

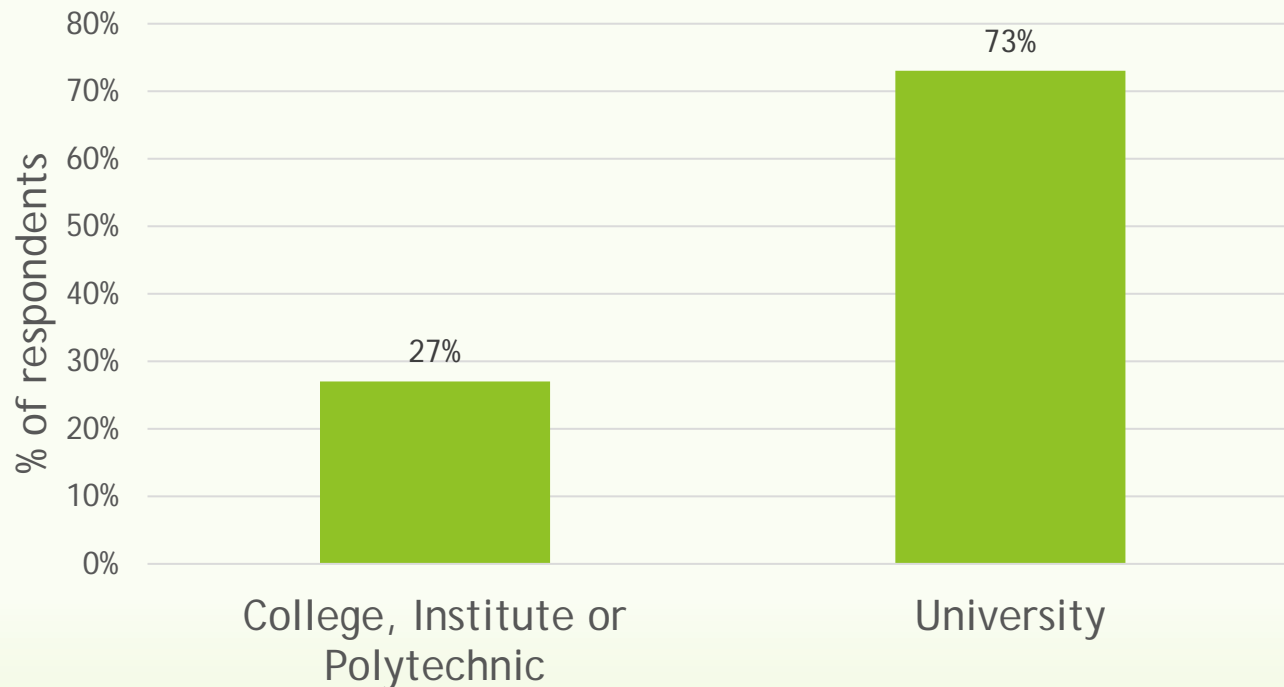
The impacts of COVID-19 on Post-Secondary Education Staff



Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université



Purpose: CAUT sought to understand the impact of the COVID-19 pandemic on the working lives of staff at universities and colleges across the country. This information will be used by CAUT and member associations to inform our policy and advocacy work.



Survey responses: 4,325

Survey data was collected between May 13 and June 12, 2020.

Participation in this survey was voluntary and as such self-selection bias are possible.

