



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

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COVID-19 Faculty Survey Task Force



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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:

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

Teaching



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

Teaching Concerns



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

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

Whether Faculty Sought Advice/Assistance for Teaching Fall Term



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

Service



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

Caregiving

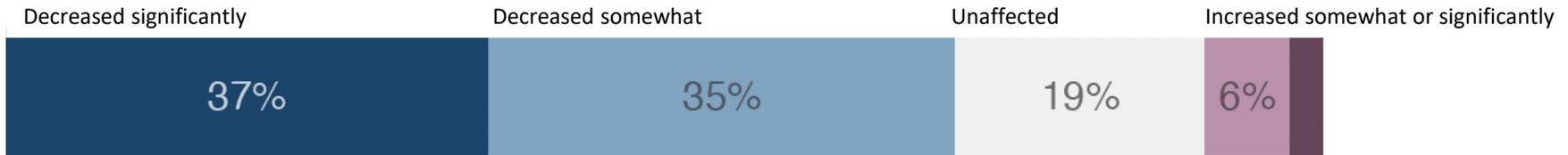


Caregiving role	% Faculty with role	% Increase in caregiving
Child(ren) under 18	47%	70%
Adult in need of care (e.g., family member with illness, elderly parent(s), friend, neighbor, etc.)	58%	50%
<i>Both</i> child(ren) and adult(s)	26%	85%
<i>Either</i> child(ren) or adult(s)	78%	56%
No caregiving role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

Research



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



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

Research Needs



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

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

Summary



Survey respondents report:

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