Invisible Struggles:

Impacts of COVID-19 on SFUFA Members

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Land Acknowledgement

We respectfully acknowledge the xʷməθkʷəy̓əm (Musqueam), S wx wú7mesh Úxwumixw (Squamish), səl̓ilw̓ətaʔɬ (Tsleil-Waututh), q̓íc̓əy̓ (Katzie), kʷikʷəƛ̓əm (Kwikwetlem), Qayqayt, Kwantlen, Semiahmoo and Tsawwassen peoples on whose traditional territories SFU's three campuses reside.

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Acknowledgements

Letter from Michael and the Advisory Committee

Thank you to all faculty members who spent their precious time completing this survey, which we acknowledge has added to your workload. Since the beginning of the pandemic, which resulted in a rapid transition to remote learning and teaching, the University has lauded the efforts of faculty members as they have sustained quality education for students. While such effort is a testament to faculty members' commitment to the University and students, it comes at the cost of potential burnout. Such a rapid change would be difficult in a normal situation, where new technology and pedagogical techniques must be tried in the midst of offering courses. This difficulty is compounded by COVID-19, which has required many faculty members to balance care duties and other responsibilities with managing their physical and mental health.

Since March 2020, members have reached out to the Simon Fraser University Faculty Association (SFUFA) to tell their stories of this rapid transition. Many have had difficulty securing proper support from the University to set up home working conditions. Others have expressed concern over uncertainty of career progression. This survey was inspired by one that Academic Women gave to its members. The purpose of this survey is to capture the various ways COVID-19 has affected faculty members and provide data that can inform ways the University can properly acknowledge the extensive work that has occurred since March and plan for future action that balances workload. Current working conditions are not sustainable. Although the timeframe of COVID-19 is unknown, the ramifications of it will remain for years.

Although we are satisfied with the response rate for this survey, we realize that many other faculty members may have wanted to complete the survey but could find neither the time nor the energy at this time. This survey is the start of a process to address the impact of COVID-19, and we encourage those who want to share their thoughts and stories to write to SFUFA.

By presenting this report to the public, we acknowledge and recognize the ranging impacts COVID-19 has had on the greater community in Metro Vancouver and beyond. Our intention is not to minimize the challenges of one group against another but to highlight the invisible struggles of our membership, who deserve to be heard, in the hope of positive change amidst an ongoing global pandemic.

2
Executive Summary

Since the spring semester of 2020, the outbreak of the COVID-19 virus has brought about multiple unforeseen changes in the higher education sector. Shortly following the outbreak, the Simon Fraser University Faculty Association (SFUFA) started hearing from its members about the professional and personal impacts that COVID-19 was having on them. Members' concerns were echoed in an informal survey conducted by Academic Women at SFU. Following a conversation between SFUFA and Academic Women, it became clear that a more formal process was needed to understand and assess the range of impacts of the COVID-19 pandemic on faculty members. This report provides an in-depth analysis of this study.

The overarching questions directing the study were:

How has SFUFA members' work been affected by COVID-19 according to their position, gender, and/or other socio-demographic status?	How have SFUFA members' personal lives been affected by COVID-19 according to their position, gender, and/or other social demographic status?	What support services have been effective for SFUFA members, and what gaps continue to exist?

Findings from the survey demonstrate how and why COVID-19 has had a largely negative impact on the membership of SFUFA. These negative effects will have long-term personal and professional implications unless the university introduces appropriate and more timely interventions.

The key findings point towards three overarching areas impacting SFUFA members' work and health: increased workload without added compensation, a reduction in career-related productivity, and inadequate provision of university support services. All SFUFA members have been impacted by COVID-19, particularly women and those who care for dependents, as well as precarious members on temporary contracts who are growing more concerned about their job security. SFUFA members are struggling with tremendous levels of stress and unmanageable workloads without sufficient support from SFU.

Respondents reported declines in their mental health and wellbeing, along with an ever-increasing workload while working from home. The highest increase in workload is for teaching hours, where nearly half of the respondents (49%) reported an average increase of 35%. Members expressed major concerns about the lack of changes and transparency exhibited by SFU in relation to tenure and promotion. Overall, University support is severely lacking in long-term planning for tenure and promotion, financial support, and technical support. Over half of the respondents (55%) are concerned about their performance reviews, adding anxiety over job security. For productivity, issues of space, ergonomics, equipment, mental health and caretaking responsibilities have made it impossible to work effectively from home. For instance, less than 7% of the respondents agree the University has provided adequate support in meeting non-work-related care responsibilities that could improve productivity while working from home.

These issues will have long-lasting effects on faculty.

Based on these findings, the report proposes recommendations in the following areas that can enhance the University's treatment of SFUFA members:

- **Workload:** SFU continues to expect faculty members to assume responsibility for additional work without acknowledging the workload or increasing their compensation. The workload is not manageable and has created toxic work conditions. Developing a plan for equitable workload allocation is necessary. Intentional action must be taken to ensure faculty are able to balance teaching and research work by minimizing service-related tasks, which are disproportionately given to teaching stream faculty and temporary faculty members. Practical solutions are needed, such as course releases, to uphold the SFUFA collective agreement. Workload reviews from March onwards must consider how faculty have been affected by switching to remote work without tailored support for online course preparation.

- **Tenure and Promotion:** This is an opportunity to rethink the relationship between faculty and the academic system by moving away from neoliberal notions of productivity by reconceptualizing the expectations regarding performance in a global pandemic. It is not enough to delay the tenure clock because it has long-term implications on career progression and places faculty in uncertain positions. Adjusting the cycle requires long-term solutions that revise the tenure and promotion criteria, making it essential to protect overworked and stressed-out faculty members. SFU must work with SFUFA to determine how criteria can be modified to ensure the pandemic does not drastically impact career progression.

- **Working from Home:** SFU needs to provide adequate work from home support in several areas, such as equipment and home office needs, technical support, and support for teaching. Specifically, it is recommended that the University allocates department-specific staff from the Centre for Educational Excellence (CEE) to support faculty with online teaching. It is critical to develop a long-term compensation plan for all out-of-pocket expenses faculty members have incurred to work effectively from home. SFU must come to terms with the fact that its expectations for faculty performance while working from home are unrealistic and should reconsider just how much can actually be achieved, especially when external factors are taken into account.

- **Structural Health Support:** Increased workload, anxiety over job security, and career-related productivity challenges of working from home have resulted in a decline in mental health for SFUFA members who already feel isolated. Notions of individual self-care have come to the forefront when the University should be responsible for creating a supportive foundation for a healthy work experience. Faculty members are exhausted and overworked, and they must push through each day without proper office spaces or equipment, as well as being confronted with heightened performance-related expectations. SFU should acknowledge the conditions faculty are coping with by developing a structural support system that ensures the provision of proper office space and a safe and secure work environment for all members.

Although SFU has responded to COVID-19 in various ways, there is still a lack of urgency in the steps taken and an oversight on long-term implications. SFU's limited actions reinforce an egregious track record of protecting faculty members, and the University has strayed even farther from promoting equitable practices that are already dismal, especially for faculty with disabilities, IBPOC, and LGBTQ+ members (Academic Women, 2020). While it is recognized that SFUFA members relative to society as a whole are more likely in more privileged circumstances, the current work conditions are neither sustainable nor equitable and are expected to affect faculty members in multiple ways for years to come.

The recommendations aim to place equitable University responses at the forefront of the decision-making process. The University needs to acknowledge that members with diverse needs are working in complex situations at home. SFU must take proactive steps to uphold its mission to advance equity, diversity, and inclusion during COVID-19 and in the coming years.

It should be noted that this study only includes the SFUFA membership. We recognize that there are other employee groups working at SFU who are also impacted by COVID-19 and may also not be receiving adequate and equitable support from the University.

The key findings point towards three overarching areas impacting SFUFA members' work and health: increased workload without added compensation, a reduction in career-related productivity, and inadequate provision of university support services.

3
Introduction:
Background on COVID-19 and Its Impact on
Post-Secondary Institutions in Canada

Members of academic institutions around the world are facing challenges and uncertainties because of COVID-19. This rapid shift has had profound effects. Over the past few months, there has been no shortage of stress as individuals grapple with the ongoing changes in social and work organization. These changes and challenges to working conditions were rapid and continue to evolve without adequate support for those affected. What is more jarring is the complete overhaul of the routines that gave our lives structure and purpose on a daily basis. Instead, the pandemic has had individualizing effects, further entrenching normative structures of family-partner relationships and gendered role dynamics, and has placed the responsibility on the individual to practise self-care (Anwer, 2020). COVID-19 forced Canadian universities to abruptly suspend all in-person teaching and close their campuses in compliance with provincial and federal health guidelines. It has also heightened the economic underpinnings of post-secondary institutions in Canada, such as dependence on tuition revenue, which are used to justify budget cuts and austerity measures, leading to concerns over job security (Anwer, 2020).

With the closure of most institutions and the shift to online learning, or in some cases, the complete cancellation of courses and programs, the implications of such drastic changes within academia have gone under-reported and neglected when looking at the different organizational structures within universities coping with this pandemic (CAUT, 2020). The Canadian Association of University Teachers (CAUT) conducted a survey of staff at post-secondary institutions to understand the impact of COVID-19 on their lives. This study did not survey faculty. The data were collected from May 13 to June 12, 2020, and over 4,300 staff from all Canadian provinces participated in the survey (CAUT, 2020). This study revealed the COVID-19 pandemic has amplified existing issues of workload, job security, and health and safety for staff (CAUT, 2020).

The CAUT survey results highlight that respondents have not received added compensation for increased workloads or support for adjusting to working online from home, especially support that aims to address changing caretaking responsibilities. However, the largest concerns were the medium and long-term impacts of the pandemic for staff and the potential return to campuses. Furthermore, job insecurity is at an all-time high, especially for contract and temporary staff members. This, matched with the lack of transparency in decision-making and communication processes, has increased stress and anxiety for academic staff across Canada (CAUT, 2020).

Although additional studies have examined the impact of the COVID-19 pandemic, they were either carried out in the United States or focused on how it has impacted students, healthcare workers, frontline workers, or the general population (Anwer, 2020). There are very few substantial studies that address the consequences of COVID-19 from the perspectives of faculty and administration, especially in Canada. This report aims to provide that missing insight by sharing the experiences of SFUFA members.

Why We Undertook This Study

The study arose from concerns expressed by Academic Women, an organization of 427 female and non-binary faculty. An initial survey of members showed very high levels of impact due to the COVID-19 pandemic. The president of Academic Women at SFU approached the president of SFUFA and proposed a more thorough study of the entire faculty. The Simon Fraser University Faculty Association (SFUFA) agreed that a more systematic approach was needed to learn how the COVID-19 pandemic has impacted all faculty members' professional and personal lives. This study came about as a matter of serious concern and the hope of improving faculty members' working conditions amid an ongoing pandemic.

The purpose of this study, therefore, is to examine the diverse impacts of COVID-19 on SFUFA members in terms of workload and other areas of their lives. Another aim is to share the findings from this study with the larger community and universities across Canada and internationally. This report is structured according to the overarching and reoccurring themes uncovered in the qualitative analysis of the survey data. Rather than positioning the results in order of importance, the themes should be interpreted as interconnected and of equal importance.

Methodology, and a Note on Gaps, Limitations, and Categorization

The survey data presented in this report were collected from August 17 to September 11, 2020. The survey received 398 complete responses out of 1,201 SFUFA members, a response rate of 38%. To maintain confidentiality, results that contain fewer than 10 respondents in each category are not reported. This resulted in combining professional, gender, and racial categories.

This report uses the following profession categories:
- Full professors;
- Assistant professors;
- Associate professors;
- Lecturers;
- Librarian and archivist faculty (i.e. Librarians 1-4, Archivists 1-4, and Division Heads); and
- Other professions (i.e., Research Associate, University Research Associate, and Practitioner of Professional Practice).

It was also necessary to aggregate results by gender, and the categories employed include:
- Cisgender and transgender men;
- Cisgender and transgender women; and
- Other or unknown (i.e., non-binary respondents and those who did not list their gender).

Racial categorization includes:
- White;
- IBPOC (Indigenous, Black and People of Colour: a historically-informed acronym striving to rightfully place Indigenous peoples first); and
- Unknown.

Finally, because most questions on the survey were optional, respondents could skip any question they did not want to answer. This resulted in varying sample sizes for the survey questions.

4
Increased Workload Without Added Compensation

As COVID-19 took the world by surprise and posed a new normal fuelled by uncertainty, it is to be expected that it would have affected the way SFU runs its operations. One of the most prominent results of COVID-19 is that faculty members' workload significantly increased while teaching support has been insufficient or reduced. This has lowered the capacity for faculty to conduct research and greatly increased the number of administrative tasks. This part of the report addresses these changes and shows how SFUFA members need the University to alleviate the extra, unpaid workload. That said, increased workload without added compensation is only one crucial factor impacting SFUFA members. The results presented on workload are university-related or career-related responsibilities and do not account for all the unpaid labour associated with household responsibilities. However, SFUFA recognizes how even more time-consuming such responsibilities have become during the COVID-19 pandemic.

Workload in General

The survey presented several questions related to workload. In one key question (Appendix C, Work – General, 3), respondents were asked to retrospectively describe their average number of work hours per week before March 15, 2020 (i.e., pre-COVID-19) and the number of work hours per week at the time of completing the survey (i.e., post-COVID-19). The question asked survey participants to list their hours for the following categories: teaching; research or scholarship; service; professional activities (mainly for librarians and archivists); other professional activities; and COVID-related support (e.g., supporting students in crisis, providing technical support to colleagues).

