



AFFILIATED WITH THE **UNIVERSITY OF WATERLOO**

Renison Lecturers' Survey

February 2021

Survey Background Information

- Administered by FAUW Lecturers Committee in February 2021
- Rension (REN) survey version adjusted to reflect the unique circumstances of REN lecturers
- Completed by **18 out of 22 lecturers** (definite-term and continuing)
- Additional factors for consideration
 - some REN lecturers work at other institutions
 - data reflects the circumstances in pre-2020-Collective-Agreement
- Results compiled by Agnieszka Wolczuk (CLS), Julia Williams (CLS), & Peter Hymmen (SDS)

REN Lecturers' Survey Executive Summary

1. **Lecturer positions** are Renison are characterized by variability in
 - a. **permanency** - from continuing to definite-term contracts
 - b. **definite term contract length** – from one to three years
 - c. **number of definite-term contracts** – from one to more than four
 - d. **length of employment** - from one to more than 15 years
 - e. **workload distribution** amongst teaching/service/research – from 80/20/0 to 40/40/20 to 100/0/0
 - f. **courses taught** – 1st year, upper year, graduates
 - g. **class sizes** – from fewer than 20 to more than 50 students

2. Lecturers are **well educated** with approximately half holding Master's and half holding PhDs as terminal degrees.

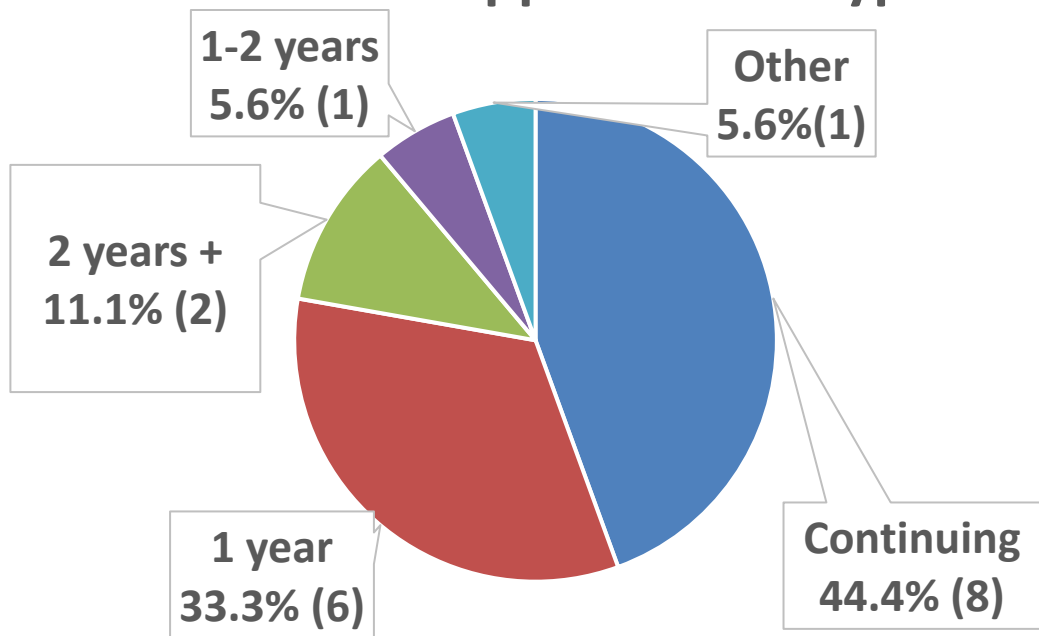


3. Many lecturers engage in **scholarly activities** although not contractually required to do so. Lack of time and institutional support for scholarly activities is a challenge.
4. **Access to non-teaching terms** is not possible for most lecturers.
5. Pre-covid, 72% of lecturers **had not taught an online course**. 88% found that moving to online teaching increased their workload. Despite the positive perception of administration support in transitioning to remote instruction, that shift **negatively impacted lecturers' well-being**.
6. **Vacation time** is difficult to schedule, with 50% of lecturers indicating they do not take vacation, and almost the same percent not being aware of the vacation entitlement.