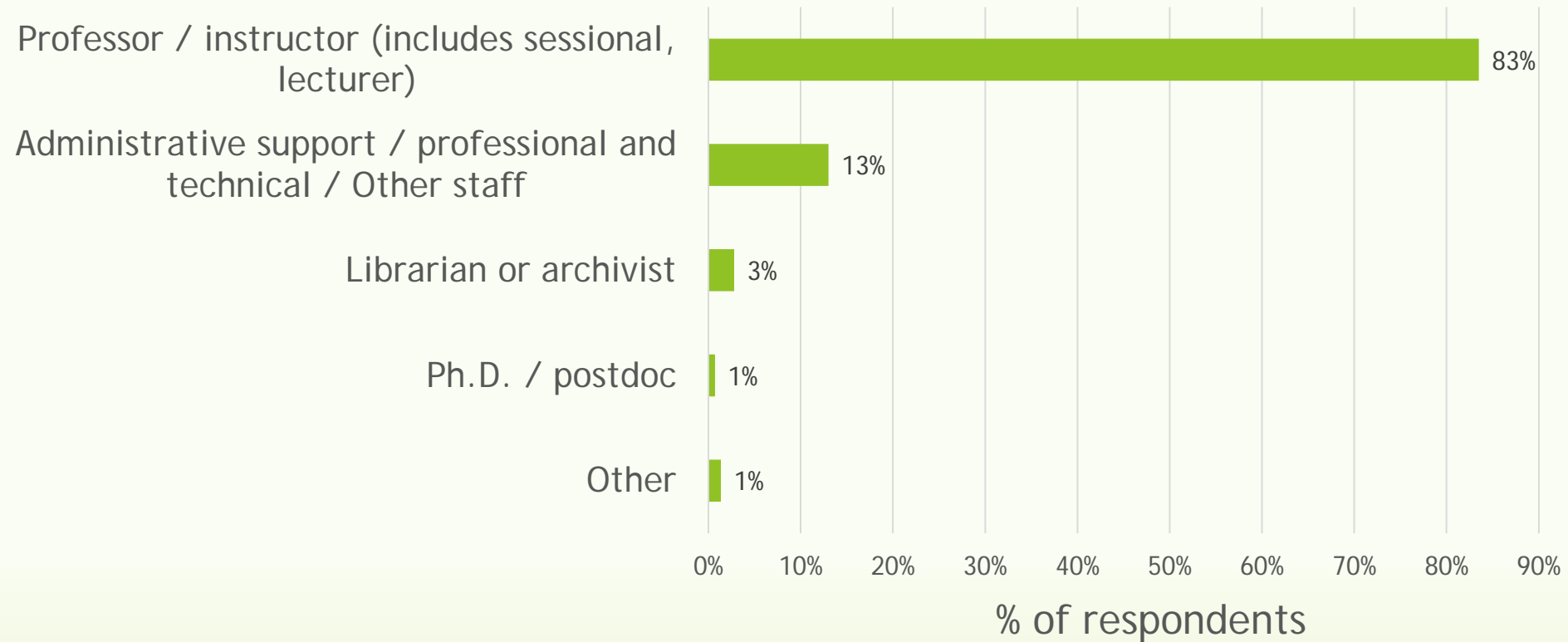
Who are the respondents



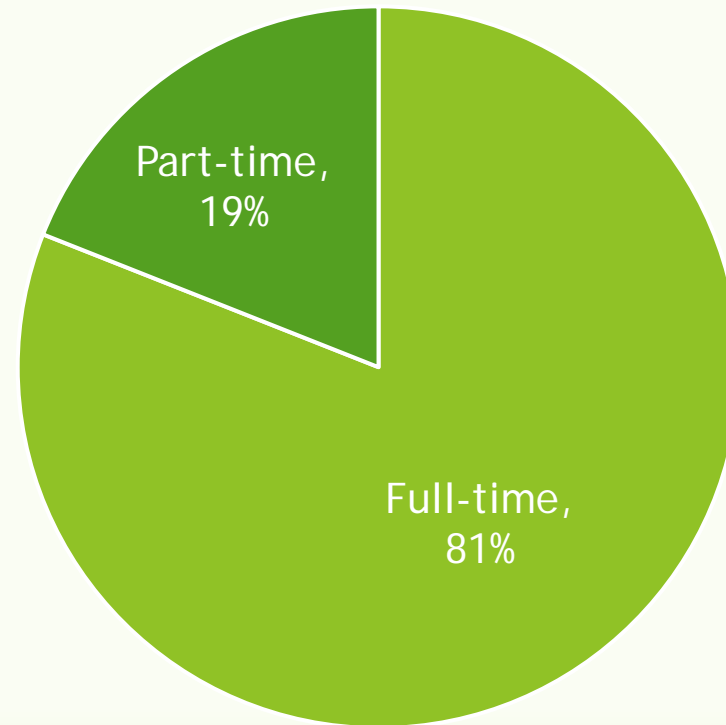
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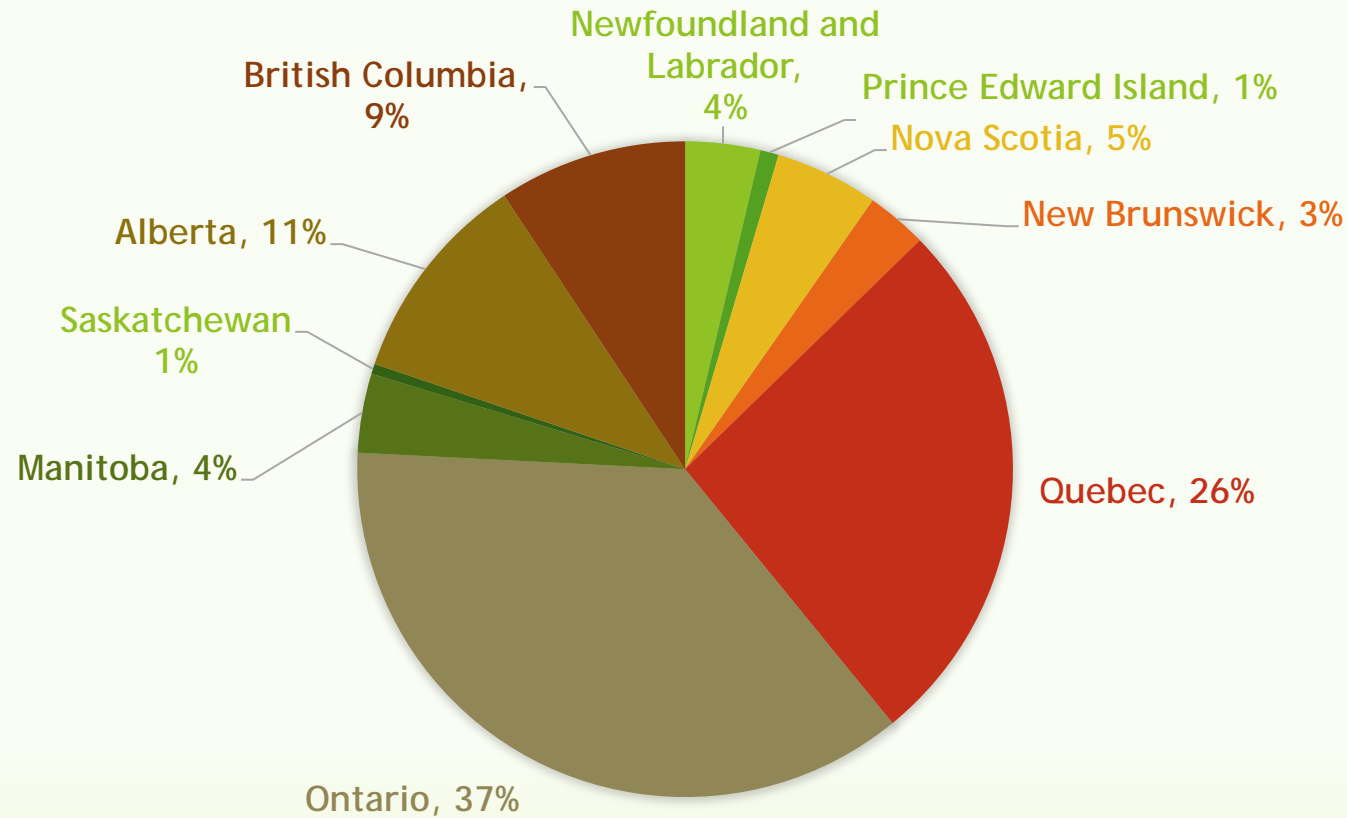
Vast majority of respondents were professors and instructors



More full-time staff responded to the survey



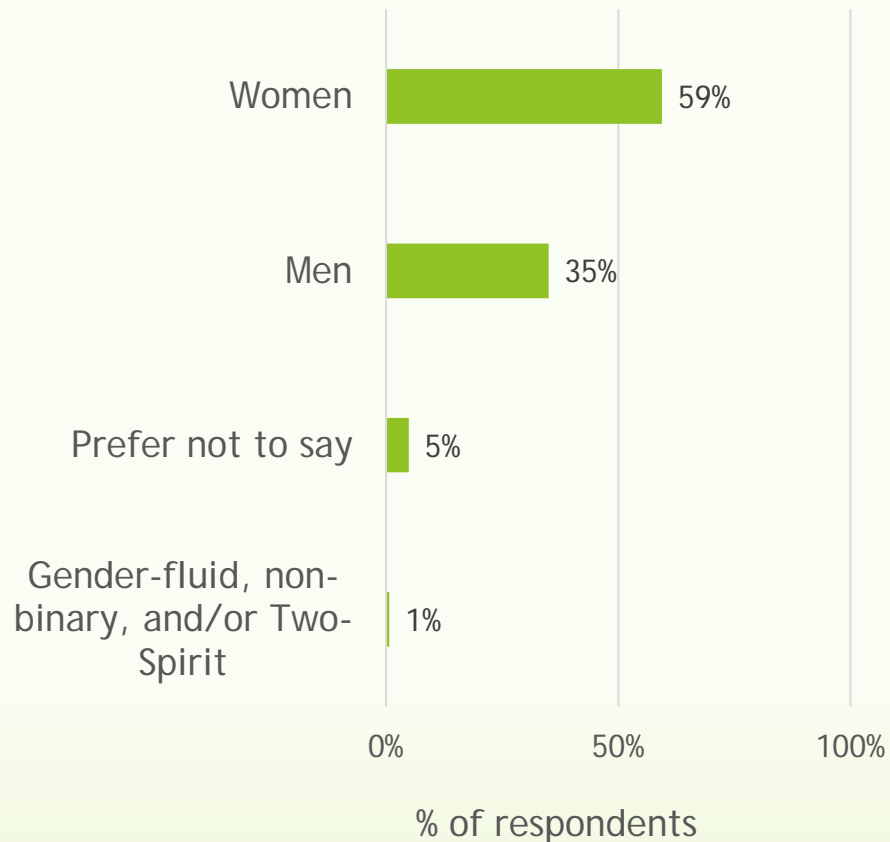
Provincial distribution



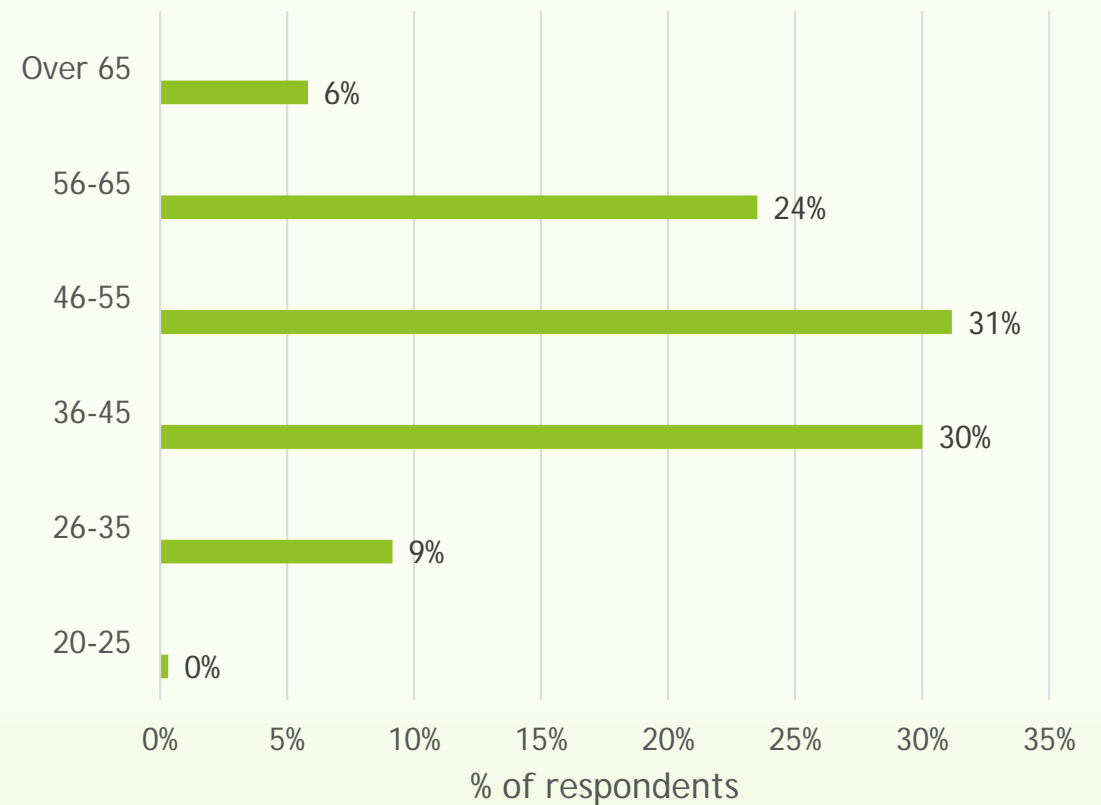
Included respondents from 90 universities (73% of respondents) and 80 colleges, institutes and polytechnics (27% of respondents)

Demographics: more respondents identified as women; and few were from a younger age cohort

