household conflict having no effect or not being applicable to their work performance. This includes racialized persons with no caregiving role (100%), men with no caregiving role (94%), and white persons with no caregiving role (93%).

Role as a caregiver

Reduced Performance (57%) = Negative Effect

Respondents attributed caregiving, whether for family, friends, community, etc., as a significant factor reducing their work performance ability during COVID-19. More than 1 in 2 (57%) report caregiving as severely or somewhat reducing their work performance. Faculty who are caregivers (71%), non-binary (64%), racialized (63%), and women (63%), and faculty in Law (71%) report caregiving impacting work performance the most. When intersected, the top three demographic groups to report the same are Indigenous faculty caregivers (77%), women faculty caregivers (73%), and disabled racialized faculty (72%).

No Effect/NA (43%) = Positive Effect

Conversely, 100% of faculty with no caregiving role, respondents from Dentistry (71%), and 2SLGBQ+ (51%) and men (48%) faculty report the lest effect or caregiving not applying to their work performance. When intersected, 100% of *all* faculty with no caregiving role report that caregiving bears no effect or applicability on their work performance. This includes racialized non-caregivers, white non-caregivers, non-disabled non-caregivers, heterosexual non-caregivers, men non-caregivers, and women non-caregivers. The next top two demographic groups include 2SLGBQ+ men (59%) and disabled 2SLGBQ+ (58%).

Stress/anxiety/sadness

Reduced Performance (73%) = Negative Effect

The impact of stress on work is also unequally distributed. While 73% of all respondents report a negative impact of stress on their ability to work, certain social groups report higher rates of stress having this impact: non-binary (91%), Indigenous (88%), disabled (81%), women (81%) and 2SLGBQ+ (81%) respondents. Among faculty, respondents from Law (90%) report the highest rate of negative impact of stress on work performance. An intersectional analysis shows that, proportional to their population, 92% of Indigenous faculty caregivers, Indigenous heterosexual faculty, and disabled 2SLGBQ+ faculty, 90% of non-binary faculty caregivers, and 88% of Indigenous men, white 2SLGBQ+ faculty, and 2SLGBQ+ non-binary faculty experience the highest negative impact of stress on work.

No Effect/NA (27%) = Positive Effect

Conversely, respondents with no caregiving role (44%), men (34%), non-disabled faculty (28%), heterosexual faculty (28%), and respondents from Dentistry (41%) report no effect of stress on work or this factor as not applicable to them. When intersected, racialized 2SLGBQ+ faculty (50%), heterosexual persons with no caregiving role (47%), and men with no caregiving role (44%) are the top three demographic groups to report 'no effect of stress' or of this factor as 'not applicable' to their work performance.

Racism/racist incidents

Reduced Performance (10%) = Negative Effect

The overwhelming majority of respondents (90%) report that racism/racist incidents had no effect on their work performance or that it does not apply to them. Of those that do mention racism having an impact, the largest impact was reported by racialized (22%) respondents. At the faculty level, Law was an outlier with 37% of respondents indicating racism/racist incidents reducing their work performance. When intersected, disabled racialized faculty (39%), racialized women (32%), and racialized faculty caregivers (26%) report the highest negative impact on work performance during COVID-19 due to racism/racist incidents.

No Effect/NA (90%) = Positive Effect

Conversely, 95% of white faculty and 100% of faculty in Business and Pharmaceutical Sciences report that racism/racist incidents have no effect on their work performance or that this factor does not apply on their ability to perform their work. When intersected, racialized faculty with no caregiving role (100%), white men (97%), non-disabled white faculty (96%), and 95% of white heterosexual respondents and white 2SLGBQ+ faculty report no effect of racism on their work performance or that this factor is not applicable on their work performance.

Harassment/discrimination

Reduced Performance (8%) = Negative Effect

Overall, 8% of respondents report that harassment/discrimination reduced their work performance ability. The top three demographic groups to report that harassment/discrimination severely or somewhat reduced their ability to perform their work include disabled (15%), racialized (13%), and 2SLGBQ+ (13%) respondents. Among faculty, respondents from Education (14%) report the same. When intersected, and

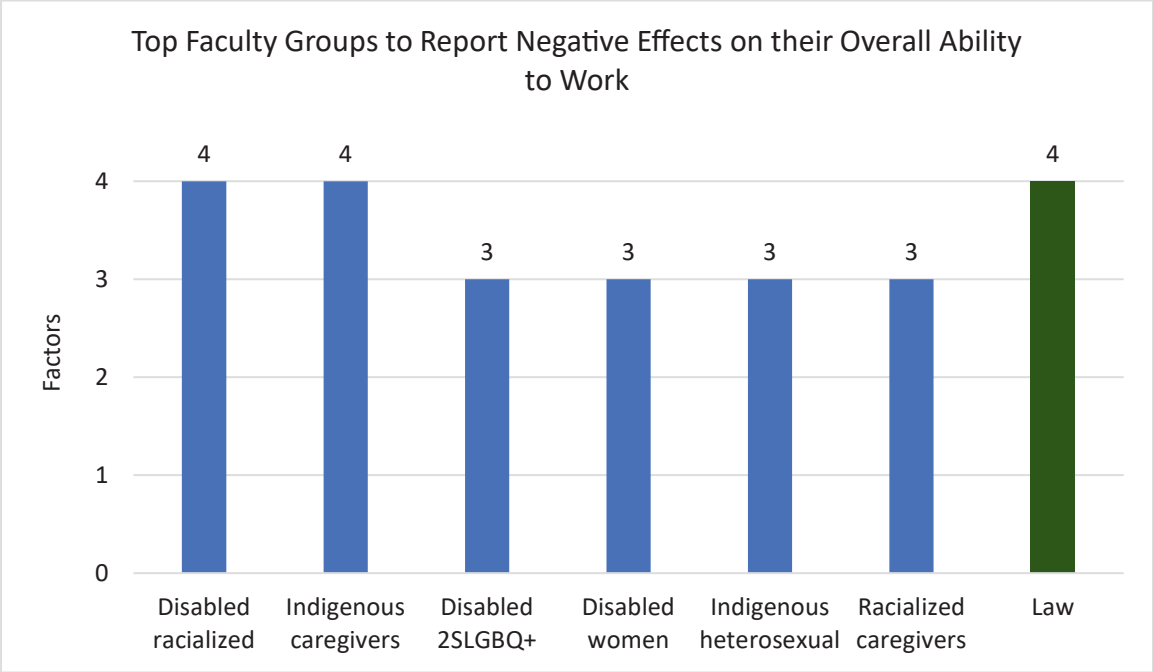
relative to their population, disabled women (20%), racialized women (19%), and disabled faculty caregivers (17%) report the highest level of negative impact of harassment/discrimination on work performance.

No Effect/NA (92%) = Positive Effect

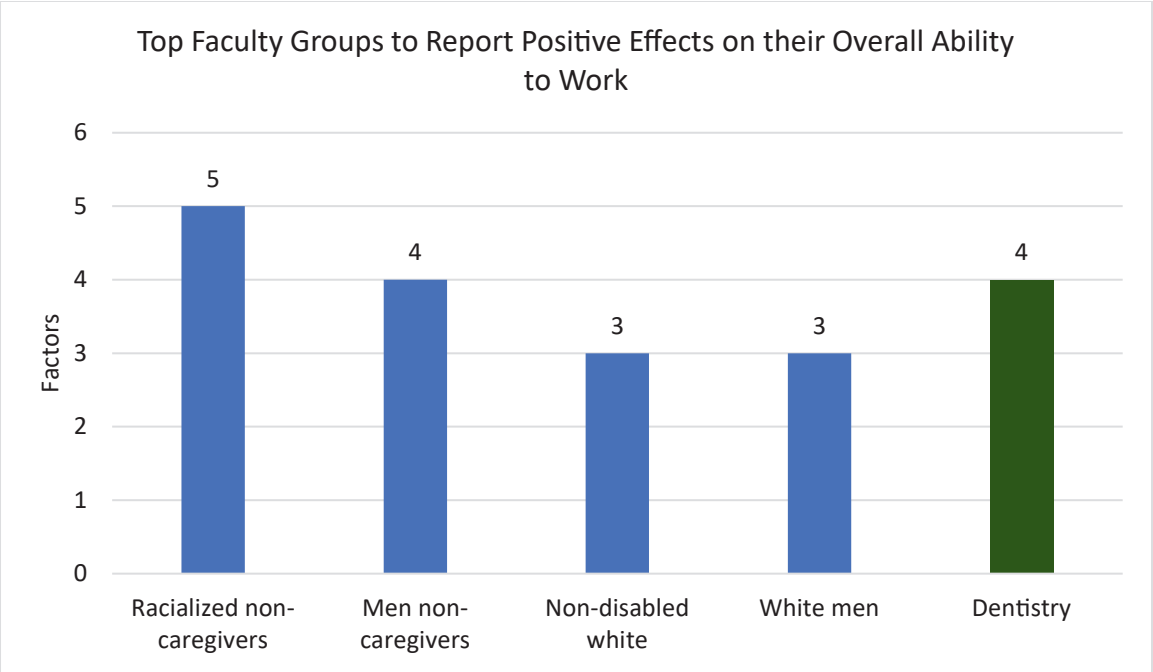
Conversely, the top respondents who report that harassment/discrimination had no effect on their work performance or is 'not applicable' to them include 100% of respondents from Business and Pharmaceutical Sciences, 96% of men respondents, 95% of white respondents, and 93% of non-disabled faculty. When intersected, the top groups to respond no effect or 'not applicable' include 100% of Indigenous heterosexual faculty, Indigenous men and Indigenous women faculty, racialized persons with no caregiving role, and women with no caregiving role. Following these respondents are 98% of white men, and 97% of disabled men.

Cumulative Effects: Overall Ability to Work

Results for the overall ability to work domain consists of two questions and 9 factors.



The highest count of negative effects of the pandemic on their overall ability to work were reported by six faculty groups. Disabled racialized faculty and Indigenous caregivers separately report negative effects across 4 factors, and disabled 2SLGBQ+ faculty, disabled women, Indigenous heterosexual faculty, and racialized caregivers each report negative effects across 3 factors. Respondents in the faculty of Law reported negative effects across 4 factors in this domain.



Conversely, racialized non-caregivers report positive effects across 5 factors, men non-caregivers across 4 factors, non-disabled white faculty and white men faculty each report positive effects across 3 factors, and, among faculty, respondents from Dentistry report positive effects across 4 factors in the overall ability to work domain.

Findings: Effects on Teaching

This section focuses on the different ways COVID-19 and curtailment impacted the teaching activities of faculty. The analysis for this domain stems from three survey questions that assess 11 factors altogether.

- Was your teaching workload affected by the transition to online courses?
- How have the following aspects of your teaching been affected by the transition to online courses due to COVID-19?
- Have you sought advice or assistance to prepare for teaching?

Was your teaching workload affected by the transition to online courses?[19]

Decreased Entirely to Somewhat Decreased (4%) = Positive Effect

Overall, 4% of faculty report that their workload somewhat decreased to decreased entirely as a result of the transition to online courses. As this is a small overall count, attention is paid to the next two response options.

Somewhat Increased to Increased by Half (39%) = Negative Effect

39% of respondents report that their workload somewhat increased to increased by half. The top groups to experience this degree of teaching workload increase due to the transition to online courses include respondents in Dentistry (69%), faculty with no caregiving role (57%), men faculty (43%), and heterosexual faculty (39%). When intersected, heterosexual faculty with no caregiving role (71%), men faculty with no caregiving role (64%), and non-disabled faculty with no caregiving role (60%) are the top three demographic groups to report this degree of teaching workload increase.

Increased by Half to Doubled or More (57%) = Negative Effect

For the majority (57%) of respondents, teaching workload increased at least by half; meaning, it increased by half, doubled, or more than doubled. This degree of increase was most prominent for Indigenous faculty (80%), non-binary faculty (78%), and 2SLGBQ+ faculty (70%). Among faculty, respondents from the Faculty of Arts (68%) report the highest increase of workload increase by half or more. When intersected, 100% of non-disabled non-binary persons, 75% of Indigenous faculty caregivers, 75% of non-binary faculty caregivers, and 74% of white 2SLGBQ+ faculty report the highest increase in workload by half or more.