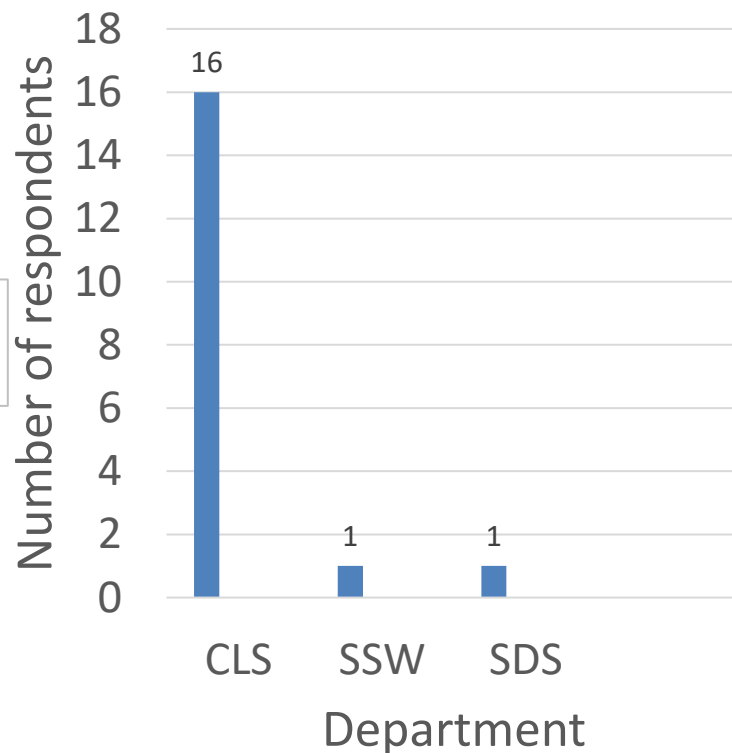
REN Lecturers' Profile

Appointment Types & Departmental Appointments

Appointment Types



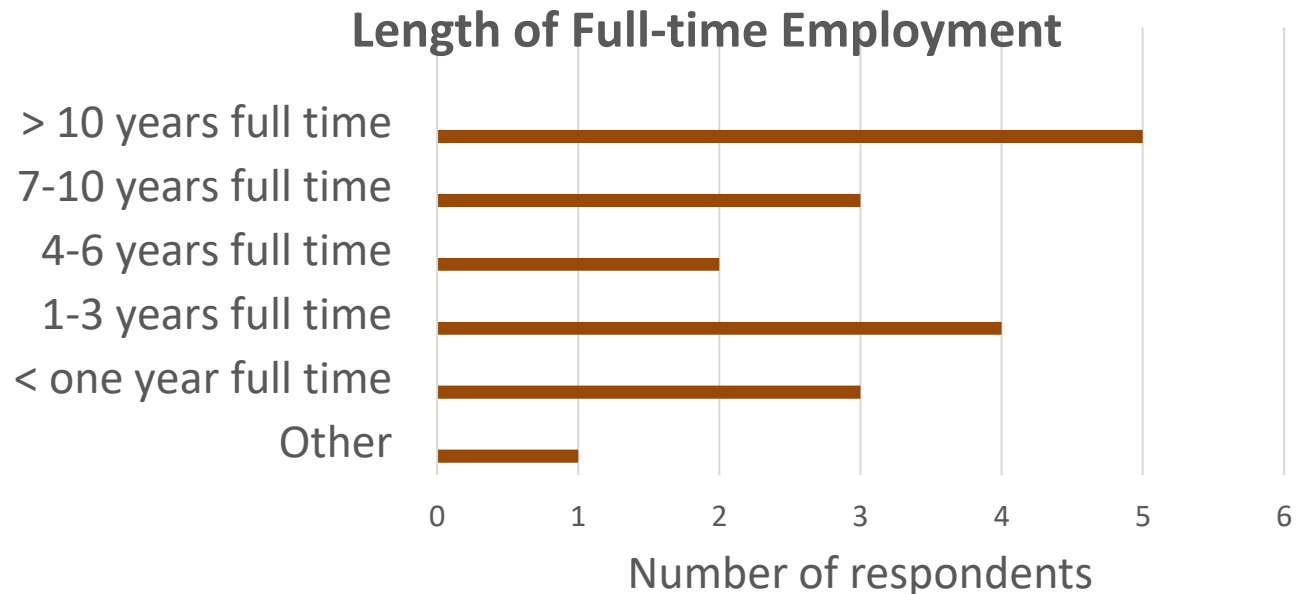
Departmental Appointments



REN Lecturers' Profile

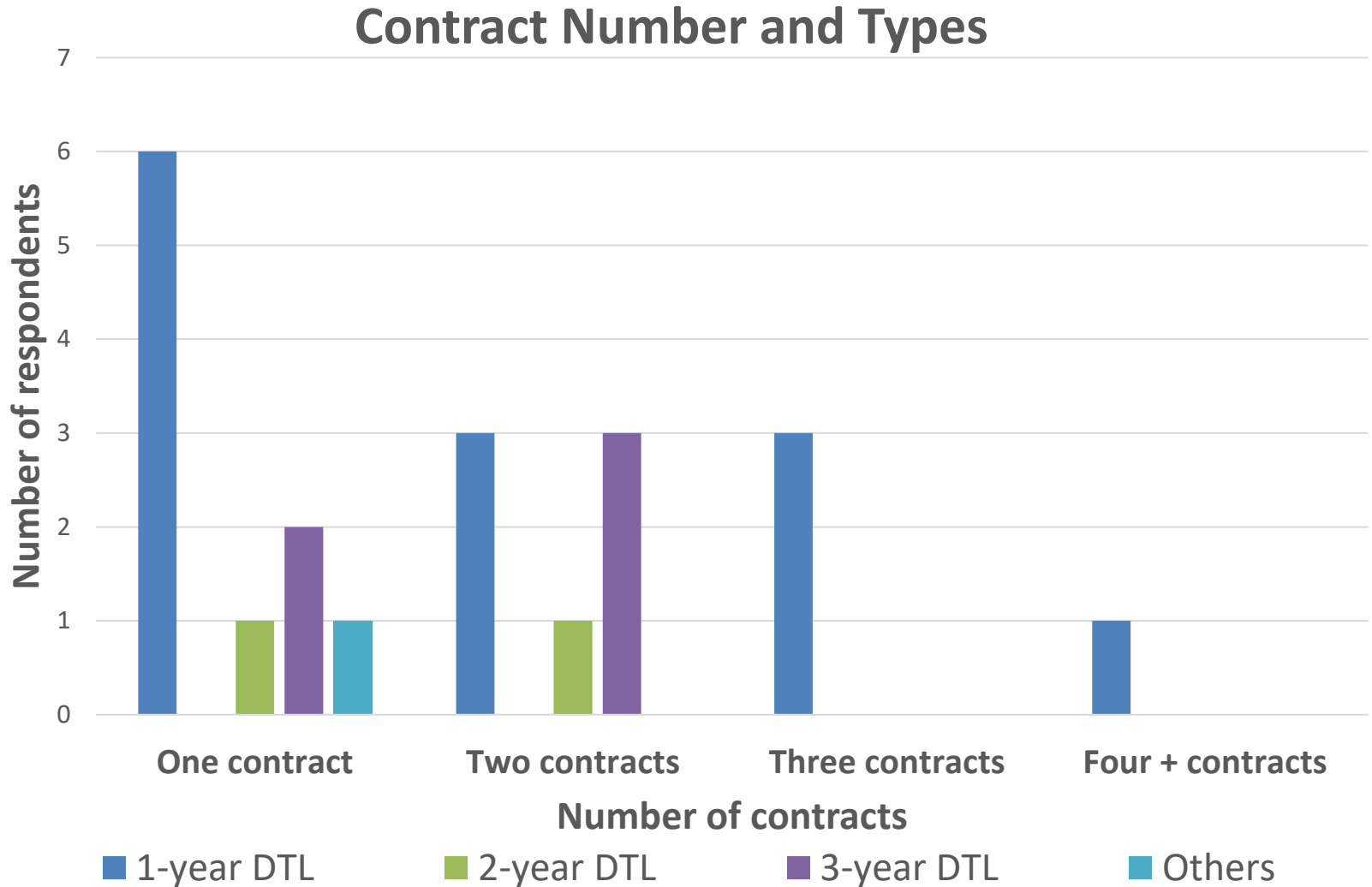
Credentials & Employment Length

#	Highest Degree	%	Count
1	Bachelor's degree	0.0%	0
2	Master's degree	50.0%	9
3	ABD	5.6%	1
4	PhD	44.4%	8
	Total	100%	18



REN Lecturers

Contractual Appointment Types



Q: How many of each of the following full-time contracts have you had to date?

