



2021 Lecturers Survey Report

FAUW LECTURERS COMMITTEE

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FAUW Lecturers Committee Survey Report 2021

Report on the 2021 Lecturers Survey

Executive Summary

- As a proportion of UW faculty, the percentage of Lecturers has nearly doubled from 9.5% of faculty in 2009 to 18.3% in 2021.
- Respondents indicated a very strong desire for new titles (85%) with a strong preference for Assistant/Associate/Full Professor, Teaching Stream.
- Among the respondents, 90% indicated that academic tenure is either “very important” (62%) or “important” (28%) to them.
- 15% of respondents have a scholarship/research component included in their contracts
- 62% of the Lecturers who currently do not have a scholarship component in their contracts are either interested or may be interested in having one included in their contracts.
- Only 11% of Lecturers take their full annual vacation entitlement, and over two-thirds of those who do not cite the difficulty of fitting it into their schedules. During COVID-19, only 6% of Lecturers took their full vacation entitlement.
- 61% of respondents have had at least one non-teaching term and among them 63% had their load redistributed (i.e., did not have a true non-teaching term).

Survey Methodology

The 2021 Lecturers Survey was administered by the FAUW Lecturers Committee. The survey was hosted on Qualtrics and was open for responses from February 5 to February 22, 2021. This 2021 survey achieved an 80% (194/242) response rate.

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1 Introduction

The Lecturers Committee is a standing committee of the Faculty Association of the University of Waterloo (FAUW) which reports to the FAUW Board. The purpose of the committee is to advocate for and provide input to the FAUW Board on matters pertaining to the working conditions of Lecturers as well as to communicate issues raised by Lecturers to the Board.

Lecturers are the fastest growing faculty group on campus, and, over the past decade, these appointments have been increasing. From 2014 to 2018, the number of Lecturers (i.e., Definite-Term and Continuing) increased by 71 while the number of current Tenure-track faculty hires increased by 65. **As a proportion of faculty members, the percentage of Lecturers has nearly doubled from 9.5% of faculty in 2009 to 18.3% in 2021** (see Figure 1.1).

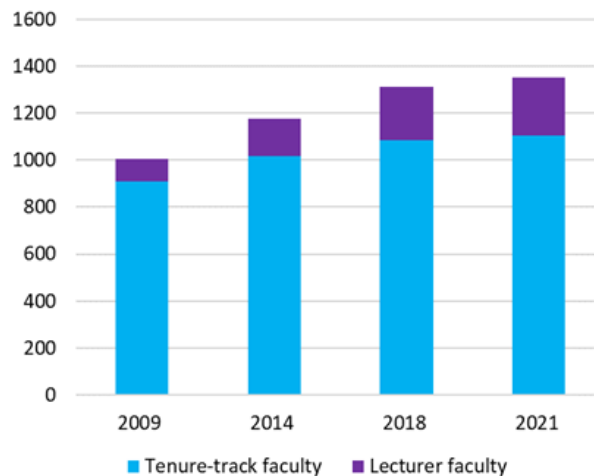


Figure 1.1 Number of Lecturer and Tenure-track faculty from 2009 to 2021

Furthermore, Lecturers are present in every faculty on campus and constitute between 9% and 26% of members within each faculty (see Figure 1.2).

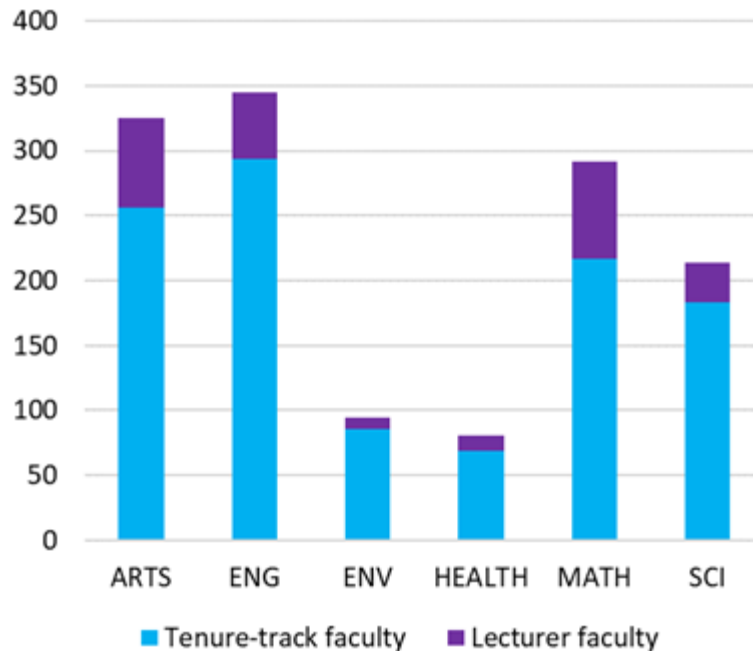


Figure 1.2 Number of Lecturer and current Tenure-track faculty by university faculty

Lecturer appointments are governed by the terms of Policy 76 on Faculty Appointments, which was last updated in 2011. The policy is arguably outdated; for example, it states that Continuing Lecturer positions “are understood to be unusual and offered only in special circumstances”. This is not reflective of current University practice; as of Winter 2021, 44.9% of Lecturers are Continuing Lecturers. Furthermore, it considers a Continuing Lecturer appointment as simply an “ongoing” Lecturer appointment rather than as a form of career advancement, again not reflective of current processes in which peer review committees adjudicate progress into a Continuing Lecturer position.

In 2014, a committee was formed to propose updates to Policy 76 (P76) on Faculty Appointments. One possible outcome of this review was to establish a teaching stream for current faculty in Lecturer roles. The specifics of this teaching stream and the manner of its establishment would have a huge impact on Lecturers. For that reason, the Lecturers Committee administered a survey in November 2015 with the goal of helping to inform any P76 changes that would affect Lecturers. [Results](#) from the survey--which achieved an **83% (152/180) response rate**--were summarized and shared with the P76 drafting committee. Due to a complex range of factors, this P76 drafting committee was unable to make definitive progress.

In early 2021, a new Policy 76 drafting committee was formed and given the more attainable goal of exclusively addressing Lecturer appointments. According to a Senate motion passed on February 22, 2021, “FRC wishes to renew the PDC membership and terms of reference, with a new mandate for immediate focus on issues connected to teaching stream faculty, and which also identifies those sections of Policy 77 that need to be revised in light of the revision of P76 to come forward, such that the two related policies can be revised and updated at the same time.” ([University of Waterloo Senate, 2021, p. 33](#)).

In February 2021, the Lecturers Committee conducted a second survey of Lecturers to glean a current snapshot of Lecturer concerns and preferences. This 2021 survey achieved an **80% (194/242) response rate**, even with the significant increase in the number of Lecturers overall. In effect, the number of Lecturers who responded to the 2021 survey was higher than the total number of Lecturer faculty at Waterloo in 2015.

Lecturers' responses to surveys and their attendance to other opportunities for input such as Town Halls and faculty consultation sessions clearly indicate that Lecturers on the whole demonstrate **a high level of engagement** with the university and campus community. Lecturers are highly invested in developments pertaining to P76, and eager to see an updated policy that would better address the reality of Lecturer positions on campus and make Waterloo a more competitive and desirable community for teaching-intensive faculty.

2 Who Are We?

Lecturers are regular faculty whose appointments typically focus on teaching and service, although some Lecturers also have scholarship duties. Lecturers are usually hired on definite-term contracts of up to three years in length as Definite-Term Lecturers (DTLs) and may eventually be offered Continuing Lecturer (CL) status. CL positions are permanent complement faculty positions, although they are not eligible for tenure or sabbaticals.

2.1.1 Appointment Types

As of Winter 2021, there are 247 Lecturers at the University of Waterloo (UW) with regular appointments. Of these, 111 (44.9%) are CLs and 136 (55.1%) are DTLs.

Of the 192 survey respondents, 49% were CLs, 50% were full-time DTLs, and 1% were part-time DTLs. Figure 2.1 provides a more detailed breakdown of the various appointment types among those who responded to the survey.

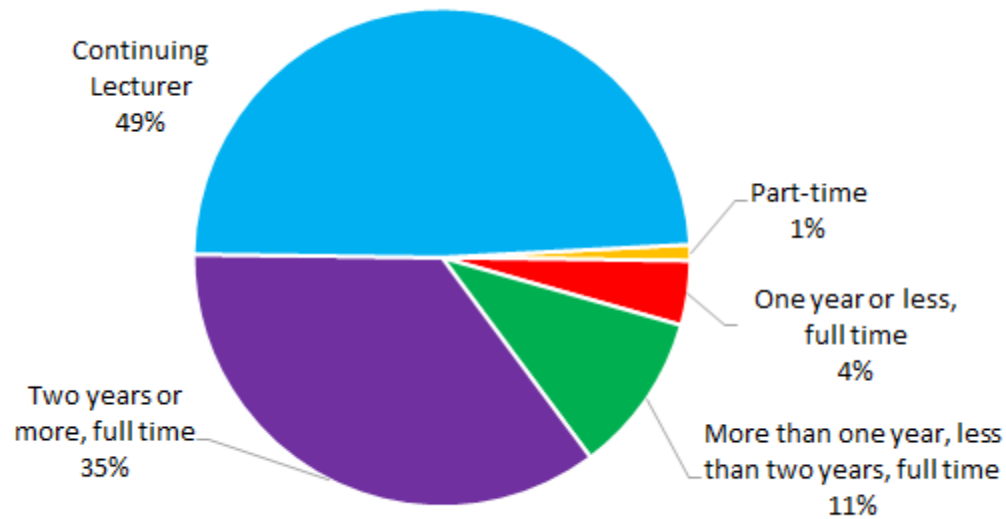


Figure 2.1 Lecturer appointment types

When asked about the total number of years of employment as Lecturers, **31% of respondents had been Lecturers for 10 years or more, 29% for 4-6 years, 23% for 1-3 years, and 5% for less than one year.**

There is no clear correspondence between length of employment and type of appointment, with some Lecturers achieving continuing status after 3-4 years while others have been on definite term contracts for over a decade. Practices for converting DTLs to CLs vary widely across faculties and even departments. Lecturers report a frustrating lack of clarity about the requirements and procedures for applying for continuing status. **Lecturers and administrators need clear and consistent guidelines for moving Lecturers to the next stage in their career pathway.**

2.1.2 Degree Qualifications

With respect to the highest academic degree completed, **73% of respondents hold a PhD (or equivalent terminal degree); 24% hold a Master's degree; 2% hold a Bachelor's degree; and 1% listed a professional designation as their terminal degree (e.g., Chartered Accountant).**

Newer Lecturer hires (with 0-3 years employment at UW) are five times more likely to hold a PhD or other terminal degree than Lecturers who have been at UW for more than 10 years (see Figure 2.2). Possible reasons for this trend might include the increased competitiveness for faculty positions in general and the increased availability of Lecturer positions relative to Tenure-track appointments, or a shift in culture that recognizes the potential for Lecturers to engage in some degree of pedagogical and/or disciplinary research.