19 This question uses 1 factor to determine how transition to online courses affected teaching workload. It is a slider question from 0 ('decreased entirely') to 2 ('doubled or more'). The values were combined into three bins: Bin one, **Decreased entirely to somewhat decreased**, combines values 0 to 1. Bin two, S**omewhat increased to increased by half**, combines values 1.1 to 1.5. Bin three, **Increased by half to doubled or more**, combines values 1.6 to 2.

How have the following aspects of your teaching been affected by the transition to online courses due to COVID-19?[20]

Class preparation

Became Harder (75%) = Negative Effect

For 75% of respondents, class preparation became harder due to the transition to online teaching. Class preparation was especially harder for 2SLGBQ+ (83%), Indigenous (82%), and women (79%) respondents. At the faculty level, respondents from Applied Sciences (86%) and Arts (86%) report the similar effect on their workload. When intersected, the top three reportable demographics for who class preparation became harder include all racialized 2SLGBQ+ faculty (100%), Indigenous faculty caregivers (89%) and 88% of non-disabled 2SLGBQ+ faculty, heterosexual Indigenous faculty, and non-binary faculty caregivers.

Became Easier/Did Not Change (25%) = Positive Effect

Conversely, the top reportable results of respondents whose teaching workload became easier or did not change include faculty with no caregiving role (38%), men (29%), heterosexual persons (26%) and faculty in Dentistry (56%). When intersected, the top three socio-demographic groups to report ease or no change include heterosexual persons with no caregiving role (43%), non-disabled persons with no caregiving role (40%), and heterosexual men (31%).

Lecture delivery

Became Harder (75%) = Negative Effect

Similar to class preparation, as result of the transition to online courses, lecture delivery became harder for 76% of faculty. Of the reportable results among them, Indigenous faculty (91%), faculty with one or more caregiving roles (76%), and respondents in Business (90%) are the top groups to report that lecture delivery became harder. When intersected, lecture delivery became harder the most for non-disabled non-binary faculty (100%), racialized 2SLGBQ+ faculty (89%), Indigenous faculty caregivers (89%), and Indigenous heterosexual respondents (88%).

Became Easier/Did Not Change (24%) = Positive Effect

Conversely, lecture delivery became easiest or remained unchanged for respondents with no caregiving role (32%) and respondents from Dentistry (43%). When intersected, disabled faculty caregivers (29%), disabled men (29%), disabled heterosexual persons (27%), and white men (25%) report an easing or unchanging effect on lecture delivery as a result of the transition to online courses.

Facilitating class activities

Became Harder (82%) = Negative Effect

Overall, as a result of the transition to online teaching, 82% of respondents report that facilitating class

20 There are 3 response options to this question. We combined 2 response options into one bin, and kept 1 response option as is. Bin one, **Became easier or not affected**, combines 'became easier' and 'not affected (stayed the same)'. These were combined because of the negligible responses to 'became easier' (7% or less). Response option, 'became harder' remains as is.

activities became harder. Among them, this burden was highest for Indigenous faculty (100%), non-binary faculty (100%), disabled faculty (88%), and caregivers (83%). While a sizeable majority of respondents across all faculties report that facilitating class activities became harder, respondents in the Faculty of Land and Food Systems (93%) report the highest level. When intersected, the biggest burden was reported by 100% of respondents who are heterosexual Indigenous, Indigenous faculty caregivers, non-disabled non-binary, 2SLGBQ+ non-binary, and non-binary faculty caregivers. This was followed by 92% of disabled white respondents, and 89% of disabled 2SLGBQ+ respondents and disabled women.

Became Easier/Did Not Change (18%) = Positive Effect

Conversely, besides respondents from Dentistry (40%), among those who report and easing or non-change to class facilitation activities, no significant variation exists between socio-groups. When intersected, white men (21%) are the only reportable group to report a benefit in this factor.

Class discussion

Became Harder (83%) = Negative Effect

Overall, a majority of respondents (83%) report that class discussion became harder in the transition to online teaching. This was more acute for Indigenous faculty (100%) and faculty caregivers (84%), with respondents in Pharmaceutical Sciences (100%) reporting the most burden of this nature among faculties. When intersected, the following socio-groups reported the highest degree of class discussion burden: 100% of Indigenous heterosexual, Indigenous faculty caregivers, and non-disabled non-binary respondents. Followed by 2SLGBQ+ men (96%) and non-disabled 2SLGBQ+ (92%).

Became Easier/Did Not Change (17%) = Positive Effect

While respondents from medicine (28%) report the highest benefit of this nature, no significant variations exist between socio-groups who report an easing or a non-change to class discussion activities.

Interaction with students (real time and asynchronous)

Became Harder (83%) = Negative Effect

Overall, 83% of respondents report that interactions with students became harder in the transition to online teaching. The top three social identity groups to report experiencing interaction with students the hardest include non-disabled respondents (85%), non-binary respondents (78%), and respondents in Arts (91%).

When intersected, this hardship was highest for Indigenous heterosexual faculty (100%), racialized 2SLGBQ+ faculty (100%), 2SLGBQ+ men (96%), and non-disabled 2SLGBQ+ faculty (92%).

Became Easier/Did Not Change (17%) = Positive Effect

Conversely, the top reportable demographics to report interaction with students becoming easier or not changing include disabled persons (22%) and faculty in Medicine (28%). When intersected, disabled faculty caregivers (22%) report the highest benefit of this factor.

Managing assessment (e.g., marking, invigilation, etc.)

Became Harder (56%) = Negative Effect

A bit more than 1 in 2 (56%) respondents report that managing assessments (e.g., marking, invigilation, etc.) become harder in the transition to online teaching. This was more pronounced for non-binary (67%), racialized (64%), Indigenous (64%) and women (61%) respondents. Among faculties, respondents from Pharmaceutical Science (75%) report the highest burden of this nature. When intersected, of the reportable findings, non-binary faculty caregivers (75%), racialized women (68%), and racialized heterosexual respondents (67%) report the most that management assessment became harder.

Became Easier/Did Not Change (44%) = Positive Effect

Conversely, managing assessments became easier or did not change chiefly for faculty in Forestry (62%), men (48%), and white respondents (47%). When intersected, the top three socio-demographic groups to report this benefit include disabled 2SLGBQ+ respondents (89%), racialized 2SLGBQ+ respondents (67%), and heterosexual faculty with no caregiving role (54%).

Have you sought advice or assistance to prepare for teaching at UBC this fall?

From an equity lens, various social and attitudinal factors contribute or act as barriers to help seeking-behavior for different demographic groups. Considering the complexity of this research area, and minus qualitative data, the findings for this section are not presented with 'positive effect' or 'negative effect' labels.

Advice/assistance from peers/colleagues at UBC or beyond

Has Sought this Type of Support (52%)

While 52% of all respondents sought advice/assistance from their peers/colleagues at UBC or beyond, disabled (61%) and white (56%) respondents sought this the most, including faculty from Law (71%). When intersected, the top three socio-groups to seek this type of support include women with no caregiving role (86%), white persons with no caregiving role (73%), and disabled men (65%). This is followed by four groups of disabled faculty: disabled heterosexual respondents (64%), disabled faculty caregivers (63%), and disabled white respondents (63%).

Has Not Sought this Type of Support (48%)

Conversely, Indigenous (59%), non-binary (55%) and racialized (52%) faculty, including respondents in the Faculty of Medicine (70%), were the top groups to not have sought advice/assistance from peers/colleagues. When intersected, Indigenous faculty caregivers (77%), disabled 2SLGBQ+ respondents (75%), and Indigenous heterosexual persons (67%) were the top three groups to not have sought this type of support.

Advice/assistance from school/faculty-based instructional support unit

Has Sought this Type of Support (38%)

Overall, 38% of respondents sought advice from their school/faculty-based instructional support unit. However, Indigenous faculty (53%), respondents with no caregiving role (48%), disabled respondents (48%), white faculty (40%), and faculty in Business (61%) sought advice from their school/faculty-based instructional support unit the most. When intersected, women with no caregiving role (86%), Indigenous men (75%), and white persons with no caregiving role (67%) sought this type of support the most.

Has Not Sought this Type of Support (62%)

Conversely, faculty from Dentistry (82%), racialized faculty (69%), 2SLGBQ+ faculty (68%), and men faculty (63%) are the top groups to have not sought advice/assistance from their school/faculty-based instructional support unit. When intersected, the top groups to not have sought this type of support include 2SLGBQ+ women (73%), 2SLGBQ+ faculty caregivers (70%), racialized heterosexual faculty (70%), racialized men (70%) and non-disabled racialized respondents (69%).

Advice/assistance from CTLT and/or LTHub

Has Sought this Type of Support (25%)

In general, 1 in 4 (25%) respondents sought advice/assistance to prepare for teaching from UBC's Centre for Teaching, Learning and Technology (CTLT) and/or Learning Technology Hub (LTHub). Indigenous (35%), disabled (31%), and women (29%) respondents, including faculty from Forestry (44%), report seeking this type of support the most. Of the reportable findings when intersected, disabled heterosexual respondents (34%), disabled white respondents, and disabled women (32%) and white women (32%) sought this type of support the most.

Has Not Sought this Type of Support (75%)

Conversely, the main socio-demographic groups that have not sought this type of support include faculty from Dentistry respondents (88%), racialized respondents (79%), men respondents (78%), and non-disabled persons (75%). When intersected, heterosexual respondents with no caregiving role (89%), Indigenous women (86%), disabled 2SLGBQ+ respondents (83%), and men with no caregiving role (83%) are the most to not have sought this type of support.

Attended one or more workshop sessions offered through CTLT and/or LTHub

Has Sought this Type of Support (26%)

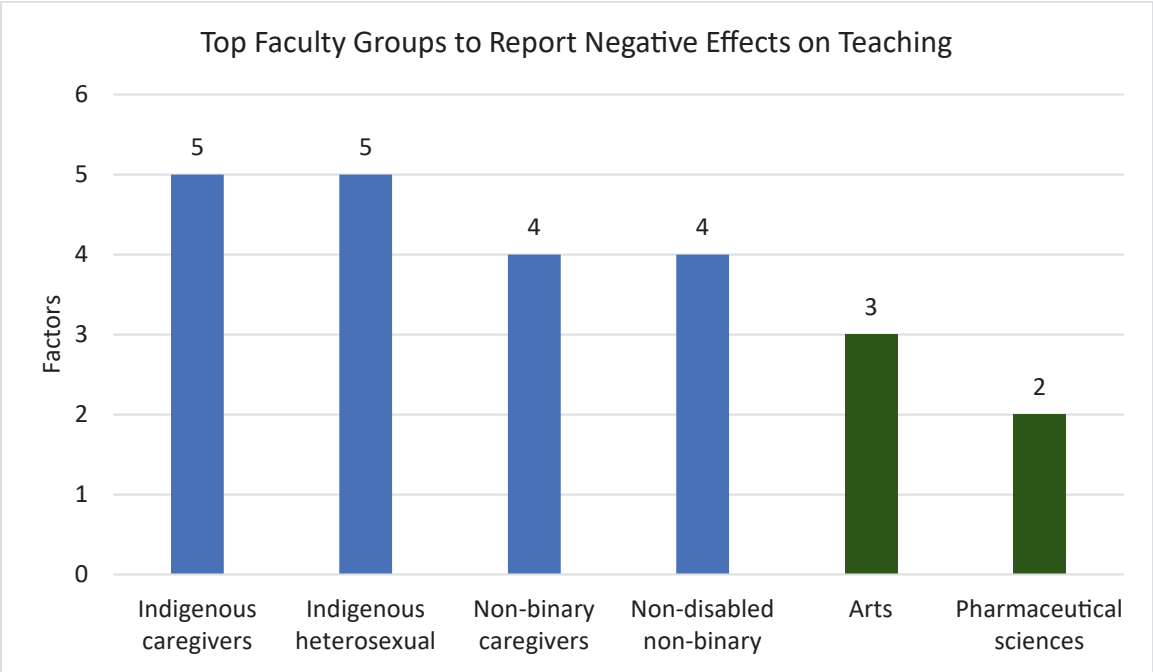
Overall, 26% of respondents report attending one or more workshop sessions offered by CTLT and/or LTHub—especially women faculty (36%), disabled persons (34%), faculty with no caregiving role (33%), and respondents from Land and Food Systems (47%). When intersected, white persons with no caregiving role (47%), racialized women (38%), disabled racialized persons (37%), and disabled faculty caregivers (37%) attended workshop sessions through CTLT and/or LTHub the most.