REN Lecturers

Workload Distribution & Class Sizes

REN Lecturers - Teaching/Service/Research:

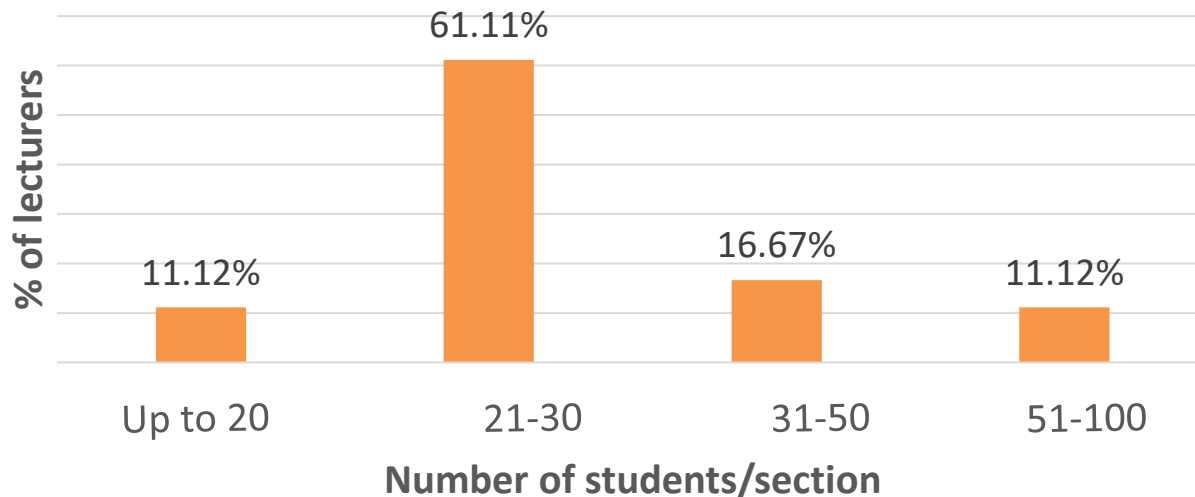
- **80/20/0** – 72.2% (13)
- **95/5/0** - 5.6% (1)
- **50/50/0** – 11.1% (2)
- **40/40/20** - 5.6% (1)
- **100/0/0** - 5.6% (1)

Note: () – number of respondents

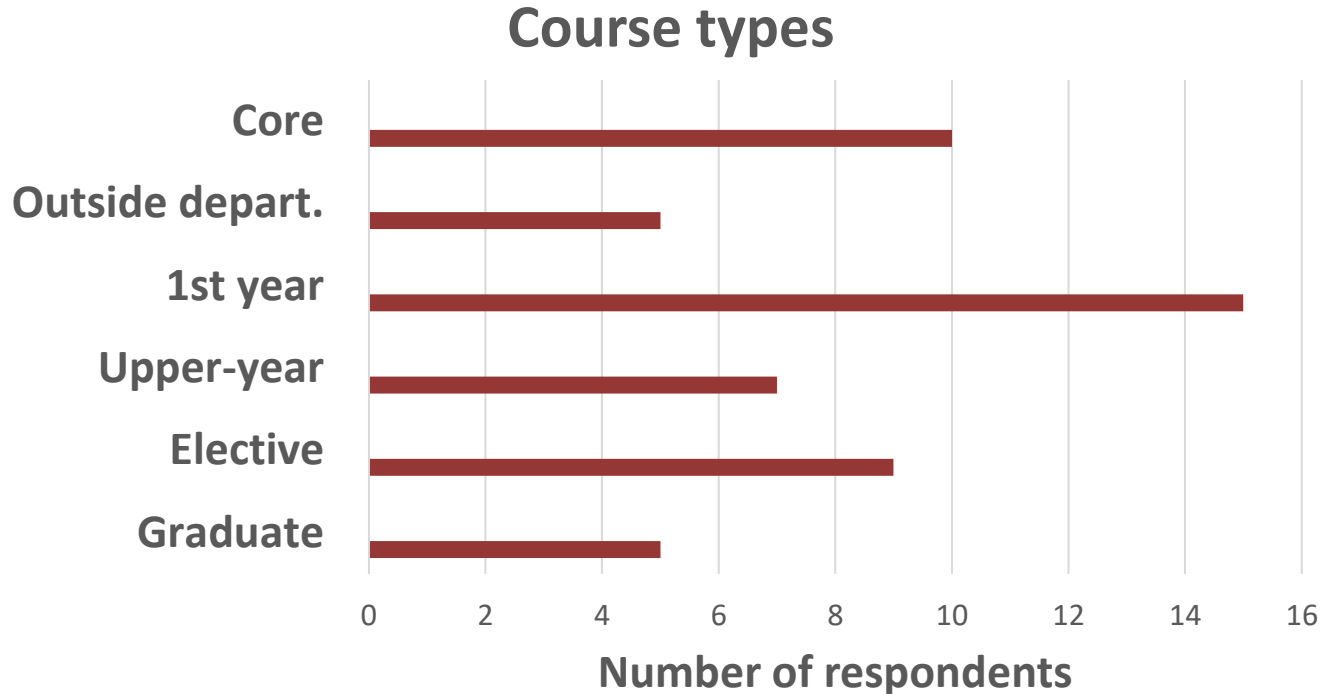
UW Lecturers - Teaching/Service/Research (most common):