Gender

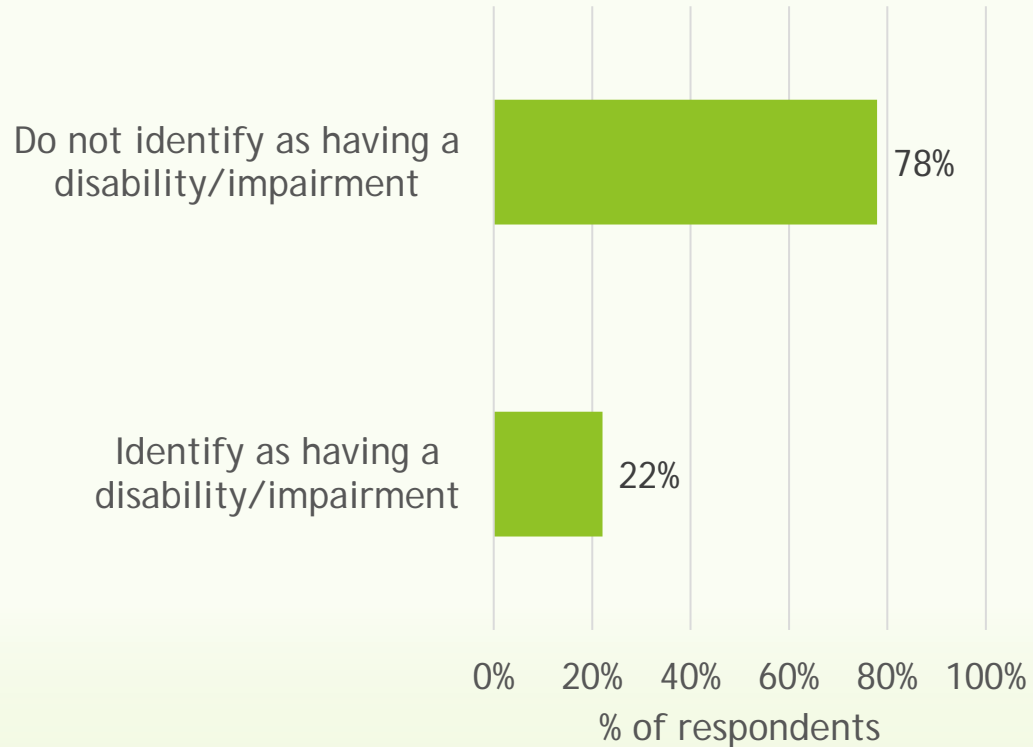


Age

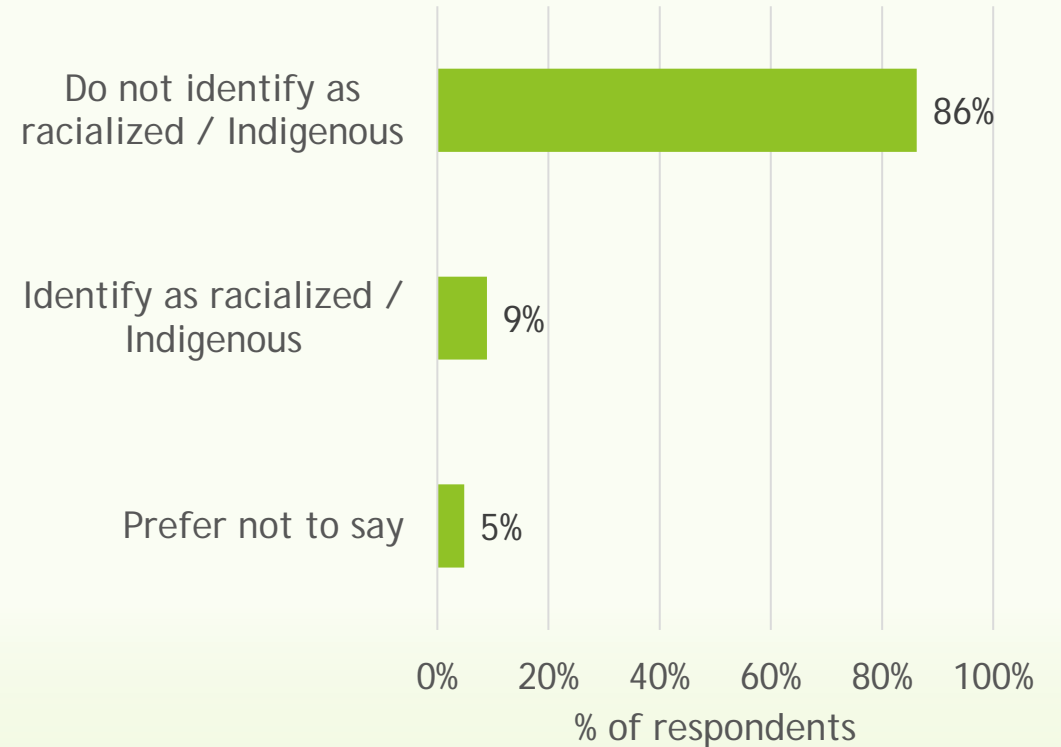


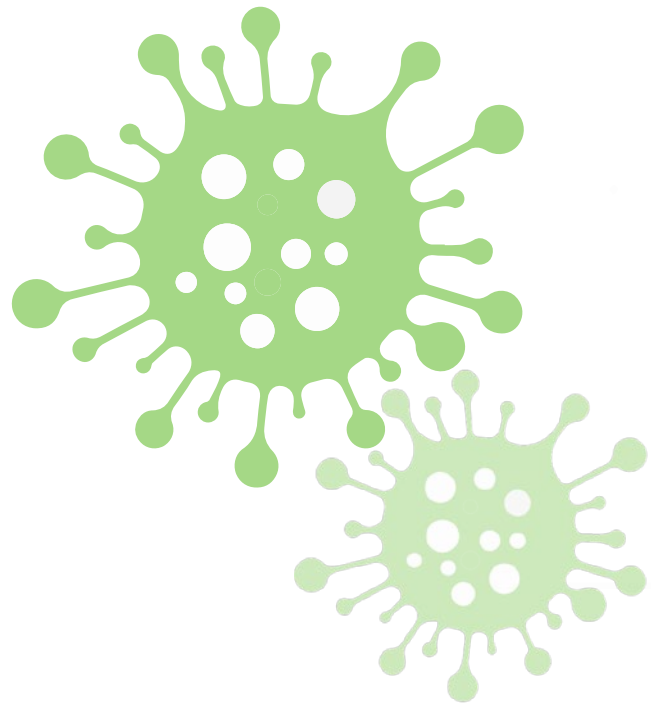
Demographics: 9% of respondents identified as racialized/Indigenous and 22% identified as having a disability/impairment