The quantitative results present the average change in hours per week before and after COVID-19 by work category. On average, research hours decreased by 30%. However, for all other categories, respondents reported an increase in weekly hours. In particular, teaching hours increased by over 35%, service hours increased by 10%, and professional and other professional hours each increased by less than 10%. As expected, respondents reported that 60% of their additional workload hours came from COVID-related support. With teaching hours having the highest increase, it is important to highlight that teaching stream faculty and temporary faculty saw the greatest impacts on their workload.

The need for support from the University for the additional teaching workload was one of the most reoccurring comments respondents made. When it comes to teaching, faculty members expressed concerns about how student evaluations and performance assessments will account for the challenges of online teaching due to the difficulties involved in providing the same quality of in-person teaching in an online environment. A respondent stated that they are *"missing clear information on the ways in which course evaluations for the first two semesters with COVID disruptions to teaching will be treated in salary review and tenure/promotion processes."* Student evaluations have created a lot of anxiety for faculty

members as they pertain to the tenure and promotion process and should instead be used only for formative assessments. Another respondent stated that *"students' evaluations should not be included in our salary reviews"* during the COVID-19 period as they do not accurately reflect teaching abilities and efforts made, and they create inequitable grounds for career progression.

In particular, respondents stated that the transition to online teaching and remote working, as well as all the course preparation involved, are the primary contributing factors for the additional workload. One respondent, a teaching stream faculty member, stated that "*the amount of the work is the worst. I had to plan and implement 3 courses in the Spring and then transition all of them to online. This was a lot of work I am not paid to do."* The responses indicate that there was a severe lack of time to prepare for the remote transition, which increased overall workload significantly. One respondent stated: *"I was never trained to do online teaching."* Other time-consuming tasks include increased online meetings, training oneself on how to use technology efficiently, and dealing with technical difficulties, communication and support delays, reduced TA and RA support, increased administrative work, and childcare and dependent caring responsibilities.

> Overall, "the university has been silent about how this increase in workload will be addressed."

Thus far, the University has treated it as part of faculty members' scope of work and has not compensated them for all the additional work.

Respondents expressed concerns about the impact of the increased workload on tenure and promotion. Specifically, the concerns speak to an inadequate amount of time to conduct research and to develop career-advancing projects due to the increased demands of online teaching. Moreover, due to
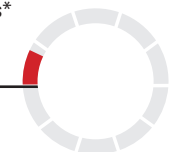
CHANGE IN WORKING HOURS

Research hours
30%
DECREASE

Teaching hours
>35%
INCREASE

Service hours
10%
INCREASE

Other hours*
>10%
INCREASE

* professional and other hours

disrupted childcare services, impacted elderly care facilities, and household responsibilities, many members are concerned about how these unofficial forms of labour are taking time away from professional opportunities. In turn, this has raised concerns about how the University has neglected to account for the reality that SFUFA members with diverse needs are working in complex situations at home and are experiencing these disruptions at various levels.

More than that, respondents were asked to rate their level of agreement with a series of statements that assessed the extent of workload challenges, including "I work more evenings and weekends," "My workload is manageable," "I feel there are unrealistic work expectations of me" and "I am concerned about my future workload." When responding to a survey question (Appendix C, Work – General, 4.a.) that asked whether participants work more evenings and weekends, 81% of assistant professors agreed with the statement, followed by 78% of lecturers, 71% of full professors, and 70% of associate professors. In contrast, less than half (46%) of the librarians and archivists agreed with this statement, while members in the "other" professional category had the highest agreement rate (86%).

Likewise, when asked whether their workload was manageable (Appendix C, Work – General, 4.f.), 82% of assistant professors disagreed, followed by 71% of associate professors, 67% of lecturers, and 61% of full professors. Once again, less than half (43%) of librarians and archivists disagreed with this statement, while the highest rate of disagreement came from the "other" professional category (86%). In examining these results by gender, 73% of women report their workload is not manageable compared to 56% of men.

When responding to a survey question that asked participants the extent to which they agreed they faced unrealistic work expectations (Appendix C, Work – General, 4.g.), most members expressed moderate to high levels of agreement. Over half of the assistant professors (54%) agree with the statement, followed by over one-third of associate professors (38%), full professors (39%), and lecturers (38%). Less than one-third of members in the "other" professional category (31%) agreed with this statement, and the lowest agreement rate came from librarians and archivists (7%).

In terms of differences by gender, 43% of women agreed with the statement that they are faced with higher unrealistic work expectations compared to 29% of men.

CHANGE IN WORKING HOURS

| Assistant Professors | Associate Professors | Full Professors | Lecturers | Librarians/ Archivists | Other |
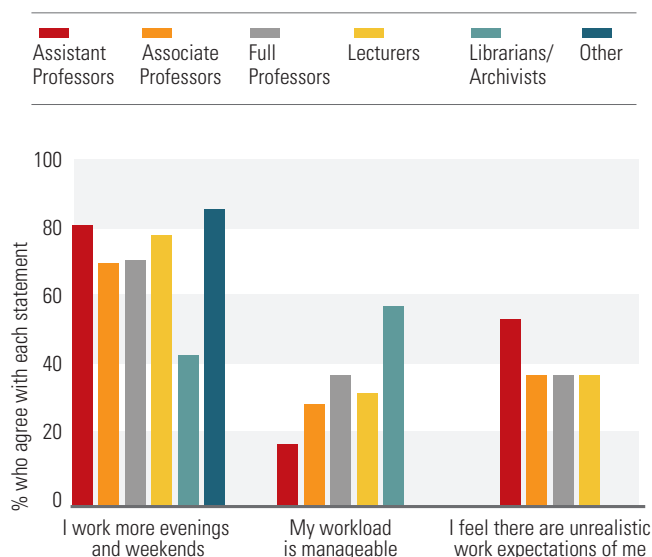
BY GENDER:

73% | of women report their workload is not manageable

56% | of men report their workload is not manageable

Finally, when asked to rate the extent to which they agreed they were concerned about their future workload (Appendix C, Work – General, 4.l.), the majority of assistant professors (95%), lecturers (89%), associate professors (82%), and librarians and archivists (75%) cited this concern. Just over half of full professors (66%) and respondents who belong to other professional groups (57%) cited this concern. By gender, the majority of "others" (88%), women (84%), and men (75%) reported they are concerned about their future workload.

Teaching

The survey included a section called *Work – Teaching* (Appendix C) that examined how respondents thought the COVID-19 pandemic impacted their teaching. It included a series of questions encompassing a range of teaching activities, such as course preparation, online teaching and lectures, course enrolment, expectations and outcomes, and other areas related to grading and academic integrity in an online environment.

Results documenting how teaching workload hours changed in response to the COVID-19 pandemic revealed that all categories of teaching faculty experienced an increase in overall hours. More than half of the lecturers (59%) and assistant professors (53%) and slightly less than half of all full professors (48%), associate professors (44%), and other professional groups (44%) reported an increase in their teaching hours.

CHANGE IN TEACHING HOURS
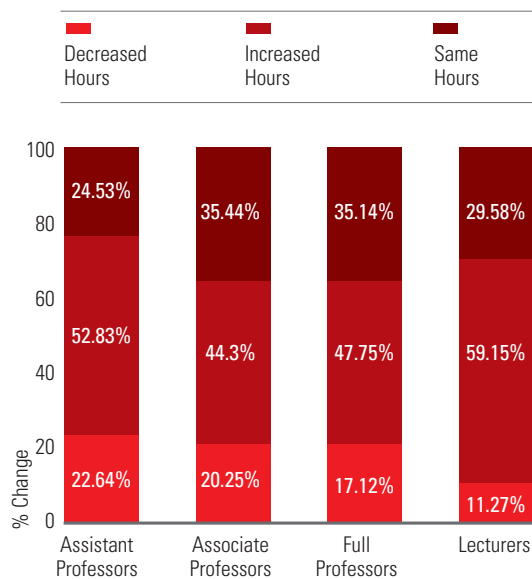
In conjunction with the reported increase in teaching workload, respondents were asked to rate their level of agreement with a series of statements that examined increased time spent on teaching, teaching preparation, supervising TAs, grading, academic integrity, and responding to student emails. The majority of respondents across all teaching positions reported high levels of agreement that

their time spent teaching has increased (Appendix C, Work – Teaching, 4.b), ranging from 94% of full professors to 81% of lecturers. When asked about whether time spent on teaching preparation has increased, high agreement rates were reported across all positions yet again. Members categorized within the "others" professional group reported the highest agreement rate (100%), followed by assistant professors (98%), lecturers (96%), and associate professors (94%).

· ·

Has time spent on teaching preparation increased?

AGREED
100% Other Professionals

AGREED
98% Assistant Professors

AGREED
96% Lecturers

AGREED
94% Associate Professors

The survey also asked participants to rank their top three primary stressors during the COVID-19 pandemic (Appendix C, Health, 6). A large share of the respondents selected "adapting to online instruction" as one of their top three choices. This selection was highest among lecturers (93%), full professors (92%), associate professors (91%), and assistant professors (85%).

These findings are further supported by the qualitative findings wherein respondents expressed challenges dealing with online teaching and all of the added work it entails.

"There is little to no acknowledgement of how much work online teaching requires," a respondent shared.

In particular, the most commonly cited issues include the additional planning needed for online teaching, pedagogical difficulties in designing courses that translate well into an online environment, the lack of clear information on best practices that are also discipline-specific, the need for customized remote learning development support, having Canvas templates for online courses, and additional TA and RA funding to help with course preparation, especially for smaller departments. Many respondents pointed out that the online teaching services offered by the Centre for Educational Excellence (CEE) were slow and insufficient, despite the CEE staff's best efforts, because they were not discipline-specific, and this often resulted in more work for faculty members and having to turn to one another for support. A respondent stated that the "*CEE is trying hard but they really do not understand the type of pedagogy we do in our dept and most of us have turned to non-SFU sources of teaching support.*" Another respondent stated that "*CEE support has been severely lacking in terms of tools and competence, and their ability to address my research and teaching needs.*" On top of the additional teaching workload that takes "*3-4 days of work to produce an hour's worth of lecture asynchronously,*" some SFUFA members find that they are "*doing more work related to assisting students in online transition*" and that in normal circumstances, pre-COVID, all of the work "*was recognized as additional and properly compensated.*"

Another important finding suggests that courses that depend primarily on lab access, particularly within the Applied Sciences, are unable to adjust to online formats and require flexibility to access campus facilities to adequately record lectures, as stated in this respondent statement: "*It is not about having a computer and an office, it is about having no LAB access…teaching labs from home is impossible.*" These instances are further exemplified by another respondent who was concerned about student expectations and the quality of teaching expected from the University: "*I think the University should acknowledge that we CANNOT provide the same 'quality' teaching as in an in-person lecture, and let the students know about this.*"

As part of the survey, respondents rated their level of agreement on whether the University has provided adequate support to move classes online (Appendix C, University Support, 1.e.). Assistant professors (40%), full professors (39%), and other professional groups (40%) reported low agreement rates. Associate professors and lecturers reported moderate agreement rates (52% and 54%, respectively). Overall, respondents reported that the University has not

acknowledged that redeveloping a course for online delivery takes a tremendous amount of time and energy, nor the need to reduce teaching workloads and compensate members accordingly, especially sessional instructors and adjuncts who are in more precarious positions.

The extensive teaching challenges uncovered in the survey results paved the path for respondents to elaborate on specific challenges related to increased course enrolment, as well as the difficulty of preparing and holding online exams. Respondents stated that classes are getting larger and becoming more unmanageable, and the University has not systematically offered any form of teaching relief during the pandemic period. One respondent stated that "*there has been no direction from the University that course loads ought to be re-evaluated and that class sizes should be reduced,*" especially when there is a "*record low number of TAs*" to support both instructors and students. Online exams have only exacerbated the issue of additional teaching workload because they involve "*higher-level application and more writing.*" Additionally, it has become harder for faculty members to hold online exams in large classes with limited support, as expressed by a respondent who "*had to learn all the features of Zoom in order to proctor 250 students*" and shared that this experience was very stressful and involved having to organize practice exams to ensure nothing went wrong, as there was "*absolutely no one to go to during the exam.*"

Multiple respondents expressed that some of these stressors related to course preparation, enrolment, and exams could be mitigated if there was additional support from teaching and research assistants. One example would be assisting in grading, a task that is typically undertaken by TAs with instructor supervision. When respondents were asked the extent to which they agreed that the time they spent on grading had increased (Appendix C, Work – Teaching, 4.e.), all teaching faculty reported high levels of agreement. Lecturers reported the highest level of agreement (77%), followed by assistant professors (56%), associate professors (55%), and full professors (56%). A higher percentage of women (68%) agreed with this statement than men (47%). Furthermore, when some faculty asked for teaching support, they were either met with no response or were told that support would not be provided. Respondents stated that they had contacted their department to request additional support; however, one was told that there would be "*no extra help,*" while another wrote that "*not only was this not provided, no one even responded to my email.*" In stating the extent to which respondents agreed they had received extra TA support (Appendix C, University Support,

1.g.), less than a quarter of associate professors (17%), full professors (17%), assistant professors (23%), and "other" faculty members (14%) agreed with the statement. A few respondents pointed out that the shortage of TAs and RAs is due to the travel situation for international graduate students and the University's lack of support for these students, which has led to budget cuts and shortages in teaching support across multiple departments that also do not have sufficient funding.