- **80/20/0** – 43%
- **60/40/0** – 13%
- **50/50/0** – 9%

The Largest Class Size Taught at Renison



REN Lecturers: Types of Courses Taught



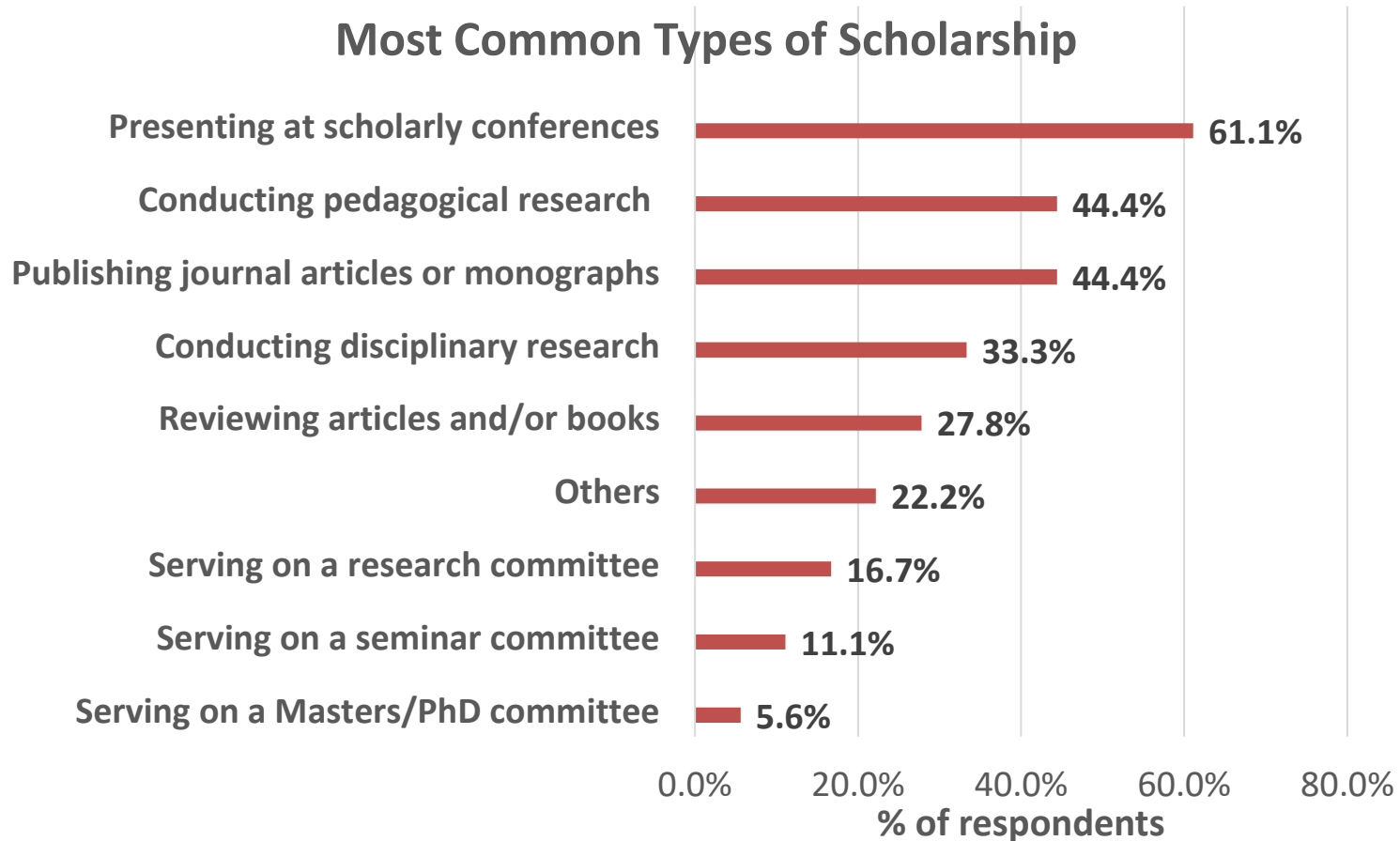
Frequency of Teaching Graduate-level Courses:

- **> once a year** – 22.2% (4 respondents)
- **once every 2 years** - 5.6% (1 respondent)

REN Lecturers: Scholarly Activities

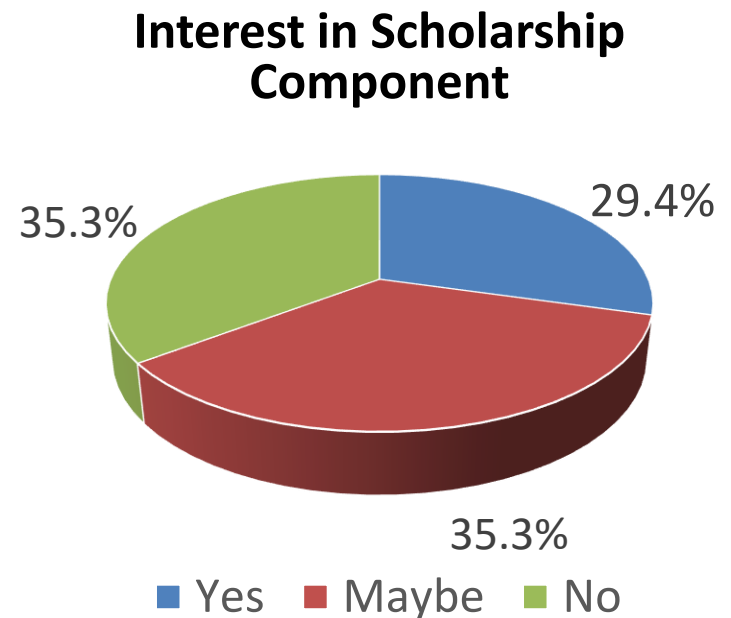
- **most lecturers actively engaged**
- **1 lecturer** with an explicit research component (5.6% at REN vs. 15% at UW)
- **scholarship** – not just “publish or perish” – also includes pedagogical research, professional development and enhancement of teaching skills