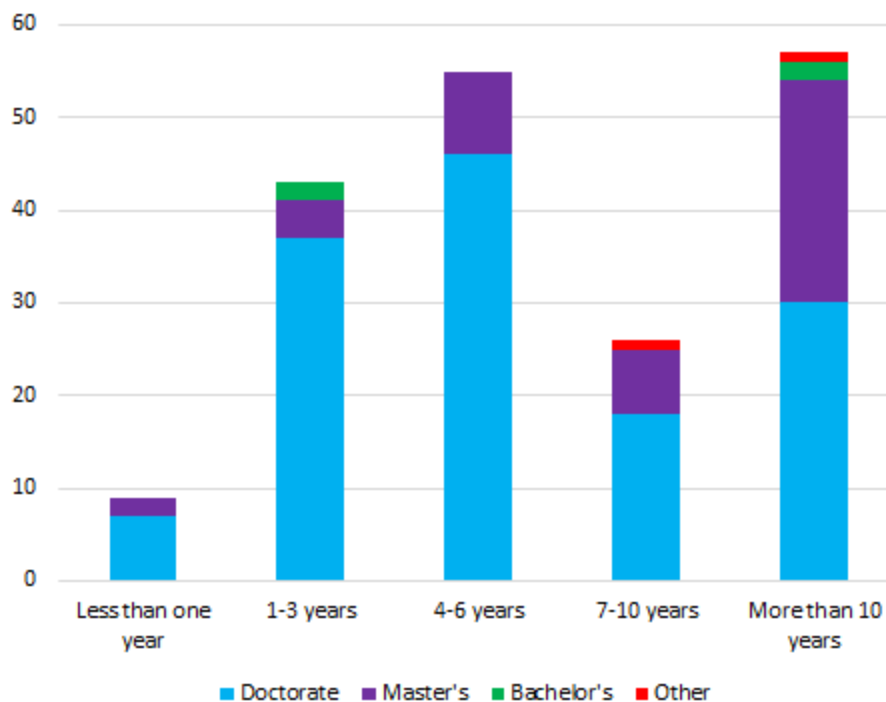


Figure 2.2 Employment length broken down by the highest degree attained

2.1.3 Workload

The distribution of teaching, service, and scholarship duties can vary significantly among Lecturers, although **all the Lecturers surveyed have workloads that include a teaching component**. The teaching workload amongst respondents ranges from a minimum of 20% to a maximum of 100%. For most Lecturers (74%), teaching responsibilities make up 50% or more of their job duties. The most common teaching/service/research distribution is 80/20/0 (43%); however, more than half of all Lecturers who responded have workloads defined with other ratios.

Among respondents, 21% have a service component weight above 50%, with many Lecturers holding administrative positions such as assistant deans and unit directors. Furthermore, only 10% of Lecturers have a service workload that exceeds their teaching workload, but they nevertheless teach or coordinate large courses.

2.1.3.1 Teaching Workload

Depending on their contracts, Lecturers can teach anywhere from one to upwards of nine courses in a typical calendar year. Figure 2.3 illustrates the number of courses taught in a typical calendar year by survey respondents. The most common teaching load is six courses per year (30% of respondents) although almost half (49%) of all respondents teach fewer than six courses per year and a significant group (20%) teaches more than six courses per year.

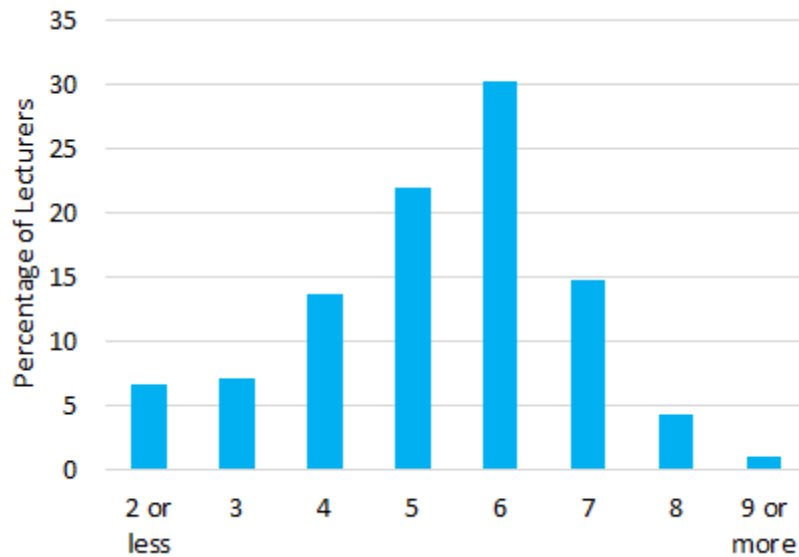


Figure 2.3 Percentage of Lecturers teaching a given number of courses per year across UW

Breaking down teaching loads by Faculty exposes some significant differences (see Figure 2.4). **Lecturers in the Faculty of Arts teach on average 6.6 courses per year, the highest workload across all faculties.** They are followed by Lecturers in the faculties of Health (6/year on average), Science (5/year on average), Environment (4.9/year on average), Math (4.8/year on average), and Engineering (4.6/year on average).

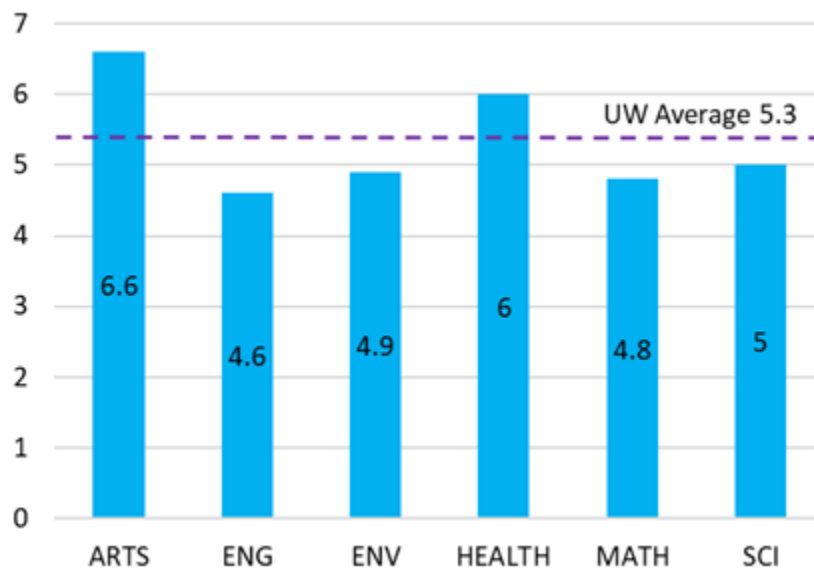


Figure 2.4 Average number of courses taught in a regular calendar year by faculty

There is no firm relationship between the number of courses taught per year and the weight of a Lecturer's teaching component at the individual level. For example, **Lecturers with an 80% teaching weight reported teaching anywhere from one to nine or more courses in a typical**

calendar year. Since there is no workload policy at UW, it is impossible to determine whether there is any consistency in workload across these highly variable course assignment numbers.

Comparator institutions such as the University of Toronto have [workload policies and procedures](#), which provide a framework within which to discuss workload in a fair and transparent manner. Such policies recognize that the work involved in a particular teaching task depends on several factors including class size, number of sections, available TA help, coordination, and mode of delivery, to name a few. Taking such factors into consideration can help establish reasonable and equitable workload distributions. **Implementing a workload policy at Waterloo would help ensure more consistent teaching expectations for all faculty at Waterloo.**

Lecturers teach a wide variety of courses from first year to graduate-level courses: 93% of Lecturers teach core or first-year courses and 64% of Lecturers teach upper-year or graduate courses (see Figure 2.5). **Lecturers form an integral part of undergraduate and graduate program delivery across departments, supporting students' learning throughout their educational progression.**

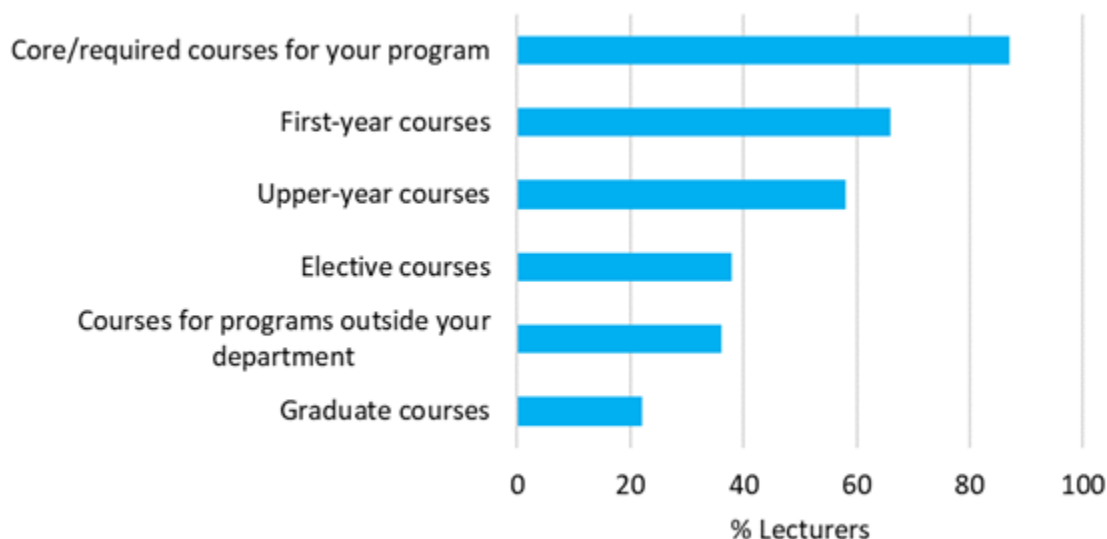


Figure 2.5 Percentage of Lecturers who teach given types of courses

2.1.3.2 Scholarship/Research Workload

Currently, **15% of Lecturers who responded to the survey have a scholarship/research¹ component included in their contracts.** Non-zero research weights are either 5%, 10%, 15%, or 20%, with the latter being most common (see Figure 2.6).

