

# UBC-Vancouver Faculty Survey on The Effects of COVID-19: Tenure Track & Non-Tenure Track Faculty, Gender Analysis

November 2, 2020

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



# COVID-19 Faculty Survey Task Force



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# Overview



1. Tenure Track (TT) Survey (June 19 - July 10 at UBC-Vancouver\*)
2. Non-Tenure Track (Non-TT) Survey (July 06 - July 24 at UBC-Vancouver\*)

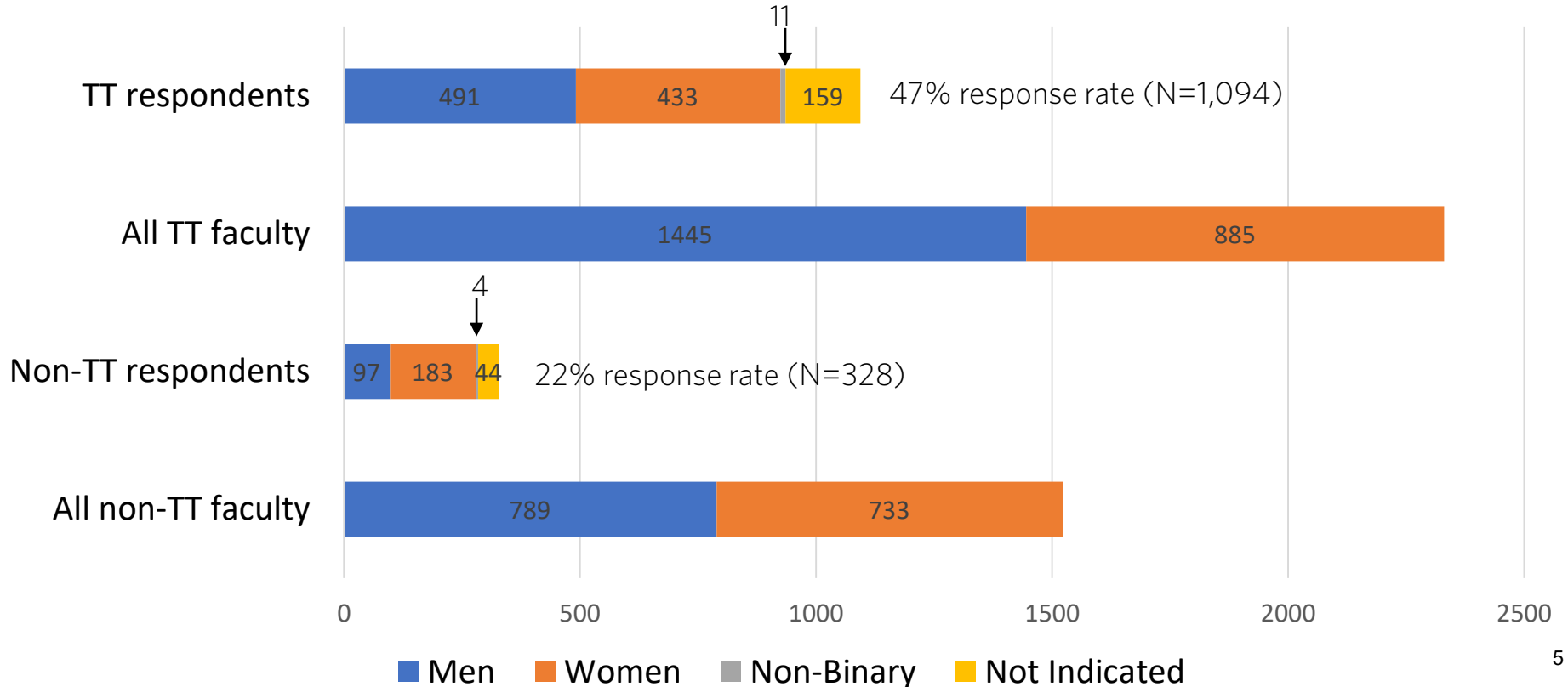
All 11 faculties: Arts, Science, Medicine, Applied Science, Education, Business, Forestry, Law, Land & Food Systems, Dentistry, Pharmaceutical Sciences

- Measured the effects of COVID-19 on faculty's overall ability to work, teaching, research, service, and caregiving.
- Also assessed work climate, racism, discrimination, and harassment.