Most Common Types of Scholarship



REN Lecturers: Scholarly Activities

- **other scholarly activities REN lecturers are engaged in**
 - publishing textbooks
 - attending conferences on discipline-related and pedagogical topics
 - serving as an examiner for Master's thesis outside UW
 - mentoring TESOL students
- **64.7% lecturers interested in a scholarship component** (disciplinary or pedagogical)



REN Lecturers: Interest in a Scholarship Component as Part of Contractual Workload

Definite interest

- scholarship – part of professional profile, but done in addition to contractual duties
- getting it acknowledged would be appreciated

Conditional interest

- interested if there is flexibility with contracts to include such a component temporarily or permanently (2 comments)
- interested, but despite the course load reduction, the current teaching and service loads, esp. heavy marking and course prep. loads, prevent deep engagement in scholarship (3 comments)

No explicit interest

- focus on completing the assigned course loads (1st one-year DT contract)
- preference for teaching and service only (1 comment)

REN Lecturers: Interest in Scholarship

Willingness to engage in scholarship if required for promotion to CL	Number of lecturers
Very likely	4
Somewhat likely	4
Neither likely nor unlikely	1
Somewhat unlikely	0
Very unlikely	0
I would do research regardless	1

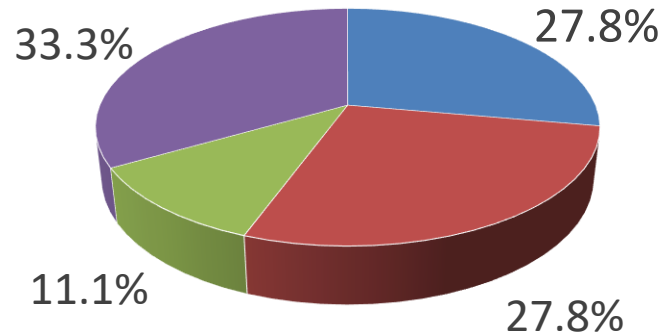
■ Additional comments

- willing to engage in such circumstances, but concerned about the increased workloads
- concerned about the added pressure
- scholarship as “classroom research” already present

REN Lecturers:

Perceived Support of Administration for Lecturers' Scholarship

Perceived Support for Engagement in Scholarship

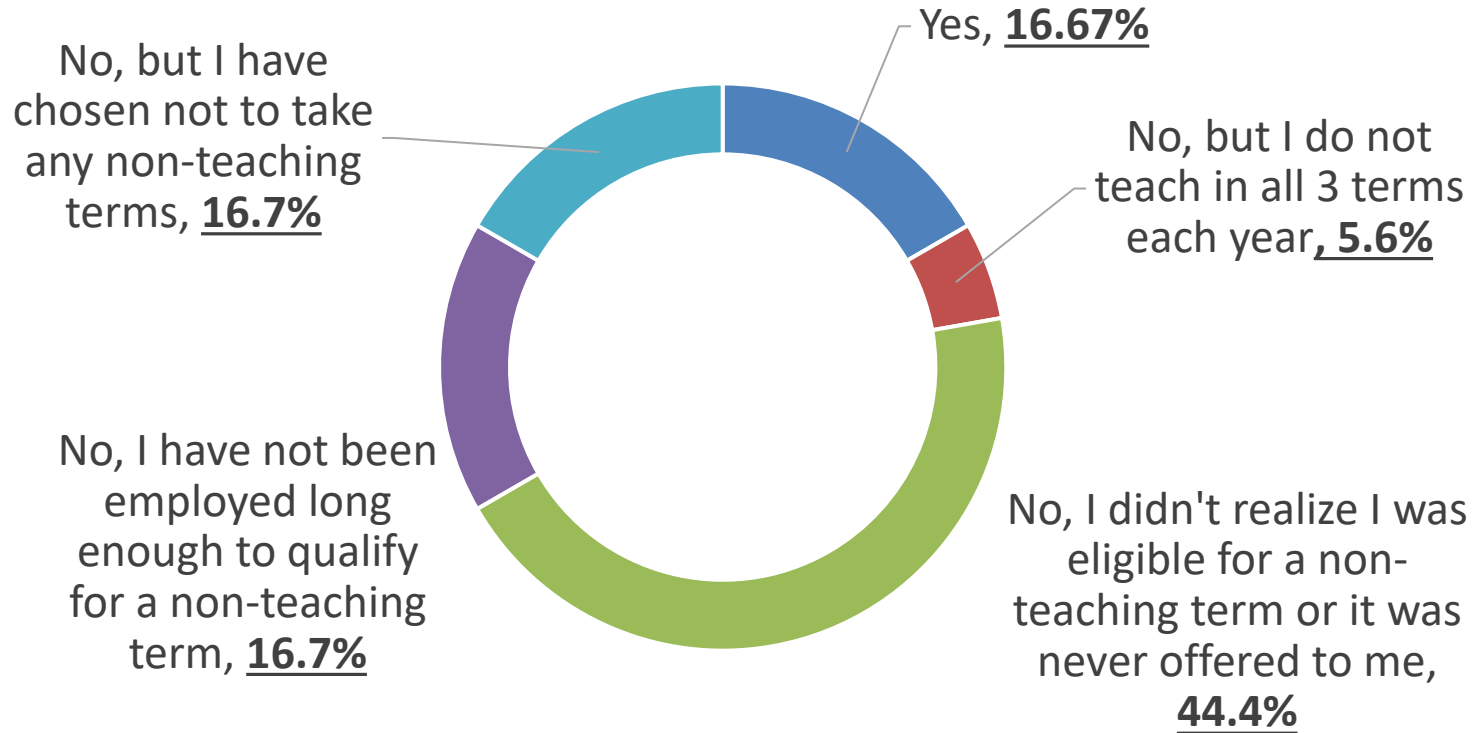


■ Very good support ■ Adequate support ■ Poor support ■ I don't know.

