

SFUFA Teaching Faculty Workload Survey, Fall 2021

Preliminary Results

March 31, 2022

Teaching Faculty Survey, Fall 2021

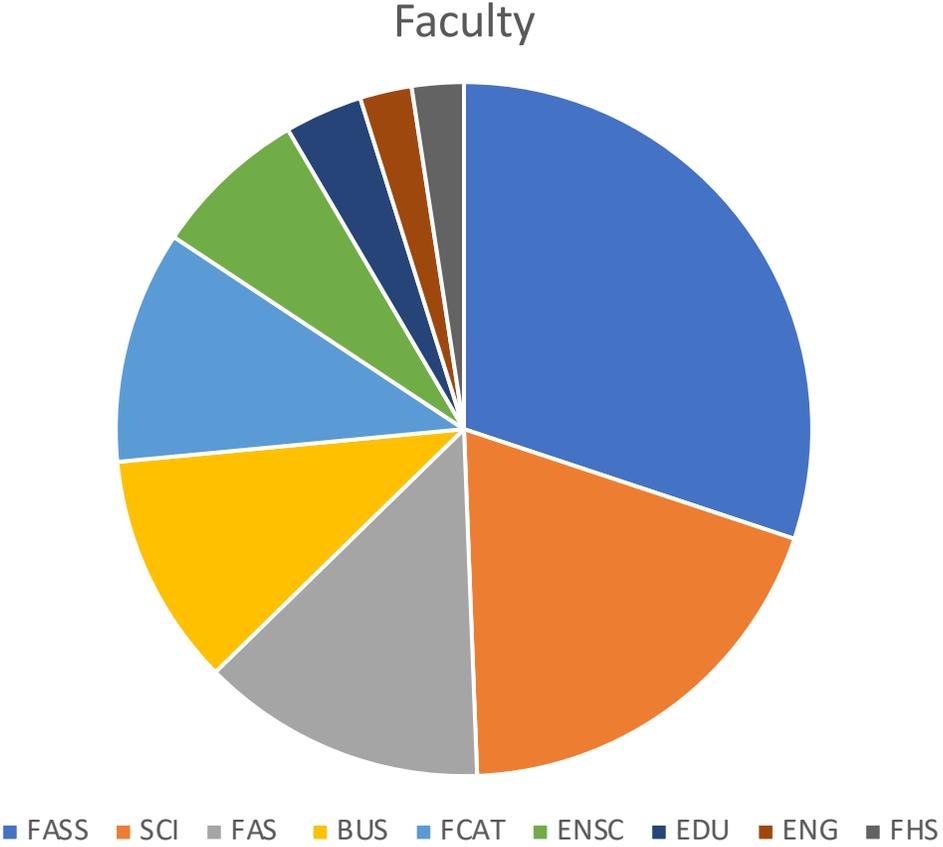
Purpose:

- Examine teaching faculty workloads across SFU
- Explore teaching faculty members perspectives about issues affecting workload
- Identify inequity issues and issues for future follow-up