Disability / impairment



Racialized and Indigenous





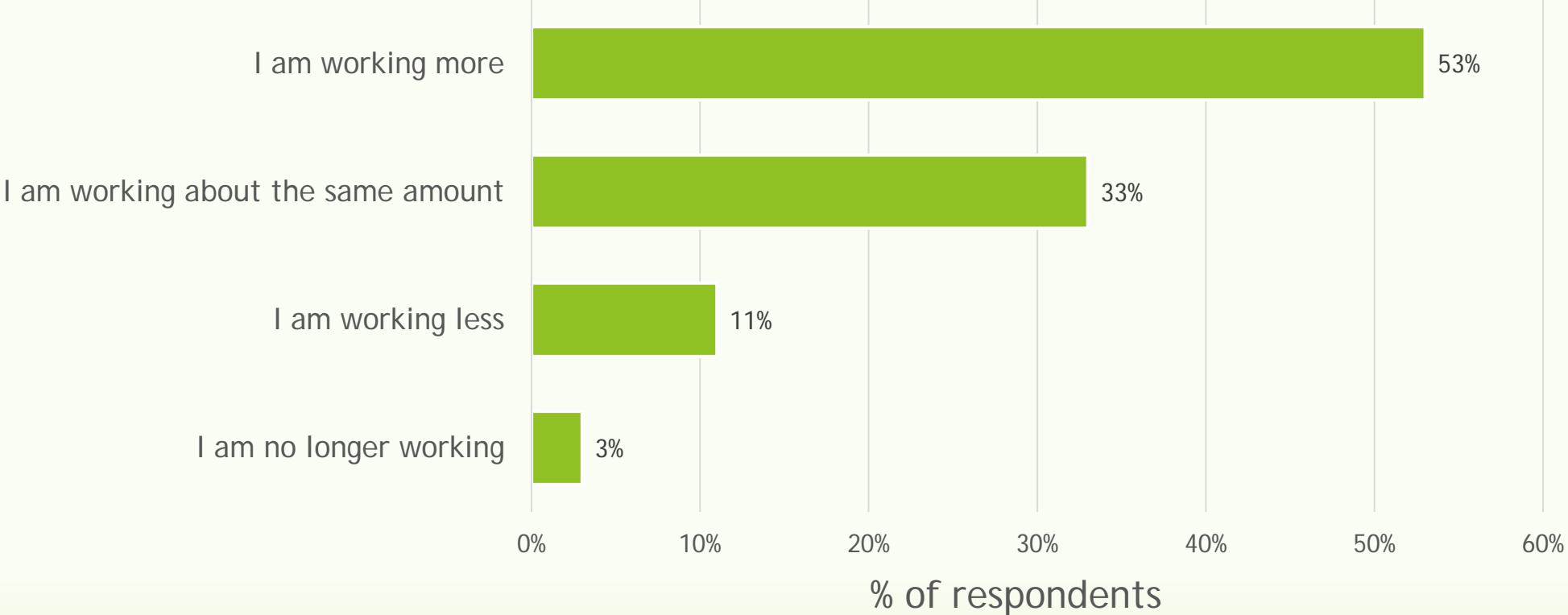
Impacts of COVID-19



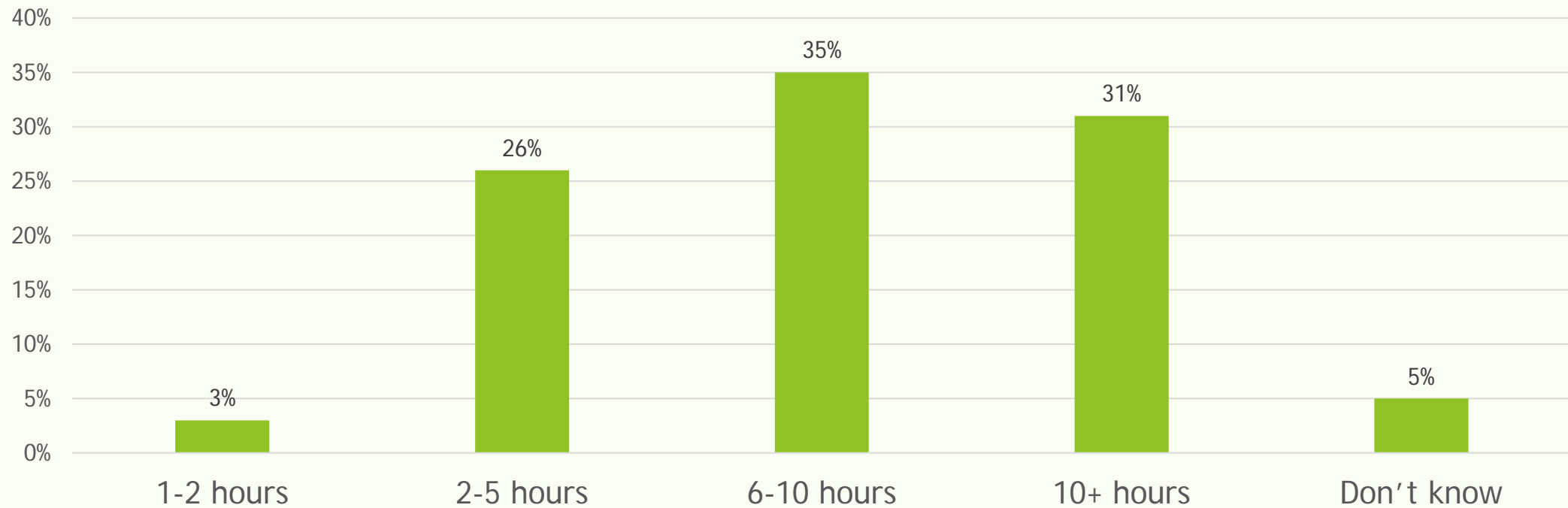
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The majority of staff are working more since the COVID-19 outbreak



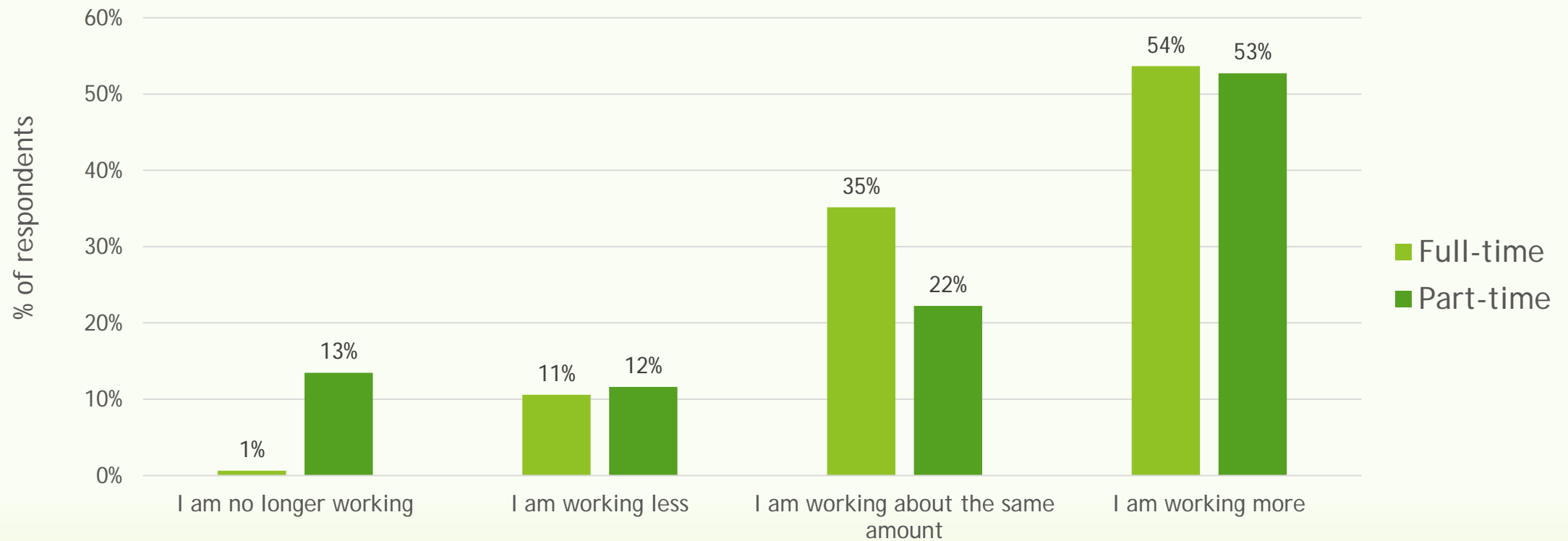
Estimation of additional hours worked per week since the outbreak (of those who are working more)



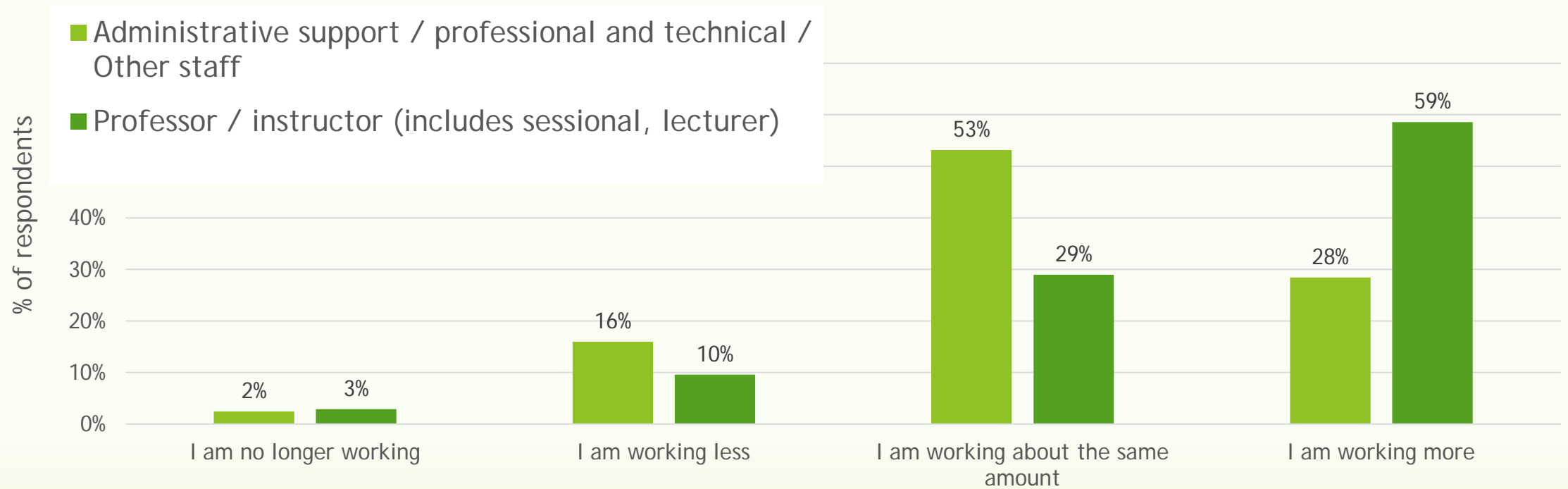
Reasons why 53% of staff are working more:

- Transition to online courses takes additional time / effort
- Additional student support has been needed
- More meetings / more communication has been required
- Additional faculty / colleague support
- Additional training was needed (technology/online teaching)/ technological issues
- Additional course work / pedagogical (more marking, coordination) / administering courses
- Additional administrative work / duties
- Working from home challenges / competing for time/priorities / everything is harder
- Research activities taking more time & new COVID research opportunities