Has Not Sought this Type of Support (74%)

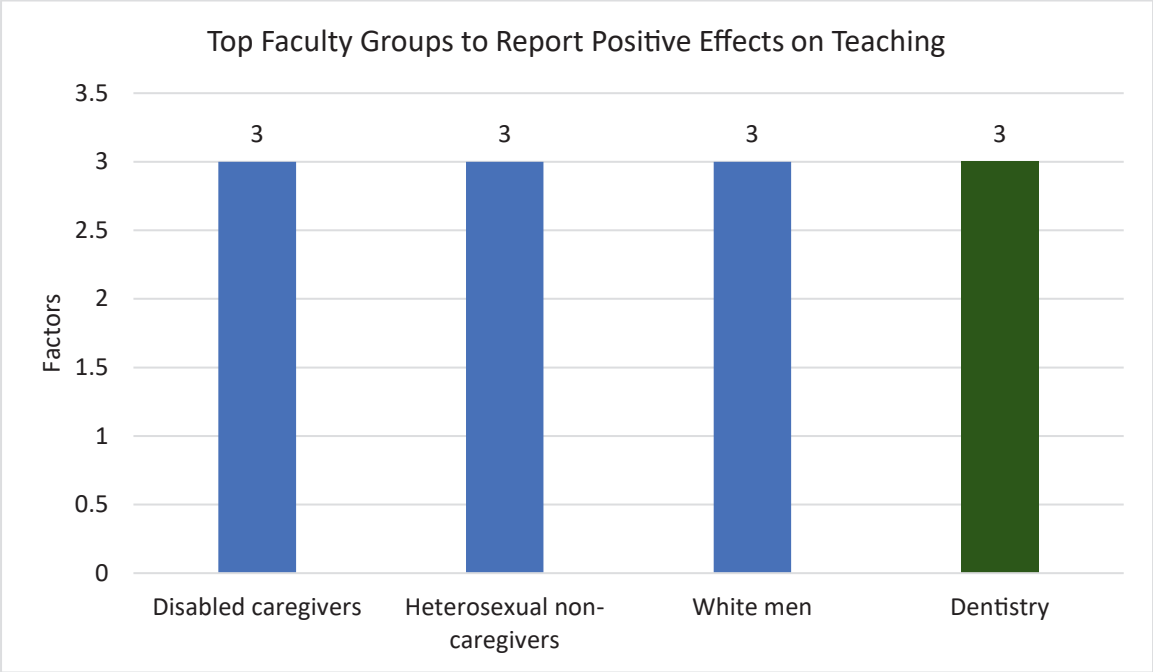
Conversely, Indigenous faculty (88%), men respondents (81%), 2SLGBQ+ respondents (80%), and faculty from Dentistry (84%), and, when intersected, Indigenous women (100%), Indigenous heterosexual faculty (92%), and Indigenous men (88%) are the top groups to have not sought this type of support.

Cumulative Effects: Teaching

Although the results for the effects on teaching domain consists of three questions and 11 factors, only the first two questions, thus 7 factors, are applicable for determining which group report the highest negative or positive effects. As explained above, the results of the third question were not characterized as 'negative' or 'positive' thus are inapplicable for a cumulative advantage and disadvantage determination.



Four faculty groups report the highest count of negative effects of the pandemic on their teaching. While Indigenous caregivers and Indigenous heterosexual faculty each report negative effects in 5 factors, non-binary caregivers and non-disabled non-binary faculty separately report negative effects across 2 factors. Among faculty, respondents from Arts and Pharmaceutical Science report negative effects across 3 and 2 factors, consecutively.



Conversely, the top three groups to report positive effects in the teaching domain include disabled caregivers, heterosexual non-caregivers, and white men—each of whom reported positive effects across 3 factors. Among faculty, the top count of positive effects is from respondents in Dentistry.

Findings: Effects on Research

This section focuses on the different ways COVID-19 and curtailment impacted the research activities of faculty. The analysis for this domain stems from three survey questions that assess an aggregate of 15 different factors:

- How have your research programs and projects been affected by COVID-19?
- Please indicate whether the following factors have had a negative impact on your research programs and projects since April.
- In the coming months, what are your anticipated needs for research support services to support your research program and projects?

How have your research programs and projects been affected by COVID-19?[21]

Collaborative work

Decreased (62%) = Negative Effect

In general, 62% of faculty members found that collaborative work on research programs and projects decreased as a result of the COVID-19 pandemic. Indigenous faculty (71%), faculty with caregiving responsibilities (63%), and non-binary faculty (55%) report the highest level of decrease, including respondents in Dentistry (71%) and Pharmaceutical Science (71%). When intersected, disabled racialized faculty (79%), Indigenous heterosexual faculty (75%) disabled 2SLGBQ+ respondents (75%), and Indigenous faculty caregivers (69%) experienced the most decrease in collaborative research work.

Increased (11%) or Not Affected/N/A (27%) = Positive Effect

Conversely, of the reportable findings, faculty with no caregiving role (56%) and faculty in Law (52%) report the most that the pandemic has increased or not affected their collaborative research work, or that this factor does not apply to them. When intersected, the top respondents to report that collaborative research work 'increased, was not affected, or does not apply to them' include heterosexual faculty with no caregiving role (63%), men with no caregiving role (61%), and white persons with no caregiving role (53%).

Grant opportunities

Decreased (38%) = Negative Effect

While 38% of overall respondents report a decrease in grant opportunities as a result of the pandemic, this was most pronounced for racialized faculty (44%), women faculty (42%), and faculty caregivers (40%). Respondents in Pharmaceutical Science (57%) report the highest level of decrease in grant opportunities compared to respondents from other faculties. When intersected, the top demographic groups to report a decrease in grant opportunities include racialized women (58%), disabled racialized faculty (53%), and 44% of disabled women, disabled faculty caregivers, and racialized heterosexual faculty.

21 There are 5 response options to this question. We combined the response options into 2 bins. Bin one, **Decreased**, combines 'decreased significantly' and 'decreased somewhat'. Bin two, **Increased or Not affected/NA**, combines 'increased significantly', 'increased somewhat', and 'not affected/NA'. The latter three were combined because aggregated and intersected results to the two 'increased' options, even when combined, are mainly in the 9%-6% range.

Increased (7%) or Not Affected/N/A (54%) = Positive Effect

Conversely, Indigenous faculty (76%), faculty with no caregiving role (70%), 2SLGBQ+ faculty (68%), and respondents in Business (94%) report the most that the pandemic has increased or not affected grant opportunities or that this factor does not apply to them. When intersected, the top respondents to report the same include Indigenous men (88%), non-disabled non-binary respondents (86%), Indigenous heterosexual respondents (75%), disabled 2SLGBQ+ respondents (75%), and heterosexual women (75%).

Research funding

Decreased (28%) = Negative Effect

Over 1 in 4 (28%) respondents report a decrease in research funding as a result of the pandemic, with faculty in Medicine experiencing the highest decrease in research funding (42%). While 25%-32% of faculty from other socio-demographic groups report a decrease, the variation between groups in each social category were minimal (5% or less). When intersected, however, disabled racialized faculty (47%), racialized women (36%), and disabled faculty caregivers (34%) report the highest decrease in research funding.

Increased (5%) or Not Affected/N/A (67%) = Positive Effect

Conversely, faculty with no caregiving role (81%), Indigenous faculty (76%), men faculty (75%), and respondents in Business (92%) report the most that the pandemic has increased or not affected their research funding or that this factor does not apply to them. When intersected, the top respondents to report the same include racialized 2SLGBQ+ faculty (92%), men faculty with no caregivers (89%), and Indigenous men (88%).

Community engagement

Decreased (64%) = Negative Effect

In general, 64% of respondents report a decrease in community engagement as a result of the COVID-19 pandemic. Indigenous respondents (76%), women respondents (68%), faculty caregivers (66%), and respondents in Law (76%) experienced the highest decrease in community engagement research activities. When intersected, the top three socio-demographic groups to report this type of research activity burden are all Indigenous: Indigenous faculty caregivers (77%), Indigenous heterosexual faculty (75%), Indigenous men (75%), and women faculty caregivers (70%).

Increased (6%) or Not Affected/N/A (30%) = Positive Effect

Conversely, faculty with no caregiving role (52%), men faculty (38%) and respondents in Science (48%) report the most that the pandemic has increased or not affected their community engagement or that this factor does not apply to them. When intersected, the top respondents to report the same include white faculty with no caregiving role (53%), disabled racialized faculty (53%), non-disabled faculty with no caregiving role (52%), and men with no caregiving role (50%).

Research outputs (publications, presentations, gatherings, etc.)

Decreased (72%) = Negative Effect

Overall, 7 in 10 (72%) respondents report a decrease in research outputs. Indigenous faculty (82%), non-binary faculty (82%), women faculty (79%), and faculty caregivers (74%) report the highest decrease in research outputs. Among faculties, respondents in Pharmaceutical Science (86%) report the highest level of overall decrease. When intersected, 100% of Indigenous women respondents, 92% of disabled 2SLGBQ+ respondents, and 88% of 2SLGBQ+ non-binary respondents report the highest decrease of this type of setback.

Increased (9%) or Not Affected/N/A (19%) = Positive Effect

Conversely, faculty with no caregiving role (41%), 2SLGBQ+ faculty (35%), men faculty (32%) and respondents in Forestry (56%) report the most that the pandemic has increased or not affected their research outputs or that this factor does not apply to them. When intersected, the top respondents to report the same include men with no caregiving role (50%), white faculty with no caregiving role (47%), heterosexual faculty with no caregiving role (42%), and non-disabled 2SLGBQ+ faculty (42%).

Please indicate whether the following factors have had a negative impact on your research programs and projects since April.[22]

Time needed to be a care provider (childcare, elder care, etc.)

Negative Impact (53%) = Negative Effect

Caregiving duties impacts faculty's research outputs. Overall, a little over half (53%) of respondents report that time needed to be a care provider had a negative impact on their research programs/projects. Faculty who are caregivers (66%), racialized (62%), and women (58%), and faculty in Law (79%) report the highest level of negative impact on research work resulting from care provision time. When intersected, disabled racialized respondents (78%), racialized faculty caregivers (75%), and 68% of women faculty caregivers and heterosexual faculty caregivers report the highest negative impact from this factor.

No Negative Impact or N/A (47%) = Positive Effect

Conversely, 93% of respondents who have no caregiving role, 76% of respondents in Dentistry, 60% of 2SLGBQ+ respondents, and 56% of Indigenous respondents are the top socio-demographic groups to report care provision time not having a negative impact on their research work or that this factor is *not* applicable to them. Indeed, a potential explanation of this finding for 2SLGBQ+ respondents is that more of them have *no* caregiving role than heterosexual respondents (for infants, elementary and high school students, returned college students, and the elderly). When intersected, the top socio-demographic groups to report 'no negative impact' or 'not applicable' include 100% of women, racialized, and heterosexual faculty who have no caregiving role. Followed by non-disabled non-caregivers (90%), and men non-disabled non-caregivers (89%).

22 There are 3 response options to this question. We combined two response options into 1 bin, and kept the other response option as is. Bin one, **Negative impact**, combines 'significant negative impact' and 'some negative impact.' The response option, 'no negative impact/NA' remains as is.