¹ Current faculty contracts use the term “research” to denote one of the three main job duties (teaching/research/service). Research is typically understood to include publication in peer-reviewed journals, participation in conferences or seminars, earning grants, and engaging in peer review. This document takes a broader view and uses the term “scholarship”, which includes research activities as well as professional and pedagogical development activities. Figure 3.3 provides a non-exhaustive list of activities that, for the purposes of this document, fall under “scholarship”.

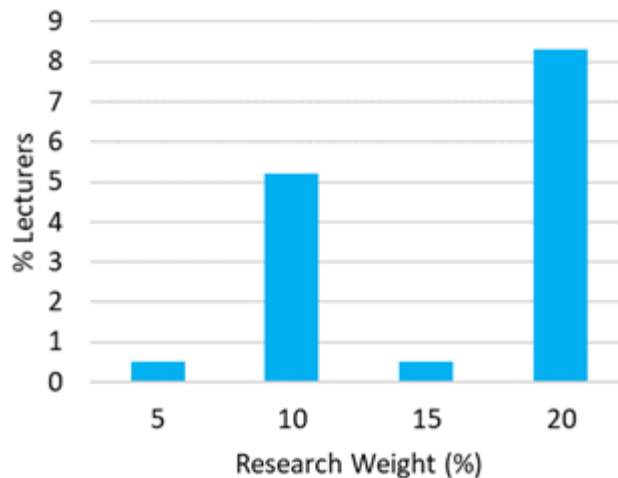


Figure 2.6 Percentage of research weight in contracts for Lecturers with non-zero research components

Unfortunately, the majority of these Lecturers (59%) do not feel that the requirements/guidelines for scholarship and its evaluation have been adequately clarified to them (see Figure 2.7). In particular, many respondents indicated that they either received no guidance or that the guidelines provided were vague or unclear. The remaining respondents either felt that the requirements were clear (33%) or did not provide a clear response either way (8%).

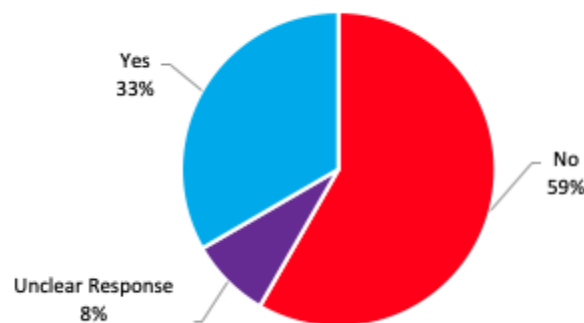


Figure 2.7 Clarity of research/scholarship expectations among Lecturers whose contracts include a non-zero scholarship weight

Clarity of scholarship expectations is essential for Lecturers. The types of scholarship activities that contribute toward one's scholarship weights should be clear, as should any minimum requirements. Respondents also mentioned that details on how scholarship activities are evaluated specifically for teaching-intensive faculty on Annual or Bi-annual Performance Reviews would be valuable. This is also related to the absence of a UW workload policy (as discussed in the prior section), which would clearly identify the tasks (assigned or not) that count toward defining a fair, reasonable, transparent, and equitable distribution of workload for all faculty.

All respondents were asked about the level of support for scholarship in their department or unit, and responses indicated there is significant room for improvement. Half of the Lecturers who

already have a scholarship component in their contract felt that there is poor support in their department for them to fulfil their required scholarship duties (see Figure 2.8).

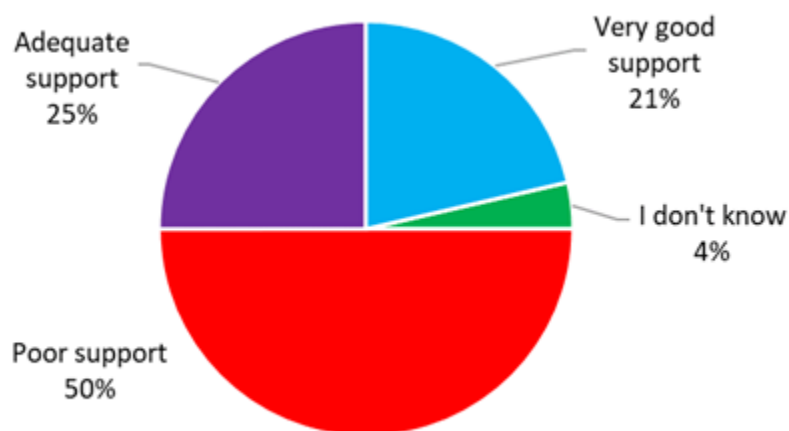


Figure 2.8 Perception of support for scholarship within one's department or unit

Respondents cited funding for attending conferences, recognition of scholarship contributions, encouragement from colleagues, and research funding (FPER, Mitacs, NSERC, SSHRC) as examples of support provided to them by their department or unit. The most common obstacles within departments for scholarship activities include a lack of active support (e.g., course relief, funding, grant support, space), workloads that make engaging in scholarship difficult, lack of recognition for scholarship in performance reviews for those without a scholarship component, and colleagues actively discouraging Lecturer scholarship or viewing it as inferior.

2.1.3.3 Vacations

In a typical calendar year, only 11% of Lecturers take their full vacation entitlement, 49% take two to less than four weeks of vacation, 25% take less than two weeks of vacation, and 14% take no vacation.

When asked about the reasons for not taking their full vacation entitlement, 78% of respondents cited the [difficulty in fitting vacation time into one's schedule](#) (see Figure 2.9). In qualitative comments, Lecturers highlighted the workload and scheduling obstacles that made it impossible to take their full vacation entitlement each year. Many Lecturers regularly have to forgo their vacation time in order to attend to service duties, or because they need to begin prepping for the next teaching term as soon as the previous one is finished; a particularly relentless cycle when many Lecturers teach in all three terms. Regarding vacation timing, respondents commented that they often tried to take short pauses during reading week or at the end of term but that taking consecutive weeks of vacation is difficult to do.

Not being able to take proper rest time or vacation entitlements is not sustainable and presents a significant concern in terms of Lecturers' physical and mental well-being, subjecting them to burn-out. Lecturer working conditions are our students' learning conditions: for students to experience

a consistently high quality of teaching, Lecturers deserve the opportunity to rest and recharge on a regular basis.

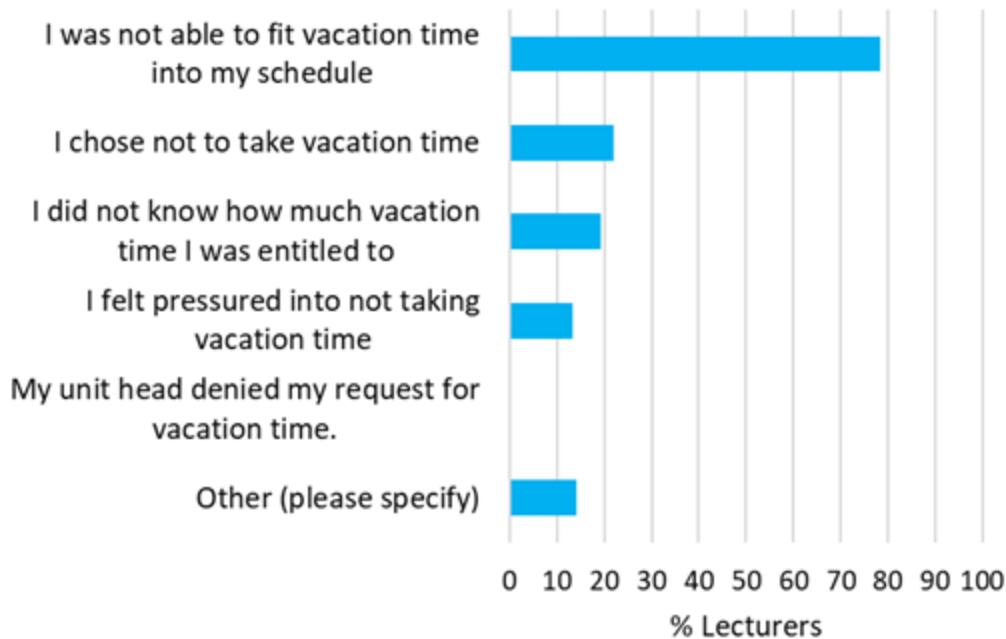


Figure 2.9 Reasons for not taking full annual vacation entitlement. Note that percentages add up to more than 100 since respondents could select all that applied

3 Redefining Lecturer Positions: Policy 76 and Policy 77

3.1.1 Appointment Titles

There was a clear preference in titles for Assistant/Associate/Full Professor, Teaching Stream. As Figure 3.1 shows, this was the preferred choice for 49% of respondents. A further 24% selected this set of titles as their second choice. The second preferred option (21% first choice and 51% second choice) was Assistant/Associate/Full Teaching Professor.