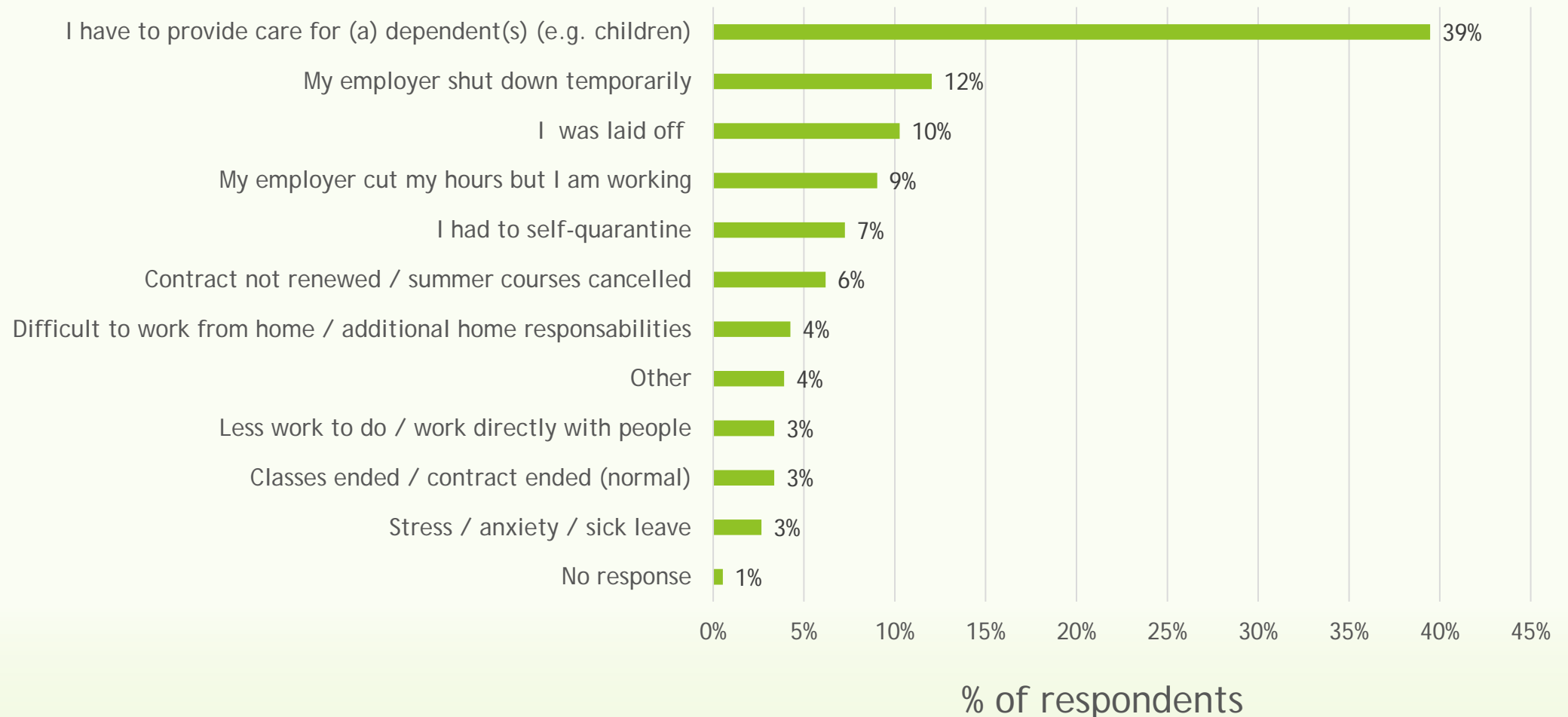
Not surprisingly, part-time staff are more likely to be no longer working



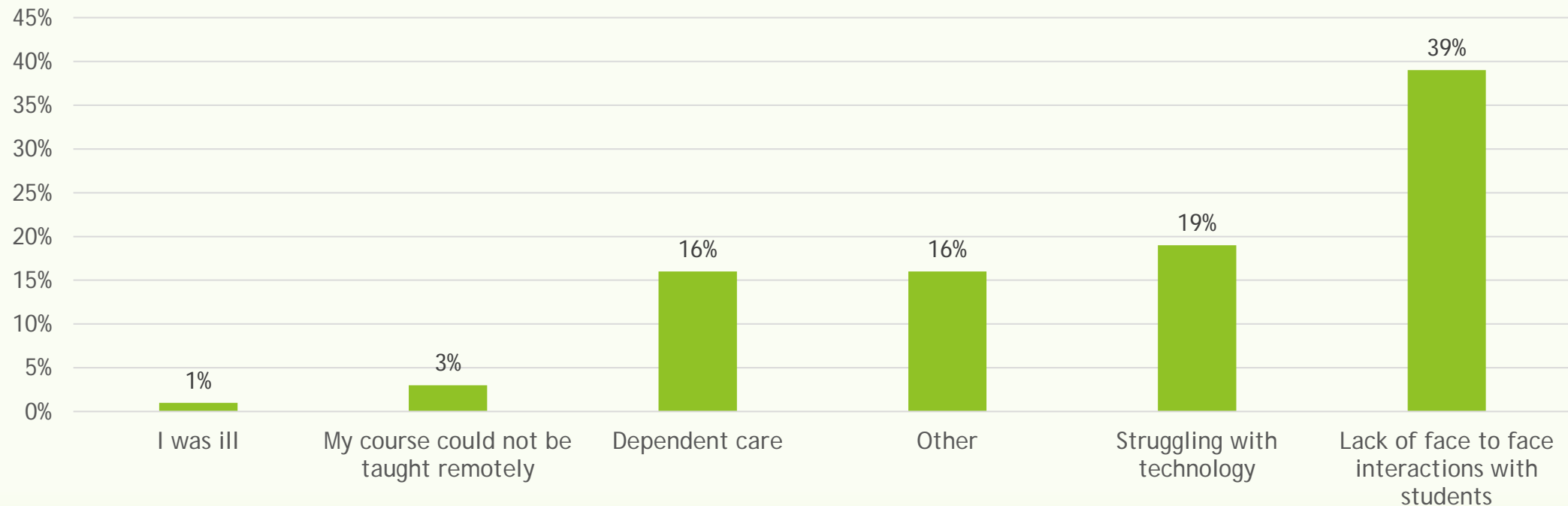
Professors/instructors more likely to be working more while admin staff are more likely to be working about the same amount or less



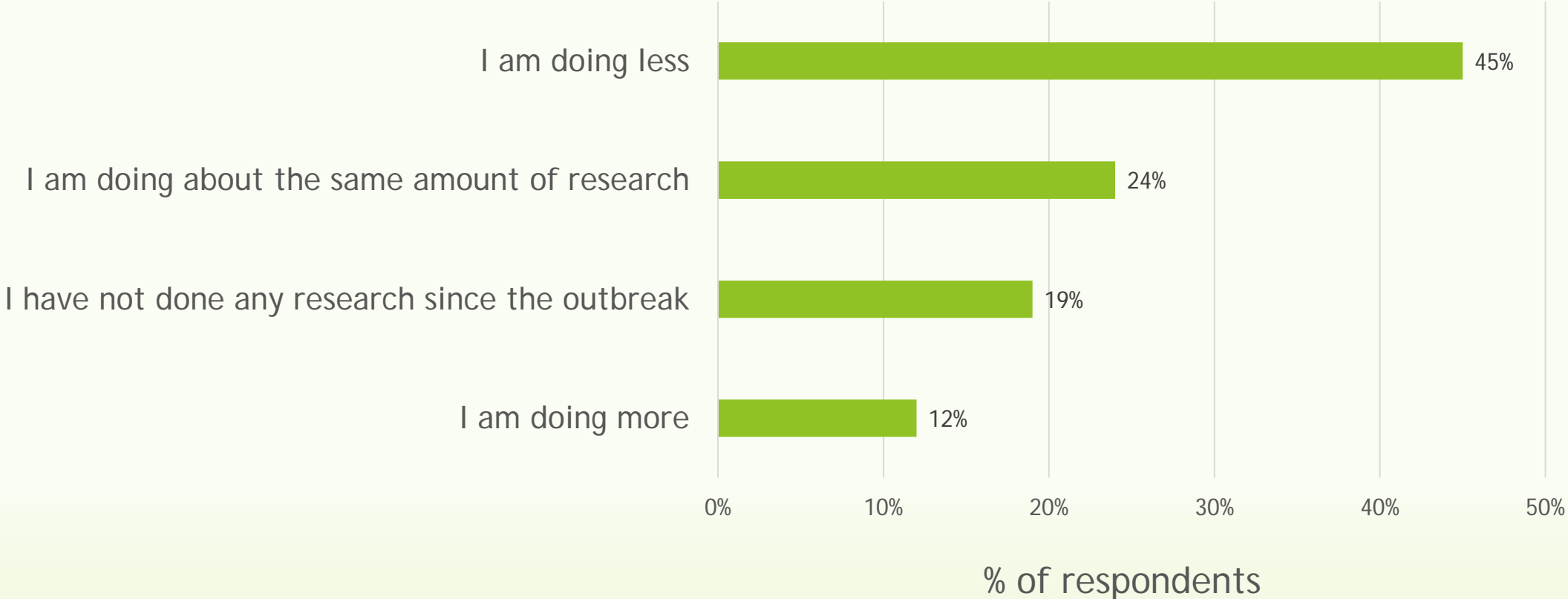
11% are working less: many have conflicting demands



