Dear SFUFA members:

Last month, we invited you to participate in a short survey on dual mode teaching - that is, courses in which some students are face to face and others are fully remote. SFU had initially told us that no one would be required to teach fully remote students in a face to face class, and that new sections would be opened for students who could not be expected to attend in person. We heard anecdotally that people were in fact performing dual mode teaching, but were uncertain how widespread this was, and what kinds of supports might be in place for those faculty members required to manage both an in person and online version of the same course. The results provided are deeply concerning, and suggest that the provision of resources for this work is partial at best, and that dual mode instruction is by no means a rare occurrence, but common in many areas of the University.

SFUFA is calling on SFU to take action immediately to address these issues. There are a number of steps SFU could take, we ask that the University meet with us to develop a plan to address previous and ongoing workload and logistical matters, beginning with the following proposals:

- increase the IT support available to faculty members and academic units
- increase funding for TA and TM support
- provide enhanced support for faculty members dealing with requests for accommodation, issues of academic misconduct, and other ancillary duties
- open new sections wherever students are full-remote, and ensure faculty members who have had to teach both fully-remote and face to face students receive credit for teaching two sections
- introduce enrolment caps and/ or credit for an additional section where enrolment has increased by certain numbers since the pandemic
- recognize the transition to remote instruction as a new prep, limit new preps, and provide teaching credit to all faculty for unanticipated new preps over the course of the pandemic
- provide all faculty with an additional semester of study leave per covid-impacted academic year, as a general recognition of the additional workload that faculty members have taken on

With that, we now provide the results of the survey. The following slides provide a breakdown of the results.

Location of Teaching, SFUFA Teaching Survey Respondents (n=330)

17%

83%
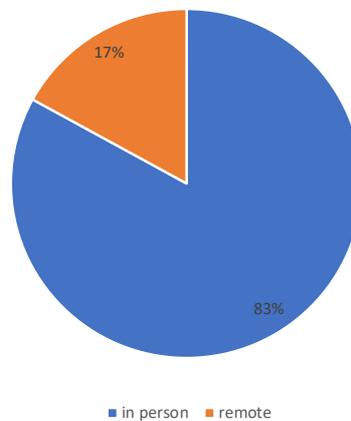
■ in person ■ remote

Remote Component in In-Person Courses
Among Teaching Survey Respondents (n=274)


45%

55%

■ No ■ Yes
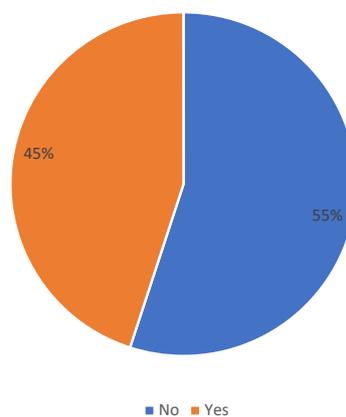
Members also sent us a great deal of information in the comments, offering details of exactly what is happening in classrooms. Many of these fall into a few general themes.

Workload

The pivot to exclusively remote learning early in the pandemic required substantial revisions to course delivery that did not end with the return to campus given the need to provide flexibility for student learning around Covid protocols. Faculty emphasize that pandemic teaching has required an increased online presence for all students, and that they have adopted multiple new practices to accommodate. Faculty consistently report that managing remote students requires different work than teaching in person; contrary to what SFU has so often suggested, it is not enough to simply record and/ or stream an in-class lecture and expect the student's learning experience to be the same. Engaging students virtually requires different methods even to effectively deliver material in a lecture format - it becomes still more challenging as one tries to manage group exercises, student participation, tutorial work etc. On top of that, any incorporation of an on-line component involves additional technological work, and the lack of consistent and consistently-functioning technology and support too often forces faculty to learn new technologies and troubleshoot existing ones on the go.