- **In the past, lecturers were**
 - discouraged from pursuing scholarship—not a contractual obligation
- **Currently**
 - encouraged to do so, but no time or compensation for it
 - according to the Collective Agreement (CA), service can be replaced by research subject to Chair's & Dean's approval
 - support from chair (in principle), but no conducive conditions

REN Lecturers Non-teaching Term

Have you had at least one non-teaching term during your employment at Renison?



Reason for not taking such a term

- difficulty in managing the redistributed workload
- 3 of the eligible respondents

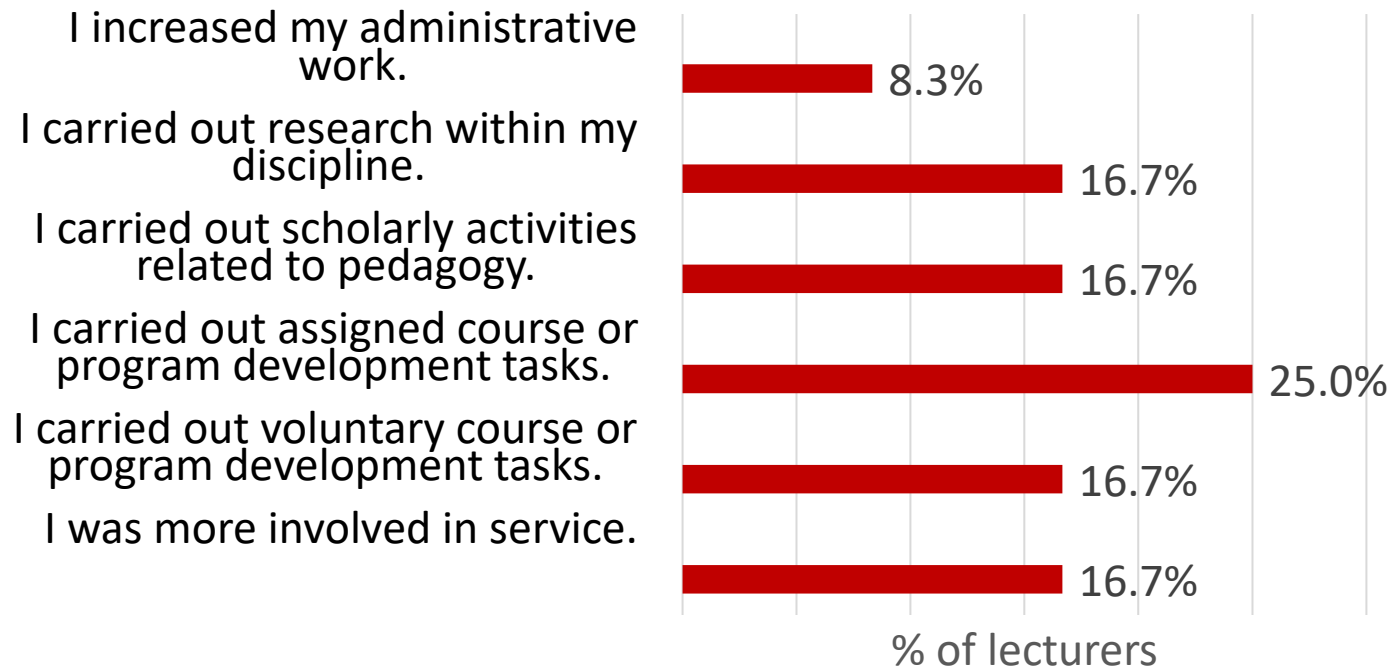
REN Lecturers

Course Load during Non-teaching Term

Impact of a Non-teaching Term on Workload

- **the same workload** but redistributed to different terms - 2/18 respondents
- **reduced workload**, no need to make up the teaching in other terms - 1/18 respondents

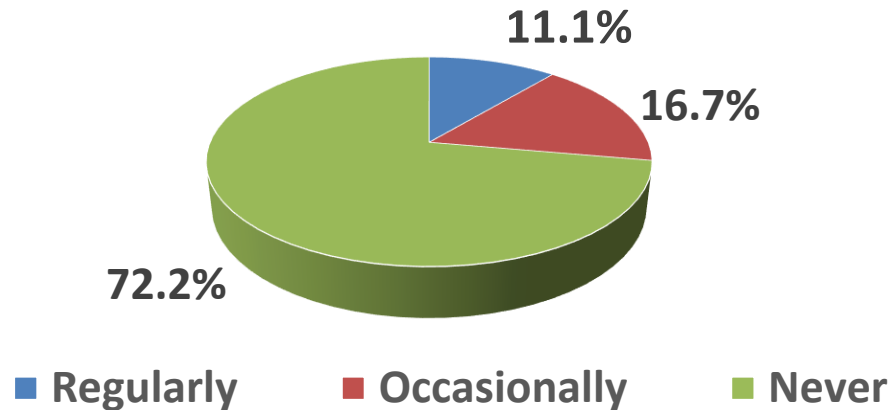
How did you use the reduced teaching load?