Home environment for remote work

Negative Impact (68%) = Negative Effect

Sixty-eight percent (68%) of respondents report that their home environment had an overall negative impact on their research programs/projects outputs. Indigenous (82%) and racialized (74%) respondents, and non-binary (73%) report the highest rates of overall negative impact. Among faculties, respondents in Land and Food Systems (84%) report the most negative impact. When intersected, Indigenous heterosexual (92%), Indigenous women (86%), and 77% of racialized faculty caregivers, racialized women, 2SLGB+ faculty caregivers, and Indigenous faculty caregivers report the highest levels of overall negative impact.

No Negative Impact or N/A (32%) = Positive Effect

Conversely, faculty with no caregiving responsibility (48%), disabled faculty (37%), white faculty (33%), and faculty in Dentistry (65%) are the top three groups to report this factor not having a negative impact or not applying to their research activities. When intersected, respondents with no caregiving duties who are also heterosexual (53%), men (50%), or white (47%) report the highest rate of this type of benefit.

Limitations to in-person behavioural or clinical studies

Negative Impact (27%) = Negative Effect

Limitations to in-person behavioural or clinical studies has an overall negative impact on the research programs/projects of 27% of respondents. This is more acute for Indigenous (63%), 2SLGBQ+ (34%), and women (33%) respondents, including faculty in Medicine (51%). When intersected, this burden was heaviest for Indigenous heterosexual respondents (73%), Indigenous faculty caregivers (58%), disabled 2SLGBQ+ respondents (58%), and white faculty with no caregiver role (47%).

No Negative Impact or N/A (73%) = Positive Effect

Conversely, no negative impact/not applicable was most reported by respondents from the Faculty of Science (89%), and respondents who identify as men (78%), white (74%), or heterosexual (34%). When intersected, the most benefit of this type are experienced by white men (80%), heterosexual men (78%), heterosexual non-caregivers (78%), non-disabled men (78%), white heterosexual respondents (75%), and non-disabled white respondents (75%).

Limitations to field work

Negative Impact (44%) = Negative Effect

Overall, limitations to field work had a negative impact on the research programs/projects of 44% of respondents. Indigenous respondents (81%), 2SLGBQ+ respondents (57%), and disabled respondents (53%) reported the highest rates of negative impact on field work of the social demographic groups. Among faculty, respondents from Forestry (71%) report the highest burden of this nature. When intersected, disabled 2SLGBQ+ faculty (92%), disabled racialized faculty (84%), and Indigenous faculty caregivers (83%) report the highest levels of overall negative impact.

No Negative Impact or N/A (56%) = Positive Effect

Limitations to field work did not have a negative impact or was not applicable to the research activities of the following top three socio-demographic groups and faculty: non-binary (64%), men (59%), and heterosexual (57%) respondents, and faculty from Dentistry (82%). When intersected, non-binary faculty caregivers (70%), heterosexual faculty with no caregiving role (63%), and heterosexual men (61%) are the top reportable demographic groups to report 'no negative impact/not applicable'.

Access to support for research (e.g., grant writing, partnership, support, etc.)

Negative Impact (29%) = Negative Effect

Overall, access to support for research had a negative impact on the research programs and projects of 29% of respondents. 2SLGBQ+ faculty (36%), racialized faculty (34%), women faculty (32%), and faculty from Dentistry (41%) report the highest burden of this type. When intersected, disabled racialized respondents (53%), white persons with no caregiving role (47%), and 2SLGBQ+ faculty caregivers (40%) report the highest negative impact of this nature.

No Negative Impact or N/A (71%) = Positive Effect

Conversely, the top reportable demographic groups to report that this factor has 'no negative impact or does not apply to their research work include respondents from Business (92%), men respondents (75%), white respondents (73%), and heterosexual respondents (72%). When intersected, the top demographic groups to report same include: Indigenous men (100%), white men (76%), heterosexual men (76%), non-disabled men (76%), racialized 2SLGBQ+ respondents (75%), and Indigenous faculty caregivers (75%).

Additional time required for online teaching

Negative Impact (68%) = Negative Effect

The additional time required for online teaching had a negative impact on the research programs/projects of 68% of respondents. This burden was most acute for non-binary (82%), 2SLGBQ+ (75%), and disabled (73%) faculty, including 90% of respondents from Law. When intersected, the top three demographic groups to report the negative impact of this dimension on research work include women faculty with no caregiving role (100%), 2SLGBQ+ non-binary respondents (88%), and non-disabled non-binary respondents (86%).

No Negative Impact or Not Applicable (32%) = Positive Effect

Conversely, 52% of faculty from Medicine, 37% of faculty with no caregiving role, 37% of men faculty, 34% of non-disabled faculty, and 33% of heterosexual faculty report the highest that this factor has no negative impact or is not applicable to their research work. When intersected, the top three reportable group include faculty men with no caregiving role (50%), heterosexual faculty with no caregiving role (42%), and racialized men faculty (39%).

In the coming months, what are your anticipated needs for research support services to support your research program and projects?[23]

Partnership development

Require More Support (34%) = Negative Effect

About a third (34%) of respondents anticipate that in the coming months they will need more support than usual on partnership development for research programs and projects. Indigenous faculty (50%), racialized faculty (41%), and women faculty (38%) anticipate needing this support the most, including respondents from Applied Science (61%). When intersected, Indigenous women faculty (86%), Indigenous faculty caregivers (70%), and Indigenous heterosexual faculty (60%) also anticipate needing this type of support the most.

Unchanged Need (65%) or Require Less Support (1%) = Positive Effect

Conversely, non-binary respondents (89%), 2SLGBQ+ respondents (71%), white respondents (69%), and faculty from Science (81%) are the top socio-demographic groups to anticipate no change in their support need on partnership development or needing less partnership development support in the coming months. When intersected, non-disabled non-binary respondents (100%), 2SLGBQ+ non-binary respondents (100%), 88% of non-binary faculty caregivers, and 75% of disabled white respondents anticipate the most that there will be no change in their support need or that they will need less support.

Knowledge exchange

Require More Support (38%) = Negative Effect

Thirty-eight percent (38%) of respondents anticipate they will require more support than usual on knowledge exchange for research purposes. Indigenous (56%) and racialized (53%) respondents, and faculty caregivers (40%) anticipate needing this type of support in the next months the most, including respondents in Business (52%). When intersected, the top respondents including Indigenous women faculty (86%), Indigenous faculty caregivers (75%), and Indigenous heterosexual faculty (64%).

Unchanged Need (60%) or Require Less Support (2%) = Positive Effect

Conversely, the top socio-demographic groups to anticipate needing the same or less support in the coming months with knowledge exchange include non-binary faculty (70%), faculty with no caregiving role (69%), white faculty (68%), and respondents in Forestry (76%). When interested, white faculty with no caregiving role (88%), non-disabled faculty with no caregiving role (71%), white men faculty (69%), white heterosexual faculty (69%), disabled white faculty (69%), and non-disabled white faculty (69%) anticipate the most that there will be no change in their need for knowledge exchange support or that they will need less support.

23 There are 3 response options to this question. We combined two response options into 1 bin, and kept the other response option as is. Bin one, **Unchanged/Require less**, combines 'require less than usual' and 'unchanged' response options. The response option, 'require more than usual', remains as is.

Support for engagement with indigenous partners

Require More Support (28%) = Negative Effect

In general, 28% of respondents report that they would require more support than usual to engage with Indigenous partners in their research programs/projects in the coming months. Indigenous respondents (64%), disabled respondents (39%), women respondents (34%) and, at the faculty level, respondents in Law (50%) anticipate needing this support the most. When intersected, Indigenous faculty caregivers (75%), Indigenous heterosexual respondents (67%) and disabled women faculty (44%) anticipate needing this type of support more than usual the most.

Unchanged Need (71%) or Require Less Support (1%) = Positive Effect

Conversely, the top socio-demographic groups to anticipate needing the same or less support with engagement with Indigenous partners include faculty with no caregiving role (80%), men faculty (77%), non-disabled faculty (73%), and faculty in Dentistry (100%). When intersected, men with no caregiving role (86%), white men (79%), heterosexual men (78%), non-disabled men (78%), and non-disabled persons with no caregiving role (78%) anticipate the most that there will be no change in their need for Indigenous engagement support or that they will need less support on this in the coming months.

Trainee and team support

Require More Support (53%) = Negative Effect

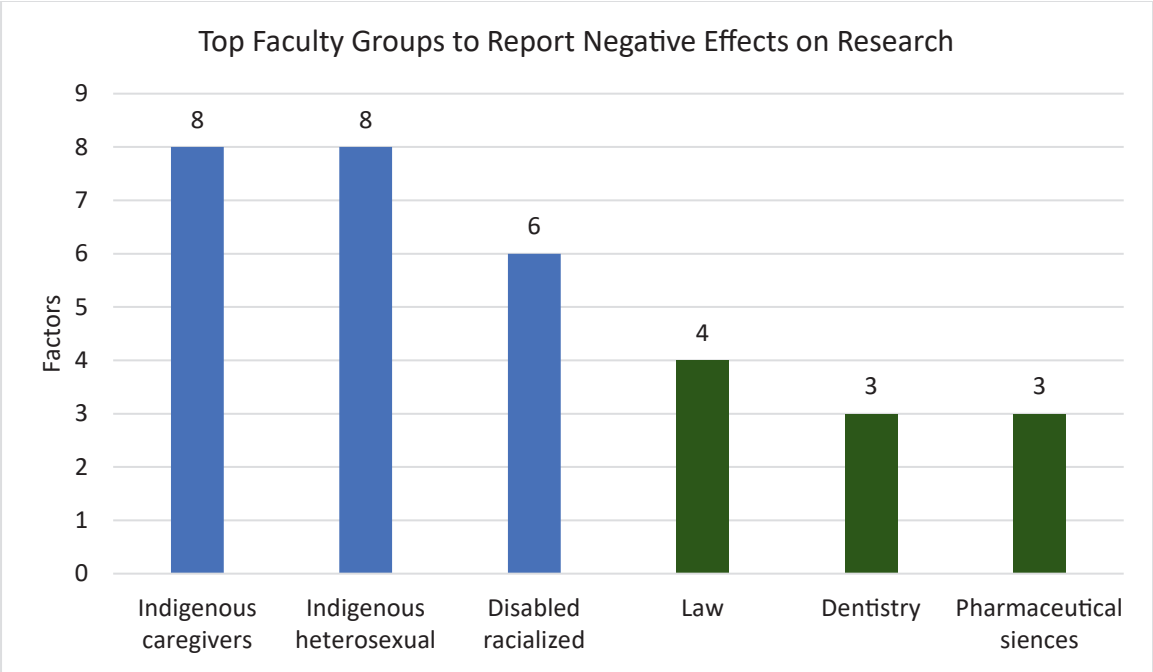
A little over 1 in 2 (53%) respondents anticipate needing more support than usual in the coming months for research trainees and teams. Indigenous (70%), women (61%), and racialized (59%) respondents, and respondents in Dentistry (67%) report needing this type of support the most. When intersected, Indigenous heterosexual respondents (75%), racialized women (71%), non-disabled women (63%), and women faculty caregivers (63%) anticipate the most that they will require more support than usual on trainee and team research.