The consequences of limited TA and RA support are also evident in the increased demands from students, who also need support as courses have gone online. Students are also struggling and are contacting faculty at a much higher rate with questions and concerns. In rating their level of agreement that time spent on responding to student emails has increased, respondents from all teaching positions reported high agreement, ranging from 89% of lecturers to 74% of full professors.

> The results also indicate that IBPOC faculty are tasked with student support at a higher rate, as 90% of IBPOC respondents agreed with this statement compared to 76% of White respondents.

Respondents also listed their level of agreement with the statement that the time they spend informally supporting students in crisis has increased (Appendix C, Work – Service, 1.f.). By gender, women reported higher agreement rates (73%) compared to men (55%). A respondent who identifies as a woman stated that her students and the administration expect her "*to be more nurturing and compassionate in my dealings with students, and willing to put others' needs ahead of my own.*" Another respondent stated that she is "*exhausted from emotionally supporting my graduate students,*" calling it an "*additional burden of being there for them.*"

> These challenges are further captured in the words of another respondent who wrote that *"the fact that we all agreed to do twice the work in course development, professional skills development, and faculty and student support without teaching releases or remuneration speaks to SFU staff and faculty's commitment to our institution and our students, but it is also a serious labour issue."*

This section has demonstrated that SFUFA members face unmanageable teaching workloads with little to no support from the University in terms of teaching and student support through TAs and RAs. They also lack additional compensation and technical support to prepare online teaching materials. Moreover, the results have demonstrated that women and IBPOC faculty are tasked with student support to a higher extent, exacerbating existing inequalities (Academic Women, 2020).

Research

A significant part of advancement within academia is to actively conduct research. Since February, most SFUFA members have experienced a decrease in research hours. Additionally, respondents reported that caregiving responsibilities, family stresses, the cancellation of conferences, travel restrictions, and the lack of access to materials had impacted research productivity. Among all survey participants who reported spending work hours on research, time in this domain decreased with the COVID-19 pandemic (Appendix C, Work – Research, 2.d.). Approximately half of assistant professors (47%), full professors (49%), and associate professors (50%) reported a decrease in hours. The results indicating a decrease in research hours are augmented by responses showing a low level of agreement when respondents were asked if there has been more time to seek or apply for research funding or finish or submit research papers.

CHANGE IN RESEARCH HOURS

| | Assistant Professors | Associate Professors | Full Professors | Lecturers |
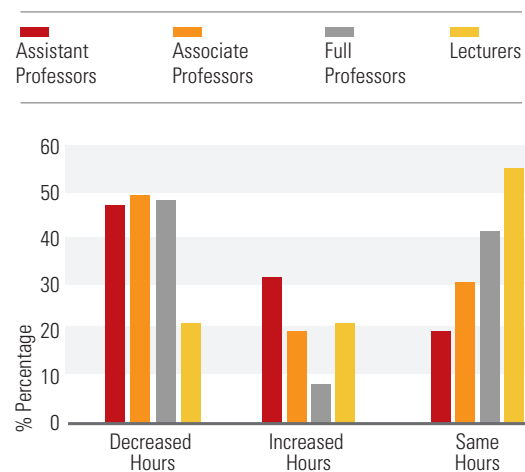
Disaggregating results by gender reveals that a higher percentage of women (45%) and "other" gender (50%) respondents reported a decrease in research hours than men (31%). The qualitative results also suggested that women get less support for research, as illustrated in the following statement by a respondent when referring to the gender imbalances in research activities in her department: "*But what's worse is that WHO gets supported for research — it's NOT women.*" There were also multiple instances where women respondents expressed how the various factors outlined above impacted their research efforts. As one respondent stated, "*as a result of remote teaching this term, I had no time on research at all.*"

"We are expected to perform at the same level (teaching and research) as though things are normal. But things are not normal."

As a result of the inability to take study leave, present at conferences, and collaborate, many respondents described experiencing the derailment of their research projects, which also raised concerns about tenure and promotion. When asked the extent to which they would agree that the pandemic had negatively affected their ability to present research at conferences (Appendix C, Work – General, 4.k.), assistant professors (89%), associate professors (88%), full professors (81%), and lecturers (77%) all responded with high levels of agreement. When respondents were asked to rank "adapting to new ways of conducting research" as a primary stressor, the majority did not select it as one of their top three choices. However, 71% of full professors considered this one of the top three stressors they face because of the pandemic.

The impediments to research are illustrated by comments made by respondents trying to enhance their tenure applications, such as a member stating, "*this has substantially impacted completing projects to submit for publication. Conferences I was to attend were completely cancelled.*" Most respondents reported high levels of agreement when asked if they had missed out on collaborations that they had expected to form, aptly put by a respondent who said they were "*collaborating with a team of scholars who have been affected to varying degrees. Some projects have suffered major delays because of this.*" Others reported barriers to research, including the inability to access labs, which was made even more challenging by the University's unclear policies on accessing campus facilities.

Faculty members also reported on coping with mental health challenges related to COVID-19 and how that has impacted their personal lives, as stated by one respondent who expressed that "*the stress of my family coping with COVID has severely hurt my ability to concentrate on the research I want to focus on during my study leave.*"

Administrative Duties

A major theme in response to increased workload is the added responsibility of administrative duties due to the COVID-19 shutdown in March. The quantitative results examined the change in service-related work hours (inclusive of professional and other activities) before and after March 15, 2020. Responses varied according to professional group when respondents were asked if the time spent on administration and service activities had increased (Appendix C, Work – Service, 1.a.). More than two-thirds of lecturers (72%) reported agreement, followed by more than half of assistant professors (61%) and associate professors (61%). In terms of gender, a higher percentage of women (65%) agreed with this statement than men (54%). The increase in service hours is illustrated in the comments made by respondents citing the inadequate support and communication offered by the University related to emails, paperwork, annual reporting activities, scanning, printing, having to "*go through hoops,*" the lack of streamlined processes, and additional forms created for permission to access campus or to get reimbursed. Respondents stated that they "*feel buried in paperwork/red tape and all these layers seem unnecessary*" and that "*there is now even more email communication which is less efficient and more exhausting.*"

Based on these findings, it is evident that administrative work is distributed inequitably, wherein some tenured professors do not take on this work. Moreover, administrative work is not taken into account as part of the tenure and promotion process, even though most of it has fallen to lecturers, assistant professors, and associate professors. This is exemplified by respondent statements where they urge SFU to "*TRY to support faculty research ADMINISTRATIVELY, by smarter – not more, more, more – admin work*" and "*we need a petition for MORE and MORE COMPETENT support administrative people who can TAKE AWAY non-professional work FROM our job descriptions, rather than keep dumping their work on us and worse even, creating more forms, formats, and additional things they keep piling on top of our To_Do lists.*"

When looking at COVID-related support hours (Appendix C, Work – Service, 1.d.), all lecturers (100%) reported spending time on COVID-related support during the survey reference period, as did around one-third of full professors (77%), associate professors (74%), and assistant professors (69%). Members are looking for flexibility and less bureaucracy in administrative responsibilities and are turning to their fellow faculty members to cope with increased demands and changes related to processes and procedures that the University introduced during the pandemic period. A respondent stated that "*information gets pushed out*" and that senior administration left them to "*figure everything out ourselves, including developing COVID-19 safety plans.*"

An additional component contributing to the increase in COVID-related support hours is the time spent learning new skills due to limited technical support and picking up administrative roles due to limited staffing in some departments. In order to cope with the rapid changes to teaching during COVID, "*instructors still had to learn an astounding amount of new technological knowledge and skills*" and "*it has been way too much to try to learn way too quickly.*" Rather than the University suspending some of its activities to shift the focus to teaching online and creating space for research, the University has seemingly doubled down on reporting activities, as reported by the survey respondents. Overall, survey results indicate that an increase in administrative tasks has affected both the time spent on these activities and feelings of frustration over the lack of support.

COVID-RELATED HOURS
Average number of work hours spent on providing COVID-related support during the survey reference period
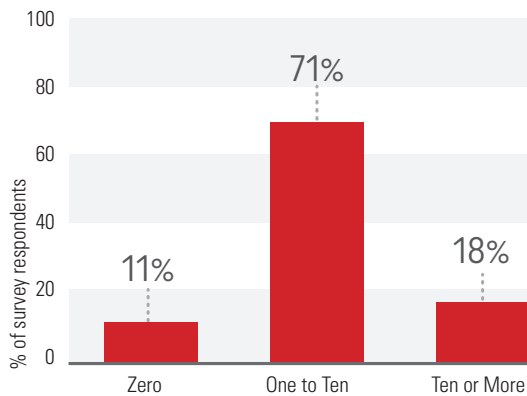
5
Impacts on Career-Related Productivity

Environmental Changes in General

Working from home can have a negative impact on work productivity. Survey respondents rated the extent to which they worked from home before and after the pandemic began, as well as what their preferred working arrangement would be in the post-COVID future (Appendix C. Work Environment, 1-3). Most respondents described a low occurrence of remote work before the COVID-19 pandemic—an average response of 3 on a scale that ranges from 1 (low) to 10 (high). As expected, average responses jumped to 10 after the COVID-19 pandemic began. For the preferred post-COVID working arrangement, respondents reported an average response of 5—slightly higher than pre-COVID scores. When given the opportunity to elaborate on why this would be their preferred working arrangement and to disclose the factors that impact their working environment, members described preferring a flexible working schedule, one where they can split the week between working from home and the office. However, several factors influence the personal decision to work from home or not, which include: maintaining work-life boundaries; commuting; flexibility; reduced productivity (due to living in a shared household, limited space and equipment, caretaking responsibilities, isolation, personal matters, and mental health); noise and distraction; and the ability to concentrate.

Analysis from the survey results showed that adapting to working from home has been a struggle for most SFUFA members. Working from home has inherent inequities that can have a large impact on career-related productivity. The most apparent challenge is that "*there is no psychological separation in terms of space between work and home.*" Those in shared households, those grappling with their mental health, and those with families and other caretaking responsibilities have especially struggled with working from home. Young children, in particular, do not understand that a parent or guardian is working, so they demand attention.

A respondent reported seeing *"colleagues with no caregiving responsibilities touting their increased research productivity, and it makes me want to cry, since my research productivity has been reduced drastically."*

In essence, the issue is not that one has dependents to care for but having to work at home in these circumstances *and* with an increased workload. Members who live alone have reported having a slightly better experience when working from home, whereas members who reported dealing with mental health issues struggle to work from home regardless of whether they live alone or not. Furthermore, limited space is a major barrier to working from home, as many members do not have a separate office space and cannot afford a larger living space. The high cost of living in Vancouver already limits faculty members' housing choices, especially for those with larger households. These challenges of working from home, compounded with unreasonable workloads, have resulted in an unhealthy and improper work environment.

Admittedly, although most respondents prefer working on campus and having in-person interactions, the majority prefer not having to commute to campus on a daily basis. Reduced commuting time has reportedly reduced anxiety, saved money, and increased time availability during the workday, which has made some members more productive, especially for those who live far away from SFU campuses. Multiple respondents even cited the positive environmental impact that a reduced commute has had. From comments stating that it is a "*needless commute*" to saving more than 10 hours per week, having the flexibility to choose when to work from home is a primary factor that can enhance the productivity and mental health of SFUFA members. However, the increased time availability that comes from a reduced commute can also add to workloads and daily stress, as tasks and meetings are now back-to-back, and there is no downtime between them. The time faculty used to spend physically going from one place to the other has now become "free time" to schedule more work-related tasks into, further perpetuating unhealthy work conditions.

Working from home also poses a lot of distractions. Members reported high levels of noise, impacting their ability to focus, teach, and record lectures. Sources of noise are mostly uncontrollable, as they range from construction noise, lawn mowing, and neighbours to other household members being in the same space and doing household chores. Additionally, parents, guardians, and caregivers have emphasized "*reproductive work responsibilities*" when referring to working at home with children and the "*struggle to remain productive without childcare as an option*" because it then becomes impossible to find a quiet space without interruptions. These work responsibilities include being there for children during school hours, aiding with homework, attending to their daily meals, and so on. Others have highlighted feelings of isolation and how "*being confined in the same space*" negatively affects their productivity. Factors that have reduced productivity while working from home have increased anxiety about career progress and meeting teaching expectations. Most importantly, productivity while working from home is impacted by faculty members' individual and personal situations.

Dependent Responsibilities

An imperative factor to recognize when trying to understand productivity while working from home is how the pandemic affected caretakers. In asking respondents about how the pandemic has impacted the childcare services they previously relied on, survey participants could choose from a range of answers—not using external services at all, choosing to take their children out of childcare, or the closure of their childcare facility. The majority of respondents with children aged 5 and under reported that their childcare facilities closed (Appendix C, Care-taker responsibilities, 3.). Indeed, all full professors (100%) and "other" members (100%) survey participants lost childcare services over the summer. More than half of all assistant professors (67%), librarians and archivists (75%), and associate professors (57%) also reported the childcare facilities they used closed. By gender, women (70%) reported losing childcare services at a higher rate than men (44%). The challenge of losing childcare services is reflected in several respondent comments, such as "*working from home is contingent on my toddler being in daycare*" and "*care for my 6-year-old child makes actually doing work nearly impossible.*"

Respondents with children between the ages of 6 and 15 were asked the same question on the status of minding and education services they use (e.g., summer programs) (Appendix C, Care-taker responsibilities, 6.). More than half of assistant professors (58%) and "other" professional groups (67%) reported that the facilities they relied on closed, along with just under half of the full professors (46%), lecturers (44%), and librarians and archivists (40%). With the closure of these facilities, many parents and guardians were left with the added challenge of online schooling and general caretaking. Respondents highlighted homeschooling as a particular obstacle to productivity. On the one hand, parents and guardians were trying to catch up with changes in their children's schooling, while on the other, they were trying to adapt to their own changes for work. A respondent said, "*it feels like I have 3 jobs now*" because of daycare and school instruction. When respondents were asked if they had to support their children in online learning during the COVID-19 pandemic (Appendix C, Care-taker responsibilities, 8.), the majority answered "yes." Group rates were high among associate professors (85%), full professors (83%), lecturers (80%), "other" professions (78%), librarians and archivists (75%), and assistant professors (63%) with children.

