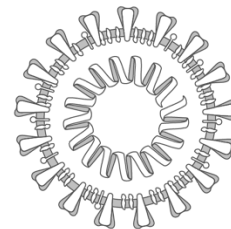


WLUFA COVID-19 Remote Work Survey

Survey designed and analyzed by 2019-20 WLUFA campus liaisons¹

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¹ Image credit: Desiree Ho for the [Genomic Institute](#).

Table of Contents

1.0 PURPOSE OF THE SURVEY AND APPROACH FOR THIS REPORT	1
2.0 RESPONSE RATES AND DEMOGRAPHICS	1
3.0 TEACHING RESPONSIBILITIES IN WINTER 2020	2
4.0 IMPACT OF REMOTE WORK	3
4.1 COURSE PREP	3
4.2 COMMUNICATION	3
4.3 TIME LEARNING NEW TECHNOLOGY	4
4.4 COMPLEX STUDENT CASES	4
5.0 RESOURCES AND CONDITIONS FOR REMOTE WORK	5
5.1 RESOURCES LACKING IN HOME WORKSPACES	5
5.2 FUNDS SPENT TO ADD RESOURCES AND IMPROVE HOME WORKSPACES	5
6.0 IMPACT ON WELL-BEING	6
7.0 NARRATIVE RESPONSES	6
CARE WORK	7
STRESS AND STRAIN	9
COMPENSATION AND RELATED FINANCIAL CONCERNS	12

1.0 Purpose of the survey and approach for this report

A WLUFAs ad hoc committee comprised of the five Brantford and Waterloo Liaisons conducted a survey with our members between April 20-May 8 in order to learn more from our members about the challenges they faced in transitioning to remote work for the completion of the winter semester. We sought both to establish overall trends and to identify how specific groups within our membership may have been differentially impacted. The results are contributing to WLUFAs ongoing efforts to advocate for our members as the university continues with remote delivery over sprummer semester and into the 2020-21 academic year.

This report is meant to provide an overview of the results for our members. The full data set has been shared with WLUFAs Executive and will be taken into consideration in their decision-making.

In each of the following sections we provide a basic overview of the responses, including tables of the response breakdown. Where possible, we include some of the comparative analysis that we have done in order to show how the data broke down across different groups of respondents, though for the sake of brevity we do not provide those comparison tables or graphics. The final section provides a thematic analysis of the qualitative data collected in an open-ended response question at the end of the survey. We would like to emphasize that there were many more responses than could be included in this report. We hope to have captured a representative sample of those.

2.0 Response rates and demographics

There were 541 Full Time faculty members in the period covered by this survey; 424 Contract Faculty were teaching in winter semester and 165 in Spring. Although the total possible pool of respondents numbered 1,130, a significant number of Full-Time faculty would not have been teaching in either of the terms surveyed (due to sabbaticals, administrative or research leaves, etc.). There were 418 responses to the survey that were complete enough to include in our analysis, or 37% of the total pool of potential respondents. The following was our response breakdown:

	Frequency	Percent
a. Faculty - Contract teaching faculty	147	35.2
b. Faculty - Limited term appointment	19	4.5
c. Faculty - Full-time pre-tenure	30	7.2
d. Faculty - Full-time tenured	202	48.3
e. Librarian	12	2.9
f. Prefer not to say (7) + Blank (1)	8	1.9
Total	418	100.0

In terms of **faculty breakdown**, 28 respondents reported multiple faculties and 12 didn't report faculty affiliation. Of those reporting one faculty affiliation, the representation is as follows:

	Frequency	Percent
Reporting 1 faculty affiliation	378	90.4
a. Arts	119	28.5
b. Education	6	1.4
c. Human and Social Sciences	24	5.7
d. International Policy and Governance	1	.2
e. Lazaridis School of Business and Economics	76	18.2
f. Liberal Arts	24	5.7
g. Music	26	6.2
h. Science	81	19.4
i. Social Work	21	5.0
Total	378	90.4

The **demographic breakdown** of responses included 52.6% women and 39.2% men, with 6.5% reporting a preference not to say and less than 1% in other categories. In other categories, 8.1% reported a disability, 14.1% reported being a racialized person and 1.4% reported being Indigenous. In many of these categories the sample size restricts our ability to draw reliable conclusions about differential effects across different demographic groups.