## Current limitations of the analysis to note...

- This analysis has not yet incorporated intersectionality theory and therefore does not yet reflect the impact of intersecting identities on faculty experience (e.g., racialized faculty, gender diverse faculty, faculty with disabilities, LGBTQ2S+ faculty).
- This means that the results of the intersectional analysis may show very different outcomes for certain populations than the data presented here, which reflects the majority experience.
- The number of gender diverse (non-binary) respondents was low and therefore could not be incorporated in the analysis.

# Survey Respondents by Appointment and Gender



# Findings: TT and Non-TT Faculty



Both TT and Non-TT faculty report...

- Increases in:
  - Teaching workloads
  - Service workloads (*worse for TT faculty*)
  - Caregiving at home
- Decreases in:
  - Research outputs (*worse for TT faculty*)
  - Overall ability to work
- Concerns about interacting with & supporting students
- Need for additional time & resources for teaching & research

# Findings: Men and Women Faculty

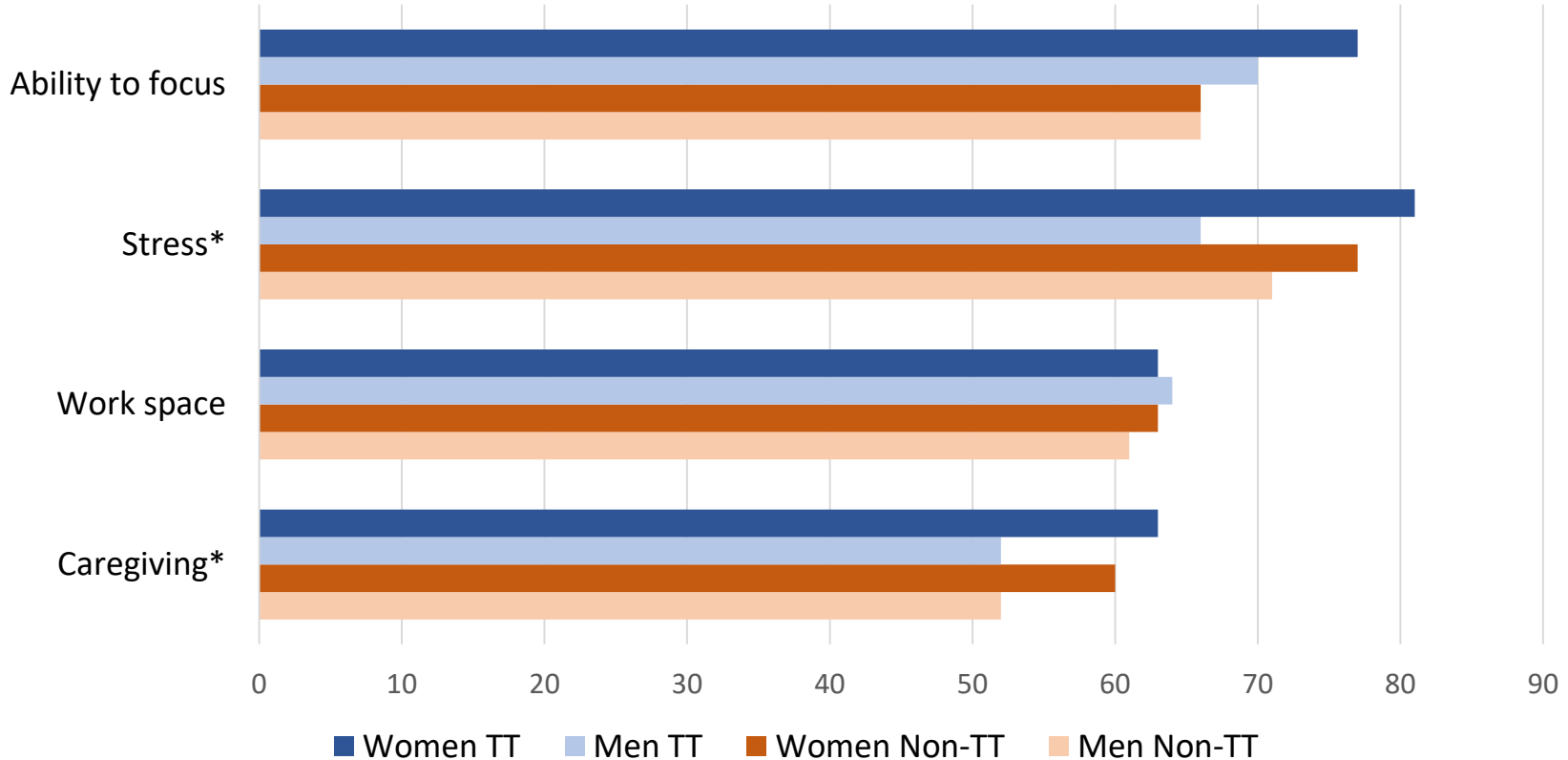
Women faculty report significantly more...