Expectedly, there is a relationship between changes in personal responsibilities and professional activities. In responding to survey questions that asked participants to rate their level of agreement with the statements "my personal life interferes with my work" and "my work interferes with my personal life," high levels of agreement on both were reported (Appendix C, Work – General, 4.b & 4.c.). The majority of assistant professors (79%), "other" professional groups (71%), librarians and archivists (68%), and associate professors (66%) agreed that their personal life interfered with their work. In addition, "other" members (93%), assistant professors (84%), lecturers (78%), associate professors (78%), full professors (72%), and librarians and archivists (69%) agreed that their work interfered with their personal life.

WORK INTERFERENCE
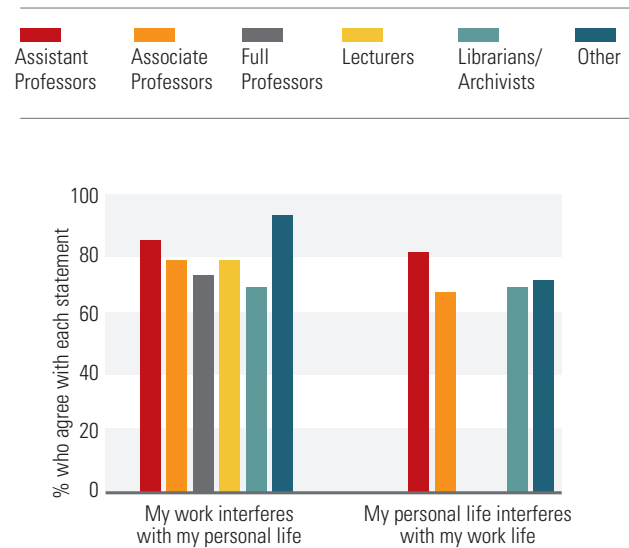
Home and professional life interference was most apparent among members who reported responsibilities as single parents and/or lost childcare support, as well as those caring for a parent, elder, partner, and/or other family member or close friend. It is necessary to acknowledge that the impacts of caretaking as measured in this study may underestimate how those with other caring responsibilities (especially parents, partners, or other family members) have been affected. Like childcare services, many adult day care and day programs have been disrupted, while homecare has become more complex. This also means that many elders have moved back into their family homes. Respondents shared heartfelt statements about their struggles during the pandemic. From parents who "*fell very ill*" to having a "*parent with dementia and a sibling with mental health [conditions],*" and partners who "*suffer from depression,*" the pandemic has aggravated both the concern for loved ones and the duty to take care of one another, while further implanting individualistic notions of support and self-care.

Many respondents also ranked "childcare" as one of the top three stressors they face. By professional group, the majority of "other" members (83%), librarians and archivists (81%), assistant professors (78%), associate professors (69%), and lecturers (59%) consider childcare to be a top stressor (Appendix C, Health, 6.). The qualitative findings reveal several themes related to dependent responsibilities and how they impact SFUFA members' lives and work. These themes include working from home with children, homeschooling, childcare services, special needs, partner care, and elderly care. In terms of the general experience of working from home

with children, the gendered lines that already disadvantaged women are even more embedded with the increase in caring responsibilities.

A respondent with two children expressed that *"my identity as a mother and daughter is unignorable and I bear the burden of care to a much larger degree than do my male colleagues or family members,"* and even those who do not have children stated that *"it's the colleagues with children at home that I feel for."*

There are even more hidden struggles of foreign faculty members and recent immigrants who *"have no extended network,"* which makes *"taking care of…children during the pandemic extremely difficult."*

As it is evident that most respondents feel that their increased caretaking responsibilities have affected their ability to work from home and their overall career-related productivity, it is important to assess if SFUFA members feel supported by the University in terms of performance expectations, workload allocation, and job security. To generate evidence in this area, respondents were asked to describe if they agreed the University had provided adequate support in meeting non-work-related care responsibilities (Appendix C, University Support, 1.h.). Low levels of agreement were reported across all member ranks. Only a small percentage of full professors (2%), associate professors (5%), assistant professors (6%), and lecturers (7%) agreed with this statement. While the majority disagreed, a slightly
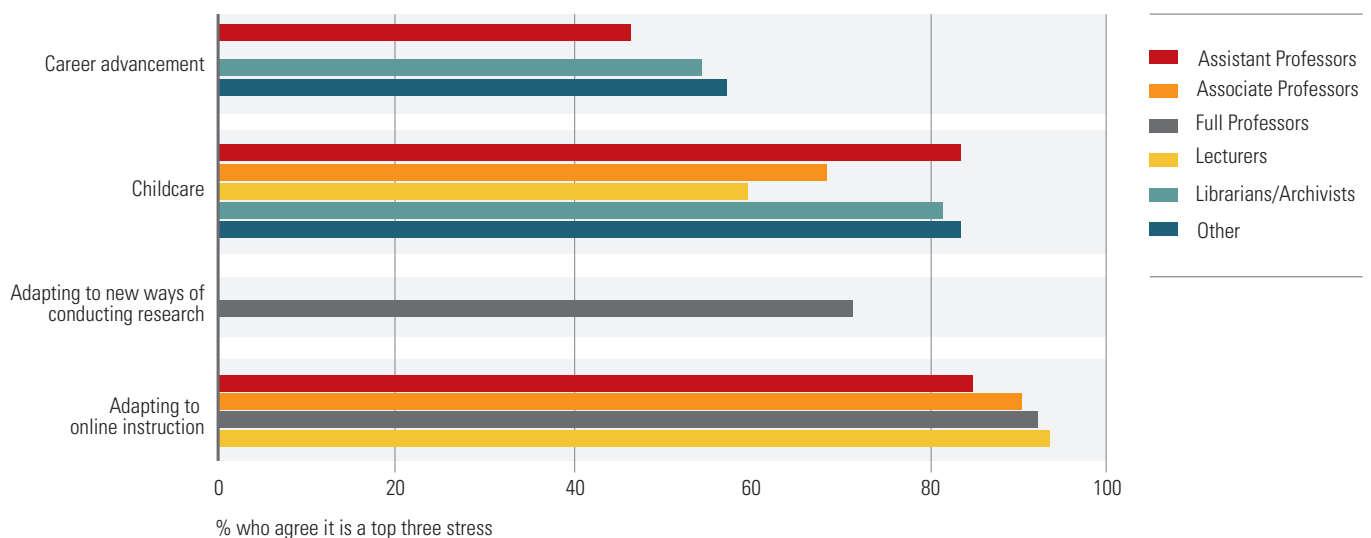
higher percentage of librarians and archivists (31%) and "other" professional groups (18%) agreed the University provided support for these care responsibilities. The low levels of agreement are magnified in written statements where respondents shared their grievances about SFU's lack of caretaking support.

For example, a respondent stated, *"the University needs to make a commitment to working with SFUFA to understand, recognize and support caring needs of faculty and staff—including but not limited to childcare,"*

Another asked SFU to acknowledge that "faculty with caregiving responsibilities will be doubly impacted by the pandemic."

As the findings have demonstrated, the factors impacting productivity are not limited to caretaking and also include other circumstances, such as environmental changes, noise, and mental health, which can all be linked to performance expectations. The University should account for how members' varying external circumstances impact their work and take this into consideration in the tenure and promotion process. Members are dealing with increased anxiety related to their performance, and they should be able to *"claim reduced workloads with no financial or promotion consequences."*

TOP STRESSORS

% who agree it is a top three stress

Legend:
- Assistant Professors
- Associate Professors
- Full Professors
- Lecturers
- Librarians/Archivists
- Other

Space and Equipment—Ergonomics

A key issue influencing career-related productivity while working from home is space and equipment. Members did not account for a global pandemic that would require them to work from home indefinitely, and they should not expect to have the full setup needed for an efficient home office. Respondents reported that they did not have a home office space or, if they do, it is not ergonomic, saying, for example, "*I don't have an adequate space, desk, or chair for long-term work from home*" and "*I can't afford a home with sufficient workspace in Vancouver.*" Two respondents further highlighted the lack of space when stating that they "*hate working close to my refrigerator*" and are "*tired of not having a kitchen table.*" Several survey questions gauged the status of work environments at home (Appendix C, Work Environment, 5. a-e.). Respondents reported moderate levels of agreement with the statement, "I have a separate space at home where I can do university work"—a rate that was highest among full professors (68%) and lowest among assistant professors (47%) and librarians and archivists (43%).
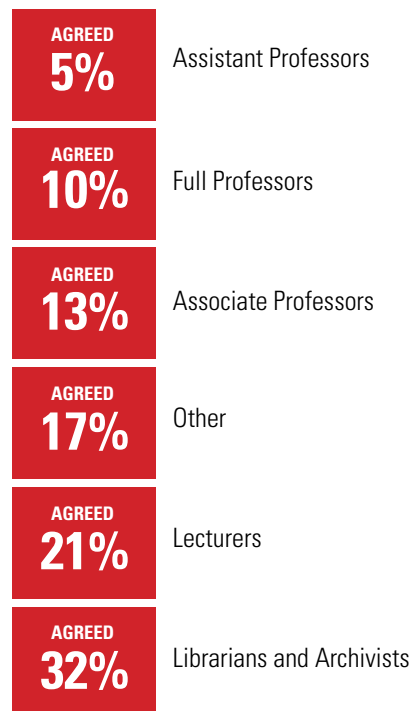
Most respondents live in small homes or apartments that were not designed for full-time work. As a result, furniture that is readily available in their homes may not be ideal for long hours, where one is seated for most of the day. In this sense, makeshift home offices are typically not ergonomically adequate. Even when they were trying to invest in a home office setup, SFU failed to provide them with a "*proper desk, chair, internet, and other basics,*" and eventually, they would pay out of pocket and purchase their own equipment. The ability to transform one's home space into a home office is still a privilege, as the reality is that respondents mainly live in shared households or temporary housing, whether that is with family or with housemates, since rent affordability is also a critical barrier to space. One respondent specified that their "*family has had to make arrangements to move*" so that they could create space at home to work, while another shared that they share a "*workspace with a family of 5, including a toddler.*"

For most members, an adequate home workspace also requires specific equipment, software, and broadband connectivity needs. The survey asked respondents to rate their level of agreement on whether they had the required computer hardware, software, and broadband connectivity at home to do their work, and the majority agreed with all three statements at rates higher than 70%. However, when the survey asked participants if they were set up comfortably at home to do work (Appendix C, Work Environment, 5.e.), most

reported moderate to low levels of agreement that differed by ranking—rates that were highest among associate professors (64%) and full professors (62%) and lowest among assistant professors (41%) and librarians and archivists (43%).

Although the results indicate home workplace differences by member rankings, more insight is needed regarding whether the University has provided adequate support for home office supplies. When asked, respondents reported low levels of agreement that the University had provided this support (Appendix C, University Support, 1.c.). By rank, assistant professors (5%) reported the lowest agreement rate, followed by full professors (10%), associate professors (13%), other professions (17%), lecturers (21%), and librarians and archivists (32%). In the qualitative results, respondents expressed their frustration about the University's reimbursement processes to offset the expenses used to obtain home office supplies. They highlighted that SFU did not communicate the reimbursement policies effectively and denied additional coverage for furniture, technological equipment, internet upgrades, and other necessities that would make working from home more cohesive. Instead, respondents reported having to cover these expenses themselves and working in their children's bedrooms to get by.

Is the University providing adequate support for home office?

AGREED **5%**	Assistant Professors
AGREED **10%**	Full Professors
AGREED **13%**	Associate Professors
AGREED **17%**	Other
AGREED **21%**	Lecturers
AGREED **32%**	Librarians and Archivists

Mental Health and Wellbeing

Study participants report the COVID-19 pandemic had severe effects on their physical health, mental health, and overall wellbeing. Specifically, the inability to connect socially in meaningful ways and the reduced time spent outdoors has resulted in feelings of isolation, which has lowered respondents' motivation and productivity as they have been left without adequate outreach support. Some respondents specified that the rising tensions in the political and social climate have also had very real, yet unacknowledged, consequences on their overall health. It was important to give respondents the opportunity to share how the pandemic has affected their health across several dimensions.

The survey asked respondents to evaluate the effect of the pandemic on their physical health, and nearly half (48%) reported that their physical health is worse (Appendix C, Health, 2.). Slightly more than half of assistant professors (52%) and "other" professions (50%) reported their physical health is worse, while less than half of the librarians and archivists (46%) reported their physical health is worse. In contrast, around one-third of lecturers (38%), full professors (36%), and associate professors (38%) reported that their physical health is worse. A higher percentage of IBPOC (58%) respondents reported their physical health is worse than White (38%) respondents. In the qualitative survey results, respondents reported that the long hours online and the increased workload "*have proven to be very hard on my physical well being*," and they "*felt like a defective cog in a machine I was not designed for.*" The declines in physical health further elucidate the need for ergonomic resources. The extended health benefits for faculty generally offer very limited reimbursement for treatments that help with managing pain and physical discomfort. Some respondents have increased appointments with chiropractors, physiotherapists, and counsellors to manage the chronic pain of an uncomfortable home office, with most maxing out their health benefits and covering the expenses themselves. That said, the University should consider the differing physical abilities and conditions that make working from home challenging, especially in an environment that is not ergonomically healthy.