3.0 Teaching responsibilities in Winter 2020

Our desire to keep the survey as short as possible meant that we collected only very general information about teaching load in winter semester. As a point of reference, it is worth noting that in winter semester 558 Full-Time members were teaching, while the number was 424 for Contract Faculty. Since 41 of our respondents did not teach in winter, our survey captured 377 responses from individuals who were active in the classroom, or 38% of all our members who were teaching. In terms of the **number of courses taught**, the breakdown was as follows:

	Frequency	Percent
a. N/A (did not teach Winter 2020)	41	9.8
b. 1	120	28.7
c. 2	149	35.6
d. 3	77	18.4
e. 4 or more	27	6.5
Total	418	100.0

On average, those who reported teaching duties or other direct responsibility for students in winter semester were directly responsible for 114 students. Needless to say, this included a mix of class sizes, but unfortunately due to the structure of the response fields the data could not be effectively tallied by course size.

4.0 Impact of remote work

We began this portion of the survey by simply asking if respondents experienced extra work due to remote working conditions. With only 1% of respondents opting out of the question, **82% reported that they experienced additional work**. We realize that there may be a selection bias with the survey, with those who experienced extra work feeling greater motivation to

report this by completing the survey. Nevertheless, given the healthy percentage of member participation in the survey we suggest that even taking such bias into account it is clear that a majority of members experienced extra work.

Through the questions relating to the impact of remote work we tried to gauge the intensity of impacts felt by our members by asking them to estimate the number of additional hours worked in relation to different activities. In what follows we share tables providing a breakdown of responses, including the averages in each category, where applicable. We did this by taking the midpoint of each time category and multiplying it by the frequency.

4.1 Course Prep

On average, participants reported that they spent **6.3 additional hours per week on course preparation**. There were notable differences across demographic categories in responses to this question, with members who identified as racialized and as women reporting more time spent than their non-racialized and male counterparts, respectively. There were variations in results across faculties as well, with Social Work the highest, at 7.69 hours, and Human & Social Science the lowest, at 4.1 hours.

	Value Taken for Average Calculation	Frequency	Percent	
a. N/A (not teaching Winter 2020)		21	5.0	
b. None	0	39	9.3	
c. 3 hours or less	1.5	93	22.2	
d. 3+ hours - 7 hours	5	116	27.8	
e. 7+ hours - 11 hours	9	55	13.2	
f. 11+ hours - 15 hours	13	26	6.2	
g. Greater than 15 hours	20	39	9.3	Average
Total		418	100.0	6.34 hours

4.2 Communication

We also asked members to consider how much additional time they spent doing the communicating required (email, phone, zoom, etc.) with both students and colleagues to carry out their full range of activities. On average, participants reported that they spent an additional **4.5 hours per week in communication**. There were minor differences across demographic categories in responses to this question, with members who identified as racialized and as women reporting more time spent than their non-racialized and male counterparts respectively. Across faculties there was some variation, but only Social Work stands out as being substantially higher than the rest, with an average of 5.7 hours per week.

	Value Taken for Average Calculation	Frequency	Percent	
a. None	0	17	4.1	
b. 1 hour or less	0.5	32	7.7	
c. 1-3 hours	2	96	23.0	
d. 3+ hours - 5 hours	4	113	27.0	

e. 5+ hours - 8 hours	6.5	67	16.0	
f. Greater than 8 hours	10	69	16.5	Average
Total		418	100.0	4.53 hours

4.3 Time learning new technology

Finally, we wanted to gauge how much time members had spent learning new software and procedures to be able to conduct their work remotely. On average, participants reported **6.7 hours of work to get up to speed with new software and to do any necessary technology troubleshooting**. It is notable that on responses to this question, individuals with a disability reported the highest number of additional hours of learning required to adapt to new technology (8.32).

