



Representing Faculty, Librarians,  
Veterinarians & College Professors

April 1, 2021

# MEMBER SURVEY: EXECUTIVE SUMMARY

## CONCERNS WORK-LIFE BALANCE, HEALTH & SAFETY, ACADEMIC FREEDOM, AND INTELLECTUAL PROPERTY

377 of 848 UGFA members (Unit 1 and Unit 2) took the survey for a 44% overall response rate.

All colleges were well represented, with half the total number of responses from CEPS, CSAHS, and COA (20%, 15%, 15%, respectively).

Half of survey respondents were assigned to teach at least one high-enrollment class in Fall 2021. 43% of the respondents are a primary caregiver of children, and 16% are a primary caregiver of elders.

82% of respondents were concerned about increasing workload and maintaining work-life balance (85% of female members vs. 79% of males, and 86% of those who are primary caregiver of children vs. 79% of those who aren't). Those assigned to teach at least one high-enrollment class also more often had workload concerns (86% vs. 78%). There are no significant group differences by rank, but significant group differences by college, ranging from 70% in OAC to 89% in COA and CSAHS.

62% of respondents were concerned about their health and safety (67% of female members vs. 58% of males). There are significant group differences by college, ranging from 44% in OAC to 83% in the library and COA. Members teaching low-enrollment classes are just as likely to cite concerns for health and safety as those who teach large classes. Those who are a primary caregiver of elders are significantly more likely to be concerned than those who are not (74 vs. 59%).

Over half of members surveyed were particularly concerned about their intellectual property (54%) and academic freedom (52%). Those assigned to teach at least one high-enrollment class are significantly more likely to be concerned about their intellectual property (64% vs. 44%) and academic freedom (62% vs. 41%), and there are significant group differences by college. These range from 38% in OVC to 73% in CEPS (for IP) and, for academic freedom, 43% in OVC to 60% in CEPS.

# AGREEMENT WITH UGFA POSITIONS

SUPPORTED BY (of those decided)	IT IS THE POSITION OF THE FACULTY ASSOCIATION THAT...
96%	A Hybrid mode of delivery may be used only when the faculty member agrees to teach this way.
92%	A faculty member who agrees to teach their course using a Hybrid mode of delivery has the freedom to choose whether or not to live-stream their on-campus in-person lecture to students not in the classroom.
91%	A faculty member who agrees to teach their course using a Hybrid mode of delivery has the freedom to choose whether to make any materials from an on-campus in-person lecture available online.
98%	The Administration, not UGFA Members, should be responsible for ensuring compliance with public health requirements.
99%	To address the dramatic increase in academic misconduct by students seen in Fall 2020 and Winter 2021, the Administration should develop and share with all faculty members and students a policy on the expected conduct of students in this regard, including a statement of the expectation that students not post assessment questions and/or answers on the internet.

## SAMPLE COMMENTS

EDITED FOR CLARITY AND  
REDACTED FOR CONFIDENTIALITY

### BURN-OUT

"At the start of the pandemic, it seemed there was compassion and messaging from leadership about understanding the hardships we were facing. Now, it seems that messaging is gone and we should just be 'used to it.' I'm supposed to do what I usually do under very unusual circumstances. I'm exhausted, bitter, maybe burned out... And once we're 'back to normal' we'll be expected to continue on as normal or worse - push ourselves more to make up for the supposed lost time... Where will the respite / rejuvenation come from?"

"I feel like I work more than before ... yet I feel behind like crazy. I work more and I accomplish less. Then you get messages from the administration about how 'fantastic' the remote learning/teaching experience will be. Things like: 'We are planning for a "hybrid" fall semester, which means that some courses and activities will be taught and hosted in-person and some will be offered remotely. This approach will allow us to combine high-quality teaching and research with our renowned student living and learning experience.' Who is gonna do the 'high quality teaching' while experimenting with new delivery methods? Not only are we supposed to continue doing our jobs, in addition we are supposed to be innovative and creative and extraordinary (and dynamic, lively, understanding, compassionate...).

It is also expected that supervision of graduate students will continue and we will also submit grant proposals, serve on committees, publish papers, and fill paperwork...lots of it. What support are we really getting? A few emails and newsletters from the ADA or TSS about how to deal with Zoom and Teams and Courselink. I feel exhausted and demotivated, guilty and angry.”

“My classes have been too big for years now and I am cracking. They won’t listen. Giant classes, weak TAs, students whose work is very substandard and worsening every year. Constant demands for accommodations, special conditions, student anxieties being projected on to us. We NEED MORE FACULTY. WORKLOAD IS TOO MUCH. I AM TIRED ALL THE TIME, FEEL LIKE CRYING ALL THE TIME”

## PRESSURE FROM STUDENTS

“I have concerns with student-faculty interaction. I have experienced what I believe amounts to online bullying from students, who have taken their anger and frustration out on me via email or through course evaluations (poor performance on their part due to extenuating circumstances no apparently equals a failure to teach properly on my part). I am also aware of large numbers of student-led petitions making demands on how courses are structured (not using monitoring software, not wanting to write pass/fail exams). My concern is that we (as faculty) are being bullied into how we run our courses, under the guise of mental health and support for the students.”

“Decision-making around courses has been generally okay for me, but student conduct is getting rough. I am dealing with a sharp decline in professional behaviour as students are more aggressive about grades and the quality of their interactions is disappointing. I have also had to submit more academic integrity investigations this year than ever before.”

## WORRY ABOUT BEING RECORDED

“I worry the admin will force me to give up my materials e.g. videos AND that for sure I won’t be defended/supported if I make a mistake in lecture e.g. inappropriate phrase etc. OR an academic freedom ... and hence offend someone. ... But it’s not fair that the perception of a good teacher is to include recordings for their students yet the UoG will be the first to crucify me if a student presents the recording as evidence. [...] Where’s their half of the deal in setting me up this way but not protecting me? Pre-recorded is fine of course – but again – the workload is immense & no compensation.”

“There is plenty of information out there about how online teaching and online forums make it easy to take information out of context. I’ve been extremely careful in what I say during online teaching (I record my lectures), and I’m teaching courses which are relatively uncontroversial. It’s unacceptable to place faculty members who teach controversial subjects in such vulnerable positions and not have a well-developed and enforced strategy to deal with the consequences of students misusing the information, or not respecting the terms of academic freedom. Good teaching that helps create thoughtful, productive citizens isn’t based on content delivery.”

## CONCERNS FOR PERSONAL SAFETY

"Despite plans for a vaccination roll-out in Canada...the amount of in-person teaching in the Fall 2021 semester is a concern. I have reservations about when and how in-person teaching will resume. Expectations from students about making all classes/content/lectures recorded and available online (since they're now used to that) and expectations from the university about requiring faculty to deliver their classes in person. I agree with having the university enforce these rules and expectations but how will that be accomplished? If students don't wear masks I am the one asking them to do it, I'm the one at the front of the lecture hall asking them to comply...and then what. Will we be permitted to cancel the lecture, what if there is a confrontation with the student who refuses? What is the recourse? The outbreak in residences this semester has highlighted that the university doesn't want the negative PR and they seemed to be more concerned with communicating how they're helping the students with COVID versus holding irresponsible adults accountable."

"We are told that we have a choice to teach virtually in the fall. While it would be great to get back to hybrid or face to face in the fall, the university has not done anything to improve the quality of airflow in buildings. Secondly, has the university formed a plan for the strict enforcement of mask wearing and social distancing? There should be protocols in place so that instructors are not placed in the position of policing students in their classrooms."

"If we have to teach with masks on or from perspex cages it will be hell."