- Increases in:
  - Teaching workloads
  - Service workloads (*especially TT women*)
  - Caregiving at home
- Decreases in:
  - Research outputs (*especially TT women*)
  - Overall ability to work
- Concerns about interacting with & supporting students
- Need for additional time & resources for teaching & research

# Top Factors Reducing Ability to Work During COVID



\*Significantly worse for women faculty

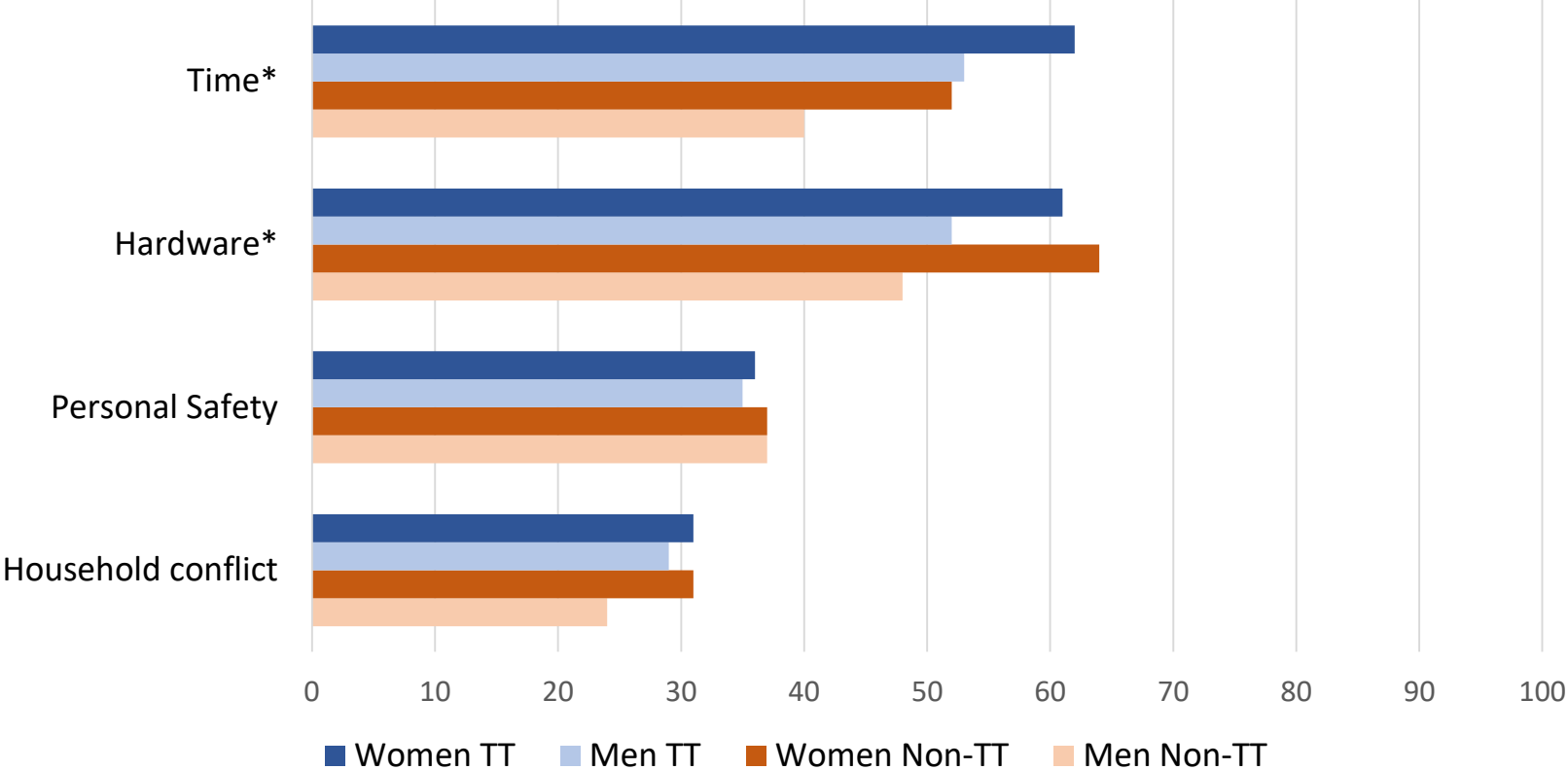




# Other Factors Reducing Ability to Work During COVID



\*Significantly worse for women faculty