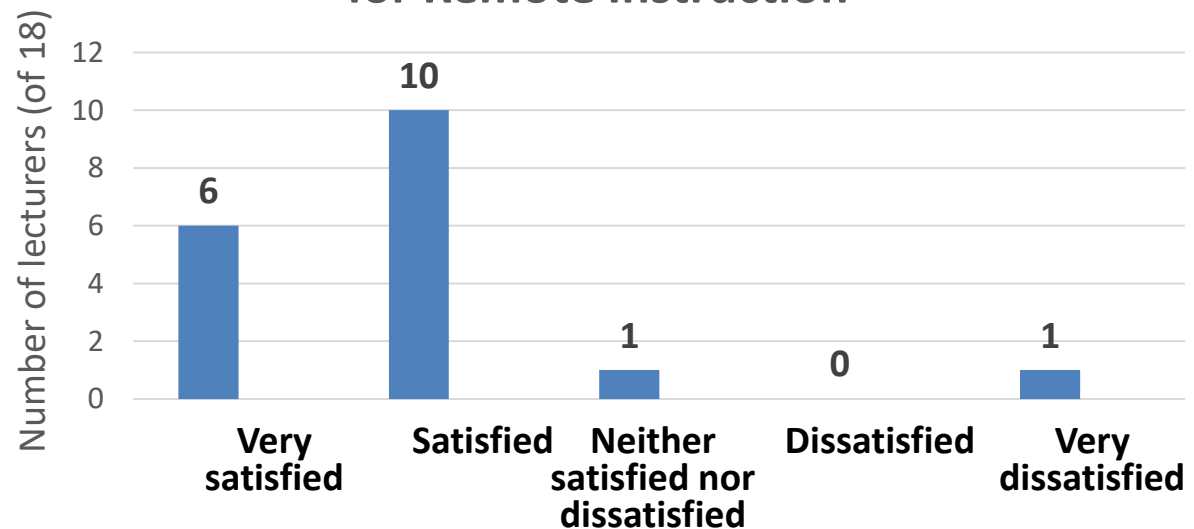
REN Lecturers

Pre-COVID Experience in Teaching Courses Remotely

Pre-COVID Frequency of Teaching Online Courses

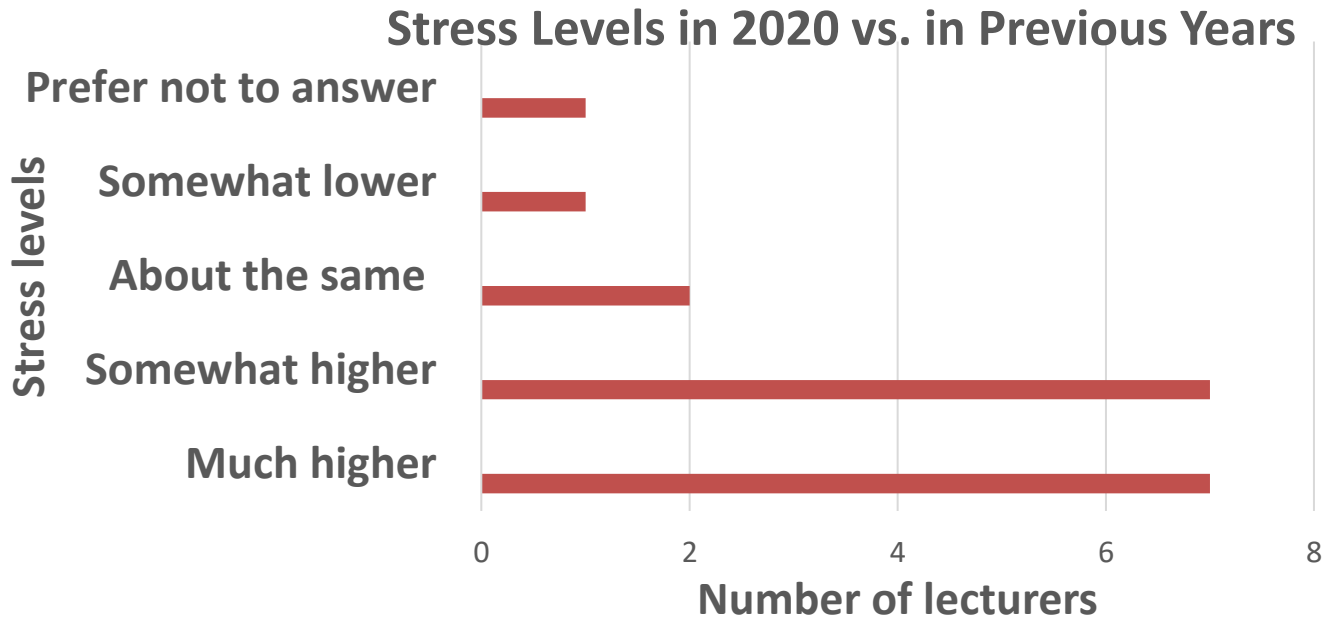
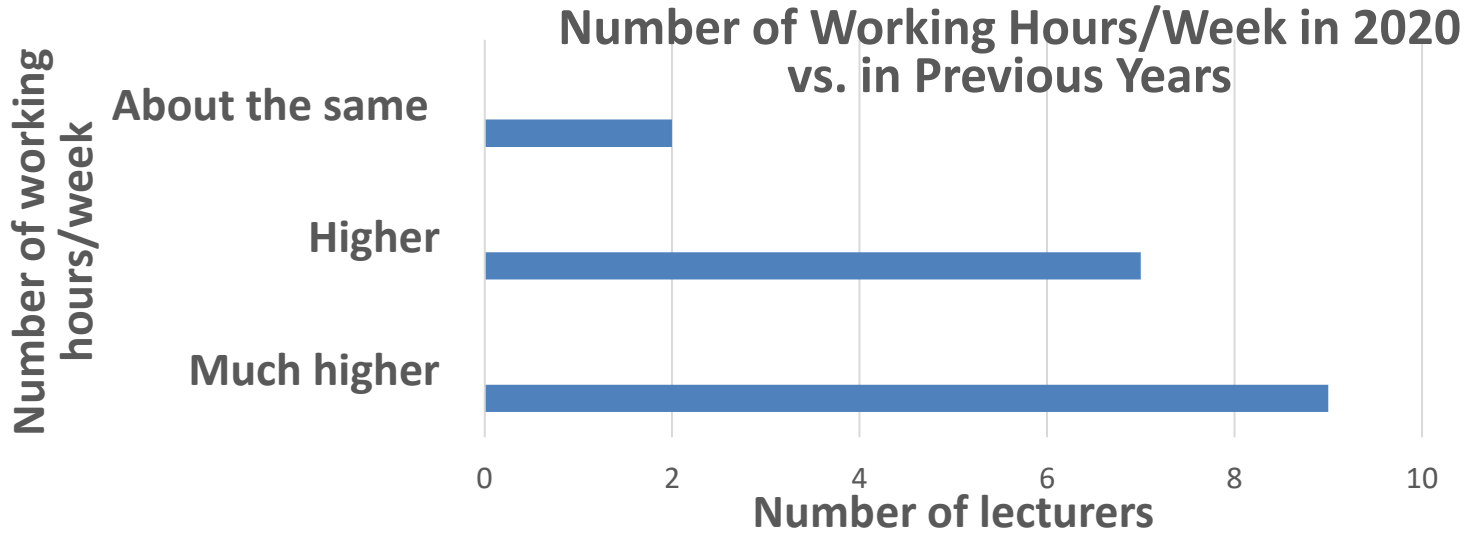