Unchanged Need (46%) or Require Less Support (2%) = Positive Effect

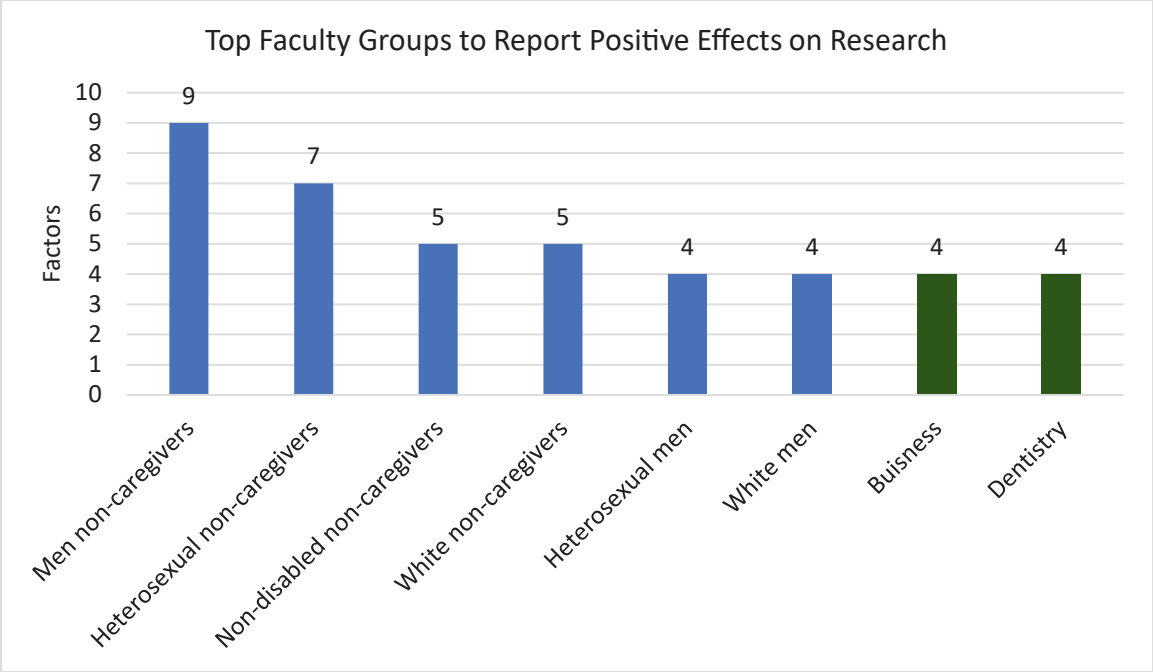
Conversely, faculty with no caregiving role (67%), men faculty (54%), disabled faculty (52%), and faculty in Business (63%) anticipate the most that there will be no change in their need for this type of support or will need less support in the coming months. When intersected, the top socio-demographic groups to anticipate needing the same or less support with trainee and team research include non-disabled respondents with no caregiving role (83%), men with no caregiving role (73%), and disabled men (61%).

Cumulative Effects: Research

The results for the effects on reach domain consists of three questions and 15 factors.



The groups to report the most negative effects in the research domain include Indigenous caregivers and Indigenous heterosexual faculty, who each report negative effects across 8 factor, and disabled racialized faculty, who report negative effects across 6 factors. Among faculty, respondents from Law report negative effects across 4 factors, while respondents in Dentistry and Pharmaceutical Sciences each report negative across 3 factors.



Conversely, men non-caregivers report positive effects across 9 factors, heterosexual non-caregivers across 7 factors, non-disabled non-caregivers and white non-caregivers each across 5 factors, heterosexual men and white men each across 4 factors, and, among faculty, Business and Dentistry respondents each report positive effects across 4 factors.

Findings: Effects on Service

This section explores the effects of the COVID-19 pandemic and curtailment on faculty's service activities. The findings for this domain stem from two survey questions which assess 7 factors altogether.

- Has your department, unit, faculty, or the institution asked you to take on more service responsibilities and roles during the pandemic?
- How have your academic service or administrative duties been affected by COVID-19?

Has your department, unit, faculty, or the institution asked you to take on more service responsibilities and roles during the pandemic?[24]

This question is limited to formal requests for additional service during the pandemic. Responses indicate neither the level of respondents' service workloads prior the pandemic, nor how faculty responded to the request to take on more service responsibilities. For this reason, responses are not labeled as having a positive or negative effect.

Yes (45%)

About half (45%) of respondents were asked by their department, unit, faculty, or the institution to take on more service responsibilities and roles during the pandemic. Non-binary respondents (73%), Indigenous respondents (65%), 2SLGBQ+ respondents (56%), and respondents from Education were asked the most. When intersected, non-binary faculty caregivers (80%), Indigenous heterosexual faculty (75%), Indigenous men (75%), 2SLGBQ+ non-binary faculty (75%), and Indigenous faculty caregivers (69%) reported the highest.

No (55%)

Conversely, the top groups to have answered that they were not asked to take on additional service responsibilities and roles during the pandemic include racialized faculty (66%), faculty with no caregiving role (63%), men faculty (58%), and faculty in Business (67%). When intersected, the top groups include disabled racialized faculty (74%), heterosexual faculty with no caregiving role (74%), white faculty with no caregiving role (73%), and men faculty with no caregiving role (72%).

How have your academic service or administrative duties been affected by COVID-19? [25]

Service is a required component of tenure-track faculty work, thus the assumption underlying the 'positive and 'negative' effect labeling is that respondents were already fulfilling their service work duties at the time of the pandemic. As such, increases in service work during the pandemic suggests faculty are working way beyond what is expected.

24 This question uses 1 global factor to determine if respondents have been asked to take on more service responsibilities and roles during the pandemic.

25 There are 3 response options to this question. We combined two response options into 1 bin and kept the other response option as is. Bin one, **Decreased or unaffected/NA**, combines 'decreased' and 'unaffected/NA' response options. The latter were combined because a very low number of respondents report a 'decrease' in service or administrative duties. The response option, 'increased', remains as is.

Overall service load

Increased (62%) = Negative Effect

Sixty-two percent (62%) of respondents report an increase in their service load as a result of the COVID-19 pandemic. The top groups to report the greatest level of service workload increase include Indigenous (94%), non-binary (73%), and women (68%) respondents, including respondents in Education (76%). When intersected, the top three different percentages were reported by Indigenous heterosexual respondents (100%), Indigenous women (100%), Indigenous faculty caregivers (100%), Indigenous men (88%), 2SLGBQ+ non-binary respondents (88%), and disabled 2SLGBQ+ respondents (75%).

Unaffected/NA (34%) or Decreased (3%) = Positive Effect

Conversely, faculty with no caregiving role (56%), racialized faculty (49%), men (44%), and faculty in Pharmaceutical Sciences (43%) are the top group to report that during the pandemic their overall service load was unaffected or decreased. When intersected, heterosexual faculty with no caregiving role (63%), white faculty with no caregiving role (60%), and disabled racialized faculty (58%) report the same.

Committee work

Increased (50%) = Negative Effect

Half (50%) of the respondents report an increase in committee work as a result of the pandemic. Indigenous (82%) respondents experienced the highest level of increase, followed by 2SLGBQ+ respondents (59%), and non-binary respondents (55%). Among Faculty, the highest rate increase is from respondents in Dentistry (65%). When intersected, Indigenous men (100%), Indigenous faculty caregivers (85%), and Indigenous heterosexual faculty (83%) report the highest increase in committee work.

Unaffected/NA (47%) or Decreased (4%) = Positive Effect

Conversely, racialized respondents (58%), men respondents (54%), heterosexual respondents (52%) and, among Faculties, respondents from Land and Food Systems (74%) are the top groups to report that during the pandemic their committee work was unaffected or decreased. When intersected, the top groups to report the same include disabled racialized faculty (63%), racialized men (59%), non-disabled racialized faculty (58%), racialized 2SLGBQ+ faculty (58%), and racialized heterosexual faculty (58%).

Administrative duties

Increased (55%) = Negative Effect

In general, over half of respondents (55%) report an increase in administrative duties due to the COVID-19 pandemic. Indigenous respondents (71%), faculty in Education (68%), non-binary respondents (64%) and faculty caregivers (59%) report the highest increase in administrative duties. When intersected, the top three different percentages are reported by Indigenous heterosexual respondents (83%), Indigenous faculty caregivers (77%) and Indigenous men (75%).

Unaffected/NA (42%) or Decreased (3%) = Positive Effect

Conversely, faculty in Land and Food Systems (74%), faculty with no caregiving role (52%), racialized faculty (52%), and men faculty (49%) and, when intersected, heterosexual faculty with no caregiving role

(63%), men with no caregiving role (61%), and disabled racialized faculty (58%) are the top groups to report that during the pandemic their committee work was unaffected or decreased.

Reviewing (manuscripts, theses, etc.)

Increased (29%) = Negative Effect

A bit more than 1 in 4 (29%) of respondents report an increase in reviewing duties (manuscripts, theses, etc.) brought on by the COVID-19. This was most acute for Indigenous respondents (50%), faculty caregivers (30%), and faculty in Medicine (42%). When intersected, Indigenous faculty caregivers (50%), 2SLGBQ+ faculty caregivers (33%), women faculty caregivers (32%), non-disabled women (32%) and disabled faculty caregivers (32%) are the top groups to report an increase in reviewing duties during the pandemic.

Unaffected/NA (69%) or Decreased (3%) = Positive Effect

Conversely, faculty with no caregiving role (85%), faculty in Law (80%), men faculty (73%) and white faculty (73%) report the highest unaffected or decrease in reviewing duties. When intersected, the top groups include racialized faculty with no caregiving role (100%), non-disabled faculty with no caregiving role (90%), and men with no caregiving role (88%).

Student support/mentoring

Increased (61%) = Negative Effect

In general, 6 in 10 (61%) of respondents report an increase in student support / mentoring duties as a result of the COVID-19 pandemic. This is more acute for non-binary respondents (82%), Indigenous respondents (76%), women respondents (70%), and faculty in Pharmaceutical Sciences (71%). When intersected, Indigenous women (86%), non-disabled non-binary faculty (86%), non-binary faculty caregivers (80%), and Indigenous caregivers (77%) report the greatest levels of increased student support/ mentoring duties.

Unaffected/NA (34%) or Decreased (5%) = Positive Effect

Conversely, faculty with no caregiving role (63%), faculty in Land and Food Systems (53%), men faculty (46%) and, when intersected, men with no caregiving role (72%), heterosexual faculty with no caregiving role (63%) and non-disabled faculty with no caregiving role (62%) are the top groups to report that student support/mentoring duties were either unaffected or decreased during the pandemic.

Junior faculty support/mentoring

Increased (26%) = Negative Effect

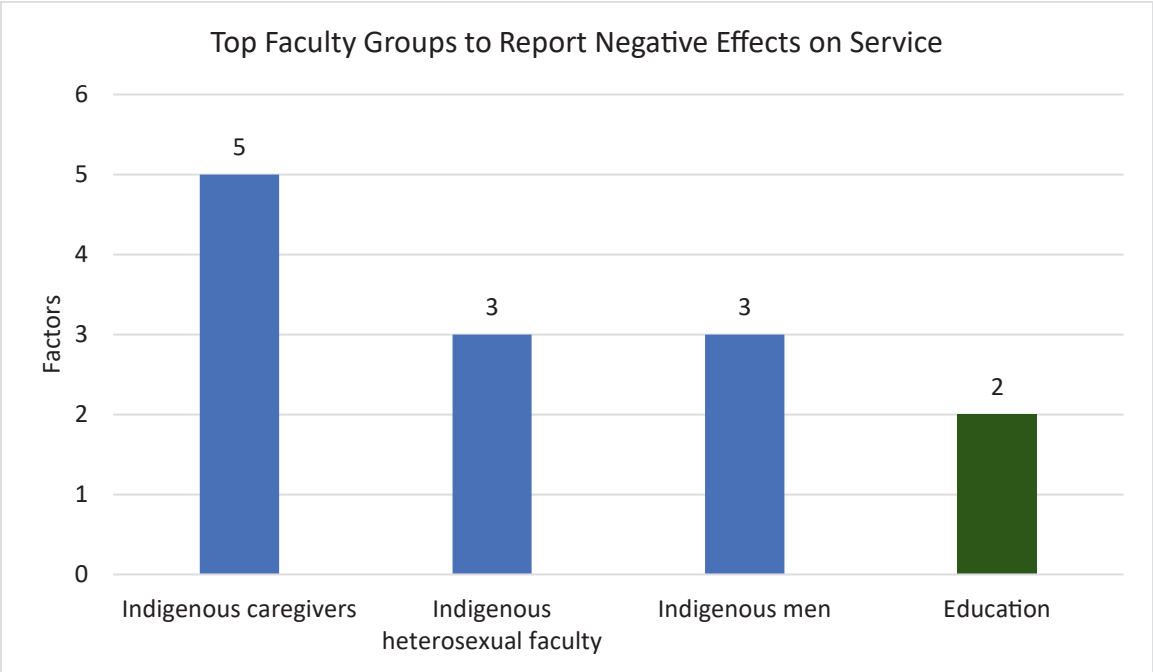
Lastly, 26% of respondents report that the COVID-19 pandemic increased their junior faculty support/ mentoring duties. This was most acute for faculty in Law (55%), women faculty (33%), and faculty caregivers (29%). When intersected, the top groups to report an increase in junior faculty support and mentoring include racialized women respondents (37%), disabled women respondents (37%), women faculty caregivers (36%), and heterosexual women respondents (35%).