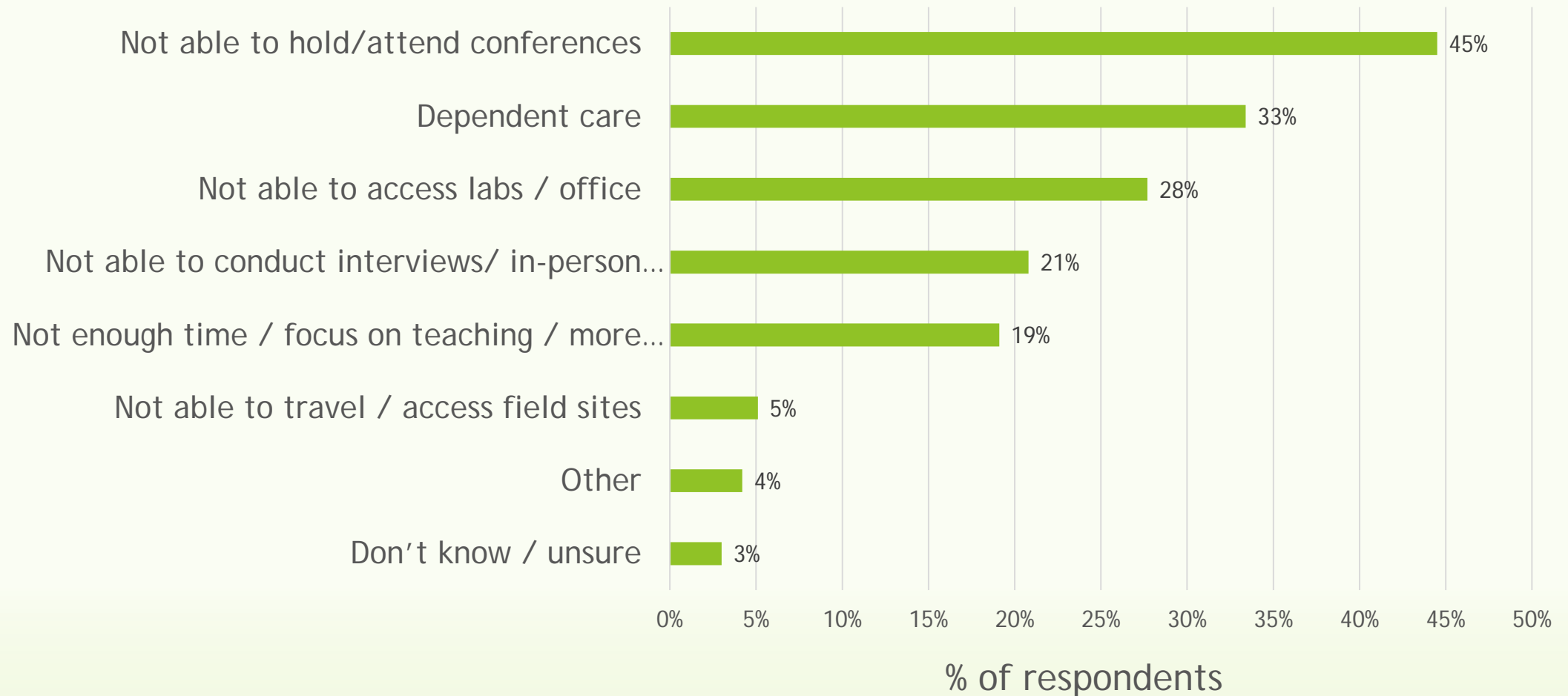
Lack of face to face interaction with students has been the most challenging issue with remote teaching since the COVID-19 outbreak



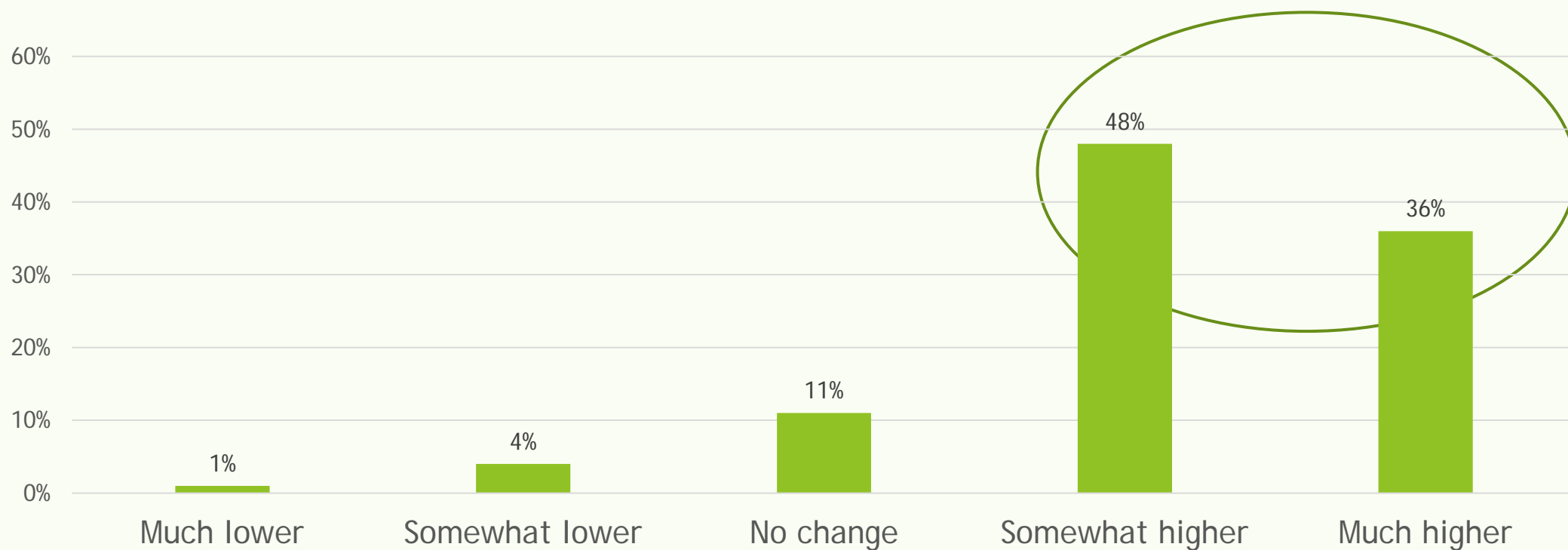
Research activities have been highly negatively impacted by the COVID-19 outbreak



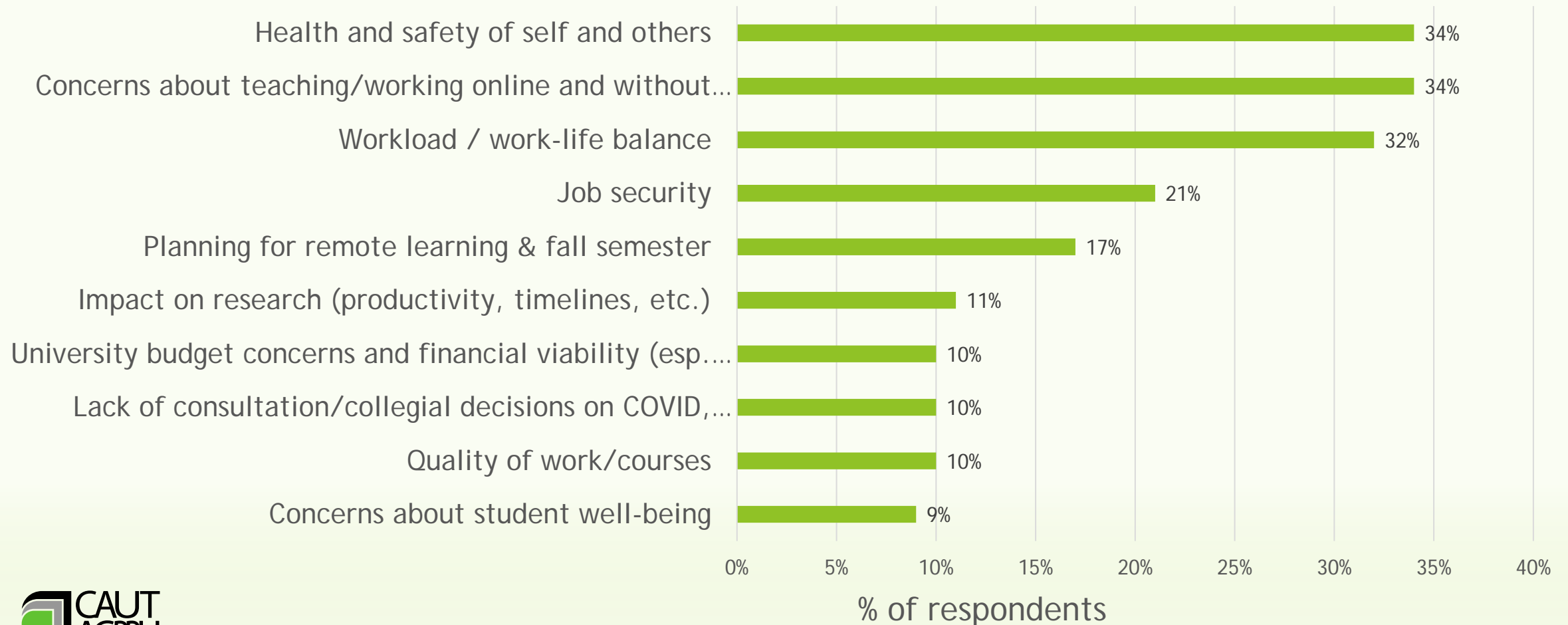
Why doing less research:



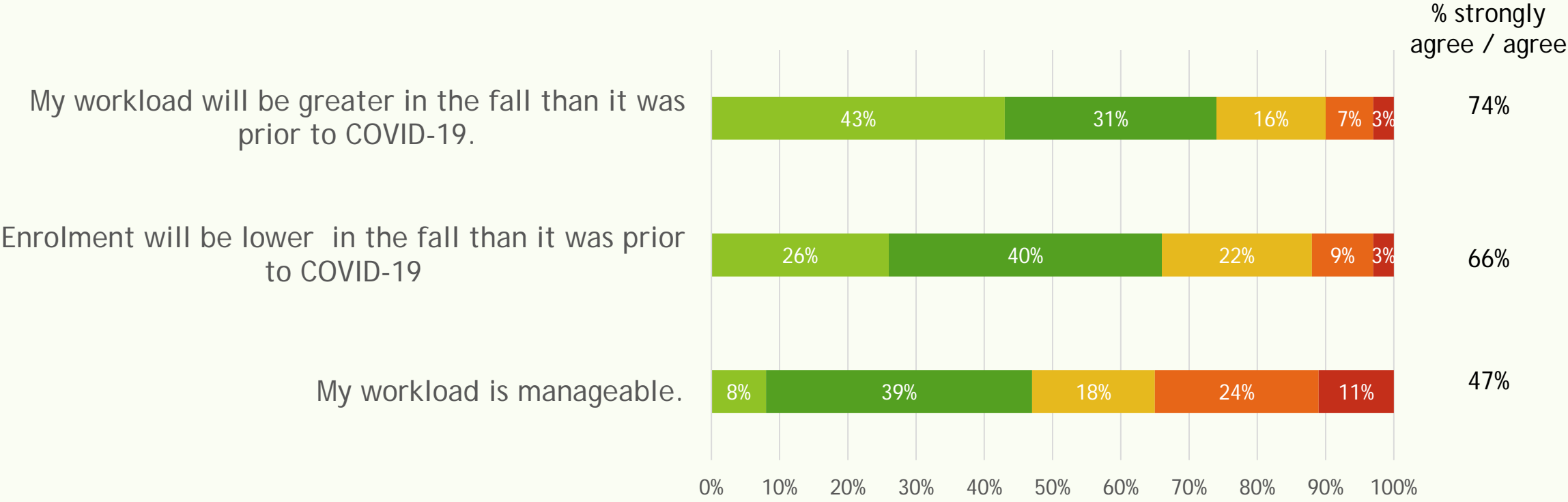
Stress and anxiety level have increased since COVID-19



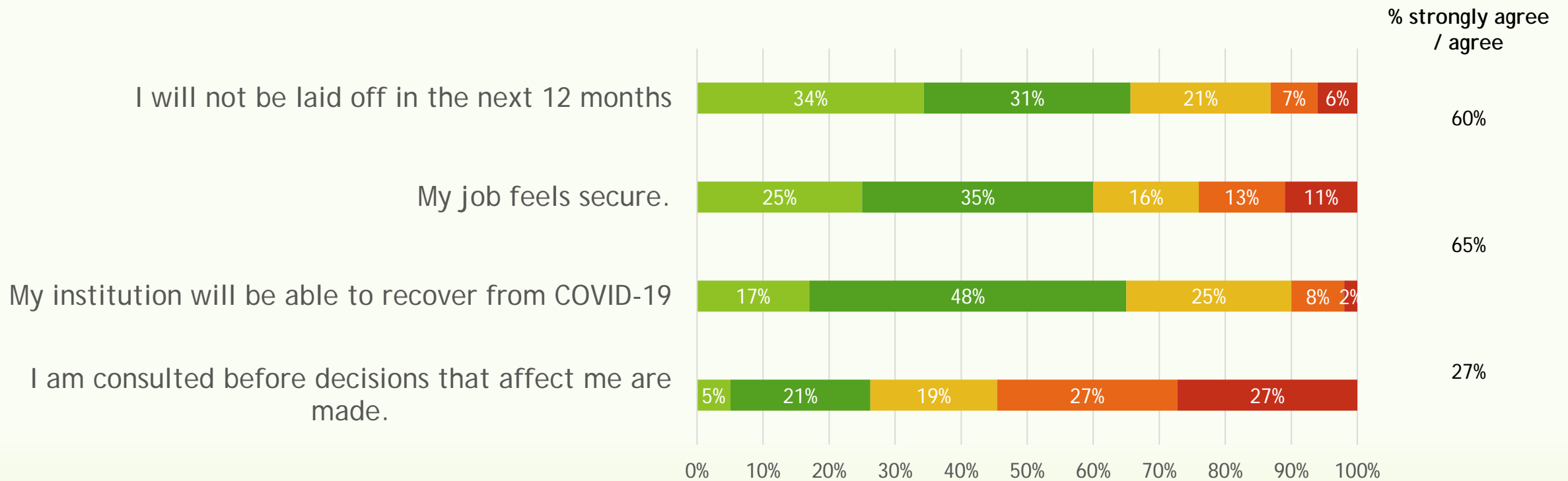
Top concerns include health and safety, challenges of remote teaching, workload and job security.



Workload: is an issue now and a concern in the fall; although most believe enrolment will be lower

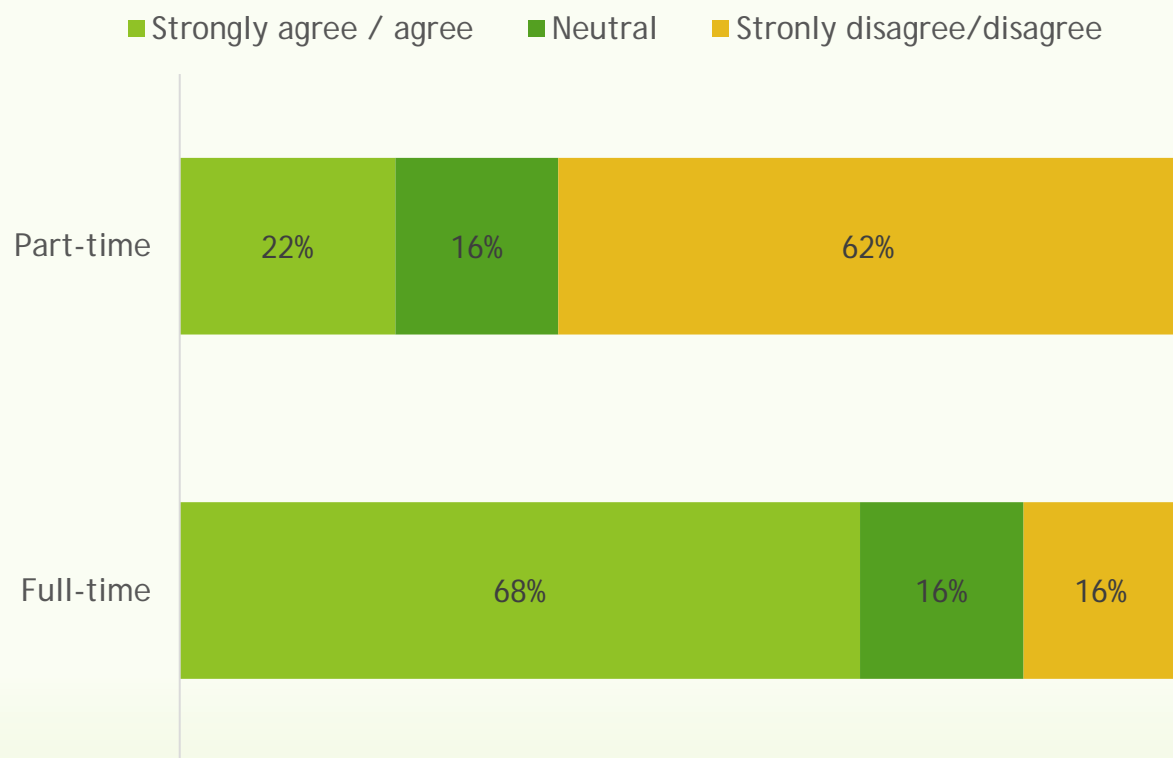


Job security: most feel secure in their employment and their institution will recover but staff do not feel part of the decision-making process