Although there was an initial learning curve to be able to wrap up winter courses, we would like to note that training for Zoom and other platforms has continued into spring semester, suggesting that many further hours will be spent over the coming months for our members to gain the skills they need to be effective as remote instructors.

	Value Taken for Average Calculation	Frequency	Percent	
a. None	0	25	6.0	
b. 3 hours or less	1.5	121	28.9	
c. 3+ hours - 7 hours	5	114	27.3	
d. 7+ hours - 11 hours	9	55	13.2	
e. 11+ hours - 15 hours	13	35	8.4	
f. Greater than 15 hours	20	48	11.5	Average
Total		418	100.0	6.69 hours

4.4 Complex student cases

We also wanted to get a sense for whether the additional stress students were feeling in the remote learning environment was translating into more “complex student cases”. Such cases account for some of the extra time described in the previous question, but also require additional emotional energy from our members. On average, participants reported **3.3 more complex student cases per week**. It is notable that members who identified as racialized, as women, and as having a disability all scored higher than this average. The distinction between women and men is especially notable, with women reporting 3.46 additional hours per week and men only 2.65 additional hours.

	Value Taken for Average Calculation	Frequency	Percent	
a. I have not had a higher volume of such cases	0	116	27.8	
b. 1-5 per week	3	213	51.0	
c. 6-10 per week	8	41	9.8	
d. more than 10 per week	15	21	5.0	Average
Total		418	100.0	3.28 cases per week

5.0 Resources and conditions for remote work

Many of our members already worked some of the time from home, but we wanted to understand what hurdles and challenges the move to fully remote work implied. Here we asked two questions: one relating to the way a lack of adequate resources compromised members' ability to do their jobs and one relating to the expenditures they have had to make in order to improve those resources.

5.1 Resources lacking in home workspaces

Participants in the survey were asked to check all the boxes that applied to them from a list of resources that they might have been lacking in their home workspaces. The following chart documents the frequency of response to each item, with **lack of ergonomic workspace topping the list at 44% of respondents, followed closely by IT equipment, privacy and access to printing**. On this question librarians indicated with the highest frequency that they have struggled with the adequacy of home workspaces, perhaps due to their normal tendency to work almost exclusively from campus.

	Frequency	Percent
a. Software	106	25.4
b. Quick and reliable computer	92	22.0
c. Reliable home internet	116	27.8
d. Affordable home internet	47	11.2
e. IT equipment (e.g. headset, microphone, video camera, green screen, etc.)	173	41.4
f. Access to printing	152	36.4
g. Ergonomic workspace	184	44.0
h. Privacy (e.g. secluded work area)	154	36.8
i. Other, please specify	78	18.7
Total		

5.2 Funds spent to add resources and improve home workspaces

We also asked participants to tell us how much money they had spent to address technological or ergonomic needs in their home workspaces. They were also given an option to respond that they planned on spending funds in preparation for spring or fall teaching. The frequencies of responses, as well as an average amount spent, are recorded on the following table. We note that only a third of respondents have not spent funds to improve home workspaces and also do not intend to spend funds before fall semester. **The average spent so far was \$398.**

	Amount used for average calculation	Frequency	Percent	
a. I have not spent additional funds	0	136	32.5	
b. I have not spent additional funds yet but intend to for Spring and/or fall teaching		101	24.2	Using (a-b) for average calculation

c. up to \$299	\$150	83	19.9	
d. \$300 - \$599	\$450	45	10.8	
e. \$600 - \$899	\$750	18	4.3	
f. \$900 - \$1199	\$1050	4	1.0	
g. More than \$1200	\$1500	21	5.0	Average
Total		418	100.0	\$398

6.0 Impact on well-being

We wanted to get an overall sense for how remote work was impacting members' well-being. **A little over 50% of participants reported a moderate negative change in well-being, with the next highest frequency being a significant negative change in well-being, at 22%.** Though this is a fuzzy concept that is hard to quantify, the frequency of responses tells us that on balance this has been a difficult time for our members. Indeed, only just over 10% indicated that remote work had a positive impact on their well-being. We also note that in this category two factors had a significant impact on reported negative change in well-being: disability and gender. Members with a disability reported an average of -1.13 (see chart for basis of value calculation). Women reported an average of -0.92, while men reported an average of only -0.72.