Satisfaction with Department Support for Remote Instruction



REN Lecturers

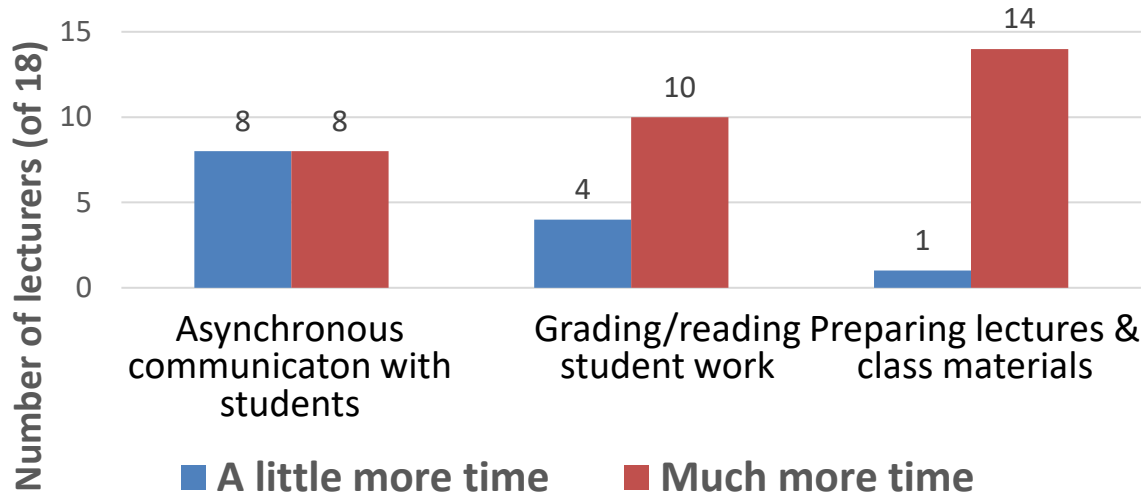
Impact of COVID-19 on Lecturer Well-being



REN Lecturers

Impact of COVID on Work-related Activities

Activities Requiring Additional Time



Activities not Requiring Any Additional Time

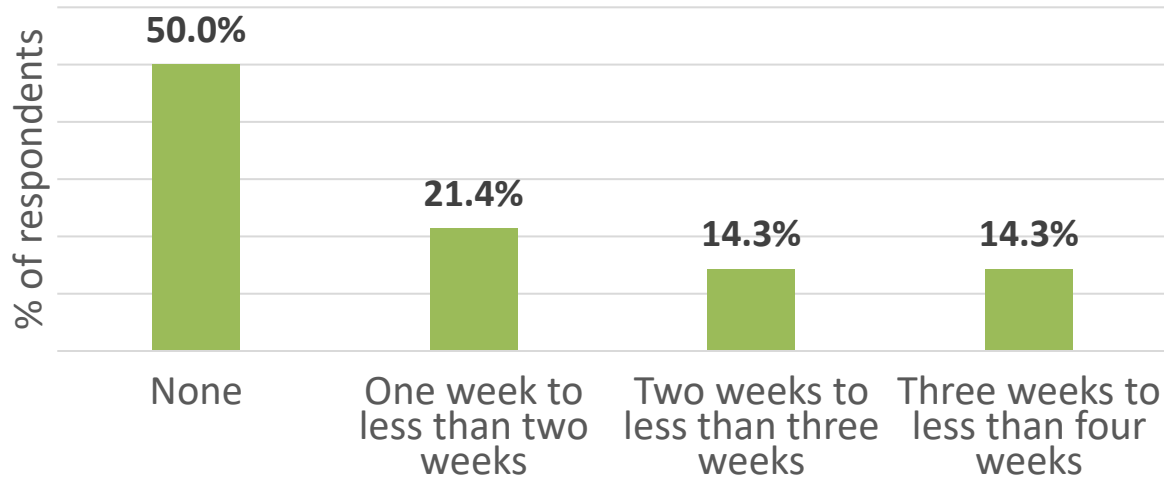
- **service** (11/18 lecturers—61%)
- **professional development** (8/18 lecturers—44.4%)
- **research/scholarship** (7/18 lecturers—38.9%)
- **external service** (7/18 lecturers—38.9%)

Activity Taking a Little Less time than in a Pre-COVID Year

- **delivering lectures** (6/18 lecturers—33.3%)

REN Lecturers Vacation Time

The Length of Vacation in a Typical Year



The Reasons for Not Taking Annual Vacation

I chose not to take vacation time.

10.50%

I felt pressured into not taking vacation time.

5%

I was not able to fit vacation time into my schedule.

36.90%

I did not know how much vacation time I was entitled to.

47.40%

% of respondents

REN Lecturers

Additional Comments

For RAAS

Some lecturers hope to work with RAAS to

- develop clear guidelines for DTL contract renewals, enabling instructors with work experience to have opportunities for such renewals
- establish a process of converting DTLs to CLs
- develop a pathway for sessionals working at Renison nearly full time for over six years to become DTLs

For future survey development

In relation to the points above, future surveys and conversations regarding Renison lecturers might consider

- the total length of work experience at this institution & the total number of courses taught
- the relationship of these factors and lecturer career development