In addition, structural health support has declined over the years, which survey participants highlighted in their responses (Appendix C, Health, 4.). A high percentage of the respondents (52%) reported that their mental health is worse because of the pandemic. A high percentage of librarians and archivists (61%) reported their mental wellbeing to be worse, as did assistant professors (55%), full professors (53%), lecturers (51%), and associate professors (49%). Compared to men (45%), a higher percentage of women (54%) and people of other genders (63%) reported their mental health to be worse. COVID-19's mental health toll on SFUFA members, with or without caring responsibilities, is often invisible. It is essential for SFU to be more proactive in reaching out to faculty and staff, and to have more robust COVID-related mental health support that is accessible and welcoming, especially when some respondents feel it "*takes extra energy to get through the day*" and "*increasingly feel it does not matter whether I am at SFU or not.*" One respondent from a South East Asian background expressed frustration about not being heard, stating that it feels "*like I have been alone in fighting this fight, and everyone is treating me like I'm a lone crazy woman.*"

> Another respondent divulged that they *"experience ongoing anxiety and fear for the survival and well-being of people of color, my fellow queer people, and others who have been disproportionately impacted by COVID-19 (in combination with accelerating global fascism and racism)."*

An unavoidable contributor to the decline in mental health is the lack of social interaction and feelings of isolation that simultaneously create obstacles for community-building. Respondents feel that social, in-person interactions are necessary for a healthy professional life. Particularly for faculty who are new to Canada, friendship networks tend to be fragile in Canada's individualistic society and can inevitably cause premature connections to collapse. Furthermore, members are concerned about connecting with students and colleagues, with some even stating that "*interacting with students and colleagues is good for my mental health*" and "*in-person [interactions] make up for better relationship building with students.*" However, it is important to consider connections beyond immediate social

circles and how working on campus offers opportunities to connect with other members with whom one can identify and build meaningful relationships, especially for IBPOC and LGBTQ+ communities. For example, a respondent voiced their feelings of being "*additionally isolated by the inability to form connections with other trans and queer faculty members on campus.*"

Finally, when the survey asked respondents to evaluate their daily stress level (Appendix C, Health, 5.), the majority of the responses were split between "somewhat stressful" (36%) and "quite stressful" (31%). By rank, just under half of all assistant professors (47%) reported that most days were quite stressful, as did around one-third of associate professors (36%). Around one in three full professors (39%) and lecturers (35%) and more than one in two librarians and archivists (56%) and "other" professions (57%) reported that most days were somewhat stressful. By gender, a higher percentage of women (32%) and other gender respondents (50%) reported that most days were quite stressful compared to men (22%). IBPOC (40%) respondents were more likely to report that most days were quite stressful compared to White members (29%). The added challenges and various health struggles associated with COVID-19 and the lacking university outreach and support have created an unsustainable situation that has disproportionately impacted women and IBPOC faculty.

The COVID-19 pandemic is projected to be around for much longer than anticipated, and *"we will soon end up with a mental health epidemic on our campus if no measures are taken."*

The time, health, and wellbeing of SFUFA members are not inexhaustible, and respondents expect that their colleagues will "eventually break under this load."

6
University Response and Support

During the height of the COVID-19 pandemic in mid-March, Simon Fraser University circulated several emails to students, staff, and faculty. The purpose of these emails was to communicate the University's plans, policies, and procedures and to keep the community up to date. Initially, the amount of rapid change was overwhelming as little attention was given to how SFUFA members should appropriately respond to changes in a short period of time. Nonetheless, back in February 2020, SFU stated, *"it is important that we respond to this evolving health situation from an empathetic and evidence-based perspective."* On 16 March 2020, SFU shared a "message to our University community regarding COVID-19" that outlined immediate actions to be taken under the advice of regional and provincial health officers, resulting in the closure of all campuses. At the time, the focus was on following protocols and taking precautionary measures, such as good hygiene practices, and emphasizing students' safety and wellbeing. Subsequently, a "COVID-19 FAQ" page was created, which included a "staff and faculty" section covering remote teaching and working from home, working on campus, managing staff, being sick, travel, and support. Additional information is available for event organizer resources, research activities, and past email updates.

Communication and information on tenure and promotion, temporary changes to university policies, and overall technical and financial support have been sparse. The following section seeks to highlight the specific areas where SFUFA members require support from SFU that is currently lacking.

Tenure and Promotion Committee Processes

Given the increased workloads and negative impacts on productivity, which have severely impacted research, members have expressed anxiety about their professional development, specifically as it pertains to tenure and contract renewal, as well as other opportunities for promotion. A crucial point of interest in the analysis has been to uncover how SFUFA members perceive their career opportunities in light of COVID-19 and how they feel the university has responded to these changes.
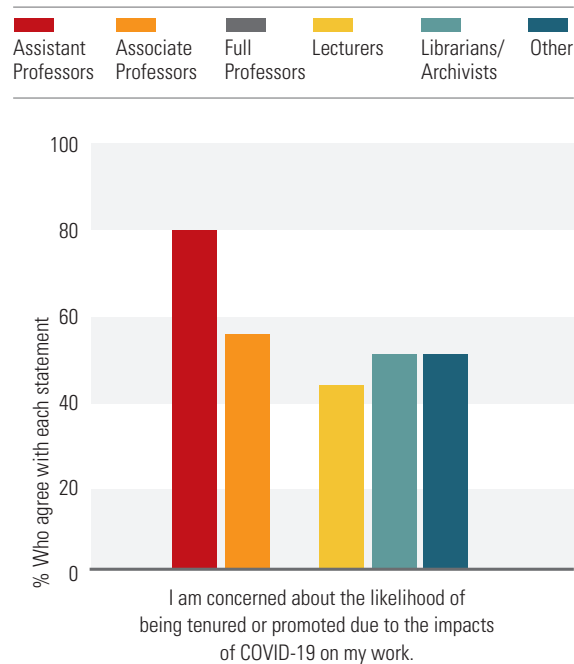
First, the survey asked respondents to rate their level of agreement with the following statement: "COVID-19 has negatively impacted my career opportunities in the University sector." (Appendix C, Work – General, 4.d.) Assistant professors (61%) and "other" (62%) members reported the highest level of agreement with this statement, followed by associate professors (54%), lecturers (48%), full professors (40%), and librarians and archivists (32%). Compared to men (49%) and women (48%), people of other genders (71%) reported higher levels of agreement with this statement. More than half of the faculty members in the Applied Sciences (59%), Health Sciences (57%), and Communication, Art, and Technology (56%) reported higher levels of agreement overall, whereas faculty members at the Beedie School of Business (41%) reported the lowest agreement rate.

The survey also asked if respondents were concerned about how their performance reviews would be managed (Appendix C, Work – General, 4.h.). Overall, the level of agreement was high, especially among assistant professors (79%) and lecturers (65%). However, a sizable percentage of associate professors (58%), full professors (41%), "other" professional groups (42%), and librarians and archivists (33%) also agreed that this was a concern in their professional lives. By gender, respondents who do not identify as men or women (88%) and women (59%) reported a higher rate of agreement than men (48%). By faculty, respondents from Health Sciences (79%), Arts and Social Sciences (68%), and Education (64%) had the highest level of agreement, while those in Sciences (37%) reported the lowest rate. Particular comments made by women highlight the heightened anxiety they feel as they are discriminated against, preventing them

from accessing a fair review process. One respondent stated that she has *"been bullied by male administrators"* and *"experienced discrimination by White administrators,"* and these experiences have led to reduced confidence and dignity, rendering her silent. Another respondent said there are *"more expectations being female from everyone"* and *"less tolerance of missing deadlines because of COVID-related issues,"* further contributing to the anxiety surrounding performance reviews.

To provide more evidence in this area, the survey asked whether respondents agreed or disagreed that they were concerned about the likelihood of being tenured or promoted due to the impacts of COVID-19 on their work (Appendix C, Work – General, 4.j.). Following the previous results, assistant professors (79%) reported the highest agreement rates, followed by moderate agreement rates from associate professors (56%), librarians and archivists (50%), "other" professions (50%), and lecturers (43%). In terms of gender, a higher percentage of members who do not identify as men or women (67%) and women (54%) agreed they were concerned about tenure and promotion than men (42%). In terms of race, a higher percentage of IBPOC (68%) respondents reported agreement with the statement compared to White members (47%). Faculty departments with the highest percentage of members who agreed they were concerned about tenure and promotion were Health Sciences (91%) and Environment (75%), while those in Sciences (25%) reported the lowest agreement rates. There are apparent racial and gendered delineations underpinning the tenure and promotion process, as there are barriers for IBPOC and non-binary members when dealing with both faculty leadership and upper administration. When respondents were asked about the ways their identity shapes their experience at SFU, racialized members stated *"there is a very real glass ceiling for advancement of non-Caucasians at SFU,"* which feels *"frustrating and demoralizing."* Other respondents stated that they *"have been poorly treated and denied opportunities"* because of their race, and their "*foreign accent has always been a target when being evaluated."*

TENURE AND PROMOTION

■ Assistant Professors ■ Associate Professors ■ Full Professors ■ Lecturers ■ Librarians/ Archivists ■ Other

I am concerned about the likelihood of being tenured or promoted due to the impacts of COVID-19 on my work.

The survey also asked respondents to rank their top three stressors during the COVID-19 pandemic (Appendix C, Health, 6.). Around half of "other" professional groups (57%), lecturers (55%), assistant professors (46%), and associate professors (46%) selected "career advancement" among their top three. The remaining member ranks did not strongly prioritize career advancement. By race, a higher percentage of IBPOC (61%) members consider career advancement to be a top stressor than White (38.36%) members. Almost all open-ended responses related to promotion and tenure related to the impact of COVID-19 on the process.

This uncertainty is amplified for temporary and contracted faculty, who expressed that SFU should *"lower the requirements for contract renewal based on the dismal academic work conditions for those with care obligations."*

Respondents are calling for increased transparency and clarity on the promotion and tenure process to help faculty understand long-term implications by urging senior administration at SFU to communicate openly. Some respondents were not even informed that their contracts would not be renewed until the start of the semester. Others stated that they identify as precarious workers and that the pandemic has further reduced their confidence about *"being employed beyond the end of my contract."* SFUFA members

need more clarity on teaching and research expectations for the performance review and tenure process, and they request that SFU introduce temporary policies in consideration of COVID-19 disruptions to reduce stress and anxiety.

University Policy Changes

Work-related uncertainties ensuing from COVID-19 have also contributed to faculty members' increased stress levels. In addition to potential policy changes to the tenure and promotion committee process, respondents highlighted several areas of concern that make their work even more challenging and inefficient. These include academic integrity, campus access and on-campus procedures, reimbursements and professional development funds, safety plans, and financial support and university budgeting to enhance department-specific supports. As respondents outlined their difficulties with online exams and online lectures, many comments were raised about tracking academic dishonesty and the increased instances of cheating and plagiarism. As articulated in the following statement, *"the University needs to take responsibility for all online cheating. Instructors are not equipped to police it and shouldn't be expected to meet individually with the (sometimes many) students who are caught."* The University has not offered adequate support on how to handle these instances, and this has added more work for faculty, who are being denied additional TA and RA support. When the survey inquired if the amount of time respondents spend on academic integrity has increased (Appendix C, Work – Teaching, 4.f.), lecturers (75%) reported the highest level of agreement, followed by full professors (65%) and assistant professors (62%), associate professors (55%), and librarians and archivists (50%). A higher percentage of participants who did not disclose their race (76%) and IBPOC respondents (71%) agreed with this statement compared to White respondents (59%).

Along those lines, the University's inflexibility to allocate adequate budgets and funding to specific departments has resulted in a tremendous financial burden for SFUFA members, especially those on limited-term contracts. Instead, SFU has reduced the income of some contracted faculty members. One respondent stated that their income has *"decreased by 30%"* because of contract changes they were not made aware of in advance.

Another respondent said, *"there has been ZERO extra financial support for the added expenses of working from home full-time."*

Another comment shows that a respondent stopped receiving child support from their partner during COVID and *"had to pick up extra teaching in the Summer semester"* because they *"needed $ to survive."* This further demonstrates that limited-term faculty, who are already in precarious positions, are facing broader economic hardships due to COVID-19 and are still expected to take on additional workloads without adequate support from the University.

Individual departments and faculties have had to dip into their own budgets and research grants to offer TA and RA positions to graduate students, but the number of these positions is still insufficient because of limited funding. Moreover, this issue ties into reimbursement, which is not nearly enough to cover the expenses members have piled up. Although the University has been more flexible in what items may be claimed for PDR, the allowance has not increased, and this *"doesn't even come close to covering what I needed"* for teaching preparation. Essential home office supplies, including internet upgrades, tablets, microphones and headsets, chairs, desks, printers and scanners, and so on, were not reimbursed, despite the fact that *"other institutions provided funding for online teaching."* Yet, *"SFU gave NOTHING."* Moreover, PDR funds are not meant for such expenses. Providing the resources and conditions for working from home is an employer responsibility, and members should not have to use their PDR funds.