Impact of Accommodating Remote Learning on Faculty Workload (n=144)
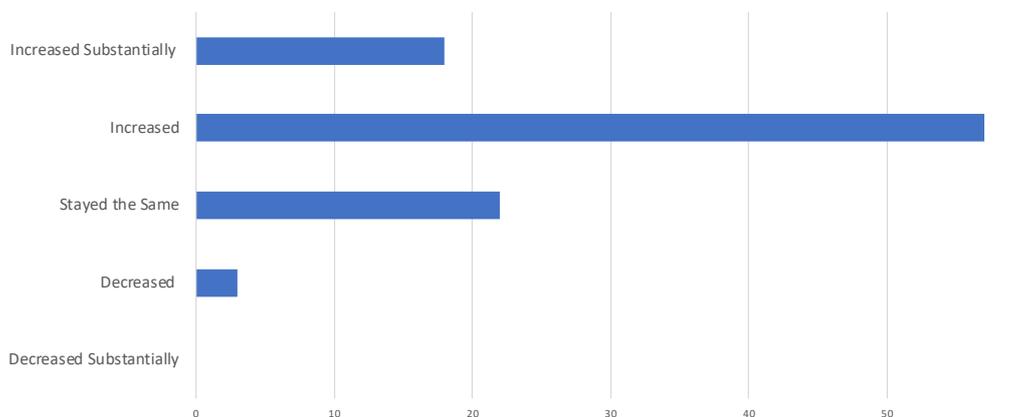
"Personally, I've put in 2.5 years worth of time into the 1.5 years, with 60 hour weeks becoming the norm"

"Recording my live in person lectures is a useful resource but much more demanding cognitively than either lecturing in person or recording remote lectures. It's not just 1+1."

"I had to record additional course videos; rewrite the lab manual to adjust it to remote learning; set up Canvas differently to support remote learning... It was basically like preparing a whole new course from scratch with no adequate time available to do it. It was a lot of extra work."

"It's very challenging - students expect to receive lecture notes, recordings, and everything online (even though the course is in person)...it's like we have to manage 2 separate courses without any support at all. We need consistent guidelines across different departments/ faculties...students have very unrealistic expectations from instructors."

"My workload has already increased as a result of making the course accessible to remote students - but the real effect will be later in term when the TAs run out of hours as a result of the extra work they're doing! Then I'll have to step in and mark far more of the assignments than I usually do. The most useful support right now by far would be more hours for TAs (if [the TAs] wanted them)!"


Lack of Support

The logistical work of managing dual mode teaching (and hybrid teaching, in which portions of the course are on-line for all students) was raised over and over again in faculty comments. We certainly don't need to point out to all of you, who have been doing this work, the challenges and barriers caused by inconsistent and unreliable technologies, not to mention the work of learning and managing those technologies. While in some areas faculty members appear to have been provided with support for this work, all too often equipment has been unavailable, funds for equipment have been denied, and staff support has been insufficient. This is not at all the fault of the TAs, lab assistants, IT people or tech personnel, who themselves have been run ragged trying to keep systems functioning and provide help where it is most urgently needed. It does, rather, reflect a failure of SFU to provide the resources necessary to mount on-line or hybrid learning on the scale that has been demanded. We of course do recognize that the pandemic and the length of disruption was not anticipated, and that the University found itself with

tremendous challenges to meet. However, faculty requests for additional support, in both assistance and in equipment, were and continued to be too often denied or ignored altogether. And when we - and so many of you - took these concerns directly to administrators, we were too often told that we were exaggerating the issues.

Support for Remote Teaching Among Teaching Survey Respondents (n=158)

"Have you been provided with any additional resources to support remote teaching this term?"
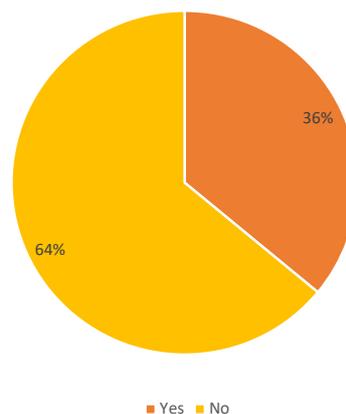
■ Yes ■ No

"It's very challenging - students expect to receive lecture notes, recordings, and everything online (even though the course is in person)...it's like we have to manage 2 separate courses without any support at all. We need consistent guidelines across different departments/ faculties...students have very unrealistic expectations from instructors."