Unaffected/NA (70%) or Decreased (3%) = Positive Effect

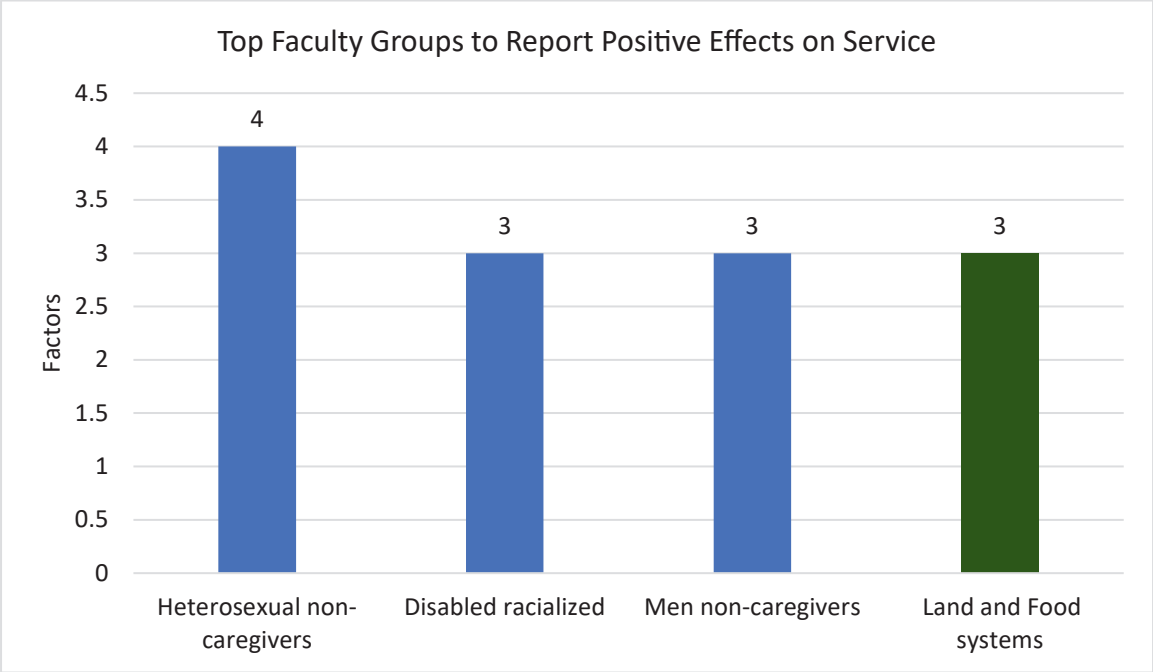
Conversely, non-binary faculty (91%), faculty with no caregiving role (85%), faculty in Applied Science (81%), and men faculty (80%) and, when intersected, Indigenous men (100%), heterosexual faculty with no caregiving role (95%), and non-binary faculty caregivers (90%), are the top groups to report that junior faculty support/mentoring duties were either unaffected or decreased during the pandemic.

Cumulative Effects: Service

Although the results for the effects on service domain consists of two questions and 7 factors, for the above explained reason, only one question, thus 6 factors, is applicable for determining which group report the highest negative or positive effects.



The groups to report the highest count of negative effects in the service domain include Indigenous caregivers, who report negative effects across 5 factors, and Indigenous heterosexual faculty and Indigenous men, who each report negative effects across 3 factors. Among faculty, respondents from Education report negative effects across 2 factors.

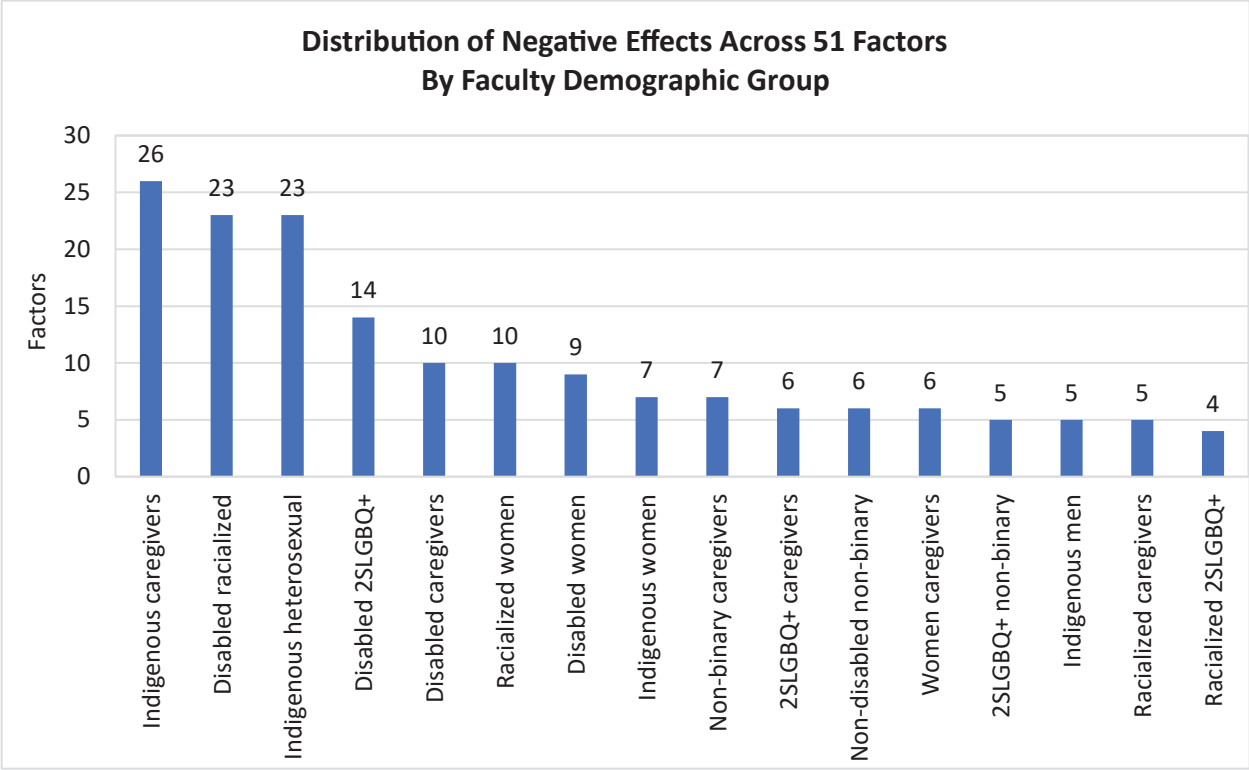


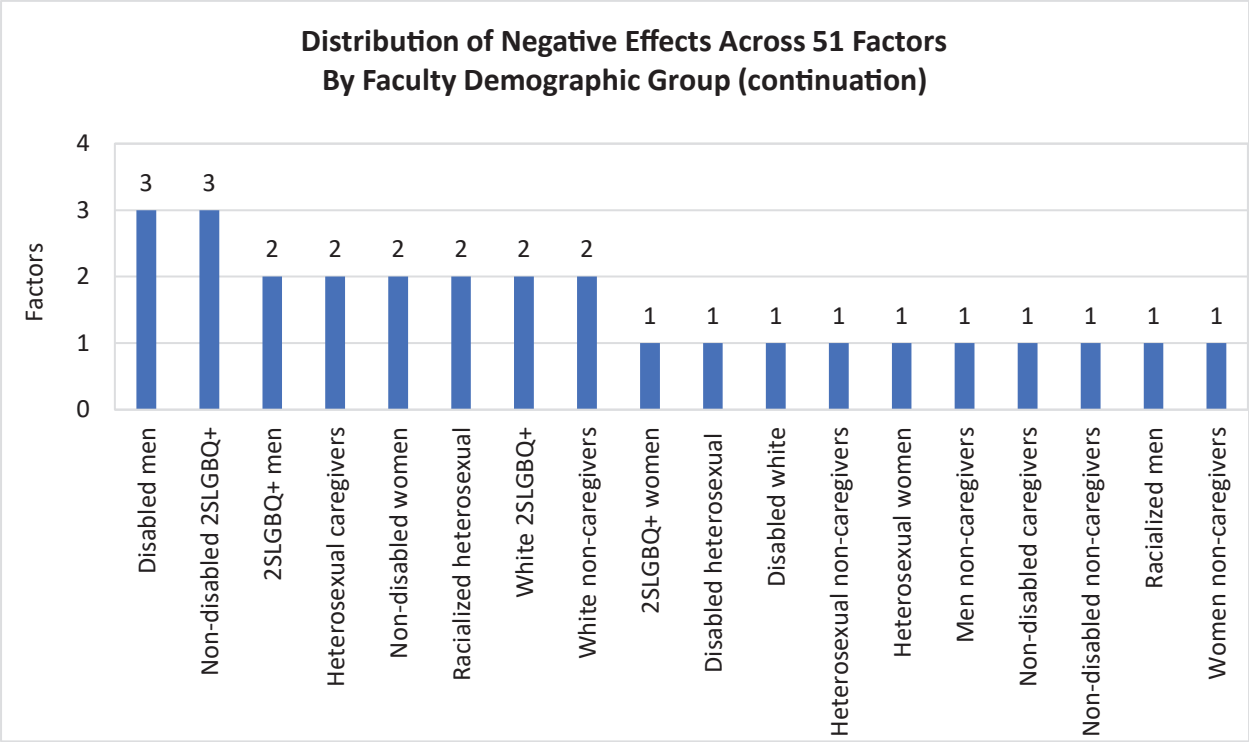
Conversely, heterosexual non-caregivers report the highest count of positive effects; across 4 factors. Disabled racialized faculty, men non-caregivers, and respondents in Land and Food Systems each report positive effects across 3 factors.

Findings: Cumulative Effects: Overall

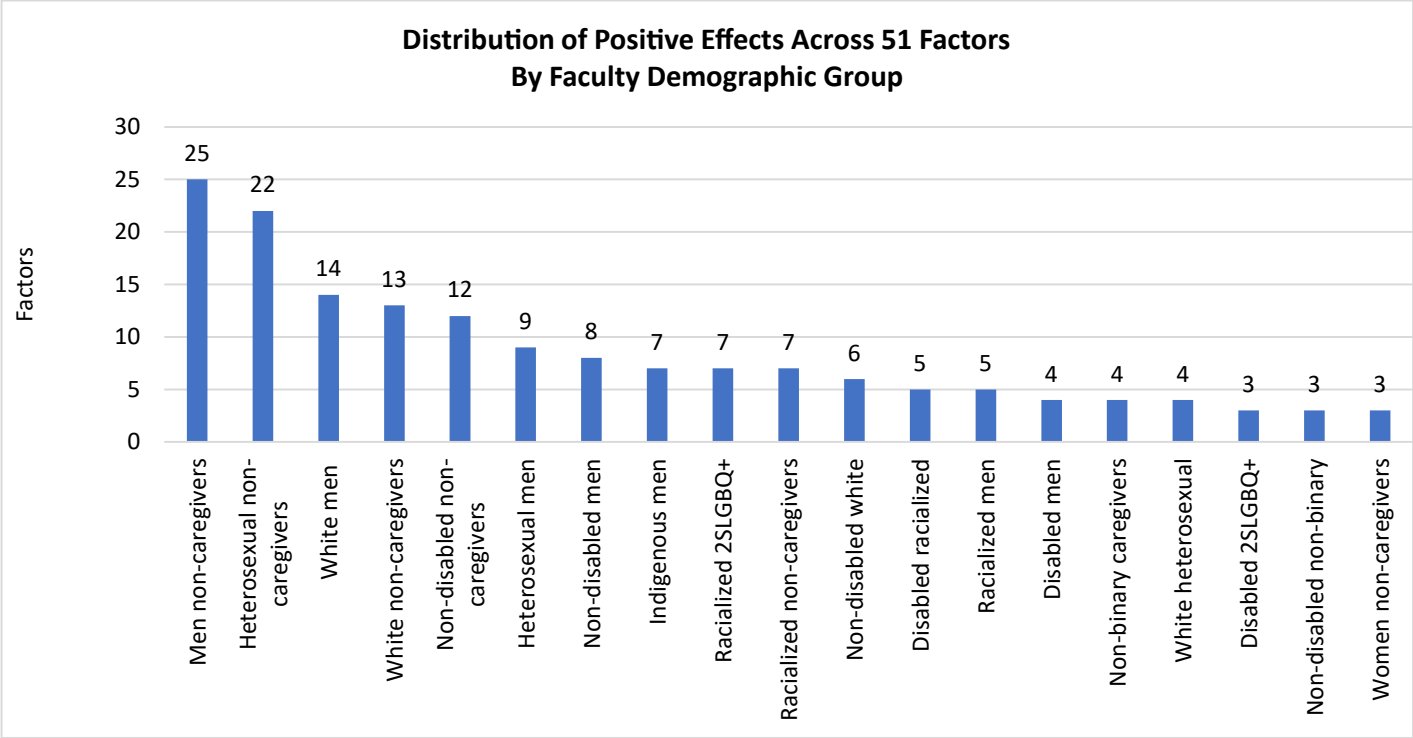
Faculty may experience various combinations of positive and negative effects *within* the same domain, as the results above show, and *across* different domains. The graph below presents the aggregate count of positive and negative per socio-demographic group *across* the five domains that this study focuses on: workplace climate, effects on overall ability to work, effects on teaching, effects on research, and effects on service. The results stem from 10 questions that together assess a total of 51 factors.