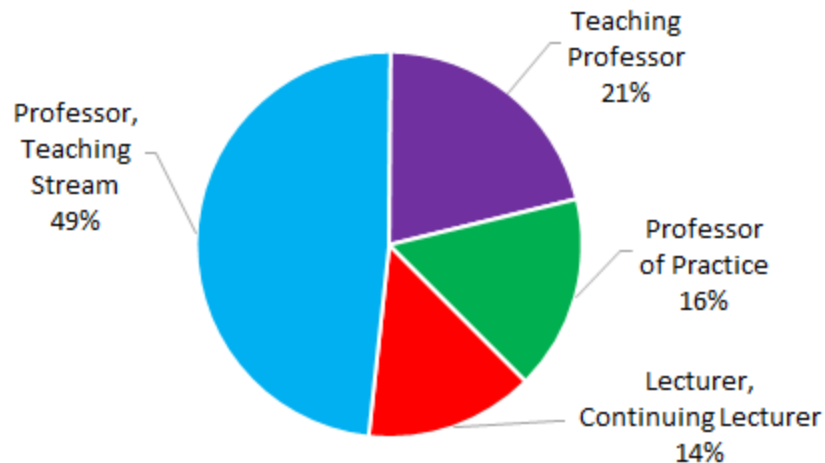


Figure 3.1 Percentage of respondents ranking each title as their first choice.

These responses echo the [2015 Lecturers Survey](#), where respondents also chose “Professor, Teaching Stream” and “Teaching Professor” as their top two choices in that order. By contrast, the “Lecturer” title fell from third in 2015 to the least preferred option in 2021. Graphs showing complete results for this survey question can be found in the Appendix, Figure 6.1.

3.1.2 Tenure

When asked about the importance of academic tenure, **90% of respondents indicated that academic tenure was important to them**: 62% indicated that academic tenure is “very important”, and 28% indicated that academic tenure is “important” (see Figure 3.2).



Figure 3.2 Importance of academic tenure

In the free-form follow-up question about academic tenure, 57 respondents left comments. Many indicated that not having tenure resulted in a feeling of lower job security. The most common comments pointed out the inequity of current professorial faculty having their teaching protected by academic tenure while teaching faculty, who often spend more time in classrooms, do not. Respondents also indicated that a lack of tenure prevented them from trying new teaching

techniques or addressing highly controversial topics in their courses. **Teaching faculty need the protection of tenure in order to feel safe creating challenging and innovative courses. Extending academic tenure to Lecturers will help offer more security for experimenting with innovative teaching approaches and create a more robust learning experience for students.**

3.1.3 Scholarship

3.1.3.1 Participation in Scholarly Activities

Although most Lecturers do not have an explicit scholarship component in their contracts, **79% of all Lecturers have participated in a variety of activities related to scholarship at some point in their employment at UW**, regardless of whether their contract includes a scholarship component. It should be noted that this data reflects the activities that Lecturers have engaged in *at some point in their careers*; it is not necessarily a reflection of the activities that Lecturers engage in on a regular basis.

Figure 3.3 shows the percentage of Lecturers who have engaged in a variety of scholarship-related activities at least once during their employment at UW, separated by Lecturers with and without an explicit research component. For Lecturers with a scholarship component, the four most popular activities are reviewing articles and/or books, presenting at scholarly conferences, publishing papers and monographs, and serving on a Master's/PhD committee, which demonstrates that Lecturers engage in innovation and contribute to knowledge sharing both outside and within the university. For Lecturers without a scholarship component, the four most popular activities are presenting at scholarly conferences, conducting pedagogical research, reviewing articles and/or books, and publishing journal articles or monographs.

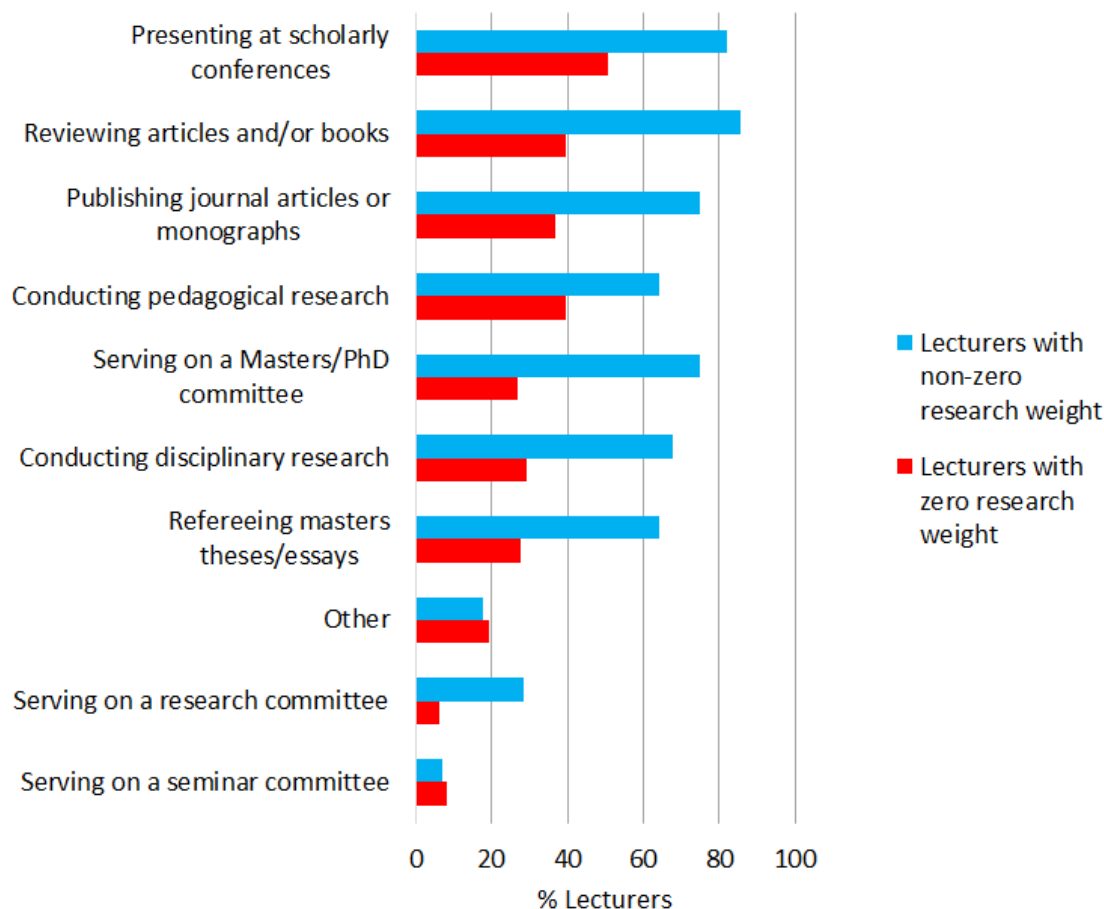


Figure 3.3 Percentage of Lecturers with and without a research component engaging in various scholarship activities

It is perhaps not surprising that a significant portion of Lecturers are actively engaged in scholarship as the vast majority of Lecturers hired in the last 3 years (93%), as well as in the last 10 years (82%), hold a doctorate or other terminal degree in their fields. However, it also reflects a practical imperative for teaching-intensive faculty: engaging in scholarly activities, both disciplinary and pedagogical, helps to maintain relevant and innovative teaching. Providing Lecturers with proper support and guidance will be key to ensuring that those with a desire to engage in scholarship can reach their full potential, contribute meaningfully to their careers, and deliver quality teaching and learning activities. **Since engagement with scholarly communities offers benefits to the university and its students, all Lecturers should be credited and supported for these activities.** Moreover, any Lecturer who engages in such activities related to the field in which they teach should be evaluated on that activity.

3.1.3.2 Desire for Scholarship

Lecturers without a formal scholarship component were asked about their desire to have a scholarship component (disciplinary and/or pedagogical) included in their contracts. **The majority (62%) indicated they either are interested or may be interested in formally adding scholarship opportunities to their job distributions** (see Figure 3.4). Again, this is indicative that **there is potential or strong interest among Lecturers to formalize within their contracts**

the scholarly activities in which they are interested. This interest is often associated with how scholarship is defined and how such activities are recognized (e.g., performance review) and supported.

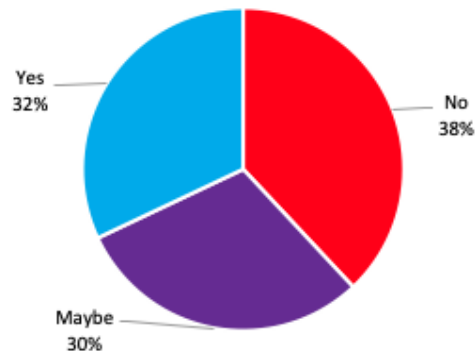


Figure 3.4 : Desire for scholarship component among Lecturers whose contracts do not already include research weights

There was a statistically significant (p -value = 0.004) dependence between a respondent's highest degree attained and their desire to have a scholarship component included in their job distributions. Lecturers who hold a PhD or other terminal degree were almost twice as likely to strongly desire a scholarship component than Lecturers who do not hold a terminal degree. However, it is also noteworthy that even among Lecturers who do not hold terminal degrees, 41% were either interested or maybe interested in having a scholarship component.

When responses are further separated by years of employment at the university, Lecturers with 6 years or less of employment are more likely to want or be open to the idea of including a scholarship component in their contracts (see Figure 3.5). This trend is consistent with the increased hiring of Lecturers with doctorate or other terminal degrees in their fields, a complement who have the training and experience to engage in scholarship.