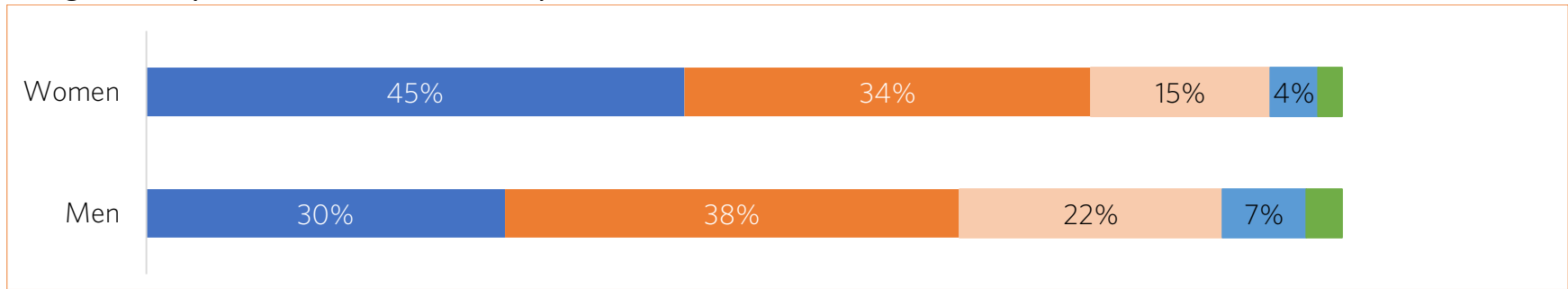


# Effects of COVID on Research Outputs

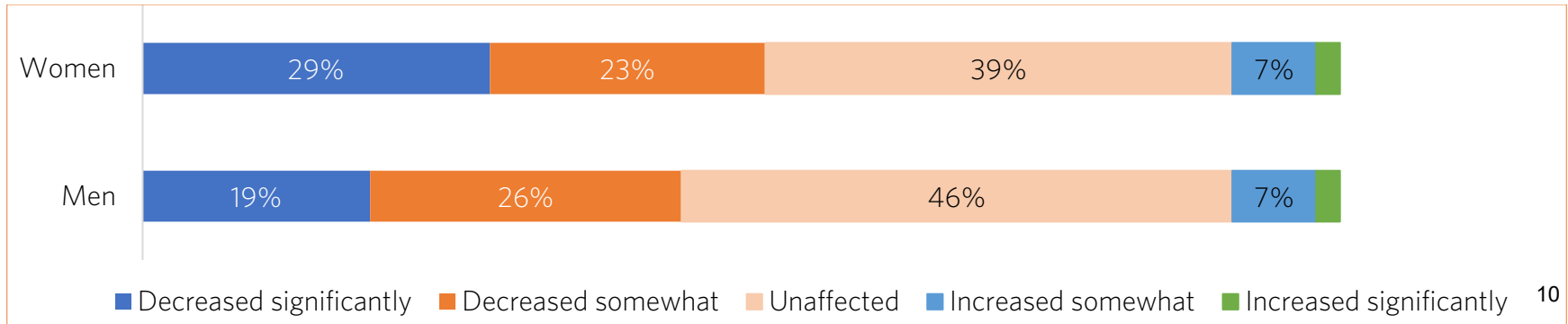


- Tenure Track\*: 79% of women and 68% of men reported a decrease in research outputs

\*Significantly worse for women faculty



- Non-Tenure Track: 52% of women and 45% of men reported a decrease in research outputs



# Effects of COVID-19 on Teaching



- Faculty who taught Winter Term (January to April) and/or Summer Term 1 (May and June) reported an average **increase** in their usual teaching workload of **half** (e.g., from 30 hrs/week to 45 hrs/week).

