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

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• Moura Quayle, Vice-Provost and Associate Vice-President, Academic Affairs
Overview

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

*UBC Okanagan chose not to deploy a survey at this time
**A survey to sessional faculty and lecturers at UBC Vancouver was deployed late July
Survey Respondents

• Representative of the UBC-Vancouver tenure-track faculty

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

• 44% women, 49% men

• 22% assistant profs, 31% associate profs, 47% full profs
  • 18% admin (41 assoc heads, 32 heads, 25 assoc deans, 5 deans, 88 “other”)

• Other demographics (ancestral origin, sexual orientation, etc.)
Data Analysis Just Beginning

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

Survey respondents report:

• Substantial increases in:
  • Teaching workloads
  • Service workloads
  • Caregiving at home

• Substantial decreases in:
  • Research outputs
  • Overall ability to work

• Faculty express dedication to interacting with & supporting students
Factors Reducing Overall Ability to Work

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

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

• Faculty who taught Winter Term (January to April) and/or Summer Term 1 (May and June) reported an average increase in their usual teaching workload of almost half (to 145% of usual load).

• All aspects of teaching became more difficult (in order of difficulty):
  • Interaction with students
  • Class discussion
  • Facilitating class activities
  • Class preparation
  • Lecture delivery
  • Communication with students
  • Managing assessment
Teaching Concerns

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

<table>
<thead>
<tr>
<th>Concern</th>
<th>% Faculty expressing this concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to know/connecting with students</td>
<td>89%</td>
</tr>
<tr>
<td>Workload</td>
<td>72%</td>
</tr>
<tr>
<td>Having appropriate space/environment to conduct teaching</td>
<td>62%</td>
</tr>
<tr>
<td>Recording online lectures</td>
<td>56%</td>
</tr>
<tr>
<td>TA support for online courses</td>
<td>54%</td>
</tr>
</tbody>
</table>
## Whether Faculty Sought Advice/Assistance for Teaching Fall Term

<table>
<thead>
<tr>
<th>Source of Advice/Assistance</th>
<th>% Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>From peers/colleagues (at UBC or beyond)</td>
<td>73%</td>
</tr>
<tr>
<td>From my school/faculty-based instructional support unit</td>
<td>54%</td>
</tr>
<tr>
<td>Workshop sessions offered through CTLT and/or LTHub</td>
<td>37%</td>
</tr>
<tr>
<td>Asking CTLT and/or LTHub</td>
<td>35%</td>
</tr>
<tr>
<td>Haven’t sought advice/assistance but will</td>
<td>14%</td>
</tr>
<tr>
<td>Won’t need to seek advice/assistance</td>
<td>7%</td>
</tr>
</tbody>
</table>
Service

• Service work increased for most faculty
  • 62% of faculty reported an increase in service work
  • 46% of faculty were asked by their department, unit, Faculty, or UBC to take on more service responsibilities and roles during the pandemic

• Increases in service were especially high for (in descending order):
  • Student support/mentoring
  • Administrative duties
  • Committee work
## Caregiving

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

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

<table>
<thead>
<tr>
<th>Decreased significantly</th>
<th>Decreased somewhat</th>
<th>Unaffected</th>
<th>Increased somewhat or significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td>35%</td>
<td>19%</td>
<td>6%</td>
</tr>
</tbody>
</table>

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

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

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

Survey respondents report:

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