	Value Taken for Average Calculation	Frequency	Percent	
a. Significant negative change	-2	91	21.8	
b. Moderate negative change	-1	220	52.6	
c. No change	0	58	13.9	
d. Moderate positive change	1	33	7.9	
e. Significant positive change	2	10	2.4	Average
Total		418	100.0	-.83

7.0 Narrative responses

In addition to trying to quantify the experiences of our members with remote work, we wanted to give them a chance to describe what they were experiencing in their own words. A few members responded with positive reports about remote work. For various reasons (commutes, compromised immune systems, preference for online teaching) some members clearly have not found the new format burdensome. We want to recognize that this positive outcome has been the experience for some of our members. At the same time, based on the quantitative results to the survey (especially the result around well-being), we have decided to focus here on understanding what has contributed to the negative impact that a majority of our members have reported.

In order to analyze the responses, we conducted a thematic coding exercise to group similar responses. Themes were developed through an emergent process of identifying similar concerns and building a list of related key words. This allowed us both to assign a frequency to certain kinds of response and to characterize what each set of similar responses tells us about what our members have experienced. We discuss each of the themes here in order of frequency. Quotes from individual members' responses are included only when there are no

details that could reveal the survey respondent's identity, and in a few cases square brackets are used to remove identifying details.

The nature of responses varied across different members in different employment categories and work contexts (e.g. tenure-track faculty, tenured faculty, contract faculty, librarians, faculty with administrative roles, etc.). Rather than dividing the results by group, we have tried to ensure that comments from various groups are present across the samples provided.

Care Work

This theme was by far the most prevalent in members' written responses. Key words identified with this theme were: care, childcare, eldercare, child, children, kids, home schooling, care demands, mother, father, parent, young, school-aged, parenting, parental responsibility, family, family status, family obligations, elderly, older adults, aging parents, relatives, disabled, women, woman, female, housework.

As suggested by the keyword list, **a significant number of such responses related to care for children, with reference to "child/children/kids" mentioned by 142 respondents.** It is important to point out that in most cases—certainly when children are involved—remote work began right at the moment when the COVID-19 pandemic was also increasing care responsibilities, since schools, daycares and other kinds of community care and programming were closed or dramatically scaled back. Many members found themselves having to homeschool their children even as they spent the extra hours needed to engage in remote teaching and other duties. We start with comments about this experience.

***Member sample:** My experience of working remotely has been profoundly shaped by childcare demands. With the closure of schools, I find myself having to take on my child's education. This is in addition to increased childcare demands. I am relatively fortunate in being part of a two-parent household in which both adults have fairly flexible schedules. Nevertheless, childcare demands, in addition to the transition to remote learning (even for a small graduate seminar), has led to significantly increased time pressures and ongoing stress.*

***Member sample:** I remain flummoxed by the University's assumption that faculty and staff with small children can proceed to work as normal, as though we are not also taking on the responsibility of another full-time job -- homeschooling and parenting -- during working hours. Both WLUF and the University have been silent on this matter. Speaking personally, so far I have been able to sustain on 5-6 hrs/night of sleep since March 15, but I can't imagine continuing like this through Summer and Fall.*

***Member sample:** It is very challenging to work from home while also having my 3 children (a) at home all day, (b) requiring use of our home computer and my laptop for their school work, and (c) requiring assistance with their home-learning (which has consumed far more time than the ministry guideline of 5 and 10 hours per week). There are 5 people in my family (2 adults and 3 children) and all now need daily access to a computer for significant amounts of time. This is a significant stress on our family.*

Care responsibilities related to children was most frequently mentioned in member comments, but **responsibilities for parents and other family members were also noted, with the word "parent" mentioned by 37 respondents.** Especially for those caring for adults with disabilities or dementia, the burden is quite similar in impact to that of caring for children.