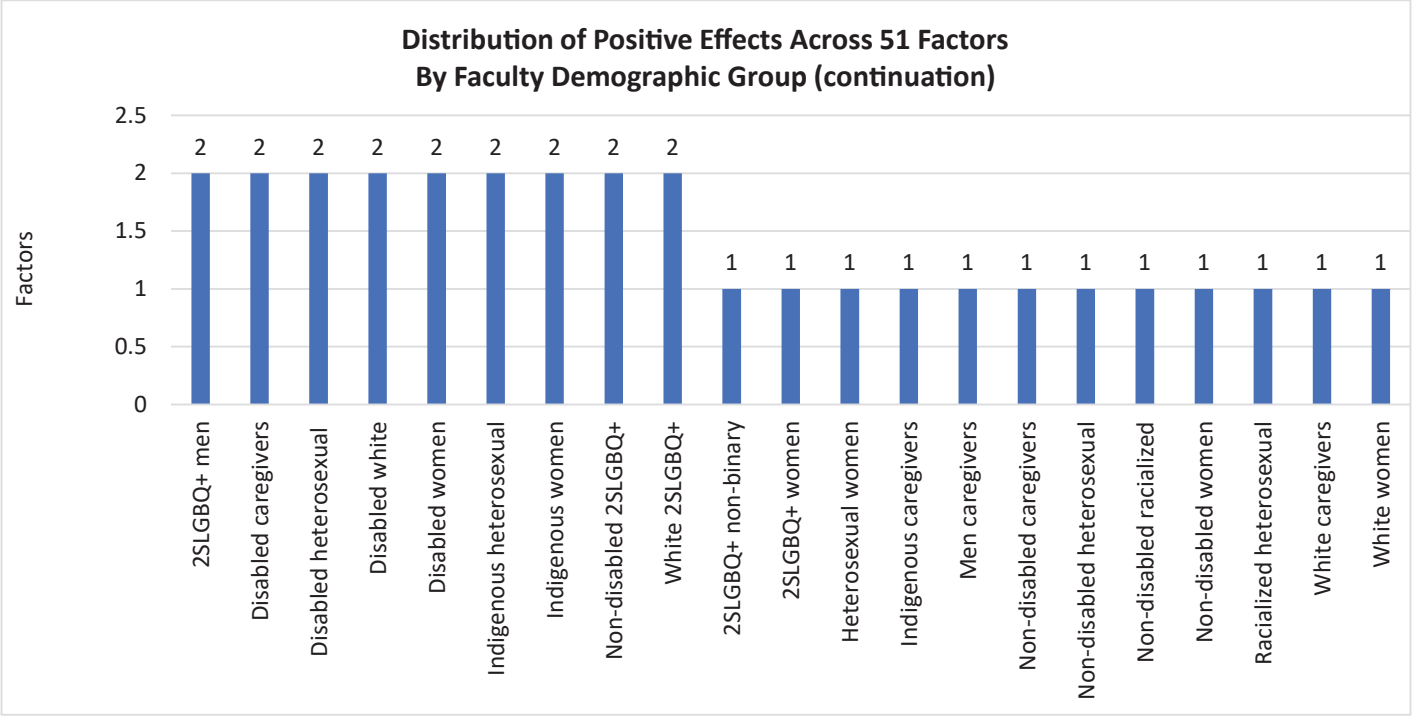
Readers are reminded to be cautious when drawing meaning from the cross-group comparisons of positive and negative effects as the results reflect respondents' report of their experience *during* the pandemic. The survey asks respondents to compare their *pandemic* experience to their *pre-pandemic* experience. While the findings broadly mirror existing studies on the unequal distribution of benefits and burdens, the actual lived experience of disabled racialized faculty, for example, may involve facing substantially more barriers in service work than the barriers experienced by men non-caregivers. ***In short, equal count in effects does not equal lived experience make***.



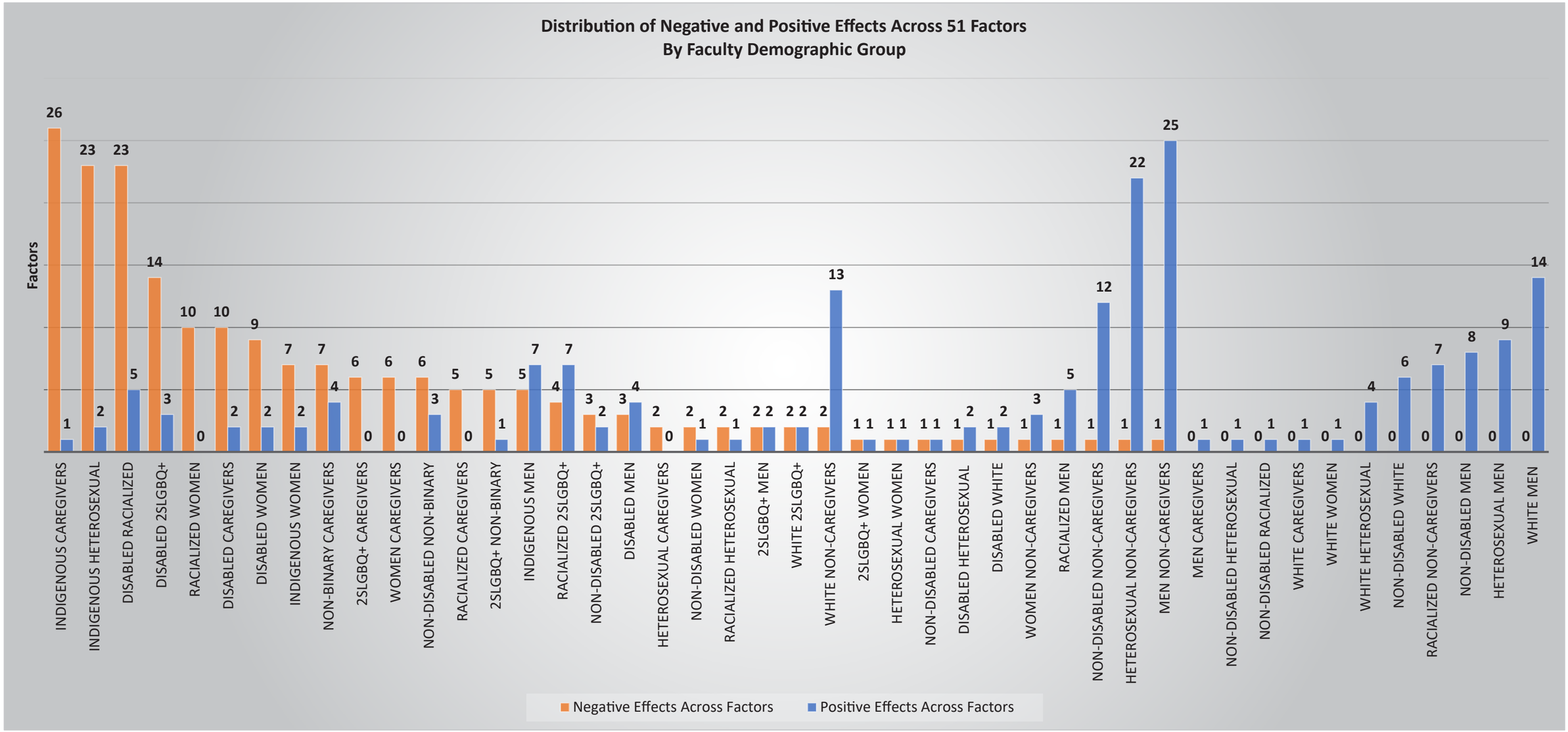


Bearing in mind the research caveats and parameters of the findings, across all factors, Indigenous caregivers, disabled racialized faculty, Indigenous heterosexual faculty, and disabled 2SLGBQ+ faculty report the top three counts of negative effects, 26, 23, 23, and 14, respectively.





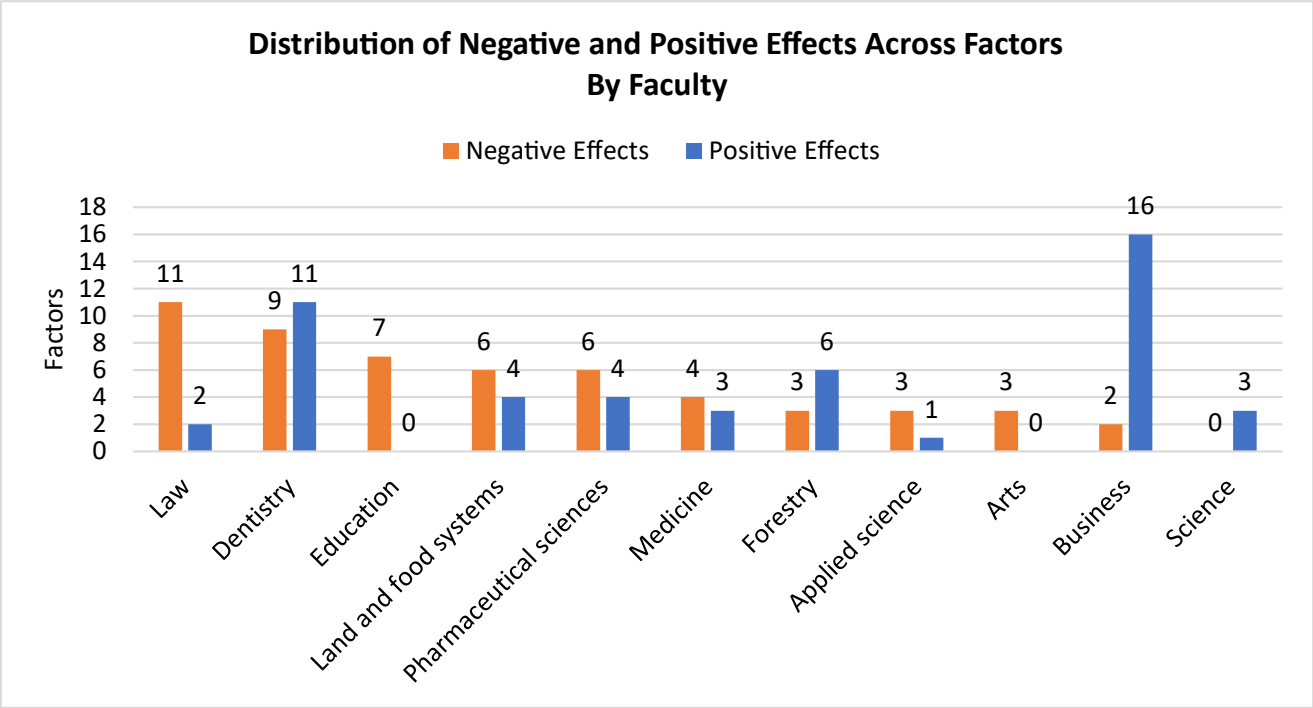
Conversely, the top groups to report the highest cumulative positive effects are non-caregivers and men, with men non-caregivers, heterosexual non-caregivers, and white men leading the trend. These three faculty groups each report positive effects across 25, 22, and 14 factors, respectively.