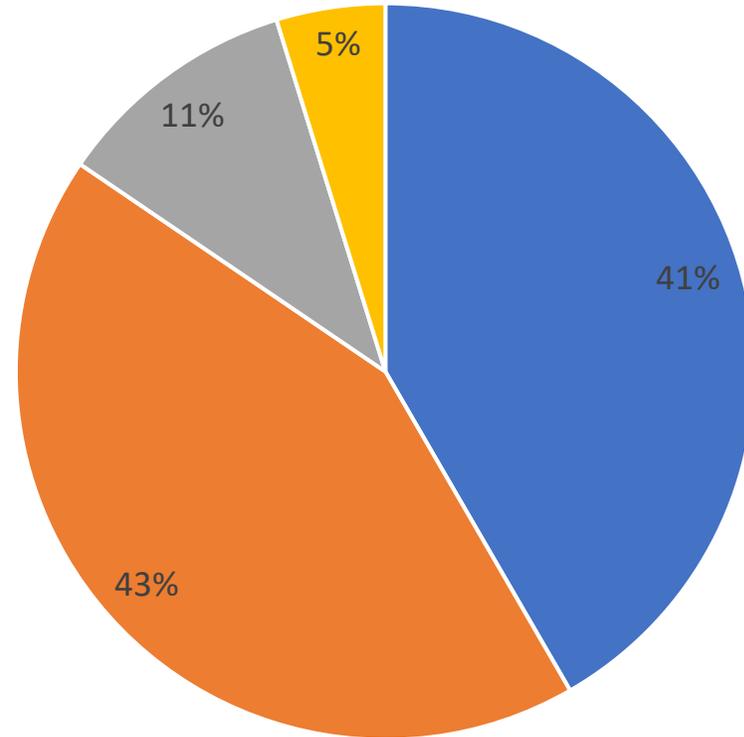
Teaching Faculty Survey, Fall 2021

1. What is your current rank?
2. Are you continuing or limited term?
3. What is your department? Faculty?
4. What is your official teaching load?
5. How many courses did you teach in 2020-21? 2021-22?
6. How many different classes will you teach in this two year cycle?
7. How many different course preps did you have in this two year cycle?
8. Do you supervise graduate students?
9. If yes, how many graduate students did you supervise in 2020-2022?
10. Do you supervise undergraduate honours students or directed studies students?
11. If yes, how many undergraduate students did you supervise in 2020-2022?
12. List any teaching related work we have missed.
13. List any reasons for a discrepancy between your official load and your actual teaching load in the two year period.
14. How are course equivalencies allocated in your department/faculty?
15. In your opinion, what factors need to be addressed related to teaching faculty workloads in your department/faculty?
16. Additional comments?

Teaching Faculty Survey Respondents (n=84)

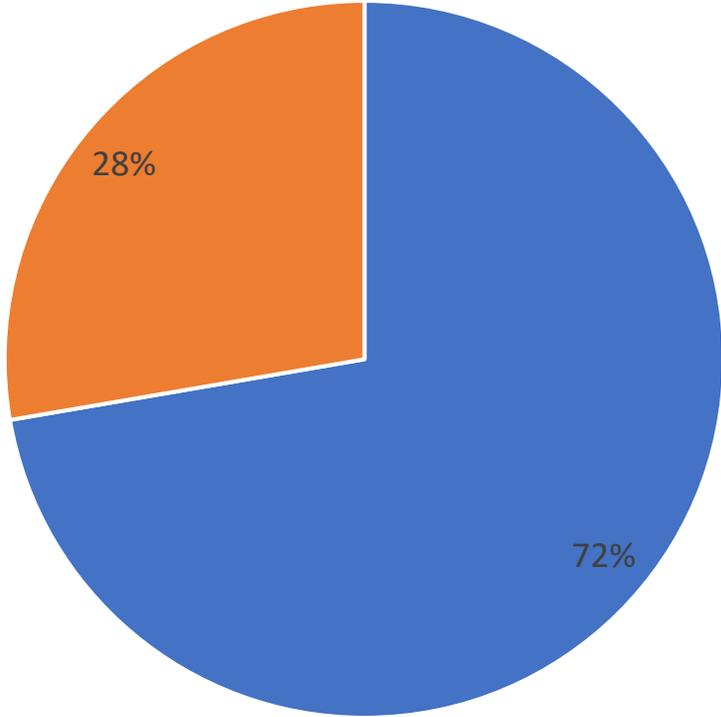


Rank of Teaching Faculty Survey Participants (n=84)



■ lecturer ■ senior lecturer ■ university lecturer ■ LT rank unknown

Status of Teaching Faculty Survey Participants (n=83)



■ Continuing ■ Limited Term

Reported Teaching Loads of Teaching Faculty

There was a bimodal distribution of teaching load:

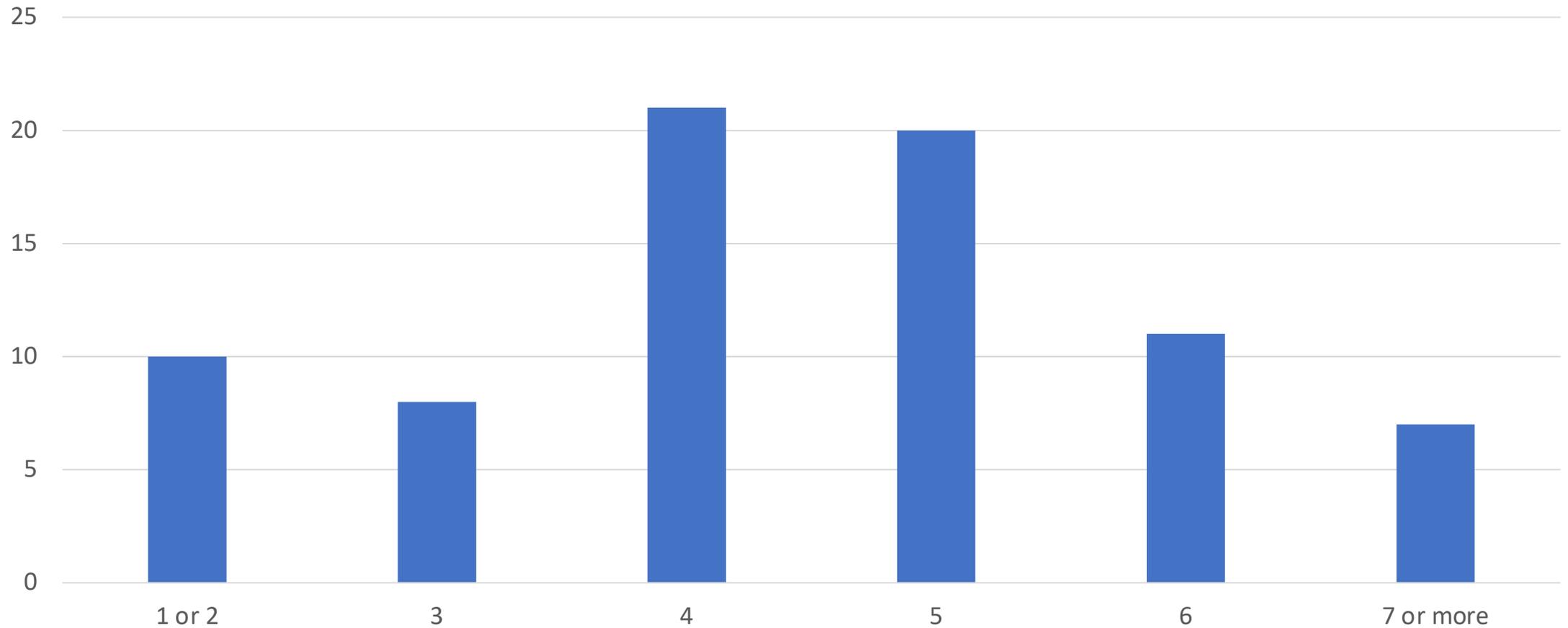
Over one third of respondents reported a teaching load of 6 courses.

Over one third of respondents reported a teaching load of 8 courses.

A substantial number of respondents reported a load of 4-5 courses a year.

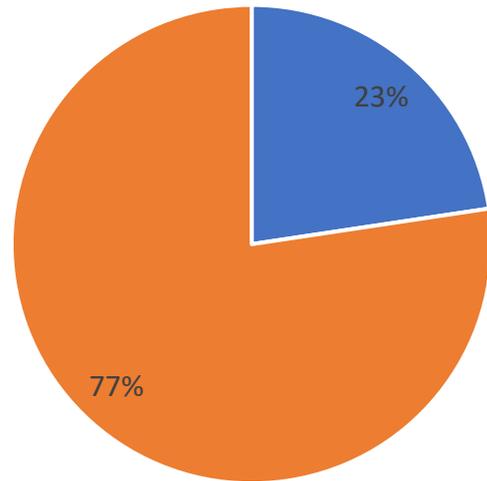
Some respondents have lower loads due to part-time employment.

Number of *Different Courses* Taught Per Year (2020-2022) By Teaching Faculty Survey Respondents (n=77)



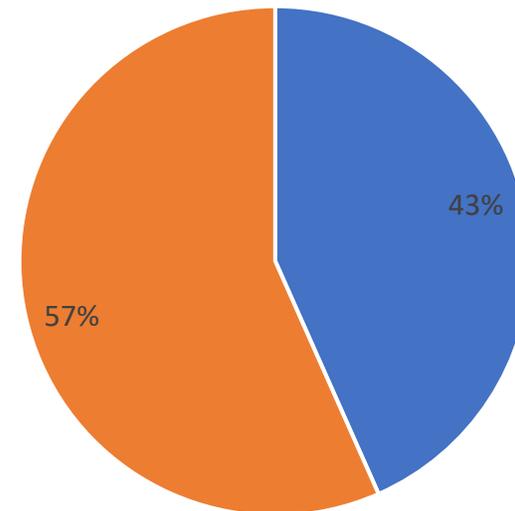
Graduate and Undergraduate Supervision By Teaching Faculty Survey Respondents

Grad Stud Supervision



■ Yes ■ No

Undergrad Honours



■ Yes ■ No

Other Teaching Related Work Reported By Teaching Faculty

- Chairing thesis defences
- Comprehensive exam supervision
- TA training
- RA supervision on Teaching & Learning Development Grants
- Lab supervision and maintenance
- CAL accommodations
- Letters of recommendation for undergraduate students
- Pedagogical and technological support for students
- Student support and advising
- Course development and redevelopment (esp. in relation to online/remote/COVID)
- Liaison with community (including Indigenous communities)
- Field school supervision and analysis

How Are Course Equivalencies Allocated in Your Department/Faculty?