Member sample: I have many more responsibilities — family status concerns. There has been a surge in work at the university plus I have to take care of a disabled child, in addition to an elderly parent who lives with me.

Member sample: Until the lockdown lifts, I'll be caring for my [parent] in my home without any help 24/7. She has dementia and can't be left alone for long, which affects my own work, on and off screen.

Member sample: I am a single parent of three, the youngest of which is to begin university in the fall. The additional support demands of three young adults, as well as sole responsibility for aging parents has been relatively high. Working from home makes differentiating these demands from the professional surprisingly difficult.

The challenges are especially great for members whose home environments don't permit privacy from the rest of the household to provide physical isolation from family demands.

Member sample: As a mother and wife, working from home requires much more emotional labour. We live in a small condo with very limited space. I can use either a table in our common area, or my bed (which is not ideal), and if working in real time/video, I will always have competing sounds/distractions as I can't mute my family. Now I also have to be an elementary school teacher and EA (for learning disabilities) to my son. Essentially, by working from home, my family sees me as accessible, and it is really hard from them to respect boundaries (so I can get my work/meetings done) when they can't physically see boundaries.

Member sample: I have children. They are very time-consuming. It's demoralizing to try to homeschool them while also keeping up with my regular work tasks. I can work in privacy for part of the day in the part of my home, that is not being used by other family members, but the wifi in that part of the house is unreliable, so I'm kind of stuck. To use wifi, I need to work in the common spaces in the house where multiple other family members are, and the distractions are enormous.

It is especially crucial to note the equity gap that this situation creates, and especially how gender and other factors play into this gap. While male faculty members were among those reporting impacts of care responsibilities, female faculty were over-represented in the comments and many noted this gender aspect directly.

Member sample: There is a tremendous equity gap in how faculty with school-aged children are impacted by working from home, where childcare and home-schooling need to happen alongside a full work day.

Member sample: The parenting (and teaching) of young children is incompatible with a full-time job of teaching and research. I'm concerned not only about the immediate disruption to work for parents but also about long term impacts in relation to issues such as requirements for tenure and promotion, especially for women.

Member sample: Parents who have younger kids face even more difficulties, as younger children continuously require attention. This is especially hard for women, as they have more responsibilities in comparison with their male partners. If both parents are working from home, women still have a lot more tasks to do than men.

Member sample: Since I have children, teaching/researching from home is extremely difficult and will be increasingly more so as this progresses. Teaching is not my main concern, but rather my ability to research/write in this situation. Gender equity must be taken into account -- much of the caretaking responsibilities falls on women in this situation; their careers risk being compromised.

Member sample: I would like to share my concern for single parents who are trying to take care of their children and do home-schooling while teaching remotely. Female academics in particular are being disproportionately affected by this pandemic, both in terms of teaching and research.

Without a doubt, the experience of remote work has been profoundly shaped by individual members' circumstances and responsibilities at home. **Members' comments express their frustration that the university and WLUFAs seem to have ignored the equity implications of this situation** and that resources to support those with care responsibilities have not been forthcoming.

Member sample: *I am wondering if WLUFAs are going to examine the conditions facing those in significant care-giving roles during this crisis (childcare, eldercare, care for the ill) when otherwise accessible supports (such as accessing childcare, psw support, etc.) are unavailable or difficult to access?*

Member sample: *I am also concerned about the university's failure to truly recognize that those of us who are parents of young children have serious challenges in finding the time to teach and research while also homeschooling and caring for children generally.*

Member sample: *More support is needed (e.g. grading assistance) for faculty and staff with extraordinary care obligations (e.g. young children, disabled and elderly family members with complex needs).*

Member sample: *WLUFAs should be aware too in its discussions with WLU, that penalizing parents with children due to a lack of available childcare would be discrimination on the basis of family status under the Ontario Human Rights Code.*

Stress and Strain

Discussion of stress and strain was prevalent throughout member comments. The keywords associated with this theme included: include overwhelming, overwhelmed, stress, frustration, exhausting, exhausted, exhaustion, emotional labour, struggling, disruptive, difficult, burden, worried, pressure, burdensome, strain, unmanageable, crushing, distraction, distracted, exploit, exploited, unknown, anxiety, breaking, negative impact, extra burden, excessive.