Tenure-Track\*: 145% of usual load

Women: 153%

Men: 140%

Non-TT: 150% of usual load

Women: 150%

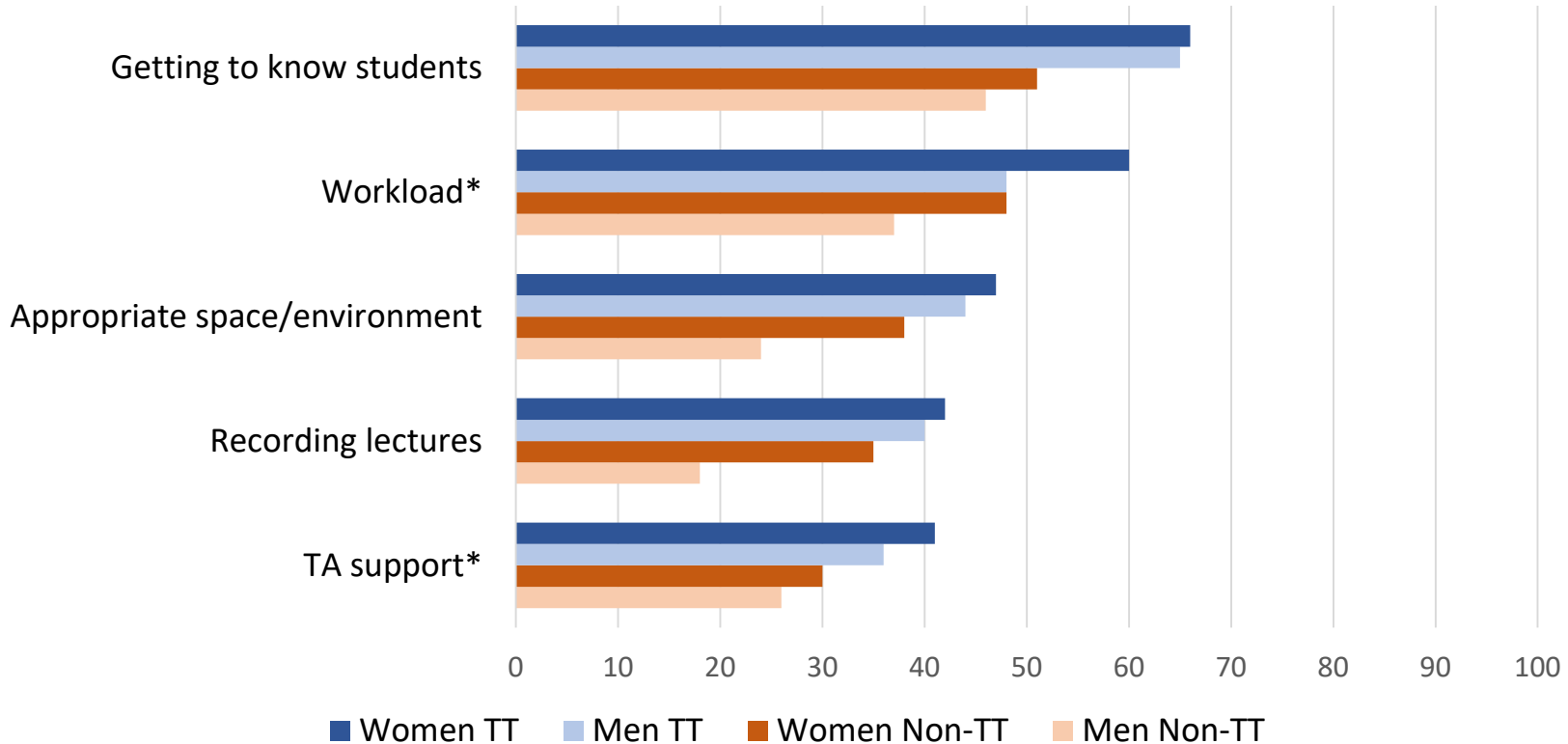
Men: 148%