Figure 3.5 Desire for scholarship component among Lecturers whose contracts do not include research weights i.e., excluding Lecturers with non-zero research weights in their contracts and who have been hired in the past 6 years by highest degree (Left: PhD or other terminal degree; Right: Master's, Bachelors, or other non-terminal degree)

Among the 76 respondents who provided qualitative comments to explain their answers to the question about their desire to have a scholarship component in their contracts (Yes/No/Maybe), some mentioned that they would not want to engage in scholarly activities simply because their current workload does not budget time for it. The respondents across Yes/No/Maybe responses agreed on several key points:

- **If a scholarship component is available to Lecturers, it should be optional, not mandatory.**
- **Those who wish to engage in scholarship activities should be given time and resources to do so.** The data suggests that there exists a dependency of the desire for a research component on the perceived level of support for scholarship activities (p-value = 0.08). In other words, respondents who perceived a high level of support for scholarship activities in their departments/units were more likely to be interested in a research component. Common support suggestions included non-teaching terms, course releases, sabbatical leave eligibility, and a commensurate reduction in other duties.
- **The guidelines and expectations of a scholarship component must be very clear.** This includes clarity on how scholarship is evaluated in annual performance reviews and how it is recognized in contracts. As previously indicated (see Figure 2.7), the majority of Lecturers whose contracts already include a scholarship weight (59%) do not feel that the requirements/guidelines for scholarship and its evaluation have been adequately clarified to them.

DTLs (i.e., those who do not have Continuing status) were asked how likely they would be to engage in scholarship activities (disciplinary and/or pedagogical) if it were a requirement for promotion to CL. **In addition to those who stated that they would do research regardless (24%), a majority indicated that they would be either very likely (46%) or somewhat likely (14%) to engage in scholarship if it were required for promotion** (see Figure 3.6). Only 10% of DTLs indicated they were not likely to engage in scholarship under any circumstances.

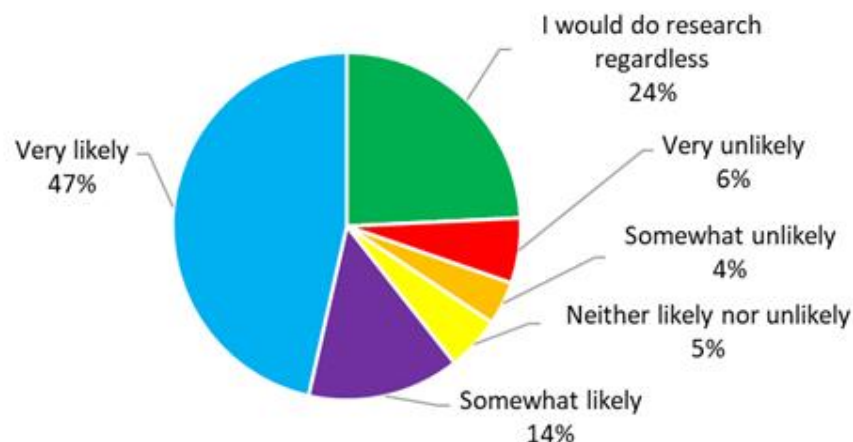


Figure 3.6 Likelihood of engaging in scholarly activities if they are required for promotion to Continuing Lecturer

Having teaching stream faculty engaged in scholarly and professional development activities accrues benefits for the student experience in the classroom and raises the university's profile in a broad range of pedagogical and research areas. Lecturers with terminal degrees overwhelmingly indicated a desire for scholarship opportunities, with demographic trends suggesting that this support will only increase. The university could better leverage this significant extant pedagogical and research capacity by supporting scholarship opportunities among this growing section of faculty who have the qualifications and desire to contribute to disciplinary and pedagogical development.

3.1.4 Non-Teaching Term

According to survey results, 39% of respondents have not had a non-teaching term during their employment at the university while 61% have had at least one non-teaching term.

For Lecturers who had a non-teaching term, **increased service and course development** (either of the respondent's or the unit's choosing) were the most common activities; however, **many Lecturers also indicated that expectations for the non-teaching term were either not communicated or non-existent** (see Figure 3.7).

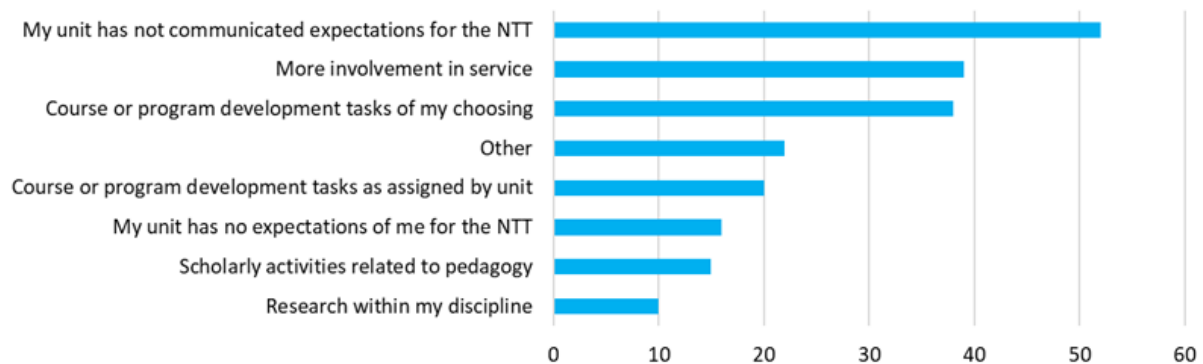


Figure 3.7 Expectations from one's unit during a non-teaching term

The interpretation of the non-teaching term varies across campus. In some departments, the teaching load is reduced (we will refer to this as a “true non-teaching term”), while in others, the teaching load is redistributed to other terms. **Of the respondents who have had at least one non-teaching term, only 37% had a true non-teaching term** (i.e., their teaching load was not redistributed) because their teaching load was reduced leading up to the non-teaching term (27%) or because their load distribution already allows for a non-teaching term (10%). Conversely, **63% of Lecturers did not have a true non-teaching term** (i.e., their full teaching load was simply redistributed across their remaining teaching terms) (see Figure 3.8).

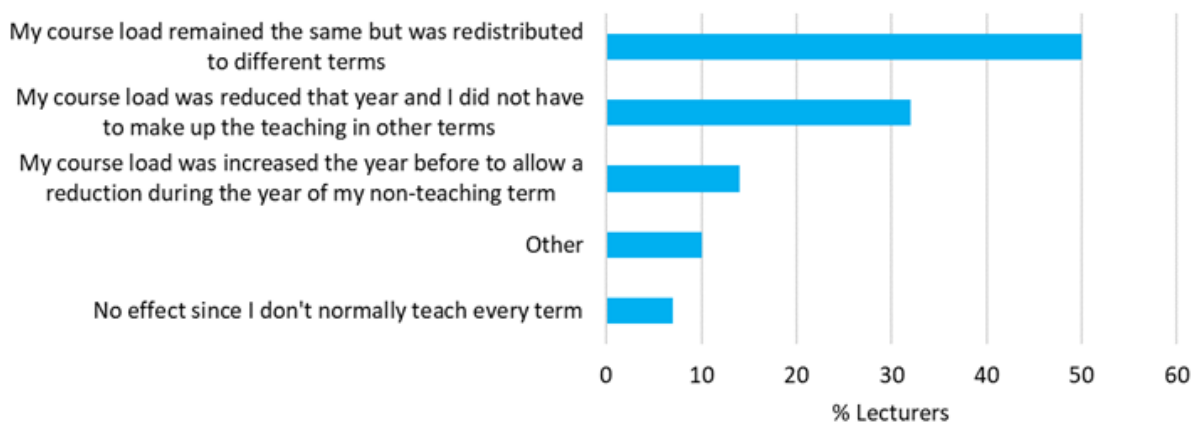


Figure 3.8 How course load is considered during non-teaching terms

With the exception of the faculties of Environment and Health, there is no consistency around the approach to non-teaching terms even within faculties: 21% of Lecturers in Arts, 20% in Engineering, 20% in Math, and 54% in Science had true non-teaching terms, while the rest of the Lecturers in those faculties had their teaching loads redistributed instead. Only Health and Environment have implemented non-teaching terms consistently across their Lecturer faculty (100% of Health Lecturers *do not have* true non-teaching terms, while 100% of the Lecturers in Environment *do have* true non-teaching terms).

Lecturers who have never had a non-teaching term were asked about the reasons why (see Figure 3.9). **One third indicated that they were unaware of their eligibility for the non-teaching term or were never offered the opportunity.** Although this is an improvement from the 2015 survey responses, where 65% of Lecturers fell into this category, communication about the existence of the non-teaching term and how to ask for it should be more transparent.

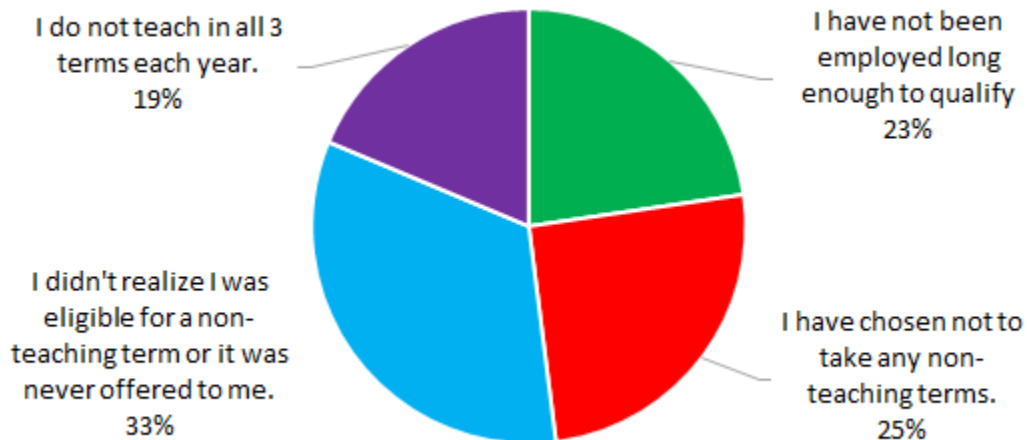


Figure 3.9 Reasons for not taking a non-teaching term

A further 25% of Lecturers indicated that they chose not to take a non-teaching term, citing the most common reason as the difficulty in managing the redistributed workload (84%). Other common reasons included: inconvenience for the department or being instructed not to take a non-teaching term (37%). Some Lecturers did not feel the need to take a non-teaching term (32%), often because they did not have teaching duties in all three terms (see Figure 3.10).