Needless to say, some of these expressions of stress and strain are already visible in the previous section on care responsibilities. Here, we focus more closely on the anatomy of this stress and strain as it was expressed across the full range of member comments.

A frequent refrain from members is how they are feeling the strain of increased work hours to meet the demands of remote instruction, administration and other activities. This certainly reflects the results of the quantitative part of this survey, with members' testimony putting a human face on the numbers.

Member sample: *Demands for contingency planning and changes in policies take up significantly more time and energy on top of the usual tasks...*

Member sample: *I was unprepared for the emotional exhaustion caused by juggling various personal and professional demands exclusively from the home setting.*

Member sample: *All work activities are taking longer as they are happening at the same time as all other work and caregiving and home roles -- all noise, all zoom, all feeding, all grading, all supporting, all at the same time.*

Member sample: *I often find that I have spent well over 9, sometimes 10, hours in front of my computer on any given day before I finally shut it down for the night. And this is with only a 30-minute lunch break.*

Member sample: *You should ask how the workload of chairs and associate deans has been impacted... as chair of a [...] large department my workload has been crushing.*

Member sample: My workday is completely overloaded.

Member sample: Speaking as someone in a senior academic administrative role as well as teaching [...], the increase in workload both in terms of getting the Winter Term completed, coping with the recent & current administrative matters for my program, and planning for contingencies for next academic year for my program, has been incalculable. There is almost nothing else I have done in my waking hours since the start of the crisis.

Member sample: This survey is very skewed to faculty, there is really no place to discuss librarian workload issues. With the move to work at home, my workload has gone up tremendously.

Member sample: I am falling behind in just about every aspect of work. I feel that I am at a breaking point.

Member sample: Very important consideration left out is the implications of online proctoring/Respondus. See Faculty Relations email of April 27 regarding the expectation that *every* video be viewed. I have a 2-hour exam and about 40 students took it. That is 2 hours of in person proctoring versus up to 80 hours of video review! That is completely unrealistic. Even if I focus on the 6-8 that have been flagged for review it will probably take me most of a day to go through them all, watch different passages, make notes, consider whether or not to proceed, communicate my findings, etc.

It is worth noting that **a significant number of members described additional labour specifically related to supporting students** who were struggling in the remote learning circumstances.

Member sample: As a female faculty member, I am used to getting a large number of requests for regrades and/or grade adjustments on assignments and final marks. The number of emails that I have received this term (in the last 4 weeks alone) with these kinds of requests has been overwhelming.... It is a huge amount of emotional labour.

Member sample: ...this means a LOT of individualized working with students with their technology constraints and other limitations considered (while also attending in many cases to mental health issues & ensuring they had access to resources). That sure took a lot longer than just delivering lectures/assessments.

Member sample: I felt overwhelmed by the volume of students emails with different kinds of questions I had to answer. There were as well lots of requests to have a virtual meeting with me.... I had to spent much more time than usual to answer emails and to have virtual meeting with students.

Member sample: The biggest challenge has been the emotional burden of (a few, but very vocal) highly anxious, sometimes abusive students who have contacted me repeatedly by email to express discontent with the way the winter term has ended and how this has affected their performance in my course. I have never received so many irate emails from students in such a short period of time.

Member sample: Issues of managing graduate students have not been fully captured in this survey. Many grad students are stressed about the situation, especially the impact on research activities (lab access, interviews, coops, interns etc).

Another kind of stress and strain impact stems from the reduced face-to-face communication and associated isolation of working remotely, which has impacts both in practical terms (being able to access technical support and problem-solve with other colleagues) and on emotional well-being and mental health. A number of such comments were from Contract Faculty, who noted the way their non-permanent status accentuated their feeling of isolation.

Member sample: As Department Chair, working remotely does not permit direct face-to-face communications with administrative assistants and faculty colleagues, which can often facilitate solving complex issues...