Another inadequacy in the University support and policy is the matter of campus access and on-campus procedures and safety plans. This pertains to members who need to access their office to obtain research materials, labs to conduct research, and services such as department printers. There is an apparent lack of guidance and communication on when it is appropriate to enter one's office and when research lab projects can continue to run regularly. Moreover, even when the procedures are communicated, the amount of paperwork is off-putting and only adds to an already unmanageable workload. One respondent described the procedure around safe work plans for regular campus visits as *"daunting"* and *"unnecessary,"* while another feels a genuine threat in visiting their office because there's a chance *"security will be called"* on them, which indicates that there is a level of confusion about the appropriate measures members should take. When verbalizing their impression of SFU's safety plans, one respondent stated that *"the creation of safety plans has been a disaster, with everyone saying it is someone else's responsibility,"* while another said that they have ample experience with preparing and handling pandemics due to their background, but their concerns have *"fallen on deaf ears,"* which further indicates that the University is not adequately consulting with SFUFA membership to actively work together on minimizing COVID-related challenges.

Technical Support

Access to technology in today's world is abundant, with many people actively connected at all times. However, technical difficulties and technological disparities are still primary hindrances to having a smooth transition to working from home.

Members do not have the same skill sets and equipment readily available to perform at their best. It is essential to understand how the University offers technical support to members and whether it has been effective. The survey asked respondents if they agreed the University had provided adequate IT and technical support (Appendix C, University Support, 1.a.). For IT support, respondents reported moderate levels of agreement, highest among librarians and archivists (68%) and lowest among associate professors (46%) and full professors (36%). Faculty-specific results demonstrate that respondents in Applied Sciences (29%) have the lowest level of agreement that they are receiving adequate IT support, whereas the respondents in Education (61%) reported the highest level of agreement. Thus, it is important to note that they are reporting the greatest difficulties in transferring their lectures to an online environment.

When it came to technical support, once again, respondents reported moderate levels of agreement (Appendix C., University Support, 1.b.). Over half of the librarians and archivists (68%), lecturers (59%), and assistant professors (56%) agreed that they had received adequate technical support, while under half of "other" professional groups (46%), associate professors (44%), and full professors (32%) agreed. In addition, a low percentage of Applied Sciences (33%), Communication, Art and Technology (36%), and Environment (36%) faculty agreed with this statement. The issue remains, however, that the University assumed that faculty had adequate equipment to work and teach from home when they did not. Faculty also found that the technical training provided was not discipline-specific or beneficial and was quite time-consuming as a result. There were multiple comments about the Centre for Educational Excellence efforts and how the tech support staff were learning on the job, which made the process inefficient and time-consuming for SFUFA members. A respondent stated that it would be useful to have *"more one-on-one, basic training in technical matters, rather than group webinars and endless videos"* that do not acknowledge faculty members' differing technological abilities. Consequently, there is a huge gap in both the technology that is readily available and knowledge about how to utilize technology optimally. Unless members are able to put their own money into establishing better working environments, they will remain disproportionately impacted by technological barriers without the University's support.

7 Potential Long-Term Impacts

The findings discussed in previous sections could have long-term impacts if SFU does not implement early interventions. SFU is in the midst of the Fall 2020 semester, and all members of the community continue to feel the immediate impacts of COVID-19. This is mainly because SFU, like other institutions, is working within its current budgets and plans that paid little attention to how working from home, funding, and time constraints would become critical factors in employee progress, productivity, and wellbeing over time. The following section outlines potential long-term impacts that SFU should consider in addition to bolstering institutional support for SFUFA members. There are several factors to consider when viewing the pandemic's impact on academia in the long-term. Specifically, as universities rely heavily on human capital, concerns such as current and future employment security within one's career development are raised. Furthermore, over-assigning tasks to faculty members can result in burnout. A recurring factor would be the effects on mental health on individual and group levels. Last but not least, as a result of all these compounding effects, the quality of education may be adversely impacted.

Employment Security and Career Development

SFUFA members communicated having increased stress and anxiety about the tenure and promotion process, which is even more visible for limited-term employees faced with less employment security during the COVID-19 pandemic. Due to funding restrictions, universities tend to compensate by increasing the number of contract teaching staff instead of offering full-time tenure positions (O'Neil, 2020). Leigh Bloc, a limited-term faculty member at Brandeis University, published an article titled "Academic Precarity and the COVID-19 Pandemic: Utopian Hope in a Moment of Crisis" (2020), calling for a shift in how academic institutions are structured in order to move towards "social good," rather than profit being the fundamental driving force for academic reorganization. Bloc points out that COVID-19 has exposed an employment and labour crisis within academia, while institutions have begun returning to "business as usual" (Bloc, 2020). In response, people have witnessed an increase in "mutual aid networks, rent strikes, labour organizing, and direct government subsidies" simply to stay alive (Bloc, 2020). These struggles have shed light on the painful failures of trusted institutions in ensuring that basic necessities are met for their employees (Bloc, 2020). The larger issue at hand is the precarious position many SFUFA members have found themselves in as they cope with a looming sense of job insecurity. Universities can choose to freeze hiring processes at any moment and limit short-term positions rather than consider alternative strategies that centre labour rights and protection at the forefront.

> It can be argued that the precarity in academia is a result of normalized pre-COVID working conditions, which do not address the current operational changes at hand and will negatively impact scholarship, knowledge production, and livelihoods.

Burnout

The World Health Organization (WHO) defines burnout as a syndrome "resulting from chronic workplace stress that has not been successfully managed" (WHO, 2019), and it comprises three dimensions, which are "emotional exhaustion, occupational depersonalization, and reduced personal accomplishment" (Yildirim & Solmaz, 2020). Burnout is associated with individual stress experiences within occupational contexts and can entail multiple negative attitudes such as irritability, withdrawal, decreased productivity, poor morale, and an inability to cope with stressors (Yildirim & Solmaz, 2020). A particular form of burnout called "Parental Burnout" (Griffith, 2020) is worth emphasizing, given the increased caring responsibilities for children highlighted in this report. It is defined as "a prolonged response to chronic and overwhelming parental stress" (Griffith, 2020). Those SFUFA members who are parents or guardians are facing an increased risk of parental burnout due to the stressful demands of parenting during COVID-19 and the resources available to meet those demands. Annette Griffith's work on "Parental Burnout and Child Maltreatment During the COVID-19 Pandemic" (2020) illustrates how those who experience parental burnout are more likely to engage in "child abuse, neglect, escapism, and suicidal ideation" over time, especially while trying to meet career-related expectations (Griffith, 2020).

> On a more general level, SFUFA members are experiencing an overlap of personal and professional spheres that status quo institutionalized work patterns do not care for.

With the abundance of articles sounding the alarm on an upcoming "burnout crisis" (Garel, 2020), there is an even higher demand for relentless productivity from academic institutions: a performance of resilience regardless of personal circumstances. However, it is the university's responsibility to recognize these inevitable collisions that can lead to employee burnout and introduce mechanisms to minimize potential symptoms of burnout.

Severe Mental Health Conditions

An article published in the *Journal of the American Medical Association* analyzes the effects of physical distancing and its mental health consequences, advocating for early prevention and intervention (Galea, Merchant, & Lurie, 2020). The authors highlight the lack of literature on mental health impacts related to epidemics and social distancing, elucidating that the COVID-19 pandemic requires new strategies to prevent an aggravated mental health crisis. Specifically, the authors expect that "there will be substantial increases in anxiety and depression, substance use, loneliness, domestic violence, and child abuse" (Galea et al., 2020). SFUFA members are not immune to mental health crises in the long-term and require support from the University to develop a healthier professional life while working from home. The Government of British Columbia, in collaboration with the Ministry of Advanced Education, Skills, and Training,

published a guide on "COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector" that included a section on mental health wherein they stress the physical, emotional and mental impact of COVID-19 on faculty. The guide urges institutions to ensure that resources are available for those who are working remotely.

> Furthermore, the guide directs attention to how diverse groups may require more access to mental health supports, with specific accommodations for race, gender, indigeneity, geographic location, rurality, ability, age, socioeconomic status, and other intersecting identities.

The University needs to increase its efforts to ensure that employees receive outreach on a regular basis throughout the work week and maintain social contact beyond work requirements, such as video or voice calls as part of a support system for loneliness and isolation. Moreover, the University should further invest in extended health coverage for members and offer tele-mental health services. Essentially, what is needed are approaches for providing structure and socialization, especially for racialized and marginalized groups, to offset the long-term consequences of social distancing.

Quality of Education

On a larger scale, COVID-19 has had severe economic impacts on governments around the world. This is also the case in Canada, where the initial response to the economic downturn was to flatten public spending on colleges and universities. A trend observed from the 2008 global financial crisis, post-secondary education is the typical target of government austerity measures, which results in tuition fee hikes to compensate for budget cuts (O'Neil, 2020). In addition, public post-secondary institutions in Canada rely heavily on tuition fee revenues from international students. However, most international students apply to Canadian universities for the benefits of living in Canada, and so online education does not have the same appeal, especially when fees are more costly during a global pandemic. These losses are expected to have major consequences for the quality of education in terms of what the faculty can offer students, the level of support faculty receive, and in being a globally competitive institution.

Instead of addressing these concerns raised by SFUFA members, the University has responded by increasing average class sizes, presumably in an effort to cut back financially, which places more pressure on teaching faculty to perform and provides a poor learning experience for students despite the best efforts of everyone involved. This is not the time to have bigger class sizes, fewer full-time staff, and increased workloads for faculty members. Rather, the consequences of COVID-19 are likely to be felt for at least the next year, and that time should be spent having a dialogue with SFUFA and addressing crucial issues outlined in this report, particularly matters of funding allocation and the adjustment of teaching workloads to changing labour conditions. It would also be worthwhile for SFU to work with other universities to advocate for more public funding, which would reduce university reliance on tuition fees and thus help students by reducing levels of debt.

8 Recommendations

As presented in the findings outlined above, COVID-19 has impacted SFUFA members in different ways. Assistant professors and other professional faculty members are the most impacted in workload, especially increased teaching workload. Women are experiencing higher rates of unmanageable workloads and unrealistic work expectations and are doubly impacted by the lack of childcare and caretaking services available. IBPOC faculty members are tasked with more student support hours, while all members have taken on extra hours for COVID-related support and have expressed their grievances at SFU's lack of institutional support. There are many concerns about career advancement and productivity, particularly from women, IBPOC, and non-binary faculty members. Departments that rely on practical teaching methods, such as the Applied Sciences, have received the least technical support and have expressed high levels of concern about performance reviews.

It is necessary to highlight key areas that need to be addressed and translated into action to achieve healthier and humane work conditions at SFU. The following recommendations highlight the particular areas that must be improved moving forward.

Allocating Workload Equitably

Changes in the modes of teaching in the middle of the Spring 2020 semester forced members to adapt to an online environment, which was found to be a laborious process. The heightened expectations for faculty to work optimally during a global pandemic are harmful and reinforce the inequities experienced by SFUFA members, which can lead to burnout and mental health problems. As this study clearly demonstrates, faculty have undertaken additional labour that remains unacknowledged by SFU, and although the VPA instructed deans to do workload reviews, it still does not address how departments should account for the additional teaching workload. A long-term plan needs to be established, as faculty have been severely affected by having to switch to remote work without adequate support for online course preparation. Workload reviews from March onwards are needed to take into account the SFUFA collective agreement. The University needs to reconceptualize what it means to be productive in a global pandemic by being cognizant of varying circumstances expressed by the respondents and by upholding the collective agreement for better work conditions. To do so, the asymmetrical allocation of workload needs to be reviewed for the upcoming semester to ensure that it is manageable for faculty while also clearly communicating expected outcomes. This process should be grounded in equitable principles. SFU must work with SFUFA to agree on adequate resourcing, procedures, and follow-up processes while also taking into account external factors when courses are scheduled. A major impediment to establishing a healthier work from home dynamic is the matter of caretaking responsibilities, to which the University does not give any consideration. Faculty members would like to see practical solutions, such as course releases for those caring for a dependent. An equitable distribution of service-related work is necessary as administrative tasks are piling on for assistant professors, associate professors, and limited-term lecturers. These tasks are laborious and highly time-consuming; therefore, it is recommended that SFU take this into account when revising workload allocation for SFUFA members.

Revamping Processes for Tenure and Promotion

Respondents have reported feelings of dispensability and anxiety regarding their job security. Before COVID-19, the "rise and grind" culture in order to secure a place in the system was heavily normalized in the academic world. And yet, in the midst of a global crisis, respondents have borne all of the responsibility and guilt of not doing enough to advance their careers, despite increased workloads and improper working conditions. Meanwhile, SFU has not taken proactive steps to reassure SFUFA members about how evaluations, promotions, and tenure opportunities would be assessed given the current global health crisis. The University should offer leniency when conducting evaluations and reconsider the requirements for tenure and promotion, especially for lecturers, whose workloads mostly entail teaching. Data collection with human subjects has been derailed, labs are working at a lower capacity, and conferences have been cancelled. Given the reduced time and disruptions that members have for conducting research and producing scholarship, SFU should consider extension periods for tenure track faculty and avoid penalizing faculty for disruptions to scholarly activities. Members are uncertain what tenure and promotion will look like and are dealing with the added stress of going through the process. Furthermore, student evaluations should only be used for formative assessments as they can be biased against many SFUFA members, which raises concerns about EDI practices. Although SFU has extended timelines associated with tenure and promotion, the implications for faculty members have not been considered in the longer term.