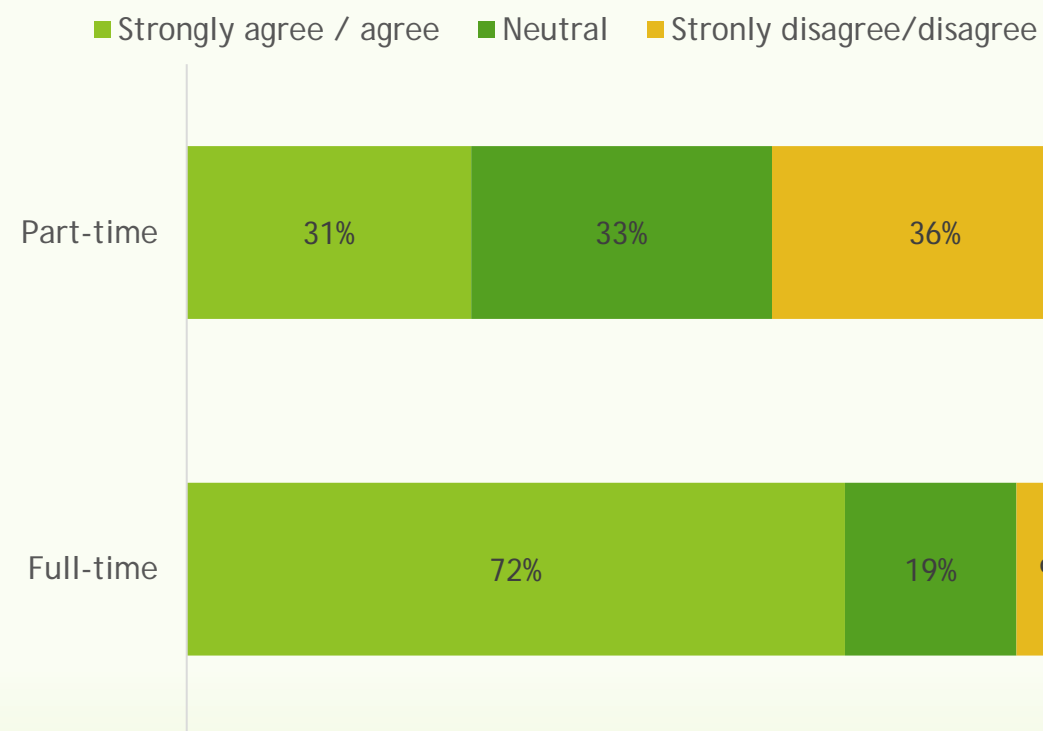


However, job insecurity is high for part-time workers

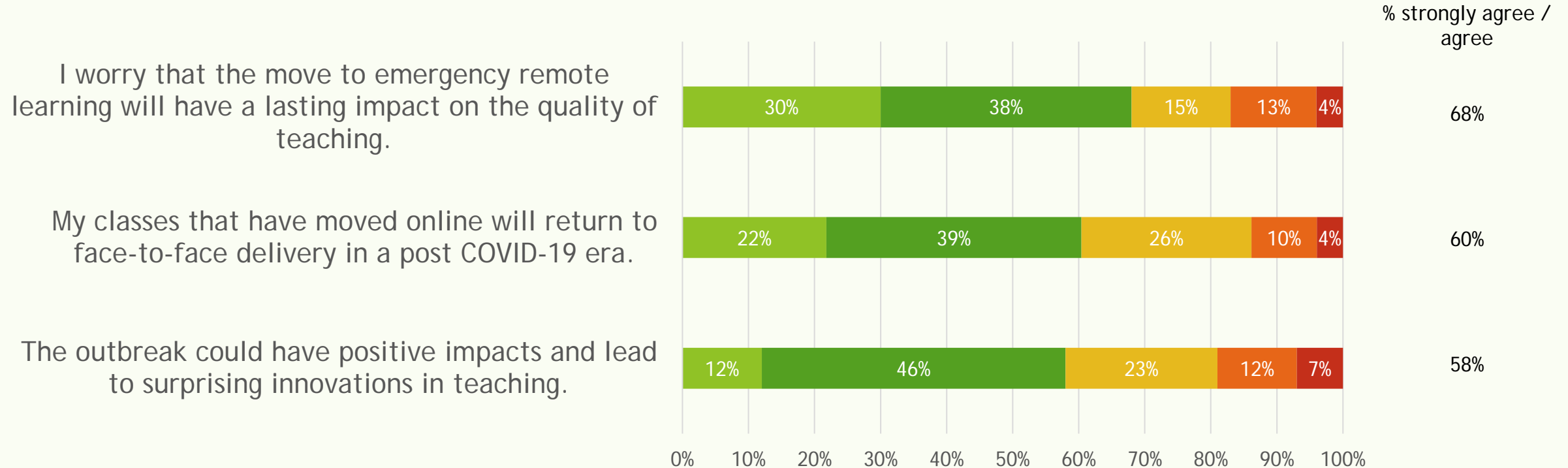
My job feels secure



I will not be laid off in the next 12 months

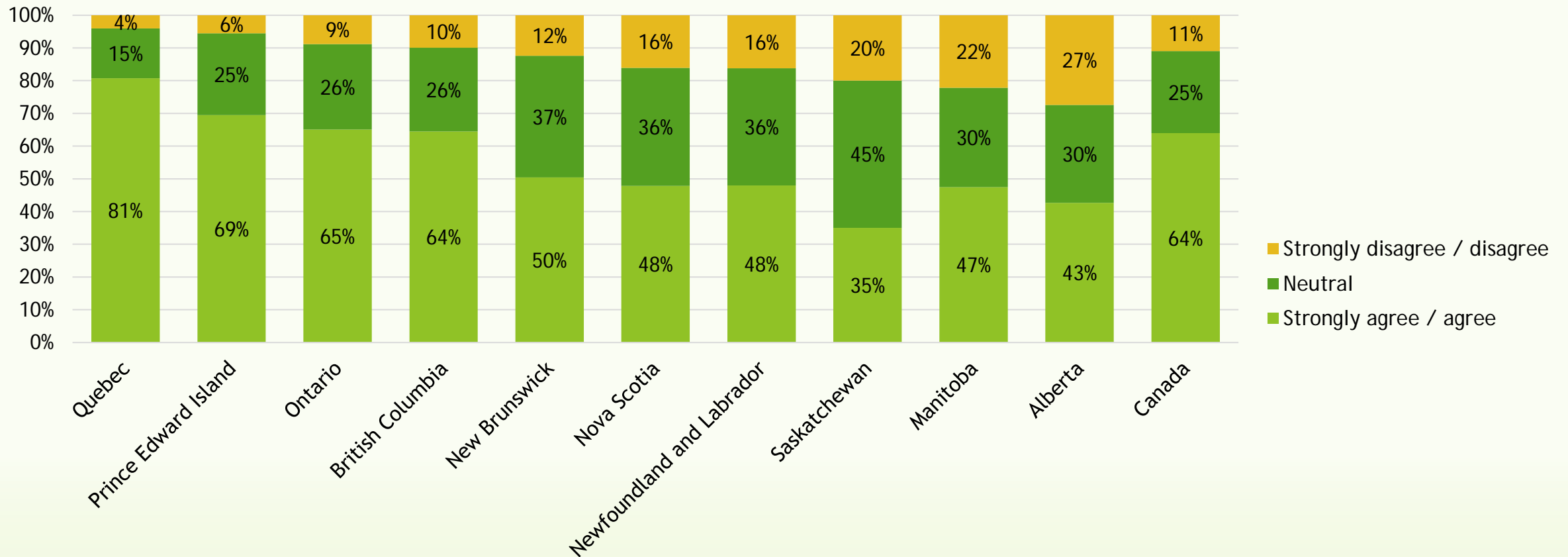


Teaching: most believe teaching will continue to be impacted both positively and negatively by COVID



Alberta and Manitoba are the most worried about the ability of their institution to recover from COVID-19

My institution will be able to recover from COVID-19



In their own words: employment

“I was a regular partial load faculty before COVID-19. My hours have been reduced and I lost my benefits in the time of health crises. On top of that, with the number of hours I got to teach I will earn just above \$1000 per month, which disqualifies me for CERB.”

« Avoir de l'emploi et un salaire. Des années d'investissement dans des institutions qui du jour au lendemain n'ont plus aucune redevances envers les employeurs sous contrat. S'il n'y a pas de charge de cours, ils n'ont aucunes obligations... Après 10 ans, c'est dur a prendre.”

In their own words: teaching

“Supporting students to complete courses within a strange academic setting, and while in the midst of a global health crisis. Many of my students do not have internet access or laptops, so they are trying to write ten page papers on cellphones.”

“University budget issues and instructors taking the brunt of extra work due to teaching the most classes”



In their own words: research

“My research is participatory, community-based, and international, therefore, I have no idea when or if I will be able to resume projects or start new ones, which involve intensive face-to-face contact. Also, to keep our work going I needed to purchase laptops for my research assistants, but there is no one to receive or set them up much less have them delivered to the RAs. I am continuing to pay them, but they don't have the tools they need for the work.”

“Research progress is essentially stopped. Increased teaching loads due to fewer students in courses. Online mentorship of students; keeping students motivated and active despite having no data and no way to get data. Reduced government funding, which will likely increase teaching loads and reduce the amount of time to do it, allowing even less time for research.”



Acknowledgements

We would like to thank all post-secondary staff who participated in our survey, from professors and instructors, to administrative support and technical staff, librarians and archivists, as well as PhD's and postdocs. We also would like to thank academic staff associations who helped us distribute this survey across Canada.