- “Good question. I have been trying to get that question answered for over twenty years.”
- “I get two course equivalencies for departmental work: committees, grad student supervision etc, which feels more than generous...”
- “All courses are considered equal irrespective of all mitigating factors.”
- “We have a complicated system of points that can accumulate to give course release. However I have never had course release from this system. According to this points system I have about 8 course releases..”
- “Unknown? I think when they *really* see us struggling with the workload we get given an extra teaching credit.”

In your opinion, what factors need to be addressed related to teaching faculty workloads in your department/faculty?

- Course equivalencies
- Credit hours – what constitutes a course
- Course preparations – diversity of courses in teaching load/repeat sections
- Courses – types of courses (large lecture, experiential, lab)
- Hybrid and online courses
- Class sizes
- Scheduling

In your opinion, what factors need to be addressed related to teaching faculty workloads in your department/faculty? ...continued

- COVID's impact on teaching faculty
- Burnout
- Time for holidays/vacation
- Time and \$\$ for professional development
- Time for course development and revision
- Burden of increased CAL accommodations
- Need for enhanced admin support
- Need for more TA base units

In your opinion, what factors need to be addressed related to teaching faculty workloads in your department/faculty? ...continued

- “In a small department, we are not allowed to repeat courses during the same academic year unless it's a big service course. I don't disagree in principle but it's a huge and exhausting undertaking to teach 8 vastly different courses. Graduate supervision needs to be addressed. I'm not sure how to address the workload part of it. What I think should be easy to change - and really needs to be changed - is giving credit.”
- “I am cross-appointed, and course equivalencies are counted differently in my two units. One is very good about giving them; the other basically just assigns me extra teaching. It is so infuriating/devaluing that I am considering leaving that unit.”
- “How many sections - it counts as one course but I teach multiple sections...”
- “The workload per course continues to increase. Specific contributors: I have spent an unprecedented amount of time dealing with IT problems this semester, the number of CAL students increases (for practical lab exams course instructors, not the CAL, schedule and run make-up exams. This can take 4 hours for a single CAL student), I have an increasing amount of admin work (Animal Care, EHS, TSSU). These are not trivial.”

In your opinion, what factors need to be addressed related to teaching faculty workloads in your department/faculty? ...continued

- “The semesters never end. The administrative obligations for winding down one course and starting the next such as ranking teaching assistants result in a never ending semester...”
- “Reduction in courseload; more repeated courses needed. Cuts to Departmental teaching budget have meant fewer TAs, so more grading for instructors. Mental health burdens on students have created a lot of indirect work supporting students, arranging accommodation etc.”
- “Full time course load for lecturers needs to be 6 courses, not 8 per year. Otherwise we cannot really participate in the department.”
- “There is a serious imbalance in the number of different courses lecturers are expected to teach, depending on which campus you are based. In Burnaby, it is common for lecturers to teach multiple sections of the same course in the same year. In Surrey, it is far more common to teach a large variety of courses and new course preps in a given year.”
- “All I know is something needs to change! I'm sick of the uni admin working to make things better for students while ignoring the faculty who are burnt out and running on fumes.”

Equity

- “I'm finding there is a high expectation of committee/service work because I am the only female continuing teaching faculty in my Dept.”
- “Thanks for administering this survey and considering how inequities persist for TF within their units and across the university.”
- “It is very strange that History full time lecturers teach Six (6) for the same pay. It is not equal work for equal pay.”
- “Course releases are inequitably given, and could be argued to be mostly based on the personal relationship you may have with the current director of the school. There are multiple faculty members receiving course releases for taking on minimal responsibility”
- “It's time for teaching faculty to be treated equitably across all units. The inequities both within units and across the institution ignore this reality.”

COVID

- “Changing to online courses (and back) took an enormous amount of time--SFU "thanked" us, and told us to attend online seminars if we were stressed ... after 80 hour weeks. If a FT load for teaching instructors is 8 courses, then a FT load for 4-credit courses needs to be less--students getting credit for doing more work means someone has to create/guide them through/evaluate all that work.”
- “Class sizes have risen indiscriminately during Covid...Lecturers seem to have been impacted the most by these Covid-related decisions because they tend to instruct larger classes than their research colleagues. Thus the workload discrepancy has been exacerbated further.”
- “I have been very busy during the pandemic re-working courses moving courses online. This has made me realize that I spend of time on what is essentially course administration - uploading files and video to Canvas and the like. Genuine administrative support would be very useful, particularly with large course loads.”
- “There is simply too much work! I am efficient, I work hard and I am now tired of using a noticable portion of my evenings and weekends to keep everything going at a high quality level. A lot of this is the pandemic related increase but I was on this path pre-pandemic. I have also not taken a 4 week holiday where I do NO work in over 10 years. In fact, I doubt I have gone 2 weeks without attending to some work related items in over 10 years.”