The impact of COVID-19 must be addressed with more substantive changes to the tenure and promotion process. SFU and SFUFA need to determine how criteria can be modified to ensure a faculty member's career is not impacted because of the pandemic and to set forth guidelines that can be implemented by individual units. It is also worth considering alternative options, such as opting out of the biannual review when faculty go up for promotion, but clearly communicating and planning for what that would mean for career progress, which would involve preparing proper resourcing for this delay and determining how it can be carried forward. Members are in a new, uncharted environment. Delaying tenure periods is not enough, and potential adjustments should be clearly articulated to SFUFA members. Clarifying processes and timelines are essential, as well as having the University express general acknowledgement of members' anxieties and challenges during this time. SFU should reorient its process towards

making faculty feel protected and without fear of losing their jobs. The implications of the COVID-19 pandemic will likely take years to address, and the tenure and promotion process should reflect this reality.

Ensuring Work from Home Support

SFU must reassess its strategy for supporting SFUFA members while they continue working from home. This support includes, but should not be limited to, financial support for necessary home office equipment and technology, TA and RA support to aid with online teaching, as that is where most support is needed, and the provision of less bureaucratic and cumbersome processes to assist with the immediate difficulties of working from home. It is strongly recommended that the University's administration allocate department-specific staff from the CEE to support faculty with challenges related to online teaching, but they must also be equipped with the disciplinary knowledge to do so. There is no "one size fits all" for online course set-up support. This is essential for faculties receiving less support, such as in the Applied Sciences. SFUFA members should not be expected to pay out of pocket to provide a better online experience for their students. SFU should reimburse members who had to cover their own expenses for home office supplies. Budgets should be revised to offer temporary financial support, such as increasing PDR funds to compensate for members' accrued costs. Even though PDR can be used, it should not be up to the employee to bear any of the cost for home office needs. Faculty who had to use PDR for accounts, or those who were denied buying chairs, should be compensated for all out-of-pocket expenses, which the employer should reimburse.

Once again, SFU must face the fact that its expectations for faculty are unrealistic and should reconsider just how much can actually be achieved while working from home. One way to do so would be to minimize administrative tasks and reduce non-essential meetings, events, and paperwork. Even though this can be minimized at the levels of deans and department chairs, SFU should have proper mechanisms in place to ensure admin tasks are being reduced across all departments. The University must take into account its overarching mission as an academic institution devoted to teaching and research and how that is reflected in the services it offers to SFUFA members. To uphold that mission, SFU must conduct an audit of how the administration allocates its budget and decides what to prioritize in funding to gain deeper insight into the mismatch between the University's mission statement and its improper treatment of faculty members that is impeding the quality of teaching and the ability to conduct research. Most

importantly, this must be done in collaboration with SFUFA to figure out an appropriate auditing process that will ensure processes are being followed and result in less bureaucracy and admin work.

Developing Structural Health Support

An underlying theme of this report has been the heightened feelings of stress, anxiety, and uncertainty expressed by faculty members. Unsurprisingly, this has taken a toll on members' mental health, making working from home an even more challenging and isolating experience. Additionally, most faculty members have created makeshift offices in their homes, resulting in physical health issues as well. No matter what individual self-care interventions faculty take, it will not minimize the fact that they are overworked and pushing through each day with exhaustion and fatigue. On top of that, they must also deal with the environmental limitations of working from home. SFU must acknowledge the burned-out state that faculty are working in by developing a structural support system that would include providing proper office space and a safe and secure work environment for all members. Furthermore, the financial stress involved in paying out-of-pocket for work-related expenses members has made a deeper dent in faculty's mental health. In combination with the daily stress of offering a positive student experience with very little support and concerns about how that would reflect on job performance, these issues have left many faculty members feeling alone and unsupported during the COVID-19 period.

In particular, members with disabilities, IBPOC, LGBTQ+, and newcomer immigrants have felt disproportionately isolated since the transition to work from home. To address the fragmentation of community bonds, SFU should also develop initiatives that encourage community-building in an online environment. While it cannot replace in-person interactions, it is important to create a space that maintains healthy social relations in a time of deep isolation. It is essential for SFU to be more proactive in reaching out to faculty and staff, and to have a more robust COVID-related mental health support system. Additionally, SFU should be considerate of differing physical abilities that make working from home challenging. Nonetheless, the University's primary focus should be to address the reported root causes of health decline among SFUFA members. The University must provide essential equipment and furniture needed to work effectively from home, consider the varying circumstances faculty are faced with, reduce workload allocation, and ensure a sense of job security.

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10
Appendix A
Quantitative Methodology

Survey Design

The survey was designed in collaboration with the SFUFA advisory committee. The survey questions were partially informed by previous studies, such as those conducted by the My Health My Community survey. The questions were designed to cover an extensive range of topics and issues, particularly about working arrangements, work environments, workload, career advancement, university support, health, social demographics, and caretaking responsibilities. The main purpose of the survey has been to address descriptive and relational hypotheses to uncover the impact of COVID-19 on SFUFA members, which influenced the study setting. Most of the questions were multiple-choice, with some opportunities to elaborate using comment boxes. All survey responses were collected and exported from SurveyMonkey.

Details on Analysis in Report

Along with reporting descriptive statistics, the analysis of the quantitative results primarily focused on the relationships or associations between two categorical factors. Using bivariate tables documenting categorical (nominal or ordinal) indicators, the analysis assessed if there was an association between the row and column variables. The test statistic used to determine if there was an association in each bivariate table was either a Chi-Square test for nominal data or a Cochran Mantel Hanzel test when one factor was ordinal. A significance level of alpha=0.05 was used to determine if there was evidence to reject the null hypothesis and conclude there was a statistically significant association between the row and column variables.

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Appendix B
Qualitative Methodology

Survey Respondent Recruitment

After gaining ethics approval, the SFUFA advisory committee and SFU Academic Women circulated an email to their membership with a description of the study and a link to complete the survey. Due to an initially low response rate, follow-up emails were sent to the membership and the deadline to complete the survey was extended.

Demographic Information on Respondents

The respondents ranged in age from 40 to 59 years old. Over 60% of the respondents were cisgender women, while less than 30% were cisgender men. Over 70% of the respondents identified as heterosexual. Over 30% of the respondents experience barriers as a person with a chronic health condition or a mental health condition. Over 40% of the respondents were not born in Canada, and over 80% have been living in Canada for 10 years or more. Most identify as White of European descent (70%), and over 80% reported that they had not experienced racism, discrimination, or stigma related to COVID-19. Finally, more than 80% of respondents do not live on their own.

Analysis (Response Selection and Nvivo Coding Processes)
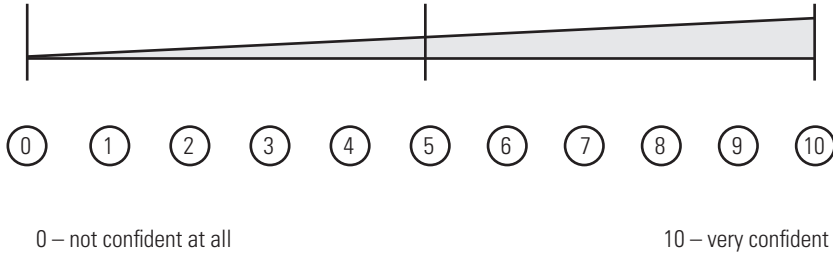
The research team went through the questions of the survey and manually identified the open-ended responses that could be analyzed on Nvivo. After identifying the questions, the lead researcher cleaned out the MS excel spreadsheets to remove any identifiers and blank responses and then created individual spreadsheets for each set of responses to each question that was uploaded to Nvivo. The Nvivo coding process initially consisted of going through the data to get familiar with the responses and to observe any early patterns. The lead researcher utilized Nvivo's auto coding function to obtain a general glimpse of potential themes. Further into the process, the lead researcher identified overarching themes as "parent nodes" and then categorized comments related to those themes in their "child nodes." The lead researcher went through an iterative process and three rounds of coding while also running the "word search" and "word frequency" queries to sufficiently interpret the textual data.

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Appendix C
Survey Questions

SECTION – GENERAL

Question Code	Question Text / Responses	Display/ Branching	Source
GEN	1. What is your current job? ☐ Librarian/archivist level 1 ☐ Librarian/archivist level 2 ☐ Librarian/archivist level 3 ☐ Librarian/archivist level 4 ☐ Division Head ☐ Research Associate ☐ Lecturer ☐ Senior lecturer ☐ University lecturer ☐ University Research Associate ☐ Assistant Professor ☐ Associate Professor ☐ Full Professor ☐ Practitioner faculty of Professional Practice ☐ _____	Always	INT study
GEN	2. Are you continuing faculty? ☐ Yes ☐ No. I am on a limited term contract. Number of semesters left in the contract _____	Always	
GEN	3. Have you applied for any fulltime positions, which have been cancelled due to COVID-19? ☐ Yes ☐ No ☐ Do not know		
GEN	4. How confident are you that your contract will be renewed? 0 1 2 3 4 5 6 7 8 9 10 0 – not confident at all 10 – very confident	If Gen 2 = No	
GEN	5. Do you hold a managerial position (e.g. Dept. Chair or Program Chair) ? ☐ No ☐ Yes		

GEN	6. You are in which faculty? (check all that apply) ☐ Applied Sciences ☐ Arts and Social Sciences ☐ Beedie School of Business ☐ Communication, Art and Technology ☐ Education ☐ Environment ☐ Health Sciences ☐ Librarian/Archivist ☐ Sciences	Always	

SECTION – WORK ENVIRONMENT

1. To what extent did you work from home <u>before</u> the COVID-19 pandemic?

0	1	2	3	4	5	6	7	8	9	10

Never   About half and half   Always
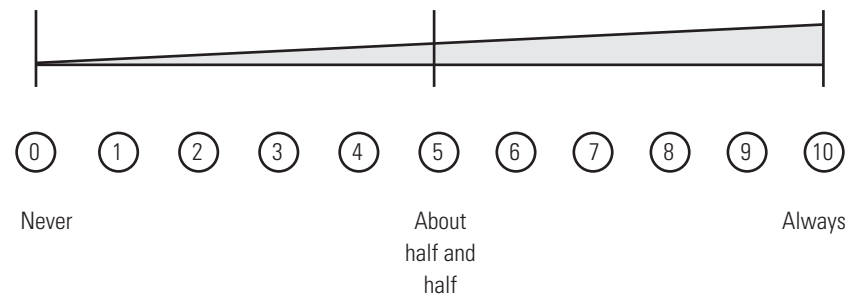
2. To what extent did you work from home <u>during</u> the COVID-19 pandemic?

0	1	2	3	4	5	6	7	8	9	10

Never   About half and half   Always
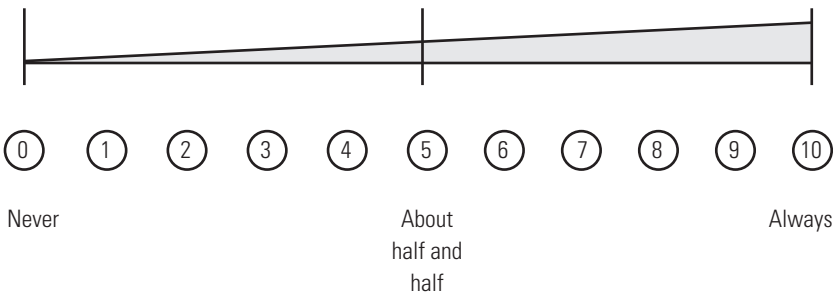
3. Overall, what would be your preferred working arrangements once the COVID-19 pandemic is over?

0	1	2	3	4	5	6	7	8	9	10

Never worked from home   About half and half   Always worked from home
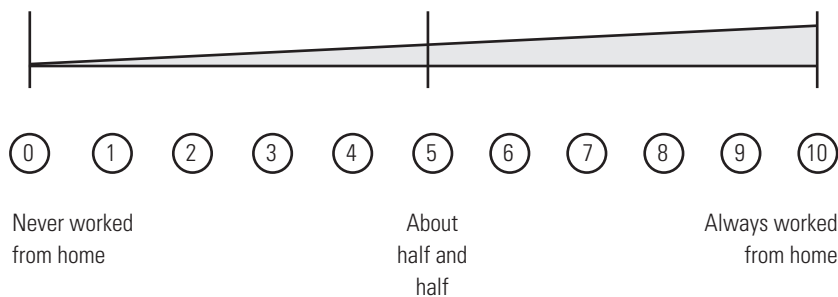
4. Briefly explain why this is your preferred working arrangement _____

_____

5. Please indicate the extent to which you agree or disagree with the following statements about the different working arrangements that you have during the COVID-19 pandemic.