The above graph displays the distribution of *both* negative and positive effects across the factors.

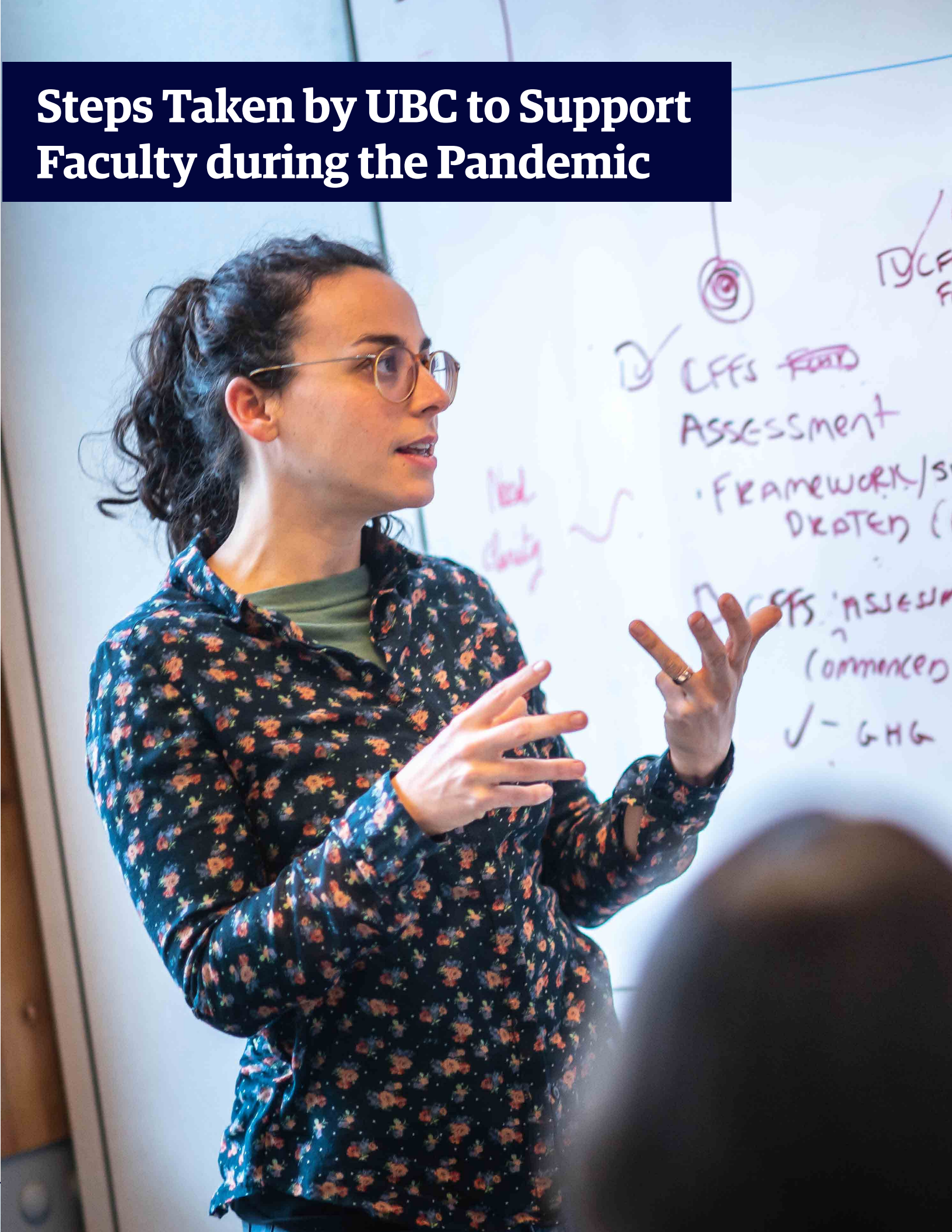
Of interest is the concentration of faculty whose intersected identities include 'white' (=5), 'men' (n=4), 'non-disabled' (n=4), or 'heterosexual' (n-3) who report ***no negative effects***. In effect, 63% (5/8) of all intersected identities that include 'white' report no negative effects, and 44% (4/9) of intersected identities that include 'men', 44% (4/9) of intersected identities that include 'non-disabled', and 33% (3/9) of intersected identities that include 'heterosexual' report no negative effects.

Conversely, 67% (4/6) of identities that include non-caregivers, 44% (5/9) of identities that include men, and 22% of identities that include 'white' (2/9), 'heterosexual' (2/9), and 'non-disabled' (2/9) are in the top 20% of those who report ***positive effects***. Jarringly, and bearing in mind the research caveats and parameters of the reportable findings, racialized women, racialized caregivers, 2SLGBQ+ caregivers, women caregivers, and heterosexual caregivers report *no* positive effects across all 51 factors.



Across all 51 factors, respondents from the faculties of Business, Dentistry and Forestry report the top three counts of positive effects, 16, 11, and 6, respectively. Conversely, respondents from Law, Dentistry, and Education report the top three counts of negative effects across all factors.

Steps Taken by UBC to Support Faculty during the Pandemic



On June 2, 2020, September 10, 2020, and June 8, 2021 the Provost and Vice-President, Academic, Andrew Szeri, and the Associate Provost, Teaching and Learning, Simon Bates, presented to UBC's Board of Governors' Learning and Research Committee on programming and supports implemented to enable faculty members, Teaching Assistants, and students at UBCV and UBCO to work remotely.

Significant investment in resources, support and tools were mobilized to enable thoughtful assessment, planning, redesign, development and execution of courses for online delivery. Refer to appendix D for the materials presented to the Learning and Research Committee that contain a list of the supports provided to faculty.

Directions Emerging from the Findings

The impact of the pandemic clearly transformed our university community. The findings from this report highlight the changes in research productivity, teaching environments and how faculty engaged and continue to engage with the many constituents within UBC during the early stages of the pandemic. Key findings from the report point to specific directions to support Strategy 4 of UBC's Strategic Plan, Inclusive Excellence[26], and, in particular, to create and bolster structures, processes, and ideas that foster and sustain the wellbeing of academic employees.

We outline some of these key directions below. Administrators and faculty are encouraged to use this report to develop recommendations by considering the findings from their individual faculties.

Lead Request

1. Assemble a small team—under the direction of Dr. Naznin Virji-Babul, Senior Advisor to the Provost, Women and Gender-Diverse Faculty, and Dr. Arig al Shaibah, Associate Vice-President, Equity and Inclusion—to consider the key learnings and actions to develop evidence-informed solutions to enhance the quality of UBC's workplace climate for faculty.

Child Care Services

2. Provide affordable, accessible, timely, and inclusive child care for tenured and non-tenured faculty; especially for faculty caregivers who are Indigenous, disabled, racialized, 2SLGBQ+, and exclusively or primarily solo parents. Recommendations 3, 12, 13, 29, and 54 of the Anti-Racism and Inclusive Excellence (ARIE) Final Report echoes longstanding calls for improved child care services. This study suggests it be of top priority.

3. Create multi-age co-operative child care services at UBC. Engage with professionals, including Dr. Michelle Stack, on co-operative models in post-secondary institutions.

4. Create and/or turn a reasonable amount of UBC day care service to $10 a Day ChildCareBC Centres by 2024.

5. Develop and implement incentives to attract, recruit and retain early childhood educators. In addition to better wages for child care service providers, additional incentives could include yearly tuition coverage for a set number of students pursuing a career as early childhood educators and subsidizing course and certification cost to become child care assistants.

Accessibility

6. Conduct proper engagement and co-create with UBC's Disability Affinity Group on the Workplace Accommodation Policy for UBC Employees policy draft. An intersectional lens should inform engagement and co-creation, and ensure the unique needs of disabled racialized faculty, disabled 2SLGBQ+ faculty, disabled caregivers, and disabled women in engagement, recommendations, policy and service delivery.

7. Create an institutional Disability Task Force driven by an intersectionality lens. Refer to recommendation 26 of the Ant-Racism and Inclusive Excellence Final Report.

8. Comply with the *Accessible Canada Act* on identifying, addressing, and removing barriers to accessibility.

26 Shaping UBC's Next Century (Strategic Plan 2018 – 2028)

Equity in Quality Control and Improvement

9. Improve accountability for adherence to the Inclusion Action Plan (IAP), Indigenous Strategic Plan (ISP), and Anti-Racism and Inclusive Excellence (ARIE) recommendations by ensuring that all Academic Administrators know of their responsibility to the IAP, ISP and ARIE, and by creating clear and measurable targets for Academic Administrators to work on during their appointment.

10. To prevent the shelving of equity audit reports, work with EIO to develop a central mechanism to monitor and evaluate the implementation of all recommendations stemming from external and internal equity reports for UBC units and services.

Inclusive Climate and Transparency

11. Use the results from the Workplace Climate and Overall Ability to Work dimensions in this report and the Workplace Experience Survey (WES) results to develop faculty-level interventions that promote a collegial and inclusive workplace climate.

12. Provide faculty-level and portfolio-level WES results on the WES UBC webpage.

13. Analyze the 2017, 2018, and 2021 WES results using a disaggregated and intersectional approach and make the results available on the WES UBC webpage.

Community Research Partnerships

14. Encourage faculties to develop resources to help faculty co-create pilot projects led by community members on ethical, safe and mutually beneficial remote research methods.

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Wilson, C. (2020, July 31). COVID-19 hit racialized, lower income groups in Toronto harder, data shows. *CTV News*. Retrieved June 6, 2022, from https://toronto.ctvnews.ca/covid-19-hit-racialized-lower-income-groups-in-toronto-harder-data-shows-1.5045885

Relevant Manuscripts on the Impact of the COVID-19 Pandemic at UBC

Davis, J. (2021, March 2). University survey shows how COVID-19 pandemic is hampering career progress for women and racialized faculty. The Conversation. Retrieved January 10, 2022, from https://theconversation.com/university-survey-shows-how-covid-19-pandemic-is-hampering-career-progress-for-women-and-racialized-faculty-153169

Davis, J. C., Li, E. P. H., Butterfield, M. S., DiLabio, G. A., Santhagunam, N., & Marcolin, B. (2022). Are we failing female and racialized academics? A Canadian National Survey examining the impacts of the Covid-19 pandemic on tenure and tenure-track faculty. Gender, Work & Organization, 29(3), 703–722. https://doi.org/10.1111/gwao.12811

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Yee, G., Lorenz, M., Mehta, S., Andres, C., & Edward, H. (2020, September). COVID-19 impacts on UBC students survey report. UBC Alma Mater Society. https://www.ams.ubc.ca/news/2020-aes-and-ams-covid-survey-reports/

For more COVID-19 related research projects involving UBC researchers, see the "UBC COVID-19 Research" webpage: https://covid19.research.ubc.ca/research-projects/social-and-policy-response

Appendix

Appendix A: COVID-19 Faculty Survey

PDF

Appendix B: List of Socio-Demographic and Work Role Variables

XLS

Appendix C: List of Factors

XLS

Appendix D: Steps Taken by UBC to Support Faculty during the Pandemic

"Preparations for Online/Remote Learning". June 2, 2020, PowerPoint presentation to the Board of Governors' Learning & Research Committee. (Presentation deck available here)

"Expenditures and Programming for High-Quality Remote Teaching". September 10, 2020, PowerPoint presentation to the Board of Governors' Learning & Research Committee. (Presentation deck available here)

"Planning and Support for Fall Instruction (2021W1)". June 8, 2021, PowerPoint presentation to the Board of Governors' Learning & Research Committee (Presentation deck available here)


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