\*Significantly worse for women faculty

# Teaching Concerns for Faculty Teaching Fall Term:



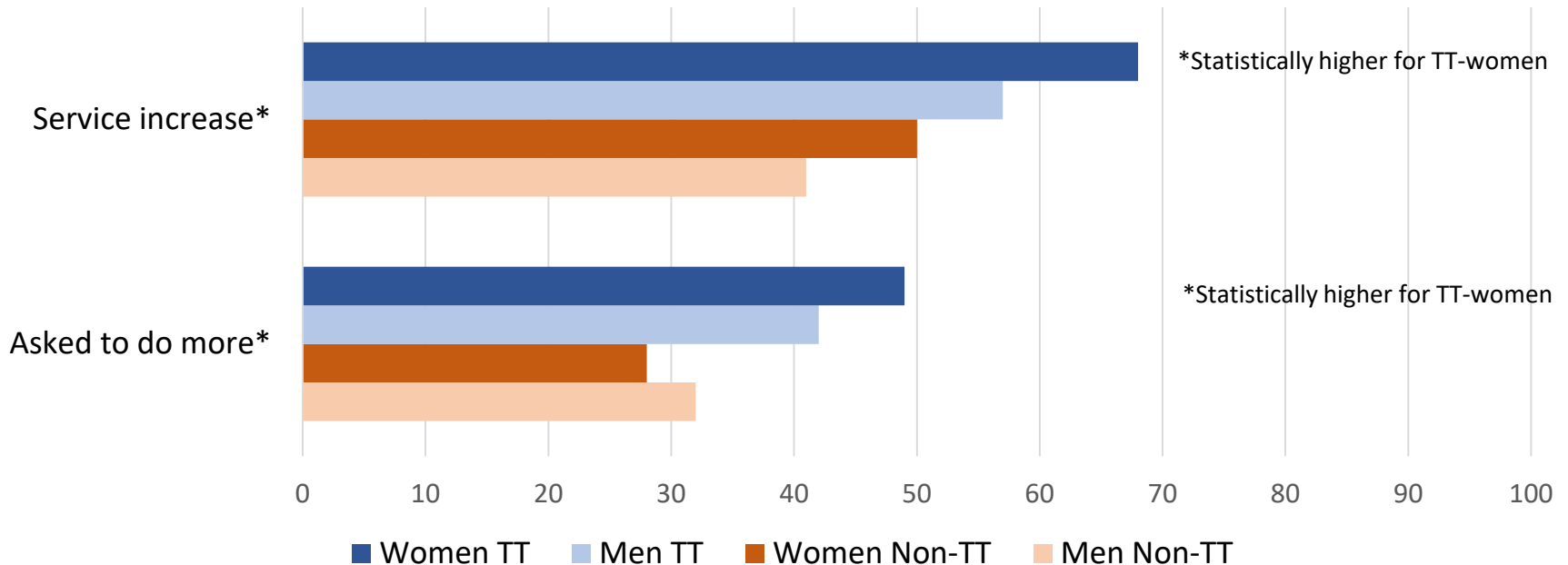
\*Significantly higher for women faculty