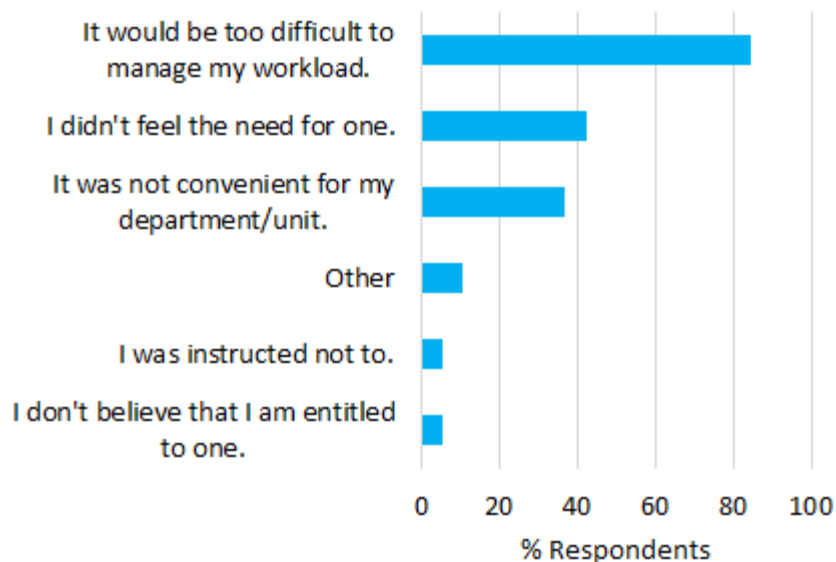


Figure 3.10 Reasons for choosing not to take a non-teaching term

The interpretation (reduction vs redistribution) of the non-teaching term is another key factor in determining whether a Lecturer chooses to take their non-teaching term. While the survey data indicates that load redistribution is a barrier for Lecturers wanting to take their first non-teaching term, anecdotal evidence suggests that many Lecturers who have had non-teaching terms where the load was redistributed, often choose not to take additional non-teaching terms due to the difficulty with redistributing their workloads.

Non-teaching terms are an opportunity for Lecturers to refresh their teaching practice, engage in professional and pedagogical development, contribute to scholarship, and take their vacation entitlement. Having a true non-teaching term available to all Lecturers would support Lecturers in both their professional development and in maintaining a healthy work-life balance. As the [monetary cost](#) of implementing a true non-teaching term is estimated to be quite modest, implementing true non-teaching terms is an opportunity for the university to invest in building a strong teaching practice and culture, which is in line with the university's strategic plan.

4 COVID-19 Effects

4.1.1 Transition to Online Teaching and Remote Emergency Teaching

Before the university was affected by COVID-19, according to survey results, 66% of Lecturers had never taught online, 15% of Lecturers taught online occasionally, and 19% regularly taught online courses. This means that the majority of Lecturers shifted to remote teaching with no prior online teaching experience.

The level of satisfaction with the support offered by departments and units in the transition to online courses was generally good. **Most respondents were either very satisfied (16%) or**

satisfied (36%) with the level of support provided by their department or unit. Some 28% were neither satisfied nor dissatisfied, 9% were dissatisfied, 4% were very dissatisfied, and the remaining 7% preferred not to answer or were already teaching online.

4.1.2 Workload

Unsurprisingly, the COVID-19 pandemic resulted in significant workload increases for Lecturers. **The number of hours worked per week from Winter 2020 to Fall 2020 was much higher or higher for 84% of respondents compared to a typical calendar year** (see Figure 4.1).

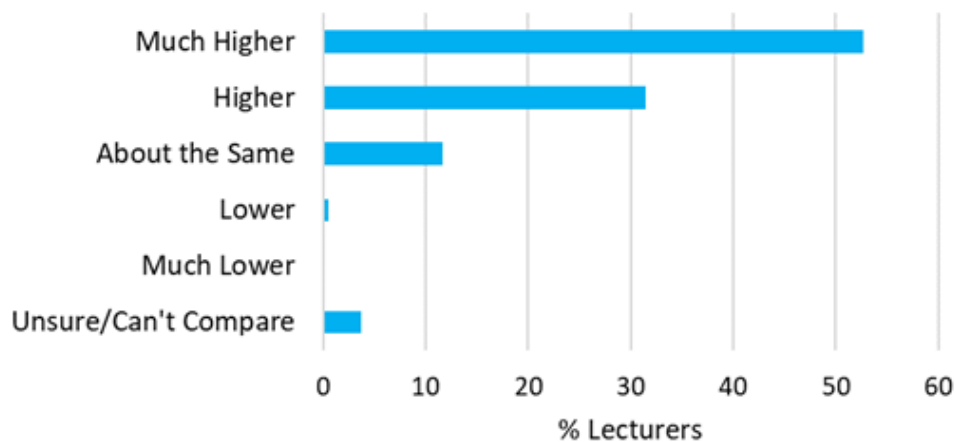


Figure 4.1 Change in numbers of hours worked per week due to COVID-19 compared to a typical year

In qualitative comments related to COVID-19, respondents indicated that **teaching online takes much more time than face-to-face teaching**, resulting in much heavier workloads than usual. Respondents also commented on **providing support to stressed students or to students with mental health issues at a higher rate than before**. Lecturers with online teaching experience were often called on by their department or unit to provide **support for their colleagues in the transition to remote teaching**.

Also contributing to the increased workloads was the overall increase in class size. **There was an overall increase in the number of large class sizes (classes with 250+ students) from Winter 2020 to Fall 2020** (see Figure 4.2). Thus, in addition to changing teaching modalities from in-person to online, many Lecturers also experienced larger class sizes than usual.

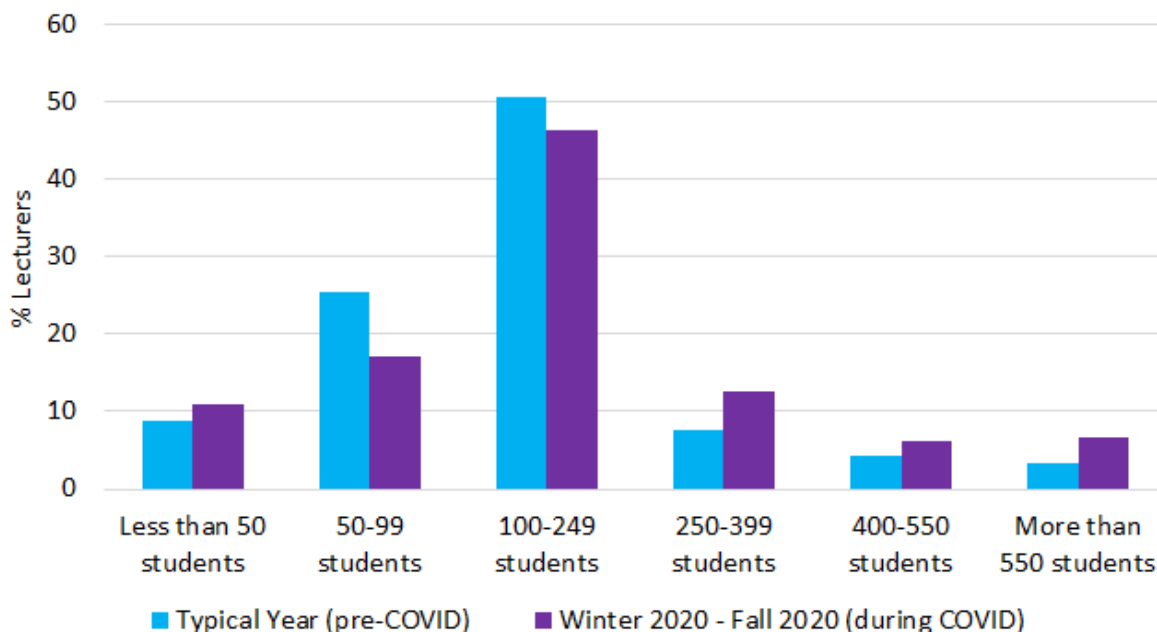


Figure 4.2 Largest class size in a typical calendar year compared to Winter 2020-Fall 2020

With respect to typical Lecturer activities, **COVID-19 resulted in most Lecturers spending more or much more time on tasks related to teaching:** preparing lectures/course materials (88%), asynchronous communication with students (87%), new course development (63%), grading/reading student work (49%), and delivering synchronous lectures (43%). **The number of hours spent on scholarship and service tasks remained generally the same:** the majority of Lecturers spent the same amount of time on student supervision (58%), external service (52%), scholarship (48%), service to committees (48%), service related to contractual duties (45%), and office hours (43%). **A majority of Lecturers spent less or much less time on professional development due to COVID-19 (49%).** For a graphical representation of this data, please refer to Figure 6.4, Figure 6.5, and Figure 6.6 and to Table 6.1 in the appendix.

4.1.3 Vacation Leave

During COVID-19, Lecturers took significantly less vacation leave (see Figure 4.3): **only 6% of Lecturers took their full vacation entitlement**, 21% took two to less than four weeks of vacation, 36% took less than two weeks of vacation and **37% took no vacation**. Qualitative comments related to COVID-19 indicated that the **increased workload and the need to develop online courses were contributing factors**. Respondents also stated that having increased childcare requirements also affected their amount of vacation time.