"I regret not having been given a choice between remote and online teaching. The university displayed very little flexibility while always expecting more from its instructors"

"When I get to my class it takes me between 5 and 10 minutes to set up the computing equipment and a bit less to take it down at the end. The classroom itself is quite unsuitable for this hybrid delivery mode and for recording what happens."

"My latest frustration is that I arranged for IT to come and set up a recording of my lecture in class last Friday, and the IT person was very helpful. However, I cannot access this recording and my emails to the IT staff are being ignored. This leaves me in the very awkward situation of not being able to provide

students with a recording, even though I invested a lot of time in setting this up and complying with University policies to generate a recording- and I am totally empty handed here 4 days after my class session. This makes me want to record them myself despite the added burden and complication."

"Unfortunately, the HVAC audit hadn't been completed before the start of term. Turns out, there is no working fan in the room. So a few lectures in, we've been reassigned - the new classroom is adjacent to a high-noise area and completely unsuitable for high-intensity focus required for our work. "

Infrastructure and Information

Throughout the pandemic, faculty have reported feeling confused and unclear on directions coming from the University regarding safety requirements, protocols, and rights. There has been a distinct lack of information even concerning some of the most important aspects of the return to campus: air quality and safety improvements in teaching spaces.

We were reassured throughout the Summer that an air-quality audit would be complete and publicly available before the beginning of the Fall semester. That process is finally complete, but we do not know how often, when, how, and by whom air quality is being tested.

We have also heard about the challenges of returning to a campus ill-equipped with technology or technological support for hybrid teaching. Problems with bandwidth have been common throughout the Fall as, predictably, students who are enrolled in both in-person and on-line courses are often staying on campus for their remote courses. This problem will worsen as we approach the final exam period.

I would love to have indoor air quality results available for my classroom at any time. I have been contemplating bringing in a portable air quality monitor myself but I think this should be SFU's responsibility. It's not enough to check at the end of the day; it needs to be available when in the classroom.

"The teaching stations were not designed with the need to control multiple computers and data streams in mind. We require more sophisticated control

technology at the teaching station to allow one button preset control over the data stream that is shared in the classroom and remotely."

"We lose about 30-45 minutes each class due to problems with the remote set up and maintaining the visual resources."

"The additional burden instructors are being asked to manage this semester, related to IT and recording lectures, is not feasible or reasonable. It takes a lot of time, and has undermined my ability to actually teach and run my classes."

Communication and Consistency

Since the return to campus began to be anticipated, faculty members (and staff and students, too) have repeatedly pointed out that SFU's communications have been too few, and too late. And where information has been distributed, it has often been partial and not internally consistent. Members have been most vocal about these problems as they relate to health and safety protocols, but that is only one area in which SFU needs to do better.

What policies and procedures are guiding decisions regarding online teaching?

What equipment and technological support can faculty expect to have access to?

How is the intellectual property of faculty members being protected when SFU encourages materials to be made available in a variety of formats?

And how are faculty members to be not only recognized but compensated, whether monetarily or in time, for the additional work they have performed and continued to perform for these many months?

The questions are many. Most generally, however, the message from faculty is that the University's handling of these matters has not been sufficient, that the mismatch between demands and resources is not sustainable, and that SFU needs to do a whole lot more.

"The university needs to be clear with everyone what they are and are NOT willing to do."

"There is an absence of clear, responsible leadership being taken up by SFU, and offering faculty - in particular - necessary support."

In spite of these many challenges and the woefully inadequate levels of support from SFU, faculty members have risen above and beyond to continue to give their students the best educational experience possible under the most difficult circumstances. Faculty members have been called upon to re-write courses and assignments, to accommodate a myriad of student issues from technological limitations to medical needs and have done so with grace, flexibility, and understanding. We know that faculty have been supporting students not only pedagogically but emotionally as well, as many students have been living through the pandemic in extreme conditions. Whether students have found themselves in isolation, or in crowded or even unsafe households, faculty members have worked with them to help them continue their studies. We also know that in spite of the widespread exhaustion felt by all of us, faculty continue to give everything they have to their students.