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicable
a. I have a separate space at home where I can do university work						
b. I have the required computer hardware at home to do my work						
c. I have access to the required software from home to do my work						
d. I have appropriate broadband and connectivity						
e. I am set up comfortably at home to do my work						

6. Can you explain other factors that influence your work environment? _____

_____

SECTION: WORK - GENERAL

1. Please list the first three words or phrases that come to mind when you think of your work during the COVID-19 pandemic. **(**For example, the first words that come to mind when you think of "cars" might be "gas", "fast" and "noise".)

   a. First word(s) _____

   b. Second word(s) _____

   c. Third word(s) _____

2. We would like you to rate each of those words/phrases as negative or positive, or neutral

	Negative (bad)	Neutral	Positive (good)
a. First word(s)	☐	☐	☐
b. Second word(s)	☐	☐	☐
c. Third word(s)	☐	☐	☐

3. What is your workload allocation? (Drop down menu options: 0, 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, more than 60)

	Number of work-hours/week pre March 15, 2020 (pre-COVID-19)	Number of work-hours/week current
Teaching		
Research or scholarship		
Service		
Professional (applies to librarians/archivists)		
Other professional activities		
COVID-related support (e.g., supporting students in crisis, providing technical support to colleagues)		
Total		

Provide any additional details (for other) _____

_____

4. Please indicate the extent to which you agree or disagree with the following statements:

		strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicable
a.	I work more evenings and weekends						
b.	My work interferes with my personal life						
c.	My personal life interferes with my work						
d.	COVID-19 has negatively impacted my career opportunities in the university sector						
e.	I am satisfied that my workload is fair						
f	My workload is manageable						
g.	I feel there are unrealistic work expectations of me						
h.	I am concerned about how performance review will be managed						
i.	It is clear what is expected of me in my job						
j.	I am concerned about the likelihood of being tenured or promoted due to the impacts of COVID-19 pandemic on my work						
k.	My ability to present my research at conferences has been negatively affected						
l.	I am concerned about my future workload						
m.	I am frustrated with the tools available to me to do my work						
n.	Digital inequities among our students negatively effect my workload						
o.	I have to learn a wide range of new procedures to support my work						
p.	My workload has increased as the overall capacity of my department has decreased						

5. Please indicate which of the following semesters you were on leave, plan to be on a leave. Check all that apply.

	Study	Parental	Medical	Admin	Other
Spring 2020					
Summer 2020					
Fall 2020					
Spring 2021					
Summer 2021					

Other (please specify):_____

6. Please describe the impact COVID-19 has had on your leave, if any._____

_____

SECTION: WORK – TEACHING

1. How would you describe your previous experience of <u>online</u> teaching, <u>before</u> the COVID-19 pandemic?

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

No experience
at all

Some
experience

Very
experienced

2. For each of the following semesters, please indicate (drop down menu options – 0, 1, 2, 3, 4, 5, 6, more than 6, NA):

	Summer 2020	Fall 2020	Spring 2021
a. Number of online courses			
b. Number of courses taught for the first time (new preps)			
c. Number of Distance Education courses			

3. For each of the following semesters, please indicate (drop down menu options – Under 10, 11-20, 21-30, 31-50, 51-100, 101-200, More than 200, NA):

	Summer 2020	Fall 2020	Spring 2021
a. Enrolment in your largest class			
b. Enrolment in your smallest class			

4. Please indicate the extent to which you agree or disagree with the following statements:

	strongly disagree	somewhat disagree	neither agree nor disagree	Somewhat agree	strongly agree	not applicable
a. I feel there are unrealistic expectations of me in terms of teaching outcomes						
b. The time I spend on teaching has increased						
c. The time I spend on teaching preparation has increased (learning online teaching, designing new assignments, recording and editing online materials)						
d. The time I spend supervising my TA has increased						
e. The time I spend on grading has increased						
f. The time I spend on academic integrity has increased						
g. The time I spend on advising students has increased						
h. The time I spend responding to student emails has increased						
i. I am concerned that my students are not getting the full benefit of my teaching						
j. I have spent a lot of time implementing COVID-19 related safety protocols in my teaching						

SECTION: WORK – RESEARCH

1. Have you been engaged in research specifically relating to COVID-19?

☐ No

☐ Yes – on medical, scientific, or epidemiological aspects

☐ Yes – on economic or social aspects

2. Please indicate the extent to which you agree or disagree with the following statements:

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicable
a. I feel there are unrealistic expectations of me in terms of research outputs						
b. I have developed new unexpected collaborations						
c. I have missed out on collaborations that I had expected to form						
d. The time I spend on research has increased						
e. I have had more time to seek or apply for research funding						
f. My ability to do field research has increased						
g. My ability to do lab work or collect data for research has increased						
h. I have spent a lot of time implementing COVID-19 related safety protocols in my research						
i. My ability to finish or submit research papers has increased						
j. I spend more time supervising my research staff						
k. The productivity of my research staff/team has increased						

SECTION: WORK – SERVICE

1. Please indicate the extent to which you agree or disagree with the following statements:

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree	not applicable
a. The time I spend on administration and service has increased						
b. The time I spend on service to faculty has increased						
c. The time I spend on service to the university has increased						
d. The time I spend on service directly related to COVID-19 at the university level has increased						
e. The time I spend supporting colleagues has increased.						
f. The time I spend informally supporting students who are in crisis has increased.						
g. The time I spend supporting students has increased						
h. The time I spend on program redesign has increased						
i. The time I spend in meetings has increased						

SECTION: UNIVERSITY SUPPORT

1. Please indicate the extent to which you agree or disagree with the following statements. The university has provided me adequate support in the following areas to help me do my job during the COVID-19 pandemic:

	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	Strongly agree	not applicable
a. IT support						
b. Technical support						
c. Supplies for home office						
d. Training opportunities for online learning						
e. Support to move classes online						
f. Extra RA support						
g. Extra TA support						
h. Support meeting non-work related care responsibilities						

2. What additional supports should the University provide and/or what current gaps in support can the University address to support you in your work?

_____

_____

_____

SECTION: HEALTH

Question Text / Responses	Display/ Branching	Source
1. In general, would you say your physical health is: ☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor ☐ Prefer not to answer	Always	CCHS/ MHMC_1
2. Compared to before the COVID-19 pandemic, how would you rate your physical health now? ☐ Much better ☐ Slightly better ☐ About the same ☐ Slightly worse ☐ Much worse ☐ Prefer not to answer	Always	Adapted from CCHS/ MHMC_1
3. In general, would you say your mental health is: ☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor ☐ Prefer not to answer	Always	CCHS/ MHMC_1
4. Compared to before the coronavirus pandemic, how would you rate your mental health (such as feeling anxious, depressed or irritable) now? ☐ Much better ☐ Slightly better ☐ About the same ☐ Slightly worse ☐ Much worse ☐ Prefer not to answer	Always	Adapted from CCHS/ MHMC_1
5. Thinking about the amount of stress in your life, would you say that most days since the coronavirus pandemic are: ☐ Not very stressful ☐ A bit stressful ☐ Somewhat stressful ☐ Quite stressful ☐ Extremely stressful ☐ Prefer not to answer	Always	MHMC_1

6. What have been the primary sources of stress in your life during the COVID-19 pandemic?
(check all that apply)
- ☐ Adapting to online instruction
- ☐ Adapting to new ways of conducting research
- ☐ New processes and procedures
- ☐ Learning new technology
- ☐ Adapting to working from home
- ☐ Uncertainty about SETC (student evaluation)
- ☐ Uncertainty about reviews (e.g., probation, biennial review, annual review)
- ☐ Workload expectations
- ☐ Career advancement
- ☐ Meeting deadlines
- ☐ My health
- ☐ Family members' health
- ☐ Childcare
- ☐ Eldercare
- ☐ Home schooling
- ☐ Ensuring the wellbeing of my students
- ☐ Lack of social interaction
- ☐ Other. Please specify.

SECTION: SOCIAL DEMOGRAPHICS

Question Code	Question Text / Responses	Display/ Branching	Source
SD	1. What is your age range? (response mandatory) ☐ under 29 ☐ 30 to 39 ☐ 40 to 49 ☐ 50 to 59 ☐ 60 to 69 ☐ 70 and over ☐ Prefer not to say	Always	
SD	2. What is your gender identity? Check all that apply (response mandatory) ☐ Woman - Cisgender ☐ Woman - Transgender ☐ Man - Cisgender ☐ Man - Transgender ☐ Non-Binary Person ☐ Not listed above. I identify as _____ ☐ Prefer not to say	Always	
SD	3. Please indicate your sexual orientation. Check all that apply: ☐ Asexual ☐ Bisexual ☐ Gay ☐ Heterosexual ☐ Lesbian ☐ Pansexual ☐ Queer ☐ Not listed above. I identify as _____ ☐ Prefer not to say		

SD	4. Do you experience any barriers as a person with (check all that apply): ☐ a communication disorder, who is unable to speak, or who uses a device to speak ☐ a mental health condition, including chronic mental health conditions ☐ a chronic health condition, including chronic pain ☐ an intellectual, cognitive, or developmental disability ☐ a visual impairment or who is legally blind ☐ a hearing impairment or who is Culturally Deaf ☐ a learning disability ☐ a physical disability or mobility impairment ☐ My impairment or disability is not listed here. I am a person who is _____ ☐ Prefer not to say		
SD	5. Were you born in Canada? ☐ Yes ☐ No ☐ I don't know ☐ Prefer not to answer	Always	BCCDC COVID-19
SD	6. How long have you been in Canada? ☐ Less than 1 year ☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 10 or more years ☐ Prefer not to answer	if DEMOGRAPH_5 = "No"	BCCDC COVID-19
SD	7. Do you consider yourself to be (check all that apply) (response mandatory) ☐ First Nations ☐ Métis ☐ Inuit ☐ White (European descent) ☐ Chinese ☐ South Asian (e.g. East Indian, Pakistani, Sri Lankan) ☐ Black (e.g. African or Caribbean) ☐ Filipino ☐ Latin American/ Hispanic ☐ Southeast Asian (e.g. Vietnamese, Cambodian, Malaysian, Laotian) ☐ Arab ☐ West Asian (e.g. Iranian, Afghan) ☐ Korean ☐ Japanese ☐ Not listed above. I identify as____ ☐ Prefer not to answer	Always	Census/ MHMC_1
	8. In what ways does your identity shape your experience at SFU and how has that changed since COVID-19? (Please do not include any personally identifiable information in your response)		
SD	9. Have you experienced racism, discrimination or stigma related to COVID-19? ☐ Yes ☐ No ☐ Prefer not to answer		
SD	10. If you are comfortable to, please explain further how you have experienced racism, discrimination or stigma related to COVID-19.	IF SD9 is yes	

SD	11. Do you live by yourself? ☐ Yes ☐ No ☐ Prefer not to say		INT study
SD	12. Has the total income of your household since COVID-19 decreased to an extent that it is causing you hardship? ☐ Yes ☐ No ☐ Prefer not to answer		BCCDC COVID-19
SD	13. If you are comfortable to, please explain further how the change in your total income is causing you hardship.	Is SD12 is Yes	

SECTION: CARETAKER RESPONSIBILITIES

CR	1. Do you have responsibilities caring for a dependent (i.e., child or other)? ☐ Yes ☐ No	Always	
CR	2. Your dependents are: ☐ Children ☐ Other ☐ If "other", please specify:	If CR1=Yes	
CR	3. How many children do you presently have in these age ranges, living at home with you? (drop down menu options: 0-5, more than 5, NA): ☐ 0-4 years ☐ 5-12 years ☐ 13-17 years ☐ 18 years and older ☐ Prefer not to answer	If CR2=Children OR If CR2= Children AND other	INT study
CR	4. Who in your household usually has responsibility for the direct personal care of children (e.g. organising, dressing, feeding)? ☐ Always me ☐ Usually me ☐ Me & my partner about equally ☐ Usually my partner ☐ Always my partner ☐ Another person in or outside the household ☐ Prefer not to answer		INT study
CR	5. Since the coronavirus pandemic, have you lost child-care for your children aged 1-5 years? ☐ Yes, child-care facility closed ☐ Yes, I chose to take my children out of child-care ☐ No ☐ I do not use external child-care ☐ Prefer not to answer	if CR3_4 = "Aged 1-<5 years" <0 (PRESCHOOL ERS)	INT study
CR	6. Since the coronavirus pandemic, have you lost child-care for your children aged 6-15 years? ☐ Yes, child-care facility closed ☐ Yes, I chose to take my children out of child-care ☐ No ☐ I do not use external child-care ☐ Prefer not to answer	if CR3= "5-12 Years" OR "13-17 years" OR "18 years and older"	

		Display/Branching	Source
CR	7. When you lost childcare, what arrangements did you make? ☐ Changed work hours ☐ Had family or friends provide childcare ☐ Hired additional support (i.e. nanny) ☐ Worked with child/children at home ☐ Prefer not to answer	If CR 5 = Yes or/ and CR 6 = yes (this question has to be repeated as a sub question for both)	
CR	8. Since the coronavirus pandemic, have you had to support your children in online learning? ☐ Yes ☐ No ☐ Prefer not to answer		
CR	9. Who in your household has been primarily responsible for online learning? ☐ Always me ☐ Usually me ☐ Me & my partner about equally ☐ Usually my partner ☐ Always my partner ☐ Another person in or outside the household ☐ Prefer not to answer	If CR8 is yes	
CR	10. Approximately how many hours a day, during the month of May, did your child require support with online learning? ☐ Less than one ☐ One to two ☐ Two to three ☐ More than three ☐ Prefer not to answer		
CR	11. Do your dependents (not children) live with you? ☐ Yes ☐ No ☐ If "yes", please specify how many: _____	If CR2 = "other" / "other: please specify"	INT study
CR	12. How have your caring responsibilities to your dependents (not children) changed since COVID-19?	Always except if CR11 = No	

SECTION: YOUR SUPPORT

Question Code	Question Text / Responses	Display/ Branching	Source
PROMPT	1. Depending on the findings from this survey, the advisory committee might want to conduct additional interviews to learn more about certain issues.		
PARTICIPA-TION_1	2. Would you be interested in participating in follow up one-on-one interviews? ☐ Yes ☐ No	Always	
PARTICIPA-TION_2	3. Please provide your name and email address.	If participation_1 is Yes	

SFU ACADEMIC WOMEN

SFUFA
THE FACULTY ASSOCIATION OF SIMON FRASER UNIVERSITY

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