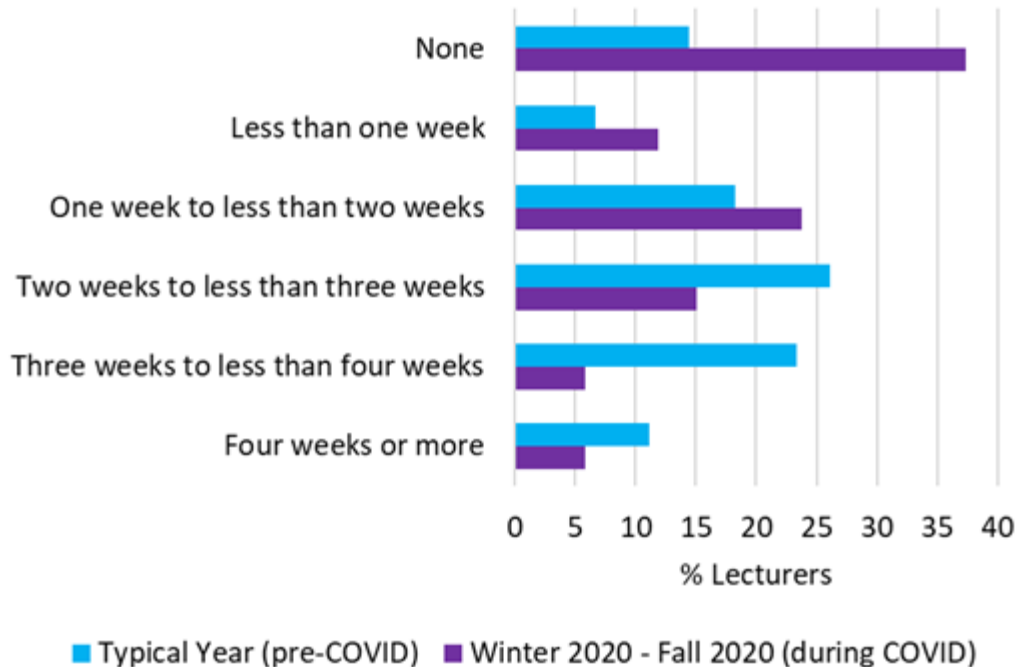


Figure 4.3 Vacation time taken in a typical calendar year compared to Winter 2020-Fall 2020 (excludes days when the university is closed)

4.1.4 Stress

Unsurprisingly, work-related stress for Lecturers was higher than usual due to COVID-19 (see Figure 4.4). **Nearly half of Lecturers (49%) reported much higher work-related stress and another 39% reported a somewhat higher stress level.** Qualitative comments indicated that Lecturers felt burnt out and that stress related to childcare was also a contributing factor.

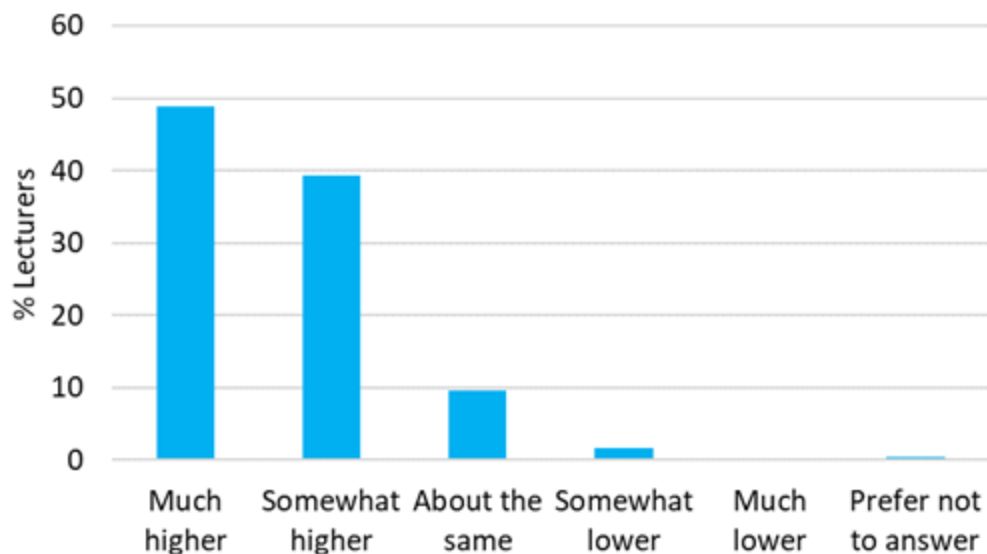


Figure 4.4 Effect of COVID-19 on work-related stress compared to a typical year

5 Conclusion

The 2021 Lecturers Survey provides data on key characteristics and working conditions of Lecturers at UW. Lecturers form 18.3% of faculty in 2021 and represent the fastest growing faculty group on campus. The survey resulted in a very high response rate (80%), demonstrating a **strong level of engagement of UW Lecturers**. As a result, the Lecturers Committee is confident that the survey results are representative and accurate.

The survey reiterated many of the conclusions found in the previous survey conducted in 2015. For example, there is widespread concern about the **career path for Lecturers**. Promotion procedures to Continuing Lecturer status are unclear and inconsistent across faculty units. There is strong support for **a change in title nomenclature** with preference for “Assistant, Associate, and Full Professor, Teaching Stream”, which is consistent with what has been adopted at most other institutions. Many respondents would like to see the path to continuing status for teaching stream faculty parallel that of the tenure process for current professorial faculty. The majority of Lecturers feel that **academic tenure** is important. Many Lecturers expressed concerns with the lengthy status of Policy 76/77 revisions and how most terms and conditions of employment for Lecturers depend on these policies, which are outdated and difficult to revise.

As previously mentioned, Lecturer appointments are governed by the terms of Policy 76 on Faculty Appointments, which was last updated in 2011. Given its age, the policy no longer reflects the realities of Lecturers on campus. In particular, the policy states that Continuing Lecturer positions “are understood to be unusual and offered only in special circumstances”. Furthermore, it regards a Continuing Lecturer appointment as simply “an ongoing” Lecturer appointment rather than a later stage in the natural career progression of a teaching stream faculty member. Moreover, the policy specifically states that “Continuing Lecturers appointments are not eligible for tenure or promotion consideration”. In other words, Policy 76 does not currently allow for any

form of career advancement among Lecturers aside from transitioning from definite-term contracts to an ongoing appointment.

Lecturers have a high level of interest in participating in **pedagogical and professional development activities**, but have limited time, resources, and support to do so. More Lecturers with PhD/terminal degrees are being hired and about 15% of Lecturers have a scholarship component formally defined in their contracts. The majority of those who do not have a scholarship component in their contracts have expressed a desire to have one. There is consensus amongst Lecturers that **a scholarship component should not be a requirement**. However, if Lecturers engage in scholarly activities, this work should be formally recognized and evaluated.

For Lecturers teaching a full load², **teaching should be reduced in years with a non-teaching term**. This time can be used for pedagogical and professional development, which in turn, are activities that better inform teaching and learning. Most Lecturers have engaged in such activities at some point in their careers. The non-teaching term also offers Lecturers opportunities to take their **vacation entitlement**. Only 11% of Lecturers take their full annual vacation entitlement due to the three-term academic calendar and the inability to redistribute their already full teaching loads to other terms.

Furthermore, qualitative comments indicated that Lecturers would also like to be eligible for **more service roles and leadership positions**. Many Lecturers feel that they are not valued or respected by their units and treated as second class citizens. Some Lecturers are content in their positions but feel that their roles are misunderstood by faculty colleagues within their departments/units. Most Lecturers would like to be **recognized as academics** and to have more opportunities to engage in professional development activities beyond the classroom that would subsequently help to augment their teaching.

In summary, the Lecturers Committee hopes that this survey report is informative and provides data on what Lecturers do, who we are, and the common concerns that we have about our working conditions. We hope that the survey results will be considered by the Faculty Association, the UW administration, and policy drafting committees when deciding next steps for policy revisions. We also hope that this survey report will shed light on what changes in policies and procedures are desired by Lecturers and how important this is for the career development of current and future Lecturers at our institution.

² Given the absence of a workload policy, the term “full load” is not clearly defined at the university. We take it to mean a full load as determined by an individual’s unit, department, or faculty as the case may be.

6 Appendix

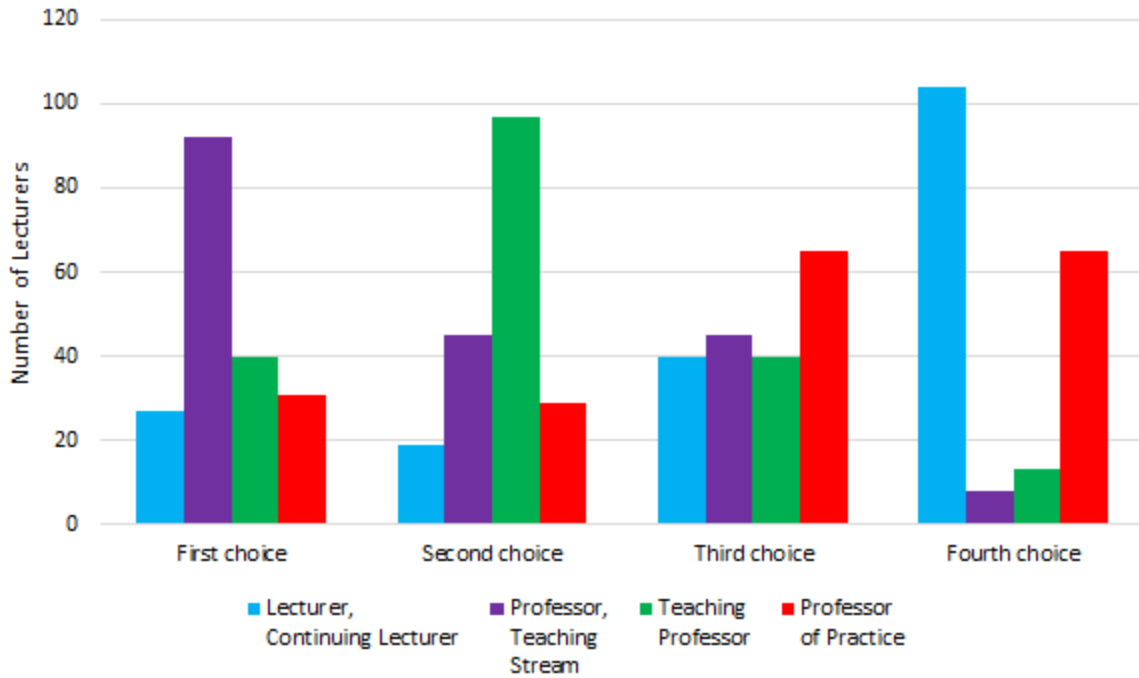


Figure 6.1 Ranking of preferred titles by first, second, third, and fourth choice