# Service Increases by Appointment & Gender



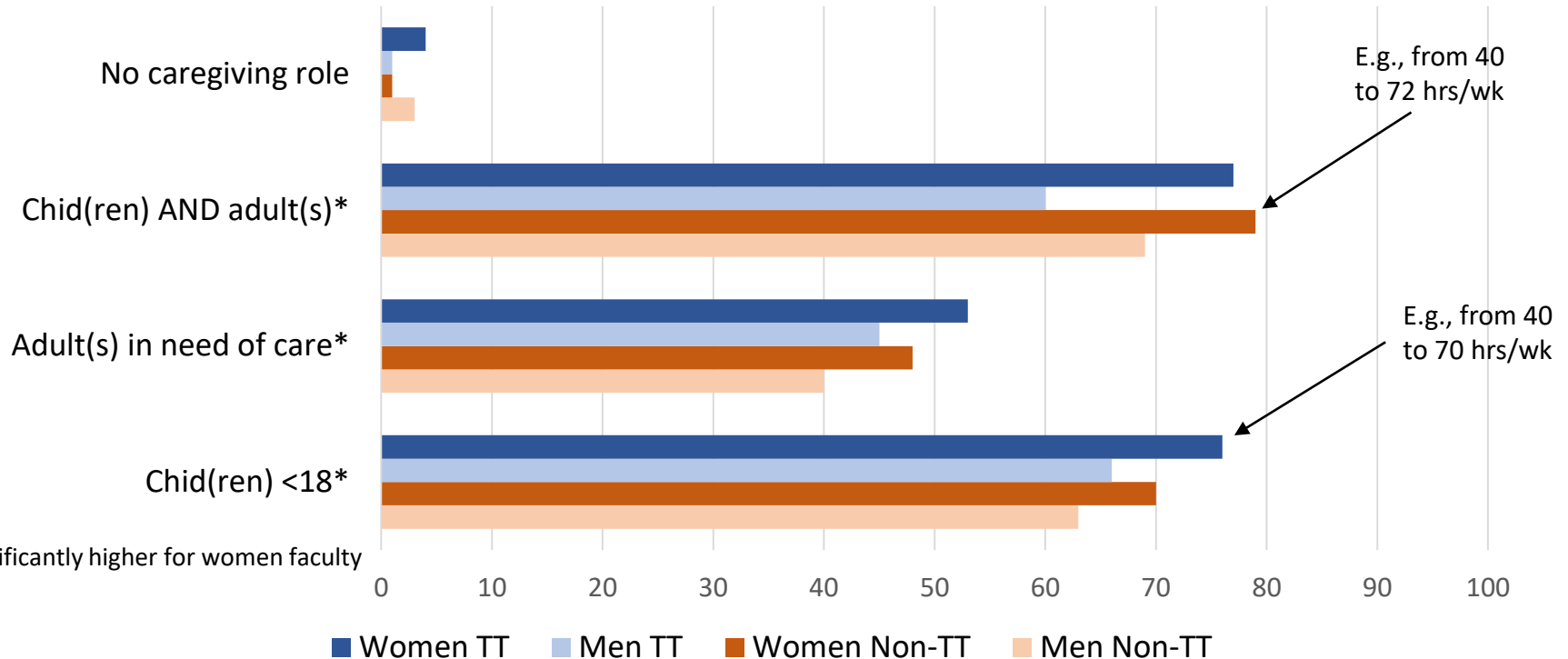
- Service work increased for most faculty, especially **women** and **tenure-track** faculty, who were also more likely to be *asked* to do more service by their department, unit, Faculty, or UBC after COVID.



# Percent Increase in Caregiving after COVID



- Overall, the increase in caregiving was 10% higher for TT women (50%) than for TT men (40%), and 6% higher for non-TT women (41%) than for non-TT men (35%)



# Summary: Effects of COVID on Faculty



All faculty – especially women faculty – report:

- Increased teaching, service (especially TT), & caregiving loads
- Decreased research outputs (especially TT) & overall ability to work

Implications (especially for women faculty):

- Less teaching & service for research faculty so they can get back on track
- More childcare support, workspace availability, hardware for online teaching, and trainee support
- More mental health support for students (so faculty aren't playing this role) and for faculty to address high levels of stress/anxiety/sadness