Member sample: I think the situation for me is that there is far less communication which makes it difficult to do work with reasonable certainty. In the past, I could chat with someone in the hallway or drop by their office. Now this is more difficult. Bad communication habits get worse in this situation, which increases overall stress.

Member sample: I felt very isolated as I attempted to wrap up the Winter 2020 semester at home, on my own, and with limited direction and support regarding how to quickly move the remaining weeks of my course on-line.

Member sample: ...feeling very isolated (more than regularly) ... no real contact from department or full-time folks; feeling very unseen as emails from faculty and senior admin are directed to full-time faculty; feeling very alone as there has been no consultation with full-time folks teaching same courses but different sections...

Throughout member comments we also note expressions of stress, anxiety and frustration related to **employment vulnerability, lack of agency, invisibility of their experience, or perceived unfairness.**

Member sample: As a CTF, I am so worried about future work that I sleep very poorly at night.

Member sample: ...[balancing remote work and child care] is hazardous to my health and wellbeing, but I feel I have no choice.

Member sample: I feel that we have been encouraged countless times and in countless ways to 'be flexible' but I wonder how many times they asked students to 'be flexible' in their expectations around grading, online delivery, etc., and there certainly wasn't any flexibility on behalf of the administration on roster applications.

Member sample: This survey doesn't adequately address workload considerations of the Librarian complement, and that is really annoying. We have by far the most "corporate" Relationship with the university when it comes to WLUFAs membership, so having a bit more insight to the affect on our workload and productivity and expectations would be appreciated.

Member sample: Respectfully to whomever is in charge, it felt like a slap in the face to learn that folks who will teach this spring got extra compensation when those who "weathered" the winter term changeover to virtual teaching received nothing extra as compensation for all of the extra hours required to adequately bring the winter term to completion.

Member sample: I am currently on sabbatical and my lab has been completely shut down. I have effectively lost 3.5 months of my sabbatical and will not be able to recover this. It's very stressful when I think about having to apply for grants and keeping up with manuscript submission. I was disappointed with the university's decision to disregard the impact of lost sabbatical time for those who started in July 2019.

Member sample: The fact that I only have value because I am part of an "equity-seeking group" is a burden in itself. The accommodation of my disability should be secondary to that fact that University exploits its contract workers regardless of identity or ability. The fact that I, a contract instructor, exist is an injustice in itself.

Compensation and related financial concerns

There is a clear overlap between the compensation theme and the last thematic category of stress and strain—understandably, when people feel they are not adequately compensated this contributes to negative emotions. Here, we focus more directly on the **compensation issues, which most significantly relate to Contract Faculty.**

Member sample: As CTF, I am now not employed by Laurier. I am about to begin to collect E.I. for the summer. There is no question, however, that preparation for remote-teaching for Fall Term will

require almost full-time work for me in the months to come -- something I will not be compensated for.

Member sample: If I'm going to have to do this for the fall it would be nice to know now so that I can begin accessing resources and preparing, but that being said, as of May 1 I'm not employed by Laurier and find it difficult to contemplate doing a significant amount of work for free when Full-Time Faculty are being compensated for this work in various ways.

Member sample: I am concerned that the fall term - if it ends up being taught remotely - will be an unmanageably large workload relative to the salary scale.

Member sample: As contract faculty I have many concerns about the additional workload that will not be compensated.... There has been no mention from the University or WLUFA if we will be paid for work completed after the end of our contracts. And, if I am to teach remotely or online in the fall semester I will have to invest in a new computer.

Member sample: I think the burden fell particularly hard on contract faculty and PhD student who ended up spending many more hours of work with no additional compensation.

Member sample: I received an email regarding compensation for CAF that were impacted by the move on-line. However, to receive this compensation more work was required.

Member sample: I appreciate that Teaching & Learning is trying to support us through this, but some of the webinars have not been a productive use of time. Most of the impact has been getting ready to do two course remotely for the Spring. It is a massive amount of work, for which there is no additional compensation.

Member sample: Contract faculty, already way underpaid, need more compensation for the added work expected.