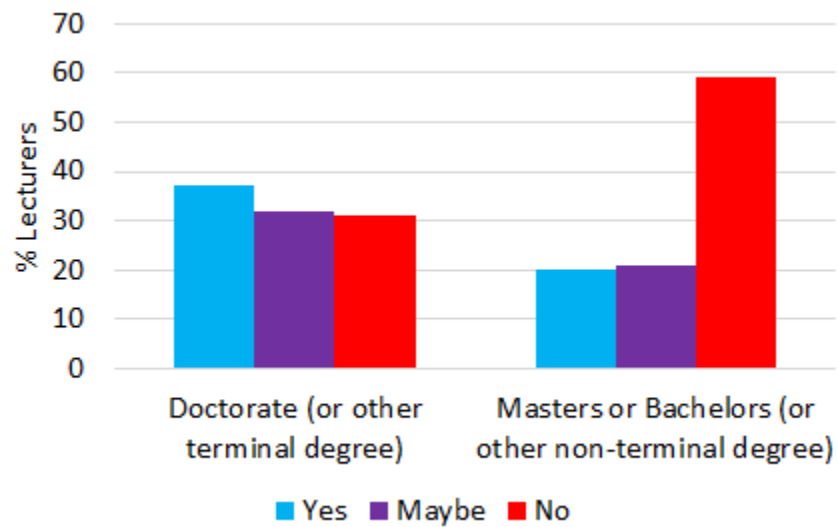


Figure 6.2 Desire for scholarship separated by highest degree for all respondents

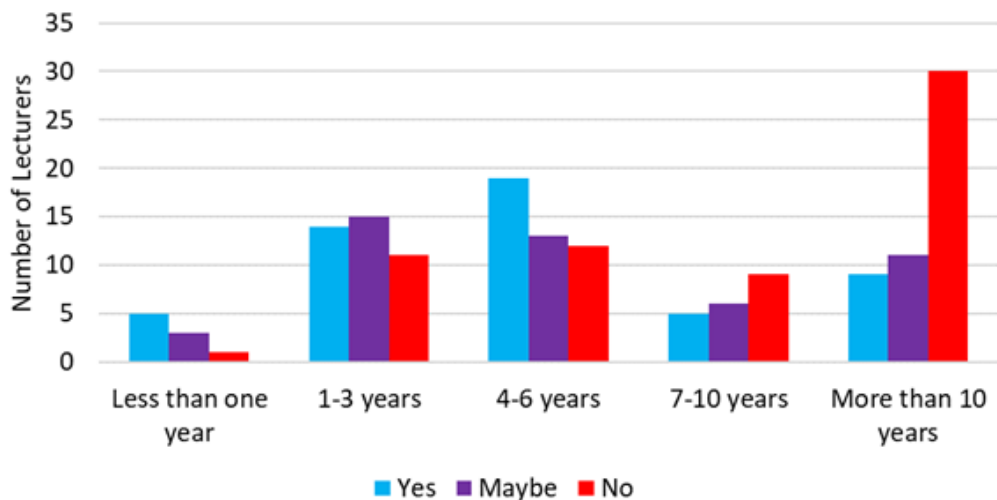


Figure 6.3 Desire for scholarship component by employment length

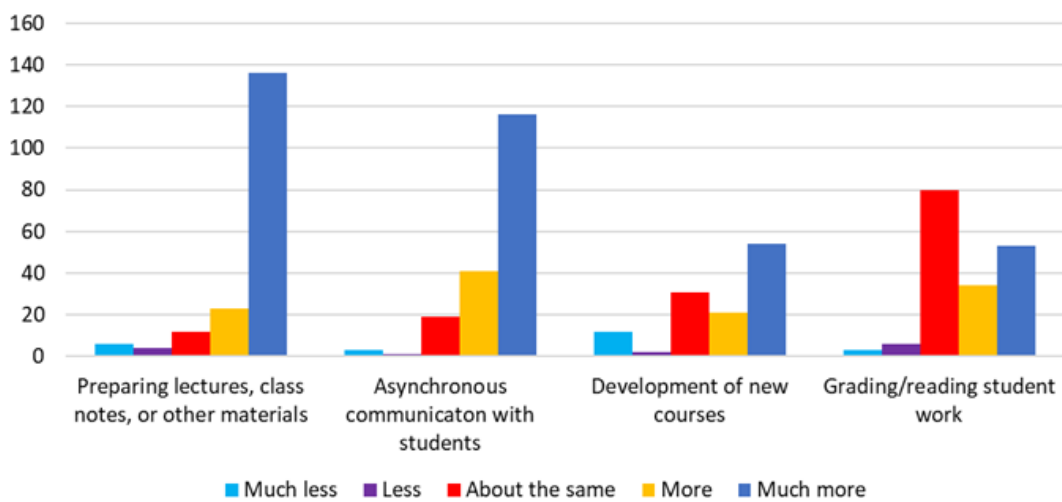


Figure 6.4 Effect of COVID-19 on time spent on various activities (1/3)

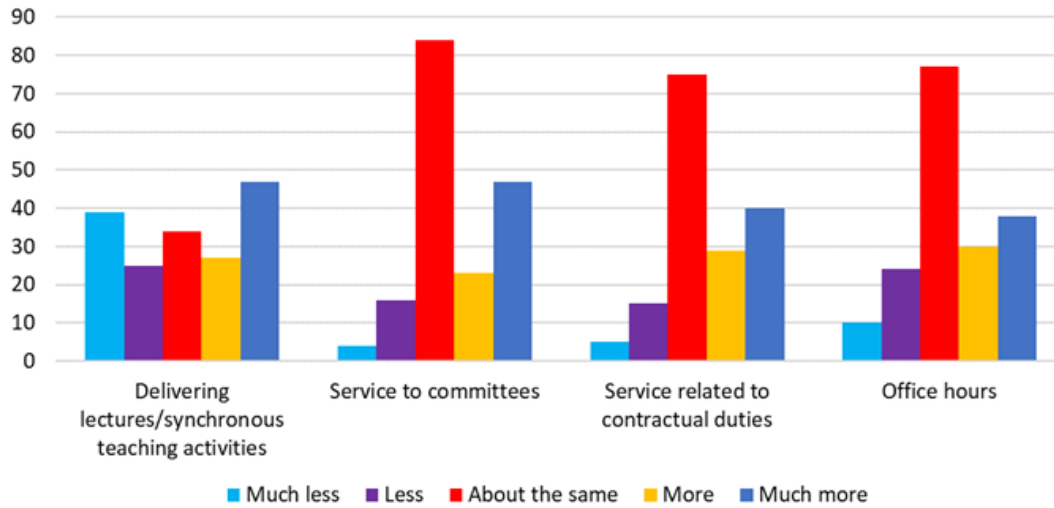


Figure 6.5 Effect of COVID-19 on time spent on various activities (2/3)

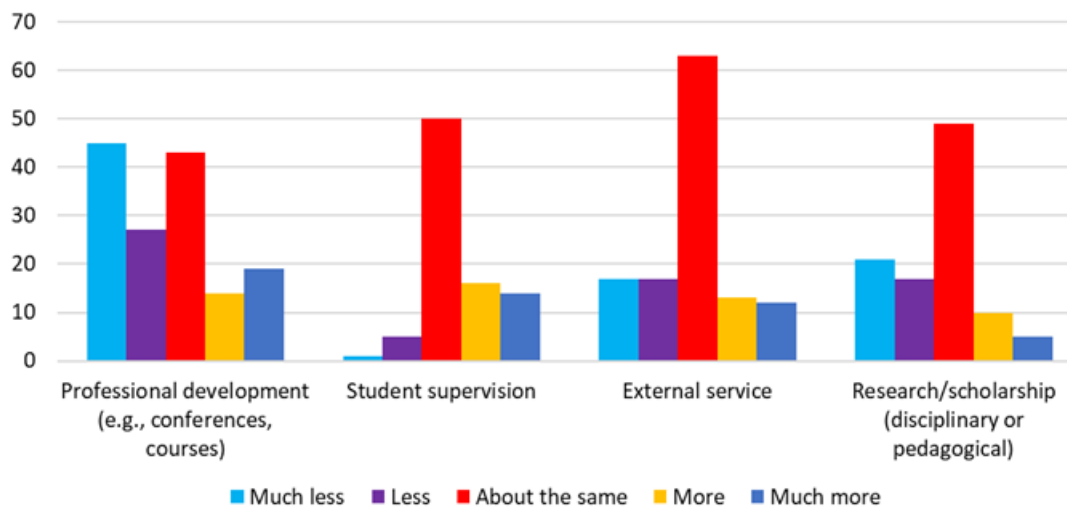


Figure 6.6 Effect of COVID-19 on time spent on various activities (3/3)

Table 6.1: Effect of COVID-19 on time spent on various activities

Activity	Much less time than pre-COVID	A bit less time than pre-COVID	About the same amount of time as pre-COVID	A bit more time than pre-COVID	Much more time than pre-COVID
Preparing lectures, class notes, or other materials	3.31%	2.21%	6.63%	12.71%	75.14%
Asynchronous communication with students	1.67%	0.56%	10.56%	22.78%	64.44%
Development of new courses	10%	1.67%	25.83%	17.5%	45%
Grading/reading student work	1.7%	3.41%	45.45%	19.32%	30.11%
Delivering lectures/synchronous teaching activities	22.67%	14.53%	19.77%	15.7%	27.33%
Service to department/faculty/university committees	2.3%	9.2%	48.28%	13.22%	27.01%
Service related to contractual duties	3.05%	9.15%	45.73%	17.68%	24.39%
Office hours	5.59%	13.41%	43.02%	16.76%	21.23%
Student supervision	1.16%	5.81%	58.14%	18.6%	16.28%
Professional development	30.41%	18.24%	29.05%	9.46%	12.84%
External service	13.93%	13.93%	51.64%	10.66%	9.84%
Research/scholarship	20.59%	16.67%	48.04%	9.8%	4.9%